

Pathways to Advanced Practice & Evidencing Capability

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ACP Definition (HEE / NHSI 2016)

- Advanced Clinical Practice is delivered by experienced registered healthcare practitioners. It is a level of practice characterised by a high level 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, management and leadership, education and research, **with demonstration of core and area specific clinical competence.**
- Advanced Clinical Practice embodies the ability to manage complete clinical care in partnership with patients/clients. **It includes the analysis and synthesis of complex problems across a range of settings, enabling innovative solutions to enhance patient experience and improve outcomes**
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Variety of capability frameworks to support this

- Profession specific
- Role specific
- Setting specific
- Credentials development

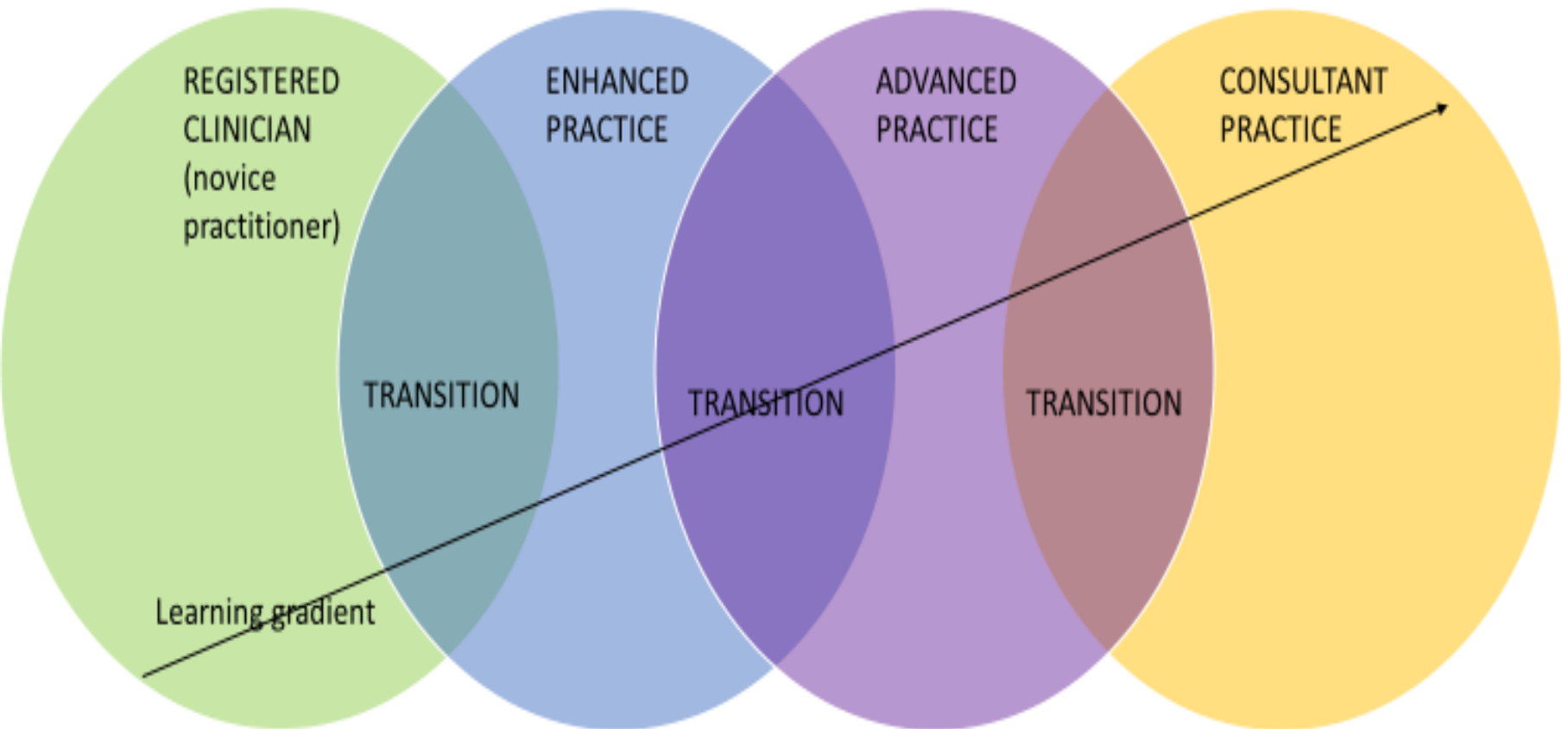
Profession Specific Roadmaps/Frameworks

- FCP- Advanced Practice MSK (Primary Care)
- <https://www.hee.nhs.uk/sites/default/files/documents/A%20Roadmap%20to%20Practice.pdf>
- FCP – Advanced Practice Paramedic (Primary Care)
- <https://www.hee.nhs.uk/our-work/primary-care/first-contact-practitioners-advanced-practitioners-paramedics>
- Advanced Nurses in Primary Care
- <https://www.hee.nhs.uk/sites/default/files/documents/ACP%20Primary%20Care%20Nurse%20Fwk%202020.pdf>
- Podiatry, Occupational Therapy & Dietetics coming soon

- ACP - Mental Health
- https://www.hee.nhs.uk/sites/default/files/documents/Advanced%20Practice%20Mental%20Health%20Curriculum%20and%20Capabilities%20Framework%201.3_1.pdf
- ACP - Learning disability and/or autism
- <https://www.skillsforhealth.org.uk/images/services/cstf/ACP%20in%20LDA%20Framework.pdf>
- RCEM & FICM
- Surgical ACP
- <https://www.iscp.ac.uk/iscp/sacp-curriculum/>
- Acute Medicine ACP – due for release
- Under development
- <https://skillsforhealth.org.uk/info-hub/development-of-advanced-clinical-practice-acp-credentials-for-healthcare-professions/?from=83>

Educational Development

Year 1 Year 2 Year 5 Year 10



Bachelors degree or equivalent

Developing depth of practice to Masters Degree level

Masters degree level across 4 pillars of practice

Doctorate level

Advanced Practice Portfolio should contain a range of triangulated evidence which demonstrates capability against the four pillars of advanced practice which combine to form an advanced level of practice – life long learning!

The word "Portfolio" is rendered in a 3D, block-letter font. Each letter is a dark grey, textured rectangular block with a white, serif-style character cut out of its center. The blocks are arranged in a slightly staggered, receding line from left to right, creating a sense of depth. A soft shadow is cast beneath the letters onto the white background.

Portfolio

- Portfolio evidences:
- Capabilities across the four pillars
- Identifying own knowledge/skills/behaviour gaps
- Developing confident capability
- Developing capability to meet service needs
- Meet patient/public need safely & effectively

Suggested contents

- A record of achievement – modules successfully completed
- Personal Development Plan (PDP) identifying SMART Objectives
- Learning log – reflection – impact on practice
- Workplace based assessment (WPBA)
- QIP/Audit – RESEARCH pillar
- MANAGEMENT & LEADERSHIP pillar
- EDUCATION pillar – lectures, tutorials
- Compliments & Complaints – with the learning from them
- Significant Event Analysis - – ditto above
- Patient satisfaction questionnaires (PSQ) – ditto above
- Multi source feedback (MSF) from colleagues –ditto above

MSc level behaviours

- A range of generic abilities and skills that include the ability of:
- Use initiative and take responsibility
- Solve problem in creative and innovative ways
- Make decisions in challenging situations
- Continue to learn independently and to develop professionally
- Communicate effectively, with colleagues and a wider audience, in a variety of media.

Clinical capabilities

- Consultation observation tool (COT) or Mini-Cex
- Clinical examination & procedural skills (CEPs) or Directly Observed Procedures (DOP)
- Case based discussion (CBD)
- Mult-source feedback (MSF) Team Assessment Behaviour (TAB)
- Patient satisfaction questionnaire (PSQ)
- Personal development plan (PDP)
- Reflective learning log – impact of daily interactions on practice
- Clinical supervisors reports (CSR)

Research Capabilities

Evidence based practice

Quality improvement activity

Quality improvement project

Audit

Working with an HEI

Writing papers

Undertaking research

- evidence impact on practice in portfolio

Educational Capabilities

- Own professional development as an advanced practitioner
- Education of others – maybe within the setting or wider across the ICS or region – uni-professional, interprofessional
- Engagement with others such as HEIs, training hubs, trust training teams – facilitating delivery of training, peer support/review
- With appropriate training supervision and assessment of others
- Supporting development of the multi-professional workforce
 - - evidence with teaching plans, evaluations, MSF etc

Leadership/Management Capabilities

- Lead on an area of practice – within setting or wider across a trust /ICS
- Chair meetings, forums etc
- Regional leadership – linking into HEE Regional Faculty of Advancing Practice
- Conference speaking
 - evidence in reflective learning logs, Leadership MSF

Your time to shine

- **See the portfolio as a way of supporting your own development and evidencing your capabilities in day-to-day practice**
- **Evidence the impact of your daily practice**
- **Get recognition from the HEE Centre**

