

Transferable Role Template National Clinical Homecare

Advanced Clinical Practitioner

Career Framework Level – Advanced

October 2025

Contents

Contents	2
Introduction to the Template - Transferable Roles	3
Career Framework Levels and Competences.....	3
Indicative Learning and Development.....	4
Definition of an Advanced Level Role	5
Role Profile	6
Common Competences for all Advanced Level Roles	7
Core Competences relevant to Role:.....	9
Facets (if required)	10
Locality Specific Competences	10
Indicative Learning and Development.....	11

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 competences utilised are 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 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 manage clinical care/services at the highest level independently, from beginning to end, for example from when an individual presents through to the end of the episode, which may include admission, referral or discharge or care at home.

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	<ul style="list-style-type: none"> • 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 policies and practice • Evidence of strong teamwork to deliver positive change and service outcomes • Evidence of leading successful change management
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 Synthesise new knowledge into the development of your own practice Develop and maintain your professional connections

Monitor your own work practices

Develop your practice through reflection and learning

Take responsibility for the continuing development of yourself and others

Perform hand hygiene to prevent the spread of infection

Make sure your own actions reduce risks to health and safety

Make sure your own actions contribute to a positive and safe working culture

Support the safeguarding of individuals

Identify and evaluate opportunities for innovation and improvement

Act within the limits of your competence and authority

Manage and organise your own time and activities

Uphold the rights of individuals

Promote the rights and diversity of individuals

Comply with legal requirements for maintaining confidentiality in healthcare

Store and retrieve information using a filing system

Implement and evaluate change

Contribute to the effectiveness of teams

Develop and sustain working relationships with colleagues and stakeholders

Use digital communications

Core Competences relevant to Role:

Competences Required
<u>Assess an individual's health status</u>
<u>Obtain case history</u>
<u>Interpret the findings of healthcare investigations</u>
<u>Establish a diagnosis of an individual's health condition</u>
<u>Prioritise individuals for treatment and care</u>
<u>Co-ordinate, monitor and review service responses to meet individuals' needs and circumstances</u>
<u>Evaluate the delivery of care plans to meet the needs of individuals</u>
<u>Prescribe medication for individuals with a long-term condition</u>
<u>Prescribe the use of equipment, medical devices and products within healthcare</u>
<u>Discharge and transfer individuals from a service or your care</u>
<u>Develop and sustain collaborative relationships with departments and other organisations</u>
<u>Work with others to facilitate the transfer of individuals between agencies and services</u>
<u>Manage conflicts in work environment</u>
<u>Manage lone workers</u>

Facets (if required):

Competences Required

For ACP roles with management responsibilities:

[Manage and quality assure work in your team](#)

[Provide leadership to your team](#)

[Manage a dispersed workforce to meet the needs and preferences of individuals at home](#)

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

-
-
-
-

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	<p>First level nurse registration with relevant statutory regulator (e.g. Nursing and Midwifery Council)</p> <p>Master's degree in advanced clinical Practice</p> <p>Independent Prescribing registration (V300)</p> <p>Specialist training as required</p> <p>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.</p> <p>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.</p>
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	<p>Wherever possible learning should be transferable through APEL and should enable progression to other formal learning.</p> <p>Individuals should maintain a portfolio of evidence to demonstrate their achievement of the competences set out in this template. They should use</p>

	<p>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:</p> <ul style="list-style-type: none"> • 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.