

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 heterogeneity
- '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



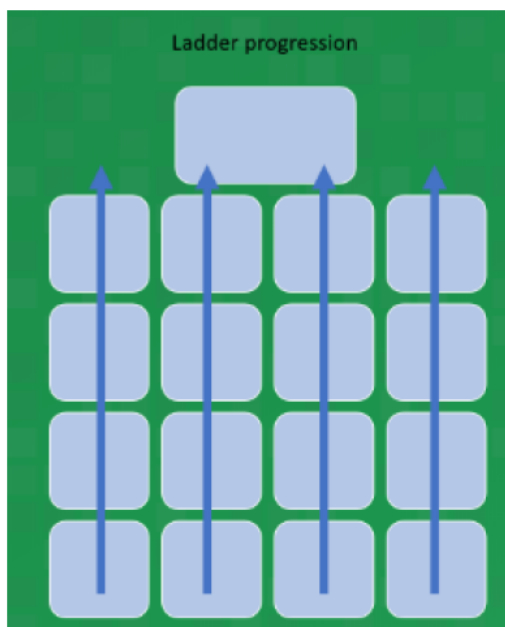
Workforce Skill Mix: Objective

NHS

Health Education England

PROFESSION FOCUSED

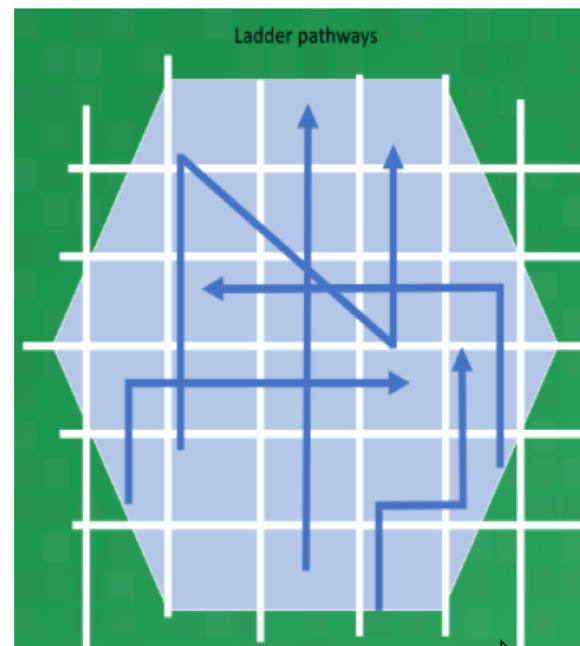
Moving from linear models for education,
training and
professional progression....



OBJECTIVE

SKILLS AND COMPETENCY FOCUSED

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



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.

- 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.

- 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.

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.

- 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

Project oversight:

- Somerset FEAP (Faculty of Extended & Advancing Practice) established with representation from all key stakeholders in Somerset.
- Reports back to Somerset People Board for Health & Social care (previously LWAB) and weekly meetings with other SW STP / ICS leads & HEE regional faculty.
- Final report due back to HEE SW end March 2021

Data

- Awaiting data from SW wide ACP survey from Research team at Plymouth Uni
- More detailed short Somerset survey sent out for return by 15/2/21
- Developing Somerset Directory of Advanced and Consultant Practitioners

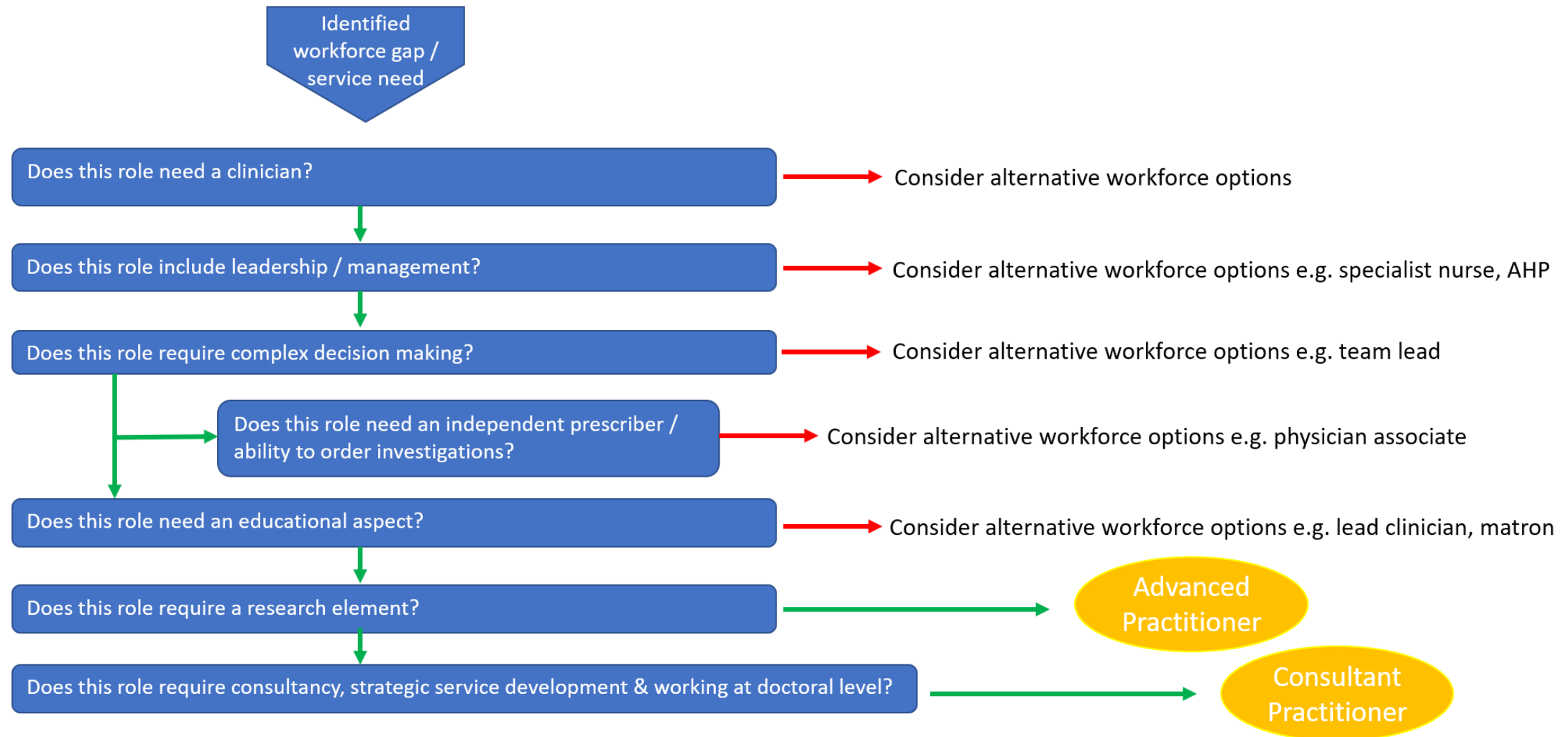
Communications

- F2F & online ACP roadshows for all
- FEAP newsletter to all on Somerset directory or who have attended roadshow plus through FEAP members

Support for ACPs

- Roll out of Consultant Practitioner forum to all Consultant practitioners (Primary care, YDH, SFT)
- Gauged interest & now plan to develop similar forum for ACPs ?county wide ? Subfora for Primary care, ED
- 121s with aspiring, trainee and existing ACP / CPs
- Meetings with managers / employers / groups of staff to discuss ACP

What job role is needed?

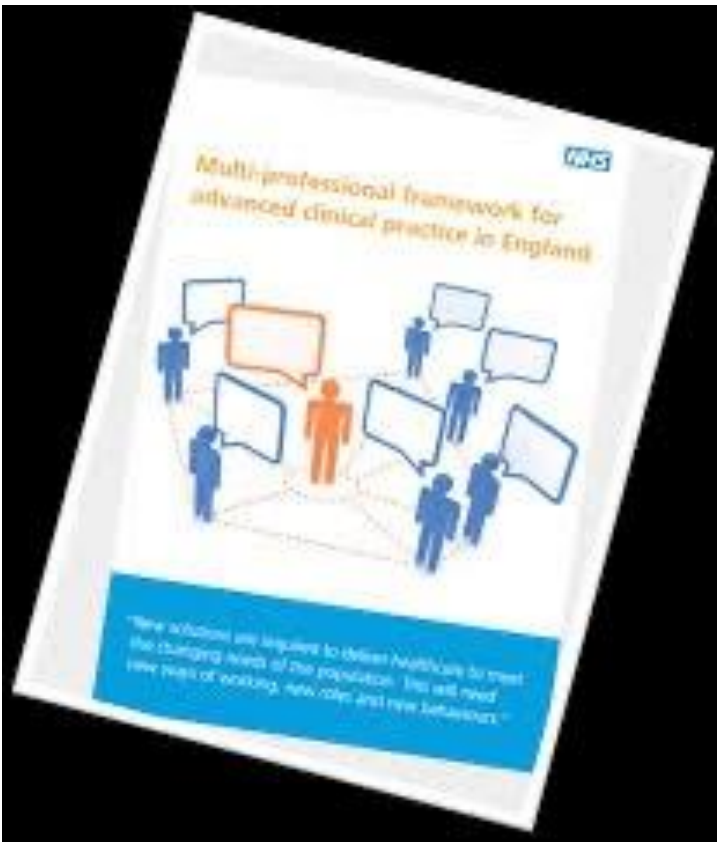


Resources

<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>



ACP Online Toolkit

