



# ADVANCED PRACTITIONER CONSTABLE

Recommended Draft Model

Emma Klapsia, Peter Smith  
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<b>Introduction</b>	<b>3</b>
<b>Methodology</b>	<b>5</b>
<b>Learning from External Models</b>	<b>7</b>
<b>Advanced Practitioner Constable Model</b>	<b>10</b>
<b>Reward Implications</b>	<b>17</b>
<b>Recommendations</b>	<b>18</b>
<b>Appendix A - External Research Summary</b>	<b>20</b>
<b>Appendix B - References</b>	<b>30</b>

DRAFT MODEL

# INTRODUCTION

## Background

To ensure that the UK's Police Service remains operating at the forefront of global Policing, the College of Policing undertook a review of Police Leadership in 2015 and made a number of recommendations to improve the leadership of the Service. A key emphasis of the review is to recognise and reward progression, investing in the development of professional expertise, independent of seniority. The Leadership Review has paved the way for the development of career pathways that both encompass the traditional managerial routes, and offer alternative paths based on expertise. Recommendation 8 of the Review specifies:

### **Develop career opportunities which allow recognition and reward for advanced practitioners**

*The College will design and support opportunities for professional development to ensure professional expertise and leadership are rewarded and recognised. The College will set criteria for advanced practitioners within policing as a whole, not just in 'traditional' specialist roles. The criteria will be equally applicable to officers and staff, providing a lateral pathway that offers reward and recognition for advanced skills and knowledge, and for those who play a substantial role in developing the evidence base of policing and who help to develop others in their roles. We recommend that the Home Office should consider what amendments to pay and conditions are required to allow professional expertise to be appropriately recognised and rewarded.*

## Project Focus

Policing careers have traditionally developed through rank progression. The Leadership Review has specifically identified a need to explore an alternative career structure that enables recognition and/or progression based on expertise. Recommendation 8 offers a fairly wide scope of potential exploration. Initial conversations were held with representatives from the College of Policing and Thames Valley Police Force to determine appropriate initial focus for the concept of Advanced Practitioners. Whilst project scope remained broad, 2 principles were agreed:

- To develop an initial model to apply to the rank of Constable i.e. an Advanced Practitioner Constable

- This would involve work at a higher level of complexity than the current Constable rank. Whilst the role would look different, with a focus on expertise, the level of AP Constable role would likely be similar to the lowest levels of the Sergeant rank. It is important to note that whilst such a move is not strictly lateral, as it involves work at a higher level than the Constable role, it's intention is to provide an additional opportunity for recognition and reward at the Constable rank.

The Constable rank was highlighted as an appropriate area of initial exploration due to:

- A need to recognise and reward front line post holders with excellent front line skills, but who may not desire or have the appropriate skill set to progress through the traditional rank route with its inherent people management responsibilities
- A need to ensure that excellent front line policing skills are deployed to yield optimal return for Forces
- A recognition of a potential gap in expertise between Constable and the development of specialisms further up the traditional rank hierarchy
- A need to develop higher level front line skills within key focus areas, this both refers to the AP role itself and the potential for the AP to raise the capabilities of others.

This project also has inherent links with two other current pieces of work, the review of the Personal Qualities section of the Policing Professional Framework, and the review of appropriate levels of work within Police Forces.

It should be noted that whilst the immediate focus of this paper is upon the Advanced Practitioner Constable, the intention is to use learning from this pilot exploration to apply the AP model to other areas of the Police Service, including other ranks and police staff.

## METHODOLOGY

The ultimate aim of this report is to provide a recommended Advanced Practitioner Constable model. The development of the model is based on the following approach:

### External Research

Several professions have explored the concept of Advanced Practitioners and are considerably further ahead in their development and implementation of AP models. Our intention was to benefit from the progress made in fields outside of Policing, using their experiences as key learning to apply the development of the AP Constable Model. This external research took two forms:

- Review of formal documentation e.g. models, guidelines and evaluation papers. The aim of this was to primarily gather factual information about a variety of models
- Review of informal documentation e.g. articles, thought pieces and conversations with representatives from external agencies. The aim of this was to gather insights into implementation, impacts and attitudes

Professions reviewed include:

- Nursing
- Ambulance Service
- Mental Health Nursing
- Radiography
- Social Work
- Veterinary Surgeons
- Education (**Advanced Skills Teachers**, **Specialist Leaders of Education**, and National Leaders of Education)

Each model was reviewed and analysed to understand:

- Purpose / need for an AP role within the profession
- Application / access to the AP role
- Key features of the AP model
- Lessons learned from implementation

5 models in particular offered particularly useful levels of detail<sup>1</sup> and/or different interpretations of an approach to an AP model. These models, highlighted in the list above, form the basis of the following section on

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<sup>1</sup> The other models identified were not necessarily of low quality but rather did not add anything fresh to our understanding of the potential of the AP model

Learning from External Models. A summary of the key characteristics of these models can be found in Appendix A.

## Internal Research

Relevant research has already been undertaken within the College and this project has the potential to link into several other strands of work, so it was vital to take these into account to ensure consistency. Relevant internal research / projects include:

- Thought pieces on AP models within the education and health care sectors
- Policing Educational Qualifications Framework (PEQF)
- Policing Professional Framework (PPF)
- Continuing Professional Development (CPD) model
- Defining and Assessing Competence (DAC) project

Findings from internal and external sources led to the development of key model principles which were in turn tested with colleagues from across Policing including:

- The AP Model Project Steering Group, comprising of representatives from the College of Policing, Police Forces and the Home Office
- Representatives from Hampshire, South Yorkshire & Humberside, City of London and Thames Valley Police

## Expertise

Korn Ferry Hay Group have particularly unique expertise in understanding levels of work, the development of roles that offer optimal value and the behaviours required for success in particular types of jobs. This knowledge, in conjunction with internal and external research, informed the development of the draft model and associated reward recommendations.

The model presented in this paper is a recommended draft model, consultation around the model has been unavoidably constrained due to tight timeframes. Therefore, we highly recommend that further review and consultation is carried out in Phase 2, the Recommendations section of this report provides further detail upon this.

# LEARNING FROM EXTERNAL MODELS

The following section provides a brief overview of the key lessons learned from external AP models which prove particularly relevant to the Police Service. Appendix A provides a summary of characteristics from 5 specific models. These models were selected on the basis of availability of detailed information and the different insights / potential characteristics offered.

## Focus on Front Line Expertise

The value of AP positions was very much recognised as enabling the development of a higher level skill set, but ensuring the focus of this continued to be on front line practice. APs are commonly expected to represent high levels of knowledge and standards with a designated front line area. This role is about technical expertise rather than managerial skills.

## Knowledge & Behaviours

With a technical focus, it would be easy to concentrate on knowledge as the central component of the AP role. However, the success of the role depends equally on the behaviours of the AP. It is critical that an AP demonstrates the behavioural competencies that are essential when working effectively with others, critical problem solving, leading continuous improvement and ensuring reflective practice.

## Enabling Advanced Practitioners

It is essential to put measures in place to support and enable performance within the AP role. Too often models have neglected this aspect to their cost in the early days of implementation. If post holders are expected to keep their knowledge and skills up to date, then they must be provided with support to do so, particularly if they are asked to engage in ways not expected in previous roles. This should include practical measures such as access to training and support of key leaders within Forces, to ensure that post holders feel encouraged and enabled by their organisations. It should be acknowledged that being in a specialised post with few direct peers can be isolating, particularly for the early cohorts.

## Continuous Professional Development

An essential part of maintaining front line expertise and enabling the AP role is the focus on CPD. APs should be expected to engage in relatively high levels of CPD to maintain their positions at the forefront of current thinking within their designated field. In some instances, the AP role is expected to contribute to wider external thinking within their field.

Keeping knowledge current and focusing on continuous improvement is a critical part of establishing role credibility.

### Engagement with the wider Workforce

Many external bodies reported issues with the acceptance of the role in the early days of implementation. They concluded that insufficient time had been spent on communication and engagement leading to misunderstanding and resistance. The AP concept needs to be 'sold' to the wider Service to ensure cultural acceptance of the role, interest in undertaking the role and its optimal utilisation. Time should be spent considering the different messages that need to be heard at different levels / areas. Messages should be clear, simple and positive to avoid misunderstandings.

### Positioning within the Workforce

A key principle in embedding AP roles lies within how they interact with 'standard' roles. It is critical that APs are positioned as a source of support to enable the Police Service to achieve its goals and achieve better outcomes for the public. It should be clearly upheld that AP roles do not detract from the value or status of the 'standard' role, rather they add an extra beneficial dimension to the overall team

### Enabling Others

A common characteristic of the majority of models explored lies with the sharing of knowledge and expertise. The remit of an AP role should include outreach work to help other organisations (in this case other Forces or bodies within the Police Service) to improve their performance within the designated field. The same principle should apply within the AP's own organisation. This is not a role to solely offer advice or act as point of expertise; the value of the role lies partly within their ability to share and enable others through a variety of potential mechanisms.

### Standards & Re-validation

It is critical that mechanisms are put in place to monitor the quality of the AP's contribution, and ensure that their knowledge and skill sets continue to meet the AP requirement. This reflects the practice that AP is not simply a bestowed status but indicates a level of knowledge, experience and current thinking. It is important that there is consistency of standards and expectations applied to the role. A further important part of this is a process to confirm that experience, knowledge and skills remain at the level expected. Many models promote a re-validation process at regular intervals e.g. every 5 years, to ensure that post holders continue to learn, develop and are competent enough to carry out the AP role. This is an addition to regular performance management activity.

### Centralised Point of Co-ordination

If an important component of the AP role is to contribute to and raise national performance, it is essential to have a centralised point of co-ordination. This centralised point should carry accountability for ensuring that standards and quality is maintained and the value of roles is optimised – generating benefit for the wider Service beyond the AP's own specific Force. Without this centralised point, resource and knowledge sharing is likely to be ad hoc with the success dependent on the will of the individual AP or Force.

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# ADVANCED PRACTITIONER CONSTABLE MODEL

## Key Design Principles

Throughout discussions with the project team and interviewees, the following key design principles have been identified and applied:

- The model needs to be simple and clear to help ensure consistency of interpretation and application
- The model should outline broad characteristics and expectations that should be applied to all AP roles, regardless of location or field, enabling a national standard to be maintained
- Bearing in mind the need for consistency, the model also needs to balance the requirement for local flexibility, to ensure that the AP roles are providing optimal value and meet local needs
- The model should support the need to promote high standards within performance management and CPD provision

## Role & Purpose

The Advanced Practitioner Constable (APC) role offers the opportunity to invest in front line policing at a higher level of expertise. Individual Forces may identify particular areas of Policing that would benefit from greater focus and skill than expected by the Constable role, and choose to invest in an APC position. This is not simply recognition of an excellent Constable but a different role operating at a higher level than that expected of a Constable. The role aims to:

- Take the lead within a practice area, providing a higher level of front line skill and expertise to meet local Policing needs
- Improve policing practice in the Force and beyond through collaboration, networking and support
- Ensure that Policing practices are kept up date and at the forefront of current thinking, professionalising practices, raising standards and promoting a culture of continuous improvement
- Place structure around the recognition and promotion of excellent front line officers who may not have the desire or skills to progress through a line management career path, supporting motivation and retention
- Support the development of a culture of continuous professional development

The APC role is directly managed by individual Forces, however the College of Policing also has an important role to play in the co-ordination of positions and in ensuring optimal role value.

## Key Characteristics & Accountabilities

This role sits within the 'Team Leader / Technical Lead' broad work level (Francis Habgood's paper to the Chief Constable's Council Jan 2016, Annex B: Levels & Types of Work in Policing)<sup>2</sup>. As such, it is expected to demonstrate the broad characteristics identified within this level of work.

Team  
leader/  
technical  
lead

- Lead (...) complex casework
- Contribute to service improvement by feeding back on what works and what doesn't
- Assess how procedures can be developed and improved
- Think and plan ahead for weeks or months, with a focus on immediate solutions
- Use experience and specialist knowledge to answer questions about what needs to be done and how, in specific circumstances
- Deliver activities as part of broader initiatives and operations

Given that the APC is a new role with national application, it is appropriate to provide a further level of detail around common characteristics and accountabilities to help to embed consistent interpretation.

Expertise:

- Develop and maintain knowledge and skills within a specific designated field, keeping up to date with developments in the field
- Assess current working practices, developing recommendations to improve processes, procedures and practice, in line with best practice, and ensuring an appropriate evidence base
- Lead more complex work in the designated field, modelling excellent practice
- Act as an advisor to the relevant Chief Officer, contributing to decision making on local service delivery and the optimal use of resources
- Participate in wider external networks of good practice within a specified designated field, contributing to the development of current thinking
- Lead or contribute to partner and multi-agency working with a designated field to embed effective practice

Enabling Others

<sup>2</sup> Please note, this work is still in draft form and to be finalised

- Disseminate knowledge and skills throughout the Force to enhance the capabilities of others within a designated field e.g. through coaching, training or collaborative activity
- Support the development of other Forces within a designated field for example through collaborative opportunities, training or the provision of information
- Influence the development of national practices throughout the Police Service within a designated field

#### Organisational Role Model

- Pro-actively implement new policies and practices, promoting collective responsibility for implementation and adherence
- Advocate and contribute to a working culture that supports continuous learning and evidence based practice
- Demonstrate and encourage reflective practice

### Knowledge & Skills

Common knowledge and skill requirements include:

- A thorough understanding of the proposed area of (academic and practical) awareness of developments within the field
- Conceptual understanding and analytical ability which enables the candidate to evaluate knowledge, learning and techniques, adapting practices to best fit local needs
- Ability to use professional judgement to make appropriately evidence based decisions
- Ability to influence senior colleagues with credibility to improve practices
- Flexibility to meet changing needs in changing landscapes
- Ability to share learning and inform the practice of others, for example through coaching, training or collaborative activity
- Good level of emotional intelligence to work sensitively and collaborative with colleagues and partners

The standardisation of Knowledge & Skills expectations for this role may be influenced by the implementation of the Policing Educational Qualifications Framework, currently under consultation and review. For example, if the Police Service chooses to partner with higher education institute, external AP models demonstrate the success of advanced practitioner focused learning programmes / qualifications.

### Behaviours

The review of the Personal Qualities section of the PPF is being undertaken at the same time as the development of this draft model. We recommend

that the new behavioural framework is used to clarify the behavioural competencies required of this role to ensure a joined up approach, avoid repetition and the devaluing of the behavioural framework. We recommend that the APC role is assessed as one of the benchmark roles intended to accompany the framework.

### Application

A four stage application processes is recommended to assess the knowledge, skills and behaviours of a prospective candidate. It is important that APCs are able to make a relatively quick positive impact and therefore identifying the right candidate is critical. As the number of post holders is likely to be low, we recommend that some investment is made into the recruitment process.

This will include a written application demonstrating:

- Knowledge and interest in required in designated field e.g. through CPD activity
- Ability to perform key accountabilities
- Demonstration of overall commitment to continuous improvement
- Evidence of successfully influencing the improvement of practice or development of others

Sponsor / Reference providing assurance of:

- Interest in and knowledge of the proposed field
- Quality of current performance
- Potential to successfully enable the learning of others

Psychometric diagnostic to understand likely behavioural preferences.

This data should be utilised at interview to test for self-awareness and self-management.

Face to Face assessment including:

- Panel interview. It is important that the panel is made up of members who can fully assess a candidate's potential for the role, for example a panel could consist of:
  - Chief Officer for the relevant portfolio with a focus on the assessment of knowledge and ability to develop appropriate and high quality practices
  - Potential line manager with a focus on the assessment of potential to work effectively with other colleagues and across Forces
  - HR representative with a focus on the assessment of behaviour competencies

- A representative from the College of Policing to help ensure national consistency and provide quality guidance. Involvement of the College, particularly in the early roll out of the role may also act as a source of support in assessing behaviours
- Interactive activity to gain further insights into the candidate in action. For example, a goldfish bowl activity could assess communication skills, interactions with others, performance and reactions under pressure

## Management

It is important for individual Forces to have ownership over their cohort of APCs. Not only will Forces be expected to meet any additional reward implications, but it is critical that the APC role is developed in line with local needs. As such, we recommend that local Forces identify needs, resource and line manage APC roles.

However, an important function of the APC role is to influence learning and practice beyond their own Force. This could involve:

- Providing support to other Forces who identify a need for improvement within a designated field but not to the extent that they require a full time position
- Provide a shared resource across a number of Forces e.g. to support a regional Alliance
- Contributing to national standards and learning

Particularly when embedding a new role across a national Service, it is also important to consider mechanisms to ensure consistency of application, standards and quality (as noted in the Leadership Review). As such, we recommend that a central point of co-ordination is established. It appears that the most likely source of this is offered by the College of Policing.

The role of central point of co-ordination could include:

- Keeping records of APC posts and their designated fields
- Support national collaboration and sharing of learning across the Service
- Enabling national networking and opportunities to contribute to national thinking
- Provision of common training if deemed appropriate
- Informing the identification of local needs in line with national policies / learning
- Supporting recruitment and performance assessments to uphold common national standards
- Establishment of APC mentors

## Contract

The question of the contractual period of APC roles has proved contentious, with many vocal proponents representing a wide variety of perspectives. This issue needs to be further explored during the consultation and review phase (see recommendations). We have distilled views into 2 potential options, permanent or time limited and present the main benefits and potential issues of each to inform discussions.

### Permanent Position

Whilst describing this position as permanent, it is important to clarify that in the event of poor performance, it should be reasonable to remove the person from this position

#### Benefits:

- Post holders would have time to develop extensive networks within their fields
- Post holders would be able to develop a considerable level of expertise within their field
- Status would be that of a permanent promoted position

#### Potential Issues:

- There is a tradition of low turnover in posts. It is feasible that after the first round of APC appointments, role holders remain in position for a considerable length of time e.g. 10-15 years. The number of these posts is limited and so the value of the role as a motivational, reward and development opportunity is significantly diminished
- There would need to be more consistently rigorous CPD and performance management to ensure that standards were upheld e.g. through a re-validation process
- This poses a question of what to do with the role, if the need for additional expertise within a specific area diminishes

### Time Limited Position

Within this option, posts are treated as temporary higher level positions to achieve a specific time limited objective

#### Benefits:

- Focus on raising knowledge, standards and improvements within a specific area for a specific objective related to service priorities. Once the need is fulfilled the post is no longer required, this allows the AP role to consistently reflect priorities and evolve as these change over time
- Provide greater access into the position

#### Potential Issues:

- Posts would need to be active for a reasonable length of time e.g. 3-5 years to gain traction and valuable networking presence. With this length of tenure, does the role then in essence become a permanent position?
- Impact on the morale and motivation of post holders upon the perception of being 'demoted' – will post holders be content to return to a lower level job?

- 
- Provides greater flexibility for Forces to invest in APCs in different areas
  - Enables a greater diversity of candidates to be placed
- 

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## REWARD IMPLICATIONS

Pay arrangements for the police service will be subject to review and to recommendations from the Chief Constables' Council to the Review Body in 2017. The aim here is simply to highlight the issues and main options in relation to APs.

The pay on offer has to be sufficient to acknowledge the level of skill and contribution involved. The role is likely to overlap in weight and significance with Sergeant, and the pay should overlap as well. Currently, the top point for Constable is £37,626 and the four point scale for Sergeant runs from £38,526 to £42,285 – so the difference at the top of scale is £4,239 or about 12%.

The form which additional pay takes will depend on whether this is seen as a permanent appointment, subject to re-validation of expertise, or merely time-limited (see previous page). A permanent role would fit better with an increase in consolidated, pensionable salary, whereas a time-limited role would be better suited to an allowance.

This leads to two main illustrative options (although they have many possible variants in practice):

**Option A:** An AP would have access to either the first three points on the Sergeant scale. They would be put on point 1 on appointment, and could rise an increment in each of the following two years, subject to confirmation of continuing competence in the annual appraisal.

**Option B:** An AP would be paid a supplement on top of their Constable salary. This could be set as a percentage (probably 10%) or a flat rate (e.g. £4,000) which would be of greater benefit to any Constables not at the top of their scale.

The policy would have to be reassessed as part of the 2017 pay proposals to the Review Body. It would also have to be tested and presented carefully to ensure it is not seen as a reintroduction of the Special Priority Payments (SPPs) which were abolished following Winsor's part 1 report. The amount of money involved is similar to SPPs, but the number of AP roles will be considerably smaller and, as described above, the intention here is to have clear criteria and impact requirements.

# RECOMMENDATIONS

## Phase Two: Consultation

Opportunities for internal consultation have been severely limited during the first stage of development of the APC model. This is due both to time constraints and also due to an acknowledgement that it is easier to provide commentary on a draft proposal. We strongly recommend that further internal consultation and review takes place to:

- Gain consensus on the role of APC – the internal consultation that has already taken place reveals widely different and often contradictory viewpoints
- Inform agreement on key principles – particularly where questions are unresolved e.g. around the tenure of the role
- Identify potential designated fields for the APC position – early consultation suggested some key areas (vulnerability, public protection, community policing) but it would be helpful to revisit these and extend the example list once agreement is reached on the core functions of the role
- Match the APC role into the revised behavioural framework (in relation to Constable and Sergeant roles) using this as one of the example benchmark roles
- Ensure that all other relevant policies, projects and standards are linked into the model as appropriate e.g. PEQF decisions, recommendations on performance management and CPD
- Identification of pilot Forces to trial initial model role out

## Phase Three: Implementation

We recommend that the APC model is rolled out with initially relatively low numbers and through pilot police forces. Implementation needs to consider:

- Communications to the Police Service – we recommended an initial introductory communication to the whole Service followed up by targeted communications to convey key messages to key populations
- Recruitment – there may be an opportunity to explore Forces working together to recruit e.g. to share the resource or to select a cohort of APCs focused on the same field but geographically spread
- APC Support – it will be important to ensure a sense of cohesion and support for the APC cohort to enable them to meet expectations
- Quality assurance – how to ensure that APCs are providing the additional value and continue to meet expectations associated with the role

Our understanding is that the College is exploring the roll out of the APC role through all Forces but in initially low numbers to test implementation. Through the initial consultation it is evident that some Forces are more advanced in their thinking (such as Thames Valley Police Force) about the APC role than others and so we recommend that the College make full benefit of this, implementing the model in these Forces first to gather learning and increase the likelihood of effective implementation across the Service.

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## APPENDIX A - EXTERNAL RESEARCH SUMMARY

This section provides a summary of characteristics from 5 specific advanced practitioner models. These models were selected on the basis of availability of detailed information and the different insights / potential characteristics offered.

### Advanced Practitioner Veterinary Surgeons

The AP Veterinary Surgeon model was developed following consultation with the Specialisation Working party in 2011, to meet 3 key needs:

- To improve and modernise the specialisation system
- To create greater clarity for both the profession and the public around what constitutes veterinary specialisation at different levels
- To simplify and create greater transparency around career pathways

Key principles underpinning the model include:

- Improving benefits to animal patients is central
- All clients should have access to the most appropriate level of expertise available
- Recognition of the importance of developing new methods of treatment and investigation to improve clinical practice
- All veterinary practitioners should continue to learn and improve their practice
- Clients should be able to make informed choices when animals are referred to specialists
- This requires a process of regular revalidation of the specialist practitioner
- The vet-client relationship is based on trust
- Structures for veterinary specialisation should be understandable to the public

Veterinary Science also offers a more in-depth expertise role, a Specialist Veterinary Surgeon, which is highly specialised and few in number (c.800 across the UK). The AP role is intended to present a career path in its own right, rather than as a route to the Specialist role, as such the two roles do not operate within a hierarchy. An AP Vet is a generalist vet with a particular interest and a recognised level of expertise within a specific area.

The AP role is open to all who qualify, there is no limit on numbers or links to specific opportunities. To be considered for the AP accreditation, applicants must:

- Hold the Advanced Veterinary Practice Certificate
- Have at least 5 years of work experience with 3 years of specific experience within the proposed designated field
- Demonstrate CPD of at least 35 hours per year
- Demonstrate sufficient level of knowledge within proposed designated field
- Demonstrate competency within 6 common areas of practice (Principles of Professional Reasoning & Decision Making, Emergency Care, Animal & Public Health Protection, Animal Welfare, Professional Conduct & Veterinary Ethics, Quality & Safety, Key Skills)
- Provide references

Applications are assessed by a Board currently made up of representatives from the College and from Veterinary Practice (Specialists and Fellows). The intention is, as the model matures, to enable APs themselves to lead the application process. There is a small fee attached to the application process.

Key characteristics of the model include:

- All APs must commit to the completion of 250 hours of Continuous Professional Development over a 5 year period, this is 70 hours more than expected of a generalist vet. At least 50% of this must be clearly related to their area of AP designation
- AP status can be held in more than one designated area, each additional area requires an extra 125 CDP hours
- APs have a clear responsibility to build and to share their knowledge of their designated field, they are expected to act as a referral point and source of support to other vets both within and outside their own practice
- To retain the AP status, vets are required to go through a re-validation process every 5 years. This builds quality assurance directly into the system and ensures that APs remain at the forefront of current practice. Failure to re-validate means that the AP can no longer describe themselves as such, as their details are removed from the national register
- The Royal College of Veterinary Surgeons acts as a central point of co-ordination. The RCVS manages the application process, awards status, maintains a register of APs and conducts the re-validation process. The College holds accountability for ensuring that all practicing APs are up to date in their field and hold appropriate qualifications.
- Incentives revolve around status and personal motivation. There is no additional remuneration recommended for those awarded the AP title. However, some veterinary practices have chosen to financially reward their advanced practitioners.

There are currently circa 25,000 vets practicing in the UK, the aim is to have circa 2,000 of these in Advanced Practitioner roles. 3 years post initial implementation there are circa 700.

Lessons learned include:

- For the first cohort there was a need to apply the model flexibly e.g. applicants might not have built the necessary hours of CPD
- Re-validation is critical, this ensures that knowledge remains current and the profession can maintain confidence in the AP role
- The right balance needs to be struck between working as a good general vet, which is still a primary responsibility of these roles, and also holding the AP status
- Communication and ensuring engagement across the veterinary profession is critical. Misunderstandings at the point of roll out gave rise to unnecessary conflict, and it's important to convey that not having the AP title does not detract from being a good vet. Messages need to be simple, clear and consistent. It would have been useful to identify those likely to resist the model and target these specifically to create greater buy in and minimise vocal resistance
- Some vets have resisted the need to undertake CPD and demonstrate their capability, rather feeling that their experience should be sufficient testimony to their expertise. However, it's important to maintain rigour in the system framework
- There are struggles to increase numbers of applicants – the model has not been well promoted internally and there is a question as to whether there is sufficient incentive to apply

### Advanced Skills Teachers

The concept of ASTs was explored following the 2007 McKinsey report that identified teachers as the most important variable in high performing educational systems. The purpose of the AST model was to:

- Recognise and retain the best teachers by offering an alternative career route
- Benefit the whole profession by helping to raise standards and spread excellent practice
- Enable networking and collaboration between schools
- Raise student attainment by broadening the skills and knowledge base of schools

The AST role was described as ‘to provide pedagogic leadership within their own and other schools driving forward improvements and raising standards in teaching and learning’. The role was focused on recognising

excellent teachers who achieved the highest standards of classroom excellence.

Applicants were required to:

- Submit an application detailing their adherence to required national standards
- Subject to Head Teacher approval, applications were then assessed by a national agency, VT Education & Skills.
- Applicant undergo a 1 day assessment within their school by an external assessor which included classroom observation, review of documentary evidence interview with the applicant, interview with pupils, parents and the Head Teacher

Key characteristics of the model included:

- The AST role was not typically compatible with a management position, the main focus of an AST was on excellent classroom teaching. An AST was expected to spend circa 80% of their time teaching their own classes – this is essential to ensuring credibility
- The AST was also expected to support colleagues and other schools through outreach work consisting of circa 20% of their workload. This was seen as an innovative way of sharing good practice
- ASTs were expected to maintain a set of detailed professional standards covering Professional Attributes, Professional Knowledge & Understanding, and Professional Skills
- The original intention was to require a reassessment every 5 years to maintain the status and ensuing continuing quality, however this requirement was removed following the introduction of more robust performance management procedures for all teachers

ASTs represented circa 1% of the teaching workforce and the post was accompanied by a higher pay range than the general teaching population. A pay range consisting of a 5 point pay spine was set nationally, but individual schools determined specific pay for each individual AST post. The pay scale was intended to be comparable to that of school management designed to reflect the expertise and challenges of the role, whilst offering a realistic alternative to the traditional management route.

In 2013 the AST model was abandoned. This was primarily due to funding complications. However, it was also noted that outreach expectations were rarely fulfilled which placed limits on the value of the AST role in improving national standards. Key lessons learned include:

- Need for a central point of co-ordination to ensure the successful management of outreach activity, consistency of deployment, and

opportunities for training. Many ASTs reported feeling underprepared for the role and that their professional development was unsupported

- Outreach proved difficult to manage within timetabling constraints and ASTs reporting feeling unprepared to support and mentor adult colleagues
- When outreach activity was conducted, it was essential that the AST have demonstrable credibility
- The need to communicate and engage appropriately. There was initial hostility from Unions and Head Teachers who feared the model would be divisive.
- Whilst a key purpose of the model was to retain good teachers in the classroom, subsequent research suggested that recognition and pay were not enough to ensure this, rather more attention needed to be paid to developing a facilitating environment, supportive colleagues, effective leadership and high quality development opportunities
- It is essential to ensure sustainability of funding for the role
- Overall the success of the model was primarily determined by the individual school and Head Teacher

### Specialist Leaders of Education

With significant problems identified in the AST model the designation of Specialist Leader of Education was introduced in the Department for Education's 2010 School's White Paper, The Importance of Teaching.

The SLE differs from the AST model, focusing on middle managers rather than classroom teachers. The model prioritises the role of leadership in effecting long term sustainable transformation. It is intended to support plans to improve the quality of teaching and school leadership through school to school support and peer to peer learning.

Candidates apply through the National College and are required to submit an application, undertake an individual interview and assessment activities designed to assess the following eligibility criteria:

- At least 2 years of leadership experience, either at a senior or mid-level
- Successful track record of working effectively, supported by substantial impact evidence
- Evidence of using coaching / facilitation skills to bring about sustainable improvements
- Commitment to and capacity to undertake outreach work
- Support from the Head Teacher and Chair of Governors and agreement to be released from their school for appropriate allocation of time for outreach work
- Communication and interpersonal skills

- High levels of emotional intelligence to work collaboratively with peers
- An understanding of what outstanding looks like within their field of expertise and the ability to articulate this
- Appreciation of how their specialism and skills can contribute to the wider school improvement agenda
- An analytical approach to identifying needs and the ability to prioritise accordingly, including the ability to set up and establish new and innovative working practices
- Ability to develop leadership skills in others

Key characteristics of the model include:

- SLE are expected to specialise in at least one area of expertise, based on the 4 areas of focus for Ofsted (Leadership & Management, Pupil Achievement, Quality of Teaching, and Behaviour & Safety)
- The model is designed as a method of supporting CPD and preparing candidates for the next level of leadership role – it has been acknowledged as a good way of preparing for a Headship role. However, it is also aimed at those who want to excel as practitioners
- A Teaching School Alliance acts as a point of co-ordination for outreach work and is responsible for quality assuring the SLE and their support to others (further work is currently being undertaken to further develop a quality assurance process)
- The Teaching School Alliance is also responsible for demonstrating measurable impact of individual and collective SLEs
- The SLE is ultimately intended to be a self-funded model. Schools requiring the support of an SLE are charged £350 per day for the service
- SLEs are provided with core training (coaching skills, external leadership course) and expected to identify opportunities for CPDs associated with their specific field
- Status is reviewed every 3 years, the SLE is held to account for demonstrating CPD and their impact

Unlike the AST model, there is no additional pay associated with the SLE role, rather candidates are motivated by additional professional recognition and support for career development. It has been noted that SLE have benefitted from knowing that they are helping others to improve and are having a positive impact on outcomes for children and young people by using and sharing their knowledge and skills.

Key lessons learned include:

- The self-funding element of the model has been successful in enabling funding for co-ordination activity and training. However, it does put pressure onto SLEs to ‘drum up business’, and schools have provided

resistant to the idea of paying for a service that was free under the AST model

- Communication is key, there is a need to clearly 'sell' the opportunity to individuals and schools but be very clear about expectations. It is particularly critical to invest time in engaging with schools who may benefit from 'buying in' support from an SLE
- It is important to acknowledge that this is an additional requirement of already busy people – schools need to take steps to enable the SLE to develop and support others. Roll out demonstrates that training and networking are key in enabling a successful SLE role
- It is critical to gain the support of senior leaders, they need to have confidence in the SLE to engage in outreach activity
- More recognition needs to be awarded to SLEs to celebrate their impact and motivate role holders
- Whilst knowledge and skills are important in SLEs behaviour and emotional intelligence is also critical
- Currently, SLEs are not really managed effectively, there needs to be a role that ensures SLEs are supported and challenged to optimise the role. If the SLEs are not used effectively then the credibility of the role diminishes.

### Advanced Nurse Practitioner

The concept of an Advanced Practitioner in Nursing was developed in response to two specific needs:

- Improve patient experience and outcomes through continuity of care
- Support to reduce the number of hours worked by junior doctors

Eligibility for an AP role requires either a course of formal study to at least honours degree level (the International Council of Nurses recommended a Master's degree). Several Advanced Nurse Practitioner programmes have been established in higher education institutes, or through a claim of Accreditation of Prior Experiential Learning, which also requires validation by an institute of higher learning.

The requirement of a registrable qualification was deemed necessary to:

- Help to promote consistency of application
- Quality assure nurses holding this title
- Combat the use of using this or similar titles without having sufficient evidence of being able to work safely, efficiently and effectively at an advanced level of practice

There is no universal definition of an ANP, however, all descriptors agree that the role requires a mix of higher level knowledge, skills and behaviours. Fundamentally, an ANP is an experienced and autonomous

registered nurse who has developed their practice and skills beyond previously expected nursing professional boundaries. They have the ability to use their expert knowledge and complex decision making skills in unpredictable situations. Their work is underpinned by the essence of nursing and values of caring. Part of the value of the ANP role lies in their retention of a generalist perspective – they are able to provide complete episodes of care for a wide variety of patients, with a range of presenting problems and health care needs.

Interesting ANPs are employed using a variety of options including self employment, independently contracting nursing teams and nurse partnerships.

Commonly key characteristics of the role include:

- Grounded in direct care provision or clinical work – the ANP role has a firm focus on front line nursing
- Acts as a source of support to other nurses
- Promotes public health and well being
- Understands the implications of the social, economic and political context of healthcare
- Uses complex reasoning, critical thinking, reflection and analysis to inform their assessments, clinical judgements and decisions. They are able to apply these skills to a broad range of challenging and complex situations
- Acts as practice leaders, managing their own workload, collaborating and developing networks to improve practices. They are expected to proactively challenge others and manage risk
- ANPs are expected to constantly improve the quality of services and patient care. They use a range of techniques to demonstrate their impact and value
- Nationally agreed elements of advanced practice include responsibilities within clinical practice, leadership & collaborative practice, improving quality, developing self and others

The concept of increased liability has been particularly addressed within this model. ANPs may feel particularly vulnerable because they constantly manage clinical uncertainty and undertake innovative practice. However, the principle of vicarious liability determines that ANPs are no more vulnerable to claims of negligence than other nurses.

Key lessons learned include:

- The lack of an agreed definition of the role has both professional and legal ramifications. Whilst the practice is founded on sound research

and educational principles, there is lack of consistency in establishing standards of practice, which make it difficult to compare and embed common levels of competency. The lack of explicit definition also limits the development of the role and the progression of role holders

- It is important for the ANP to be positioned as a source of support to other nursing colleagues to ensure that other nurses do not feel deskilled
- There is value to be gained from the support of a clinical mentor, likely to be either a doctor or an experienced ANP

### Ambulance Service

The Advanced Practitioner Paramedic model was established to provide a higher level of expertise to respond to highly complex 999 ambulance calls. Circa 1% of calls require more advanced skills than held by the standard Paramedic, the APP population is focused on responding to this 1%.

To be considered, the candidate needs to have at least 5 years of Paramedic experience with a degree level qualification. Potential candidates submit an application form detailing experiences, and are required to undertake a rigorous 3 day assessment programme. This programme includes written examination papers to assess knowledge, interviews and 10 skill stations to assess skills and behaviours. The assessment process is designed to assess how participants respond under stress. Unsuccessful candidates are given in-depth feedback to support their professional development.

The APP role is highly competitive and sought after – in the last stage 62 Paramedics applied for 8 APP positions.

Characteristics of the model include:

- APP is not rank oriented, they are positioned as a source of support to the 1st line response. They wear the same uniform distinguished only by a label
- APPs act as a second line response in only the most complex cases, they do not respond to regular 999 calls. They are specifically taught skills that enable them to support, rather than take over at the scene of an incident
- There is additional remuneration associated with the role, it is clear that this is because the level of work is more complex and expectations of behaviour and such are higher
- Each APP is expected to fulfil PDR and CPD expectations – APPs have a portfolio of evidence which is reviewed at every performance meeting. It is expected that this is continuously developed
- Each APP is supported by an operational manager and two clinicians to provide support and advice (both practical skills based and emotional)

Lessons learned include:

- The recruitment process is critical for assessing the right mix of skills and behaviours
- It is critical to not devalue the role of the Paramedic, APPs are there to support in the most complex cases
- To target individual dissenters early in the implementation process to understand and address their concerns, it was critical to have a clear business case for why this role was important to have

DRAFT MODEL

# APPENDIX B - REFERENCES

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**Emma Klapsia**

Senior Consultant

emma.klapsia@kornferry.com

02078567140

**Peter Smith**

Director

peter.smith@kornferry.com

02078567178

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w [www.haygroup.com](http://www.haygroup.com)

b [blog.haygroup.com](http://blog.haygroup.com)

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