

Transferable Role Template National Clinical Homecare

Advanced Clinical Practitioner

Career Framework Level – Advanced

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Introduction to the Template - Transferable Roles

This template is designed to enable a common understanding and communication of transferable roles.

A transferable role is a named cluster of competences and related activities that is applicable, relevant and replicable across different teams/organisations and geographic locations for clinical homecare teams, supporting greater workforce flexibility and consistency in care delivery.

All transferable roles will have common competences that are applicable for any role at the defined career framework level, plus core competences which are applicable to a specified role. The term ‘competences’ is used throughout the document. All competences are national occupational standards (NOS).

The template has a range of applications and may successfully be used by commissioners, managers, employers, current and aspiring employees.

It can be used to help define the learning and development needs for staff already working in these roles, as well as help signpost people who want to undertake a particular role to what is required to work successfully in the role defined.

Career Framework Levels and Competences

The Career Framework for National Clinical Homecare, which has five levels, provides a useful insight into what characteristics are required to work at each career framework level and gives examples of the knowledge and skills required, as well as ‘how’ an individual would need to behave and act in order to work at each level.

It is also a method of describing the level of autonomy and responsibility and the kind of decision making required by a role at that level. The level descriptor is intended to be relevant to any role within the health sector, both clinical and non-clinical roles.

The majority of competences utilised are National Occupational Standards (NOS), which have been developed by expert groups, have undergone a rigorous nationally determined process to achieve their status, and are approved for use by a panel within the UK NOS governance structure. Because of this they cannot be changed in terms of content or wording. They focus on what a person needs to be able to do, as well as what they must know and understand to work effectively. The NOS are not in themselves ‘levelled’. Some may be more appropriate to a specific level on the career framework; others will span all levels. They are all indicatively linked to the NHS Knowledge and Skills Framework. Each NOS is listed by its code and title; they are all underpinned by knowledge requirements and performance criteria.

The details behind the small number of clinical homecare service specific competences* are available from NCHA.

The competences in this template are divided into the following sections:

- **Common to the career framework level** –

  the common competences are intended to be relevant to any role in the health sector, whether it is clinical or not, and therefore are broad based

- **Core to the role** –

  the core competences represent the 'essential' elements of the role and are transferable between clinical homecare teams and/or organisations. It is not an exhaustive list, and is not intended to fully articulate roles at an individual level; rather it articulates the minimum expectation of the role and promotes greater transferability and consistency across teams and organisations

- **Facets** –

  some roles **could** have different facets, each made up of a group of NOS, relevant to different areas of practice

- **Locality Specific** –

  Additional NOS or other competencies/capabilities which are relevant to specific teams can be added 'locally' by individual employers here, however these would only be applicable in that specific circumstance.

Indicative Learning and Development

The learning and development section of the template gives an indication of the style (and possibly type) of learning relevant to the role. It is very much an indication and is not a comprehensive inventory of learning available.

Some people may wish to, or need to study whole qualifications - others will not. Some will need to participate in smaller 'bite sized' learning opportunities. Individuals can use the role profile - where appropriate with their line manager or potential employer - to identify what their learning needs are to be successful in a particular role and how they will achieve the required learning.

Definition of an Advanced Level Role

People working at this level combine advanced skills with research, education and leadership within their scope of practice.

They have a critical awareness of knowledge issues in the field and at the interface between different fields.

They are innovative and have a responsibility for developing and changing practice and/or services in a complex and unpredictable environment.

They demonstrate expertise in their scope of practice.

They work as part of the wider health and social care team and across traditional professional and/or organisational boundaries.

Role Profile

Named Role	**Advanced Clinical Practitioner (ACP)**
Area of Work	**Clinical Homecare**
Experience Required	• Registration with an appropriate U.K. health regulator (e.g., N.M.C, GPhC, H.C.P.C.) • MSc or equivalent training • Substantial experience as a clinician at senior level • Clear and demonstrable evidence of advanced, autonomous practice in the clinical management of patients • Evidence of delivering clinical teaching sessions • Collaboration in designing and delivering professional development programmes • Evidence of delivering high-quality shared care in service development • Evidence of effective multi-professional working • Operational staff management • Experience of inter-agency working • Evidence of developing clinical policies and practice • Evidence of strong teamwork to deliver positive change and service outcomes • Evidence of leading successful change management • Practical experience of facilitating change • Demonstrable experience of developing and implementing new systems and procedures • Experience of successfully developing and implementing projects • Experience of communicating effectively with patients/carers/practitioners • Experience of participating in audits • Knowledge and understanding of the wider healthcare system • Evidence of excellent communication skills, including verbal, non-verbal and written • Excellent interpersonal skills with professional credibility
Career Framework Level	**Advanced**

Scope of the Role

The ACP will practice autonomously, whilst being accountable and self-directed in line with the appropriate code of professional conduct. The ACP will have advanced communication skills in presenting with differential and un-differential diagnosis, decision-making and problem-solving skills for patients and work to improve outcomes. The ACP will examine, assess, diagnose and treat patients within the scope of their professional practice.

The ACP will:

- Provide clinical leadership and service support to teams and the wider organisation.
- Draw on a diverse range of knowledge in their decision-making to determine evidence-based therapeutic interventions, which will include prescribing medication where legally allowed and actively monitoring the effectiveness of therapeutic interventions
- Plan and manage complete episodes of care, working in partnership with others, delegating and referring as appropriate to optimise health outcomes and resource use, and provide direct support to patients and clients
- Work in partnership with patients and carers utilising appropriate models of care
- Seek to continually develop and innovate as new evidence emerges

Common Competences for all Advanced Level Roles:

Competences Required
Communicate effectively in a healthcare environment
Obtain valid consent or authorisation
Act within the limits of your competence and authority
Manage and organise your own time and activities
Support the effectiveness of teams

Liaise between primary, secondary and community teams

Promote effective communication and relationships with people who are troubled or distressed

Promote people's rights and encourage them to recognise their responsibilities

Promote equality of opportunity, diversity and inclusion in your organisation

Manage conflicts in work environment

Give presentations to groups

Synthesise new knowledge into the development of your own practice

Make use of supervision

Provide supervision to other individuals

Recruit, induct and retain employees into their roles

Support individuals to take their medication as prescribed

Perform hand hygiene to prevent the spread of infection

Understanding clinical homecare services*

Promote your organisation and its services to stakeholders

Monitor and solve customer service problems

Identify and evaluate opportunities for innovation and improvement

Lead the implementation of inter-agency services for addressing

health and wellbeing needs

Lead the development of inter-agency services for addressing health and wellbeing needs

Manage business processes

Implement and evaluate change

Receive, transmit, store and retrieve information

Manage and quality assure work in your team

Carry out and participate in quality audits

Support the safeguarding of individuals and others

Understanding Pharmacovigilance and Patient Safety Reporting in Clinical Homecare Services*

Understanding the importance of C&I reporting in Clinical Homecare Services*

Core Competences relevant to Role:

Competences Required
Identify individual learning and development
Develop and prepare resources for learning and development
Plan and deliver training
Assess learner achievement
Build and maintain relationships with learners to ensure a learner-centred approach
Assist learners to review their own progress and implement their development objectives
Provide clinical information to individuals
Prepare and dress for work in healthcare settings
Assess risks associated with health conditions
Assess an individual's health status
Implement a treatment plan
Administer medication to individuals
Establish, sustain and disengage from relationships with the families of individuals with specific health needs
Minimise the risk of spreading infection by cleaning, disinfecting and maintaining environments

Minimise the risk of exposure to blood and body fluids while providing care

Safely dispose of healthcare waste, including sharps to prevent the spread of infection

Contribute to the assessment of needs and the planning, evaluation and review of individualised programmes of care for individuals

Assess the need for intervention and present assessments of individuals' needs and related risks

Manage emergency situations

Obtain case history

Prescribe the use of equipment, medical devices and products within healthcare

Form a professional judgement of an individual's health condition

Establish a diagnosis of an individual's health condition

Receive and store medication and products

Evaluate the delivery of care plans to meet the needs of individuals

Advise on the health status and healthcare needs of individuals at a distant location using electronic communication media

Work in partnership with others to promote health and wellbeing and reduce risks within settings in a defined caseload

Prepare and coordinate operational plans and procedures

Manage a dispersed workforce to meet the needs and preferences of individuals at home

Improve the quality of health and healthcare interventions and services through audit and evaluation

Facets (if required):

Competences Required
Lone Worker
Manage the risks of violence and aggression to lone workers
Working with Children and Young People
Communicate with children and young people, and those involved in their care
Administer medication to babies and children
Implement care plans to meet the needs of children and young people
Establish, sustain and disengage from relationships with children and young people
Recognise and respond to possible harm or abuse of children and young people
Ensure systems and procedures for safeguarding children and young people are implemented
Point of Care Testing (cutaneous, blood, urine)
Perform first line calibration on clinical equipment to ensure that it is fit for use
Obtain and test specimens from individuals
Taking and Processing Blood Samples
Perform intravenous cannulation
Obtain venous blood samples
Carry out blood collection from fixed or central lines
Transport specimens/samples
Administration of SC Infusions
Deliver subcutaneous treatments using syringe drivers or infusion devices
Monitor infusions delivered subcutaneously by a syringe driver or infusion device

Discontinue infusions delivered subcutaneously and remove syringe driver or infusion device
Administration of IV Infusions
Perform intravenous cannulation
Carry out intravenous infusion

Locality Specific Competences:

In this space you can define additional competences which are essential for your local needs. If you intend to use NOS, then go to the Health Functional Map to begin your search for the competences

Competences Required
Quality induction
Service specific pharmacovigilance reporting
Make sure your own actions reduce risks to health and safety
Manual handling
Digital screens and equipment
Home workstation risk assessment
Use of vehicles on company business
Manage budgets
Develop response and recovery capabilities, arrangements and plans
Freedom to speak up
Prevent
Anti-bribery and corruption

Indicative Learning and Development

Transferable roles may be underpinned by a range of learning and development activities to ensure both competence and role confidence. The learning and development included within the template is by nature indicative. In some cases, it is endorsed by professional bodies and/or special interest groups and accredited by an awarding body.

Role template	Advanced Clinical Practitioner
Formal endorsed learning	First level nurse registration with relevant statutory regulator (e.g. Nursing and Midwifery Council) Master's degree in advanced clinical Practice Independent Prescribing registration (V300) Specialist training as required Education providers and those providing workplace-based supervision and learning opportunities must use this template to plan learning, teaching and assessment strategies to maximise the quality and integration of educational opportunities in academic and workplace settings. Individuals can develop their professional knowledge, skills and behaviours to achieve the competences set out in this template through engaging with a variety of learning and teaching activities and by critically reflecting on their own development and feedback from others.
Informal learning	Individuals engaging with this template need to have a scope of practice, role and practice environment that provides them with structured, supportive opportunities for relevant, safe and effective workplace-based supervision and learning that enables them to engage fully with the demands of both the competences set out in this template and those of advanced practice more broadly.
National Occupational Standards (competences) used	Learning opportunities should be based on the above National Occupational Standards.
Credits (including framework used)	Wherever possible learning should be credit rated to enable transferability and progression and should be at Master's level and aligned to NHSE's Multi-professional Framework for Advanced Practice.
Accreditation	Wherever possible learning should be accredited by education providers, professional bodies or similar.
APEL and progression	Wherever possible learning should be transferable through APEL and should enable progression to other formal learning. Individuals should maintain a portfolio of evidence to demonstrate their achievement of the competences set out in this template. They should use

	their portfolio to gather evidence on their progress, assessments and appraisals and their critical reflection on their learning and development. Practitioners' portfolios should do the following: Record their learning activities and feedback from others. Capture their own critical reflection on their learning progression. Articulate their critical engagement with, and use of, the evidence-base in their learning and practice.
Leading to registration or membership with:	Relevant Statutory Regulator and/or professional body, as appropriate.