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*Somerset Training Hub EXAMPLE TEMPLATE*

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| **PRACTICE/PCN LOGO** |

**[Your Organisation's Name] Enhanced and Advanced Practice Policy**

**Version:** [1.0]

**Effective Date:** [Date]

**Review Date:** [Date]

**Lead Owner/Author:** [name/s, role/s]

**Policy Statement:**

This policy outlines the principles and guidelines for the advanced practice within [your organisation's name]. Enhanced and advanced practice encompass a range of nursing and allied health professions roles and responsibilities and is designed to strengthen the quality of patient care, improve patient outcomes, and contribute to the ongoing development of healthcare services.

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**1.0 Purpose:**

The purpose of this [example] policy is to establish a framework for the development, implementation, and evaluation of enhanced and advanced practice within [your organisation's name], based on relevant NHS England and regulatory body competency frameworks for enhanced and advanced practitioners and other relevant NHS organisational policies. It is expected that not all sections will be relevant to all organisations and this example policy should be edited as required.

**2.0 Scope:**

This policy applies to all healthcare professionals engaged in enhanced or advanced practice within [your organisation's name].

**3.0 Definitions:**

Define key terms related to advanced practice as per the NHS England competency framework and any additional terms specific to your organisation. For example:

**3.1 Advanced Practice** 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; education and research, with demonstration of core capabilities and area specific clinical competence.

**3.2** **Advanced Practice Governance Maturity Matrix** aims to help organisations assess and improve advanced practice standards. The NHS England maturity matrix allows organisations to self-assess their progress on the governance of advanced practice against each identified domain. This indicates whether they are making early progress, substantial progress, or are mature in the governance of advanced practice.

**3.3 Advanced Practitioners** are experienced, registered health and care practitioners who have the appropriate qualifications and capabilities to operate competently at advanced practice level, as defined above, with the ability to manage clinical care in partnership with individuals, families, and carers. This will include a high degree of autonomy and decision making in a context of complexity, uncertainty, and varying levels of risk, holding accountability for decisions made.

**3.4 Associate Workplace Supervisors** work collaboratively with the co-ordinating education supervisor to guide trainee development in one or more of the four pillars of advancing practice. Associate workplace supervisors must demonstrate expert knowledge and capability of the area of practice they are supervising.

**3.5** In this policy, the word **Capabilities** is used to describe the ability to be competent, and beyond this, to work effectively in situations which may require flexibility and creativity.

**3.6 Co-Ordinating Educational Supervisors** provide a consistent supervisory relationship throughout the practitioner’s advanced practice development, guiding the practitioner’s development. All coordinating educational supervisors must:

a) be an experienced practitioner.

b) have completed some formal supervisor development. *Examples of formal training include: GP Trainer; Clinical educator programmes; PgCert in clinical education; practice educator programmes; local supervisor training courses*.

 If the co-ordinating education supervisor is an advanced practitioner instead of a medical consultant, they must have been working at an advanced level for a minimum of 3 years.

**3.7 Enhanced Practice** is a level of practice within the healthcare workforce. It covers the graduate professional workforce who have moved beyond novice/competent and who are not yet working at the level of advanced practice.  Those working at enhanced practice level, occupy a space before advanced practice in terms of the management of complexity and uncertainty. Enhanced practice can be a precursor to advanced practice, or it can be a valued workplace destination, offering services and patients a consistent and high level of expertise.

**3.8** The **Multi-Professional Advanced Clinical Practice Framework** sets out the vision in developing this critical workforce role in a consistent way to ensure safety, quality, and effectiveness. It has been developed for use across all settings including primary care, community care, acute, mental health and learning disabilities. The framework recognises that the health and care system rapidly evolves to deliver innovative models of care, health and care professionals have adapted, to meet the increasing demands of individuals, families and communities.

**3.9 Trainee Advanced Practitioners** are individuals undergoing a formal development pathway to become a fully qualified advanced practitioner, who have not yet achieved a Masters level advanced practice qualification, **and** demonstrated full capability or competence within the clinical setting.

**4. Roles and Responsibilities:**

Define the roles and responsibilities of staff with responsibility for or working as an enhanced or advanced practitioner. Include definition of roles and responsibilities, reference to appropriate NHS England and regulatory body policy and frameworks. Emphasise the importance of collaborative working across multidisciplinary teams and define communication channels and mechanisms for effective collaboration. Examples could include:

**4.1 Directors/Partners will:**

* Support the development of advanced practice roles within the organisation, in line with the minimum standards set out in this policy, to ensure clinical services are safe and sustainable.
* Champion the development of advanced practice roles in strategic workforce plans.
* Put strategic plans and appropriate governance structures in place in line with the Multi-Professional Advanced Clinical Practice Framework and the Advanced Practice Governance Maturity Matrix.
* Put strategic plans in in place and provide expert guidance to support all enhanced and advanced practice supervision to be in alignment to NHS England (NHSE) Workplace Supervision for Advanced Practice framework and NHSE Minimum Standards for Supervision.
* Develop a clear framework and policy to support the development and robust governance of advanced practice roles.

**4.2 Practice/PCN Managers will:**

* Oversee collation of information on workforce plans for advanced practice role development and feed these into relevant system and/or education leads.
* Ensure there is a robust advanced practice policy in place, including process guidance on training, supervision, appraisal and workplace assessment.
* Ensure that continuous review of the impact and effectiveness of the advanced practice workforce feeds identification of opportunities for new advanced practice roles in line with service demands and population needs, meeting the minimum standards set out in this policy.
* Ensure that all advanced practitioners and trainee advanced practitioners are competent, capable, and enabled to practice safely and effectively in their role.
* Ensure that recruitment into advanced practice and trainee advanced practice roles is in line with this policy and other relevant organisation policies.
* Ensure that appropriate supervision structures are in place for advanced practitioners and trainee advanced practitioners.
* Ensure that all trainee advanced practitioners and advanced practitioners are remunerated in accordance with this policy.
* Ensure that correct and robust data is held within staff records for enhanced and advanced practitioners and trainee advanced practitioners, including appropriate: role; job title and pay.
* Allocate sufficient study leave to trainee advanced practitioners for university training, so that trainees are not taking unpaid or annual leave for dedicated training days.
* Undertake the annual appraisal for the trainee advanced practitioner or advanced practitioner in partnership with the coordinating educational supervisor.
* Ensuring that performance and capability concerns are addressed with colleagues in a timely and sensitive manner, considering an individual’s protected characteristics which may affect their work performance or competence, making reasonable adjustments for colleagues, and review as appropriate.
* Ensure robust and transparent communication with the advanced practitioner, responding in a proactive and timely manner to issues of escalation/concern.
* Ensure that there is an appropriate job plan in place so that the individual has work-based learning opportunities whilst in, and beyond training.
* Ensure trainees are given time to attend quality processes such as Quality Panels and encouraged to complete the [National Education and Training Survey (NETS)](https://www.hee.nhs.uk/our-work/quality/national-education-training-survey-nets).

**4.3 Lead Advanced Practitioners will:**

* Support partners/directors/managers with any reasonably delegated and agreed duties that will uphold robust governance, supervision, training, and recruitment of advanced practice roles.
* Support the development of advanced practice roles, in line with the minimum standards set out in this policy, to ensure clinical services are safe and sustainable.
* Where required, represent the organisation at advanced practice forums (eg system Faculty of Enhanced and Advanced Practice).
* Where required by budgetary and financial responsibilities, hold financial oversight and responsibility for the advanced practice workforce.

**4.4 Coordinating Education Supervisors will:**

* Maintain an in-depth understanding of the advanced practitioner’s role.
* Maintain awareness of the range of potential professionals and respective scope of registration for each profession.
* Maintain an understanding of the practice-based and off-the-job components of advanced practice development.
* Support the developing practitioner/trainee with socio-professional aspects of professional development.
* Support the developing practitioner/trainee to balance the competing workplace and development demands as an employed registered professional, signposting to more specialist professional or personal support when indicated.
* Have completed professional development which includes a focus on multi-professional supervision and practice-based education.
* Guide and signpost the developing practitioner/trainee to identify associate workplace supervisors who can support specialty, pathway or setting-specific knowledge and skills.
* Ensure access to sufficient, structured, practice-based learning opportunities to ensure the practitioner can develop the agreed advanced practice competencies and capabilities.
* Ensure that competency and capability verification is conducted by a suitably authorised or approved registered professional.
* Act as a link with the designated higher education provider/university where required for both apprentice and non-apprentice development routes.
* Maintain an overview of the practitioner’s progress against an agreed individual learning plan and curriculum.
* Maintain an overview of and address issues of professional and public safety.

**4.5 Associate Workplace Supervisors will:**

* Work collaboratively with the coordinating education supervisor and the developing practitioner/trainee to support a specified aspect of advanced practice development.
* Guide the practitioner’s development in the specified aspect of advanced practice from uni-professional to a multi-professional advanced practice level.
* Maintain understanding of the specified aspects of the four pillars of advanced practice (clinical, education, leadership and research) in relation to the practitioner’s advanced practice role.
* Maintain an awareness of the range of potential professionals and scope of registration for those developing in the advanced practice setting.
* Have completed professional development with a focus on supervision and practice-based education.

**4.6 Enhanced and Advanced Practitioners will:**

* Provide evidence to support their self-assessments against each of the capabilities and to assist their supervisors in evaluating their performance.
* Maintain accountability to their own professional bodies, including holding responsibility for their own actions, inactions, decision-making, and any implications.
* Maintain any appropriate system-wide revalidations affecting their scope of practice (ie adhering to Somerset Foundation Trusts Standard Operating Procedure for Non-Medical Radiography requests).
* Familiarise themselves with the performance management policies and procedures applying to their employment and areas of work, achieving and maintaining the standards that have been set identifying development needs and to act upon them, suggesting reasonable adjustments to support their performance.
* Work within their own scope of practice, and only undertake tasks where they are suitably trained and competent.
* Work within this policy and governance structure for advanced practice.
* Engage with supervision during training and post training with an allocated supervisor.
* Keep records of supervision undertaken in their portfolio.
* Provide evidence annually at appraisal that they are safe to practice and working in all four domains of advanced practice.
* Identify gaps in their own capabilities and agree a development plan with their line manager with robust timelines for completion.

**4.7 Trainee Advanced Practitioners will:**

* Complete the required qualifications and capability sign offs to become a fully qualified advanced practitioner.
* Provide evidence to support their self-assessments against each of the capabilities and to assist their supervisors in evaluating their performance.
* Maintain accountability to their own professional bodies, including holding responsibility for their own actions, inactions, decision-making, and any implications.
* Work within their own scope of practice, and only undertake tasks where they are suitably trained and competent.
* Work within this policy and governance structure for advanced practice.
* Engage with supervision during training and post training with an allocated supervisor.
* Keep records of supervision undertaken in their portfolio.
* Provide evidence annually at appraisal that they are safe to practice and working in all four domains of advanced practice.
* Identify gaps in their own capabilities and agree a development plan with their line manager with robust timelines for completion.

**5.0 Role Development and Job Planning:**

5.1 Integrating advanced practitioners into the workforce is vital if the roles are going to be effective. In identifying the need for such roles and their potential impact, consider:

* Where advanced clinical practice roles can best be placed within health and care pathways to maximise their impact.
* Defining a clear purpose and objectives for advanced practice roles.
* Evaluating the impact of advanced practice roles on patient experience and outcomes and on service delivery and improvement objectives.
* Ensuring clarity about the role individuals will work in.
* Ensuring clear and unambiguous support for the role from the organisation/employer at all levels.

5.2 The process of planning advanced clinical practice roles in the workforce should result in the development of a business case where appropriate that includes the above information and the resources required.

5.3 All advanced practitioners should have a job plan in place to link best use of resources with quality outcomes for patients. By documenting advanced practitioner activity in job plans, managers can better match the skills and capabilities of their advanced practice workforce to patients’ needs.

5.4 The recommended job plan split will include 80% of an advanced practitioner's time undertaking clinical duties and working within their clinical pillar of practice, and 20% of an advanced practitioner's time working across the other three advanced practice pillars: Leadership; Education and Research.

**6.0 Recruitment and Selection:**

6.1 Recruitment into advanced practice roles should take place in line with the existing organisational policies for recruitment and selection.

6.2 Applicants should be shortlisted against the minimum criteria set out in the organisation’s advanced practice person specification. If the role is ARRS (Additional Roles Reimbursement Scheme) funded, particular care must be taken to ensure the practitioner meets the contractual requirements for either advanced practitioner or their profession specific role, seeking guidance from the ICB or local Training Hub as required.

6.3 Interviews should be sufficiently robust to ensure that the appointed individual has the capabilities, competencies, skills, knowledge, and behaviours required to perform the role safely and effectively.

6.4 Where an applicant does not meet the criteria for a qualified advanced practice role but demonstrates the level of capability, competence, skill, knowledge, and behaviour for an enhanced or trainee advanced practice role, hiring managers should then consider whether it’s appropriate to instead hire the applicant within these roles instead.

6.5 Any offer of employment to a trainee advanced practitioner should be conditional on them successfully achieving a place on an MSc Advanced Practice programme.

6.6 It should be made clear to the applicant that an expectation of a trainee advanced practitioner role will be to undertake an academic programme of study at Masters level, alongside clinical training, and clinical capability sign-off. Applicants should be aware that they will only reach “advanced practitioner” status once they achieve both academic and clinical sign-off.

**7.0 Training, Education and Development of Trainee, Enhanced and Advanced Practitioners:**

7.1 The education, training and development of all trainee advanced practitioners should be in line with the guidelines set out in this policy and requirements of the relevant higher education institute as well as any requirements to meet funding criteria from NHS England (if appropriate).

7.2 Employees should only be supported to enrol on an MSc in Advanced Practice if they are working in a trainee advanced practice role, with appropriate governance structures in place.

7.3 It is important to note that having a MSc in Advanced Practice does not grant an employee “advanced practitioner” status. Evidenced achievement of clinical competencies and capabilities and employer support for an “advanced practice” role, are equally essential components.

7.4 At an advanced practice level, the attainment of both competence and capability are important:

* It is essential that practitioners are developed to be clinically competent within their specialty, sector and setting.
* Capability development is also essential: this requires practitioners to be able to recognise what level of competence is required within any given situation and apply this successfully, recognising the limits of their competence. Capability also requires the practitioner to have the ability to extend these limits when required and flexibly adapt to unfamiliar professional environments.

**8.0 Workplace Assessment of Trainee Advanced Clinical Practitioners:**

8.1 The workplace assessment of all trainee advanced practitioners should be in line with the guidelines set out in this policy.

8.2 It is critical to the implementation, acceptance and sustainability of advanced clinical practice that health and care professionals working at this level are widely recognised as having a consistent level of competence specific to the context of their practice. A key element of the preparation for individuals to practice at an advanced level will be work-based assessment of capabilities.

8.3 Trainees must be capable of fulfilling the specialist requirements of practising at an advanced level. Assessment outside of formal programmes of study will need to be valid and reliable and may include:

* Teaching Observation (TO)
* Competence in Practice (CIP)
* Audit Assessment Tool (AA)
* Patient Survey (PS)
* Direct Observation of Procedural Skills (DOPS)
* Extended Supervised Learning Event (ELSE)
* Acute Care Assessment Tool (ACAT)
* Case Based Discussions (CbD)
* Mini-CEX (MiC)
* Multi-source Feedback/360 Review (MSF)
* Critical Analysis (CA)
* Reflective Account (RA)

8.4 Assessors, including educators with appropriate academic and clinical experience and competent health and care professionals at the required level must be occupationally competent, trained in the relevant assessments used and familiar with the chosen assessment tool.

**9.0 Supervision:**

9.1 The provision and delivery of high-quality workplace supervision for practitioners either developing or experienced in advanced clinical practice is crucial for both professional and patient safety. It requires an integrated approach in which the practitioner is supported by multi-professional supervisors.

9.2 Trainee advanced practitioners should have a nominated ‘coordinating education supervisor’ who supports the practitioner during the period of development and access to a variety of ‘associate workplace supervisors’ who are matched to specified aspects of practitioner development across all four pillars of advanced practice, (Clinical, Research, Leadership or Education).

9.3 All supervision of enhanced, advanced and trainee advanced practitioners should be in alignment with relevant NHS England Supervision Frameworks.

**10.0 Appraisal and Continuing Professional Development:**

10.1 Maintenance of capabilities and evidence of performance and behaviour should be demonstrated annually via the appraisal processes for all enhanced and advanced practitioners. The annual appraisal should identify any development needs and plan next year’s developmental focus through agreed objectives.

10.2 Appraisals should be undertaken in conjunction with the appraisal policies of the organisation and in conjunction with registration/revalidation needs – eg NMC, HCPC etc.

10.3 The enhanced or advanced practitioner is accountable to review; maintain and develop capabilities appropriate to their job role with the support of their clinical supervisors and the annual appraisal/revalidation will allow a review of practice and key areas for development for each individual practitioner.

10.4 The employer is responsible for ensuring reasonable protected time is made available to the practitioner to allow for planned professional development in addition to mandatory training requirements.

**11.0 Pay and Remuneration:**

11.1 In line with NHSE guidance and to ensure equity across the system, fully qualified staff eligible for the NHSE advanced practice digital badge should be remunerated in line with national recommendations at Agenda for Change Band 8a or equivalent.

11.2 Trainee advanced practitioners in receipt of NHSE funding for an approved course should be remunerated in line with national recommendations at a minimum of Agenda for Change Band 7 or equivalent. The additional requirements of funding should also be met, including an available advanced practice post on completion, remunerated at Agenda for Change Band 8a or equivalent.

**12.0 References:**

12.1 Include a list of references, including the NHS England competency framework and any other relevant NHS organisational policies.

**13.0 Appendices:**

13.1 Include any necessary appendices, such as template forms for competency assessment, CPD records, etc.

**14.0 Distribution:**

14.1 Specify how the policy will be distributed to relevant personnel.