

# The Centre for Advancing Practice

## Multi-professional framework for advanced practice in England

2025



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# Foreword

This updated Multi-professional Framework for Advanced Practice in England marks an important step in the development of advanced practice in this country.

Since the publication of the first framework in 2017, advanced practitioners have played a key role in managing complex patient needs and championing innovation, quality, and compassionate care in a rapidly changing healthcare landscape.

Advanced practice now reaches far beyond its traditional settings, making a difference in areas like primary care, diagnostics, rehabilitation, education, housing, and justice. Advanced practitioners from a wide variety of professional backgrounds—nurses, midwives, allied health professionals, pharmacists, clinical scientists, optometrists, and practitioner psychologists—are improving patient care, bridging gaps in services, and supporting sustainable, patient-focused healthcare.

This framework offers a clear and practical guide for those developing their expertise in the 4 key areas of clinical care, leadership, research, and education and incorporates updated evidence, insights, and contributions from advanced practitioners. Whether you are an advanced practitioner yourself, aspire to be one, or are relying on or supporting the development of advanced practitioners in your area, we urge you to explore the framework and build on the vital contributions these roles make.

- Mark Radford, Director of Education, NHS England
- Suzanne Rastrick, Chief Allied Health Professions Officer for England
- Charlotte Beardmore, Chair, National Advancing Practice Programme Board
- Richard Cattell, Deputy Chief Pharmaceutical Officer
- Anna Gill OBE- Patient and Public Voice Partner - NHS England People's Advisory Forum

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## Who is the framework for?

The framework describes the capabilities that underpin advanced practice roles and aims to provide a consistent understanding of them. It is therefore of immediate interest to **health and care professionals** already working at an advanced practice level or those aspiring to do so.

It also offers guidance on implementing advanced practice that is relevant to:

- **education providers** developing and delivering training for the advanced practice workforce
- **service providers** integrating advanced practitioners to transform services
- **employers** recruiting, developing, and retaining advanced practitioners
- **system-level leads** planning workforce transformation to meet population needs

Service users, families, carers, and the general public may also be interested in understanding the role of advanced practitioners and the role they play in improving health outcomes and providing patient-centred care.

## Note on national scope

This framework meets the needs of the NHS in England and does not directly apply to Wales, Scotland and Northern Ireland. As part of the refresh, we looked at the equivalent frameworks in Wales, Scotland, and Northern Ireland to ensure alignment and address any gaps (Department of Health, Social Services and Public Safety, 2016; Scottish Government, 2017, 2021a, 2021b; Department of Health, 2019; Health Education and Improvement Wales, 2023). We continue to work with colleagues involved in the development of the advanced practice workforce in the other UK countries on matters of mutual interest and to support UK-wide workforce mobility

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# Section 1: Introduction

## What is ‘advanced practice’?

### Definition

The definition of advanced practice was developed and agreed by all stakeholders.

**“Advanced practice is delivered by accomplished registered health and care professionals. It is a level of practice characterised by a high degree of autonomy and designated responsibility for complex decision making. This is underpinned by a post-registration master’s level award or equivalent undertaken by an experienced practitioner that encompasses all four pillars of clinical practice, leadership and management, education, and research.**

**Advanced practice embodies the ability to manage care in partnership with individuals, families, and carers. It includes the analysis and synthesis of complex problems, and management of clinical risk and uncertainty across a range of settings, enabling innovative solutions to expedite access to care, optimise people’s experiences, and improve outcomes”**

## The impact of advanced practice roles

There is a clear need for highly experienced registered health and care professionals trained at an advanced level of practice. This progression is not about creating a generic health and care professional. Instead, each clinician’s discrete professional identity as a registered health and care professional is of fundamental importance for enabling their subsequent practice as an advanced practitioner in their particular scope of practice and in a variety of settings and professional contexts.

Where optimally trained and deployed, advanced practitioners can support the transformation of services and care pathways to better meet the needs of people, their families, and carers. They can increase capability within health and care teams, by enabling the skills of individual multi-professional team members to best effect and drive improvements in population health.

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## What does “post-registration master’s level award or the equivalent” mean?

The phrase ‘post-registration master’s level award or equivalent’ in the definition above recognises that existing practitioners may have followed a variety of different routes into advanced practice.

Preparation for advanced practice will most often be through a master's degree. However, equivalence at master’s level can also be demonstrated through a combination of formalised experiential learning, supported by evidence mapping the individual’s capabilities to the 4 pillars of advanced practice.

Development towards becoming an advanced practitioner is a post-registration activity that requires individuals to first gain experience of the newly qualified, foundation, or preceptorship stages of entry-level practice. This foundational experience provides the necessary grounding before registrants progress to advanced practice training programmes.

The [Centre for Advancing Practice](#) only accredits advanced practice programmes that lead to the award of a full post-registration master’s qualification and that demonstrate they meet required standards, including mapping to the framework.

The [Centre’s ePortfolio \(supported\) route](#) allows existing, experienced advanced practitioners who do not hold an accredited master’s qualification to demonstrate their equivalent experiential and educational learning against the capabilities.

## Which registered health and care professionals are covered?

There are 9 statutory regulators of health and care professionals in England overseen by the Professional Standards Authority for Healthcare and Social Care (PSA). Some other professions are not regulated by law, but registered by ‘accredited registers’ also overseen by the PSA.

The advanced practice development activities of the [Centre for Advancing Practice and the regional faculties](#) focus on the statutory regulated professions and the delivery of NHS-funded and other publicly funded services.

The activity covered by the framework does not relate to all groups that come under statutory regulation (for example, pharmacy technicians, and nursing associates and other associate professions).

While regional requirements will vary, funding for trainees on advanced practice programmes is normally limited to individuals who:

- are registered with the appropriate statutory regulator
- have employer support for undertaking advanced practice training
- have a funded, identified advanced-level position at completion of their training

We are committed to exploring whether other professions on PSA-accredited registers – which are not currently subject to statutory regulation – require access to advanced practice education, training and development.

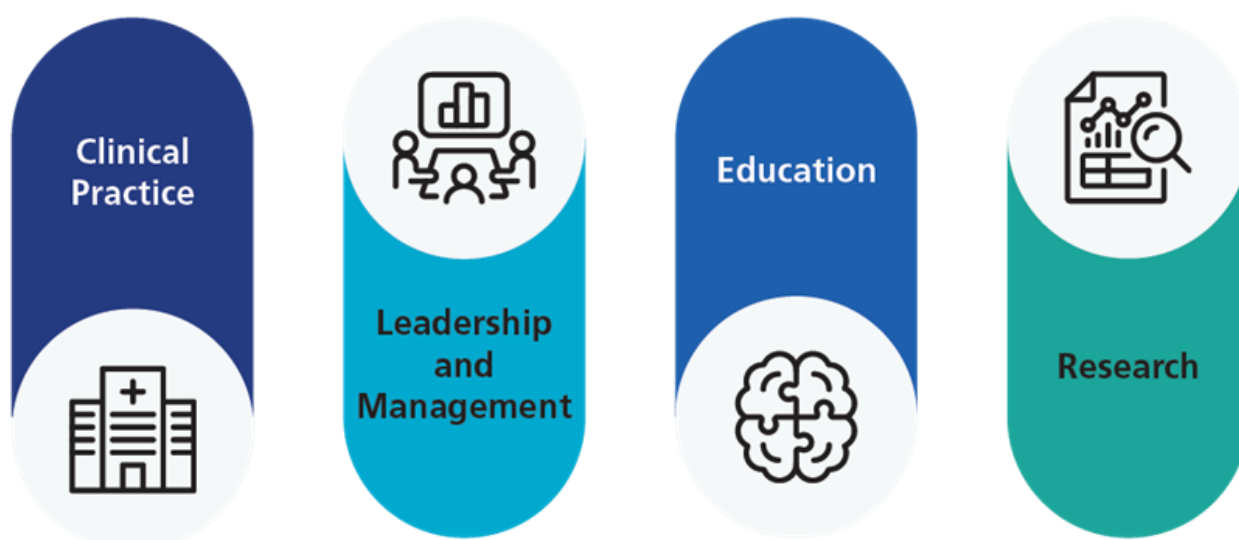
## The 4 pillars of advanced practice

All health and care professionals working at the advanced practice level are expected to have developed the knowledge, understanding and skills required to meet all the capabilities outlined in this framework.

These capabilities define a consistent standard of practice across professions, roles and settings, ensuring uniformity and fostering confidence in the development and deployment of the advanced practice workforce.

The expected capabilities are organised under 4 pillars:

1. Clinical practice.
2. Leadership and management.
3. Education.
4. Research.



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These pillars form the basis of advanced practice education, learning and practice. The language used in the capabilities is deliberately mapped to level 7 taxonomy. This refers to the academic and professional level associated with postgraduate or master's level qualifications in the UK and some other countries that align with the Framework for Higher Education Qualifications (FHEQ) or similar frameworks. It defines the complexity, knowledge, and skills expected of learners. This supports and makes clear the expectation that health and care professionals working at this level practise at master's degree level.

That expectation means advanced practitioners should have the ability and experience to make sound judgements in the absence of full information and to manage high levels of risk, including in the context of complex, competing or ambiguous information or uncertainty.

The developmental pathway toward achieving advanced level practice will be different for individual practitioners. Health and care professionals will demonstrate these capabilities in different ways, tailored to the scope, context, role, and profession in which they practice.

We have provided further information below about how the capabilities outlined in the Framework relate to medicines and prescribing, environmental sustainability and equality, diversity and inclusion.

## Medicines and prescribing

The capabilities refer to advanced practitioners being able to: "Initiate, evaluate and modify a range of interventions which may include prescribing medicines, therapies, lifestyle advice and care." ([see 1.7 below](#)).

Legislation sets out the specific regulated professions that can access mechanisms to administer, supply and prescribe medicines. Not all regulated professions can currently access these mechanisms, but legislation may change over time.

The ability to prescribe does not define advanced level practice. The capabilities do not specifically require health and care professionals to be able to prescribe or access other medicines management mechanisms to practise at an advanced level. The ability to prescribe may be an employer requirement for some advanced practice roles, for other roles it will not be a requirement.

## Environmental sustainability

With all 4 UK health services committing to net zero, every health and care professional must take action to deliver high quality, low carbon care that addresses the health, care and wellbeing needs of individuals, families and carers – both now and in the future.



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Sustainable health and care must be underpinned by strong clinical leadership, with its principles embedded into governance structures and policies and effectiveness enhanced through workforce training and development. Advanced practitioners, as leaders within teams, organisations, and systems, are strongly positioned to transform the design, development, and delivery of clinical care and services, with their leadership playing a pivotal role in achieving sustainable healthcare.

The capabilities outline below reflect this responsibility and stipulate that advanced practitioners must:

- act as role models and advocates for developing and delivering care that is responsive to changing requirements ([see 1.10 below](#))
- continually develop their practice in response to the changing needs of the population ([see 2.9 below](#))

## Equality, diversity, and inclusion

Advanced practitioners have a crucial role to play in eliminating discrimination and promoting equality, diversity, and inclusion. We have an individual and collective responsibility to ensure that all health and care provision meets the needs of the diverse population, regardless of background.

[The NHS equality, diversity, and inclusion \(EDI\) improvement plan](#) sets out actions to promote fairness, eliminate discrimination, and foster inclusive environments for patients, staff, and communities across the NHS. This includes, but is not limited to, those with protected characteristics under the Equality Act 2010:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex or gender
- sexual orientation

The capabilities outlined in this framework highlight the importance of inclusive, person-centred care that is focused on the needs of individuals. To strengthen this focus, capability 2.1 of the leadership and management pillar has been updated in the refreshed framework so that it puts more emphasis on inclusion.

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We are committed to providing all practitioners with equal opportunities to move into advanced practice roles. The framework supports employers and education providers in training and developing advanced practitioners and is designed to ensure these development opportunities are accessible to regulated practitioners across different specialties, sectors, and settings, while helping the NHS align workforce development and deployment with population and service needs.

# Section 2: The capabilities for advanced practice in England

## Changes in the 2nd edition

In developing this 2nd edition of the framework, we gathered feedback from a wide range of stakeholders, mapped the existing framework capabilities against similar frameworks used in the other UK countries, and reviewed the content with a focus on equality, diversity, and inclusion.

This edition is a refresh rather than a complete overhaul. The existing capabilities have been retained with minimal changes, following stakeholder advice to avoid unnecessary disruption to the sector. The adjustments aim to refine and clarify the framework without altering its core structure or purpose.

### Updates to the capabilities

All capabilities remain unchanged from the 1st edition of the framework, except:

- a change to the wording of [capability 1.5](#) in the clinical practice pillar to reflect the merger of Health Education England with NHS England
- a revision of [capability 2.1](#) in the leadership and management pillar to make [the importance of inclusion](#) clearer

Figure 1: Changes to the wording of capabilities

Capability number	2017 wording	2025 wording
<a href="#">Clinical practice: 1.5</a>	“Demonstrate effective communication skills, supporting people in making decisions, planning care, or seeking to make positive changes, using Health Education England’s Framework to promote person-centred approaches in health and care.”	“Demonstrate effective communication skills, supporting people in making decisions, planning care, or seeking to make positive changes, using NHS England’s Framework to promote person-centred approaches in health and care.”

Capability number	2017 wording	2025 wording
<a href="#">Leadership and management: 2.1</a>	“Pro-actively initiate and develop effective relationships, fostering clarity of roles within teams, to encourage productive working.”	“Demonstrate and role model inclusive attitudes and behaviours to pro-actively initiate and develop relationships, fostering clarity of roles within teams, to encourage productive working.”

## Terminology change: ‘advanced practice’ replaces ‘advanced clinical practice’

The 2nd edition uses the language ‘advanced practice’ and ‘advanced practitioner’ rather than ‘advanced clinical practice’ or ‘advanced clinical practitioner’. Feedback indicated that the use of ‘clinical’ in the framework unintentionally gave the impression that advanced practice is a generic role, rather than a distinct level of practice applied across a range of multi-professional roles and contexts. The updated language aims to be more inclusive and representative, recognising that advanced practice takes place in a wide range of settings and professional contexts, including those where the term ‘clinical’ feels less relevant.

The term ‘advanced practitioner’ is an umbrella term encompassing health and care professionals from a wide range of multi-professional registrant backgrounds who work at advanced practice level; exercising autonomous decision making in a context of complexity, uncertainty, and varying levels of risk, holding accountability for decisions made. There are a wide variety of job titles for advanced practitioner roles, but they all commonly involve direct responsibility for high level complex decision making, including complete management of episodes of care. The names of the 4 pillars of advanced practice, including the clinical practice pillar, remain unchanged.

The capabilities are not intended to be limiting and should be read and interpreted in light of the profession and context or sector in which an advanced practice role exists.



## Pillar 1: clinical practice

Advanced practitioners working at an advanced level of practice should be able to:

- 1.1 practise in compliance with their respective code of professional conduct and within their scope of practice, being responsible and accountable for their decisions, actions, and omissions at this level of practice
- 1.2 demonstrate a critical understanding of their broadened level of responsibility and autonomy and the limits of own competence and professional scope of practice, including when working with complexity, risk, uncertainty, and incomplete information
- 1.3 act on professional judgement about when to seek help, demonstrating critical reflection on own practice, self-awareness, emotional intelligence and openness to change
- 1.4 work in partnership with individuals, families, and carers, using a range of assessment methods as appropriate (for example history-taking; holistic assessment; identifying risk factors; mental health assessments; requesting, undertaking, and/or interpreting diagnostic tests; and conducting health needs assessments)
- 1.5 demonstrate effective communication skills, supporting people in making decisions, planning care, or seeking to make positive changes, using NHS England's Framework to promote person-centred approaches in health and care
- 1.6 use expertise and decision-making skills to inform clinical reasoning approaches when dealing with differentiated and undifferentiated individual presentations and complex situations, synthesising information from multiple sources to make appropriate, evidence-based judgements and diagnoses
- 1.7 initiate, evaluate and modify a range of interventions which may include prescribing medicines, therapies, lifestyle advice and care
- 1.8 exercise professional judgement to manage risk appropriately, especially where there may be complex and unpredictable events and supporting teams to do likewise to ensure safety of individuals, families, and carers
- 1.9 work collaboratively with an appropriate range of multi-agency and inter-professional resources, developing, maintaining, and evaluating links to manage risk and issues across organisations and settings
- 1.10 act as a clinical role model and advocate for developing and delivering care that is responsive to changing requirements, informed by an understanding of local population health needs, agencies and networks

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1.11 evidence the underpinning subject-specific competencies – that is, the knowledge, skills and behaviours relevant to the role setting and scope – and demonstrate application of the capabilities to these, in an approach that is appropriate to the individual role, setting and scope



## Pillar 2: leadership and management

Advanced practitioners working at an advanced level of practice should be able to:

- 2.1 demonstrate and role model inclusive attitudes and behaviours to pro-actively initiate and develop relationships, fostering clarity of roles within teams, to encourage productive working
- 2.2 role model the values of their organisation/place of work, demonstrating a person-centred approach to service delivery and development
- 2.3 evaluate own practice and participate in multidisciplinary service and team evaluation, demonstrating the impact of advanced clinical practice on service function and effectiveness and quality (outcomes of care, experience and safety)
- 2.4 actively engage in peer review to inform own and other's practice, formulating and implementing strategies to act on learning and make improvements
- 2.5 lead new practice and service redesign solutions in response to feedback, evaluation and need, working across boundaries and broadening sphere of influence
- 2.6 actively seek feedback and involvement from individuals, families, carers, communities and colleagues in the co-production of service improvements
- 2.7 critically apply advanced clinical expertise in appropriate facilitatory ways to provide consultancy across professional and service boundaries, influencing clinical practice to enhance quality, reduce unwarranted variation and promote the sharing and adoption of best practice
- 2.8 demonstrate team leadership, resilience and determination, managing situations that are unfamiliar, complex, or unpredictable and seeking to build confidence in others
- 2.9 continually develop practice in response to changing population health need, engaging in horizon scanning for future developments (such as impacts of genomics, new treatments and changing social challenges)
- 2.10 demonstrate receptiveness to challenge, and preparedness to constructively challenge others, escalating concerns that affect individuals', families', carers', communities' and colleagues' safety and well-being when necessary
- 2.11 negotiate an individual scope of practice within legal, ethical, professional and organisational policies, governance and procedures, with a focus on managing risk and upholding safety



## Pillar 3: education

Advanced practitioners working at an advanced level of practice should be able to:

- 3.1 critically assess and address own learning needs, negotiating a personal development plan that reflects the breadth of ongoing professional development across the 4 pillars of advanced practice
- 3.2 engage in self-directed learning, critically reflecting to maximise clinical skills and knowledge, as well as own potential to lead and develop both care and services
- 3.3 engage with, appraise and respond to individuals' motivation, development stage and capacity, working collaboratively to support health literacy and empower individuals to participate in decisions about their care and to maximise their health and wellbeing
- 3.4 advocate for and contribute to a culture of organisational learning to inspire future and existing staff
- 3.5 facilitate collaboration of the wider team and support peer review processes to identify individual and team learning
- 3.6 identify further developmental needs for the individual and the wider team and supporting them to address these
- 3.7 supporting the wider team to build capacity and capability through work-based and interprofessional learning, and the application of learning to practice
- 3.8 act as a role model, educator, supervisor, coach and mentor, seeking to instil and develop the confidence of others





## Pillar 4: research

Advanced practitioners working at an advanced level of practice should be able to:

- 4.1 critically engage in research activity, adhering to good research practice guidance, so that evidence-based strategies are developed and applied to enhance quality, safety, productivity, and value for money
- 4.2 evaluate and audit own and others' clinical practice, selecting and applying valid, reliable methods, then acting on the findings
- 4.3 critically appraise and synthesise the outcome of relevant research, evaluation, and audit, using the results to underpin own practice and to inform that of others
- 4.4 take a critical approach to identify gaps in the evidence base and its application to practice, alerting appropriate individuals and organisations to these and how they might be addressed in a safe and pragmatic way
- 4.5 actively identify potential need for further research to strengthen evidence for best practice; this may involve acting as an educator, leader, innovator and contributor to research activity and seeking out and applying for research funding
- 4.6 develop and implement robust governance systems and systematic documentation processes, keeping the need for modifications under critical review
- 4.7 disseminate best practice research findings and quality improvement projects through appropriate media and fora (such as presentations and peer review research publications)
- 4.8 facilitate collaborative links between clinical practice and research through proactive engagement, networking with academic, clinical, and other active researchers

The research pillar capabilities have shaped the development of the advanced level research capabilities of the [Multi-professional Practice-based Research Capabilities Framework](#) (NHS England, 2024).

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## Section 3: Implementing advanced practice

This section provides information to support service providers, employers and educators to grow, develop and deploy their advanced practice workforce most effectively.

### The Centre for Advancing Practice and the regional faculties

Following the publication of the 1st edition of the framework in 2017, we established the Centre for Advancing Practice and regional Faculties for Advancing Practice to deliver NHS England's Workforce, Training and Education directorate's Advancing Practice Programme. Together, the centre and the faculties work to:

- grow and support the development of a multi-professional advanced practice workforce
- promote system-wide understanding of how this workforce can transform services to meet the needs of people, their families, and carers
- help build clear, sustainable career pathways that support workforce development, retention, and transformation

The framework underpins all of this work. The centre:

- establishes and monitors standards for education and training, including in high-priority areas
- accredits advanced practice programmes offered by universities
- supports and recognises the [ePortfolio \(supported\) route](#)
- works to grow and integrate the advanced and consultant practice workforces

Regional faculties in each of the [7 regions in England](#) are well positioned to understand and address their regions' workforce requirements and this collaborative regional leadership is essential to driving change locally. The faculties:

- provide regional professional leadership, advice, guidance and expertise to NHS England functions, integrated care boards, systems, organisations, and universities on the advancing practice agenda
- support providers and systems in identifying their workforce demand
- commission high-quality education and training
- engage in accreditation processes
- monitor to ensure a standardised quality benchmark is met for those training and entering the workforce as advanced practitioners
- monitor advanced practitioner trainees across each region
- support development of workplace training, supervision, and assessment

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- support effective workforce planning that includes advanced and consultant level practice innovations

Please visit the [Centre for Advancing Practice website](#) for up-to-date information and resources from the Centre and regional faculties.

## The continuum of advancing practice

Advanced practice is part of a continuum of advancing practice that spans enhanced, advanced and consultant levels of practice.

Enhanced, advanced and consultant-level practice are steps on a career and workforce development trajectory.

This trajectory starts from qualification and registration as a health and care professional, as practitioners progressively gain the education, training and experience required to develop their knowledge, understanding and skills in roles which have a significant, positive impact on care for people, their families, and carers.

We can define 6 steps in this trajectory of capability development as practitioners become more skilled and experienced in decision making, specialist knowledge and complex case management, with newly qualified registrants starting entry level practice at the preceptorship or foundation stage:

1. Supportive
2. Assistive
3. Preceptorship and foundation
4. Enhanced
5. Advanced
6. Consultant

### Enhanced-level practice

This describes the practice of highly experienced, knowledgeable health and care professionals.

Practitioners working at the enhanced level can manage discrete aspects of care within a specific context, which may sometimes encompass whole episodes of care, dependent on the type of care being provided.

In contrast, advanced practitioners frequently manage whole episodes of care from the time a person first presents, through to the end of episodes in a context of complexity, while

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managing uncertainty and assessing varying levels of risk, holding accountability for decisions they make.

[The 'Principles of Enhanced Level Practice'](#) (Health Education England, 2023) guidance explains more about enhanced level practice and its contribution to improving services.

## **Consultant-level practice**

Consultant level is an expert level of practice which builds upon advanced practice. Consultant level practitioners are strategic and clinical leaders of healthcare systems.

While advanced practitioners will have the ability to manage and take responsibility for the whole episode of a person's care, the consultant level practitioner will be able to use their expertise across care pathways and systems and in ways which have maximum impact on practice, services, communities and populations, that add to and sustain workforce capacity and capability.

The NHS England (2023b) [Multi-Professional Consultant Level Practice Capability and Impact Framework](#) sets out the capabilities that underpin consultant-level practice. It also indicates how practitioners build on advanced practice to develop into consultant-level roles (NHS England, 2023c).

## **Advanced practice education and training**

This section provides an overview of expectations for the education and training of the advanced practice workforce.

We recognise that education and training in advanced practice has developed over time, and that existing advanced practitioners will have followed different routes into the advanced practice workforce. We recognise and value the continuing contribution of these clinicians to service delivery and care for people, their families, and carers.

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## Education and training in advanced practice

Below is an overview of education, training, and recognition in advanced practice. The pathway to becoming an advanced practitioner normally involves the following 6 steps. Employer support is essential throughout.

### 1. Identify

- The employer identifies the need for a prospective advanced practitioner, and the ability of the organisation to fund a future advanced practitioner post.
- They identify the entry requirements and the clinical capabilities for a trainee advanced practitioner position.

### 2. Entry

- Employer identifies the entry requirements for a trainee advanced practitioner position.

### 3. Recruit

- In liaison with their regional faculty for advancing practice employers undertake a fair and equitable recruit process and appoint health and care professionals into trainee advanced practitioner positions.

### 4. Support

- The employer supports the trainee advanced practitioner to complete an accredited master's programme in advanced practice, which integrates the 4 pillars of practice and associated capabilities across academic and workplace-based supervision, learning and assessment.
- These programmes are normally 3 years in duration. The master's programme includes both academic preparation and preparation in the workplace.

### 5. Complete

- On successful completion of the master's programme, the health and care professional is equipped with the capabilities required to practise at an advanced level.

### 6. Employ

- The employer employs the health and care professional as an advanced practitioner, continuing to provide appropriate governance, oversight, support and continuing professional development to meet the agreed scope of practice.

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## Programme accreditation



The Centre accredits programmes in advanced practice which lead to the award of a full post-registration master's degree. This is normally the award of a Master of Science (MSc) or similar.

Although there is variation in advanced practice itself, by accrediting programmes which prepare health and care professionals for advanced level practice, the Centre can ensure a consistent level of education quality and a consistent level of capability at entry to the advanced practice workforce.

For a programme to become (and remain) accredited, the education provider must demonstrate they meet the Standards for Education and Training and produce graduates who attain the capabilities outlined in this framework.

We embrace diverse programme content to address the unique interests of practitioners and the needs of services. However, all programmes must consistently meet required standards and capabilities, prioritise the needs of individuals, families, and carers, and deliver high-quality academic and clinical preparation for advanced practice.

Accreditation of legacy programmes is possible; these are programmes or iterations of programmes delivered in the recent past, where education providers can satisfy us that they meet our requirements.

We only fund places on advanced practice programmes which hold Centre accreditation or are working towards attaining accreditation.

### ePortfolio (supported) route

There will be existing, experienced advanced practitioners who are working in advanced practitioner roles on a regular basis who completed their advanced practice education and training before or soon after the publication of the 1st iteration of this framework in 2017. These practitioners are likely to have completed a programme or older 'legacy' programme that the Centre has not accredited.

It is possible for such practitioners to obtain retrospective recognition via the Centre's ePortfolio (supported) route. Successful applicants for the ePortfolio (supported) route

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undertake a learning needs analysis with an education provider to understand how far they will be able to demonstrate the framework capabilities.

Applicants complete an electronic portfolio to demonstrate that their educational and experiential learning equivalently meets the framework's capabilities.

Completing the ePortfolio (supported) route is voluntary for practitioners (and their employers). However, it provides a consistent approach to recognising the experience, knowledge, and skills of existing, experienced advanced practitioners in the workforce.

The ePortfolio (supported) route has been conceived as a quality-assured approach to recognising existing, experienced advanced practitioners, and accordingly is not a training route. For more information, visit [centre's webpages about the ePortfolio route](#).

## Advanced practice area-specific capabilities

The Centre is responsible for developing and implementing standardised multi-professional advanced practice guidance to address high priority, at-scale workforce development needs in discrete speciality areas of practice.

We have previously used the terms 'credential' and 'credentials' to describe our multi-professional advanced area-specific capabilities documents, comprising standardised, structured units of assessed learning, that are designed to build on this framework to develop advanced level practice capability in a particular clinical area.

These area-specific capabilities are developed to address high priority population and service delivery needs and workforce development intervention in discrete areas of speciality practice.

## The Centre's 'Advanced' digital badge



Practitioners who have successfully completed either a [Centre for Advancing Practice accredited programme](#) or the [ePortfolio \(supported\) route](#) are eligible to download the Centre's 'Advanced' digital badge.

This badge provides clear, standardised evidence that these practitioners have equivalently met the capabilities outlined in the multi-professional framework for advanced practice in

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England. It verifies that their education and training meet the same rigorous standards, demonstrating educational equivalence to employers, individuals, families and carers.

More information about the Centre's 'Advanced' digital badge and how it benefits practitioners, employers, people, their families and carers is available from the Centre's website.

## Advanced practice governance

Credible governance is essential to the safe, effective, and sustainable employment of practitioners working in advancing practice roles. To support this, the Centre has published the Governance Maturity Matrix, a dynamic tool designed to help organisations assess and optimise their governance of advancing practice.

The matrix enables organisations to self-evaluate their progress across key governance domains, identifying whether they are in the early stages, making substantial progress, or achieving maturity. Its adaptable design ensures relevance across all NHS settings, including acute care, community care, mental health, and primary care.

Importantly, the matrix is not static. Ongoing development will further refine its content, such as integrating consultant-level practice more explicitly and providing supporting commentary to further improve engagement with governance innovations.

This iterative approach ensures the matrix remains a relevant and valuable resource for advancing practice governance in a continually evolving healthcare landscape.

## Advanced practice supervision

High quality workplace supervision for healthcare professionals in training is essential for supporting the development of confidence and capability and underpins safety for people, their families and carers, and practitioners.

The trainee advanced practitioner must be supported by multi-professional supervisors; including a nominated co-ordinating education supervisor, who supports practitioners during the period of development. Trainee practitioners should also have access to associate workforce supervisors, who are matched to specified aspects of practitioner development across all 4 pillars of advanced practice.

We have published a comprehensive suite of advanced practice supervision guidance to support service providers, employers and universities in providing effective supervision and assessment of developing advanced practitioners, which are available via the Centre's website.



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- NHS England People's Advisory Forum

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