Advancing Practice

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CLINICAL LEADS, ADVANCING PRACTICE PROJECT, SOMERSET STP

ADVANCING PRACTICE - DRIVERS

- Autonomous clinical practice by non medical practitioners
- Non protected title
- Widespread heterogenicity
- 'Organic evolution' to meet local needs
- Regulation / Professional Bodies / HEI
- Clinical vs Academic Advanced Practice
- Quality Assurance
- Litigation Costs / CQC
- Workforce needs / COVID 19

'Advanced clinical practice is delivered by **experienced, registered** health and care practitioners. It is a **level of practice** characterised by a **high degree of autonomy** and **complex decision making**. This is underpinned by a master's level award or equivalent that encompasses the four pillars of clinical practice, leadership and management, education and research, with demonstration of **core capabilities** and area **specific clinical competence**……..

(Health Education England, 2017)

Advancing Practice

Variability of Advanced Practice Roles

Figure 3. Advanced Practice clinical role with a large management element

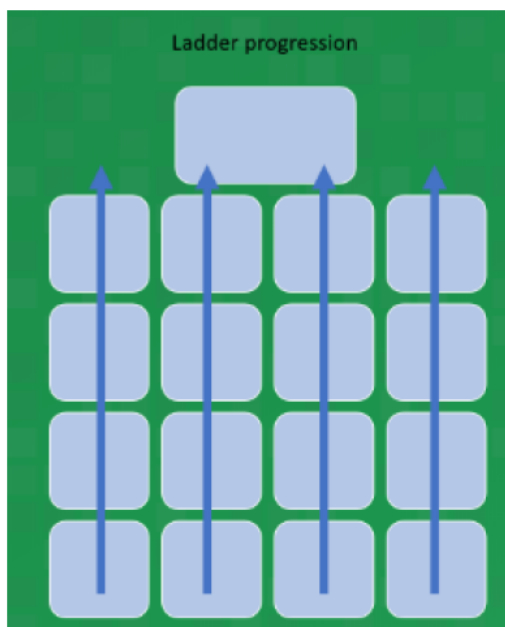Figure 4. Advanced Practice clinical role with strong research/teaching elements

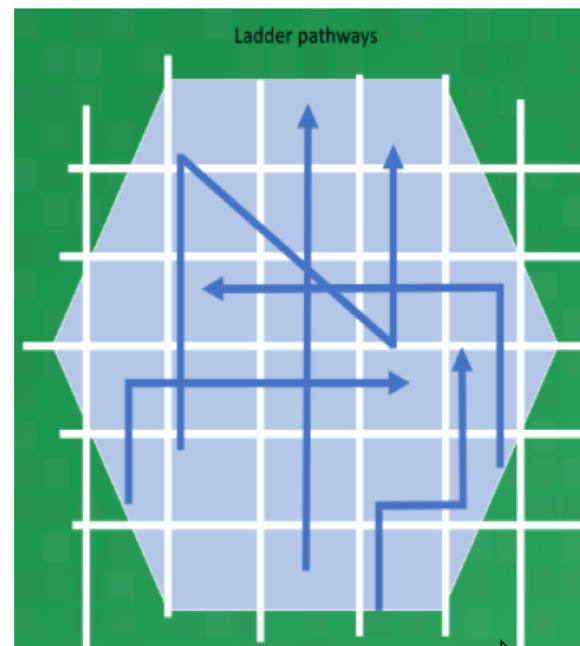# Workforce Skill Mix: Objective

PROFESSION FOCUSED

Moving from linear models for education, training and professional progression....

SKILLS AND COMPETENCY FOCUSED

...To lateral models for training and professional pathways for advancing practice

OBJECTIVE

Multi-professional delivery vehicle: Centre for Advancing Practice

HEE CENTRE FOR ADVANCING PRACTICE

"The Centre for Advancing Practice has been established initially to lead the advanced and consultant practice agenda. Its aim is to drive **education and training quality** to ensure advanced practitioners are not only fit for 21st century care but that best use is made of their skills and expertise in the post-Covid-19 recovery period to address patient service priorities. "

ROUTES OF ENTRY ONTO HEE ENHANCED & ADVANCED PRACTICE DIRECTORIES

- Credentialing Bodies

- Recognised Regional Programmes

- Portfolio Recognition

- HEI Recognised Courses of study

Some defined, others to be developed

Analysis of key phrases relating to ACP

able (4) act (7) address (4) advanced (15) application (5) apply (7) approaches (9) appropriate (11) assessment (5) capabilities (9) care (13) changing (6) clinical (21) collaboratively (4) communication (5) complex (8) critical (13) demonstrate (10) develop (17) education (9) effective (6) engage (6) evaluation (12) evidence (5) health (14) identify (6) improvements (4) individuals (13) information (10) knowledge (6) learning (7) level (14) manage (8) organisational (6) performance (4) practice (40) professional (14) quality (5) range (5) relevant (4) research (13) response (7) risk (6) scope (6) seeking (6) service (7) skills (7) support (9) team (11) understanding (6)

The language used to describe the capabilities is deliberately mapped to level 7 taxonomy to support and make clear the expectation that people working at this level are required to operate at master's level i.e. to have the ability to make sound judgements in the absence of full information and to manage varying levels of risk when there is complex, competing or ambiguous information or uncertainty. Health and care professionals working at the level of advanced clinical practice should be able to: meet all 38 standards across four pillars of practice.

1. Clinical Practice

1.1 Practise in compliance with their respective code of professional conduct and within their scope of practice, being responsible and accountable for their decisions, actions and omissions at this level of practice.

1.2 Demonstrate a critical understanding of their broadened level of responsibility and autonomy and the limits of own competence and professional scope of practice, including when working with complexity, risk, uncertainty and incomplete information.

1.3 Act on professional judgement about when to seek help, demonstrating critical reflection on own practice, self-awareness, emotional intelligence, and openness to change.

1.4 Work in partnership with individuals, families and carers, using a range of assessment methods as appropriate (e.g. of history-taking; holistic assessment; identifying risk factors; mental health assessments; requesting, undertaking and/or interpreting diagnostic tests; and conducting health needs assessments).

1.5 Demonstrate effective communication skills, supporting people in making decisions, planning care or seeking to make positive changes, using Health Education England's framework to promote person-centred approaches in health and care.

Clinical Practice

1.6 Use expertise and decision-making skills to inform clinical reasoning approaches when dealing with differentiated and undifferentiated individual presentations and complex situations, synthesising information from multiple sources to make appropriate, evidence-based judgements and/or diagnoses.

1.7 Initiate, evaluate and modify a range of interventions which may include prescribing medicines, therapies, life style advice and care.

1.8 Exercise professional judgement to manage risk appropriately, especially where there may be complex and unpredictable events and supporting teams to do likewise to ensure safety of individuals, families and carers.

1.9 Work collaboratively with an appropriate range of multi-agency and inter-professional resources, developing, maintaining and evaluating links to manage risk and issues across organisations & settings.

1.10 Act as a clinical role model/advocate for developing and delivering care that is responsive to changing requirements, informed by an understanding of local population health needs, agencies and networks.

1.11 Evidence the underpinning subject-specific competencies i.e. knowledge, skills and behaviours relevant to the role setting and scope, and demonstrate application of the capabilities to these, in an approach that is appropriate to the individual role, setting and scope.

Leadership & Management

2.1 Pro-actively initiate and develop effective relationships, fostering clarity of roles within teams, to encourage productive working.

2.2 Role model the values of their organisation/place of work, demonstrating a person-centred approach to service delivery and development.

2.3 Evaluate own practice, and participate in multi-disciplinary service and team evaluation, demonstrating the impact of advanced clinical practice on service function and effectiveness, and quality (i.e. outcomes of care, experience and safety).

2.4 Actively engage in peer review to inform own and other's practice, formulating and implementing strategies to act on learning and make improvements.

2.5 Lead new practice and service redesign solutions in response to feedback, evaluation and need, working across boundaries and broadening sphere of influence.

2.6 Actively seek feedback and involvement from individuals, families, carers, communities and colleagues in the co-production of service improvements.

Leadership & Management

2.7 Critically apply advanced clinical expertise in appropriate facilitatory ways to provide consultancy across professional and service boundaries, influencing clinical practice to enhance quality, reduce unwarranted variation and promote the sharing and adoption of best practice.

2.8 Demonstrate team leadership, resilience and determination, managing situations that are unfamiliar, complex or unpredictable and seeking to build confidence in others.

2.9 Continually develop practice in response to changing population health need, engaging in horizon scanning for future developments (e.g. impacts of genomics, new treatments and changing social challenges).

2.10 Demonstrate receptiveness to challenge and preparedness to constructively challenge others, escalating concerns that affect individuals', families', carers', communities' and colleagues' safety and well-being when necessary.

2.11 Negotiate an individual scope of practice within legal, ethical, professional and organisational policies, governance and procedures, with a focus on managing risk and upholding safety.

Education

3.1 Critically assess and address own learning needs, negotiating a personal development plan that reflects the breadth of ongoing professional development across the four pillars of advanced clinical practice.

3.2 Engage in self-directed learning, critically reflecting to maximise clinical skills and knowledge, as well as own potential to lead and develop both care and services.

3.3 Engage with, appraise and respond to individuals' motivation, development stage and capacity, working collaboratively to support health literacy and empower individuals to participate in decisions about their care and to maximise their health and well-being.

3.4 Advocate for and contribute to a culture of organisational learning to inspire future and existing staff.

3.5 Facilitate collaboration of the wider team and support peer review processes to identify individual and team learning.
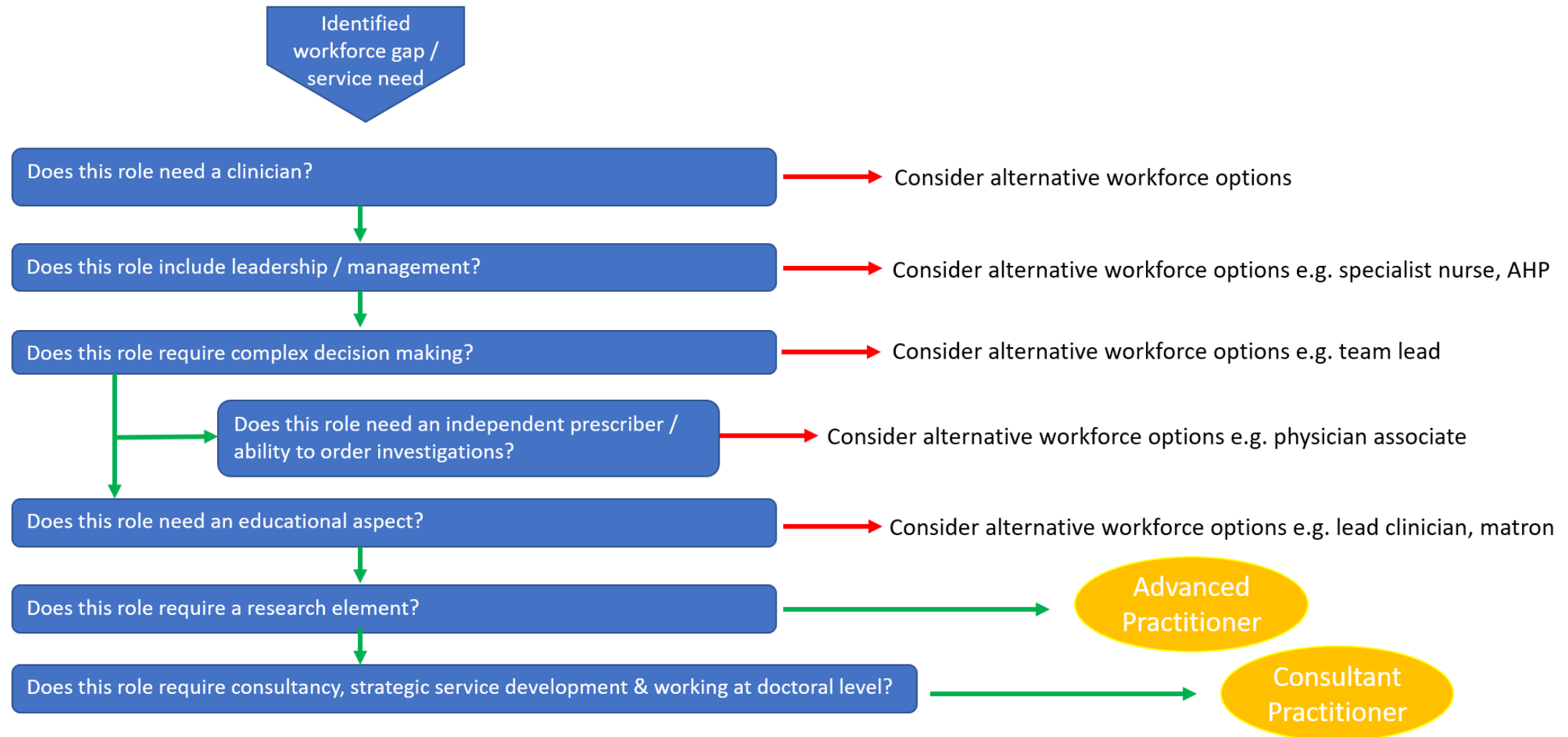
3.6 Identify further developmental needs for the individual and the wider team and supporting them to address these.

3.7 Supporting the wider team to build capacity and capability through work-based and interprofessional learning, and the application of learning to practice

3.8 Act as a role model, educator, supervisor, coach and mentor, seeking to instill and develop the confidence of others.

Research

4.1 Critically engage in research activity, adhering to good research practice guidance, so that evidence based strategies are developed and applied to enhance quality, safety, productivity and value for money.

4.2 Evaluate and audit own and others' clinical practice, selecting and applying valid, reliable methods, then acting on the findings.

4.3 Critically appraise and synthesise the outcome of relevant research, evaluation and audit, using the results to underpin own practice and to inform that of others.

4.4 Take a critical approach to identify gaps in the evidence base and its application to practice, alerting appropriate individuals and organisations to these and how they might be addressed in a safe and pragmatic way.

4.5 Actively identify potential need for further research to strengthen evidence for best practice. This may involve acting as an educator, leader, innovator and contributor to research activity and/or seeking out and applying for research funding.

4.6 Develop and implement robust governance systems and systematic documentation processes, keeping the need for modifications under critical review.

4.7 Disseminate best practice research findings and quality improvement projects through appropriate media and fora (e.g. presentations and peer review research publications).

4.8 Facilitate collaborative links between clinical practice and research through proactive engagement, networking with academic, clinical and other active researchers
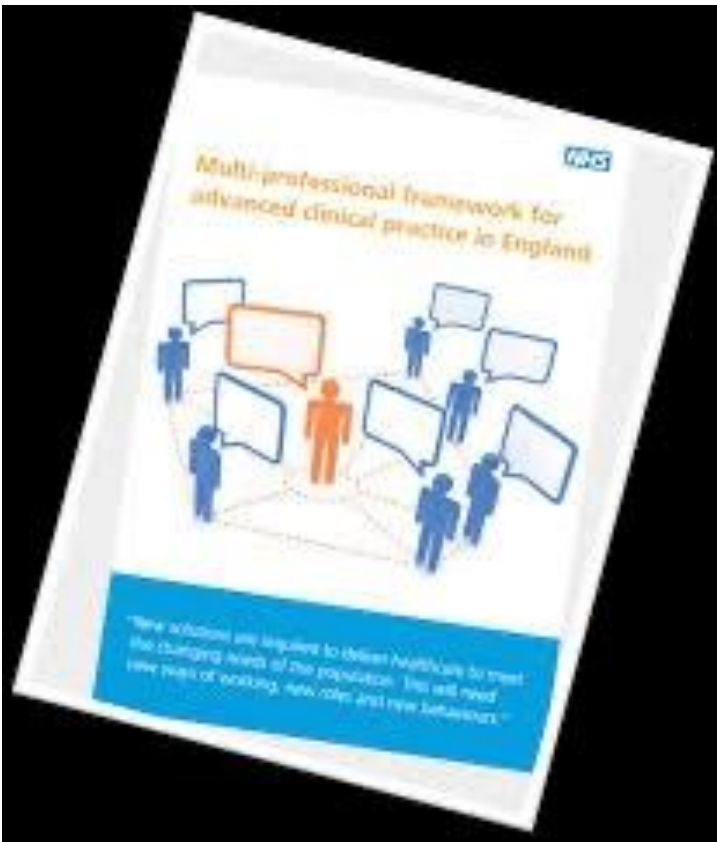
What job role is needed?

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Identified
workforce gap /
service need
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Does this role need a clinician? → Consider alternative workforce options

Does this role include leadership / management? → Consider alternative workforce options e.g. specialist nurse, AHP

Does this role require complex decision making? → Consider alternative workforce options e.g. team lead

Does this role need an independent prescriber / ability to order investigations? → Consider alternative workforce options e.g. physician associate

Does this role need an educational aspect? → Consider alternative workforce options e.g. lead clinician, matron

Does this role require a research element? → Advanced Practitioner

Does this role require consultancy, strategic service development & working at doctoral level? → Consultant Practitioner

Resources
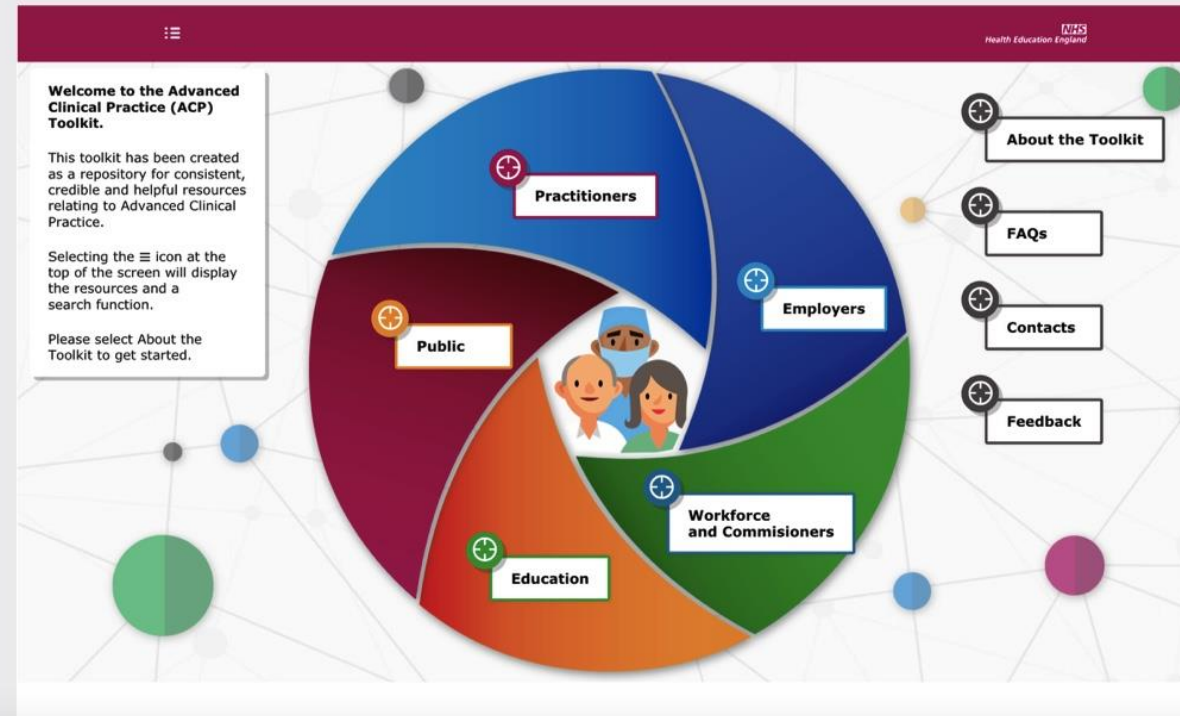
https://www.hee.nhs.uk/our-work/advanced-clinical-practice
https://www.hee.nhs.uk/our-work/advanced-clinical-practice/advanced-clinical-practice-toolkit
https://www.hee.nhs.uk/sites/default/files/documents/Multi-professional%20framework%20for%20advanced%20clinical%20practice%20in%20England.pdf

Questions to consider

- Where does your service / organisation already have advanced practice roles?
- Do the individuals in those roles meet the national standards of Advanced Practice across four pillars?
- What are the governance arrangements around those roles?
- What are the current unfilled vacancies in medical, nursing, midwifery, AHP or Healthcare scientists?
- What are the known future workforce pressures in the medical, nursing, midwifery, AHP or healthcare scientists workforce?
- What are the anticipated future demands and therefore new and innovative patent pathways under development; What knowledge, skills, competencies and attributes (KSCA) are needed to meet these demands?
- What areas have you considered / are you considering using ACPs for?
- What barriers to implementing ACPs have you encountered?
- What is / might be the impact on you /your colleagues /your service organisation of these developments around advanced practice?
- What opportunities do you know of to support training and development of Advanced Practice?
- What career aspirations within your team / service / organisation are you aware of?