

*Developing people
for health and
healthcare*

HESL Advanced Practice Framework

Final Version
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Health Education South London

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Executive Summary

The changes and challenges in health care have led to evolution in the roles that healthcare professionals undertake; contributing to opportunities for role development and service innovation including advanced roles, which cross traditional professional boundaries.

This Framework has been developed by the Health Education south London, which include stakeholders from healthcare providers and higher education institutions. It has been produced with some adaptations from existing frameworks produced by Health Education Yorkshire and the Humber (HEYH), Health Education East Midlands (HEEM) and Health Education West Midlands (HEWM) to provide guidance and achieve consistency with regards to Advanced Practice roles. It is intended as a fluid resource that will be updated as work progresses.

This framework is a generic document intended for a wide range of Advanced Practice roles across clinical settings. It is intended to inform Advanced Practice roles within Nursing, Midwifery and Allied Health Profession fields.

Key messages within the Framework are:

- Implementation of roles in line with this Framework will ensure a more consistent approach across south London
- Key clinical competencies and master's level education must underpin all Advanced Practice roles
- Workforce planning processes should be the key driver for role development
- A supporting infrastructure and engagement of staff must precede the introduction of new roles
- Appropriate assessment of competence is crucial to ensuring good governance
- Organisations and individual Advanced Practitioners must ensure appropriate evaluation of roles

Health Education south London would like to thank the Advanced Practice Task and Finish Group for their assistance in developing this framework.

Guidance for Use and Purpose

This Framework is intended to inform the development of advanced practice roles in south London.

In addition, it links this regional work to other national frameworks and toolkits such as those produced by the Royal College of Nursing, Department of Health, NHS Wales and other Local Education and Training Boards.

Its key purpose is to provide advice and guidance to organisations introducing advanced practice roles, spread best practice and ensure a level of consistency and standardisation with regard to Advancing Practice across the region.



“HEE’s objective is to develop a more flexible workforce that is able to respond to the changing patterns of service.”
Mandate from Department of Health to Health Education England
March 2015

The challenges faced by the NHS, including an ageing workforce, rise in chronic conditions and complex comorbidities, recruitment difficulties, financial pressures, all combined with a rise in patient expectations; require new models of healthcare provision and a flexible workforce. As well as building capacity in our workforce, this includes the development of new and advanced roles and innovative attitudes toward the mix of skills in teams.

A priority area within Health Education South London’s Strategy is Skills Development; aiming to ensure that the workforce provides the appropriate skills required in teams for effective and efficient care.

This Framework draws together existing guidance to encourage regional consistency and transferability and avoid duplication, as well as ensuring appropriate governance arrangements are in place to support advanced level practice. In addition, it provides the foundation on which all future advanced practice roles are to be developed and existing roles are to be reviewed and subsequently managed, and identifies the means by which roll out can be sustained in the medium and longer term. The lack of previous guidance has resulted in roles being developed in an inconsistent manner, often created to fit specific contexts or address particular service pressures.

Definition

The growth in advanced level roles has been accompanied by a lack of clarity and debate surrounding definitions and how to distinguish between the range of titles and accompanying meanings. This Framework aims to ensure that a consensus title and definition are sufficiently applicable across all contexts.

A considerable amount of work to define advanced practice has been undertaken by a number of different organisations, including the International Council of Nurses (ICN), Skills for Health, the Royal College of Nursing (RCN), the Association of Advanced Practice Educators (AAPE UK) and the Nursing and Midwifery Council (NMC). The regional Advanced Practice Task and Finish Group agreed on a multi-professional definition for use in south London:

“An Advanced Practitioner is a professional who has acquired the expert knowledge base, complex decision-making skills and clinical competencies for expanded practice, the characteristics of which are shaped by the context and/or country in which s/he is credentialed to practice.
A Post Graduate diploma (At Master’s Level) is the minimum academic level for entry to Advanced Practice roles.”

AP Title

The use of the title *AdvancedPractitioner (A...P)* recognises the range of professional backgrounds from which Advanced Practitioners may originate, and that often they are working in a hybrid role utilising skills and completing activities more commonly thought of as the domain of other staff groups. Furthermore this definition recognises the contextual nature of the skills which might be exhibited by an Advanced Practitioner, although the level of practice would be consistent with regard to the generic competencies further detailed in section six.

Consistency

In order to maintain credibility for roles and ensure professional integrity, appropriate titles must be utilised consistently. Service users must be able to identify Advanced Practitioners and expectations of the role should be standardised.

All those in A...P training posts must have trainee within their role title until completion of an appropriate Post Graduate Diploma in Advanced Practice. It is important to also note that educational achievement does not guarantee A...P status.

Advanced practice roles should be characterised principally by high-level clinical competence with completion of the clinical competencies as seen in appendix A.

Workforce Planning

The primary driver for the development of advanced practice roles must be a demonstration of clinical and workforce need, following appropriate analysis and scrutiny of the capabilities and capacity of the existing and available workforce. To support this work, Health Education South London have allocated funding for organisations across the region to support academic A...P training and the support of this at a local level.

Governance

It is the responsibility of each organisation to embed and enable the sustainability of new roles. Concern about new roles is understandable; risks arise when professionals lack the appropriate competence or safeguards to carry out their responsibilities. It is vital that employing organisations assess and monitor the competencies of A...Ps to assure fitness for practice and improve patient safety. Effective governance enables the employer to assure the public that professionals are deployed to advanced roles in such a way that their fitness to practice can be verified as purposeful, planned, and underpinned by appropriate education that is both measurable and safe.

Pre-requisites for Practitioners and Organisations

New Entrants to Advanced Practice

To become an Advanced.....Practitioner the following points should normally be met and the applicant must be in a role that has employer support for clinical placement and time to attend the course, with supervisor/mentor within practice.

- Entry requirements normally includes a first degree and minimum of three years relevant experience in clinical practice
- A recognised post within a healthcare organisation and the post listed within workforce plan and business need
- Confirmed defined/protected Advanced Clinical Practice role for the trainee to be moved into on successful completion of the programme*
- Appropriately qualified/experienced mentor to support he trainee during their training
- Commitment to providing protected learning time for the trainee during the academic study component of the programme
- The individual must enrol on the 2 year programme and not on individual free standing modules

**It is recognised that this is ideal but not always possible and should be lead at a local organisational level*

Applicants without a First Degree

Higher Education Institutions (HEIs) have a policy for applicants who do not hold a first degree but have substantial and relevant clinical or prior study experience. In such circumstances applicants may be offered a place to study a single module at level 7, and if successful register for the post graduate diploma. In this case, funding for the single level 7 module should be sought from Continuous Professional Development budget or self-funded. There may also be the option to accredit prior learning through a formal process. Advice should be sought from individual HEIs.

Existing Advanced Practitioners

Existing Advanced Practitioners who are currently working in an Advanced Practice role and do not have a post graduate diploma should have the option to undertake the academic programme or continue in the role and update in-line with their CPD requirements.

For people with some modules at level 7, but not a relevant post graduate diploma, they should have the option to undertake the post graduate diploma as long as they are in a relevant Advanced Practice post or training post and are supported by their organisation. Advice must be sought from the relevant HEI to determine if the modules already undertaken can be used towards the PG Dip.

For those with a post graduate diploma or MSc in other areas not relevant to Advanced Practice then this should be considered on an individual basis. Some may be able to “top-up” with specific modules whilst others may be required to complete the relevant post graduate diploma.

Employers

In order for the creation and support of Advanced Practice roles to be a success, the organisation must firstly identify where these roles will add value and what support is available. New roles need to be accepted across the organisation – the introduction of APs without a supporting infrastructure and proper engagement of all staff is ill-advised, as evidence shows this does not foster good working relationships. It is particularly essential to secure the support of senior managers and clinicians who play a vital role in ensuring required systems and processes are in place and also in ensuring that roles are accepted and supported.

All organisations supporting staff to undertake Advanced Practice programme will need to ensure that as part of their workforce plans the role of AdvancedPractitioner is embedded within their organisational structure. Once the trainee is a qualified Advanced.....Practitioner there should be on-going support from the organisation.

Organisational Criteria for Success

Planned Approach

- a. Clear definition and clarity of purpose regarding the A...P role
- b. Clearly stated business case for, and commitment to, the role
- c. Strategic vision – how A...Ps will be used within the organisation
- d. Service driven approach
- e. Consideration of how new A...Ps will fit into existing teams and organisational structures
- f. Plans to ensure that A...Ps are enabled to work at an advanced level
- g. Appropriate time in working pattern identified to A...P training and study
- h. Identification of success criteria for the programme within organisation

Education/Training

- i. Access to appropriate work-based learning opportunities
- j. Trainees that are proactive and self-directed, and willing to take responsibility for learning at masters level
- k. Good communication among stakeholders

Support and Development

- l. Mechanisms to ensure that A...Ps within the organisation are supported and developed on an on-going basis: supportive managers and effective mentorship/supervision
- m. Enabled continuing professional development

Colleagues

- n. Communication plan to promote A...P roles in the wider organisation: all staff should receive information about the A...P role and have an opportunity to clarify expectations
- o. Support secured from senior managers and clinicians
- p. A...P champions are seen as key facilitators who should promote advanced practice throughout the organisation

Core Elements of Advanced Practice

The following section details the generic competencies that apply to AdvancedPractitioners working in a variety of settings and contexts, so that they apply as equally to A...Ps in, for example, mental health as in paediatric intensive care or the care of older adults in community settings. This approach is reflected in the definition described on page six.

As has already been stated, good governance must be based on consistent expectations of the level of practice required of Advanced Practitioners; the following provides the standards against which A...Ps will be assessed as competent to undertake and perform their role. On-going assessment of competence should be undertaken after initial attainment of the identified standards.

The most common words identified in advanced practice competency frameworks



The recommendation of this Framework is that the 28 elements, as stated in the Department of Health position statement about advanced level practice, are used as the basis for the generic competencies and are included in all posts, complemented by specialist competencies related to the clinical area of work.

The 28 elements are clustered under the following 4 themes;

- Clinical/direct patient care
- Leadership and collaborative practice
- Improving quality and developing practice
- Developing self and others

Healthcare professionals working at this advanced level will have achieved these competencies during extensive clinical/practice experience and following completion of a Post Graduate Diploma at master’s level.

Core Elements of Academia

Advanced practice education is provided by each of the HEIs in south London and studied at Level 7/M (master's level), underpinning all A...P role development. The need for this education to meet emerging A...P service requirements and be consistent across the region is the key to confidence in the capability and competence of the resulting practitioners.

A crucial element of the educational preparation of AdvancedPractitioners is the formal assessment and achievement of advanced practice skills and competencies, in depth knowledge, and professional attributes. The academic elements essential to this training are seen below and have been mapped to each course/programme run by the HEIs to signpost pathways and possible programme content. See Appendix C.

Academic Elements
Clinical leadership - linked to service improvement and redesign, improving patient outcomes and patient safety, clinical governance and other professional issues e.g. ethical and legal issues linked to delivering advanced practice.
Critical thinking, decision making and risk analysis.
Evidence based practice – understanding and evaluating different forms of evidence, and policy implementation linked to service improvement and improving patient outcomes.
Innovation in practice, research skills, synthesis and analysis skills (usually linked to a practice improvement project, clinical research project or practical coursework).
Advanced health assessment and autonomous practice (consultation, history taking, higher level communication skills, anatomy and physiology, systems review, assessment skills, differential diagnosis, treatment planning, delivering interventions and managing complex patients).
Developing self and others

Competence, Assessment and Supervision

The educational preparation of A...Ps must include assessment in practice during training, which is undertaken by academic and clinical staff working in partnership. A key element is the formal assessment of achievement of the advanced-level skills, knowledge, competences and attributes of the AP, both at a core level and specific to the context in which they practice.

A number of assessment strategies will be used during the Advanced Practice programme including assignments, OSCEs and direct observations of clinical skills. Assessments will be undertaken by a range of assessors, including HEI colleagues with appropriate academic and clinical experience, medical practitioners and healthcare professionals who are competent at the required level. All assessors will need to demonstrate that they possess the required knowledge and clinical skills and be familiar with the chosen assessment tools. There will be a strong need for collaboration and working across normal professionals and organisational boundaries to ensure that learning and assessment in practice delivers practitioners who consistently meet the required outcomes.

The role of assessors is crucial to ensuring good governance – these must be professionals who are competent in the skills being assessed and able to use their own expertise and knowledge to confirm the competence of the AdvancedPractitioner. Each A...P trainee requires an identified clinical supervisor who may be a consultant, GP, nurse consultant or other senior practitioner. In order for organisations to develop A...Ps, it will be necessary to invest in, and support staff to ensure assessment in practice can take place. Trainees should be enabled to work collaboratively with these members of staff to identify individual educational needs and solutions to support their development.

A key continuing work stream is to develop specialist competencies and standardisation around assessment and supervision. This will require a high level of commitment from organisations and practitioners, as speciality components are different in each organisation. The lack of a structured process for the consistent recognition of achievement, and on-going maintenance, of a benchmarked level of competence by practitioners is a key governance issue.

The aim is to move towards the position where capability at advanced practice level can be demonstrated through a competence assessment which addresses key elements at a consistent level, but also reflects the breadth of roles and specialities.

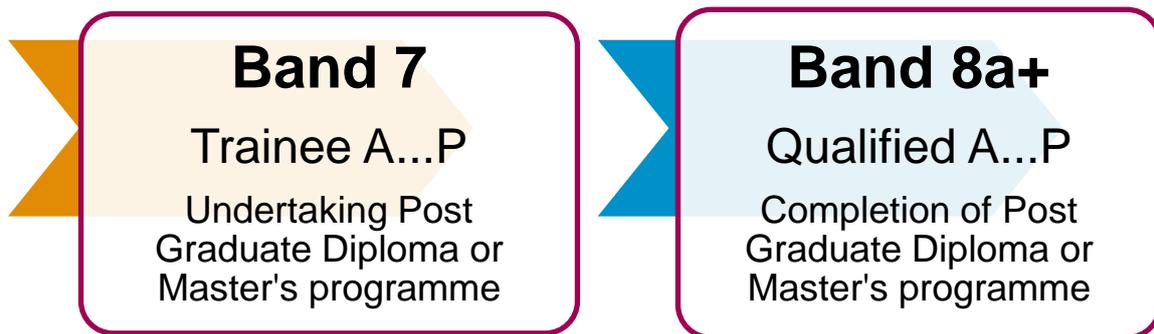
An example learning agreement can be found at Appendix D.

Agenda for Change

There is a lack of consistency with regard to the Agenda for Change (AfC) band of posts across south London.

Normally it is recommended that recruitment to a trainee Advanced Practitioner post is positioned at band 7, progressing to 8a and above (dependent on the scope of practice) on completion of the Advanced Practice programme with a Post Graduate Diploma at master's level. It is recognised that this may not always be possible due to organisational and resourcing constraints; however this is the recommendation of this group where possible.

If the trainee is unsuccessful at passing this Advanced Practice programme then there should be no progression to band 8a. Advice from the local Human Resources department must be sought in this regard and the outcome may involve the trainee returning to their original seconded post or a termination of contract.



Evaluation

The importance of ensuring continuous improvement in the quality of care to service users is widely recognised. It is therefore necessary to measure the impact of the activities of all staff, with a particular focus on new roles added to the workforce. The development and utilisation of robust evaluation methods is essential. In addition, evidence demonstrating the cost effectiveness and enhanced quality of care may be required to influence senior management teams to support the introduction of the role.

This framework aims to provide a recognised evaluation approach that organisations can use to evaluate advanced practice initiatives including outcome measures such as patient experience and safety and staff satisfaction.

Appendix B contains a list of demonstrable outcomes and evaluation references.

Next Steps

This framework is intended as a fluid resource that will be updated as work progresses with a review of the documentation in 2017 for implementation in 2018.

HESL acknowledge the following next steps that are required to advance this area of work:

- Contribute to a national library of specialist competencies, to complement the generic competencies documented in Appendix A, which are additionally required for specific roles.
- Enable organisations to share advanced practice examples and best practice.
- Promote an equality of opportunity for all professions with regard to AdvancedPractitioners.
- Evaluation of the 2016 cohort funded by HESL.

References

- Department of Health (2015) Mandate from Department of Health to Health Education England
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/386221/NHS_England_Mandate.pdf
- Department of Health (2010) Advanced level nursing: a position statement
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/215935/dh_121738.pdf
- ICN Nurse Practitioner/Advanced Practice Nursing Network
<http://international.aanp.org/Practice/APNRoles>
- NHS National Practitioner Programme (2007) NHS The Productivity and Efficiency Benefits of Using the New Practitioner Roles

Appendix A

Generic Competencies for Advanced Practitioners

In order for the term Advanced Practice to be used in a job title, all of the components of this framework need to have been met. These include the academic requirements (as stated on page 12) and these generic clinical competencies which should be assessed in the clinical environment by an appropriately qualified assessor (see page 13). In the case that academic courses with clinical competencies have requirements which repeat or overlap with those in this generic competency document, they may be signed off on both documents simultaneously to avoid repetition.

1 Clinical/direct care practice. Practitioners working at an advanced level:				
Number	Description	Achieved Y/N	Assessors Comments	Name print, sign and date
1.1	practise autonomously and are self-directed;			
1.2	assess individuals, families and populations holistically using a range of different assessment methods, some of which may not be usually exercised by practitioners such as physical examination, ordering and interpreting diagnostic tests or advanced health needs assessment;			
1.3	have a health promotion and prevention orientation, and comprehensively assess patients for risk factors and early signs of illness;			
1.4	draw on a diverse range of evidence, from theory, research and practice, in their decision-making to determine evidence-			

	based therapeutic interventions (which may include prescribing medication and actively monitoring the effectiveness of therapeutic interventions);			
1.5	plan and manage complete episodes of care, working in partnership with others, and delegating and referring as appropriate to optimise health outcomes and resource use, as well as providing direct support to patients and clients;			
1.6	use their professional judgement in managing complex and unpredictable care events and capture the learning from these experiences to sustain and/or improve patient care and service delivery;			
1.7	draw upon an appropriate range of multi-agency and inter-professional resources in their practice; and			
1.8	appropriately define the boundaries of their own and others' practice			

Additional Comments:

2 Leadership and collaborative practice. Practitioners working at an advanced level:				
Number	Description	Achieved Y/N	Assessors Comments	Name print, sign and date
2.1	identify and implement systems to promote their contribution and demonstrate the impact of advanced level practice to the healthcare team and the wider health and social care sector;			
2.2	provide expertise and consultancy services to their own and other professions on therapeutic interventions, practice and service development;			
2.3	are resilient and determined and demonstrate leadership in contexts that are unfamiliar, complex and unpredictable;			
2.4	engage stakeholders and use high-level negotiating and influencing skills to develop and improve practice;			
2.5	work across professional, organisational and system boundaries and proactively develop and sustain new partnerships and networks to influence and improve health, outcomes and healthcare delivery systems;			
2.6	develop practices and roles that are appropriate to patient and service need through understanding the implications of and applying epidemiological, demographic, social, political and professional trends and developments;			
2.7	identify the need for change, proactively			

	generate practice innovations and lead new practice and service redesign solutions to better meet the needs of patients within an integrated service.			
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Additional Comments:

3 Improving quality and developing practice. Practitioners working at an advanced level:				
Number	Description	Achieved Y/N	Assessors Comments	Name print, sign and date
3.1	are proactively involved in developing strategies and undertaking activities that monitor and improve the quality of healthcare and the effectiveness of their own and others' practice;			
3.2	strive constantly to improve practice and health outcomes so that they are consistent with or better than national and international standards through initiating, facilitating and leading change at individual, team, organisational and system levels;			
3.3	continually evaluate and audit the practice of self and others at individual and systems levels, selecting and applying valid and reliable approaches and methods which are appropriate to needs and context, and acting on the findings;			
3.4	continually critically assess and monitor risk in their own and others' practice and challenge others about wider risk factors;			
3.5	critically appraise and synthesise the outcomes of relevant research, evaluations and audits and apply the information when seeking to improve practice;			
3.6	plan and seize opportunities to generate and apply new knowledge to their own and others' practice in structured ways			

	which are capable of evaluation;			
3.7	alert appropriate individuals and organisations to gaps in evidence and/or practice knowledge and, as either a principal investigator or in collaboration with others, support and conduct research that is likely to enhance practice; and			
3.8	use financial acumen in patient/client, team, organisational and system level decision-making and demonstrate appropriate strategies to enhance quality, productivity and value.			

Additional Comments:

4 Developing self and others. Practitioners working at an advanced level:				
Number	Description	Achieved Y/N	Assessors Comments	Name print, sign and date
4.1	actively seek and participate in peer review of their own practice;			
4.2	enable patients/clients to learn by designing and coordinating the implementation of plans appropriate to their preferred approach to learning, motivation and developmental stage;			
4.3	develop robust governance systems by contributing to the development and implementation of evidence-based protocols, documentation processes, standards, policies and clinical guidelines through interpreting and synthesising information from a variety of sources and promoting their use in practice;			
4.4	work in collaboration with others to plan and deliver interventions to meet the learning and development needs of their own and other professions;			
4.5	advocate and contribute to the development of an organisational culture that supports continuous learning and development, evidence-based practice and succession planning; and			
4.6	have high-level communication skills and			

contribute to the wider development of those working in their area of practice by publicising and disseminating their work through presentations at conferences and articles in the professional press.			
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Additional Comments:

Appendix B

Outcome Measures Demonstrated in Advanced Practice Research

Measure	Reference
Patient experience	An evaluation of the implementation of Advanced Nurse Practitioner (ANP) roles at Barnsley Hospital NHS Foundation Trust
Patient outcomes and safety	An evaluation of the implementation of Advanced Nurse Practitioner (ANP) roles at Barnsley Hospital NHS Foundation Trust
Impact on other staff	An evaluation of the implementation of Advanced Nurse Practitioner (ANP) roles at Barnsley Hospital NHS Foundation Trust
More timely care	An evaluation of the implementation of Advanced Nurse Practitioner (ANP) roles at Barnsley Hospital NHS Foundation Trust
Communication	An evaluation of the implementation of Advanced Nurse Practitioner (ANP) roles at Barnsley Hospital NHS Foundation Trust
Continuity of care	An evaluation of the implementation of Advanced Nurse Practitioner (ANP) roles at Barnsley Hospital NHS Foundation Trust
Acute bed days saved	Framework for Advanced Practice in Wales - Abertawe Bro Morgannwg
Reduction in length of stay	Framework for Advanced Practice in Wales - Abertawe Bro Morgannwg
Patient satisfaction	Framework for Advanced Practice in Wales - Powys Local Health Board
Waiting list reduction	Framework for Advanced Practice in Wales - Powys Local Health Board

Unplanned admissions from nursing homes	Impact of AP on Service Delivery and Patient Care in Greater Manchester - Bolton PCT
Improved access to primary care services (e.g. extended hours)	Impact of AP on Service Delivery and Patient Care in Greater Manchester - Salford PCT
Better engagement of patients	Impact of AP on Service Delivery and Patient Care in Greater Manchester - Salford PCT
Better support and career progression for practice nurses	Impact of AP on Service Delivery and Patient Care in Greater Manchester - Salford PCT
Greater patient choice and increased satisfaction	Impact of AP on Service Delivery and Patient Care in Greater Manchester - Salford PCT
Reduced stress amongst GPs	Impact of AP on Service Delivery and Patient Care in Greater Manchester - Salford PCT
Reduced waiting times, improved achievement of 18 week target	Impact of AP on Service Delivery and Patient Care in Greater Manchester - Stockport NHS FT
More cost-effective service delivery	Impact of AP on Service Delivery and Patient Care in Greater Manchester - Stockport NHS FT
Contribution to achieving EWTD	Impact of AP on Service Delivery and Patient Care in Greater Manchester - Stockport NHS FT
Improved continuity of care, smooth care pathway	Impact of AP on Service Delivery and Patient Care in Greater Manchester - Stockport NHS FT
Improved communication between staff	Impact of AP on Service Delivery and Patient Care in Greater Manchester - Stockport NHS FT
More timely and responsive interventions	Impact of AP on Service Delivery and Patient Care in Greater Manchester - Pennine Acute Hospitals
Fewer inappropriate admissions	Impact of AP on Service Delivery and Patient Care in Greater Manchester - Pennine Acute Hospitals
Shorter length of stay	Impact of AP on Service Delivery and Patient Care in Greater Manchester - Bolton Hospitals NHS Trust
Better continuity of care	Impact of AP on Service Delivery and Patient Care in Greater Manchester - Bolton Hospitals NHS Trust

Reduction in emergency admissions	Impact of AP on Service Delivery and Patient Care in Greater Manchester - Bolton Hospitals NHS Trust
Source of expert advice for nursing staff	Impact of AP on Service Delivery and Patient Care in Greater Manchester - Bolton Hospitals NHS Trust
Reductions in waiting times for diagnostics	Institute for Employment Studies - Evaluation of Advanced Practitioner roles
Reductions in waiting times for procedures	Institute for Employment Studies - Evaluation of Advanced Practitioner roles
Reductions in waiting times for admissions	Institute for Employment Studies - Evaluation of Advanced Practitioner roles
Reductions in time to discharge	Institute for Employment Studies - Evaluation of Advanced Practitioner roles
Reduction in average length of wait for day surgery	Institute for Employment Studies - Evaluation of Advanced Practitioner roles
Increase in number of patients treated overall per year	Institute for Employment Studies - Evaluation of Advanced Practitioner roles
Increase in number of complex cases treated overall per year	Institute for Employment Studies - Evaluation of Advanced Practitioner roles
Reduction in average weekly hours of junior doctors	Institute for Employment Studies - Evaluation of Advanced Practitioner roles
Release of junior doctors and expert staff time	NHS National Practitioner Programme (2007)
Improvement in staff retention	NHS National Practitioner Programme (2007)
Reduced waiting times for assessment and surgery	NHS National Practitioner Programme (2007)
Reduced length of stay for patients	NHS National Practitioner Programme (2007)
Efficiencies in throughput	NHS National Practitioner Programme (2007)

Patient flow	Framework for evaluating the impact of nurse consultant roles in the UK (Gerrish et al.. 2013)
Length of stay	Framework for evaluating the impact of nurse consultant roles in the UK (Gerrish et al.. 2013)
Morale, motivation and job satisfaction of staff	Framework for evaluating the impact of nurse consultant roles in the UK (Gerrish et al.. 2013)
Staff turnover/sickness	Framework for evaluating the impact of nurse consultant roles in the UK (Gerrish et al.. 2013)
Workload distribution	Framework for evaluating the impact of nurse consultant roles in the UK (Gerrish et al.. 2013)
Patient involvement and satisfaction	Framework for evaluating the impact of nurse consultant roles in the UK (Gerrish et al.. 2013)

Appendix C

Academic Modules Mapped Against Core Criteria

King's College London. Florence Nightingale Faculty of Nursing and Midwifery

Core Module Name	Optional Module Name	Clinical Leadership	Critical thinking, decision making and risk analysis	Evidence Based Practice	Innovation in practice, research skills, synthesis and analysis skills	Advanced health assessment and autonomous practice
Evidence Based Decision Making in Healthcare			✓	✓	✓	
Measuring & Evaluating Healthcare			✓	✓	✓	
Dissertation		✓	✓	✓	✓	
Clinical Competency Assessment (clinical hurdle)		✓	✓	✓	✓	✓
	Advanced Assessment Skills		✓			✓
	Prescribing		✓	✓		✓
	Specialist Practice Portfolio	✓	✓	✓	✓	✓
	Leadership in Health & Social Care	✓	✓	✓	✓	
	OTHER MODULES RELATING TO SPECIALTY					
	Cardiac Care: Advanced Practice		✓	✓		✓
	Critical Care: Policy and Practice	✓	✓	✓	✓	

Long term Conditions & Case Management	✓	✓	✓	✓	✓
Diabetes Care: Theoretical & practical aspects		✓	✓		✓
Advanced Assessment in Advancing Palliative Care	✓	✓	✓	✓	✓

Kingston University/St George's University of London

Core Module Name	Optional Module Name	Clinical Leadership	Critical thinking, decision making and risk analysis	Evidence Based Practice	Innovation in practice, research skills, synthesis and analysis skills	Advanced health assessment and autonomous practice
MSc Rehabilitation / MSc Applied Exercise for Health						
ER701X: Advanced Exercise Prescription				✓		✓
ER702X: Exercise Through the Life Span						
ER705Y: Critical Thinking in Practice		✓	✓	✓	✓	
ER703X/ER714X: Policy and Practice in Health Care			✓	✓	✓	
ER704X: Evaluation of Reflection in Rehabilitation		✓	✓	✓	✓	
MRDM101X: Research Methods			✓	✓	✓	
Data Analysis			✓	✓	✓	
	ER706X: Cognitive Behavioural Approaches in		✓	✓	✓	✓

Health						
	ER707X: Psychology of Exercise		✓	✓	✓	✓
Core Module Name	Optional Module Name	Clinical Leadership	Critical thinking, decision making and risk analysis	Evidence Based Practice	Innovation in practice, research skills, synthesis and analysis skills	Advanced health assessment and autonomous practice
	ER708X: Exercise Interventions for Obesity and Diabetes		✓	✓	✓	✓
	ER709X: Cardiac Rehabilitation		✓	✓	✓	✓
	ER710X: Managing Fatigue: Implications for Exercise		✓	✓	✓	✓
	ER711X: Pulmonary Rehabilitation		✓	✓	✓	✓
	ER712X: Pain Management		✓	✓	✓	✓
	ER713X: Self-Management in long term and neurological conditions		✓	✓	✓	✓

	ER714X: Policy and Practice. Quality and Innovation in Rehabilitation		✓	✓	✓	✓
	ER715X: Life after Stroke					
Core Module Name	Optional Module Name	Clinical Leadership	Critical thinking, decision making and risk analysis	Evidence Based Practice	Innovation in practice, research skills, synthesis and analysis skills	Advanced health assessment and autonomous practice
	ER716X: Professional Development in Rehabilitation	✓	✓	✓		
	Work Based Learning	✓	✓	✓	✓	✓
	ER718X: Botox for Spasticity Management		✓	✓	✓	✓
	ER717X: WBL for MSK		✓	✓	✓	✓
	AP7025Z: Prescribing for AHPS		✓	✓	✓	✓
MSc Healthcare Practice (Advanced Practice)						
	HP7005X: Advanced Practice	✓	✓	✓	✓	
	HP7019Y: Clinical Reasoning in Physical Assessment: Lifespan Perspectives	✓	✓	✓	✓	✓

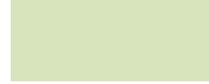
MRDM101X: Research Methods		<input type="checkbox"/>	✓	✓	✓	<input type="checkbox"/>
HP7004X: Advanced Practice: Minor Injury Management		✓	✓	✓		✓
Core Module Name	Optional Module Name	Clinical Leadership	Critical thinking, decision making and risk analysis	Evidence Based Practice	Innovation in practice, research skills, synthesis and analysis skills	Advanced health assessment and autonomous practice
	HP7003X: Advanced Practice: Minor Ailment Management	✓	✓	✓		✓
	AP7022Z: Prescribing for Nurses (Independent and Supplementary Prescribing - V300)	✓	✓	✓		✓
	HC7001: Healthcare Management and Evaluation in a Contemporary Context	✓			✓	✓
	HC7002: Leadership in Change	✓			✓	

Management						
	HP7026Y: Pathophysiology and Clinical Reasoning		✓		✓	✓
Core Module Name	Optional Module Name	Clinical Leadership	Critical thinking, decision making and risk analysis	Evidence Based Practice	Innovation in practice, research skills, synthesis and analysis skills	Advanced health assessment and autonomous practice
	HP7022X: 12 lead ECG interpretation		✓		✓	✓
	HP7006Y: Cardiac Care: Advancing Practice	✓		✓	✓	✓
	HP7007Y: Cardiac Care: Principles and Practice	✓	✓	✓		✓
	HP7009X: Dementia Care: Improving Practice		✓		✓	✓
	HP7010Y: Dementia Care: Skilled Practice		✓	✓		✓
	HP7011X: Discharge Planning, Referral		✓	✓		✓

Pathways and Risk

Core Module Name	Optional Module Name	Clinical Leadership	Critical thinking, decision making and risk analysis	Evidence Based Practice	Innovation in practice, research skills, synthesis and analysis skills	Advanced health assessment and autonomous practice
	HP7014Y: Hospital Avoidance: Managing Complexity	✓	✓	✓		
	HP7012X: Ethics and Law for Contemporary Healthcare Practice		✓		✓	✓
	HP7033Y: Safeguarding: A Lifespan Approach	✓	✓	✓	✓	
	HP7035Y: Emergency Practice		✓	✓	✓	✓
	HP7021X: Trauma Care: Initial Assessment and Management		✓	✓	<input type="checkbox"/>	✓
	HP7023X/HP7024Y: Work-based		✓	✓	✓	

Learning



London South Bank University

Core Module Name	Optional Module Name	Clinical Leadership	Critical thinking, decision making and risk analysis	Evidence Based Practice	Innovation in practice, research skills, synthesis and analysis skills	Advanced health assessment and autonomous practice
ALL CORE [20 credits]						
WHN-6-124 Physiological Principles for Advanced Practitioners				✓		✓
RCN-7-011 Advanced Assessment Skills for Clinical Practice			✓	✓	✓	✓
RCN-7-012 Clinical Reasoning and Applied Pathophysiology for ANP's			✓	✓		✓

RCN-7-013 Leadership & Service Development	✓	✓	✓	✓	
RCN-7-014 Managing Clinical Complexity	✓	✓	✓	✓	✓
3469 Post Grad Cert in Non-Medical Prescribing (using 20 credits from 60)		✓	✓		✓
TAR-7-011 Research		✓	✓	✓	
(if Prescribing taken previously at degree level)					

Appendix D

Learning Agreement

The Learning Agreement summarises the main responsibilities of the trainee, the employer and the university. It is important to keep for future reference.

Name of Trainee	
Health Care Organisation	
Clinical Area	
Host University	
Programme of Study	
Proposed Modules	
Resources/Support Required	
Name of Supervisor/Assessor	
Name of Allocated Mentors	

We confirm that the proposed programme of study is approved.

University Programme Lead Signature:

Date:

I confirm that the trainee will be supported both in clinical practice through the assigning of a supervisor/mentor and in academic practice through allocation of appropriate study leave.

Line Manager Signature:

Date:

I confirm that I will attend all timetabled activities punctually and explain absence or lateness, take responsibility for my own learning, completing all assignments on time and to the best of my ability, seek and accept support from supervisor/mentors for assessment of clinical competencies.

Student's Signature:

Date:

I confirm that I will support and assess the trainee in clinical practice. Specific competencies appropriate to the area of advanced practice will be set.

Supervisor Signature:

Date:

Specialist Competencies

Specialist Competence	Achieved Y/N	Assessor Comments	Signed and Dated (Assessor and Trainee)

