



Humber Health
Partnership

Going beyond advanced clinical practice into expert practice

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Consultant Sonographer, HUTH

- No Conflicts of interest



Aims and Learning Outcomes

Define levels of practice

What makes a practitioner advanced

When is an expert, an expert?

Top tips for success

What is an expert?

- a person with a high level of knowledge or skill relating to a particular subject or activity:
 - a gardening/medical expert
 - **expert at** : *My mother is an expert at dress-making (= she does it very well).*
 - **expert in** : *She is an expert in addiction who has advised the government on health policy.*

What is an expert?

- An expert is commonly defined as **someone with comprehensive and authoritative knowledge in a particular area** not possessed by most

Caley MJ, O'Leary RA, Fisher R, et al. What is an expert? A systems perspective on expertise. *Ecol Evol*. 2014 Feb;4(3):231-42. doi: 10.1002/ece3.926.

Appendix A

Outline Career and Progression Framework – Final V4. Updated March 2023

Entry routes

All entry routes should be CASE accredited, or equivalent, from academic level 6*

Professional title
(SfH)

Career Progression

Career level

Expert practitioner with experience & ideally doctoral level qualification or equivalent

**registration upon qualification from approved course if feasible

Practitioner with relevant Master's level equivalent ultrasound/ sonography qualification **

Existing post graduate routes to be maintained

**registration upon qualification from approved course if feasible

Relevant BSc (Hons) in sonography / medical ultrasound **

Relevant postgraduate certificate, diploma or master's in sonography / medical ultrasound

***May not be CASE accredited

Relevant qualification or competency 'sign off' in specific area of practice ***

Consultant Sonographer

Advanced Practice Sonographer

Enhanced Practice Sonographer

Sonographer

Assistant Sonographer

Consultant Practitioners

Progression: Master's degree. Working towards relevant doctorate or equivalent

Advanced Practitioners

Progression: Working to develop skills to match Advanced Clinical Practice Framework Postgraduate, M-level education

Enhanced Practitioners

Progression: Further education and training which meets CASE academic level 7 standards or equivalent

Structured preceptorship and skills development under capability framework essential

Practitioners

Progression:

- Apprenticeship
- Accredited level 6 study

Assistant Practitioners

8

7

6

5

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Multi-professional framework for advanced clinical practice in England (2017)



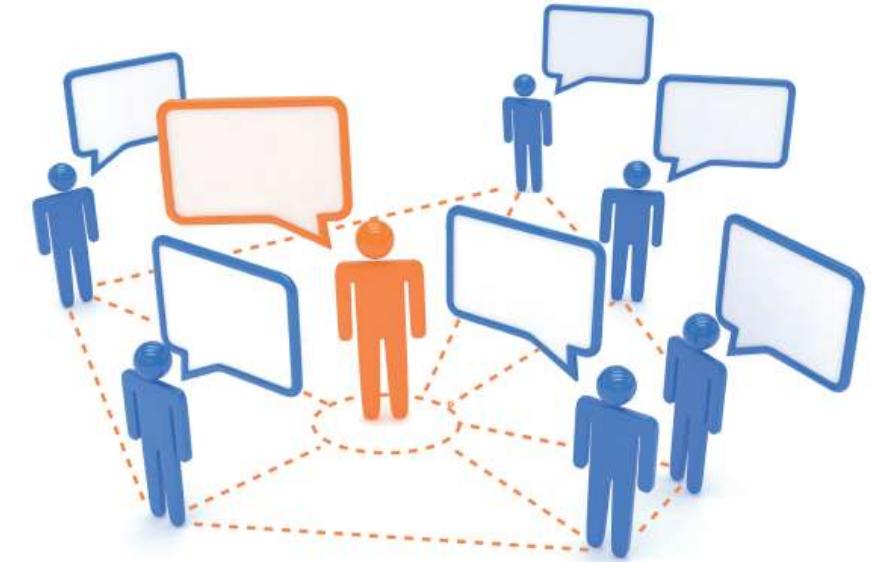
- To be a recognised advanced practitioner, statutory registered healthcare professionals must undergo training to align to the NHS England MPF

and

- demonstrate the necessary knowledge, skills, and behaviours that align with the four pillars of advanced practice.

<https://www.nhsemployers.org/articles/advanced-practice>

Multi-professional framework for advanced clinical practice in England



"New solutions are required to deliver healthcare to meet the changing needs of the population. This will need new ways of working, new roles and new behaviours."

Advanced Practice

- Advanced practice is multi-professional healthcare practitioners educated to a **high level** with the skills and knowledge to expand their scope of practice to meet needs of people they care for by working in multi-disciplinary teams.

<https://www.nhsemployers.org/articles/advanced-practice>

What is Advanced Clinical Practice?

- Advanced practice is a level of practice in which a practitioner has demonstrated their ability to work autonomously at a **high level** (level 7/ Masters level) across all four pillars of advanced practice.



Autonomous



- Independent and having the power to make decisions for yourself

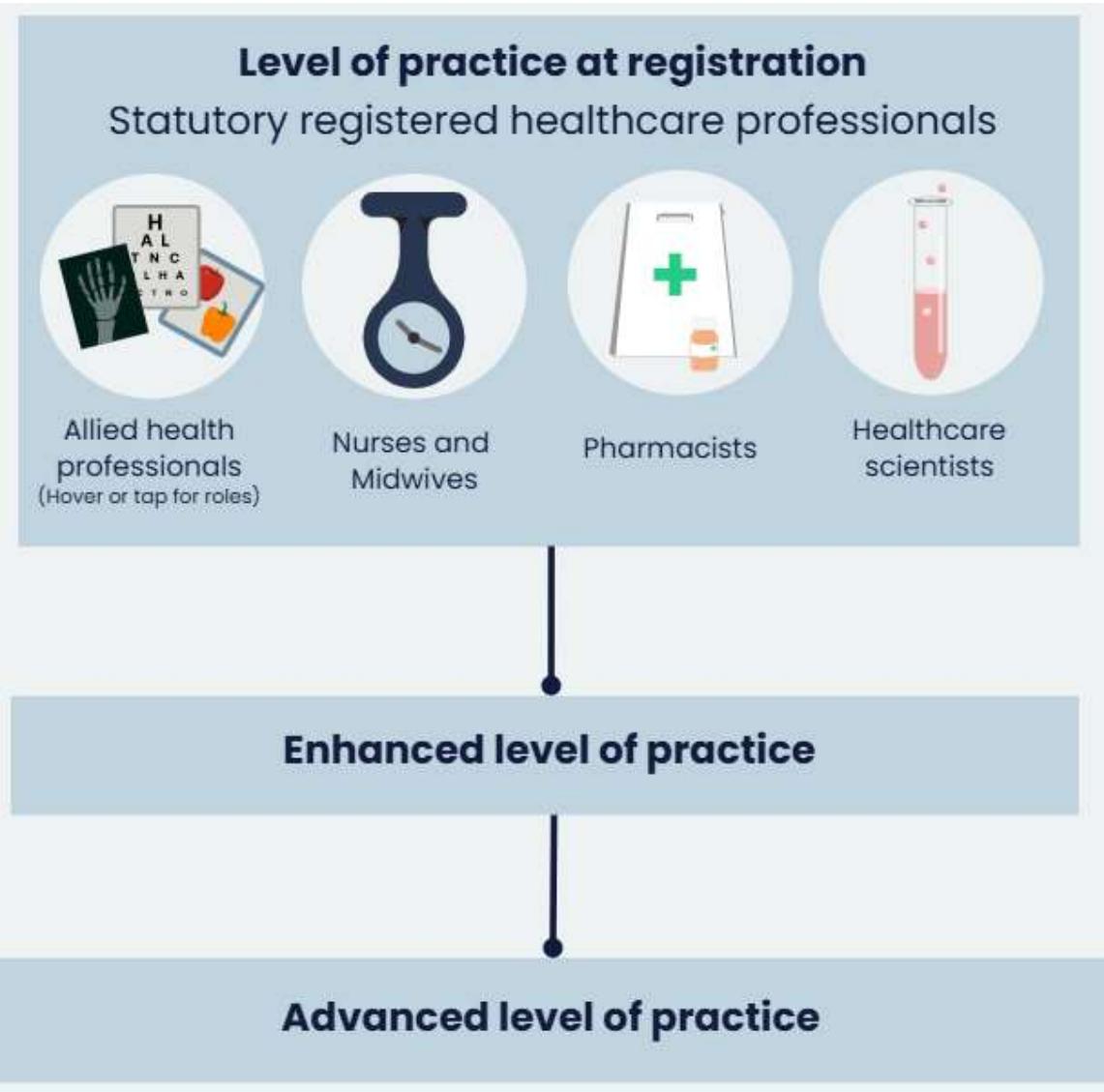
<https://shelf.io/blog/the-evolution-of-ai-introducing-autonomous-ai-agents/>

<https://dictionary.cambridge.org/dictionary/english/autonomous>

Routes into advanced practice

The term advanced practitioner is used as a consensus umbrella term to encompass the wide range of registrants who work in advanced practice roles, often with variable job role titles.

For example (though not exclusively): advanced clinical practitioner, advanced nurse practitioner, 'advanced paramedic practitioner; advanced physiotherapist practitioner; or advanced pharmacist



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Career level

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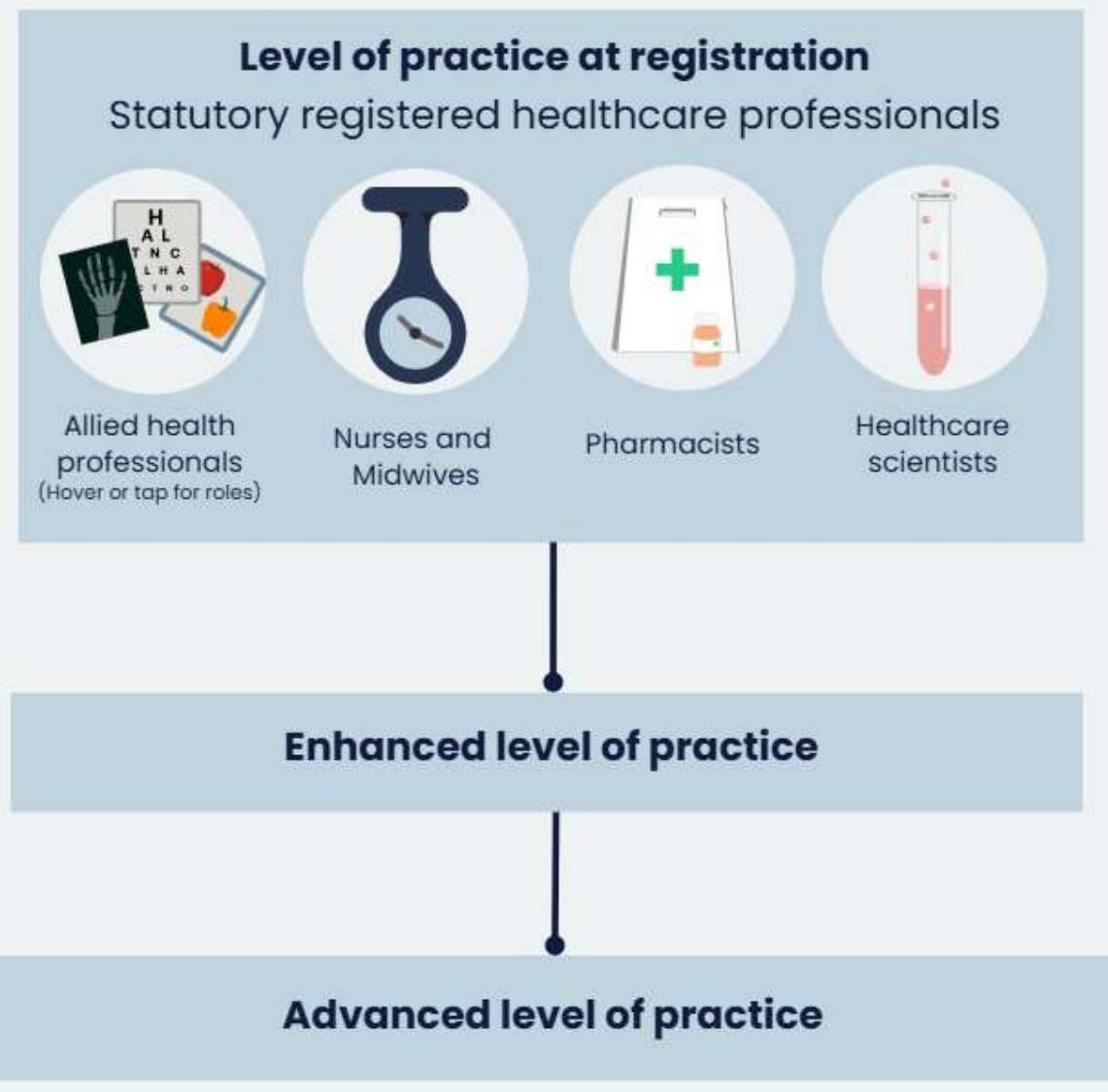
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Enhanced practice

- Enhanced practice healthcare professionals typically have undertaken post-registration education relevant to their area of practice and role.

- They usually work as part of a multi-disciplinary team and apply their enhanced skills, knowledge, and experience to substantially contribute to episodes of care.



What is the difference between advanced and enhanced level practice?

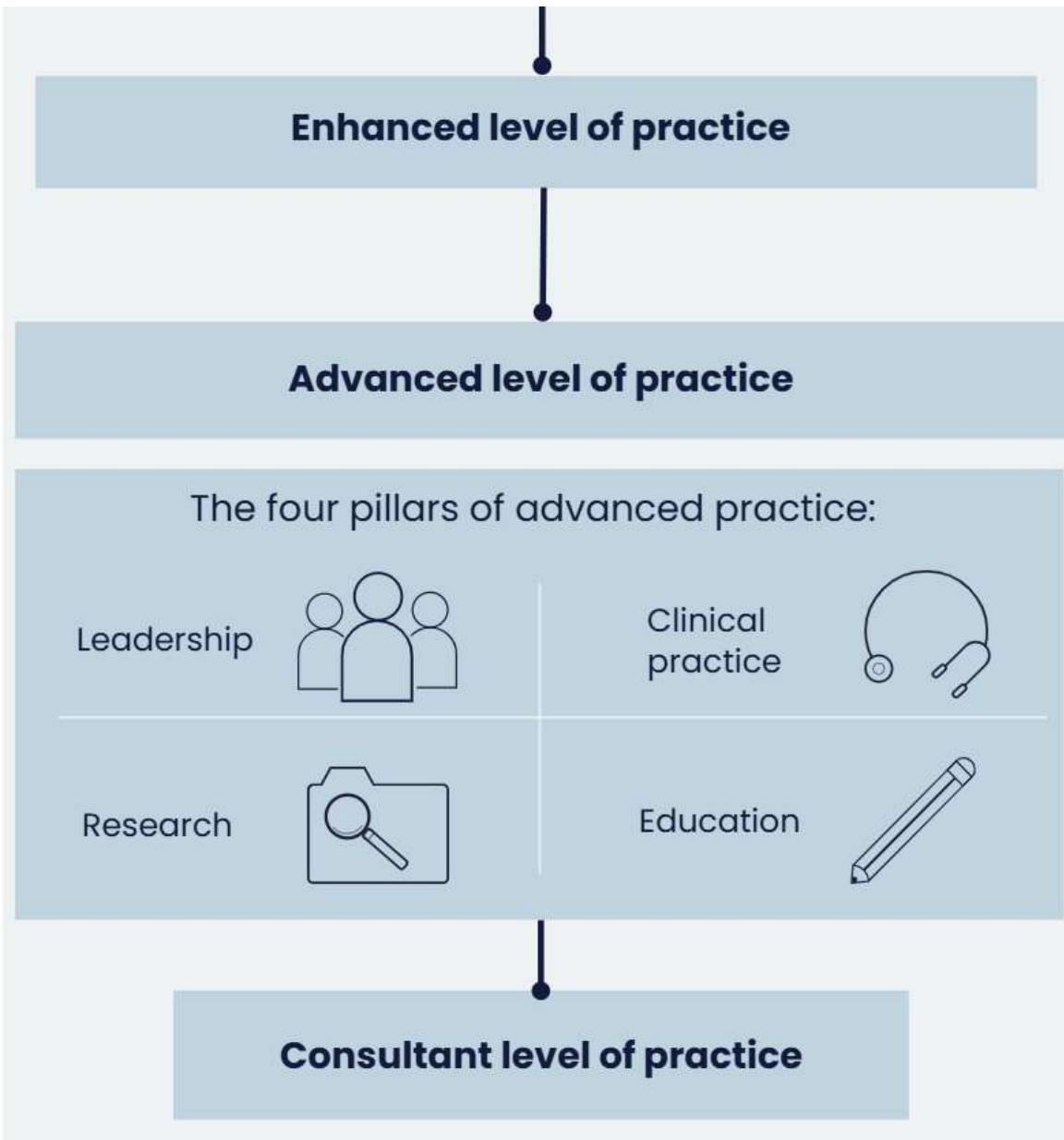
Enhanced practice describes experienced, knowledgeable healthcare professionals.

Enhanced practitioners primarily work within the clinical pillar

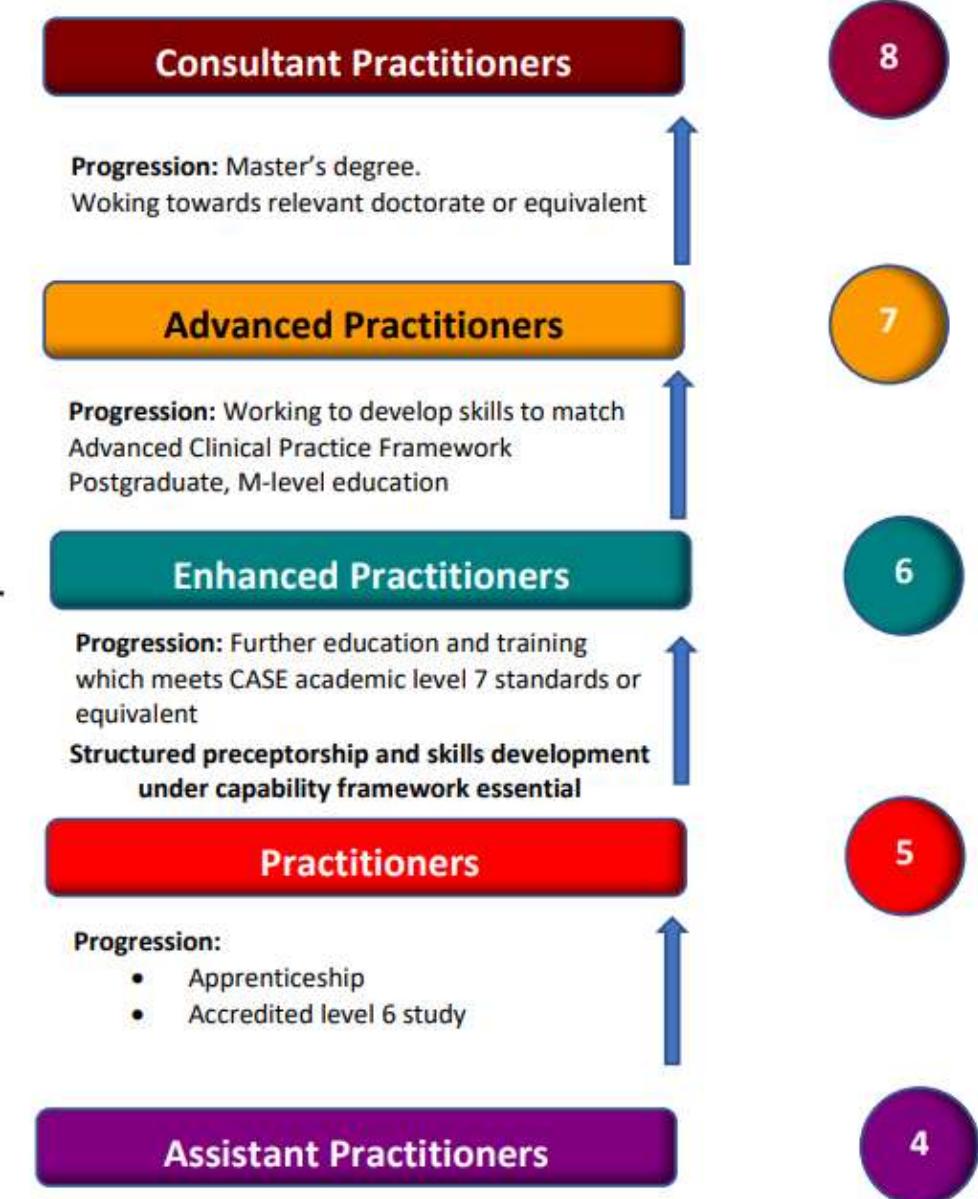
Advanced Practitioners

Experienced statutory registered healthcare professionals that have had additional training on top of their base profession

As part of an organisational workforce plan, they have greater autonomy as they are responsible for and provide high quality, safe and effective across the four pillars of a practice.



<https://www.nhsemployers.org/articles/advanced-practice>



<https://www.bmus.org/bmus-publications-1/preceptorship-and-capability-development-framework-for-sonographers/>

How to progress?

Competencies refer to the “skills, knowledge, education and personal characteristics an employee possesses that positively impact their ability to perform their tasks.”



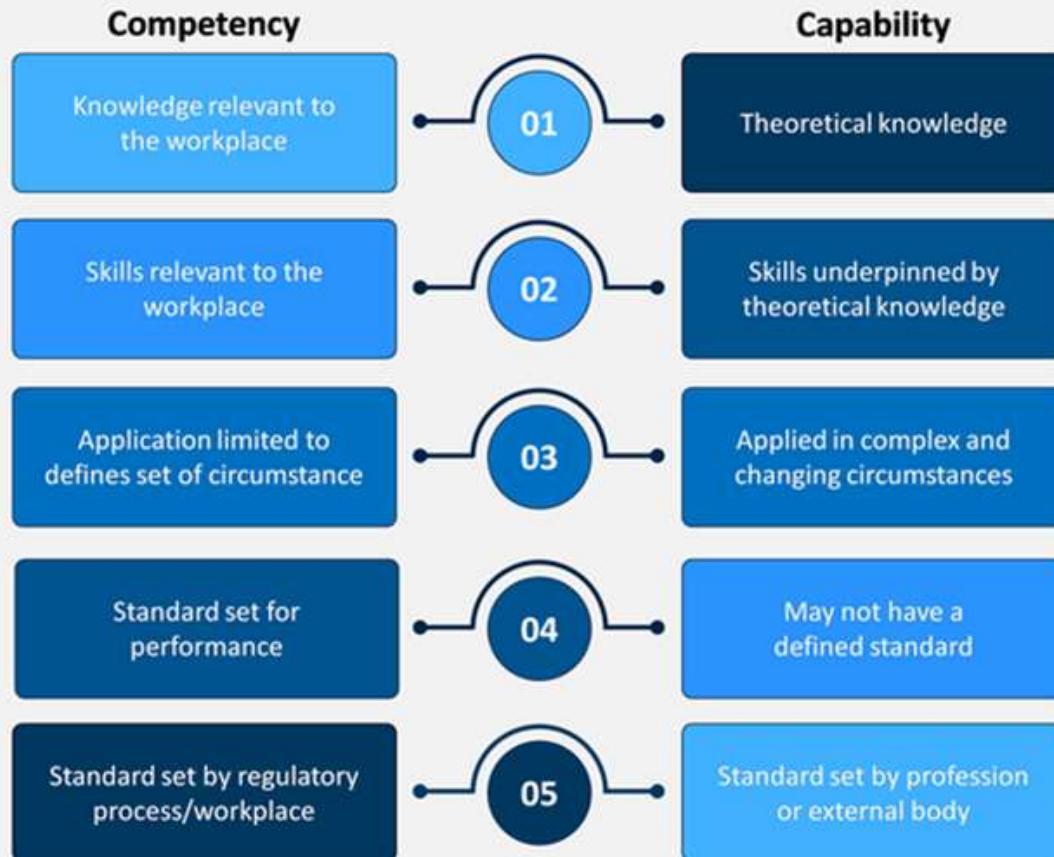
Capabilities “Extent to which individuals can adapt to change, generate new knowledge and continue to improve their performance”

Competency vs Capability

- Competence refers to a person's current state and to them having the knowledge and skills necessary to perform a job.
- **Capability is about integrating knowledge and skills and adapting and flexing to meet future needs**

COMPETENCY VS CAPABILITY

Comparison Between Competency and Capability





Preceptorship and Capability Development Framework for Sonographers

Produced by the British Medical Ultrasound Society

Commissioned by Health Education England

July 2022

Updated March 2023 with revised Career and Progression Framework (appendix A)



<https://www.bmus.org/bmus-publications-1/preceptorship-and-capability-development-framework-for-sonographers/>

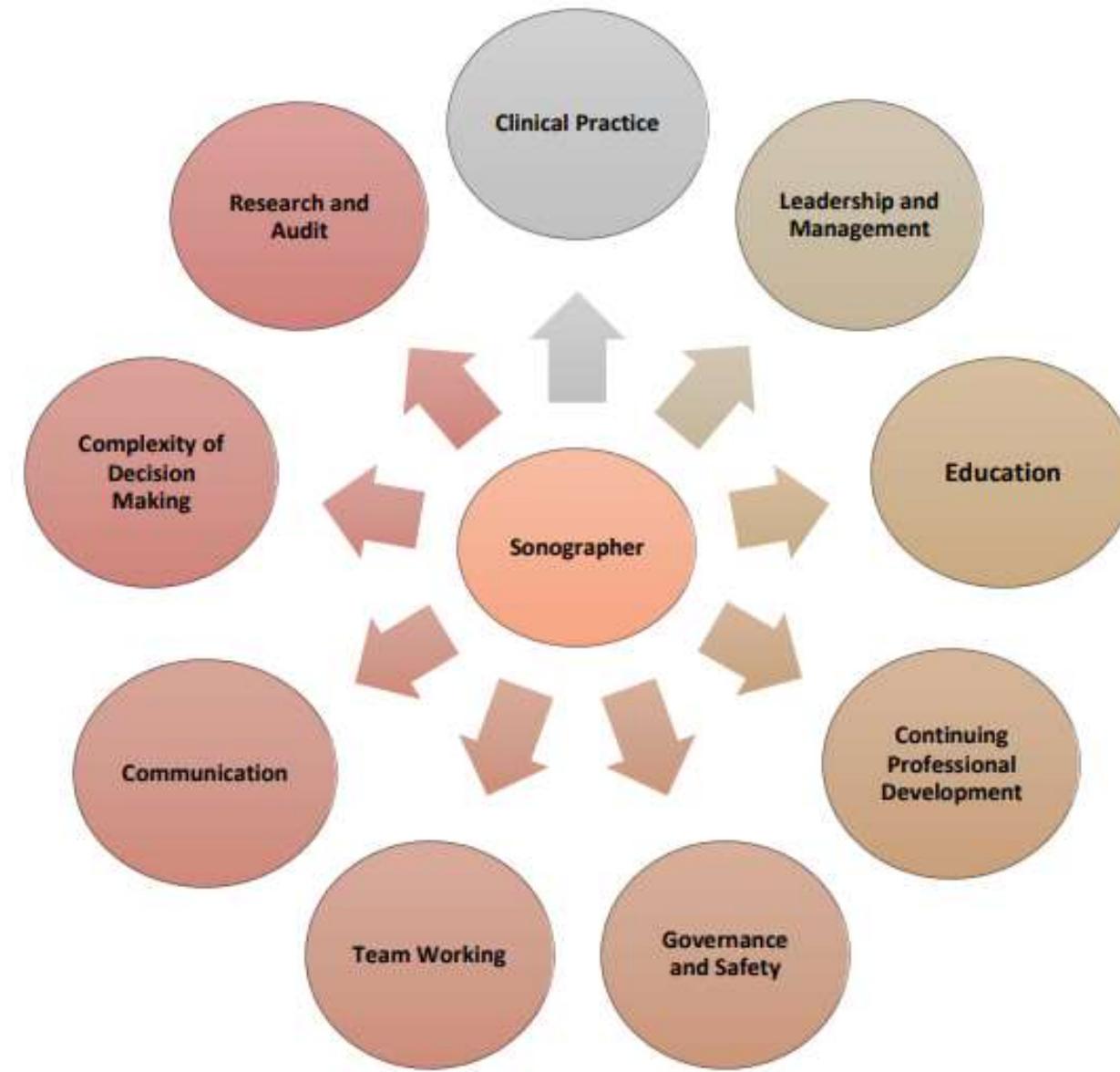


Figure 3: Main capability descriptors

Capability	Sonographer (preceptee)	Enhanced practice sonographer	Advanced practice sonographer	Consultant sonographer
Clinical Practice including clinical report writing	<ul style="list-style-type: none"> Perform scans and interpret and analyse findings within a defined scope of practice Produce a provisional clinical report aligned with local protocols. (Initially 100% of reports to be reviewed and approved by senior colleague, using <u>BMUS peer review tool</u> (or equivalent), reducing as capability develops.) Learning points from peer review to inform development needs Practise independently and safely, but with supervision available throughout the preceptorship period Practise within legal and ethical boundaries of the profession Perform supervised FASP ultrasound examinations while studying for associated PgC Recognise the limitations of practice and the need to consult senior colleagues 	<ul style="list-style-type: none"> Act as a role model to sonographers during the preceptorship period Undertake, interpret and analyse ultrasound scan findings. Indirect, appropriate supervision will be available as required Produce independently a clinical report as directed by local protocols. (Initially 10% of reports to be reviewed and approved by senior colleague, using <u>BMUS peer review tool</u> or equivalent, reducing as capability develops.) Learning points from peer review to inform development needs Record second opinions safely and accurately Obtain DQASS number, following successful completion of appropriate capability development period at career level 5 or 6, for those undertaking FASP examinations 	<ul style="list-style-type: none"> Act as a clinical role model Independently perform a wide range of examinations, including more complex and acute cases from a broad range of referral sources May be involved in other aspects of clinical care e.g. interventional procedures, sonographer-led discharge Provide clinical expertise, supervision, peer review and guidance to less experienced colleagues Independently provide interpretative reports giving a differential diagnosis of complex findings Provide guidance on further patient management within the report, where relevant 	<ul style="list-style-type: none"> Act as an expert clinical role model Independently manage a complex caseload Will be involved in other aspects of clinical care e.g. interventional procedures, sonographer-led discharge, follow-up scans and counselling Provide expertise, supervision, peer review and guidance to medical and non-medical colleagues Independently produce interpretative reports giving a differential diagnosis of complex findings Provide guidance on further patient management within the report, where relevant Advise, support and develop other staff to ensure that actionable reports are produced

Capability	Sonographer (preceptee)	Enhanced practice sonographer	Advanced practice sonographer	Consultant sonographer
Leadership and Management	<ul style="list-style-type: none"> • Practise responsibly, honestly, and professionally • Understand duty of candour • Demonstrate high levels of self-awareness and ability to self-manage • May have leadership skills already from a former role or position • Focus on basic leadership qualities for self-development and achieving local goals • May access a formal leadership course such as Edward Jenner programme 	<ul style="list-style-type: none"> • Act as a role model to sonographers during the preceptorship period • Manage own workload effectively and consistently • Focus on leadership qualities for further self-development and achieving organisational goals • May start to develop external connections and input into consultations • May access a formal course such as Edward Jenner programme and, if eligible, the <u>NHS Stepping Up Programme – Leadership Academy</u> 	<ul style="list-style-type: none"> • Act as a role model to the wider ultrasound team, regional teams and other healthcare professionals • Develop further leadership skills. Formal education could be via NHS courses including <u>Mary Seacole programme</u>, <u>Rosalind Franklin programme</u>, <u>Elizabeth Garrett Anderson programme</u> and, if eligible, the <u>NHS Stepping Up programme</u> • Demonstrate team leadership, resilience and determination by managing complex situations • Initiate and develop effective relationships, fostering clarity of roles within teams to encourage productive working • Spot and encourage potential in others • Identify, develop and trial new ways of working through collaboration with others including service users • May have involvement in professional organisations at a regional and/or national level 	<ul style="list-style-type: none"> • Act as a role model locally, regionally and nationally • Develop potential in others and empower colleagues and service users • Lead transformation and innovative service delivery through collaboration with others • Influence and lead less experienced clinicians and researchers through building capability and creating a culture of creativity and enquiry • May seek further development of leadership skills through relevant formal education • Form partnerships both internally and externally and influence progress and direction • Will have active strategic involvement in professional organisations at a national and/or international level and undertake extensive consultancy work

Capability	Sonographer (preceptor)	Enhanced practice sonographer	Advanced practice sonographer	Consultant sonographer
Education	<ul style="list-style-type: none"> Work with preceptor to identify specific clinical skills gaps and seek appropriate training to rectify Engage in self-directed learning to expand and consolidate existing knowledge 	<ul style="list-style-type: none"> Engage in self-directed learning to develop knowledge and skills associated with advanced practice Has a role in supporting training and development of sonographers May support, mentor and/or coach others 	<ul style="list-style-type: none"> Critically assess and address own learning needs Engage in self-directed learning to maintain and develop further knowledge and skills associated with advanced practice May engage in self-directed learning to become expert in a focused area Identify knowledge and skills gaps within the team and develop strategies to support to rectify Has a significant role in teaching other healthcare professionals within the organisation and developing external teaching, learning and assessment May be an associate/honorary/visiting lecturer with an academic institution May be involved as a practice educator within ultrasound academies Act as supervisor, coach and mentor May review CPD evidence for regulatory bodies 	<ul style="list-style-type: none"> Act as a role model, educator, supervisor, coach and mentor Identify skills gaps within the team and self. Use appropriate methods to ensure that further training is provided to rectify these gaps Has a significant role in teaching a wide range of professionals, in and outside of organisation May be an external examiner, academic and/or clinical assessor for educational institutions and/or professional organisations Lead development and review of learning locally, nationally and internationally Critically evaluate the need for lifelong learning in medical ultrasound practice and engage in teaching, learning and assessment at a higher level

Capability	Sonographer (preceptee)	Enhanced practice sonographer	Advanced practice sonographer	Consultant sonographer
Research and Audit	<ul style="list-style-type: none"> • Undertake self-audit • May be involved in collection of research data • Can differentiate between research, audit and service evaluation 	<ul style="list-style-type: none"> • Able to organise and engage with audit and peer-review • Contribute to research projects and service evaluation • Has a working knowledge of research within their area of practice • May identify service improvements • May disseminate audit and service evaluation results locally 	<ul style="list-style-type: none"> • Engage with research and adhere to good practice research guidance. • Critically analyse audit and peer-review findings and implement change accordingly • Identify gaps in the evidence base and alert appropriate individuals or organisations • Design and contribute to research projects and service evaluation • Manage risk in the conduct of research to maintain and improve research quality • Able to comply with ethical considerations associated with research • Disseminate results at a local and/or regional level 	<ul style="list-style-type: none"> • Lead research and act as a role model • Identify gaps in the evidence base and seek methods to address them • Obtain funding for research • Work in partnership with others to develop, take forward and evaluate direction, policies and strategies • Able to apply research knowledge and skill in unpredictable and complex research areas and contexts • Provide research leadership and take overall responsibility, making judgements in complex environments • Disseminate results widely using a range of methods including publications and presentations

The Expert Consultant?

- a person with a **high level of knowledge or skill relating to a particular subject or activity**
- An expert is commonly defined as someone with comprehensive and authoritative knowledge in a particular area **not possessed by most**



The Consultant Expert

Clinical Practice	Provide expertise, supervision, peer review and guidance to medical and non-medical colleagues	<ul style="list-style-type: none">• Have specific case load – problem solving sessions• Provide access to second opinion• Lead US REALM• Engage with clinical teams to develop pathways• Engage with transformation team to improve access for patients
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The Consultant Expert

Leadership	<p>Develop potential in others and empower colleagues and service users</p> <p>Lead transformation and innovative service delivery through collaboration with others</p>	<ul style="list-style-type: none">Support team developmentProvide feedback and critique of practice & service to inspire excellenceIdentify gaps in service and support development of team members to fill gapEngage with clinical teams to put US at centre of new pathways
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The Consultant Expert

Education	Has a significant role in teaching a wide range of professionals, in and outside of organisation	<ul style="list-style-type: none">• Support training and development of sonographers and US users• Support team to manage training to avoid fatigue• Liaise with NHSE WTE (HEE) to ensure resources available• Engage with HEI's & programme development• Engage with BMUS / SCOR
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The Consultant Expert

Research and Audit	<p>Work in partnership with others to develop, take forward and evaluate direction, policies and strategies</p> <p>Identify gaps in the evidence base and seek methods to address them</p>	<ul style="list-style-type: none">• Support research within service• Support service evaluations undertaken by team• Regular review of NICE / best practice guidance & correlate with service• PhD
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Mary Seacole programme

[Overview](#) [Eligibility](#) [Structure](#) [Key information](#) [Apply](#)

Applications for the current intake of the Mary Seacole programme are now open. You can also access the programme via an [apprenticeship](#) or as part of the [CMI accredited route](#).

Our most popular 6-month leadership development programme, designed in partnership with global experts, recently refreshed and delivered by experienced facilitators to develop your knowledge and skills in leadership and management.

<https://www.leadershipacademy.nhs.uk/programmes/mary-seacole-programme/>



Career Pathway, Core Cancer Capabilities and Education Framework
for the Supportive, Assistive and Registered Nursing and Allied Health Professions Workforce

Part of the Aspirant Cancer Career and Education Development (ACCEND) programme

• • • • •

Heart icon, Pill icon, Stethoscope icon, First aid kit icon, Magnifying glass icon, Scale icon, Stethoscope icon, Atom icon

www.hee.nhs.uk

We work with partners to plan, recruit, educate and train the health workforce.

<https://www.hee.nhs.uk/our-work/cancer-diagnostics/aspirant-cancer-career-education-development-programme/accend-framework>

Funding

Last updated on 15 Sep 2023

<https://www.hra.nhs.uk/planning-and-improving-research/research-planning/funding/>

- [Association of Medical Research Charities \(AMRC\)](#) is the national membership organisation for medical and health research charities. AMRC members support over one-third of all UK publicly-funded medical research in the UK, with members investing over £1.2 billion in health research in the UK in 2012.
- [Chief Scientist Office \(CSO\)](#) offers a number of different funding streams to directly support health research in Scotland.
- [Medical Research Council \(MRC\)](#) funds research through a range of grants, calls, highlight notices, studentships and fellowships.
- [National Institute for Health Research \(NIHR\)](#) funds a range of programmes addressing a broad range of health priorities. Funding is based on the quality and relevance of the research to personal social services, public health and the NHS.
- [NIHR Evaluation, Trials and Studies Coordinating Centre \(NETSCC\)](#) is part of the NIHR, manages a number of research programmes, including: Efficacy and Mechanism Evaluation; Health Services and Delivery Research; Health Technology Assessment; Public Health Research; and Systematic Reviews.
- [Health and Care Research Wales](#) is the Welsh Government body whose goal is to fund research that will inform care and improve the health and wealth of the people of Wales.
- [Public Health Agency – Health & Social Care Research and Development Directorate \(HSC R&D\)](#) provides information about funding opportunities that are available to researchers working in Health & Social Care (HSC) Northern Ireland.
- [UK Clinical Research Collaboration \(UKCRC\)](#) many different organisations fund health research in the UK. The UKCRC has developed a coherent approach to health research funding by providing a forum to coordinate the activities of funding bodies and by developing an evidence base to inform strategic planning.
- [UK Research Office \(UKRO\)](#) is the European office of the UK Research Councils. Activities include providing details on European Commission funding opportunities.



Masters Level Qualifications Funding for Nurses & AHP's

Applications now being accepted for review
Deadline - midnight on Sunday 8th December 2024



CPD - Continuing Professional Development - Post Registration Course Funding for Registered Staff

NHS England Humber Coast and Vale (NHSE HCV) provides Workforce Transformation funding to post-registration non-medical healthcare professionals to access a wide range of professional healthcare education. NHSE also now allocates funds to the Trust directly to support Continuing Professional Development and this page tells you how to apply.

NHS England provides to the local health community and our Trust two types of funding for general post registration professional development.

- Workforce Transformation Funding allocated directly to local higher education institutes (HEI's) such as Hull University
- Continuing Professional Development Fund - Allocated directly to HUTH based on the headcount of registered non-medical staff currently employed

BMUS RESEARCH & INNOVATION GRANT

BMUS provides a Research & Innovation Grant, which offers funding up to a maximum of £10k per annum to embrace any initiative that furthers the aims and objectives of BMUS.

Grant Terms and Conditions

The grants are to fund ultrasound-based education, studies or research projects which align with the broad aims of the Society which are:

- To guide ultrasound practitioners in maintaining high standards of professional clinical ultrasound practice
- For the advancement of scientific and clinical medical ultrasound research and technology
- For leadership in medical ultrasound education and training, including provision of advice and information to the public.

CoRIPS

College of Radiographers Industry Partnerships Scheme Research Grant



The CoRIPS Research Grant funds projects related to any aspect of the science and practice of radiography. Applications for this grant are considered on a first come first served basis, with a maximum of ten applications being assessed per round.

Bids up to **£5,000** for small projects and up to **£10,000** for one larger project will be considered. Matched funding or other institutional contributions would be advantageous. Applicants are reminded that the College expects patient and public involvement to be factored in from the very first stages of research proposal development.

PLEASE NOTE THIS SCHEME DOES NOT SUPPORT UNIVERSITY FEES

<https://www.collegeofradiographers.ac.uk/research-grants-and-funding/corips>



Registration.....



Sonographer input needed for the SoR Ultrasound Census

Help shape the future of sonographer regulation by sharing your insights in the SoR 2024 Ultrasound Census

Published: 02 December 2024

Ultrasound

<https://www.sor.org/news/ultrasound/sonographer-input-needed-for-the-sor-ultrasound-ce>

Summary

- Consultant practice is being the Expert in your field
- Having an expert in your team leads to innovation and improvements in patient care
- The career and progression framework is there to support life-long learning and role development
- Resources are out there – they just need hunting down

Want to know more?

Top tips to leading transformation

PI Session 12.12.24

9.00am

