

Wessex Advanced Clinical Practice Development Programme Project

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on behalf of:

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Wessex Advanced Clinical Practice Development Project Focus

Who is the project focused on?

Experienced practitioners:

- Working in Advanced Practitioner or similar roles;
- Have not had full traditional Masters level role preparation and/or competency assessment.

Wessex Advanced Clinical Practice Development Project

What is the main focus of the project?

- To explore, test and evaluate flexible educational and assessment processes via Work Based Learning (WBL), Recognition of Prior Learning (RPL), Conventional educational input.
- To enable these experienced practitioners to attain or work towards demonstrating their 'Advanced Practitioner' competency and capabilities and underpinning Masters level thinking.

Mapping and Development Plan

Mapping:

- Achievements to date towards four pillars of advanced practice
- Prior Degree and M level education and readiness to demonstrate M level 'thinking' in theory and practice
- Any prior competency assessment
- Discussion of potential 'next steps'

Mapping and Development Plan (continued)

Individual development plan - supported by discussion with university advisor, manager/clinical supervisor, participant

Documentation based on those used by each University to enable us to understand whether this different educational journey can achieve comparable outcomes

Four Groups

- **Group One** – very experienced practitioner ready to complete advanced practice portfolio and undertake competency assessment
- **Group Two** – experienced practitioner nearly ready to undertake portfolio/competency assessment, but needs some educational input first e.g. one module.
- **Group Three** – experienced advanced practitioner educated and competency assessed at degree level. Needs opportunity to evidence ‘M level’ thinking and writing.
- **Group Four** – practitioners who are working at or towards advanced level but need considerable education input prior to being ready for portfolio/competency assessment.

Where are the gaps?

- Limited evidence of M level thinking in theory and practice
- No prior competency assessment of advanced level of clinical practice
- Mostly related to learning needs within clinical pillar, particularly advanced assessment and/or diagnostic skills
- Some gaps linked to one or more of the other pillars – but most see ‘non clinical gaps’ addressed via contracted learning - WBL Portfolio module or similar.

WBL 'Portfolio' module Process

- Four Advanced Practice pillars and mapping to '*Multi Professional Advanced Clinical Practice framework*' (HEE 2017) central to portfolio
- Process similar to that used in each University - to aid comparability
 - BU – bespoke '*Evidencing advanced clinical practice through portfolio development*' WBL module created, mirrors portfolio module of MSc ACP programme
 - UoS – adapted version of *WBL portfolio* module of MSc ACP programme

WBL 'Portfolio' module Assessment

Three closely linked elements:

- **Portfolio** demonstrating M level writing and thinking, including a range of supporting evidence
- **'Tripartite' competency assessment** of observed patient consultation: involving participant, supervisor/assessor and university advisor
- **Competency verification** based around portfolio evidence and observed practice signed off by supervisor/assessor

Supervision and Assessment

Two key roles :

- **Clinically based supervisor/assessor** - medical practitioner or experienced Advanced Practitioner
Assess practice competency. Preparation and support via handbook and 1:1 input.
- **Academically-based university advisor** - expert in Masters level Advanced Practice education and assessment. Assesses portfolio and M level thinking in practice and theory.

Insights to date

- **High level of interest** in participation – around 90 people to date – most progressing.
- **Value of mapping and development planning** in its own right – clear feedback from participants. But with academic advisor to guide and support
- Preference for **formal module delivery over RPL** for many participants – fear of ‘missing something’.
- **Enhanced insight** into advanced practice amongst stakeholders – supports implementation of HEE (2017).

Insights to date

- WBL portfolio not with module but with tripartite assessment and verification from supervisor/assessor and academic advisor
- WBL portfolio module— for M level academic credit
- Portfolio format and contents – proving popular and informal feedback so far is positive in terms of applicability

(Final report due June 2019)

Portfolio contents - structure

- Mapping document – job profile and educational course mapping and individual development plan
- CV, Job description, Contextual statement
- Range of evidence mapped against four AP pillars and HEE (2017) capabilities
 - Evidence – critically reflective pieces demonstrate M level writing and demonstration of working at advanced level of practice
- For WBL module – includes integrative narrative essay to gain academic credit

Examples of evidence - four pillars of Advanced practice

- Clinical: Case studies, case-based discussions, assessments in practice, witness testimonials
- Education: self, colleagues, patients. Witness statements, presentations, informal and formal education
- Leadership: Business case, Caseload management, team leadership, service / practice development leader/manager
- Research: Critical appraisal, evaluations, audit, research, service improvement projects

Any questions?

