

Professional Development Framework

Adult respiratory Advanced Clinical Practitioners



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Declarations of interest

Declarations of interest were completed in line with BTS Policy and are available upon request from BTS Head Office.

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List of abbreviations

ACP	Advanced Clinical Practitioner
ARCP	Annual Review of Clinical Practice
BTS	British Thoracic Society
CiP	Capabilities in Practice
DiT	Doctor in Training
HCPC	Health Care Professions Council
HEE	Health Education England
MSc	Masters of Science
NMC	Nursing and Midwifery Council
RCP	Royal College of Physicians
SDEC	Same Day Emergency Care
tACP	Trainee Advanced Clinical Practitioner
QI	Quality Improvement
WTE	Workforce, Training and Education England

A Professional Development Framework for adult respiratory Advanced Clinical Practitioners

Introduction

This document is intended to outline a potential career pathway for Advanced Clinical Practitioners (ACPs) working in adult respiratory medicine. We recognise the development of this specialist role and there is a need to support standards and aid recruitment and retention.

The document highlights a framework to demonstrate knowledge and skills in practice, and indicates opportunities for professional development. It also seeks to highlight how the role can be integrated into respiratory services in secondary care.

For more information regarding roles for respiratory ACPs please see the stories on the Respiratory Futures website here: www.respiratoryfutures.org.uk/programmes-pages/workforce-and-careers/case-studies-the-respiratory-team/

The intended audience for this document is anyone working as an ACP in an adult respiratory medicine role in the immediate five years post MSc qualification. We acknowledge that it may be useful for others or those who may be planning to undertake post graduate training. It may be useful for those seeking to establish ACP roles as a guide for successful implementation and ongoing career development. We acknowledge that the term ACP is not a protected job title, and this document recognises the definitions and principles in the Multi-professional Framework for Advanced Clinical Practice in England (1).

Those working in ACP roles in primary care can find more information here:

www.hee.nhs.uk/sites/default/files/documents/ACP%20Primary%20Care%20Nurse%20Fwk%202020.pdf

Method of production

In May 2020 the British Thoracic Society (BTS) published a professional development framework for adult respiratory nurses (2). A document for nurses working in paediatric respiratory medicine was added in May 2021 (3).

In 2022, the BTS Workforce and Service Development Committee (WSDC) approved the development of this document to support advanced clinical practitioners working in respiratory medicine.

This document draws on the BTS professional development frameworks for adult and paediatric respiratory nurses and has been developed with the help of a task and finish group. The document falls under the remit of the BTS WSDC.

The Task and Finish Group was convened in January 2023, meeting for the first time in February 2023. The group has representation from ACPs with nursing and physiotherapy primary qualifications and respiratory consultants.

The draft document was approved for public consultation in April 2024.

How to use this document

The document is a generic tool which can be adapted to reflect the local context of specific roles ACPs undertake within respiratory.

It provides a link between personal and organisational goals. We envisage that this document will be useful to aid personal development, however, an individual's competencies, and reassessment of these competencies, should be reviewed as part of a standard annual appraisal. The appraisal process should be a positive interaction that aids job planning and professional development post qualification. It should be undertaken by a suitably trained appraiser, with a focus on the four pillars of practice that are most relevant to the individual. It is best practice to also include a wellbeing element. As the number of ACPs increases, peer to peer appraisal should become more common place.

The focus of this framework document is on the post, not the person.

The professional development framework can be used:

- To identify the knowledge and skills required for individuals applying for new posts.
- As an appraisal tool to support standards.
- To provide a professional assessment guide.
- To provide evidence that supports maintenance of revalidation in line with professional qualification.

The table from page 6 onwards is designed to be used as a guide to structure career development for Respiratory ACPs post MSc qualification. They are structured around the four pillars of advanced practice clinical, leadership and management, research and education. We realise that depending on career path and local opportunities that ACPs may wish to pursue different interests and different points in their career, this document is not prescriptive and can be altered depending on opportunities available.

We have suggested a possible structure for each year that should be monitored through an annual review and appraisal. At present, there can be variation in the training and expected role that

individual ACPs experience. We recognise that some ACPs will have had exposure to the skills and standards described in this document during training, while others will be building their skillset post qualification. It is therefore important that a skills and knowledge assessment is undertaken as part of the appointment process to ensure that an individualised training plan can be put in place.

Supporting evidence to demonstrate achievement

HEE released the Multi-professional framework for advanced clinical practice in England in 2017 (4). It set out to identify the core capabilities for advanced practice and to build on the definition of advanced practice.

Experienced, registered health and care practitioners deliver advanced clinical practice. It is a level of practice characterised by a high degree of autonomy and complex decision-making. This is underpinned by a masters' level award or equivalent that encompasses the four pillars of clinical practice, leadership and management, education and research, with demonstration of core capabilities and area specific clinical competence.

Advanced clinical practice embodies the ability to manage clinical care in partnership with individuals, families and carers. It includes the analysis and synthesis of complex problems across a range of settings, enabling innovative solutions to enhance people's experience and improve outcomes.

HEE and the RCP London have been working on producing the advanced clinical practice in respiratory capability in practice document. We are aware this is in progress and will update this document once it has been published.

The NHS England Long Term Workforce Plan (June 2023) includes a commitment to expand advanced practice (5). The Plan supports the view that upskilling the workforce and offering additional opportunities for advanced and consultant practice will help with retaining staff, grow the number of clinical decision-makers and improve delivery of better care to patients.

Evidence to support career progression may vary but could include the following and should be reviewed during the annual appraisal:

- Evidence of ongoing portfolio of competence, reflective diary, peer accreditation/review
- Directly observed practice
- Performance review including 360 degree feedback
- Evidence of ongoing continued professional development by reflections and certificates
- Audit / Quality Improvement /research completed
- Record of publication, posters, presentations
- Production of protocols, business plans, policies, practise innovation and needs analysis
- Participation in committees and steering groups
- Teaching including:
 - Teaching programmes
 - Involvement with Higher Education Institutions
 - Mentorship programmes
 - Organising meetings
 - Study days
 - Conferences

A Governance Maturity Matrix has been developed by HEE to assist provider organisations to assess and improve advanced practice standards (6). The intention is that the Matrix supports discussion and constructive challenge. This is based around eight domains: governance, leadership, workforce, business cases, training, clinical, supervision, and CPD.

HEE and eLearning for Health has developed a toolkit for advanced practice (7). This online resource is a repository for information and resources for those in training, practitioners, employers and commissioners.

The Centre for Advancing Practice has published guidance for workplace supervision of advancing clinical practice (8). This document recognises that advanced practitioners come from a range of professional backgrounds and helps to support supervision across traditional professional boundaries.

Review

As this is a new document, it will be reviewed by members of the BTS WSDC, two years after publication.

References

1. Health Education England. Multi-professional framework for advanced practice in England (2017). Available here: <https://advanced-practice.hee.nhs.uk/our-work/credentials/>
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4. Health Education England. Definition of advanced practice. Available here: www.hee.nhs.uk/our-work/advanced-clinical-practice/what-advanced-clinical-practice
5. NHS England. NHS Long term Workforce Plan, June 2023. Available here: www.england.nhs.uk/long-read/nhs-long-term-workforce-plan-2/
6. NHS England. Governance Maturity Matrix – Governance of advanced practice. Available here: <https://advanced-practice.hee.nhs.uk/news-and-events/governance-of-advanced-practice-in-health-and-care-provider-organisations/>
7. Health Education England. E-learning for healthcare. Advanced practice toolkit. Available here: https://cs1.e-learningforhealthcare.org.uk/public/ACP/ACP_01_001/index.html#/
8. The Centre for Advancing Practice. Workplace supervision for Advanced Clinical Practice. An integrated multi-professional approach for practitioner development. Available here: www.hee.nhs.uk/sites/default/files/documents/Workplace%20Supervision%20for%20ACPs.pdf

ACP Year post MSc	Qualifications	Core Clinical Skills	Education	Leadership and management	Research
1	Registered healthcare professional (NMC, HCPC) with completed MSc in Advanced Clinical Practice or Digital Badge from Centre for Advancing Practice.	Consolidate training and continue to build portfolio of evidence. Portfolio can be via e-portfolio or locally agreed format to ensure effective annual review.	Provide education to a wide range of multi-professional staff.	Act as role model for future ACPs. Undertake local leadership course. Participate in local audit and QI projects	Begin to develop awareness of local and national research projects.
2		Develop advanced respiratory clinical skills relevant to role that could include procedures such as thoracic ultrasound, non-invasive ventilation or pleural intervention. More information on thoracic ultrasound training and pleural nursing is available here: www.brit-thoracic.org.uk/workforce/training-in-respiratory-medical/respiratory-curriculum-and-related-resources/ www.brit-thoracic.org.uk/workforce/working-in-respiratory/the-professional-development-framework-for-adult-respiratory-nursing/ Develop area of subspecialty interest with participation in outpatient clinic.	Complete clinical supervision course applicable to advanced practice. Provide teaching and education to Trainee Advanced Clinical Practitioners (tACPs).	Undertake appraisals for tACPs. Lead an intervention as part of QI project.	Complete GCP training.

ACP Year post MSc	Qualifications	Core Clinical Skills	Education	Leadership and management	Research
3		<p>Progress to independence in advanced respiratory clinical skills.</p> <p>If pursuing pleural role aim for independent sign off by end of the year.</p>	<p>Supporting supervision for (tACPs).</p> <p>Provide ward based education specific training for the wider Multi Disciplinary Team (MDT).</p>	<p>Participate in local guideline and policy development.</p> <p>Consider undertaking clinical leadership course ie Rosalind Franklin Programme or Foundations in System Leadership, for example:</p> <p>https://www.leadershipacademy.nhs.uk/programmes/rosalind-franklin-programme/ https://www.leadershipacademy.nhs.uk/programmes/systems-leadership/ https://www.leadershipacademy.nhs.uk/</p>	<p>Consider participating in local research projects for example recruiting to clinical trials. Start to consider work for publication.</p>
4		<p>Manage patients in an outpatient setting within area of subspecialist interest.</p>	<p>Lead on the development of educational resources.</p> <p>Acts as clinical supervisor for tACPs.</p> <p>Consider developing regional/national educational resources</p>	<p>Undertake appraisals for qACPs.</p> <p>Participate in national guideline and policy development.</p>	<p>Consider clinical academic career supported by undertaking pre-doctoral course.</p> <p>Consider submitting work for publication.</p>

ACP Year post MSc	Qualifications	Core Clinical Skills	Education	Leadership and Management	
5	Consider further respiratory specific qualification via higher education institution.	<p>Act as senior decision maker within scope of practice in the clinical area, with significant governance to support this role expansion.</p> <p>Act as a clinical role model for junior members of staff from all aspects of the MDT.</p>	Participate in strategies that improve patient education.	<p>Act as senior clinical ACP or Lead of specialty ACP team as opportunities arise. This should be associated with job planned time.</p> <p>Contribute to or lead development of new roles that could demonstrate local and national progression of advanced practice within the specialty.</p>	Consider PhD application if pursuing clinical academic career.

* It is recognised that there are advanced practitioners from other professional backgrounds who work in pleural services and reference here is made to the document rather than singling out a specific staff group.