Programme Accreditation

# Programme mapping document 2 (existing programmes)

Multi-professional framework for advanced practice in England

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## Multi-professional framework

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| **Name of the programme reviewed**  As detailed on the validation documentation - a separate submission is required for each programme that seeks accreditation. |  |
| **Programme code/online link to programme details**  As detailed on the validation document. |  |
| **Date most recent programme validation** |  |
| **Date when next validation is required/planned** |  |

Much of the evidence required will be found within standard documentation. Please provide copies of documents or explicit links that evidence each component. Both documents and links should be included within the SharePoint folder indicated. Evidence should be listed under each component with page/section references provided. Please check all links and that all documents are correctly uploaded.

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| 1. Clinical Practice Health and care professionals working at the level of Advanced Practice should be able to: | | | **Narrative to rationalise how this is embedded in the programme** | |
|
| 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. | |  | |
| Evidence: | | | | |
| SharePoint / Other | | Document title (as it appears in SharePoint) / Link | | Page / Reference |
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| 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. | |  | |
| Evidence: | | | | |
| SharePoint / Other | | Document title (as it appears in SharePoint) / Link | | Page / Reference |
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| 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. | |  | |
| Evidence: | | | | |
| SharePoint / Other | | Document title (as it appears in SharePoint) / Link | | Page / Reference |
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| 1.4 | Work in partnership with individuals, families and carers, using a range of assessment methods as appropriate (e.g. history-taking; holistic assessment; identifying risk factors; mental health assessments; requesting, undertaking and/or interpreting diagnostic tests; and conducting health needs assessments). | |  | |
| Evidence: | | | | |
| SharePoint / Other | | Document title (as it appears in SharePoint) / Link | | Page / Reference |
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| 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. | |  | |
| Evidence: | | | | |
| SharePoint / Other | | Document title (as it appears in SharePoint) / Link | | Page / Reference |
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| 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/or diagnoses. | |  | |
| Evidence: | | | | |
| SharePoint / Other | | Document title (as it appears in SharePoint) / Link | | Page / Reference |
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| 1.7 | Initiate, evaluate, and modify a range of interventions which may include prescribing medicines, therapies, lifestyle advice and care. | |  | |
| Evidence: | | | | |
| SharePoint / Other | | Document title (as it appears in SharePoint) / Link | | Page / Reference |
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| 1.8 | Exercise professional judgment 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. | |  | |
| Evidence: | | | | |
| SharePoint / Other | | Document title (as it appears in SharePoint) / Link | | Page / Reference |
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| 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. | |  | |
| Evidence: | | | | |
| SharePoint / Other | | Document title (as it appears in SharePoint) / Link | | Page / Reference |
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| 1.10 | Act as a clinical role model/advocate for developing and delivering care that is responsive to changing requirements, informed by an understanding of local population health needs, agencies and Networks. | |  | |
| Evidence: | | | | |
| SharePoint / Other | | Document title (as it appears in SharePoint) / Link | | Page / Reference |
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| 1.11 | Evidence the underpinning subject-specific competencies (i.e. 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. | |  | |
| Evidence: | | | | |
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| 2. Leadership and Management Health and care professionals working at the level of Advanced Practice should be able to: | | | **Narrative to rationalise how this is embedded in the programme** | |
| 2.1 | Demonstrate and role model inclusive attitudes and behaviours to proactively initiate and develop relationships, fostering clarity of roles within teams, to encourage productive working. | |  | |
| Evidence: | | | | |
| SharePoint / Other | | Document title (as it appears in SharePoint) / Link | | Page / Reference |
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| 2.2 | Role model the values of their organisation/place of work, demonstrating a person-centred approach to service delivery and development. | |  | |
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| 2.3 | Evaluate own practice, and participate in multi-disciplinary service and team evaluation, demonstrating the impact of Advanced Practice on service function and effectiveness, and quality (i.e. outcomes of care, experience, and safety). | |  | |
| Evidence: | | | | |
| SharePoint / Other | | Document title (as it appears in SharePoint) / Link | | Page / Reference |
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| 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. | |  | |
| Evidence: | | | | |
| SharePoint / Other | | Document title (as it appears in SharePoint) / Link | | Page / Reference |
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| 2.5 | Lead new practice and service redesign solutions in response to feedback, evaluation and need, working across boundaries and broadening sphere of influence. | |  | |
| Evidence: | | | | |
| SharePoint / Other | | Document title (as it appears in SharePoint) / Link | | Page / Reference |
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| 2.6 | Actively seek feedback and involvement from individuals, families, carers, communities, and colleagues in the co-production of service improvements. | |  | |
| Evidence: | | | | |
| SharePoint / Other | | Document title (as it appears in SharePoint) / Link | | Page / Reference |
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| 2.7 | Critically apply advanced clinical expertise in appropriate faciliatory 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. | |  | |
| Evidence: | | | | |
| SharePoint / Other | | Document title (as it appears in SharePoint) / Link | | Page / Reference |
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| 2.8 | Demonstrate team leadership, resilience, and determination, managing situations that are unfamiliar, complex or unpredictable and seeking to build confidence in others. | |  | |
| Evidence: | | | | |
| SharePoint / Other | | Document title (as it appears in SharePoint) / Link | | Page / Reference |
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| 2.9 | Continually develop practice in response to changing population health need, engaging in horizon scanning for future developments (e.g. impacts of genomics, new treatments, and changing social challenges). | |  | |
| Evidence: | | | | |
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| 2.10 | Demonstrate receptiveness to challenge and preparedness to constructively challenge others, escalating concerns that affect individuals’, families’, carers’, communities’ and colleagues’ safety and wellbeing when necessary. | |  | |
| Evidence: | | | | |
| SharePoint / Other | | Document title (as it appears in SharePoint) / Link | | Page / Reference |
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| 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. | |  | |
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| 3. Education Health and care professionals working at the level of Advanced Practice should be able to: | | | **Narrative to rationalise how this is embedded in the programme** | |
| 3.1 | Critically assess and address own learning needs, negotiating a personal development plan that reflects the breadth of ongoing professional development across the four pillars of Advanced Practice. | |  | |
| Evidence: | | | | |
| SharePoint / Other | | Document title (as it appears in SharePoint) / Link | | Page / Reference |
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| 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. | |  | |
| Evidence: | | | | |
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| 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 well-being. | |  | |
| Evidence: | | | | |
| SharePoint / Other | | Document title (as it appears in SharePoint) / Link | | Page / Reference |
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| 3.4 | Advocate for and contribute to a culture of organisational learning to inspire future and existing staff. | |  | |
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| 3.5 | Facilitate collaboration of the wider team and support peer review processes to identify individual and team learning. | |  | |
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| 3.6 | Identify further developmental needs for the individual and the wider team and supporting them to address these. | |  | |
| Evidence: | | | | |
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| 3.7 | Supporting the wider team to build capacity and capability through work-based and inter- professional learning, and the application of learning to practice. | |  | |
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| 3.8 | Act as a role model, educator, supervisor, coach and mentor, seeking to instil and develop the confidence of others. | |  | |
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| 4. Research Health and care professionals working at the level of Advanced Practice should be able to: | | | **Narrative to rationalise how this is embedded in the programme** | |
| 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. | |  | |
| Evidence: | | | | |
| SharePoint / Other | | Document title (as it appears in SharePoint) / Link | | Page / Reference |
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| 4.2 | Evaluate and audit own and others’ clinical practice, selecting and applying valid, reliable methods, then acting on the findings. | |  | |
| Evidence: | | | | |
| SharePoint / Other | | Document title (as it appears in SharePoint) / Link | | Page / Reference |
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| 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. | |  | |
| Evidence: | | | | |
| SharePoint / Other | | Document title (as it appears in SharePoint) / Link | | Page / Reference |
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| 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. | |  | |
| Evidence: | | | | |
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| 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/or seeking out and applying for research funding. | |  | |
| Evidence: | | | | |
| SharePoint / Other | | Document title (as it appears in SharePoint) / Link | | Page / Reference |
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| 4.6 | Develop and implement robust governance systems and systematic documentation processes, keeping the need for modifications under critical review. | |  | |
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| 4.7 | Disseminate best practice research findings and quality improvement projects through appropriate media and fora (e.g. presentations and peer review research publications). | |  | |
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| 4.8 | Facilitate collaborative links between clinical practice and research through proactive engagement, networking with academic, clinical and other active researchers. | |  | |
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