



AHP Advanced Practice Education
and Development Framework
(Musculoskeletal) ● ● ●



- **This framework has been developed by NES AHP Advanced Practice Musculoskeletal Short-Life Working Group under the guidance of Dr Cathy Bulley, Senior Lecturer, Queen Margaret University, Edinburgh.**

The page features several decorative circles in shades of green and orange. A large light green circle is in the top left, containing the word 'Contents'. A smaller orange circle is to its right. In the bottom right, there is a large orange semi-circle and a smaller green circle. The background is white.

Contents

● Foreword

The increasing demand for musculoskeletal services has required the National Health Service (NHS) to re-evaluate how it uses its staff and to develop a more flexible use of its workforce. In modern healthcare, skills are no longer unique to one professional group and there is a growing blurring of professional boundaries. The National Delivery Plan for AHPs (2012) outlines the pivotal role Allied Health Professionals (AHPs) have in contributing to service redesign and the achievement of performance targets. This is particularly evident where AHP advanced practice has become integral to the development of sustainable and affordable multidisciplinary teams, with tasks and responsibilities shifting between professions and non-medical leadership of pathways of care emerging.

The socioeconomic impact of musculoskeletal conditions is considerable. Allied Health Professionals are in a unique position to understand all aspects of the musculoskeletal care pathway and the person experience of services provided. In order that advanced AHP practitioners can maximise their potential it is essential that they have the knowledge, skills and attributes to inspire innovation and embrace new ways of working. We therefore very much welcome this document and supporting tools. It is an excellent resource and provides:

- A resource for clinicians currently undertaking advanced practice roles who wish to develop and enhance their knowledge and skills.
- A range of competencies for advanced musculoskeletal clinicians to facilitate the integration of clinical, leadership, teaching and research attributes.
- A directory of learning opportunities and activities to support the Knowledge and Skills Framework.
- Progression from the Senior AHP Education and Development Framework and a resource for clinicians considering progression towards AHP advanced practice roles.
- Guidance for leaders and managers wishing to establish AHP advanced practice roles and to aid the future development of job specifications.
- Direction for Higher Education Institutions (HEIs) looking to develop courses and training to support clinicians undertaking AHP advanced practice roles.

We view this framework as an important milestone in the evolution of AHP musculoskeletal services and it will further enhance the service AHPs provide for service users.

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● Introduction

This education and development framework was developed by NHS Education for Scotland (NES) in partnership with representatives from the Allied Health Professions (AHP) Directors and Leads Scotland Group (ADSG) and the NES AHP MSK Short-Life Working Group.

Development of the framework was a recommendation which came out from a preliminary scoping exercise of AHP Advanced Practice (AP) in the delivery of musculoskeletal services undertaken by NES in 2009. This was undertaken to identify the roles being undertaken by Advanced Practitioners working in MSK services, support and preparation for the role and current and future learning and development needs.

Data was gathered from AHP directors/leads clinicians working solely in MSK services in extended, advanced practice and consultant roles. Data was collected by questionnaires and telephone interviews.

The results from the scoping exercise identified there was little consistency in:

- The titles given to AHPs working at AP levels
- The roles and responsibilities undertaken by AHPs

- The preparation and support given to undertake or to prepare to take on an AP role

Results of the initial scoping also suggested variations in practice across and within professions and a range of different levels of guidance to practitioners undertaking the role. Some professions referred to guidance given from their Professional Bodies whilst others were uncertain with little guidance being available.

Although the results of the scoping exercise identified support and education and training available to support AP roles this tended to have a strong focus on the clinical pillar of practice. Practitioners highlighted that it was more difficult to access support to develop knowledge and skills in the other pillars of practice – facilitating learning, leadership and research. There appeared to be no consistency in the guidance given for preparation and career planning to undertake the AP role. Commonly there was an opportunistic and ad hoc informal workbased learning approach to education and development. This approach tended to rely on locally delivered training by medical consultants and shadowing rather than on a formalised systematic approach resulting in wide variations in the preparation and development of APs across NHS Boards and professional groups.

● Introduction

This framework aims to address the key issues highlighted in the scoping exercise and identifies the skills and capabilities expected of AHPs working in AP roles within MSK services for each of the four pillars of practice.

Who is this framework for?

This framework is written to support the following AHPs involved in delivery of MSK Services

- Occupational Therapists
- Physiotherapists
- Podiatrists
- Orthotists/Prosthetists
- Radiographers

In addition it will inform and guide managers in both supporting existing APs and in succession planning by providing useful guidance to assist in developing PDPs and when making a case for the provision of educational opportunities for staff. The Framework will also inform the strategic development of learning and development opportunities by different education providers e.g. Higher Education Institutions (HEIs).

● Background and context

In recent years the practice of Allied Health Professionals (AHPs) has developed and expanded dramatically (National Leadership and Innovation Agency for Healthcare, 2010). This has been particularly evident in the Musculoskeletal (MSK) field, as practitioners have acquired knowledge and skills beyond those initially considered to be core practice for the professions concerned (Rutter, in Syme, 2009).

One of the key drivers for expanding the scope of practice of AHPs in Scotland has been the need to improve access to services, reduce waiting times and improve the patient journey and in so doing enhance patient and carer experience.

The Scottish Government outlines in 'Better Health, Better Care' (2007) their vision to improve and develop NHS Scotland highlighting the need to provide high quality, safe and effective patient-centred care and introduced a new national waiting time guarantees.

In February 2008, the Scottish Government published a National Plan outlining a programme designed to deliver an 18 Week Referral to Treatment (RTT) Standard by December 2011 (Scottish Government 2008).

The plan focuses on improving patient experiences and the efficiency of MSK services through redesign of the entire system, and thereby the

pathway from point of initial contact, to return to work or purposeful activity (Scottish Government, Health Works, 2009). It also highlights that an integrated approach to service redesign and workforce planning will be required in order to achieve, maintain and improve the 18 Week RTT. Service improvement and redesign have provided opportunities for AHPs to develop new and expanded roles.

A more integrated approach has the potential to address the cost of unnecessary appointments and superfluous steps in the patient journey that may impact negatively on overall clinical outcomes, such as delays in care.

Many AHPs in Scotland piloted and contributed to the evidence base highlighting the potential benefits of access to a self referral pathway for MSK patients (Holdsworth et al., 2006; 2007; 2008).

There are many instances in which AHPs have been pivotal to service redesign and the achievement of performance targets. This is particularly evident where AHP advanced practice has become integral to the development of sustainable and affordable multidisciplinary teams, with tasks shifting between professions and non-medical leadership of pathways of care emerging. Examples include AHP-led musculoskeletal services. (The National Delivery Plan, Scottish Government 2012).

● How do we define advanced practice?

In many redesigned MSK pathways AHPs are the initial point of access for patients with referral onto diagnostic services and secondary care as required. Leadership and management of these services underline the need for AHPs working in AP roles to have or be working towards advanced knowledge and skills in the 4 pillars of practice – clinical skills, leadership, facilitating learning and research and evaluation.

Shapiro (2009) highlighted that the AP role is most often clinical in focus and by making AHPs the first point of contact it seeks to release medical staff to manage and treat highly complex cases. By maximising the potential of the whole team local services can be developed which respond to needs in a more client-centred way.

As services strive to improve to meet local need AHPs have extended their role from activities once considered core to advanced or extended roles. However Miller et al (2009) highlighted the development of capabilities required by those working in innovative roles were predominately self initiated and self funded with no national consistency to role development. These results which were mirrored a year later by the NES scoping of AHPs in AP roles in MSK services in Scotland.

Currently defining the roles and responsibilities of an AP and what they can do is heavily influenced by a number of factors including settings, the level of acceptance by medical staff and other colleagues and the guidance and acknowledgement given by employers, organisations and Professional Bodies (Shapiro, 2009).

Miller et al (2009) advocates to take on this role APs require to demonstrate high level of capabilities to be safe and effective and enable services and teams to optimise the quality of service provision and enhance the experiences of patients and carers.

Both Miller et al (2009) and Shapiro (2009) emphasise in the development of the AP roles it is essential to ensure that:

- The responsibilities and aims of the role are clear within and across the organisation
- There is adequate support for the role from management and from colleagues

Not only is it important that existing APs receive support to maximise their capabilities to reach an appropriate level but support and development opportunities are given to APs of the future to support and enhance succession planning.

● How do we define advanced practice?

Definition

The definition of Advanced Practice by Skills for Health (2009) was adapted for use in the context of AHP Musculoskeletal Services. In the past these roles have also been known as Extended Scope Practitioners (ESP) and Specialists.

“Advanced practitioners are experienced professionals who have developed their skills and theoretical knowledge to a very high level which is supported by evidence. They perform a highly complex role and continually develop practice within Musculoskeletal Services.”

Advanced Practitioners will work at level 7 on The Career Framework for Health.

What is the Career Framework for Health?

The Career Framework for Health (appendix 1) is a 9-level framework to support workforce development and career planning (Skills for Health, 2006 and Scottish Government 2009). Roles are grouped according to their level of complexity and responsibility in practice and the level of experience and learning required to carry them out. Each level is clearly labelled, from ‘Support Worker’ through various levels of practitioners, to ‘Senior Staff’. It provides a useful visual tool to help individuals plan their career paths more easily. By grouping jobs within a career ladder, the framework shows how

different jobs build on one another to allow progression up and across that ladder.

Level of practice expected of an AP

Advanced practice should be viewed as a ‘level of practice’ rather than a specific role and it is not exclusively characterised by the clinical domain but includes those working in research, education and management/ leadership roles. (NHS Education for Scotland, 2008).

It should be noted that advanced practitioners may be viewed as specialists or generalists.

Level of learning expected of an AP

The threshold level of learning expected for Advanced Practitioners is level 11 (Masters) on the Scottish Credit and Qualifications Framework (2009).

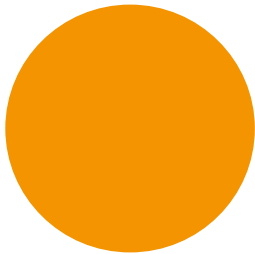
Development of relevant capabilities is likely to take place through informal and formal learning, and therefore evidence of the high standard achieved may be approved e.g. through University accreditation of modular studies or may require justification for example, within a portfolio.

● What are the benefits of this framework

Development of this Education and Development Framework will promote a more consistent approach to the development of current and future APs. It aims to help address the support, educational and development issues and some of the key challenges in implementing the AP role raised in recent studies (Miller et al 2009 and Shapiro 2009) and which were reflected in the NES Scoping Exercise (2010). It aims to provide national guidance to enable APs to meet the **levels of practice** and **levels of learning** expected of an Advanced Practitioner working at Level 7 as defined in The Career Framework for Health (2009). The Education and Development Framework aims to ensure that AHPs and managers are able to plan staff development activities to ensure the workforce is ready to maximise opportunities which support service redesign at national and local levels.

It will:

- provide appropriate guidance for AHPs currently working at advanced practice level and those aspiring to this role
- help AHPs identify their learning needs and guide them in accessing appropriate and relevant learning opportunities to develop their role within the service and support their evidence gathering for HPC and PDP's. Guidance on relevant educational solutions to meet the development needs within the four pillars of practice are shown in Appendix 2.
- be useful for managers and organisations to inform them of their staffs' development needs and succession planning to enable their future workforce to be fit for purpose



● Structure of the Education and Development Framework

This framework provides a robust structure for articulating the capabilities expected of existing AHP Advanced Practitioners in MSK and provides a structure for career progression to become an advanced practitioner, across the four pillars of practice. It can be used by APs to map and evidence their existing capabilities and identify development needs.

Therefore, as well as enabling and supporting change in capabilities to reflect the evolving role of the AP, it is envisaged the framework will also support practitioners, managers and workforce planners prepare staff for and respond to service redesign.

What do we mean by capability?

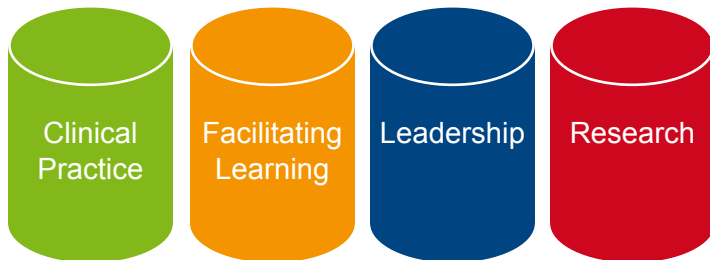
The term 'capability' is defined as: "an integration of knowledge, skills, personal qualities and understanding used appropriately and effectively – not just in familiar and highly focused specialist contexts, but in response to new and changing circumstances" (Stephenson, 1998, p.2).

Capability describes the extent to which an individual can apply, adapt and synthesise new knowledge from experience and continue to improve performance (Fraser & Grenhalgh, 2001).

- **The four pillars of practice and ‘integration of capabilities’**

The Framework for Advanced Midwifery and Allied Health Professional Practice in Wales (National leadership and Innovation Agency for Healthcare,2010) which was adapted from Supporting the Development of Advanced Practice – A Toolkit Approach (NES, 2008) describes the capabilities associated with Advanced Nursing Practice presented under four over-arching themes that articulate advanced practice and reflect the different spheres of advanced practice, defined within this document as four pillars of practice., (see Figure 1). Three of these are likely to have similar characteristics for AHPs who work at an advanced level in different services and professions: Facilitating Learning, Leadership and Research, and therefore are transferable across all scopes of practice.

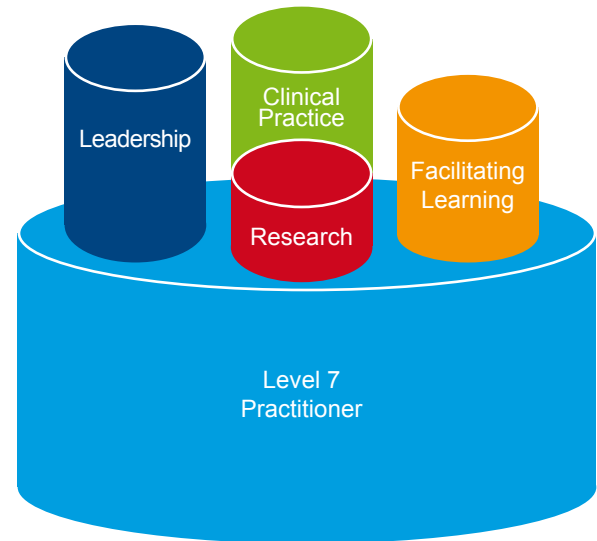
Figure 1. Illustration of the ‘four pillars of practice’



(Adapted from: National Leadership and Innovation Agency for Healthcare, 2010)

It is expected that an Advanced Practitioner would be working towards demonstrating capabilities within each of these pillars of practice on entry to the role. However, each role differs and is likely to be locally defined. Differences are likely both between professions and within professions – in relation to the balance of requirements within each of the pillars of practice.

Figure 2. Illustration of the potential for the balance of each ‘pillar of practice’ to vary within different roles



(Adapted from: National Leadership and Innovation Agency for Healthcare, 2010)

● The four pillars of practice and ‘integration of capabilities’

It is important for each individual Advanced Practitioner to analyse their role within all pillars of practice when identifying development needs. This will enable them to prioritise their CPD requirements. An AHP Advanced Practice Musculoskeletal Development Needs Analysis Tool (DNAT) has been developed to support this process: <http://www.ahpadvancedpractice.nes.scot.nhs.uk/framework/dnat.aspx>

Some capabilities are relatively specific to a single pillar of practice; for example, within the ‘research pillar of practice’ you can find guidance in relation to specific capabilities such as locating, critically analysing and synthesising clinical evidence, and reaching conclusions about impacts on practice. However, there are roles that an Advanced Practitioner may perform that integrate capabilities from different pillars, such as facilitating evidence based practice, acting as an advisor and managing information.

For example **Facilitating Evidence Based Practice** is not solely linked to one’s clinical role. The AP is expected to use robust evidence to support their role in facilitating learning with students and other members of the healthcare team, in their approach to leadership and management and in underpinning their role in audit, research and evaluation of practice.

Acting as an Adviser overarches all 4 pillars of practice. In one’s clinical role the AP will act as an adviser to patients, staff and other colleagues. These advisory skills may be equally evident when advising on curriculum development for example for under or postgraduate programmes in HEIs in one’s role in facilitating learning. Providing guidance on developments to support local redesign or contributing to national developments for Professional Bodies are other examples of how acting as an advisor may support the AP’s leadership role.

Managing information also spans all 4 pillars of practice as APs will be using clinical data to inform their decision making process. Data and evidence will also be used to evaluate the impact of practice on patient outcomes or to assess the effectiveness of service delivery. Equally APs will be managing information to appraise and assess members of their team and students on placement and therefore used to support their leadership and facilitating learning pillars.

This is illustrated in Figure 3. Therefore, each pillar of practice is described first with relevant guidance (1-4) followed by guidance of integrated capabilities (5).

● The four pillars of practice and ‘integration of capabilities’

Figure 3. Illustration of integrated capabilities that overarch the four ‘pillars of practice’



An example of how advanced practitioners will be using their knowledge and skills across the four pillars of practice is in the implementation of the Healthcare Quality Strategy (Scottish Government, 2010).

The quality strategy is built around the criteria which the people of Scotland identified as their key priorities

- Caring and compassionate health services
- Collaborating with patients and everyone working for and with NHSScotland
- Providing a clean and safe environment
- Continuity of care
- Clinical excellence

There are three explicit quality ambitions that will increasingly underpin all activity in NHS Scotland:

1. **Person-centred:** “Mutually beneficial partnerships between patients, their families and those delivering health care service, which respect individual needs and values and which demonstrate compassion, continuity, clear communication and shared decision-making.”
2. **Safe:** “There will be no avoidable injury or harm to people from the healthcare they receive, and an appropriate clean and safe environment will be provided for the delivery of healthcare services at all times.”
3. **Effective:** “The most appropriate treatments, interventions, support and services will be provided at the right time to everyone who will benefit, and wasteful or harmful variation will be eradicated”.

(Scottish Government 2010)

The strategy specifies that these Quality Ambitions will provide the focus of all activity to support the aim of delivering healthcare of the highest quality to the people of Scotland.

● Development of the framework

A large amount of international work, as highlighted within the bibliography, has already been conducted in relation to Advanced Practice and in particular with reference to the different pillars of practice. It was important to consider this evidence and any further frameworks that are already in existence.

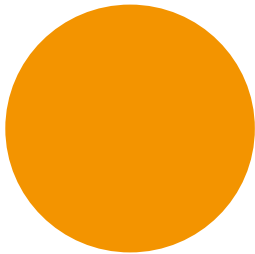
Making reference to the process used in the development of international specialist competencies and standards in sports physiotherapy, as outlined in Bulley and Donaghy (2008), Appendix 3, the framework was developed.

The Education and Development Framework aims to facilitate Advanced Practitioners from different AHP professions in developing relevant capabilities, therefore does require some delineation of capabilities that are core to each profession, as in specific aspects of Advanced Practice, capabilities

are highly profession-specific, for example, clinical management strategies and these will be highlighted where relevant. However the majority in particular within the leadership, facilitation of learning and research are generic, and can be used to underpin Advanced Practice across all AHP settings and professions.

It is important to note that the boundaries of Advanced Practice are continually developing; therefore the capabilities involved, and relevant learning and development opportunities, will require regular updates.

N.B. When reading the guidance points, it is important to remember the aim of this document is to provide guidance for AHP clinicians who currently work at advanced practice level or aspire to become Advanced Practitioners, enabling them to search for appropriate learning opportunities.



Guidance regarding capabilities

● Guidance Regarding Capabilities

Pillar of Practice: 1 - Clinical Practice

Guidance in relation to Advanced Practice in MSK

Generic guidance points

The Advanced Practitioner is able to / is further developing their abilities to:

Communicate effectively to a high level:

- 1.1 use different methods and models of communication to optimise interactions in complex situations, for example, where individuals have varied psychosocial needs, mental health problems, or long-term conditions and when working with service users and professionals across health and social care.
- 1.2 demonstrate effective communication with other members of the multidisciplinary team, with full awareness of their roles and scope of practice
- 1.3 ensure that the defined duty of care is honoured during changing responsibilities within the context of multidisciplinary care, by:
 - maintaining effective lines of communication,
 - developing common understanding of professional boundaries,
 - developing processes for appropriate disclosure of information, and
 - conducting relevant risk assessment and subsequent management.

Collect information:

- 1.4 conduct complex assessments of clinical status and use other relevant assessments to enable complex differential diagnosis and to explore the impact of the condition on an individual's general health, mental well-being, employment status and functional and meaningful activities including physical activity.
- 1.5 request relevant investigations within the scope of their practice and where they are the most appropriate person to make the request in the specific clinical context – requiring:
 - advanced knowledge of the role of investigations in facilitating a diagnosis,
 - the limitations of the information generated by the investigation, including sensitivity and specificity of tests involved, and
 - knowledge of the legislation, indications and contraindication of the investigation.
- 1.6 make use of appropriate measurements to enable monitoring of progress, with critical knowledge of the range of possible outcome measurements, their utility, development, validity, and reliability, and methods for analysing the results

Interpret information and come to appropriate clinical decisions:

- 1.7 clinically reason to a very high level, incorporating into decision-making:
 - expert knowledge of common and rare MSK conditions,
 - critical and analytical awareness of current evidence, theory, principles and systems,

● Guidance Regarding Capabilities

Pillar of Practice: 1 - Clinical Practice

Guidance in relation to Advanced Practice in MSK

- the ability to identify issues that are beyond their scope of practice and that require referral or consultation to or with another health care professional,
- identification of situations that require more and less urgent action, and
- critical reflection on clinical experiences.

Take appropriate action:

- 1.8 ensure complex decision making that meets user views and expectations and is practised within a legal, moral and ethical framework, ensuring respect and dignity of individuals.
- 1.9 undertake appropriate investigations and implement evidence-based treatment / management / rehabilitation strategies to a high level of capability and modify these to achieve optimal outcomes
- 1.10 identify the need for changes in pain management strategies and taking action and/or referring as appropriate
- 1.11 prescribe, supply or administer medicines within their scope of practice and within legislation.

Promote health and well-being:

- 1.12 facilitate patients and carers to achieve optimal wellbeing by:
 - using knowledge of principles of, and strategies used in, health and physical activity promotion and self-management,
 - contributing to the design and implementation of strategies that facilitate groups or communities in optimising well being, including provision of information,
 - collaborating with multiple stakeholders and agencies in supporting people and communities to manage their health and well being, and
 - ensuring user / carer involvement in all aspects of the patient journey and service redesign.

Operate within scope of practice:

- 1.13 establish mechanisms that ensure all activities are within personal and professional scopes of practice in a context where the boundaries of advancing practice are changing, including:
 - maintaining current awareness regarding legal and professional frameworks, regulations and requirements, and
 - establishing or ensuring awareness of relevant protocols, guidelines, or thresholds for referral to specialists.

Mapping to the KSF Core Dimensions

C1 Communication, C4 Service Improvement, C5 Quality, G2 Development and Innovation, HWB1 Promotion of Health and Wellbeing, HWB2 Assessment and Care Planning

Guidance Regarding Capabilities

Relevant documents for the Advanced Practitioner

Professional scope of practice documents:

Chiropodists and Podiatrists

- The Society of Chiropodists and Podiatrists: Scope of Practice for Podiatrists. Available at: <http://www.feetforlife.org/careers/scope-of-podiatry/?locale=en>
- The Society of Chiropodists and Podiatrists: Protocol for Processing Extended Scope Practice Enquiries. Available at: <http://www.feetforlife.org/search/?q=scope+of+practice>

Occupational Therapists

- College of Occupational Therapists (2009) COT / BAOT Briefings (14): Extended Scope of Practice. London: COT
- College of Occupational Therapy (2010) Code of Ethics and Professional Conduct. Revised Edition 2010. Available at: <http://www.cot.co.uk/sites/default/files/general/public/code-of-ethics-2010.pdf>

Physiotherapists

- Chartered Society of Physiotherapy (2008) Scope of practice of physiotherapy. Available at: <http://www.csp.org.uk/publications/scope-practice-physiotherapy>
- Chartered Society of Physiotherapy (2010) Medicines, Prescribing and Physiotherapy (2nd Edition) Information Paper PD019. Available at: <http://www.csp.org.uk/publications/medicines-prescribing-physiotherapy-2nd-edition>

Prosthetists and Orthotists

- British Association of Prosthetists and Orthotists (2010) Scope of Practice for Prothetists / Orthotists. Available at: www.bapo.com

Radiographers

- The Society of Radiographers (2007) Scope of Professional Practice. Available at: <http://doc-lib.sor.org/code-conduct-and-ethics/1-scope-professional-practice>
- The Society of Radiography (2008) Learning and Development Framework for Clinical Imaging and Oncology 1st Edition 2008. Available at: <http://doc-lib.sor.org/learning-and-development-framework-clinical-imaging-and-oncology/chapter-one#top>

Other relevant documents:

- Department of Health (2006) The Musculoskeletal Services Framework. A joint responsibility: doing it differently. Available at: http://www.susanoliver.com/pdf/MSF_Final.pdf
- Scottish Government Health Directorates (2011) Joint effects 2011, An update of the involvement of Allied health professionals in orthopaedic and musculoskeletal services in Scotland.
- Brocklesby, S. and Wooles, C. (2009) Cost comparison: orthoses – an audit. Podiatry Now June 2009.

● Guidance Regarding Capabilities

Pillar of Practice: 2 - Facilitating Learning

Guidance in relation to Advanced Practice in MSK

Generic guidance points

The Advanced Practitioner is able to / is further developing their abilities to:

Learning Environment

2.1 promote the culture of a learning organisation which values learning and provides a positive learning environment, incorporating principles of inter-professional learning, effective work-based learning and contribution to development of a supportive infrastructure for all staff and students within all departments/teams.

Facilitation of Learning

2.2 be responsible and accountable for developing/maintaining skills and knowledge as a facilitator of learning.

2.3 use their expertise to contribute to the design, development, delivery and assessment of:

- formal learning* within their profession, including involvement in the development of relevant programmes within Higher Education Institutions
- E-learning
- informal learning* (e.g. critical companionship*, mentoring, coaching, student supervision including adaptive placements)

* see *Definitions, page 20*

2.4 facilitate selection of appropriate learning strategies that are appropriate for their own learning or that of an individual and/or group, enabling progression (making use of principles of learning and teaching)

2.5 enable all staff and students to apply learning from different contexts and sources (e.g. clinical practice and academic learning)

2.6 use advanced written and oral communication skills to educate others on best practice in local, national and international settings to positively influence changes in practice

2.7 justify and ensure access to essential resources (e.g. facilitators' time and experience, learner time and learning materials) to support work-based learning opportunities

Quality Assurance

2.8 develop mechanisms to assure and improve quality of educational opportunities within the work environment

2.9 create opportunities to evaluate the effectiveness of learning to enhance future educational development.

Service Improvement

2.10 facilitate the learning of service users and carers in relation to optimising their own wellbeing

2.11 contribute constructively and confidently to consultation processes that aim to improve services, strategies and guidelines, and appropriately target research activities

2.12 facilitate the application of learning into practice and evaluate impact.

● Guidance Regarding Capabilities

Pillar of Practice: 2 - Facilitating Learning

Guidance in relation to Advanced Practice in MSK

Definitions:

- 'Formal learning' is defined by the SCQF (2009 p7) as taking place “within the context of programmes delivered by learning and training providers; it is assessed and leads to recognised qualifications.”
- 'Informal learning' is defined by the SCQF (2009 p7) as “ experiential learning and takes place through life and work experiences. It is often unintentional learning. The learner may not recognise at the time of the experience that it contributed to the development of their skills and knowledge. This recognition may only happen retrospectively through the RPL process, unless the experiences take place as part of a planned experiential or work-based learning programme.”
- 'Critical companionship' is defined by Titchen (2003) as “a helping relationship in which an experienced facilitator accompanies another on an experiential learning journey, using methods of 'high challenge' and 'high support' in a trusting relationship”

Mapping to the KSF Core Dimensions

C1 Communication, C2 Personal and People Development, C4 Service Improvement, C5 Quality, G1 Learning and Development, G2 Development and Innovation

Relevant documents for the Advanced Practitioner

- NHS Education for Scotland (2008) Generic Guiding Principles for those supporting learning in the workplace. <http://www.hcswtoolkit.nes.scot.nhs.uk/media/1229480/generic-guiding-principles-for-supporting-learning-in-workplace.pdf>
- NHS Education for Scotland, Testing for the Best in Educational Development. <http://www.test4best.scot.nhs.uk/>
- NHS Education for Scotland (2008) Quality Standards for Practice Placements. http://www.nes.scot.nhs.uk/media/323817/qspp_leaflet_2008.pdf

● Guidance Regarding Capabilities

Pillar of Practice: 3 - Leadership

Guidance in relation to Advanced Practice in MSK

Generic guidance points:

With reference to the:

- Model for Leadership and Development across NHS Scotland (MLD; NHS Scotland, 2009) and
- Leadership Qualities Framework (LQF: NHS Institute for Innovation and Improvement, 2010)

The Advanced Practitioner is able to / further developing their leadership abilities to support themselves, their team and organisation to:

Self

- 3.1 be aware of their personal qualities and how these relate to their ability to shape current and future services even when challenged.
- 3.2 be a positive role model through provision of strong and effective leadership across professional and organisational teams and boundaries at local and national level
- 3.3 understand the principles of emotional intelligence and apply at a high level to build relationships and facilitate effective change management skills
- 3.4 demonstrate personal integrity within all situations
- 3.5 be politically and strategically astute
- 3.6 motivate themselves and others to take action to shape future services around the needs of patients
- 3.7 lead projects that fulfil strategic planning and service objectives, making use of excellent time, people-influencing negotiating skills and management skills

Team

- 3.8 create a supportive ethos to empower teams to achieve agreed targets, with mutual accountability and contribute to the development of flexible and responsive services
- 3.9 manage team members in the distribution and performance of roles and responsibilities, ensuring compliance with professional standards, legislation and policy and optimising job satisfaction as much as possible
- 3.10 enhance team confidence, capability, dynamics and effectiveness to achieve better services for users
- 3.11 provide coaching and mentoring to team

Organisation

- 3.12 lead innovation and service improvement to deliver person-centered safe and effective care.
- 3.13 effectively manage risk, resources and processes that fall within their remit, ensuring optimal efficiency and efficacy of use

● Guidance Regarding Capabilities

Pillar of Practice: 3 - Leadership

Guidance in relation to Advanced Practice in MSK

- 3.14 develop networks, including service users and carers, that provide opportunities to learn about and influence future developments
- 3.15 collaborate with a wide range of internal and external stakeholders

Mapping to the KSF Core Dimensions

C2 Personal and People Development, C4 Service Improvement, C5 Quality, G1 Learning and Development, G2 Development and Innovation, G6 People Management

Relevant documents for the Advanced Practitioner

- NHSScotland (2009) Delivering Quality through Leadership: NHSScotland Leadership Development Strategy. Edinburgh: Scottish Government.
- NHS Institute for Innovation and Improvement (2010) NHS Leadership Qualities Framework. Available online: <http://www.leadershipqualitiesframework.institute.nhs.uk/>
- Tarplet, P., OPM Learning Programmes -Leadership: Current Thinking and how it is Developed:
- Williams, S., NHS Leadership Centre: Evidence of the contribution leadership development for professional groups makes in driving their organisations forward.,
- Dawes, D., Handscomb, A., The European Nursing Leadership Foundation (2005) A literature review on team leadership,
- Alino- Metcalfe, B., (2006) Leadership 1: Leadership – Time for a New Direction?

● Guidance Regarding Capabilities

Pillar of Practice: 4 - Research

Guidance in relation to Advanced Practice in MSK

The Advanced Practitioner is able to / is further developing their abilities to:

- 4.1 lead and develop a culture of enquiry that promotes supports and encourages participation in evidence based practice, including research, service evaluation and audit
- 4.2 identify gaps in knowledge and formulate appropriate questions for clinical research, service evaluation or audit
- 4.3 demonstrate understanding of research, research proposals, service evaluation and audit designs and methods that are appropriate to help answer the questions identified
- 4.4 search for and locate current research evidence and clinical guidelines relating to relevant assessment and interventions strategies, and service delivery issues
- 4.5 critically evaluate and synthesise the evidence available and make appropriate judgements on implementation despite incomplete or paradoxical evidence
- 4.6 access appropriate support to enable analysis of information gathered and lead the team in the dissemination of results.
- 4.7 access appropriate support relating to governance issues, such as data protection and ethical review
- 4.8 demonstrate a clear understanding of information and research governance and is able to apply to local policies and practice

N.B. Some Advanced Practitioners will be required by nature of their post to undertake specific research relating to their area of expertise, which may require further development in this area. It may be useful to refer to an existing framework that relates to the development of research skills: Benchmarked EBP and Research Competencies Framework (Peters, 2010). This provides a 'skills escalator' for use by all NMAHP staff.

Mapping to the KSF

C1 Communication, C5 Quality: Health & Wellbeing, HWB1: 4 Information & Knowledge, IK1 Information Processing, IK2 Information Collection and Analysis, IK3 Knowledge and Information Resources

Relevant documents for the Advanced Practitioner

- NHS Education for Scotland (2011) National guidance for Clinical Academic Research Careers for Nursing Midwifery and Allied Health Professions http://www.nes.scot.nhs.uk/media/241642/nmahp_national_guidance_for_clinical_academic_research_careers__mar_2011.pdf
- Peters, A. NHS Lothian (2010) Benchmarked EBP and Research Competencies Framework. <http://www.hsr.u.ed.ac.uk/NMAHP.aspx>

● Guidance Regarding Capabilities

5 - Integrated Capabilities: Guidance Points

Guidance in relation to Advanced Practice in MSK

The following guidance points refer to roles that may be performed by the Advanced Practitioner that integrate capabilities from different pillars of practice:

When **facilitating evidence based practice** the Advanced Practitioner

- 5.1 contributes to the development of research evidence through encouraging and supporting the involvement of others in research / service evaluation / audit
- 5.2 leads the development of a culture of evidence based practice and facilitating learning by promoting development of core research-related knowledge and skills within teams
- 5.3 uses leadership abilities to facilitate the translation of research knowledge and outputs into clinical practice, including working in networks to standardise the integration of existing and new evidence into protocols, guidelines, care pathways, service design, strategies and policies
- 5.4 uses leadership abilities to promote the appropriate dissemination of existing and emerging evidence for aspects of practice (e.g. clinical guidelines)

When **acting as an advisor** the Advanced Practitioner is able to / is developing their abilities to:

- 5.5 act as a clinical resource to patients, carers, professionals within their own and other fields, and relevant stakeholders: providing information and guidance that uses their expertise and knowledge relating to conditions, investigations, interventions, services, resources, strategies and policies (e.g. in relation to vocational rehabilitation)
- 5.6 facilitate learning by acting as a resource to the designers of formal education programmes – providing information and guidance that uses their expertise and knowledge relating to conditions, investigations, interventions, services, resources, strategies and policies
- 5.7 use leadership skills to advise on the development of policies, strategies, services, outcomes and evidence.
- 5.8 act as a lead to promote the development of research activities by:
 - ensuring their relevance to patient care, through enabling the involvement of service users and clinicians
 - providing information and guidance that uses their expertise and knowledge relating to conditions, investigations, interventions, services, resources, strategies and policies

When **managing information**, the Advanced Practitioner is able to / is developing their abilities to:

- 5.9 effectively lead change in the mechanisms and purposes of information management in a way that incorporates use of advancing technologies to enable ongoing service improvement
- 5.10 implement and use systems that facilitate learning, clinical practice and research

Mapping to the KSF

C5 Quality, G1 Learning and Development, G1 Learning and Development, G7 Capacity and Capability

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Appendices

1 Career Framework for Health



● 2 Learning and Development Opportunities

Pillar of Practice: 1. Clinical Practice - learning and development opportunities			
Formal Education			
General			
Provider	Source	Title	Notes
Canterbury Christ Church	http://www.postgraduatesearch.com/ccanterbur-christ-church-university/52298410/postgraduate-course.htm	Musculoskeletal Ultrasound Masters level PgCert	For sports physicians, physiotherapists, podiatrists and rheumatologists; focuses on medical ultrasound, musculoskeletal ultrasound, clinical applications and management.
Glasgow Caledonian University	http://www.postgraduatesearch.com/glasgow-caledonian-university/52652982/postgraduate-course.htm	Health and Social Care MSc (Medical Ultrasound) Full Time (FT) or Part Time (PT)	Focuses on evidence based practice, personal and practice development.
Glasgow Caledonian University	http://www.gcu.ac.uk/study/internationalstudents/courses/health-and-social-care-diagnostic-imaging-ft-8643.php?loc=notuk	Health and Social Care MSc (Diagnostic Imaging) FT	For registered Radiographers or suitably qualified healthcare professionals. Focuses on evidence based practice, personal and practice development.
Glasgow Caledonian University	http://www.gcu.ac.uk/study/postgraduate/courses/health-and-social-care-falls-prevention-pt-8648.php?loc=uk	MSc Health & Social Care (Falls Prevention) PT	For practicing Occupational Therapists and other health care professionals.
Glasgow Caledonian University	http://www.gcu.ac.uk/study/postgraduate/courses/health-and-social-care-mri-magnetic-resonance-imaging-pt-8651.php?loc=uk	Magnetic Resonance Imaging Masters level PgCert PT	

● 2 Learning and Development Opportunities

Pillar of Practice: 1. Clinical Practice - learning and development opportunities			
Formal Education			
General			
Provider	Source	Title	Notes
Manchester Metropolitan University	http://www.hotcourses.com/uk-courses/Physiology-of-the-Musculoskeletal-System-Development-Ageing-Exercise-and-Disuse-MPhil-courses/page_pls_user_course_details/16180339/90904/w/52430472/page.htm	Magnetic Resonance Imaging Masters level PgCert PT	Research degree. Health Studies.
Staffordshire University	http://www.staffs.ac.uk/courses_and_study/courses/musculoskeletal-diagnosis-tcm4211900.jsp	MSc Musculoskeletal Diagnosis PgDip PgCert	Focuses on musculoskeletal pathology, diagnostic processes, imaging, critical appraisal and research awareness.
University College London, University Of London	http://www.ucl.ac.uk/orthopaedics/teaching/MSc.htm	MSc Musculoskeletal Science FT or PT	Multi-disciplinary, including AHPs, GPs, medical trainees; focus on musculoskeletal.
University Of Bradford	http://www.bradford.ac.uk/postgraduate/practicioners-with-a-special-interest/	Musculoskeletal Medicine with Rheumatology (Practitioners with a Special Interest) Masters level PgDip	For GPs, nurses; programmes focusing on competence based training
University of Dundee	http://www.dundee.ac.uk/postgraduate/courses/advanced_practice_clinical_governance_msc.htm	MSc Advanced Practice PgDip PgCert (Clinical Governance) FT or PT	Explores the context and development of the quality, patient safety and clinical governance agenda.

• 2 Learning and Development Opportunities

Pillar of Practice: 1. Clinical Practice - learning and development opportunities			
Formal Education			
General			
Provider	Source	Title	Notes
University of Dundee	http://www.dundee.ac.uk/postgraduate/courses/advanced_practice_clinical_assessment_msc.htm	MSc Advanced Practice PgDip PgCert (Clinical Assessment) FT or PT	For practitioners who are currently, or in the process of developing/ advancing their practice in independent systematic patient assessments and clinical examinations.
University of Dundee	http://www.dundee.ac.uk/postgraduate/courses/radiography_radiology_msc.htm	MSc Advanced Practice PgDip PgCert (Diagnostic Imaging) FT or PT	For radiologists, oncologists, doctors, nurses, physicists, radiographers (diagnostic and therapeutic) in the field of radiology and oncology services.
University of Dundee	http://www.dundee.ac.uk/postgraduate/courses/advanced_practice_medical_imaging_msc.htm	MSc Advanced Practice PgDip PgCert (Medical Imaging) FT or PT	Relevant to AHPs but designed for radiology and oncology personnel.
University of Liverpool	http://www.liv.ac.uk/health-sciences/continuing-professional-development/	Clinical skills and diagnostics 4 (adult musculoskeletal leg) Masters level 10 credits	Multi-professional CPD modules focusing on clinical examination of the lower limb musculoskeletal system, clinical reasoning and patient management.
University of Liverpool	http://www.liv.ac.uk/health-sciences/continuing-professional-development/	Diagnosis & Triage of Lower Limb Musculoskeletal Conditions Masters level 20 credits	Module: differential diagnosis and management of lower limb musculoskeletal conditions.

• 2 Learning and Development Opportunities

Pillar of Practice: 1. Clinical Practice - learning and development opportunities			
Formal Education			
General			
Provider	Source	Title	Notes
University of Liverpool	http://www.liv.ac.uk/health-sciences/continuing-professional-development/	Diagnosis and Triage of Spinal Musculoskeletal Conditions Masters level	Module: differential diagnosis and management of upper limb musculoskeletal conditions.
University of Liverpool	http://www.liv.ac.uk/health-sciences/continuing-professional-development/	Diagnosis and Triage of Spinal Musculoskeletal Conditions Masters level	Module: differential diagnosis and management of spinal musculoskeletal conditions.
University Of Oxford	http://www.ox.ac.uk/admissions/postgraduate_courses/course_guide/musculoskeletal_sci.html	MSc Musculoskeletal Sciences(Research project) MSc Musculoskeletal Sciences (PT)	Includes research relating to basic scientific investigation of disease causes and effects of treatment establishing a better understanding of physiological and pathological complication associated with the musculoskeletal systems.
University Of Warwick	http://www.postgraduatesearch.com/university-of-warwick/52340724/postgraduate-course.htm	Evidence-Based Musculoskeletal Care (External Fixation) Masters level Stand alone postgraduate module Module within MSc in Trauma and Orthopaedic Surgery Optional module MSc Health Studies	A 5-day taught module within the medical school followed by an assignment.

● 2 Learning and Development Opportunities

Pillar of Practice: 1. Clinical Practice - learning and development opportunities			
Formal Education			
General			
Provider	Source	Title	Notes
University Of Warwick	http://www.postgraduatesearch.com/university-of-warwick/52339630/postgraduate-course.htm	Evidence-Based Musculoskeletal Care (Intramedullary Nailing For Patients Sustaining Fractures) Stand alone postgraduate module Module within MSc in Trauma and Orthopaedic Surgery Optional module MSc Health Studies	A 5-day taught module within the medical school followed by an assignment.
University Of Warwick	http://www.postgraduatesearch.com/university-of-warwick/52340540/postgraduate-course.htm	Evidence-Based Musculoskeletal Care (Managing Back Pain) Stand alone postgraduate module Module within MSc in Trauma and Orthopaedic Surgery Optional module MSc Health Studies	A 5-day taught module within the medical school followed by an assignment.
University Of Warwick	http://www.postgraduatesearch.com/university-of-warwick/52340660/postgraduate-course.htm	Evidence-Based Musculoskeletal Care (Managing Lower Limb Pain) Stand alone postgraduate module Module within MSc in Trauma and Orthopaedic Surgery Optional module MSc Health Studies	A 5-day taught module within the medical school followed by an assignment.

● 2 Learning and Development Opportunities

Pillar of Practice: 1. Clinical Practice - learning and development opportunities			
Formal Education			
General			
Provider	Source	Title	Notes
University of the West of Scotland	http://www.uws.ac.uk/postgraduate/advanced_clinical_practice/	Advanced Clinical Practice PgCert - PT Masters level	Focuses on patient assessment, diagnostic decision making, clinical presentation and advanced interventions
Occupational Therapy			
Glasgow Caledonian University	http://www.gcu.ac.uk/study/postgraduate/courses/health-and-social-care-occupational-therapy-ft-8655.php?loc=uk	MSc Health & Social Care (Occupational Therapy) FT	For practicing occupational therapists and other healthcare professionals. Enables Continuing Professional Development.
Queen Margaret University	http://www.qmu.ac.uk/courses/PGCourse.cfm?c_id=192	MSc Occupational Therapy (Post Registration)	Enables focus on clinical interests, increasing knowledge, skills, critical thinking and leading to enhancement of overall practice.
University Of Cumbria	http://www.mastersportal.eu/students/browse/programme/11709/mscpgdpgc-advanced-practice-in-occupational-therapy.html	MSc Advanced Practice in Occupational Therapy PgDip PgCert FT or PT	Focus on scholarship and lifelong learning.

● 2 Learning and Development Opportunities

Pillar of Practice: 1. Clinical Practice - learning and development opportunities			
Formal Education			
Physiotherapy			
Provider	Source	Title	Notes
Glasgow Caledonian University	http://www.gcu.ac.uk/study/professionaldevelopment/courses/health-and-social-care-musculoskeletal-physiotherapy-pt-8654.php?loc=uk	MSc Health and Social Care (Musculoskeletal Physiotherapy) PgDip	A programme approved by the Manipulation Association of Chartered Physiotherapists (MACP); focuses on speciality of musculoskeletal practice.
Manchester Metropolitan University	http://www.mmu.ac.uk/study/postgraduate/taught/2012/9586/	MSc Musculoskeletal Physiotherapy FT or PT	Focuses on musculoskeletal, including chronic pain, orthopaedic medicine, musculoskeletal practice, neurological rehabilitation, neuromusculoskeletal management Most modules can be done as standalone CPD modules.
Queen Margaret University	http://www.qmu.ac.uk/courses/PGCourse.cfm?c_id=197	MSc Physiotherapy (Post Registration) FT	Enables development of clinical practice and clinical effectiveness
Sheffield Hallam University	http://www.shu.ac.uk/prospectus/course/272/	MSc Advancing Physiotherapy PgDip PgCert FT or PT	Flexible CPD for experienced specialised physiotherapists; includes musculoskeletal manual therapy
University of Brighton	http://courses.brighton.ac.uk/course.php?cnum=932	MSc Neuromusculoskeletal Physiotherapy PgDip PgCert FT or PT	For chartered physiotherapists Focuses on neuromusculoskeletal dysfunction, including examination, assessment and treatment, including manipulative physiotherapy.

● 2 Learning and Development Opportunities

Pillar of Practice: 1. Clinical Practice - learning and development opportunities			
Formal Education			
Physiotherapy			
Provider	Source	Title	Notes
University of Dundee	http://www.dundee.ac.uk/postgraduate/courses/physiotherapy_msc.htm	MSc Advanced Practice (Physiotherapeutic Practice) PgDip PgCert PT	For physiotherapists; advancement of academic and clinical skills; emphasis on clinical reasoning at advanced level. Core modules are suitable for other therapists working in musculoskeletal therapy and neurology.
Podiatry			
Glasgow Caledonian University	http://www.gcu.ac.uk/study/postgraduate/courses/theory-of-podiatric-surgery-f-t-9230.php?loc=uk	MSc Theory Of Podiatric Surgery FT	This course will provide podiatrists with a theoretical underpinning of podiatric surgery and the opportunity to specialise in surgery. The modular course is a collaborative initiative offered in partnership with both universities.
Queen Margaret University	http://www.qmu.ac.uk/courses/PGCourse.cfm?c_id=213	MSc Theory of Podiatric Surgery FT	This course will provide podiatrists with a theoretical underpinning of podiatric surgery and the opportunity to specialise in surgery. The modular course is a collaborative initiative offered in partnership with both universities.
Staffordshire University	http://www.staffs.ac.uk/courses_and_study/courses/clinical-podiatric-biomechanics-tcm429801.jsp	MSc, Postgraduate Certificate (PgC), Postgraduate Diploma (PgD) in Clinical Podiatric Biomechanics	Completion of various modules will develop enhanced skills in musculoskeletal podiatry and orthotic prescription.

● 2 Learning and Development Opportunities

Pillar of Practice: 1. Clinical Practice - learning and development opportunities			
Formal Education			
Podiatry			
Provider	Source	Title	Notes
Staffordshire University	http://www.staffs.ac.uk/courses_and_study/courses/footwear-in-diagnosis-and-therapy-tcm4211960.jsp	Post Graduate certificate in footwear in diagnosis and therapy	For podiatrists and other health care professionals focusing on the assessment of footwear as part of the diagnostic, management, and rehabilitation process in the care of patients.
Radiography			
e-Learning for Healthcare	http://www.e-lfh.org.uk/projects/imageinterpretation/register.html	Image Interpretation Programme	This programme continues to develop. There are now 50 units in adult musculo-skeletal trauma reporting, ten in adult chest and 30 in paediatric trauma, including non-accidental injury and related case studies.
Queen Margaret University	http://www.qmu.ac.uk/courses/PGCourse.cfm?c_id=243	MSc Radiotherapy (Post-Registration)	For Therapeutic Radiographers. Enables development of clinical knowledge and skills, and research skills; includes supplemental prescribing.

● 2 Learning and Development Opportunities

Pillar of Practice: 1. Clinical Practice - learning and development opportunities			
Formal Education			
Injection Therapy			
Provider	Source	Title	Notes
Stephanie Saunders	http://www.stephaniesauanders.co.uk/it.html	Diploma in Injection Therapy	For doctors and chartered physiotherapists; focuses on injection therapy for common peripheral musculoskeletal conditions.
The Society of Orthopaedic Medicine Venue - Sheffield	http://www.somed.org/som-courses/diploma-in-injection-therapy/	Diploma in Injection Therapy Masters level 20 credits	For physiotherapists (HPC registered) or doctors (GMC registered); focusing on injection therapy theory and practice.
University of Central Lancashire	http://www.uclan.ac.uk/	Injection Therapy Masters level 20 credits	To provide skills and knowledge to practise safe and effective musculoskeletal injection therapy. 5 day attendance includes interactive lectures, tutorials, debate sessions practical workshops and supervised clinical practice within the workplace.
University of Hertfordshire	http://www.herts.ac.uk/courses/Musculoskeletal-injection-therapy.cfm	Musculoskeletal Injection Therapy Masters level 15 credits PT	5 day course. Focuses on relevant anatomy and pathologies relevant to injection therapy; clinical reasoning; pharmacological, ethical and medico-legal considerations; advanced assessment.
University of Plymouth	http://www.plymouth.ac.uk/pages/view.asp?page=32929	Injection Therapy for Health Professionals Masters Level 20 credits	Module planned at Masters level: focusing on injection therapy (corticosteroid or botulinum toxin).

2 Learning and Development Opportunities

Pillar of Practice: 1. Clinical Practice - learning and development opportunities			
Formal Education			
Prescribing			
Provider	Source	Title	Notes
Cardiff University	http://www.cardiff.ac.uk/sonms/degreeprogrammes/postgraduatetaught/mscadvancedpractice/pathway-advanced-practice-prescribing.html	MSc in Advanced Practice (Non-Medical Prescribing)	Focuses on care management in complex chronic conditions
Trauma			
University of Salford	http://www.salford.ac.uk/courses/trauma-and-orthopaedics	MSc Trauma & Orthopaedics PgDip PgCert PT	For medical orthopaedic trainees, GPs and specialist orthopaedic therapists.
Understanding Blood Results			
M&K Update	http://www.mkupdate.co.uk/coursedetails.php?ID=21	Understanding Blood Results	For nurses and AHPs; two day course focusing on routine haematology and biochemistry results.

● 2 Learning and Development Opportunities

Pillar of Practice: 1. Clinical Practice - learning and development opportunities		
General Resources / Reference Material		
Provider	Source	Content
A Clinical Guideline for the Use of Injection Therapy for Physiotherapists	http://www.somed.org/members/ITstudentinfo/ITinfo3.pdf	From the Chartered Society of Physiotherapy; focuses on injection therapy.
An Introduction to Clinical decision making	http://elearning.scot.nhs.uk:8080/intralibrary/IntraLibrary?command=open-preview&learning_object_key=i164n3095109t	A programme by the Scottish Clinical Decision Making Specialist Interest Group, Clinical Skills Managed Educational Network and the Scottish Clinical Skills Network; focuses on practicalities and current theories of how we make decisions.
Better Together	www.bettertogetherscotland.com	Scotland's Patient Experience Programme - supports service improvement, including sharing of best practice between different services.
Society and College of Radiographers – in partnership with Philips Healthcare	https://www.sor.org/learning/e-learning/core-learning NB: This link is accessible via the Society and College of Radiographers members' website. Please be aware that there is a small subscription charge for each programme.	CORe-learning is an online learning and training package which provides a range of online programmes covering key elements of the science and practice of medical imaging and radiation therapy. Radiographers and other AHPs may find the modules covering MRI and Ultrasound practice useful. CORe-learning currently contains over 90 programmes with more being developed.

● 2 Learning and Development Opportunities

General Resources / Reference Material		
Title	Source	Content
Co-ordinated, integrated and fit for purpose: A Delivery Framework for Adult Rehabilitation in Scotland	http://www.scotland.gov.uk/Resource/Doc/166617/0045435.pdf	Delivery framework for adult rehabilitation in Scotland.
Equality in Health	http://www.equalityinhealth.scot.nhs.uk/home.aspx	A website providing access to evidence and knowledge to support staff in addressing health inequalities.
Falls Community website	http://www.fallscommunity.scot.nhs.uk/resources.aspx	A forum for people interested in prevention and management of falls and osteoporosis.
GaunYersel: The Self Management Strategy for Long Term Conditions in Scotland	www.scie-socialcareonline.org.uk/profile.asp?guid=f36ccc32-788f-41bc-a50d-1104c3e31ccd	A strategy building on the work of voluntary organisations to promote self management and support people with long term conditions.
Information Support Role Training Pack	http://www.knowledge.scot.nhs.uk/media/1326034/information%20support%20role%20training%20pack%20pilot%20sept%202010.doc	This provides support in providing high quality health information; it is produced by NHS Education Knowledge Services.
Little Things Make a Big Difference: Value and Enhance the Patient Experience	www.knowledge.scot.nhs.uk/making-a-difference	Online resources for NHSScotland staff to help improve patient experiences; provides access to key documents, exploration of resources and current literature.
NHSScotland Clinical Governance website	www.clinicalgovernance.scot.nhs.uk	Facilitates clinical governance and risk management quality improvement methods in your work.
SIGN Guideline: Management of Hip Fracture in Older People	http://www.sign.ac.uk/pdf/sign111.pdf	Evidence based guidelines relating to management of hip fracture in older people.
University of York: Centre for Reviews and Dissemination	http://www.york.ac.uk/inst/crd/about_us.htm	Research-based information regarding effects of health and social care interventions; includes systematic reviews.

● 2 Learning and Development Opportunities

General Resources / Reference Material		
Title	Source	Content
UpandAbout: Pathways for the Prevention and Management of Falls and Fragility Fractures	http://www.healthcareimprovementscotland.org/programmes/patient_safety/programme_resources/falls_prevention.aspx	Healthcare Improvement Scotland Resource. Focuses the journey of care for a community-dwelling older person, fracture prevention and management; comprehensive, co-ordinated and person-centred care.
Using Patient feedback	http://www.pickereurope.org/Filestore/Quality/Guides/QIFull.pdf	A guide for healthcare staff; focuses on the patient experience and engagement and improving care; includes principles of gathering patient feedback and subsequent action.

Pillar of Practice: 2. Facilitation Learning - learning and development opportunities

Formal Education			
Provider	Source	Title	Notes
Edinburgh Napier University	http://www.courses.napier.ac.uk/W72729.htm	MSc Professional Supervision PgDip PgCert Part Time (PT)	For counsellors, psychotherapists, health workers, social workers, HR personnel and other professionals providing supervision in work settings; the relevance for MSK Advanced Practitioners would require further investigation.
Glasgow Caledonian University	http://www.gcu.ac.uk/study/postgraduate/courses/healthcare-education-f-t-8675.php?loc=uk	MSc Healthcare Education Full Time (FT)	For healthcare practitioners in academic and/or practice settings.
Queen Margaret University	http://www.qmu.ac.uk/courses/PgCourse.cfm?c_id=245	PgCert Professional and Higher Education	For healthcare professionals who work as educators in current job.
Robert Gordon University - Aberdeen	http://www4.rgu.ac.uk/learning/flexible/page.cfm?pqe=13787	MSc Professional Studies PgDip PgCert	Modules focus on supporting professional development and work based learning.
University of Dundee	http://www.dundee.ac.uk/postgraduate/courses/advanced_practice_practice_education_msc.htm	MSc Advanced Practice (Practice Education) PgDip PgCert FT or PT	For interdisciplinary practitioners with interest in education in practice settings...

● 2 Learning and Development Opportunities

Pillar of Practice: 2. Facilitation Learning - learning and development opportunities		
Learning Resources		
Title	Source	Content
Developing the Teaching Instinct	http://www.nes.scot.nhs.uk/nes_resources/ti/index.html	A programme that aims to support those with a teaching or training commitment.
Learning Styles Inventory	http://www.learning-styles-online.com/inventory/#Online	A guide to personal learning styles.
Lifelong learning in the NHS	http://www.flyingstart.scot.nhs.uk/learning-programmes/cpd/lifelong-learning.aspx	Resources and activities relating to learning and development. Developed for newly qualified practitioners but useful for all healthcare professionals.
Testing for the Best in Educational Development	http://www.test4best.scot.nhs.uk/	Resource relating to creative thinking about education and training; to help planners, learning and development specialists in NHSScotland.
General Resources / Reference Material		
Title	Source	Content
Enhancing the Quality of AHP practice Education	http://www.nes.scot.nhs.uk/media/7057/Enhancing-quality0510.pdf	Aimed at AHPs engaged in supporting both formal and informal education and learning in the workplace.
Generic Guiding Principles for those supporting learning in the workplace	http://www.hcswtoolkit.nes.scot.nhs.uk/media/1229480/generic-guiding-principles-for-supporting-learning-in-workplace.pdf	A document aiming to support a learning culture ; provides guiding principles for to prepare individuals who support workplace learning.
Making Practice-Based Learning Work	www.practicebasedlearning.org/home.htm	A website aiming to enhance the quality of student experiences in practice / work-based placements; includes resources and a 'Toolkit'..

2 Learning and Development Opportunities

Pillar of Practice: 2. Facilitation Learning - learning and development opportunities		
General Resources / Reference Material		
Title	Source	Content
National Approach to Mentor Preparation	http://www.nes.scot.nhs.uk/education-and-training/by-discipline/nursing-and-midwifery/resources/publications/national-approach-to-mentor-preparation-for-nurses-and-midwives-core-curriculum-framework.aspx	NES-developed National Approach to Mentor Preparation; provides guidance for implementing a core curriculum framework for preparing mentors in Scotland.
NHS Education for Scotland AHP Practice-based Education Facilitators Programme	http://www.nes.scot.nhs.uk/education-and-training/by-discipline/allied-health-professionals/practice-education/ahp-pel-programme-of-work.aspx	Describes the AHP Practice-based Education Facilitators programme workstream priorities for 2011/2012 and outline the structures to support it. Also links to other practice education resources.
NHS Education for Scotland Knowledge Network Learning and Development Area	http://www.knowledge.scot.nhs.uk/home/learning-and-cpd.aspx	Supports healthcare staff as learners and providers of training.
Practice Education Shared Space	Join the e-library at www.knowledge.scot.nhs.uk Obtain Athens Account - Select Shared space - Select Practice Education - Select request Membership.	A virtual forum relating to supporting education in the workplace.
Valuing Your Learning	http://scqf.org.uk/content/files/resources/NHS_-_SCQF_Valuing_Your_Learning_&_RPL_Leaflet_2007.pdf	Guidance on the Recognition of Prior Informal Learning (RPL) for the NHS in Scotland.

● 2 Learning and Development Opportunities

Pillar of Practice: 3. Leadership - learning and development opportunities			
Formal Education			
Provider	Source	Title	Notes
Glasgow Caledonian University	http://www.gcu.ac.uk/study/postgraduate/courses/health-and-social-care-leadership-in-practice-learning-pt-8649.php?loc=uk	PgCert Health & Social Care (Leadership in Practice Learning) PT	
NHS Education Scotland	http://www.nes.scot.nhs.uk/education-and-training/by-theme-initiative/leadership-and-management/what-we-do/3-we-develop-current-leaders-and-teams/postgraduate-certificate-in-health-leadership-and-management.aspx	The Postgraduate Certificate in Health Leadership and Management 1 year Masters level 60 credits	A national Scottish initiative focused on enabling those in frontline leadership roles in NHSScotland to develop their leadership and management capabilities.
University of Dundee	http://www.dundee.ac.uk/postgraduate/courses/advanced_practice_organisational_leadership_msc.htm	MSc Advanced Practice (Organisational Leadership) PgDip PgCert Full Time (FT) or Part Time (PT)	For health and social care professionals; focuses on leadership capabilities relating to clinical and management settings.
University of Edinburgh	http://www.ed.ac.uk/schools-departments/health/iss/iss/studying/pg-integrated-service-improvement	MSc Integrated Service Improvement PT	For senior practitioners and managers in health, social and voluntary services. Focuses on challenges relating to quality improvement and integration.

2 Learning and Development Opportunities

Pillar of Practice: 3. Leadership - learning and development opportunities

Learning Resources

Title	Source	Content
Developing Workforce Planning Capability in Scotland	http://www.workforceplanning.scot.nhs.uk/home.aspx	A portal with learning resources for Scottish healthcare professionals involved in workforce planning; includes 'Developing Workforce Planning Capability' workshop materials, links to Skills for Health – Workforce Projects Team training materials, and key NHSScotland policy documents on workforce planning.
Maximising the Potential of the AHP Workforce	http://www.workforceplanning.scot.nhs.uk/workshop-materials/maximising-the-potential-of-the-ahp-workforce.aspx	A five day educational programme held in 2009. The presentations and resources from each session are available via the link.
No Delays Scotland: Service Improvement Tools	http://www.institute.nhs.uk/option,com_quality_and_service_improvement_tools/Itemid,5015.html	Service improvement tools and techniques are provided that focus on the delivery of an 18-week patient pathway.
Skills Maximisation Toolkit	http://www.nes.scot.nhs.uk/search.aspx?q=Skills+maximisation+toolkit	An NHS Education for Scotland toolkit for AHPs to optimise use of staff with various levels of qualifications.
The Leadership Toolkit	http://member.goodpractice.net/ScotGov-LeadToolkit/Welcome.gp	A resource for senior managers to develop leadership skills, achieve performance through people and development of strategic focus.
Working with Care: Improving Working Relations in Health Care	http://www.rcn.org.uk/___data/assets/pdf_file/0005/78638/002487.pdf	A Royal College of Nursing publication with tools to support examination of interactions with colleagues, aiming at enhancement of positive interactions and to increased awareness of negative interactions.

● 2 Learning and Development Opportunities

Pillar of Practice: 3. Leadership - learning and development opportunities		
General Resources / Reference material		
Title	Source	Content
Delivery through Leadership NHSScotland Leadership Development Framework	http://www.scotland.gov.uk/Resource/Doc/54357/0014334.pdf	A Framework focusing on leadership development, and supporting transformational change.
Health Management Online	www.healthmanagementonline.co.uk	The Health Management Library is a free library and information service for all staff working within the NHS in Scotland. Members can request literature searches, information on training and development resources e.g.DVDs and management and leadership courses.
NHS Scotland Management Steering Group	www.msg.scot.nhs.uk	MSG: a joint Scottish Government Health Department (SGHD) / NHS Employer body; for discussion of Strategic Service and Workforce issues; forms and leads the 'Management Side' of any Scottish bi-lateral or multi-lateral pay bargaining events.
Team roles	http://www.belbin.com/rte.asp?id=8	Dr Meridith Belbin team roles website.

● 2 Learning and Development Opportunities

Pillar of Practice: 4. Research - learning and development opportunities			
Formal Education			
Provider	Source	Title	Notes
Robert Gordon University - Aberdeen	http://www4.rgu.ac.uk/nursing/courses/page.cfm?pge=39012	MSc Professional Studies PgDip PgCert	Modules focus on research methods, increasing effectiveness in healthcare practice, and evaluating practice.
SIGN	http://www.sign.ac.uk/events/critical.html	SIGN: Appraisal Courses	These courses are primarily for guideline development group members but are open to other NHS Staff at two levels – Introduction to Critical Appraisal and Interpreting Evidence.
University of Dundee	http://www.dundee.ac.uk/postgraduate/courses/clinical_audit_research_healthcare_professionals_certificate.htm	PgCert Clinical Audit and Research for Healthcare Professionals	A modular distance learning course, covering research methods, information gathering and review, statistical methods, reporting and presentation, clinical audit, funding, and ethical issues.
University of Stirling	http://www.nm.stir.ac.uk/applicants-pg/masters-health-research.php	MSc Health Research Full Time (FT)	Stand alone credit rated modules as CPD.

● 2 Learning and Development Opportunities

Pillar of Practice: 4. Research - learning and development opportunities		
General Resources / Reference material		
Title	Source	Content
Healthcare Improvement Scotland (HIS) findings and advice	http://www.healthcareimprovementscotland.org/welcome_to_healthcare_improvem.aspx	Publications by Healthcare Improvement Scotland (HIS), including commentaries on NICE guidelines.
JBI COonNECT	http://nhsqis.jbiconnect.org	A web-based system integrating resources and tools to assist health care workers make evidence-based clinical decisions, including practice manuals, evidence summaries, audit tools and quality improvement resources.
NHS Education for Scotland, Knowledge Network Research Community Website	http://www.knowledge.scot.nhs.uk/nesresearchcommunity.aspx	A forum run by NHS Education for Scotland.
NHS Policy: Scottish Government Health and Community care Topics	www.scotland.gov.uk/Topics/Health	A resource with current national policies and guidelines.
SIGN: Critical Appraisal Notes and Checklists	http://www.sign.ac.uk/methodology/checklists.html	Information on critically appraising evidence.
SIGN Guidelines	http://www.sign.ac.uk/	Clinical practice guidelines developed by The Scottish Intercollegiate Guidelines Network (SIGN); derived from systematic review of the scientific literature.
The ACORRN/ SCoR Research Radiographer Starter Pack For Therapeutic and Diagnostic Radiographers	http://doc-lib.sor.org/	This pack is not open access; it provides support for research, including information on education needs and legal requirements.
The Cochrane Collaboration/ Cochrane Reviews	www.cochrane.org/cochrane-reviews	The Cochrane Collaboration - an international network focusing on preparing, updating and promoting systematic reviews of primary research that focuses on human health care and health policy, investigating effects of interventions.

● 2 Learning and Development Opportunities

General Resources / Reference material		
Title	Source	Content
UK Cochrane Centre Training Programme	http://ukcc.cochrane.org/training	Free training workshops to facilitate completion of a Cochrane systematic review.

Pillar of Practice: 5. Integrated Capabilities - learning and development opportunities			
Formal Education			
Provider	Source	Title	Notes
Birmingham City University	http://www.bcu.ac.uk/courses/advanced-practice--advanced-health-care	MSc Advanced Health Care PgDip PgCert FT or PT	This appears to focus on nursing; for students and service providers; can be individually tailored to areas of professional practice.
Canterbury & Christchurch University	http://www.canterbury.ac.uk/courses/prospectus/postgraduate/courses/advanced-practice-nursing-midwifery.asp	MSc Advanced Practice	For nursing and midwifery and occupational therapy practitioners addressing all four pillars of practice.
Edinburgh Napier University	http://www.courses.napier.ac.uk/W72701.htm	MSc Advanced Practice PgDip PgCert Distance learning	This appears to focus on nursing.
Kingston University	http://www.kingston.ac.uk/postgraduate-course/advanced-practice-healthcare-msc/	MSc Advanced Practice PgDip PgCert PT	Interprofessional programme. Personal, professional and leadership development in advanced practice.

● 2 Learning and Development Opportunities

Pillar of Practice: 5. Integrated Capabilities - learning and development opportunities			
Formal Education			
Provider	Source	Title	Notes
Leeds Metropolitan University	http://courses.leedsmet.ac.uk/advancedpractice_msc	MSc Advanced Practice	This course aims to equip healthcare practitioners with the knowledge and skills required to lead and develop practice, diagnostics, therapeutics, decision-making and clinical management.
The Open University	http://www3.open.ac.uk/study/postgraduate/qualification/f52.htm	MSc in Advancing Professional Practice PT	For healthcare practitioners; focuses on managing change, analysing skills; research; innovation;
University of Bolton	http://www2.bolton.ac.uk/coursefinder/DisplayCourse.aspx?ProgId=fce2039e-b345-4d0b-8c14-de69aad09637	MSc Advanced Practice (Health and Social Care) PT	For health and social care advanced practitioners. Focus on developing clinical skills and leadership at an advanced level.
University of Central Lancashire	http://www.uclan.ac.uk/information/courses/msc_advanced_practice_health_and_social_care.php	MSc Advanced Practice PgDip Enhanced Practice PgCert Enhanced practice PT	Enable influencing care of individuals through leadership and change management strategies.
University of Chester	http://www.chester.ac.uk/postgraduate/advanced-practice	MSc Advanced Practice PgDip PgCert PT	Facilitate health and social care professionals postgraduates to utilise higher level critical, analytical and reflective skills within academic and practice environments.

● 2 Learning and Development Opportunities

Pillar of Practice: 5. Integrated Capabilities - learning and development opportunities			
Formal Education			
Provider	Source	Title	Notes
University of Derby	http://www.derby.ac.uk/health-sciences/radiography/advanced-practice-msc	MSc Advanced Practice PgDip PgCert FT or PT	For nursing, health professionals, and professionals involved with service improvement; includes interim awards at PG Cert levels in Osteoporosis and falls management, bone densitometry reporting, leadership in healthcare improvement and advanced practice. Interim awards at PG Dip level in advanced practice and medical ultrasound.
University of Dundee	http://www.dundee.ac.uk/postgraduate/courses/advanced_practice_msc.htm	MSc Advanced Practice PgDip PgCert Full Time (FT) or Part Time (PT)	This appears to focus on nursing; for students and service providers; can be individually tailored to areas of professional practice.
University of East Anglia	http://www.uea.ac.uk/nam/nursing-and-midwifery/msc-advanced-practitioner%3a-nurse	MSc Advanced Practice One year FT	For nurses, midwives and AHPs.
University of Liverpool	http://www.liv.ac.uk/study/postgraduate/taught/faculty-of-health-and-life-sciences/institute-of-learning-and-teaching/school-of-health-sciences/taught/advanced-practice-in-healthcare/overview/	MSc Advanced Practice in Healthcare PgDip PgCert PT	Clinical, managerial and generic pathways.
University of Nottingham	http://pgstudy.nottingham.ac.uk/postgraduate-courses/advanced-clinical-practice-masters-msc_220.aspx	MSc Advanced Clinical Practice PgDip PT	For health care professionals.

● 2 Learning and Development Opportunities

Pillar of Practice: 5. Integrated Capabilities - learning and development opportunities			
Formal Education			
Provider	Source	Title	Notes
University of Southampton	http://www.soton.ac.uk/postgraduate/pgstudy/programmes/health_sciences/msc_advanced_clinical_practice.html	MSc Advanced Clinical Practice FT or PT	For registered health care professionals.
University of Stirling	http://www.nm.stir.ac.uk/applicants-pg/advanced-practice-masters.php	MSc Advanced Practice	For health, social care, voluntary and public sector practitioners.
University of the West of Scotland	http://www.uws.ac.uk/postgraduate/advanced_clinical_practice	Pg Certificate Advanced Clinical Practice	This appears to focus on nursing; for practitioners at and working towards advanced practice levels; aims to support advanced practice.
University of West London	http://courses.tvu.ac.uk/CourseDetails.aspx?CourseInstanceId=26255&SearchType=adv&Keyword=&rptindex=2&isSorted=0&img=img&sortname=null&count=0&Sub=Select&StudyLeaveEl=7&Mode=&Campaign=&Quali=&Location=&Duration=&International=&Year=&Month=&Ccode=&PageSize=20	MSc Advancing Practice PgDip PgCert PT	For health and social care professionals.

● 3 Framework Development Process

- Location of relevant documents by members of the MSK Short Life Working Group
- Pragmatic thematic analysis of relevant documents in relation to each pillar of practice to identify overlap, with expert discussion within the Short Life Working Group
- Discussion with relevant experts where appropriate
- Location and use of relevant existing frameworks relating to each pillar of practice
- Writing of new guidance points to incorporate the results of thematic analysis of discussion, with reference to descriptors of the appropriate level of the Career Framework (Level 7: Skills for Health, 2010) and of the Scottish Credit and Qualifications Framework (Level 11: SCQF, 2009).
- Writing of guidance points that illustrate where roles require integrated capability development that spans the four pillars of practice
- Mapping of each pillar of practice against the Knowledge and Skills Framework (Agenda for Change Project Team, 2004)
- Sourcing important documents that provide expanded guidance or requirements (e.g. in relation to prescribing) review by relevant stakeholders and Professional Groups, including refinement of any profession-specific guidance points – part of consultation
- Two stages of review within the Short Life Working Group

● 4 Short-Life Working Group Members

Valerie Blair	<i>AHP Programme Director, NHS Education for Scotland</i>
Cathy Bulley	<i>Programme Leader, MSc (Post-Registration) Physiotherapy, Queen Margaret University</i>
Margaret Diamond	<i>Consultant Radiography Sonographer, WG Radiology, NHS Fife</i>
Kath Fairgrieve	<i>AHP Director, NHS Tayside</i>
Lesley Holdsworth	<i>Head of Health Services Research & Effectiveness, NHS24</i>
Tracey Howe	<i>Director, Health Q West</i>
Sarah Luty	<i>General Practitioner</i>
Katie McAlarey	<i>Occupational Therapist, NHS Greater Glasgow & Clyde</i>
Bruce McCulloch	<i>Extended Scope Practitioner, Lead for MSK, NHS Shetland</i>
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Fiona Reid	<i>Pharmacy Practice Education Coordinator Regional Lead, NHS Education for Scotland</i>
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Susan Shandley	<i>Educational Projects Manager, NHS Education for Scotland</i>
Grant Syme	<i>Consultant Musculoskeletal Physiotherapist, NHS Fife</i>
Janie Thomson	<i>Consultant Musculoskeletal Physiotherapist, NHS Lanarkshire</i>

The remit of the MSK Advanced Practice Short-Life Working Group was to develop an education and development framework and prepare guidance documentation for NHS Boards to ensure a consistent approach to implementation.

AHP Advanced Practice Education and Development Framework (Musculoskeletal) ●●●

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