

# Multi-professional Consultant Practice: Towards a development pathway

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# Workforce Drivers

- Systems transformation & workforce development to meet health & social care needs
- Retention, growth, career development of the workforce
- Wrapping capabilities and impact around citizens and populations
- Using the workplace as the main resource for learning, developing and improving, knowledge exchange, Inquiry
- Collective Leadership



# Positioning Consultant Practice

- Pinnacle of clinical career framework in all health professions
- Internal model not an external model

## Key Elements of the Career Framework



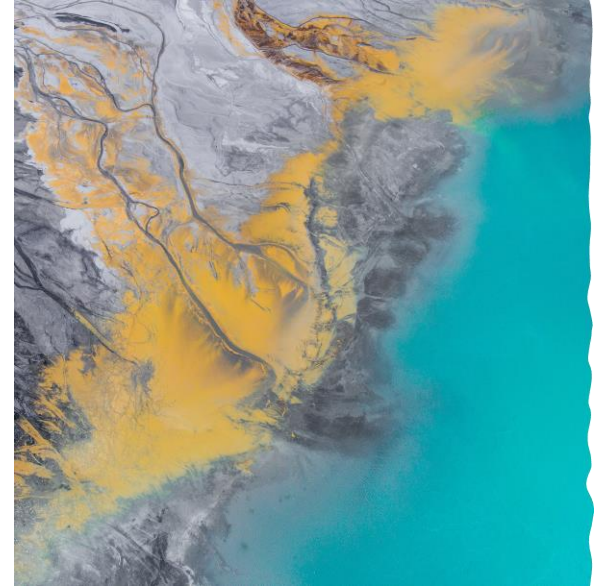
<b>9</b>	<b>Career Framework Level 9</b> People working at level 9 require knowledge at the most advanced frontier of the field of work and at the interface between fields. They will have responsibility for the development and delivery of a service to a population, at the highest level of the organisation. <b>Indicative or Reference title: Director</b>
<b>8</b>	<b>Career Framework Level 8</b> People at level 8 of the career framework require highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as the basis for original thinking and/or research. They are leaders with considerable responsibility, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable clinical and/or management responsibilities, be accountable for service delivery or have a leading education or commissioning role. <b>Indicative or Reference title: Consultant</b>
<b>7</b>	<b>Career Framework Level 7</b> People at level 7 of the career framework have a critical awareness of knowledge issues in the field and at the interface between different fields. They are innovative, and have a responsibility for developing and changing practice and/or services in a complex and unpredictable environment. <b>Indicative or Reference title: Advanced Practitioner</b>
<b>6</b>	<b>Career Framework Level 6</b> People at level 6 require a critical understanding of detailed theoretical and practical knowledge, are specialist and / or have management and leadership responsibilities. They demonstrate initiative and are creative in finding solutions to problems. They have some responsibility for team performance and service development and they consistently undertake self development. <b>Indicative or Reference title: Specialist/Senior Practitioner</b>
<b>5</b>	<b>Career Framework Level 5</b> People at level 5 will have a comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge. They are able to use knowledge to solve problems creatively, make judgements which require analysis and interpretation, and actively contribute to service and self development. They may have responsibility for supervision of staff or training. <b>Indicative or Reference title: Practitioner</b>
<b>4</b>	<b>Career Framework Level 4</b> People at level 4 require factual and theoretical knowledge in broad contexts within a field of work. Work is guided by standard operating procedures, protocols or systems of work, but the worker makes judgements, plans activities, contributes to service development and demonstrates self development. They may have responsibility for supervision of some staff. <b>Indicative or Reference title: Assistant/Associate Practitioner</b>
<b>3</b>	<b>Career Framework Level 3</b> People at level 3 require knowledge of facts, principles, processes and general concepts in a field of work. They may carry out a wider range of duties than the person working at level 2, and will have more responsibility, with guidance and supervision available when needed. They will contribute to service development, and are responsible for self development. <b>Indicative or Reference title: Senior Healthcare Assistants/Technicians</b>
<b>2</b>	<b>Career Framework Level 2</b> People at level 2 require basic factual knowledge of a field of work. They may carry out clinical, technical, scientific or administrative duties according to established protocols or procedures, or systems of work. <b>Indicative or Reference title: Support Worker</b>
<b>1</b>	<b>Career Framework Level 1</b> People at level 1 are at entry level, and require basic general knowledge. They undertake a limited number of straightforward tasks under direct supervision. They could be any new starter to work in the Health sector, and progress rapidly to Level 2. <b>Indicative or Reference title: Cadet</b>

# Four Pillars and Consultancy Practice across systems



# Consultant Expert Practice

- Expertise in four domains necessary for enabling quality\* care from micro, to meso and macro levels of the system
- The key skillset for systems leadership and systems transformation aided by clinical credibility in own professional field
- Clinical academic role as an embedded researcher



\* Quality defined as person centred, safe and effective with continuity

# What is a systems leader?



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*'the leadership approach that drives integration across boundaries based on specialized clinical credibility working with shared purposes to break down silos and deliver person-centred, safe and effective care with continuity'* (Manley et al. 2016, p. 5).

# Systems focus – evidence base for impact

**Micro** – small functional frontline teams providing most health care to people. Outcomes of macro systems can be no better than the microsystems of which it is composed.

**Meso** – subsets of healthcare systems e.g. organisations, interdependent partners; or services that cross organisations

**Macro** – set of elements and their relations in a complex whole designed to serve the health care needs of population (focused on place)



# Consultant Practitioners

How do we prepare them?

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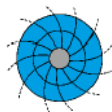
Future →

← Past



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## The Development Pathway from Advanced Practice to Consultant Practice Using a Modified Delphi Approach

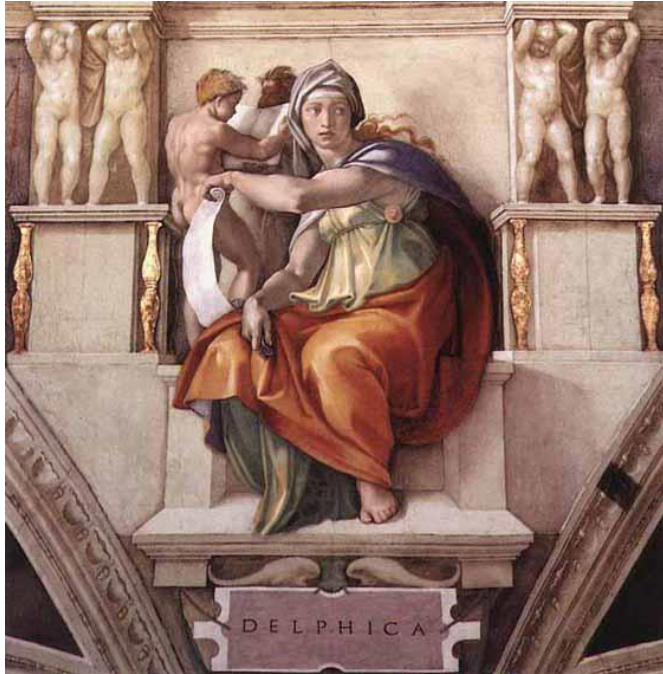
### Final Report

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# Advanced to Consultant Level Practice – Delphi Study



Developing consensus about the specific capabilities and impacts that mark:

- ACP to CP
- 3 years as a consultant practitioner
- 3-5 years as a consultant practitioner

Capability	ACP	Transition	Years 1-3
<p><b>4. Build high-quality, compassionate relationships, turning shared values into expected patterns of behaviour to make sure all care and services are safe, effective and person-centred (focused on the individual, their needs and their choices)</b></p>			
<p>4.1. Model</p> <ul style="list-style-type: none"> <li>• A strong, visible presence and open and trusting relationships with both internal and external partners to achieve service objectives, based on a foundation of self-awareness and emotional intelligence.</li> <li>• Shared values, courageously speaking up for service users and staff, listening to them, acting on what is important to them and supporting them in all situations.</li> <li>• Relationships that inspire others and which imagine the future and promote working together, enabling others to act and speak up freely if something is not right, searching for opportunities and experiments and taking supported risks, and recognising and celebrating contributions and achievements.</li> <li>• Priority given to your own and others' health and well-being.</li> <li>• Networks formed that allow for high levels of joint working within and across organisations and sectors.</li> </ul>			

# Qualitative Findings

- **Meeting the four pillars**
- ‘The consultant role demands immense flexibility as a leader across the pillars of practice, where service priorities rapidly change across complex systems of care. Capabilities are likely to grow with relationships and networks and teams over time. The post holders often describe changing focus on specific capabilities/pillars at different times according to systems priorities.’ (CP>5: 811)
- ‘As I continue to learn and progress, consultant capabilities will ebb and flow. It’s not a linear framework. I perceive there is no one role which fits all of these capabilities and the trick with the detail is what you choose to develop within your skills set, your role and your interest and the art of the possible.’ (CP<3:958)

# Qualitative Findings

- **Research and Innovation**

- 'I am currently ACP, however, much of the leadership, education and research elements of my advanced practice role are done in my own time. My aim is to be a consultant practitioner, however, there is little innovation and development funding to enable this within my current role. It is very frustrating.' (ACP:273)

- **Development of services**

- Providing expertise to the local system to support a system wide integration of a rapid response frailty and falls service during the pandemic. This was a collaborative venture the ambulance service, community, acute and social care services. They described seeing a 'quantifiable reduction in frail older people attending a secondary care provider' but did not expand on this further (CP<3:142).

# Delphi Study - Insights

- Strong consensus across majority of capabilities
- Integration of the pillars enables system to provide quality not just individual provider
- Impact of role needs to be better articulated to commissioners and senior leaders
- Research pillar weakest and needs to be linked to embedded researcher concept
- Workforce development becoming a key focus

# Co-creation of the development framework





# CONSENSUS



# Emerging Concepts

## Pathway characterised by:

- a consistent approach to demonstrating consultant level practice with parity within and across professions
- a transparent, flexible and coherent pathway that improves equity of opportunity and retention of staff
- development needs analysis or self-assessment and planning that meets the needs of the individual and their context

# Emerging Concepts

## Contd:

- a strong experiential focus with skilled support consistent across professions
- provide time, funding and support to develop capabilities
- demonstrate flexibility of role, impact and value
- its relationship to other pathways other career pathway

# Emerging Concepts

## Learning/development process

- Accredited Learning based on experience, reflection and evidence of impact
- Experiential learning with support
- Formal learning and accreditation
- Using professional opportunities and networks to support learning, achieve capabilities and maintain wellbeing

# Co-creation of the development framework

Professional Body Consultation  
and Co-Creation workshops

Draft Development  
Framework

Aspiring Consultant Practitioner Critical  
Companion/Mentorship Support Network

Next Steps



# Questions & Discussion

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