

An experiential view of the supported e-portfolio with the centre for advancing practice

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The Centre for Advancing Practice Conference 2023

A future worth advancing

**An experiential view of the supported e-portfolio
with the centre for advancing practice.**

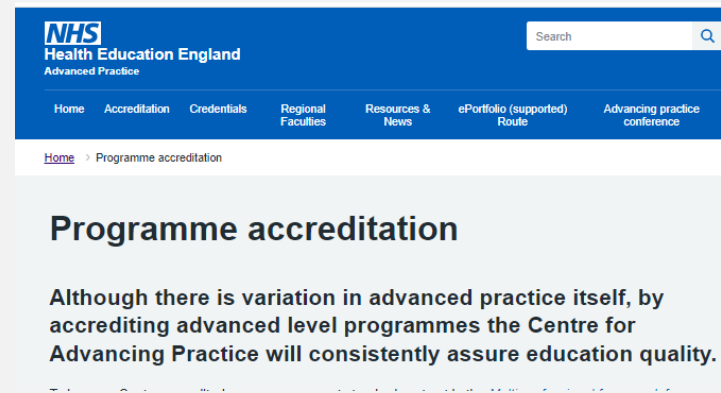
Overview

- Why do we need accreditation?
- How can we accredit our practice?
- What is the supported e-portfolio?
- How to evidence at level 7.
- The practitioners experience.
- The educational supervisors experience.

ACP verification



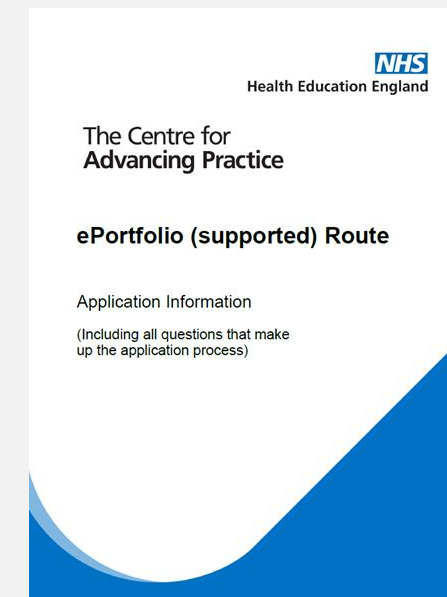
2017



2020 onwards



2021



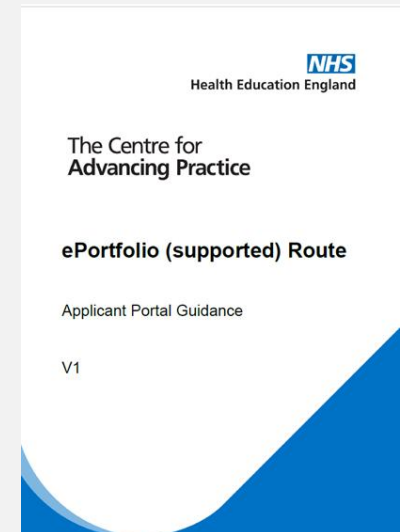
2022 –first cohorts

NHS Constitution



Centre for Advancing practice verification

- Recognition of advanced level practice and fulfilment of the **38 capabilities** of the **Multi-Professional Framework**.
- Currently two routes to gaining recognition:
 - Completion of a NHSE accredited ACP MSc programme
 - Completion of the eSupported **Portfolio** route recognising prior educational training and experiential learning which shows equivalence. Should be completed within 12 months



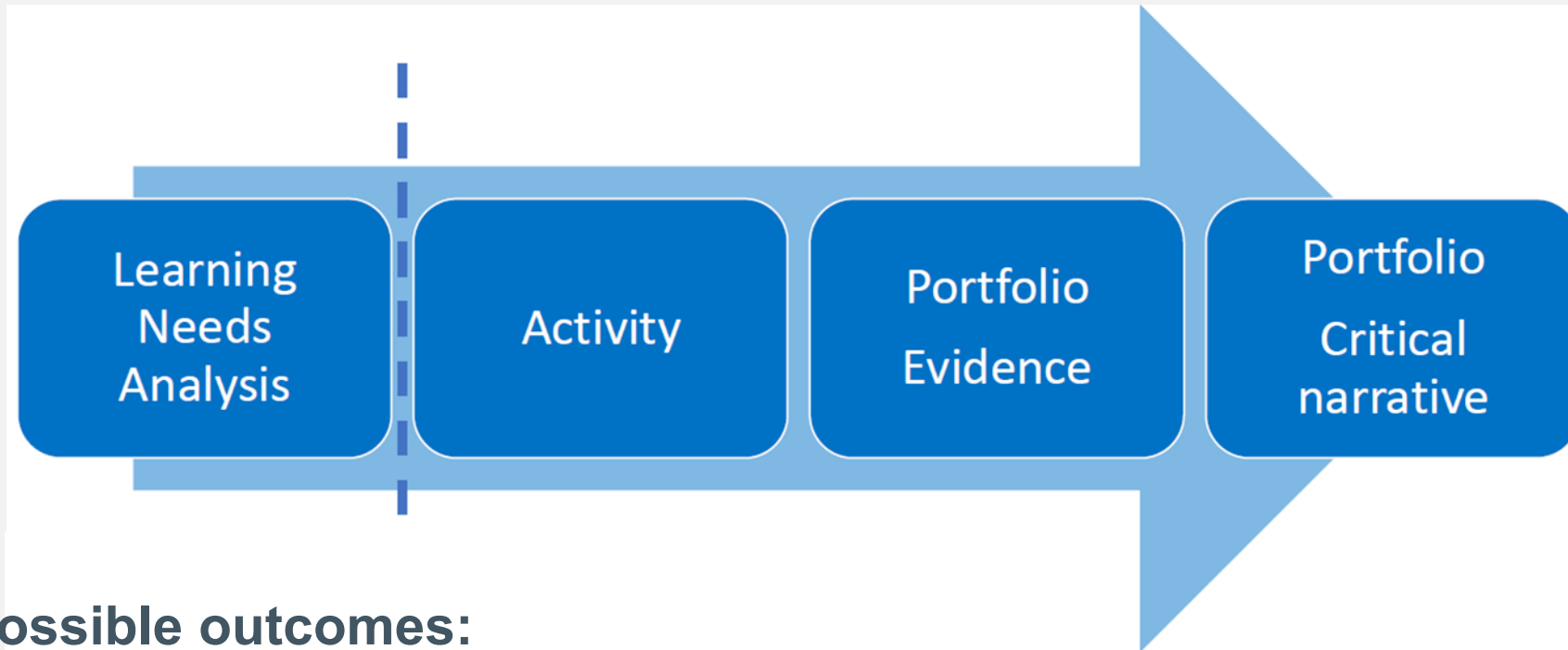
What we are aiming for

“The ePortfolio (supported) Route provides you with the opportunity to have education, training and experience at the advanced practice level recognised by an education provider, leading to an equivalence to advanced practitioners who have been through one of the other routes to recognition”*

(ePortfolio (supported) Route Applicants Guidance, 2021, p6)

- * A Centre accredited advanced practice programme of study or an apprenticeship advanced practice programme

Stages in the eSupported Portfolio



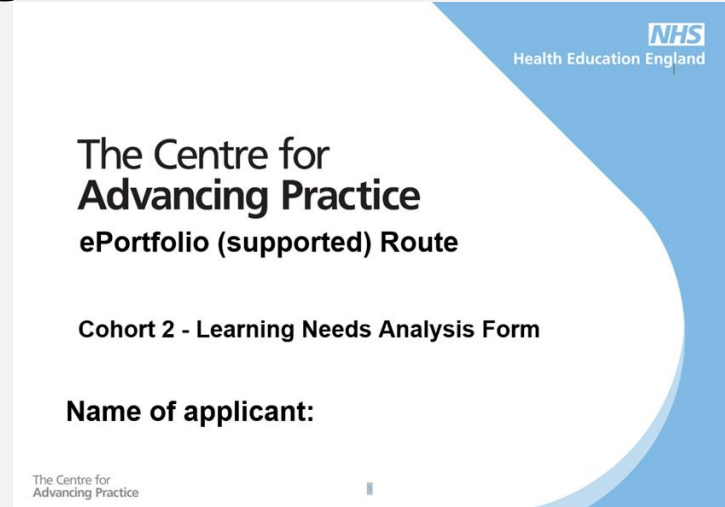
Possible outcomes:

1. No additional learning required → **progress to the portfolio**
2. Additional learning/experience identified which can be completed within 12 months → **progress to the portfolio**
3. Further learning/experience required which is not achievable within 12 months → **do not progress to the portfolio**, alternative development plan discussed.

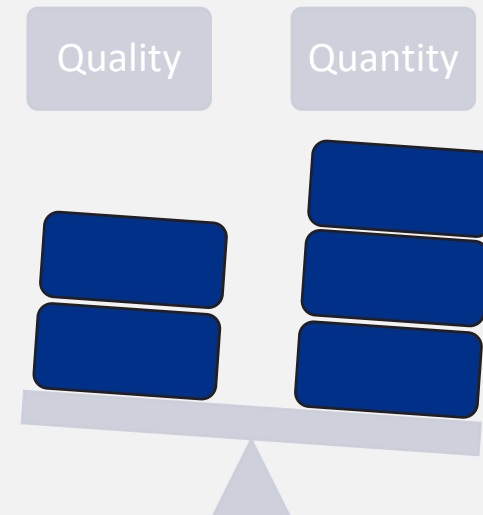


The Learning Needs Analysis

- All applicants need to complete the LNA and submit, along with additional documentation ahead of your LNA meeting.
- The LNA has two sections,
- **Section 1**- summary information about you
- **Section 2**- Analysis knowledge, skills, and competencies mapping against 23 questions that link to the MPF capabilities.

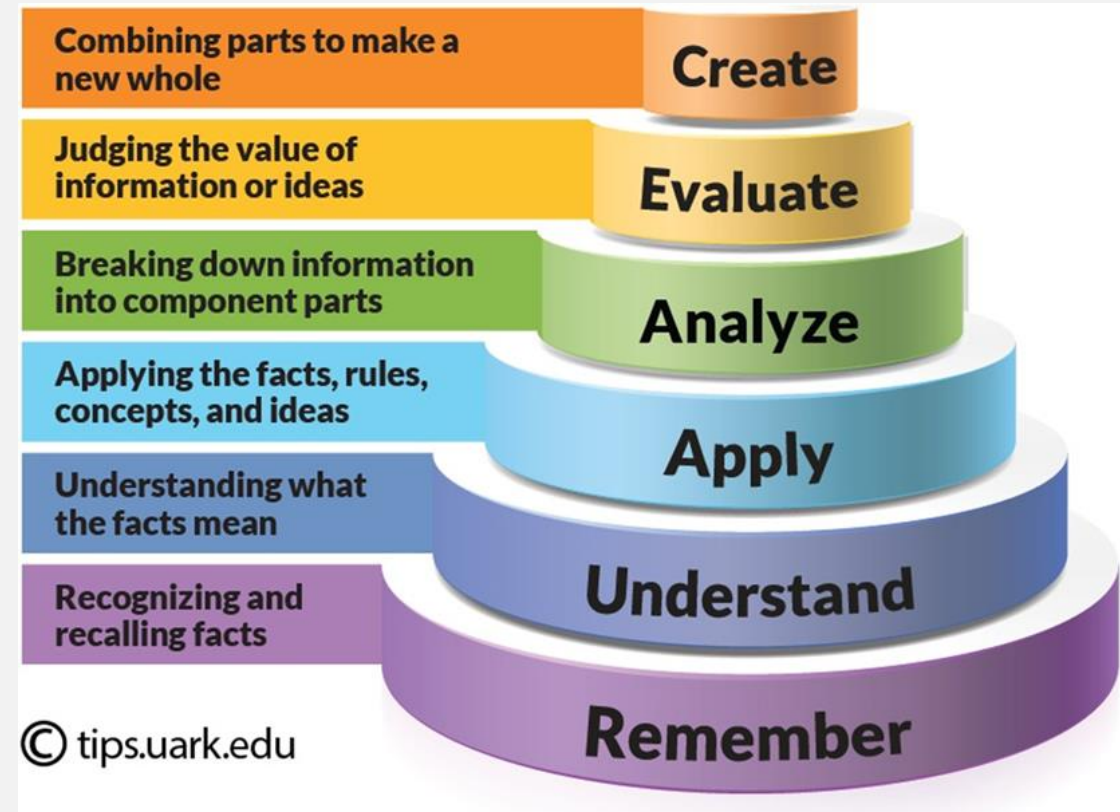


The cover of the Learning Needs Analysis Form features the NHS Health Education England logo in the top right corner. The main title is 'The Centre for Advancing Practice ePortfolio (supported) Route'. Below this, it specifies 'Cohort 2 - Learning Needs Analysis Form'. There is a field for 'Name of applicant:' followed by a line for the name. The bottom left corner has the text 'The Centre for Advancing Practice'.



ePortfolio

- Portfolio made up of two parts –your evidence and the critical narrative
- Essential evidence
- Verified evidence - by whom and which pieces
- Critical narrative
- Master's level



Definition of Advanced Practice

- Advanced clinical practice is delivered by experienced, registered health and care practitioners.
- It is a **level of practice** characterised by a **high degree of autonomy** and **complex decision making**.
- This is underpinned by a **master's level award or equivalent** that encompasses the four pillars of **clinical practice, leadership and management, education** and **research**, with demonstration of core capabilities and area specific clinical competence.
- Advanced clinical practice embodies the ability to manage clinical care in partnership with individuals, families and carers.
- It includes the **analysis** and **synthesis** of **complex problems** across a range of settings, **enabling innovative solutions** to enhance people's experience and improve outcomes.

‘Level-7-ness’

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Also see Section 5, Applicants Guidance

All evidence:

- ‘Level-7-ness’ can be demonstrated through your critical thoughts and thinking, and not just your writing.
- Provides an opportunity to demonstrate **characteristics** of level 7 learning and writing – particularly important for applicants without recent level 7 education
- Remember to look at your portfolio as a whole – the level-7-ness will also be seen in the evidence too.
- Provides a route map for the reader through the evidence aligned to the Multi-professional Framework.

Mirrors definition of Advanced Clinical Practice

Level 7 characteristics:

- QAA, Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014, p28)
- Typical characteristics of what a level 7 student should be able to demonstrate

Purpose of the Critical Narrative (3500-5000 words)

Should demonstrate:

- the applicants story written at level 7....setting the scene.
- Provides a route map for the reader of the evidence, mapped to the Multi-professional Framework. The evidence should do the work, the reviewer should not have to guess why its there.
- Humility vs Honesty...there is some trumpet blowing.
- Ability to **manage and exercise professional judgement** in managing **high levels of complexity, uncertainty** and **risk** safely, effectively and in a person-centred way
- Your **self-awareness** about your practice
- Your **ability to critically reflect**
- The **integration of your AP learning into your practice**
- The **synthesis of your evidence** and **critical reflections**
- Helps the educational supervisors and portfolio reviewers come to a decision about your ***educational and experiential equivalence.***

Confirmation of evidence and currency

Evidence needs to be authenticated to confirm:

- Evidence relates to the practitioner's own professional activity
- Is an authentic record of the practitioner's professional activity
- Is a current record (within the last 5 years)

✓ Confirmed evidence that has been authenticated by another organisation, e.g. University, Professional Body, published paper, conference reports.

All other essential evidence confirmed by a colleague.

✓ Currency

Practitioner experience

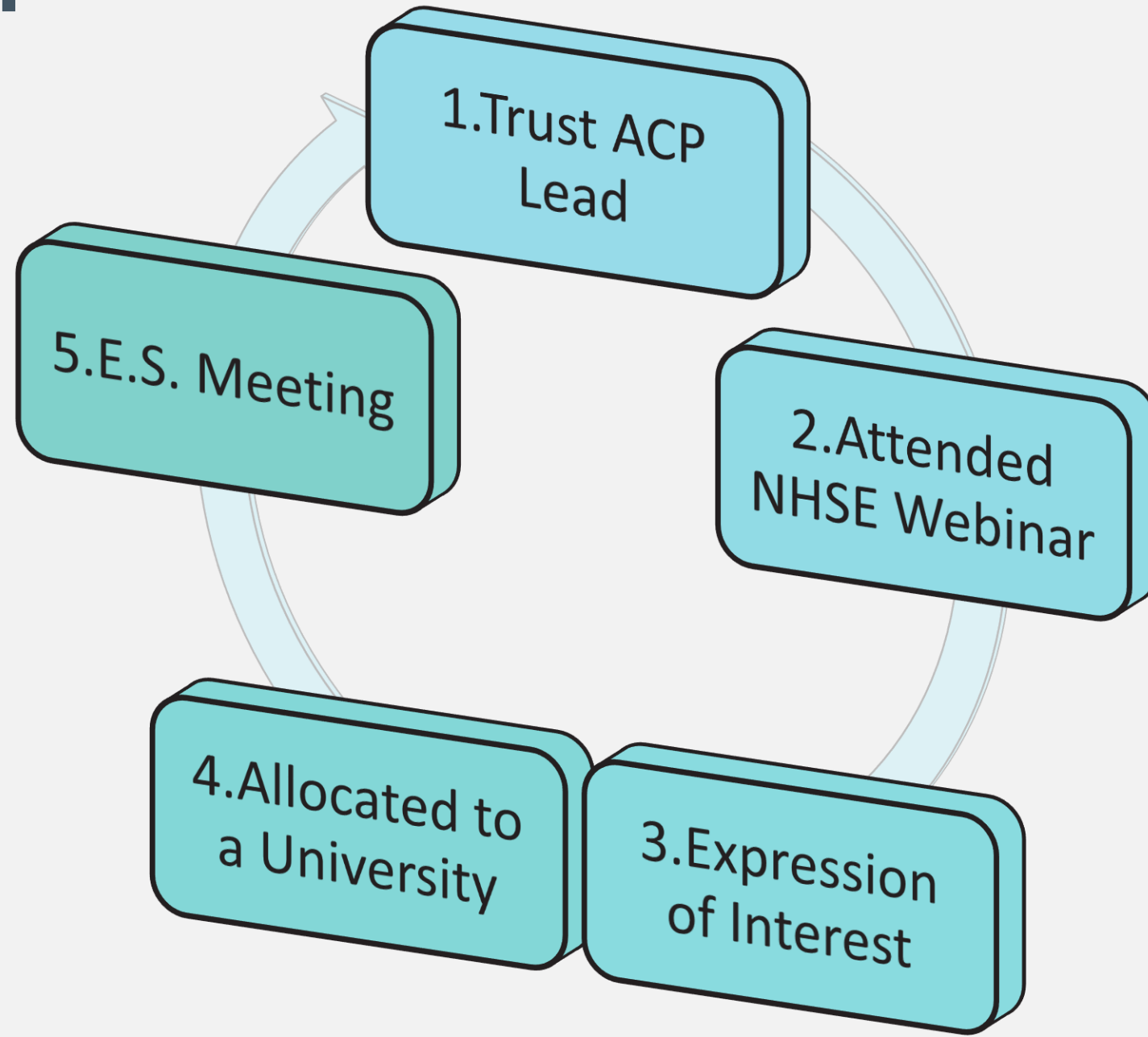
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Olivia's ePortfolio Journey

- Application
- Where and How to start
- Time Building your Portfolio
- Naming Convention
- Applying the Four Pillars
- Learning Needs Analysis (LNA)
- Challenges
- Top Tips

Olivia's Application



Where and How to Start

I found this a helpful development tool to record my initial thoughts about the types of evidence I might upload into the portal. Use of this form is not mandatory but a very helpful guide and provided me structure and reassurance.

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Health Education England

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ePortfolio (supported) Route

**Multi-professional Framework for Advanced
Clinical Practice (2017) Capability Mapping
Template**

Version 1	16/09/22	Elaine Jenkins

Timeline the clock is ticking ... 12 months to complete

After you have had
your Learning
Needs Analysis
meeting

Your Personal
Development Plan
has been agreed

You are
successfully in the
next stage of your
application
Account Sign Up

Centre for
Advancing Practice
Portal, please see
portal guidance in
useful documents.

Strongly
recommended to wait
until you have been
invited by your
Education Supervisor
B4 start building your
ePortfolio.

Learning Needs Analysis



- LNA is a reflection on your career to date, identify gaps to fulfil
- Provide evidence to demonstrate which of the 38 capabilities the evidence meets

Example of completed Education Pillar following meeting and assessment with Education Provider LNA advisor

Advanced Practice Education Pillar			
Identified Learning / Development Need (Summary)	Educational Intervention Required to Address Identified Need	Timescale Required for Completion of Intervention	Acceptable Evidence of Achievement
Include learner feedback that demonstrates the effectiveness of training and development provided and learner support is valued and illustrated Reflecting on this feedback helps develop my own practice and development Ensure clarity as to how individual files are linked to each capability on the portal	No formal educational intervention recommended Self-directed managed activity		Reined LNA, Reflections, Feedback from learners, Case Studies L7 Assignments Presentations

Organise Evidence Pillar by Pillar

Clinical Pillar

Two Critical Reflective Case Studies - minimum of 800 words each



Either; Leadership/Education/Research Pillars

Two Critical Reflective Accounts, minimum of 800 words each



Critical Narrative

3500 words up to 5000 words


Health Education England

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ePortfolio (supported) Route

Submission Checklist

Version 1	16/09/22	Elaine Jenkins
Version 2	08/12/22	Elaine Jenkins

Welcome Olivia Molloy

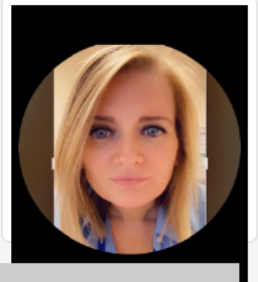
Active Applications/Reports

Application Name	Date Started	Application Status	Progress Summary
ePortfolio (supported) Route	22/08/2022	Started	View Progress Summary
Advanced Practitioners Accredited Programme Route	08/12/2021	Started	View Progress Summary

Olivia Molloy

o.molloy@nhs.net

[omolloy](#)



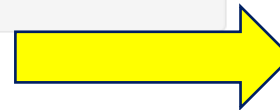
[Edit My Details](#)

[Change Password](#)

[Change Of Circumstances](#)

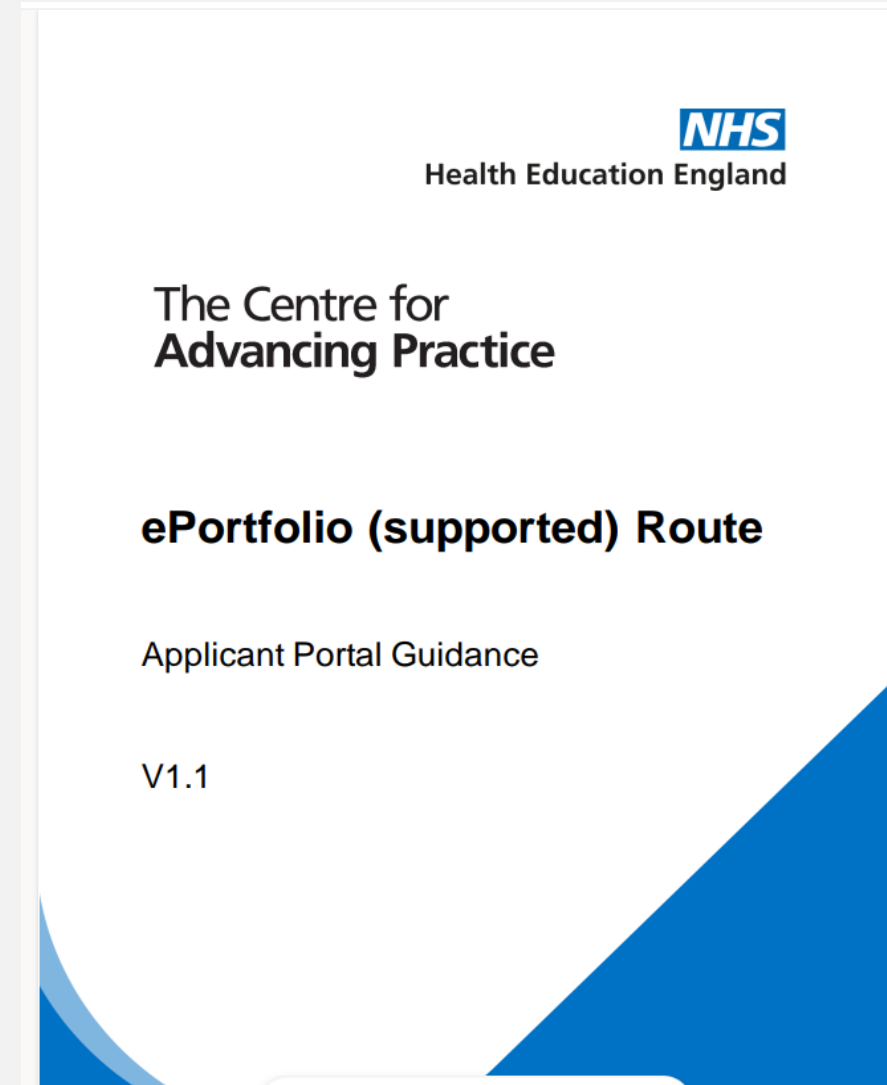
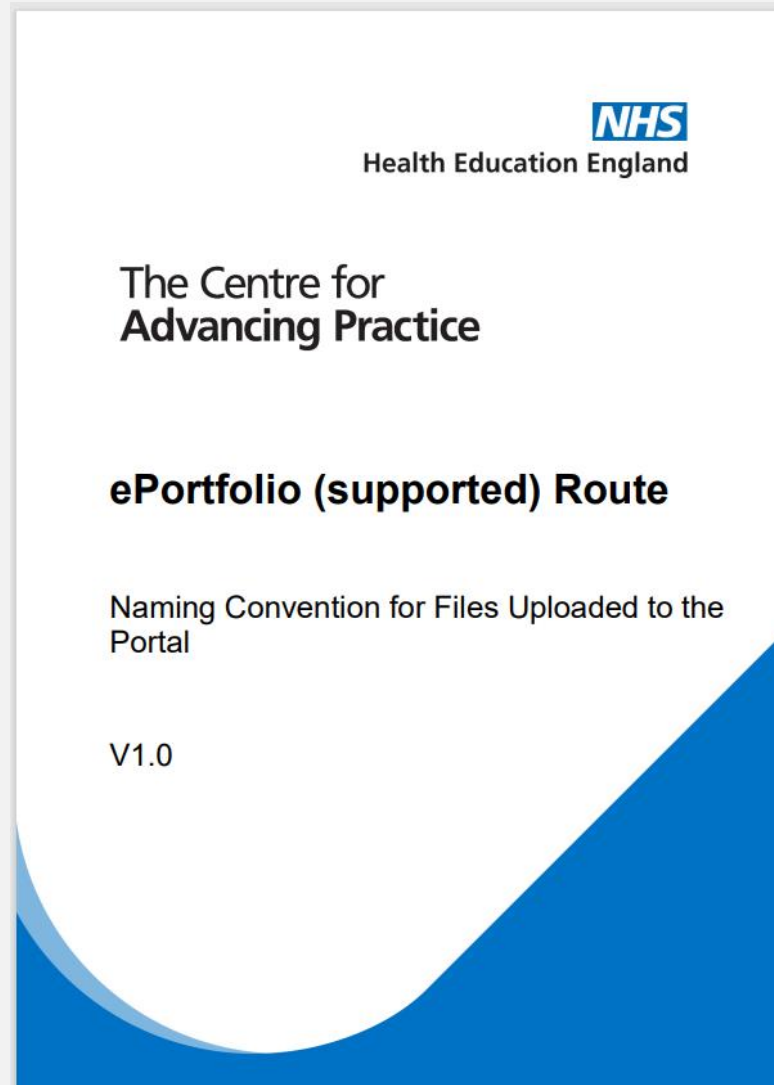
[Capability Evidence Matrix](#)

[Contact List](#)



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Portal Guidance & Naming Convention Document



General

Career Details

Qualifications

Achievements

Other Learning/Training

Portfolio Route

CPD

Tool Box

Career Details

Please list your employment history, use the add new button to add a new employer and details of your duties and responsibilities. You can manage each entry using the buttons that appear next to the entry.

Add New

Employer	Role/Job Title	End Date		Archived
Hammersmith Hospital NHS Trust	C1 Staff Nurse band 5 (D Grade) Rotational Programme, Cardiothoracic, Cardiology, High Dependency and Cardiac Intensive Unit	04/04/2004	   	No
Ealing Primary Care Trust	C2 Stop Smoking Adviser	01/09/2013	   	No

General



Career Details

Qualifications

Achievements

Other Learning/Training

Portfolio Route



CPD



Tool Box



Qualifications

Below you will see a list of your qualifications. Please use the add new button to add a new qualification and the management button to edit.

Please note, qualifications are authenticated by the provider and will not require peer assessment.

[Add New](#)

Qualification Awarded	Learning Provider	Final award/grade		Archived
Q5 CQC Accredited Manager	Care Quality Commission	Accredited	      	No
Q4 Mentorship in Clinical Practice	BRUNEL UNIVERSITY (NOW BUCKS UNIVERSITY)	pass	      	No

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Applying Evidence

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Clinical Practice

- Job Plan
- Level 7 university modules
- BSc in Advanced practice

Leadership & Management

- Leadership and Management role
- Accredited Leadership Modules
- Leading 6 Teams 26 First Line Management
- ACP Led Cardiology Clinics

Education

- Audit ACP Service
- Developing university accredited module
- Educational ACP Sessions, Peer support
- NHS Health Check

Research

- Clinical Audit ACP Service
- Quality Improvement Projects
- Virtual monitoring virtual ward
- Assistant PI for Research Studies

Challenges I Experienced

Portal could be more user friendly

Lack of clarity on evidence that can be use, not all require a reflective piece

At the beginning experienced delayed response times from support HEE email.

Portal Tool Box Tab too many subheadings that I found difficult to fulfil.

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Home

Evidence

Applications and

Tool Box

Assessed Practice Based Learning

Personal Development Plan (PDP)

Clinical Evaluation Exercise (CEX)

Assessment of Audit/QI Project (ACP)

Case Based Discussion (CBD)

Observation of Teaching (OoT)

Direct Observation of Procedural Skills (DOPS)

Consultation Observation Tool

Multi Source Feedback

Reflection

Other Evidence

Home

Evidence

Applications and Reports

Contact List

Messaging0

Help

Logout

Personal Development Plan (PDP)

Clinical Evaluation Exercise (CEX)

Assessment of Audit/QI Project (ACP)

Case Based Discussion (CBD)

Observation of Teaching (OoT)

Direct Observation of Procedural Skills (DOPS)

Consultation Observation Tool

Multi Source Feedback

Reflection

Other Evidence

Add New

Title	Date Undertaken	Archived
NHS Health Check Trainer	02/10/2010	No
CQC Accredited Manager for remote cardiac monitoring	17/12/2020	No
Reader for NICE	03/04/2023	No
Supporting Overseas nurses visiting from China	25/09/2023	No

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Useful TIP's

Watch the webinars, sign up for news letters

Use 6- 8 pieces of evidence for each pillar

Access the [notice board](#) for information including events and past recordings

Very Supportive Network including my assigned university, extensions considered if you need more time

If in doubt file evidence in “**other evidence folder**” on portal

Name evidence correctly and concisely

Use Submission Checklist

Different university's will advise differently on ways to start.

How did I start?

To Conclude

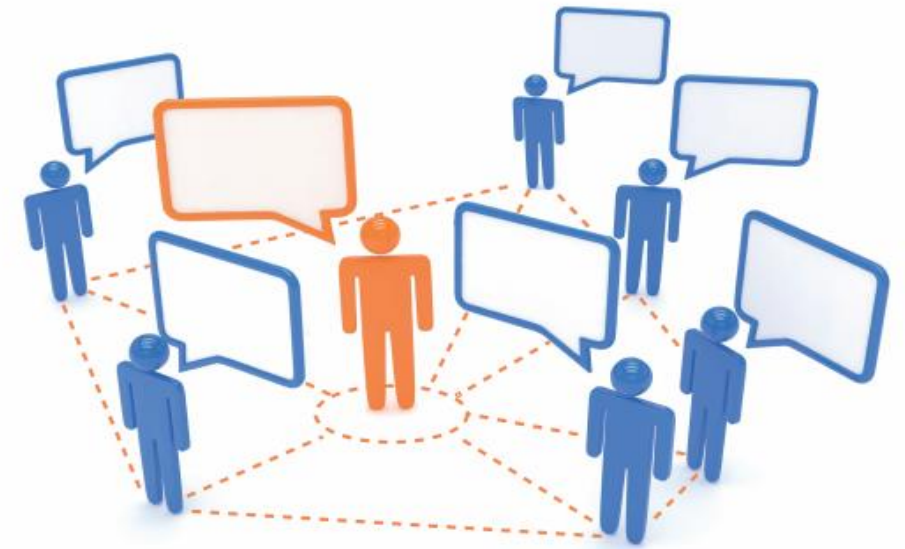
- Worthwhile benefit and validates practice
- Patient safety
- Consistency, standardisation, credibility & accomplishment to a national standard
- Gain recognition of prior learning and clinical experience
- Role modelling

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NHS

Multi-professional framework for
advanced clinical practice in England



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

Educational Supervisor Experience

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ES experiences

- What we see is not what you see!
- Variation in submission length
- Variation in quantity of evidence
- Variation in level-7-ness
- Variation in workplace support and time
- Dependency of applicant on ES – ensuring parity to all
- Organisation of evidence - wood for trees!
- Recognition of expectations between professions
- Historical recognition creating challenges
- Retrofitting experiential learning

Common pitfalls

- Too descriptive – ‘so what?’ ‘what has been the impact on your practice?’
- Not referring to your evidence to illustrate the points you are making – all your evidence needs to be referred to in the narrative
- Just placing evidence in the text
- Doesn’t refer to relevant literature around advanced practice
- Refers to outdated literature or key reference points – e.g. national guidelines

Common pitfalls

- Saying that you're going to use a reflective model in the narrative and then not using it consistently
- Relying on the reader to join the dots – expecting them to work out how your narrative demonstrates that you meet the capabilities, the definition of AP, and level-7-ness
- Not getting someone else to proofread your critical narrative...or not proofreading it yourself!
- No evidence list or linking
- Not following a naming convention
- Don't peer review a piece of evidence until your absolutely ready

Resources

- Key documents
 - Applicants Guidance
 - Portal Guidance
 - Submission check list
 - Summary briefing note – useful to share with others
- Applicant notice board - <https://advanced-practice.hee.nhs.uk/resources/eportfolio-resources/>
 - Key documents
 - Recordings of webinars – e.g. using the portal, evidence
- Portal - <https://advancedpractice.cpdnow.net/>



England



Any Questions?



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Contacts



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- ❖ Melanie Clarkson - Principal Lecturer in Advancing Practice for AHPs, Sheffield Hallam University. AAPE UK Committee Member - m.clarkson@shu.ac.uk
- ❖ Olivia Molloy - Lead Cardiology Advanced Nurse Practitioner, Matron for TAVI, Pre-Assessment, ICC, Arrhythmia & | Imperial College Healthcare NHS Trust - o.molloy@nhs.net



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References

Nnate, D. Barber, D. and Abaraogu, U. (2021). *Discharge Plan to Promote Patient Safety and Shared Decision by a Multidisciplinary Team of Healthcare Professionals in a Respiratory Unit*. DO - 10.20944/preprints202106.0263.v2