

# Advancing Practice

March 2021

CHRISTINE WATERS

LEAD CNS FOR PROFESSIONAL DEVELOPMENT SUFFOLK GP FEDERATION

ASSOCIATE POSTGRADUATE DEAN (ADVANCING ROLES) SUFFOLK AND NORTH EAST ESSEX



# We are the leaders of our time.....opportunities



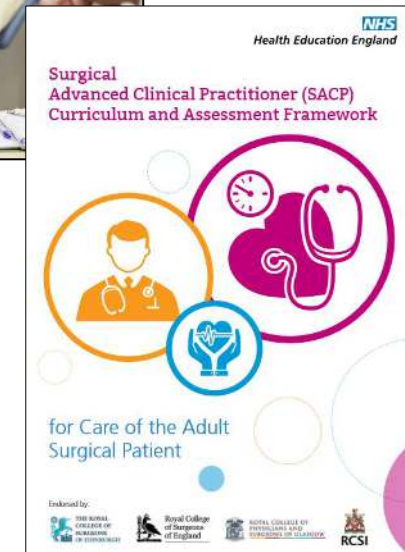
## Organisational governance of advancing roles

Perhaps think about .....

1. What would you like to see in place? (**change strategies**)
2. Who needs to be involved?
3. How can you help your Trust? (Do you have specific interests or expertise to offer?)
4. What might hinder progress?
5. What are your enablers?
6. How **confident** are you that as a Trust you can move forward collaboratively?

# Outline


- The challenge
- Understanding the challenge
  - National, regional, ICS and Trust level
- Opportunities to address the challenge



# Accelerating workforce skill mix

**NHS**

**WE ARE THE NHS:**  
People Plan 2020/21 -  
action for us all



We are 1.3 million strong. We are all walks of life, all kinds of experiences. We are the NHS.

**We Are The NHS**

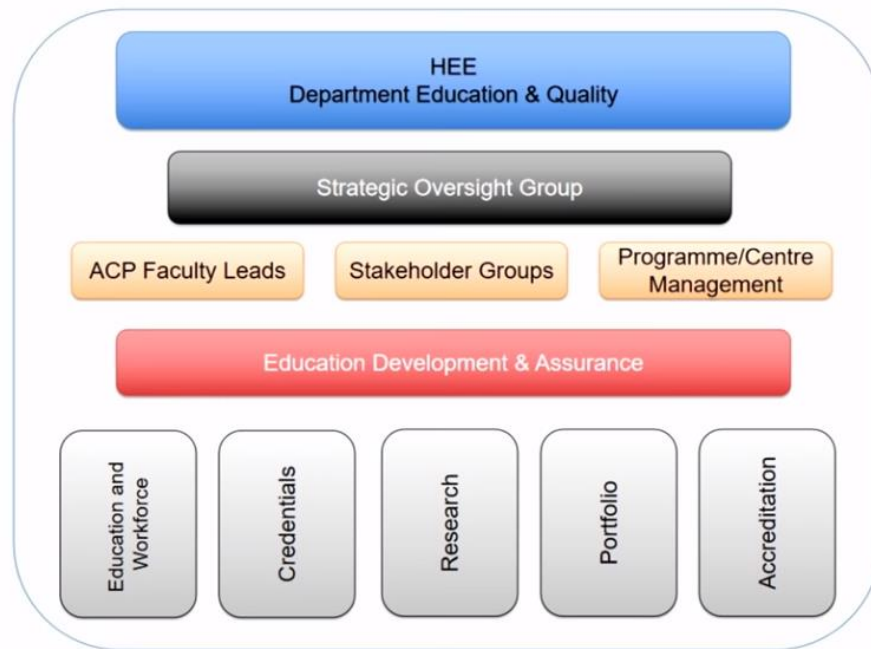
## Accelerating Workforce Skill Mix: *Health Education*



**21st CENTURY NHS** New models of care are transforming how patients are treated - clinicians are working in new ways and need to be trained and recognised for expanded skills.

**21st CENTURY WORKFORCE** The Advanced Practitioner is at the heart of change - registered and experienced in their clinical specialty, such as nurse, pharmacist, physiotherapist etc, and with significant skills across the clinical area, leadership, management, research and training, can work across a multi-disciplinary team, offering innovative solutions, mentoring and a problem-solving mindset.

# Challenge





# Challenges: concerns expressed by practitioners

## Personal

- I feel **overwhelmed** by the changes
- I feel really **excited** about the initiatives cascading out of the Centre but concerned the Trust may not adopt them
- I don't think we know where to start
- I **lack understanding of** advanced practice yet I am one
- I really would like to be involved in changes but have **little time**
- Trust governance of advanced practice is **not my priority**
- We have **talked for a long time**, it would be great to see changes occurring
- Will we be **included or excluded?**
- I **fear** we might be excluded
- Will the **medical consultants agree** for me to get involved?



# Challenges: concerns expressed by practitioners

## Organisational

- There is a lack of understanding that advanced practice must incorporate both academic as well as clinical mastery
- I don't have a job plan/ my **job plan** does not incorporate the **four pillars**
- **I don't have a job description** - I have been asked to write my own job description (trainee ACP)
- Thinking about the **lack of governance** keeps me awake at night
- I want to expand my scope of practice but there is a **lack of governance** with the organisation
- I would like to take on the role of co-ordinating education supervisor – will the **organisation support** me?
- There is such a **lack of understanding** around advanced practice, the governance or **potential** of this role
- We need agreement at Trust level about **CPD, appraisals, supervision and how to expand our scope of practice**
- We do have not **policy or governance framework**
- The current **appraisal system is not fit for purpose** for advanced practice
- We must keep the **medical staff/ consultants and/ or GPs** on board
- Do we need **executive support**?



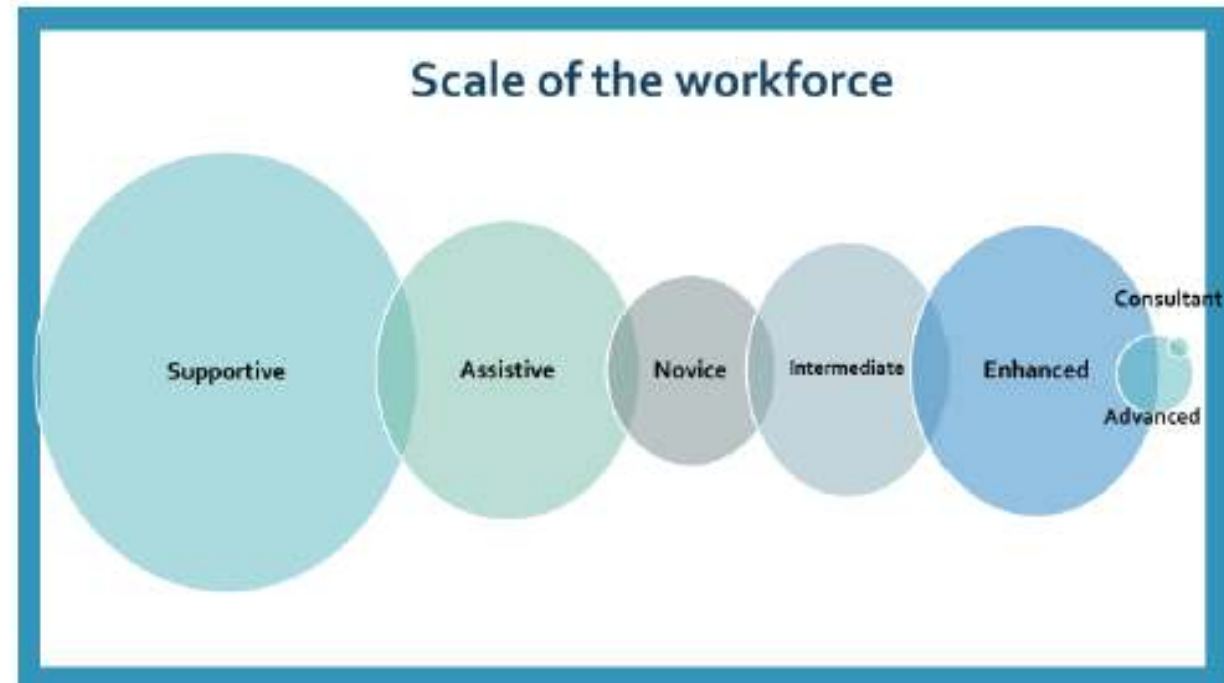


# UNDERSTANDING THE CHALLENGES



# Levels of practice across the workforce

(Leary 2019)



An estimation of the distribution of the nursing,  
AHP and HCP workforce by level of practice

# Multi-professional consultant level practice

  
Health Education England

## Multi-professional consultant-level practice capability and impact framework



Developing people  
for health and



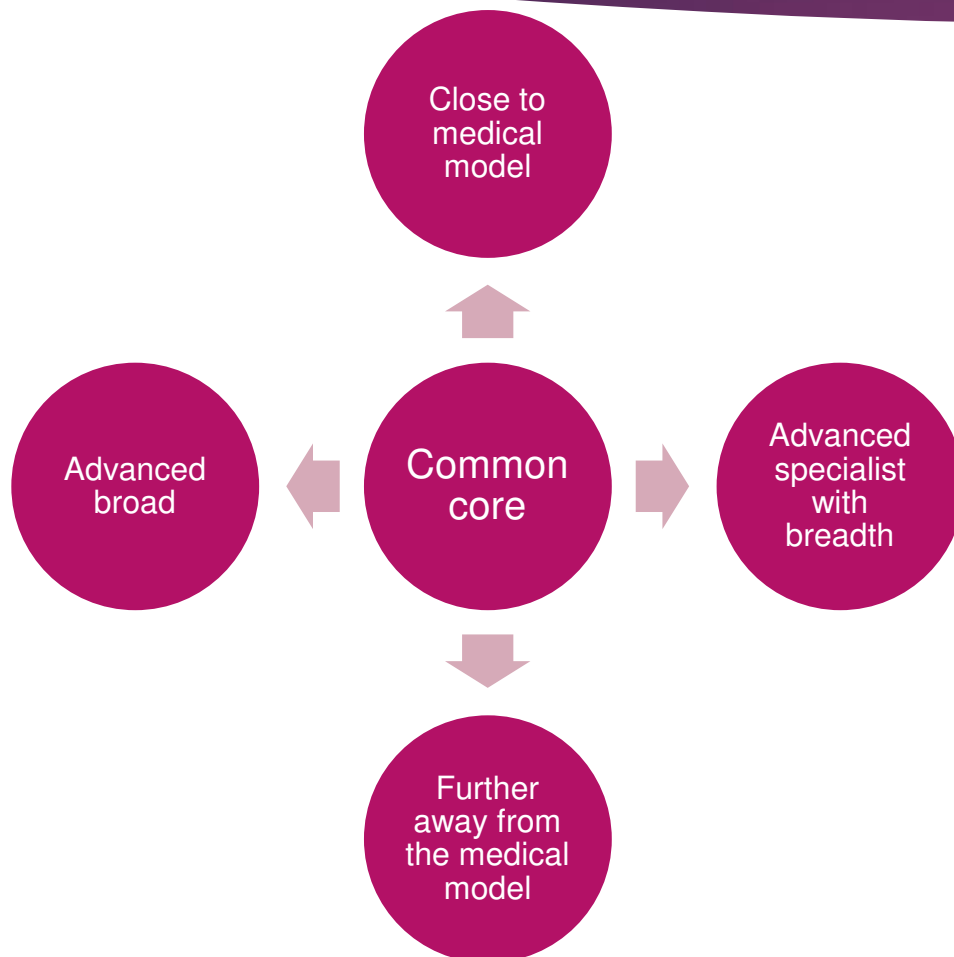
Multi professional consultant-level practice capability and impact framework

## Multi professional consultant-level practice capability and impact framework

### 1. Overall framework

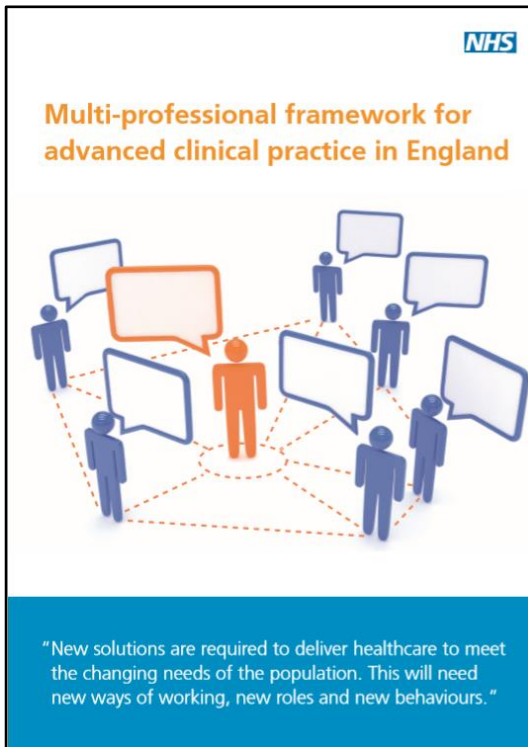
The Four Pillars			
Expert practice (the consultant's main health- or social-care profession)	Strategic and enabling leadership	Learning, developing and improving across the system	Research and innovation
Consultancy: the foundations for putting expertise in place across systems of health and social care			

# Advanced Practice



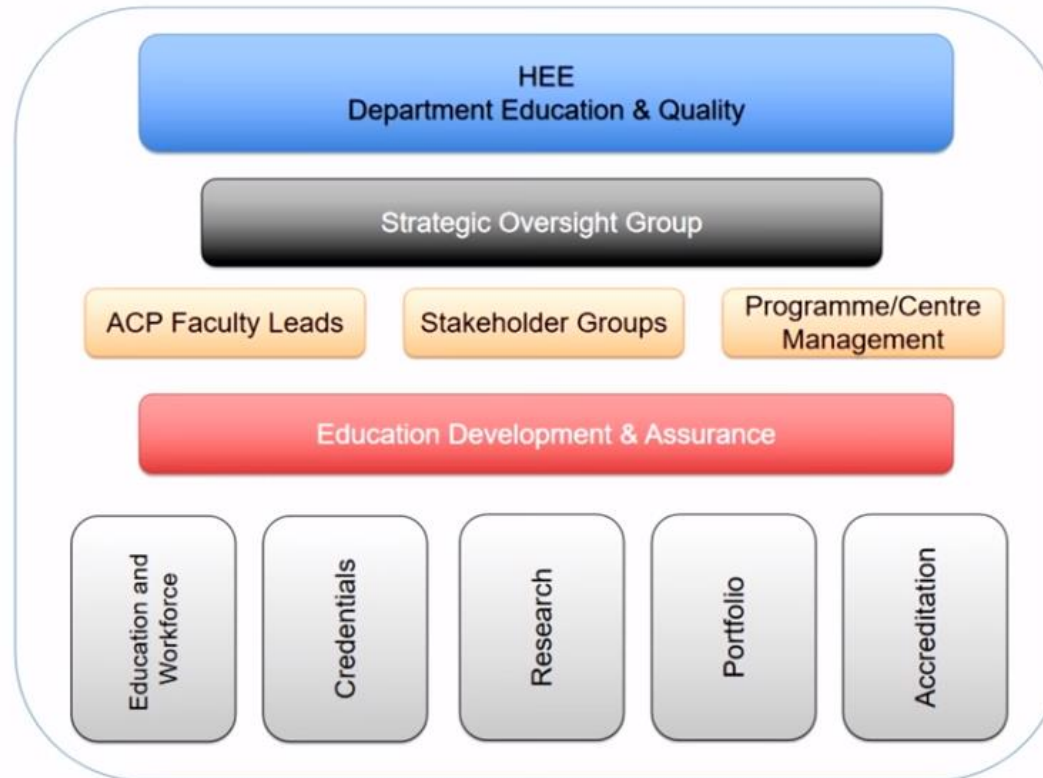
- It is a level of practice (NHS 2017) **NOT** a role
- May be close to medicine **OR** away from medicine
- Advanced Practitioners may have specialist role with generalist skills **OR** APs may have a broad skill set
- Advanced Practitioners requirements for the system are many and varied
- Advanced practitioners workforce being developed must have both **academic mastery** and **clinical mastery**

# Advanced Practice



- ‘....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**.
- Advanced clinical practice embodies the ability to manage clinical care in **partnership** with individuals, families and carers. It includes the analysis and synthesis of **complex** problems across a **range of settings**, enabling innovative solutions to enhance people’s experience and **improve outcomes**.
- This definition therefore requires that health and care professionals working at the level of advanced clinical practice will exercise **autonomy and decision making in a context of complexity, uncertainty and varying levels of risk, holding accountability for decisions made**’.

# Centre for Advancing Practice



# Centre for Advancing Practice

## The Centre was established to:

- **Promote public and peer confidence** in advanced practice in consistent, robust and transparent ways.
- **Set standards** for advanced level practice education & training.
- **Accredit** programmes that meet and maintain those standards.
- **Quality monitor** multi-professional advanced practice education and training.
- **Support and recognise** registered health and care professionals working at or towards advanced or consultant level practice.
- **Maintain** a public directory of registered health and care professionals who demonstrate and maintain the standards and accredited education providers.



# Centre for Advancing Practice

## **Briefly explore:**

1. Programme accreditation
2. Credentials
3. Supervision
4. CPD
5. HEE Directory and routes to recognition
6. Independent portfolio route

# Programme Accreditation



## Programme Accreditation

- Paused in March due to the pandemic
- See HEE [Advanced Practice](#) site
- Work continued to establish progresses and procedures
- Un-paused on 1<sup>st</sup> July 2020 for existing programmes in first instance
  - Anticipating 40 programmes in initial wave
  - Will involve a booking process for interested HEIs
  - New programmes will be invited to submit once existing programme demand has reduced
  - ACP leads and Regional Quality Teams are invited to approve/comment on submission at the threshold phase

## Related Documents

Sept 2020 SET mapping doc (.docx)

**1.08 MB**

Sept 2020 multi-professional framework mapping (.docx)

**1.07 MB**

20201001 PA Supplementary Guidelines 2nd Publication\_ (.docx)

**860.85 KB**

June 2020 SET existing programmes (3) from website (.docx)

**1012.77 KB**

20201016 HEE ACP Legacy Programme Accreditation Submission Form 2020 v1.0 (.pdf)

**332.22 KB**

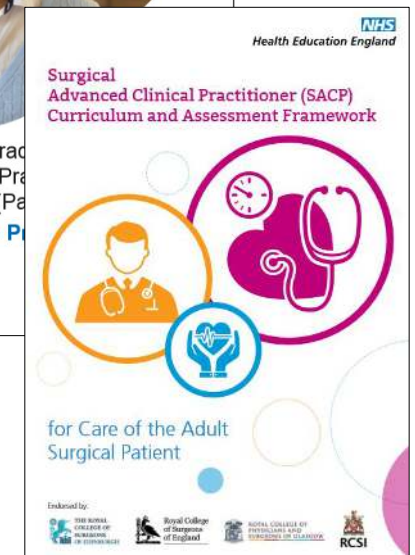
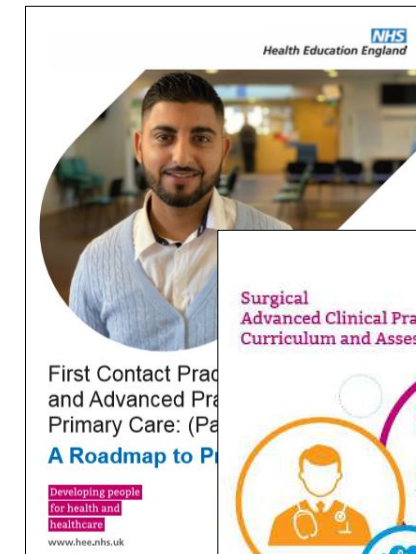
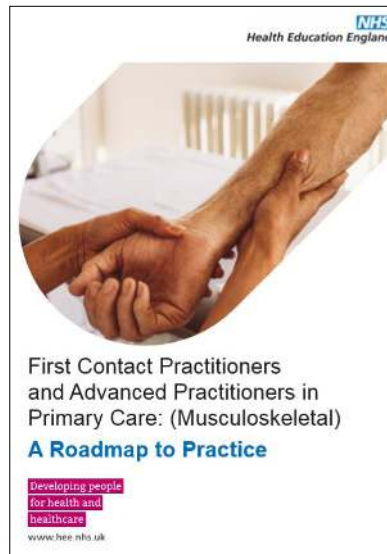
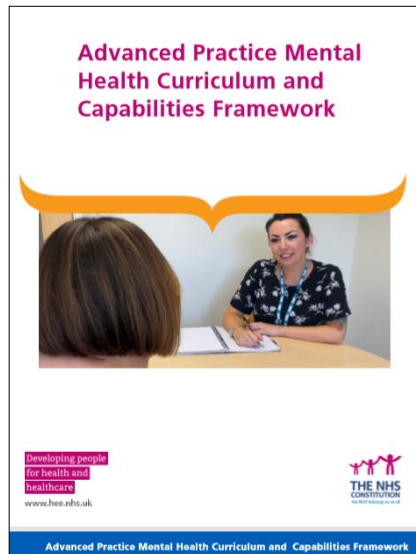
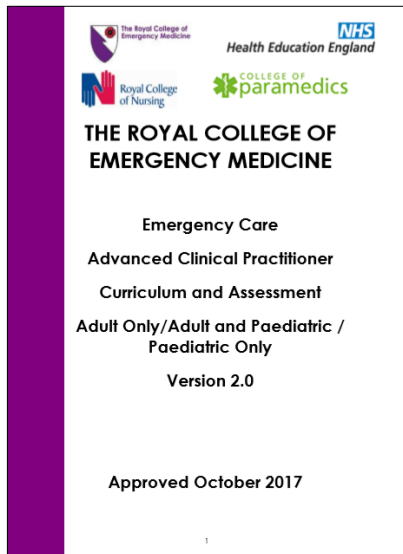
<https://www.hee.nhs.uk/our-work/advanced-clinical-practice/programme-accreditation>

# Credentials



- Simply stated, a 'credential' is a **specific unit of assessed learning (any size)** normally related to a particular area of practice, that if an individual successfully undertakes is then awarded a 'credential' in that **defined area of practice**. A credential can be a qualification or an achievement that normally evidences that an individual has capability to carry out a specific professional related activity or activities.
- The **main purpose** of a credential is that it standardises learning that is required in a particular area of practice; this is commonly seen in areas of professional practice and the adoption of a credential often helps to define scope of practice that is accepted at a national level.
- Credentials are normally supported by a specific framework that are supported by a **defined curriculum and/or indicative content and assessment**.
- HEE will validate the credential, typically and HEI or another education provider will deliver and award the credential.

# Selection of curricula/ frameworks/ road maps currently available



Further information: <https://www.hee.nhs.uk/our-work/advanced-practice/credentials>

Surgical framework has been developed by Health Education England to be used as a guide for the agreed education standard requirements. Please note this framework still needs to go through the official Centre for Advancing Practice approval process but is being shared now for education providers to use.

# Selection of credentials in development or to be commissioned by HEE (from Oct 2020)

## Medicine

- Acute medicine: due Autumn 2020
- Acute stroke: in development
- Cardiovascular / Cardiology: to be commissioned
- End of life care: due Spring 2021
- Respiratory: in development
- Older people: due Autumn 2020

## Oncology

- Non-surgical oncology: to be commissioned
- Oncology (TRAD): to be commissioned

## Imaging

- Sonography: to be reviewed
- Reporting images MSK: due Spring 2021

## Paediatrics

- Acute: due Spring 2021
- Neonatal: TBC
- Community: to be commissioned

## Rehabilitation

- Community rehabilitation: due Spring 2021
- Neurological rehabilitation: (including stroke): due Spring 2021
- Cardio-respiratory rehabilitation: due Spring 2021

## Healthcare Science

- Echocardiography: in development - level TBC

# ACP Credentials: credential survey

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Click the links below to review a credential:

- ☐ Primary Care Dietetics (+ Core Primary Care Clinical Practice)
- ☐ Primary Care Occupational Therapy (+ Core Primary Care Clinical Practice)
- ☐ Pelvic Health (+ Core Primary Care Clinical Practice)
- ☐ Community Rehabilitation (+ Core Primary Care Clinical Practice)
- ☐ Core Leadership and Management in Practice
- ☐ Core Education in Clinical Practice
- ☒ Core Research in Clinical Practice
- ☐ Exit the Survey

- Please submit **your completed survey as soon as possible and by Sunday 21st March 2021** at the latest.
- Please do also circulate this link to your contacts and networks who may wish to respond.

<https://skillsforhealth.org.uk/info-hub/development-of-advanced-clinical-practice-acp-credentials-for-healthcare-professions/>



# Supervision for advanced practice

**NHS**  
Health Education England

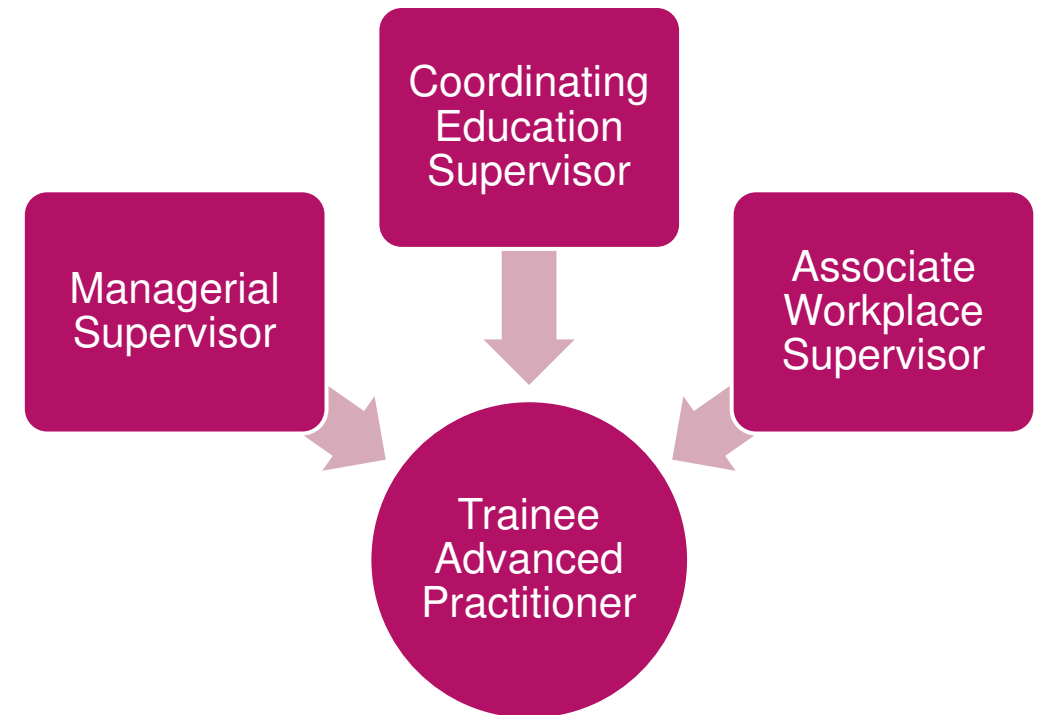
**The Centre for Advancing Practice**

**Workplace Supervision for Advanced Clinical Practice:**

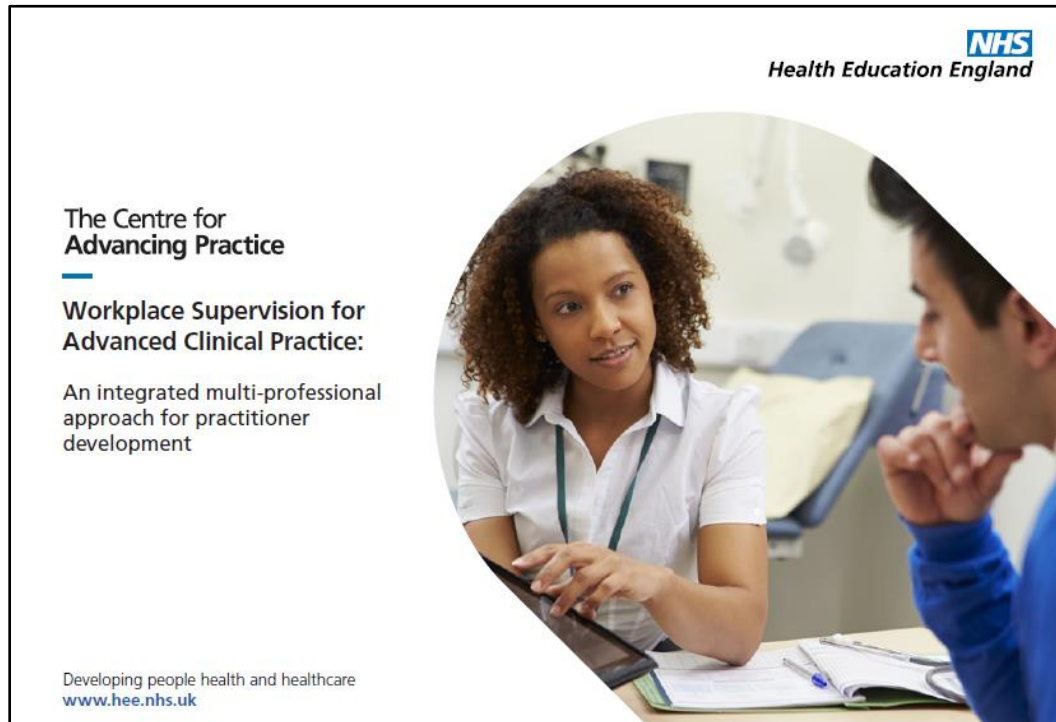
An integrated multi-professional approach for practitioner development



Developing people health and healthcare  
[www.hee.nhs.uk](http://www.hee.nhs.uk)



# Training supervisors for advanced practice



- **There is a need to include the provision of supervision into your workforce strategy.** This includes a recognition for the need to potentially invest in a proportionate approach to training and development of the co-ordinating education supervisor and associate workplace supervisors' capacity, capability and competence
- **Amanda Gibson** appointed as Regional Lead for Supervision and Assessment at HEEEOE

# ACP Policy: Readiness check list for trainee advanced practitioners

## Readiness checklist

- WSFT AROG is developing a **checklist** to provide resources and information and to ensure there is an understanding of the level of expectation from both the developing/ trainee AP and practice setting.
- **Proposal** that the WSFT AROG should sign off future ACP trainee posts

### Appendix 2 Supervision Readiness Checklist between Practice Setting and the Developing/ Trainee Advanced Practitioner

#### BACKGROUND

WSFT has put in place the following checklist to ensure there is an understanding of the level of expectation from both the developing/ trainee AP and practice setting.

#### SECTION ONE: PRACTICE SETTING CHECKLIST

##### 1.0 Workforce planning and HR management

- The following documents/websites have been read and understood:
  - WSFT Advanced Practice Policy including the readiness checklist for the developing/ trainee AP;
  - WSFT NMP policy (if relevant);
  - [HEE Multi-professional Framework for Advanced Clinical Practice in England \(NHS 2017\)](#);
  - The Centre for Advancing Practice, [Workplace Supervision for Advanced Clinical Practice: an Integrated Multi-professional Approach for Practitioner Development \(NHS 2020\)](#);
  - [HEE Advanced Practice website](#);
  - Speciality and area specific curricula, competence/ capability framework where developed e.g. [Royal College of Emergency Medicine Emergency Care Advanced Curriculum](#). As work continues nationally to agree curricula/ frameworks for advanced clinical practice in different clinical settings these will become available as they are agreed via the [HEE Advanced Clinical Practice web page on Credentials](#)
  - [Institute for Apprentices and Technical Education, 2018](#) (where relevant).
- The practice setting business plan and workforce model supports the demand for a developing/ trainee AP and has factored in:
  - The provision of supervision into their workforce strategy. This includes a recognition for the need to potentially invest in a proportionate approach to training and development of the co-ordinating education supervisor and associate workplace supervisors' capacity, capability and competence (Further information – see section titled 'Developing and Supporting Multi-professional Advanced Clinical Practice Workplace Supervisors' and/ or Section 2 below titled [Training and Supervision](#);
  - The need for a substantive advanced practitioner role for the developing/ trainee AP upon successfully completing their training programme supported by a job description and personal specification. These documents should be in line with national guidance, include the four pillars of advanced practice, with banding appropriate to the levels of responsibility;
  - the requirement for an up to date and agreed job description, job plan and contract of employment.
- Where workforce initiatives seek to develop advanced clinical practice using the integrated degree apprenticeship route, the practice setting must ensure

# ACP Policy: pathway for advanced practitioners and beyond

## Pathway for expanding scope of practice

Appendix 4 – Pathway for expanding scope of practice for advancing roles		
Royal Colleges/ credential route Follow pathway requirements	WSFT pathway Follow pathway requirements below	HEI route/ other education providers Follow pathway requirements set by HEI
<b>Steps</b> Key steps for expanding scope of practice within specified practice setting & role See policy guidance for detailed information		
1. <b>Scope of practice</b> Identify and agree expansion to scope of practice (clinical practice, leadership and management, education, and research) according to advanced practice service demands		
2. <b>Competencies and capabilities</b> Identify and agree expected competencies and capabilities keeping within the agreed scope of APs or developing/ trainee AP professional regulator or registration body		
3. <b>Learning plan</b> Identify learning requirements and learning plan/PDP required within a tripartite agreement between the ACP or developing/ trainee AP, educational supervisor and managerial supervisor. Agree upon the range of evidence to demonstrate expected competencies and capabilities and the approved 'sign off' (summative assessor)		
4. <b>Education and workplace clinical supervision</b> ACP or developing/ trainee AP to undertake agreed individual learning plan/PDP matched with workplace supervisors who can best support identified learning outcomes Workplace supervisors may not hold the same professional registration as the ACP/ developing/ trainee AP		
5. <b>Collection of supporting evidence for portfolio</b> <ul style="list-style-type: none"><li>Range of supporting evidence for portfolio required e.g.: logbook of procedural activities, reflections, CPD, work-based assessments, patient feedback, significant event analysis, evaluation of teaching, learning and assessment activities, research/audit/quality improvement activities (examples are not exclusive)</li><li>Where possible each piece of submitted evidence should explain why competence and capability is demonstrated</li><li>WBA templates/ portfolio tools available via the HEE website for advanced practice, specialist Royal Colleges and HEIs</li></ul>		
6. <b>Review of supporting evidence within portfolio</b> Previously identified approved 'sign off' summative assessor or education supervisor to review submitted evidence within portfolio to demonstrate agreed expected competencies and capabilities		
7. <b>Sign off (entrustment decision (summative assessment))</b> Approved 'sign off' summative assessor/s to make overall judgement on the final 'sign off' decision and if appropriate agreement upon an entrustment decision according to a supervision scale To avoid subjective bias, entrustment decisions should include an agreement between multiple supervisors that the entrustment is justified		
8. <b>Record keeping</b> Document 'sign off' and record evidence of assessment within AP or developing/ trainee AP portfolio. Follow local guidance for record keeping		
9. <b>Job descriptions and job plans</b> Consider need for amendments to job descriptions or job plans		
10. <b>Appraisals</b> Evaluating and assessing the competence and capability of each AP/ developing/ trainee AP through reviewing evidence within a portfolio and a logbook is an essential part of the appraisal process. See policy for requirements		
Audit of portfolios held by APs and TAPs is undertaken by the WSFT Advancing Roles Oversight Group		

- Pathway for expanding scope of practice
- Supervision scale/ entrustment scale
- Workplace assessments
- Portfolios

# National Directory



*Health Education England*

## Directory

- Has been built – not currently ‘live’
- Will list individual that have been ‘recognised’ by the Centre as meeting the necessary requirements through the following routes
  - Portfolio route
  - Successful completion of an accredited HEI programme (Professional body/Regional Faculty)
- Will eventually include Consultants & Enhanced/First Contact Practitioners
- Working with RCN, RPS & SCoR on possible recognition/reciprocity

# Routes to recognition onto Directory



*Health Education England*

## Routes to Recognition

- Recognition of Individual via
  - Portfolio routes
    - Individual
    - Supported
  - Recognition by successful completion of an Accredited Programme/Process



# Individual portfolio route

## Overview of the IPR (1)

Participants must demonstrate meeting the HEE:

- The capabilities within in each of the four pillars in the Multi-professional Advanced Clinical Practice Framework

Submission of a portfolio comprising:

- a 2,500 – 3,500 critical narrative
- supporting evidence some of which is 'Essential'

Submission is via the Centre's online Portal

Health Education



## Overview of the IPR (2)

STAGE 1: SET UP PROFILE

STAGE 2: WRITE CRITICAL NARRATIVE and UPLOAD EVIDENCE

STAGE 3: VERIFICATION BY REVIEW PANEL

STAGE 4: OUTCOME

STAGE 5: INTERNAL AND EXTERNAL REVIEW

STAGE 6: NOTIFICATION

STAGE 7: EVALUATION

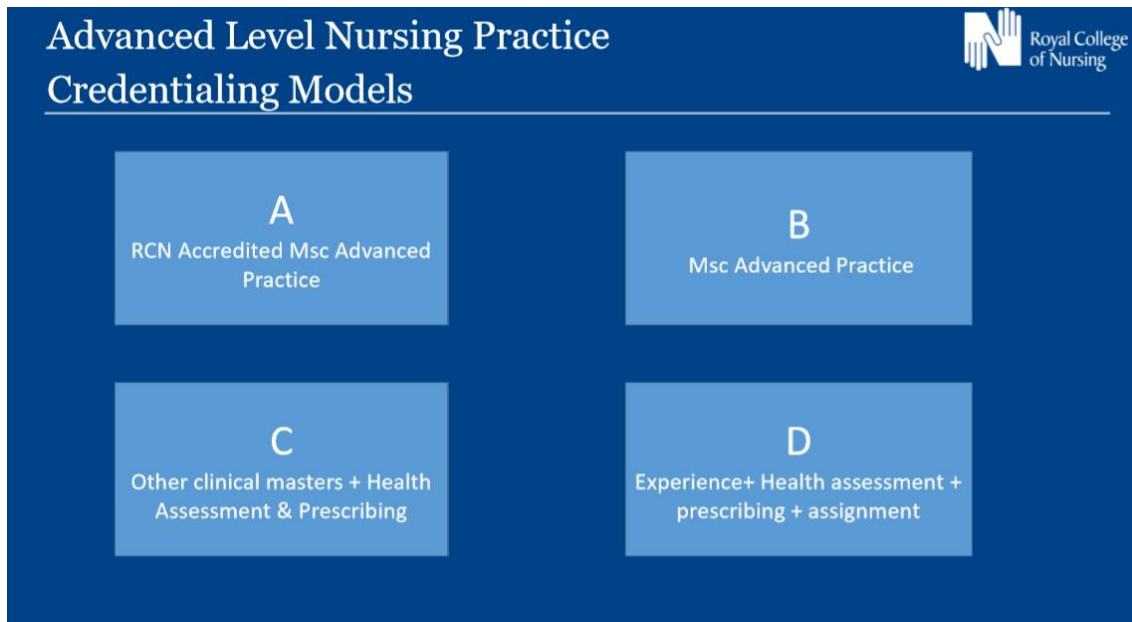
Health Education



Feasibility study in progress

# RCN: advanced practice and credentialing

(Preston 2021)



## RCN Advanced Practice Standards

Registered nurses working at this advanced level must meet the following standards. They must:

- have an active registration with the NMC practice within the four pillars
- have a **Job Plan that demonstrates advanced nursing practice and has equity with peers working at this level**
- be educated to Masters level
- be an independent prescriber
- meet NMC revalidation requirements
- demonstrate autonomous evidence

See: [Royal College of Nursing Standards for Advanced Level Nursing Practice](#)

# Continuing Professional Devolvement

  
Health Education England

**Online workshop –  
Advancing Practice Continuing  
Professional Development Strategy**  
Ian Setchfield, Acute Care Consultant Nurse

- Awaiting publication
- Section on CPD in the WSFT advanced practice policy

# Summary of advanced level practice

## Advanced practitioners workforce being developed must have:

- ✓ Academic mastery
- ✓ Clinical mastery

## Employers need to understand:

- What advanced practice is
- What advanced practitioners (APs) may do and how to use them
- Routes and funding for training APs
- Their obligations with trainee APs and APs
- What the recognisable, transferable qualification for advanced practice is
- The level of decision-making for advanced practice and match it to other HCPs
- How to transfer appropriately APs in to other clinical rotas
- **Need for robust governance**
- **Workforce transformation requirements**

# Regional update: East of England

## HEE Regional Faculty Structure



## Establishing the infrastructure:

Health Education England



HEE is establishing the Centre for Advancing Practice. The Centre will have regional infrastructure:

- Drive regional response to regional workforce requirements
- Reduce unwarranted variation
- Support system response across specialties to ensure, where possible, development of regional HEI expertise
- Some national provision e.g Learning Disability
- Work together across systems to optimise clinical training, assessment and supervision
- Support communities of practice to drive ongoing development and support
- Support workforce transformation in practice

# Regional update: East of England

A recurrent allocation of £489,000 per region agreed to support a:

- Regional AP Faculty Lead: Katie Cooper
- Supervision and Assessment lead: Amanda Gibson
- Project Manager: Kashka Richards
- Project Support Officer: Altaf Afridi
- Programme administrator: Mwenya Kasuba-Mhango
- Training Programme Directors/Specialist Advisors





# Regional update: East of England

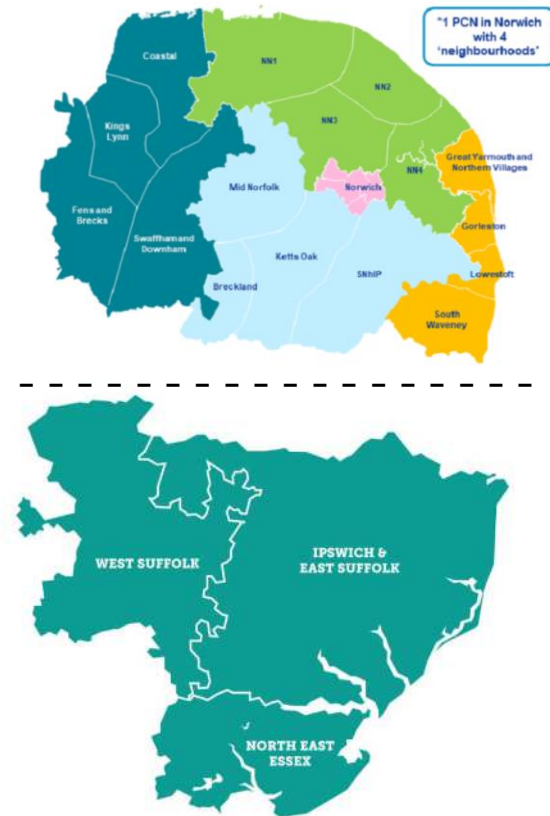
## Their key functions will be to:

**In summary the regional faculty for advancing practice will;**

- Look at collating baseline data of current advanced practitioner within the region (primary / secondary and social care), help them map against the new minimum national standards of advanced practice, including educational standards, the multi-professional framework for advanced practice and approved capability frameworks. Help identify areas for development, and support with commissioning of further educational modules if required. Long term goal is that all advanced practitioners will be accredited via the centre of advancing practice improving sustainability and transferability of these roles moving forward.
- We will be looking at the current governance structures in place for advanced practice across the region and help develop these where required to ensure safe practice.
- We will be developing ICS advanced practice faculties so we can ensure we understand the workforce needs from a national and regional level. Identifying where ACP roles can be developed to improve workforce development and service innovation.
- We will be working with HEIs to gain Advanced practice programme accreditation via the centre.
- Identifying tACP and supporting their progressions, irrespective of funding route.
- Identifying demand and work with HEIs on course development.
- Identifying current supervision programmes in place and work with HEI and organisations to ensure that the supervision provided for all ACPs is in line with the new national standard.
- We will share and disseminate any developments and information from the centre of advancing practice, and act as a conduit between the regional and national team.

# ICS update: Faculty/ies for advancing practice

- Terms of reference (*out for consultation*)
- Enhanced, advanced, consultant, MAPs and NMP
- Strategic, quality, education commissioning and training
- To share expertise and resources
- To work collaboratively and minimise risk of silo working



# WSFT Advancing Roles Oversight Group: achievements 2020-2021

## How do we currently support this work?

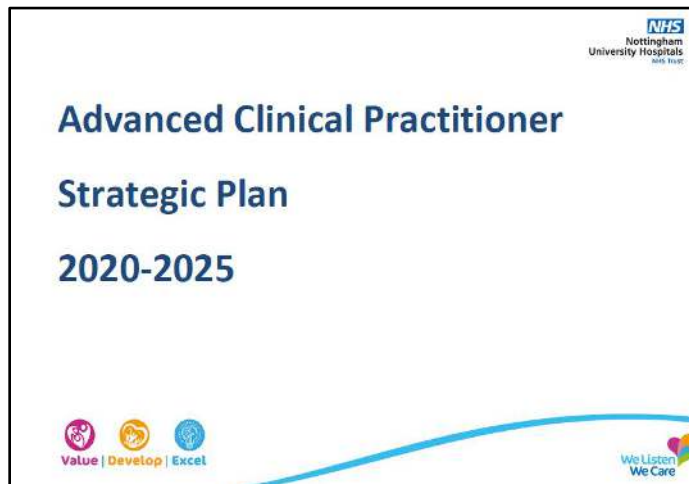
- PA, AA and ACP policies
- Advancing practice forum
- Advancing roles monthly bulletin
- WSFT What's app group
- email list of practitioners
- Suffolk interdisciplinary shared learning e.g. master classes, CPD updates, conference
- WSFT webinar series
- Pathway for expanding scope of practice
- Collaborative across Trusts to share resources and expertise



OPPORTUNITIES

# WSFT Advancing Roles Oversight Group: 2021-2022

## What should our priorities be?



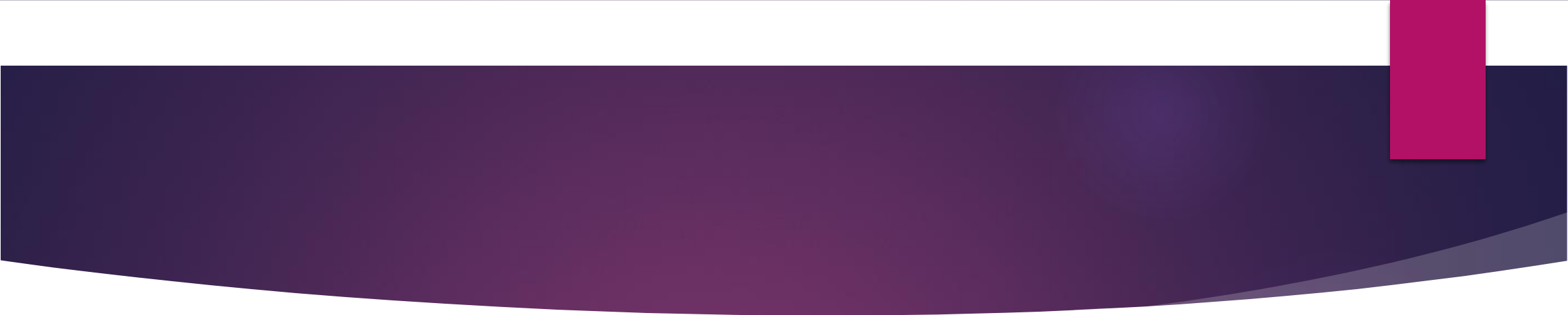
- **WSFT local register** of advanced practitioners and trainees
- HEE Centre for Advancing Practice **National Directory**
- **Portfolio route for recognition**
- Policy approval and adoption
- **Supervision training**: coordinating education supervisor, associate workplace supervisor and **the DPP**
- **Credentials**
- **Workforce planning** and job planning
- **e-portfolio** plus audit
- Revisit **appraisals**
- Develop advancing practice **forum/ bulletin**
- **CPD** standards and development of master classes and CPD sessions
- **Appointment of a Lead ACP**

# Opportunities



**OUR NHS PEOPLE PROMISE**

1. Engage with WSFT AROG and getting involved with workstreams
2. Contribute to policy feedback and updates
3. Represent your colleagues on the WSFT AROG
4. Get involved/ facilitating the Advancing Roles Forum
5. Assist with coordination of the WSFT webinars
6. Assist with the planning and coordination of workshops, master classes and conferences for NMPs/ advancing practitioners working collaboratively across the ICS
7. Help with WSFT bulletin
8. Act as a mentor
9. Take on role of coordinating education supervisor or associate workplace supervisor
10. Take on role as designated prescribing practitioner or practice supervisor for non-medical prescribing



# COMMUNICATION & RESOURCES



100



# Key resources

**West Suffolk NHS Foundation Trust**

## Key Resources for Advanced Practice

### Advanced practitioners in the workforce

Health Education England (HEE) [Advanced Practitioners in the workforce animation](#). This recently released animation provides a brief overview of the role of advanced practice in the workforce.

### Update on the Centre for Advancing Practice

HEE [Update on Centre for Advancing Practice, key note presentation](#) by Richard Co. This key note presentation provides a concise overview of the Centre for Advancing Practice and regional developments.

### Centre for Advancing Practice

[HEE Centre for Advancing Practice](#). Helpful site that provides direction to resources.

- [What is advanced clinical practice?](#)
- [Programme Accreditation](#)
- [Advanced Practice Toolkit](#)
- [Credentials](#)
- [News, views & getting involved](#)
- [Reports and Publications](#)
- [Frequently asked questions](#)

### Advancing practice conference – resources

HEE national conference for Advanced Practitioners was held online as a virtual event. All of the conference recordings and materials. Whether you managed to attend the conference or not, you can watch [the videos of pre-recorded sessions and live sessions](#).

### Credentials, curricula/ frameworks/ road maps

A [credential](#) is a unit of assessed learning related to a particular area of practice area of practice normally at Masters level. Multi-professional credentials will enable practitioners to expand their professional competence and add credentials to their CPD portfolio and their HEE Advanced Level Diploma. Please see over page for curricula/ frameworks that are currently available and credentials that can be commissioned by HEE.

### Key publications

- [Advancing practice Continuing Professional Development Strategy](#) (HEE 2021 to 2023)
- [Advanced Practitioner roles – a guide to ESR coding](#)
- [Competency Framework for Designated Prescribing Practitioners](#) (RPS 2019)
- [Multi-professional Framework for Advanced Clinical Practice in England](#) (NHS 2020)
- [Multi-professional Consultant-Level Practice Capability and Impact Framework](#) (HEE 2020)
- [Workplace Supervision for Advanced Clinical Practitioners: an integrated multi-professional framework](#) (HEE 2020)

**West Suffolk NHS Foundation Trust**

## Key Resources for Advanced Practice

### Curricula/ frameworks/ road maps currently available

**Critical Care ACOP FICM Curriculum**  
<https://www.ficm.ac.uk/acops/curriculum>

**RCEM Emergency Care Adult / Paediatric Curriculum**  
<https://www.rcem.ac.uk/docs/Training/EM%20ACP%20Curriculum%20V2%20Final.pdf>

**First Contact Practitioners and Advanced Practitioners in Primary Care: (Paramedic)**  
<https://www.hee.nhs.uk/our-work/primary-care/first-contact-practitioners-advanced-practitioners-paramedics>

**First Contact Practitioners and Advanced Practitioners in Primary Care: (Musculoskeletal)**  
<https://www.hee.nhs.uk/sites/default/files/documents/A%20Roadmap%20to%20Practice.pdf>

**Mental Health Curriculum and Capabilities Framework**  
<https://www.hee.nhs.uk/sites/default/files/documents/AP-MH%20Curriculum%20and%20Capabilities%20Framework%201.2.pdf>

**Ophthalmology (OCCF) Competency Framework and Curriculum**  
<https://www.hee.nhs.uk/our-work/advanced-clinical-practice/ophthalmology-common-clinical-competency-framework-curriculum>

**Nurses working in General Practice/ Primary Care in England**  
<https://www.hee.nhs.uk/sites/default/files/documents/ACP%20Primary%20Care%20Nurse%20Fwk%202020.pdf>

**Public Health – Sexual Health and HIV Specialist Curriculum**  
 (Developed but not currently live on HEE site)

**Surgical Advanced Practitioner (SACP) Curriculum and Assessment Framework**  
<https://www.hee.nhs.uk/our-work/advanced-practice/credentials/surgical-advanced-practitioner-curriculum-assessment-framework>

\*Surgical framework has been developed by Health Education England to be used as a guide for the agreed education standard requirements. Please note this framework still needs to go through the official Centre for Advancing Practice approval process but is being shared now for education providers to use.

### Credentials in development from October 2020

Credentials which are in development or have yet to be commissioned by HEE, based on the NHS Long Term Plan  
<https://www.hee.nhs.uk/our-work/advanced-practice/credentials>

### Additional resources

- [England Five-Year Forward View](#) (NHS 2014)
- [England Next Steps on the NHS Five-Year Forward View](#) (NHS 2017)
- [Long Term Plan](#) (NHS 2019)
- [Interim NHS People Plan](#) (NHS 2019)
- [We are the NHS: People Plan 2020/21 – action for all](#) (NHS 2020)

**West Suffolk NHS Foundation Trust**

## Advancing Practice Bulletin

**Volume 2 Issue 2 February 2021**

### WSFT Advancing Roles Oversight Group Monthly Messages

This is a collection of recent articles and documents supporting training and education for advancing roles in healthcare.

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The Covid pandemic has made the beginning of 2021 a challenge to all involved in health care, and the East of England has been no exception. However, there is light at the end of the tunnel and so locally we can now restart to build on the momentum created in 2020 regarding all the advancing roles.

To this end we are running an evening webinar entitled an 'Introduction to Advancing Practice and the Medical Associate Professions' on Thursday 4th March between 18.00-19.30, which will have open free access to WSFT staff. This is a rapidly evolving area, we have presentations on current and perhaps future state of play from a national, regional, ICS and WSFT perspective. We are also planning to have a panel discussion exploring priorities for 2021 for the AROG. Please join us.

One of the aims of the Advancing Roles Oversight group is to create 'policies' for the governance of practice of these roles and it is pleasing to report that the policy for the Physician Associate (PA) is virtually complete and those for the Anaesthesia Associate (AA) and Advanced Practice are nearing completion. We intend to seek consultation on these soon, so please contribute when invited to.

The second WSFT Advancing Roles Forum is scheduled for March 12th between 09.00-10.00hrs, where feedback on the proposed Terms of Reference will be discussed. This forum is open to all multi-professional consultant and advanced practitioners (aspiring too), non-medical prescribers (NMPs), specialists and the MAPs e.g., PAs, AAs, advanced critical care practitioners (ACCP) and surgical care practitioners (SCP). For further contact: WSFT Education Team Office.

Finally, for the PAs and AAs. As you are aware GMC regulation is getting closer, although we have no definite date for its implementation. However, what is very clear is that you would be well advised to ensure that you are on your respective voluntary registers held either at the Faculty of PAs or the Royal College of Anaesthetists. This will alleviate some future administrative burden.

### Leadership

**Doing Things Differently: Rethinking Leadership Behaviours**

The shift towards a system wide approach to address population health requires leaders to work in a different way. A significant system wide piece of research was undertaken and tested with a wide range of cross sector colleagues to understand the kinds of behaviours needed to enable effective system leadership across the public sector. The research identified four overarching themes: each underpinned by a series of supporting behaviours in a [System Leadership Behaviours Framework](#). The behaviours are brought to life by a [set of indicators](#) demonstrating the kinds of behaviours that enable, and obstruct, effective system leadership.

Further information: <https://www.nwacademy.nhs.uk/discover/offers/system-leadership-behaviour-cards>

# Summary slides

## Advancing Practice - Taking Centre Stage

Health Education England's national conference for advanced practitioners was held **online** as a **virtual event** on **Monday 9 November** and **Thursday 12 November 2020**.

Thank you to everyone who took part in our conference this year. Although we missed the opportunity of seeing you all in person, we still savoured the opportunity to co-create and share our work with our community was hit right on target.

We are and continue to feel so proud by our community's ongoing engagement with this agenda, your enthusiasm was plain to see; all 1,000 conference places were taken in the first couple of hours, with an additional 700 people on our reserve list and over 800 people registered for our online workshops.

Over the two days, 1,094 delegates joined us for the 19 live sessions. Our interactive, online workshops received 2,381 contributions, and our poster competition received 341 votes.

The conference was a combination of live and pre-recorded sessions; all pre-recorded videos and recorded live sessions are available below.

Day one Introduction - Monday 9 November	+
Monday 9 November - Keynote talks	+
Monday 9 November - Online workshops	+
Monday 9 November - Credential development updates	+
Day two introduction and Q&A panel - Thursday 12 November	+
Thursday 12 November - Regional Sessions	+

- HEE national conference for Advanced Practitioners was held online as a virtual event in November 2020.
- HEE have now pooled together all of the conference recordings and materials.
- Whether you managed to secure a place on the conference or not, you can watch [the videos of pre-recorded sessions and live session online](#).

# Advanced Practitioners in the workforce



**Advanced Practitioners**

Advanced Practitioners in the workforce

[https://www.youtube.com/watch?v=NIU9Qgsat\\_4&feature=youtu.be](https://www.youtube.com/watch?v=NIU9Qgsat_4&feature=youtu.be)

# Key resources

[HEE Centre for Advancing Practice.](#)

[Advanced Practitioners in the workforce animation](#)

[Advancing practice conference –resources](#) (2019) the videos of pre-recorded sessions and live session online.

[Advanced Practitioner roles –a guide to ESR coding](#)

[Advanced Practice Programme Accreditation](#) (NHS 2020)

[Credentials](#)

[England Five-Year Forward View](#) (NHS 2014)

[England Next Steps on the NHS Five-Year Forward View](#) (NHS 2017)

[Establishing Common Standards for Continuing Professional Development, Assessment and Appraisal Guidelines for Medical Associate Professions](#) (HEE 2019)

[Long Term Plan](#) (NHS 2019)

[Interim NHS People Plan](#) (NHS 2019)

[Multi-professional Framework for Advanced Clinical Practice in England](#) (NHS 2017)

[Multi-professional Consultant-level Practice Capability and Impact Framework](#) (HEE 2020)

[We are the NHS: People Plan 2020/21 - action for all](#) (NHS 2020)

**West Suffolk Library resources:** <http://www.eel.nhs.uk/node/243>

[Workplace Supervision for Advanced Clinical Practitioners: an integrated multi-professional approach for practitioner development](#) (HEE 2020)

# We are the leaders of our time.....opportunities



## Organisational governance of advancing roles

Perhaps think about .....

1. What would you like to see in place? (**change strategies**)
2. Who needs to be involved?
3. How can you help your Trust? (Do you have specific interests or expertise to offer?)
4. What might hinder progress?
5. What are your enablers?
6. How **confident** are you that as a Trust you can move forward collaboratively?



