

ADVANCED PRACTICE NEWSLETTER

October 2022



Welcome to the 3rd National Advanced Practice newsletter which has been produced for practitioners working in Scotland in advanced practice roles. This newsletter will provide detail of advanced practice developments in Scotland across professional groups. We are keen to expand our editorial board to include Multiprofessional advanced practice and learner representation.

This newsletter will provide detail of advanced practice developments across professional groups.



If you are interested in contributing to this newsletter or joining the editorial board, please contact one of the team identified below:

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Dr Clair Graham | clair.graham@nhs.scot

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Thanks to James Todd, Marketing Business Partner at the University of West of Scotland for his ongoing support producing this newsletter.



Leadership

Good News!

The North of Scotland Advanced Practice Academy wins the bid to host the 2024 International Council of Nurses Nurse Practitioner/Advanced Practice Nurse Network Conference in Aberdeen.

Home · Venue · Visit Aberdeen

International Council of Nurses NP/APN

13th Network Conference, Aberdeen, Scotland, UK
9-12 September 2024

ICN Nurse Practitioner / Advanced Practice Nurse Network

International Council of Nurses
The global voice of nursing

ICN NP/APN Aberdeen, Scotland, UK 2024

Although the name implies this conference is nursing specific, the UK is unique in having a multiprofessional approach to advanced practice. The organising committee are keen to reflect this and ensure that all professions are represented at the conference.

Further details will follow in future bulletins about the progress of the conference and opportunities for colleagues to become involved with supporting the development of the conference. In the meantime, visit [network conference website](#). Our Twitter account is @NPAPN2024.

Please follow us and visit the website for a chance to win a place at the conference!

Scotland welcomes new Core Advanced Pharmacist curriculum

The Royal Pharmaceutical Society (RPS) in Scotland, Directors of Pharmacy Scotland and NHS Education for Scotland (NES) welcomed the publication of the [RPS Core Advanced Pharmacist curriculum](#) in July 2022.

The Curriculum aims to standardise the level of practice of pharmacists who assess, prescribe and manage care for people with complex needs, across the UK.

The new Curriculum aligns to current multi-professional advanced practice pathways* in Scotland and the UK covering the four pillars of clinical practice, leadership and management, education and research. It helps set comparable expectations of service delivery by advanced pharmacists, advanced practice nurses and advanced allied healthcare professionals in line with Scottish Government Transforming Roles initiatives.

Clare Morrison, Director for Scotland, Royal Pharmaceutical Society, said:

"We're delighted to publish our core advanced pharmacist curriculum today. Pharmacy is changing rapidly, with prescribing and advanced clinical skills being embedded in increasing numbers of patient-facing roles. The curriculum is essential for underpinning this professional development and is a key enabler in realising our Pharmacy 2030 vision."

Scott Garden, Director of Pharmacy, NHS Lothian (Acting Chair of Directors of Pharmacy, Scotland) said:

"The Directors of Pharmacy in Scotland very much welcome the publication of the RPS core advanced pharmacist curriculum. This forms part of a coherent progressive spectrum of curricula from the RPS across Post-Registration Foundation, Advanced and Consultant levels. With outcomes that fit a wide range of pharmacist roles and recognition across the UK the curriculum will have wide scale applicability across all sectors. It will enable pharmacists to develop as Advanced Pharmacists, embed Advanced Pharmacist practice in Scotland and deliver the best care for patients with their medicines."

Professor Anne Watson, Postgraduate Pharmacy Dean, NES, said:

"The new RPS core advanced pharmacist curriculum will support the vision of strengthening career development pathways in community, primary and secondary care as we outlined in our Pharmacist Career Framework review for Scotland (2020). It will enable pharmacists to provide quality assured care

within an increasingly demanding and complex healthcare environment."

Further information

*Advanced practice pathways Health Education England (2017) [Multi-professional framework for advanced clinical practice in England.pdf](#) (hee.nhs.uk)

NHS Education for Scotland (2018) [Advanced Practice Toolkit](#) (scot.nhs.uk)



National Developments

2022 has seen a number of national developments and work continues to progress these. Some examples of these are provided throughout this newsletter.

A Mental Health Advanced Practice support network was established in April 2022 and this network comprises of advanced practitioners from across Scotland from nursing and pharmacy backgrounds. The aim of this network is to provide a coordinated approach to support the development of Advanced Practice roles with a focus on mental health advanced practice. In collaborating together we hope to influence and support the development of mental health advanced practice in Scotland.

Currently there are 90 members of the network, and we would encourage you to join if you are not a member and this is appropriate for your role. We are keen to ensure wide representation, so would ask that you make this information available in clinical areas so we can promote robust representation.

If anyone is interested in joining this network, please contact:

Colette Henderson | c.m.j.henderson@dundee.ac.uk
or **Nate Richardson-Read (NHS Borders)**
Nathan.RichardsonRead@borders.scot.nhs.uk

NHS Education for Scotland Advanced Practice Toolkit Refresh

NHS Education for Scotland introduced an Advanced Practice Toolkit in 2008. This resource was introduced as a four-country resource to support the developing role of the advanced nurse practitioner. As advanced practice has become established across other professions, successive revisions have widened the scope of the toolkit to include credible and supportive resources for new and emerging advanced practice roles. The toolkit supports ongoing developments to enhance understanding of this dynamic role across the four pillars of practice, clinical practice, facilitation of learning, leadership, and evidence, research and development.

We are pleased to share that we are currently updating the toolkit content and have a new design for the structure which we will be testing with a user group soon. Going forward there will be an Editorial Board who will provide subject matter expertise and ongoing governance for the content of the toolkit to ensure that it is kept contemporary and relevant for advanced practitioners in Scotland.

Catrin Evans
Principal Educator Postgraduate and Post-registration education and Continuing Professional Development
NHS Education for Scotland





Facilitating Learning

MSc Advanced Practice Pre-Course Workbook

In 2021 a small group of educators from across the UK collaborated to produce a pre-course workbook for students undertaking MSc Advanced Practice programmes. This workbook focuses on aspiring advanced practitioners, and it is hoped it will be useful to students prior to commencing MSc Advanced Practice programmes.

To ensure access to the resource is available to students across the UK, the [workbook](#) is stored on the Association of Advanced Practice Educators UK (AAPE UK) website.

An evaluation of this workbook is currently being planned and further details about this evaluation will be circulated in due course.

Accumulation of Credit

There are 10 Higher Education Institutes in Scotland offering Advanced Practice programmes such as a Postgraduate Diploma (PgDip) or MSc. These programmes comprise of modules that have credits assigned to them. Students can undertake modules on a single module basis and received credit for this or they can accumulate credits towards a named programme, such as for example a PgDip Advanced Practice. In Scotland a PgDip programme is the minimum requirement for advanced practice roles and this award requires 120 credits. An MSc award requires 180 credits normally at level 11 (MSc level) but, there are some individual institutional variations. Often there are time limits for transferring credit into a named award.

If you are looking to undertake a PgDip or MSc Advanced Practice I would encourage you to have a conversation with your local higher education provider and ask about the process for transferring and accumulating credit into a named award. If you are considering transferring credit from one institution to another, please make sure you have a copy of your educational transcript and information about modules studied as this will support subsequent discussions and the credit transfer process.

Colette Henderson

Chair of the Scottish Advanced Practice Educators Network and MSc Advanced Practice programme lead University of Dundee



Scottish Advanced Practice Educators Network

12th

ICN NP / APN NETWORK CONFERENCE

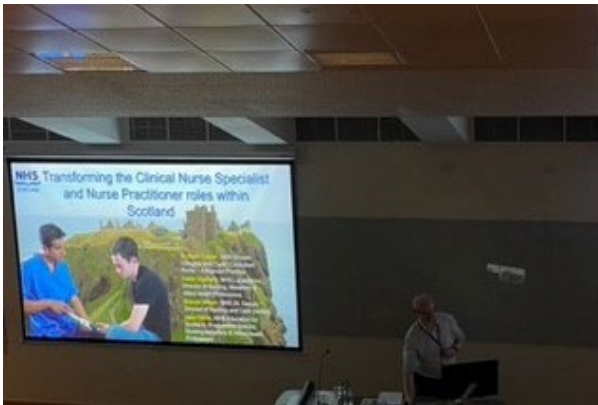
21–24 August 2022 | Dublin, Ireland

The 12th ICN NP APN Network conference 'Advanced Practice Nursing Shaping the Future of Healthcare' took place at University College Dublin on 21-24 August 2022. The conference was attended by approximately 600 colleagues from across the globe with 42 nations represented. Keynote presentations were delivered by Rachel Keena, the Chief Nursing Officer for Ireland, Dr Michelle Acorn, the ICN Chief Nurse, Dr Daniela Lehwaldt ICN NPAPN network chair and Professor Melanie Rogers Director of the ICN Nurse Practitioner/ Advanced Practice Nurse Network Global Academy of Research and Enterprise. The final day keynote presenters were Dr Mabel Magowe Assistant Professor University of Botswana, Ber Ooman Executive Director ESNO (European Specialist Nurses Organisation) and Howard Catton CEO of the ICN. There were many other presentations that took place over the 4 day conference, covering a wide range of topics relevant to advanced practice. This was a great opportunity to learn about how advanced practice is developing around the world, and to acknowledge the good work that is being undertaken everywhere. The conference also enabled some networking opportunities, and an opportunity to see a little of Dublin.

A small Scottish contingent attended this conference and were able to meet up one evening.



Oral and poster presentations detailing Advanced Practice developments in Scotland were showcased by most of our Scottish delegates, some of which are outlined on the following pages.



Mark Cooper, Consultant Nurse – Advanced Practice, NHS Greater Glasgow and Clyde

This paper was presented on behalf of the Transforming Roles (TR) Clinical Nurse Specialist Group focusing on TR Paper 8. This policy work formally recognises the importance of delineating levels of practice within both the CNS and NP role. Different competencies and academic preparation are required to work at these different levels. The paper also recognises that CNSs are specialists with a deep depth of knowledge, and that NPs tend to have a broader and more generalist scope of practice. [Transforming Roles Paper 8](#).



Sinéad McKee Lecturer in Nursing, Department of Nursing, School of Health & Life Sciences, GCU

Observed Structured Clinical Examinations (OSCE) are a widely utilised assessment tool where simulation of patient encounters is used to evaluate competency in knowledge, clinical reasoning and examination skills without jeopardising patient safety (Aronowitz et al, 2017). Remote learning secondary to Covid-19 restrictions (UK Government, 2020), necessitated rapidly adapting OSCE for online implementation using a virtual video conferencing platform. The presentation detailed experiences of 24 students and the examiners.

Aronowitz, T., Aronowitz, S., Mardin-Small, J. and Kim, B. (2017) Using Objective Structured Clinical Examination (OSCE) as Education in Advanced Practice Registered Nursing Education. *Journal of Professional Nursing*, 33(2), pp. 119-125. [viewed 12/03/2022]. Available from: doi: 10.1016/j.profnurs.2016.06.003.

UK Government (2020) COVID-19: government announces moving out of contain phase and into delay. [viewed 30/03/2022]. Available from: <https://www.gov.uk/government/news/covid-19-government-announces-moving-out-of-contain-phase-and-into-delay>

Mandy Allen previously lecturer at UWS and Roland Preston Lecturer at UWS



This poster identified how the advanced practice team at UWS revised the OSCE examination delivery during the challenges of 2020. The OSCE is an assessment component of 'advanced decision making in advanced practice' module which is a core foundation year 1 module of the MSc Advanced Clinical Practitioner programme. The OSCE was revised and adopted as a vOSCE, which captured the principles of video OSCE consultation skills. This approach demonstrates the agility of the team to respond to changes in practice with the covid 19 pandemic, and the vOSCE has been very well received by the students.

Mandy's oral presentation 'Developing advanced practice education through a pandemic' presented a reflective account of how the UWS advanced practice team adapted and changed to meet the demands of the pandemic to support the students. The academic team also at times were challenged with the rapid changes required to online learning. The presentation was well received and stimulated some interesting discussions on how universities across the globe had managed.



Karen Kindness Nurse Consultant NHS Grampian and Colette Henderson Programme Lead MSc Advanced Practice School of Health Sciences, University of Dundee

The Scottish Transforming Roles programme emphasises role standardisation for Advanced Practice Nurses (APNs), including development across “four pillars of practice”. Scant visible research activity by APNs persists. To understand the support required, the North of Scotland Advanced Practice Academy (NoSAPA) conducted a survey during 2021. Brysiewicz and Oyegbile (2021) highlight that this is a recognised problem internationally for many nurses working within clinical practice and postulated an accessible “START” model to overcome some of the barriers to research engagement by these nurses. The poster shares the results of the NoSAPA Advanced Practice Research Scoping Survey, and describes the core concepts underpinning the “START” model.

Brysiewicz, P., and Oyegbile, Y. (2021) Addressing ‘research-phobia’ among nurses in the clinical area *Prof Nurse Today* 25,1,21-23

Colette had two oral presentations with Dr Anna Jones a colleague from Cardiff University.

The first presentation ‘Developing Collaborative Advanced Practice Educational Networks across the United Kingdom’ focused on the development of national educational networks across the UK.

Background detail about these networks advised about the establishment of the Association for Advanced Practice Educators UK (AAPE UK) (originally titled Association for Nurse Practitioner Educators (ANPE) in 2001) ANPE was subsequently renamed AAPE UK to reflect the multi-professional membership from across the UK. Providers, academics and professionals who share a common interest in the education, development and advancement of Advanced Practice are all represented. In 2021 colleagues from Wales and Scotland established national networks within their own countries. The main aim of these national networks was to provide co-ordinated approaches to the development of advanced practice and robust representation and consultancy when needed.

The second oral presentation ‘Developing a Pre-Course Workbook for Advanced Practice Students in the United Kingdom’ focused on the development of trainee advanced practitioner student support in the form of a pre- course workbook. In 2021 a small group of advanced practice educators from higher education institutions across the United Kingdom collectively identified the need for trainee advanced practitioner student support. It was agreed that this support should commence prior to students undertaking programmes of education. The perceived need for pre-course support was agreed by the faculty involved in the workbook development who had all recognised some challenging areas for advanced practice students. These areas were identified as the contextual understanding of advanced practice within the UK, anatomy and physiology knowledge and critical writing skills. The [workbook](#) is open access on AAPE UK website.



Gillian Morris trainee ANP NHS Fife and Victoria Williams trainee ANP NHS Tayside

At a time where recruitment and retention is challenging in the UK, it is crucial that trainee APs feel adequately supported to successfully transition into their roles. From personal experience as trainee ANPs the inconsistency of practice supervisors creates stress. Within one university cohort undertaking a module in advanced clinical assessment as part of the PG Dip in Advanced Practice it was clear that there was significant variation in the levels of supervision dependant on the clinical area and the supervisors understanding of the role. The transition from trainee to qualified AP is recognised in the literature as being particularly difficult as nurses move from expert to novice (Barnes, 2015). For APs to succeed it is in the interests of HEIs and Health Care Providers to adequately support trainees to navigate the challenges and confidently develop within the role. This evaluative research is designed to consider the experiences of trainee APs from two health board areas in order to explore what constitutes successful practice supervision and support the transition from trainee to fully qualified AP.

Barnes, H. 2015. Nurse Practitioner Role Transition: A Concept Analysis. Nursing Forum. 50 (3), pp. 137-145.

Lizanne Hamilton Smith Senior Nurse NHS 24 Advanced Practice.



NHS 24 Advanced Practice Clinicians: Three Deities or One Deity?

Similarly, to Hecate from ancient Greek mythology, the NHS 24 advanced practitioner has many faces, sometimes using magic, light and potions to meet the ever, evolving healthcare landscape demands. To underpin our evidence-based contemporary scope of practice, we have been focusing on the three "forgotten" advanced practice pillars by harnessing quality improvement methodology for various research projects.

1. Advanced Nurse Practitioner (ANP) perceptions

Utilising an anonymous online survey measured the baseline and current NHS 24 knowledge level, expectations and perceptions, and improvement ideas for the ANP role. Receiving over one hundred and twenty responses identified the common themes of misinterpretation and misperceptions. However, 78% recognised the ANP expertise, knowledge, and ability to improve the patient journey with the right care, right time, at the right place.

2. Musculoskeletal referrals

Implementation of redesign in urgent care and musculoskeletal protocols, two hundred telephony triage calls were randomly selected to assess the appropriateness of patient outcomes and referrals for back pain, ankle, head, and wrist injuries. This service evaluation concluded ANPs would have regraded a third of calls to improve the patient journey, these results have underpinned facilitated learning NHS 24 ANP education workshops and creation of allied health partnership.

3. Flow Navigation Centre common themes

Linking to threads of NHS 24, ANPs conducted a literature review of the sixteen common themes presented to the external health-board partners. The results recommend improving education sources, reviewing terminology for patient direction and use advertising campaigns to increase awareness of the various out of hour capabilities. This project added additional value with collaborative partnerships via rotational regional out of hours placements to continue the knowledge exchange and provided the educational exemplar scenarios for the NHS 24 ANP educational workshops.

4. Facilitated Learning

While continually developing new competencies in Adults with Incapacity, Fit Notes, Paediatrics, Maternity, Mental Health, and Learning Disabilities. The NHS 24 ANPs have provided seven external national continuous professional development sessions and conducted eight internal educational workshops. The positive feedforward includes the desire to create an information resource centre and national academic CPD calendar.

5. NES Digital Leadership Course

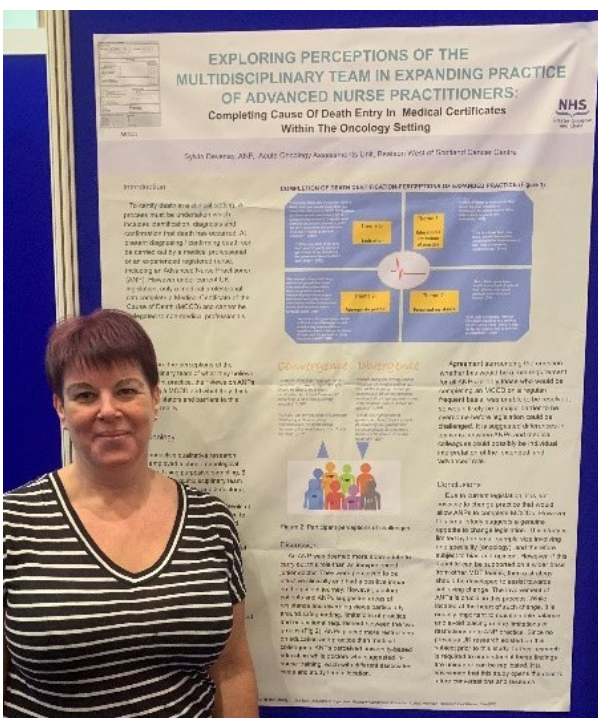
As part of progressing the digital front door to improve the patient journey, the NHS 24 ANPs have commenced the Project Charter for the Digital Leadership course to underpin their new project charter to lead on introducing video consultations early next year as part of the national front door digital strategy.

6. Scholarly

The NHS 24 ANPs continue their scholarly activities by completing advanced practice programmes, competencies, and continuing research into the impact of advanced practice from various perspectives via our various modus operandi!

Sylvia Devenay, ANP, Beatson West of Scotland cancer Centre, NHSGGC

Whilst suitably trained Healthcare Professionals can now 'Confirm Death' only registered medical professionals complete medical certification of the cause of death (MCCD). Sylvia's poster presented the results from a small qualitative research study which explored the views of ANPs and Medical staff. This is the first study that's specifically explored this area. Sylvia intends to submit a paper for publication to help start a broader conversation around this topic.



Advanced Practice week 2022

Save the Date 13-19th November 2022

ACAP Conference

Advancing Care, Advancing Practice (ACAP) Scotland is a registered charity started about 12 years ago by advanced practice staff working in acute care in central Scotland who, at that time, felt there was not the right sort of event available for them locally. Since then, ACAP has evolved and gone from strength to strength now aiming at NMAHP participation and having contribution from health and social care staff throughout Scotland and from most of the NHS Boards.



ACAP Scotland
Advancing Care, Advancing Practice
ANNUAL CONFERENCE 2022

INCLUDING A LIVE EVENT IN
BEANCROSS FARM, POLMONT, FALKIRK FK2 0XS

Day 1: Virtual Day: Wednesday 16th November
Research Focus with Participant Posters & Participants Presentations

Day 2: Live Venue: Friday 18th November
Key-note speakers include...
Deputy Chief Nursing Officer - Anne Armstrong
Deputy Clinical Director - Dr John Hadden

Hot Topics in Advanced Practice	Presentations Including...
Authorising Blood Products	Leadership
NES AWI Course First cohort	Caring Human Factors
Care Homes National Framework	Realistic Medicine

Choose Two afternoon Breakout Sessions from Four Choices

The Day will finish with our **ACAP AWARD CEREMONY** including...

- Poster Prizes for both the 'Judges Choice' & the 'People's Choice'
- Awards for an 'Inspirational Team' & an 'Inspirational Individual'

To note your interest: acapsotland@outlook.com
(from your NHS or Academic Institution eMail).

Updates on website/social media  or  or  

During Advanced Practice week, the University of Dundee School of Health Sciences is hosting an international exchange with 7 trainee Advanced Practitioners from Rotterdam University spending the week visiting the school and NHS partners. Placements are being arranged with NHS colleagues in Ninewells Hospital Dundee, Dundee Health and Social Care Partnership, the Scottish Ambulance Service and NHS24. The main goals are to learn about another nursing and healthcare system and share differences and similarities in advanced nursing practice. Students will attend University for one day and present cases for discussion that will support development of cultural, sociopolitical, and economic differences. It is hoped that we can in future offer exchange placements to advanced practice students across Scotland and work is being progressed to consider how this might be achieved.



Evidence, Research and Development

Research Articles

These articles may be of interest to advanced practitioners:

[Addressing 'research phobia' among nurses in the clinical area.](#)

[The Collaborative Care Model: Realizing healthcare values and increasing responsiveness in the pharmacy workforce.](#)

Current Advanced Practice Research

A national Advanced Practice doctoral support network was established in Scotland in April 2022. This network meets monthly with the aim of providing a supportive network and addressing the evolving needs of members. The network is also keen to foster engagement in educational, professional, and scholarly activities.

The current areas of research activity from members of this network are detailed below.

Hazel McPhillips | H.McPhillips@napier.ac.uk
Lecturer / Programme Lead MSc Advanced Clinical Practice, Napier University School of Health and Social Care.

I am undertaking study to explore the factors that influence success in advanced practice education. The research is mixed methods in approach and will be located within Scotland, focussing on the adult branch.

Pam Young | Pamela.Young@uws.ac.uk
Lecturer Specialist Nursing and Advanced Practice University of West of Scotland

Pam is focused on investigating the experiences of female Advanced Practitioners' benchmarked against the four pillars. Have we broken the glass ceiling or, as the evidence would suggest, is the role more challenging in comparison to their male colleagues? Interpretive Phenomenological Analysis with feminist philosophy will be utilised.

David Cooper | David.Cooper22@nhs.scot
Senior GP Advanced Nurse Practitioner Glasgow University of Stirling

An emerging role for ANPs within general practice includes diagnosing and managing cervical radiculopathy, which is a challenging presentation

within general practice. As anecdotal observations suggest, ANPs are often unable to diagnose this condition due to lack of confidence in their diagnostic abilities. However, there is no literature looking at the experience of ANPs in this regard, and therefore the aim of my study is to address this gap in the literature. As the study design relies upon the analysis of experience of ANPs and has no preconceived theories, a grounded theory approach will be utilised.

Colette Henderson | c.m.j.henderson@dundee.ac.uk
Lecturer/Programme Lead MSc Advanced Practice University of Dundee School of Health Sciences

Effective practice supervision forms a vital element of the 'triangle of capability' - academic preparation, clinical competence and effective supervision. There is a dearth of research evidence of first-hand accounts of supervision practice. This research aims to explore experiences of practice supervision from a supervisors perspective using Interpretative Phenomenological Analysis.

Mandy Allen | Mandy.Allen@glasgow.ac.uk
University of Glasgow

This study explores the advanced paediatric practitioner role from the perspective of service users (parents) and service providers (APNPs & others who work alongside them) using a Gadamerian hermeneutic approach across NHS Scotland.

Lindy Morrison
Lecturer and part time PhD student at the University of Glasgow, Nursing & Health Care School

I have a research interest in supporting clinical nurses to conduct research in practice. For my PhD, I have therefore chosen to conduct a project to facilitate and evaluate research activity among nurses in clinical practice using an action research approach.

In late 2020 in response to the Covid-19 pandemic, the Scottish Government tasked local health boards to redesign urgent care services to address public demand and safely facilitate the "Right Care in the Right Place at the Right Time". NHS Greater Glasgow & Clyde (NHS GG&C) quickly responded to this through innovation and set up a Flow Navigation Centre at the Queen Elizabeth University Hospital to address how people access appropriate urgent care. Advanced Nurse Practitioners have been key in this service development, with research a named aspect of their role, however this is often a lesser priority when competing with clinical demands. As such there was a unique opportunity

here to work collaboratively with this team to facilitate their conduct of research in practice.

Ethical approval was subsequently sought and granted via the University Research Ethics Committee and NHS GG&C Research and Innovation team last year, allowing this study to commence in practice. As such three action research cycles of plan, act, observe and reflect are ongoing. The first was to define a research question for investigation, the second to develop this into a clinical research project to conduct in practice and the third to evaluate the effectiveness of action research as an approach to facilitate the conduct of research by nurses in clinical practice.

To date this has been a wonderful, collaborative project highlighting the innovative work of this group of Advanced Nurse Practitioners and supporting their engagement with research in practice, a core component of their role. It is anticipated that the outcomes from this project in practice will be disseminated by the research team within an emergency nursing publication and at an advanced practice conference in the coming year. We look forward to sharing these findings with you soon!

Pamela Macdonald
pamela.macdonald8@ggc.scot.nhs.uk
Advanced Paramedic Practitioner NHS GGC

Presently undertaking a literature analysis of the current research available for understanding the role of the Advanced Paramedic. The aim is to understand the role of the AP in primary and urgent care setting and where it would fit in a national rotational model with the Out of Hours Service in Scotland.

MSc Advanced Clinical Practice Programme Dissertations

We are keen to showcase advanced practice students' dissertations and will detail work being undertaken within this newsletter on a regular basis.

Current dissertation projects are detailed below.

Is it time for Advanced Nurse Practitioner Triage in the Emergency Department? A review of the evidence

Background: Overcrowding in emergency departments (ED) is a global issue that adversely affects patient safety and staff morale and performance. Triage is traditionally carried out by a single nurse. Existing research suggests that a senior doctor at triage can improve ED performance through early decision making in the patient's journey.

Aim: To investigate if Advanced Nurse Practitioner (ANP) triage verses traditional triage of a staff nurse improves ED performance through the measurement of several quality indicators. A narrative literature review is used to synthesise the evidence from nine studies.

Methods: A narrative literature review of journals from CINAHL, Medline and Google Scholar included quantitative studies. The quality of the journals was analysed using the EPHPP tool.

Results: Of the 624 articles identified 9 studies met the criteria for inclusion in the review; 7 were weak, 1 moderate pre-post study design and one was a strong quality randomised control trial (RCT). 8 were conducted in the US and 1 in the UK. Most studies showed improvements in ED Length of Stay (EDLOS), Left Without Being Seen (LWBS), Time to care provider and of the one study that measured time to treatment showed an improvement. Two studies showed worse LWBS and no improvement in patient satisfaction was shown. Not all the improvements shown were statistically significant and some studies did not conduct statistical analysis.

Conclusions: This review demonstrates that ANP triage either individually or as part of a team shows improved ED performance. The poor quality, location and heterogeneity of the studies means that the results this review are insufficient to recommend this change to ED managers in the UK, although could be considered where large ED redesign is taking place. Issues identified ANP autonomy, staffing costs and physical space and stakeholder engagement can act as barriers to the ANP triage role. Further qualitative research into ANP and clinicians' views of the ANP triage role would provide valuable insight. Susan Brislin, ANP, Emergency Department, Royal Infirmary of Edinburgh



Queen Margaret
University
EDINBURGH



Clinical Practice

This section offers an opportunity to highlight different roles and other clinical practice issues across Scotland and we welcome contributions to this section.

NHS Highland

My name is Suzanne Offer and I am the Team Lead Physiotherapist for the Acute Physiotherapy Team in NHS Highland. My role incorporates a wide range of duties and responsibilities including line management of the team, service development, training and education of others alongside my clinical responsibilities for a general paediatric caseload across a range of in-patient and out-patient settings.

I moved to the Highland to start this post in early 2010, moving from Leeds where I worked at a large teaching hospital as a rotational specialist paediatric physiotherapist. In Leeds, I was used to having a support structure of senior physiotherapists who I worked alongside on a daily basis who offered me guidance and mentorship across a range of sub-specialty areas to develop my skills and expertise. When I took up my position in Inverness, I realised that I no longer had access to the same level of support and advice around me which sparked my motivation to pursue further education at MSc level and allow me the opportunity to really add depth to my knowledge and give me the confidence to develop as a lead physiotherapist. Initially, I started by completing a few modules that had been newly developed as part of the Advanced Practice (AP) / transforming roles agenda specifically to provide Paediatric Nurses and Allied Health Professionals with an opportunity to complete post-graduate training at MSc level. Following completion of Advanced Practice and Pathophysiology modules, I gained confidence and felt the benefit in relation to my professional development to enrol on to the MSc Advanced Clinical Practitioner course provided by the University of the West of Scotland (UWS).

I completed my qualification in 2019 and as I reflect back on my role since undertaking the Advanced Clinical Practitioner course, I can identify a number of things that have changed. I have developed my role in relation to the care of paediatric patients with complex respiratory needs and now regularly act as a source of expertise to the local MDT with regard to the development of acute and preventative care plans which specify respiratory support strategies in addition to the prescription

of a range of medications aimed at optimising respiratory health. In relation to neonatal care, I have developed my assessment skills in conjunction with my understanding of pathophysiology to be able to identify infants demonstrating signs of atypical development even at preterm age which provides opportunity for early intervention strategies to support and optimise infant development. The MDT on the neonatal unit value this information and use it to plan further care including identifying the need for further diagnostic investigations. I have also been trusted to step in and run several neonatal follow up clinics if a doctor can't be present due to my ability to conduct an enhanced assessment of the patient, extending beyond the traditional boundaries of a physiotherapist's remit. I also feel that I am more capable of understanding how to access and utilise the evidence base to inform clinical practice and can support others to do so too. Completion of my research dissertation has sparked my desire to be more involved in research and I am now confident to pursue opportunities to be involved in research relevant to my role.

However, there are two things that haven't changed, and they are: my job title and my grade. At present, I feel the role of an Advanced Physiotherapy Practitioner / Advanced Clinical Practitioner is still poorly defined and poorly understood in relation to non-Musculoskeletal Physiotherapy posts by healthcare professionals and managers across NHS Scotland. However, I am hopeful that this will improve over the coming years as more Physiotherapists undertake additional study on Advanced Practice programs and continue to develop their roles locally and demonstrate the positive impact that an AP role can have both on patient care and organisational targets.



School of Health Sciences
University of Dundee

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UWS