Transferable Role Template

Career Framework Level 8

Chemotherapy Non-Medical Consultant
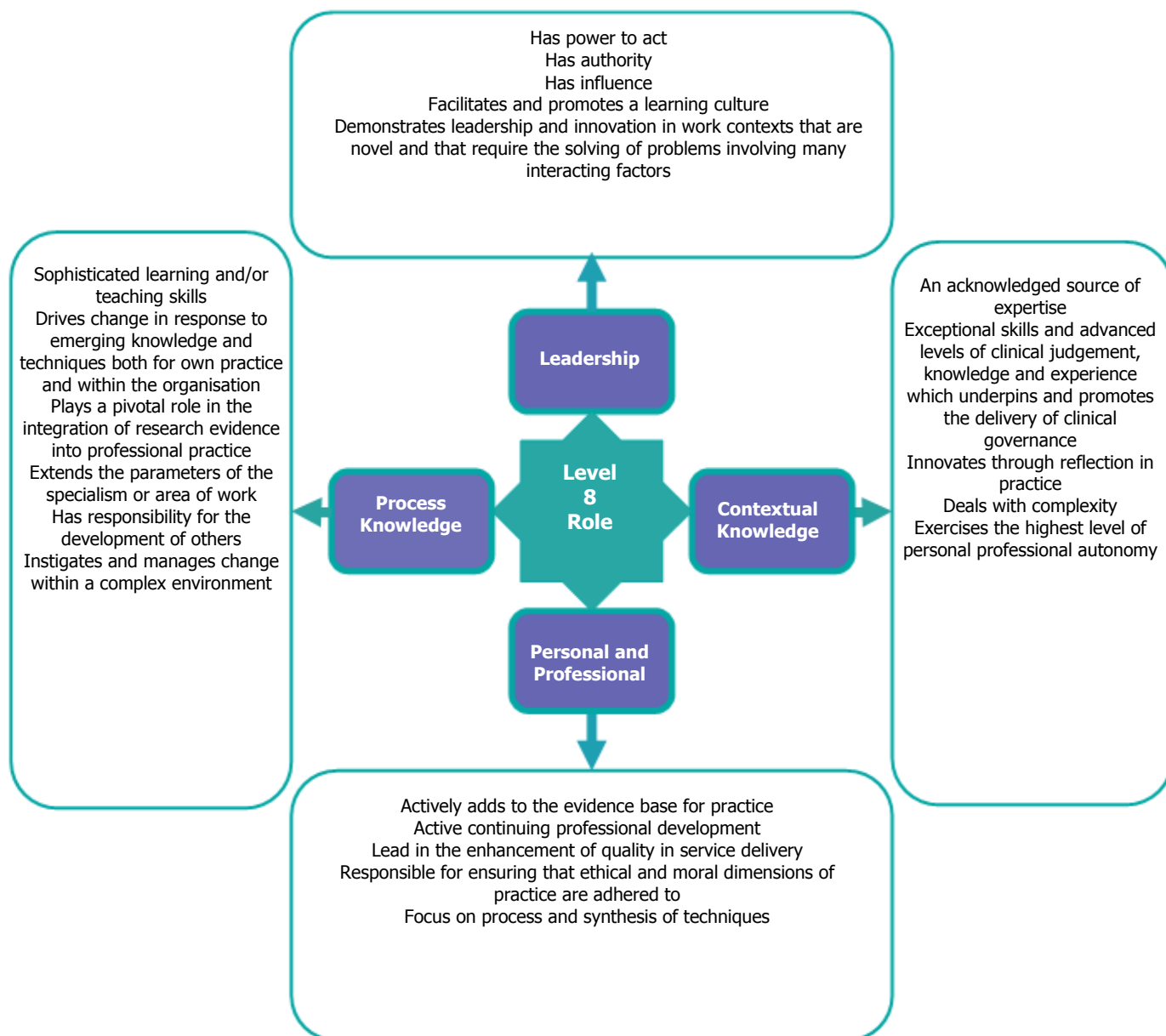
Level Descriptors
Key characteristics of a Level 8 Role

Has power to act
Has authority
Has influence
Facilitates and promotes a learning culture
Demonstrates leadership and innovation in work contexts that are novel and that require the solving of problems involving many interacting factors

Sophisticated learning and/or teaching skills
Drives change in response to emerging knowledge and techniques both for own practice and within the organisation
Plays a pivotal role in the integration of research evidence into professional practice
Extends the parameters of the specialism or area of work
Has responsibility for the development of others
Instigates and manages change within a complex environment

Leadership

Process Knowledge

Level 8 Role

Contextual Knowledge

Personal and Professional

An acknowledged source of expertise
Exceptional skills and advanced levels of clinical judgement, knowledge and experience which underpins and promotes the delivery of clinical governance
Innovates through reflection in practice
Deals with complexity
Exercises the highest level of personal professional autonomy

Actively adds to the evidence base for practice
Active continuing professional development
Lead in the enhancement of quality in service delivery
Responsible for ensuring that ethical and moral dimensions of practice are adhered to
Focus on process and synthesis of techniques

Definition of the Level 8 Role

People at level 8 of the career framework have highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as a basis for original thinking and/or research. They are leaders with considerable responsibility, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable management responsibilities and be accountable for service delivery or have a leading education or commissioning role.

Example of Role at Level 8

Non-Medical Consultant Practitioner:

The non-medical consultant practitioner is an expert practitioner with a high level of responsibility for the development and delivery of services. They are clinical experts who lead practice and spend a significant amount of time in direct patient care. There is a strong element of research within the role. They will carry out research, as well as ensuring that current research findings are used by staff to inform their practice. They may have overall responsibility for the coordination of R&D programmes. The non-medical consultant practitioner will lead by example in developing highly innovative solutions to problems based on original research and inquiry. They will apply a highly developed theoretical and practical knowledge over a wide range of clinical, scientific, technical and/or management functions.

The role is intended to operate across four key areas or functions:

- Expert practice

  A key aspect focussed on specialist expert clinical work.

  Normally this will be up to 50% of the consultant practitioners? time.

- Professional leadership and consultancy

  They are seen within the workplace and external to the workplace as leaders and a source of expert knowledge and skill

- Education training and development

  They are a resource for the service, or wider area and will regularly engage in sharing their skills and knowledge with colleagues and a wider audience.

  They may have a formal link with higher education institutions through lecturing, research or other partnership activities.

- Practice and service development research and evaluation

  Research and development are an integral component of the role.

  Research whether original work or the work of others is used to improve quality, as a basis for innovation and service development and improvement.

All consultant practitioners are at level 8 on the Career Framework for Health.

Not all level 8 roles are consultant practitioners.

The characteristics of the level 8 practitioner have been developed by Skills for Health through working with employers and practitioners. They are intended to be broad descriptors which can be interpreted or contextualised at a local level.

Basic Information:

Named Role	**Chemotherapy Non-Medical Consultant**
Area of work	Chemotherapy, Oncology And Palliative Care, Hospital NHS Or Independent
Role Family	Nursing
Experience required	Significant experience in chemotherapy, plus qualities of leadership and innovation.
Career Framework Level	8

Summary of Role

First developed 2010. Knowledge of chemotherapy will be required in both depth and breadth and the practitioner should engage in regular scholarly activity to test out their knowledge base and ensure it is up to date.

Scope of the Role

First identified in 1999, the non-medical consultant practitioner role has now been established across the health workforce. Evidence of the benefits to service from effective utilisation of consultant roles has been published, a summary of which appears in the appendix.

The role is intended to operate across four key areas or functions:

Expert practice

Professional leadership and consultancy

Education training and development

Practice and service development research and evaluation

It is important to remember that the following competences are used in a context of complexity and high levels of autonomy, as outlined in the level descriptor above.

Knowledge of chemotherapy will be required in both depth and breadth and the practitioner should engage in regular scholarly activity to test out their knowledge base and ensure it is up to date.

It is expected that as a recognised leader in a field of work the consultant practitioner will be engaged in publishing their work either through peer reviewed journals or by presenting at national and international conferences.

Locally developed executive buy in and support for implementation of all aspects of the role is essential.

All level 8 roles will have the following common/core competences.

All competences are national occupational standards (NOS)

Level 8 Core Competences / National Occupational Standards:

Underpinning Principle	Reference Function		Competence
1. COMMUNICATION	1.2	Communicate effectively	GEN97 Communicate effectively in a healthcare environment http://tools.skillsforhealth.org.uk/competence/show/html/id/3001
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.1	Develop your own practice	GEN13 Synthesise new knowledge into the development of your own practice http://tools.skillsforhealth.org.uk/competence/show/html/id/376
			CFAM&LAA3 Develop and maintain your professional networks http://tools.skillsforhealth.org.uk/competence/show/html/id/3770
	2.1.2	Reflect on your own practice	GEN23 Monitor your own work practices http://tools.skillsforhealth.org.uk/competence/show/html/id/2051
			SCDHSC0033 Develop your practice through reflection and learning http://tools.skillsforhealth.org.uk/competence/show/html/id/3415
	2.2.1	Support the development of the knowledge and practice of individuals	SCDHSC0043 Take responsibility for the continuing professional development of yourself and others http://tools.skillsforhealth.org.uk/competence/show/html/id/3481
3. HEALTH SAFETY & SECURITY	3.5.1	Ensure your own actions reduce risks to health and safety	IPC2.2012 Perform hand hygiene to prevent the spread of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3309
			PROHSS1 Make sure your own actions reduce risks to health and safety http://tools.skillsforhealth.org.uk/competence/show/html/id/3327
			PMWRV1 Make sure your actions contribute to a positive and safe working culture http://tools.skillsforhealth.org.uk/competence/show/html/id/4027
	3.5.2	Protect individuals from abuse	SCDHSC0024 Support the safeguarding of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3518
4. SERVICE IMPROVEMENT	4.6	Promote service improvement	CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement http://tools.skillsforhealth.org.uk/competence/show/html/id/3783
5. QUALITY	5.1.1	Act within the limits of your competence and authority	GEN63 Act within the limits of your competence and authority http://tools.skillsforhealth.org.uk/competence/show/html/id/85
	5.1.2	Manage and organise your own time and activities	HT4 Manage and organise your own time and activities http://tools.skillsforhealth.org.uk/competence/show/html/id/2501

6. EQUALITY & DIVERSITY	6.1	Ensure your own actions support equality of opportunity and diversity	SCDHSC0234 Uphold the rights of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3506
	6.2	Promote equality of opportunity and diversity	SCDHSC3111 Promote the rights and diversity of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3540
B. HEALTH INTERVENTION	B2.1	Obtain information from individuals about their health status and needs	CHS169 Comply with legal requirements for maintaining confidentiality in healthcare http://tools.skillsforhealth.org.uk/competence/show/html/id/2820
D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY	D2.4	Maintain information / record systems	CFA_BAD332 Store and retrieve information using a filing system http://tools.skillsforhealth.org.uk/competence/show/html/id/4104
H. MANAGEMENT & ADMINISTRATION	H1.2.4	Implement change	CFAM&LCA4 Implement change http://tools.skillsforhealth.org.uk/competence/show/html/id/3786
	H1.3.1	Contribute to the effectiveness of teams	SCDHSC0241 Contribute to the effectiveness of teams http://tools.skillsforhealth.org.uk/competence/show/html/id/3509
	H1.3.2	Develop relationships with individuals	CFAM&LDD1 Develop and sustain productive working relationships with colleagues http://tools.skillsforhealth.org.uk/competence/show/html/id/3787
	H2.6	Receive and pass on messages and information	ESKITU020 Use digital communications http://tools.skillsforhealth.org.uk/competence/show/html/id/4150

Role Specific Competences / National Occupational Standards:

Underpinning Principle	Reference Function		Competence
1. COMMUNICATION	1.2	Communicate effectively	CHS48 Communicate significant news to individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2216
			GEN62 Collate and communicate health information to individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2317
	1.3	Support individuals to communicate	SCDHSC0021 Support effective communication http://tools.skillsforhealth.org.uk/competence/show/html/id/3515
	1.5	Provide information, advice and guidance	GEN14 Provide advice and information to individuals on how to manage their own condition http://tools.skillsforhealth.org.uk/competence/show/html/id/377

			CHS104 Brief the team for an individual's health intervention http://tools.skillsforhealth.org.uk/competence/show/html/id/2052
			CHS179 Advise on requirements for choice of therapeutic intervention http://tools.skillsforhealth.org.uk/competence/show/html/id/2322
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.1	Develop your own practice	CFAM&LAA2 Develop your knowledge, skills and competence http://tools.skillsforhealth.org.uk/competence/show/html/id/3769
	2.1.2	Reflect on your own practice	LSILADD10 Reflect on, develop and maintain own skills and practice in learning and development http://tools.skillsforhealth.org.uk/competence/show/html/id/3176
	2.2.1	Support the development of the knowledge and practice of individuals	GEN35 Provide supervision to other individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2295
			GEN131 Support and challenge teams and agencies on specific aspects of their practice http://tools.skillsforhealth.org.uk/competence/show/html/id/3897
			LSICM05 Undertake coaching or mentoring http://tools.skillsforhealth.org.uk/competence/show/html/id/3935
	2.3.1	Evaluate another's performance in the workplace	LSILADD08 Engage and support learners in the learning and development process http://tools.skillsforhealth.org.uk/competence/show/html/id/3174
4. SERVICE IMPROVEMENT	4.7	Contribute to improving services	CFACSD9 Promote continuous improvement http://tools.skillsforhealth.org.uk/competence/show/html/id/3603
5. QUALITY	5.2.3	Improve the quality of healthcare through audit and evaluation	PHS08 Improve the quality of health and healthcare interventions and services through audit and evaluation http://tools.skillsforhealth.org.uk/competence/show/html/id/2470
6. EQUALITY & DIVERSITY	6.3	Develop a culture that promotes equality of opportunity and diversity, and protects individuals	SCDHSC0045 Lead practice that promotes the safeguarding of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3483

	6.3	(Contd..) Develop a culture that promotes equality of opportunity and diversity, and protects individuals	SCDHSC0452 Lead practice that promotes the rights, responsibilities, equality and diversity of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3502
A. ASSESSMENT	A2.1	Plan assessment of an individual's health status	CHS38 Plan assessment of an individual's health status http://tools.skillsforhealth.org.uk/competence/show/html/id/1040
			CHS52 Plan inter-disciplinary assessment of the health and well-being of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2229
	A2.3	Assess an individual with a suspected health condition	CHS39 Assess an individual's health status http://tools.skillsforhealth.org.uk/competence/show/html/id/221
			CHEM13.2011 Undertake an assessment or re-assessment of a patient for anti-cancer therapy http://tools.skillsforhealth.org.uk/competence/show/html/id/3298
	A2.7	Undertake a risk assessment in relation to a defined health need	CHS46 Assess risks associated with health conditions http://tools.skillsforhealth.org.uk/competence/show/html/id/2214
	A2.9	Assess individual's suitability for a treatment or intervention	CHS120 Establish an individual's suitability to undergo an intervention http://tools.skillsforhealth.org.uk/competence/show/html/id/432
B. HEALTH INTERVENTION	B2.5	Undertake triage	EUSC07 Prioritise individuals for further assessment, treatment and care http://tools.skillsforhealth.org.uk/competence/show/html/id/960
	B3.1.1	Plan activities, interventions or treatments to achieve specified health goals	CHS119 Select assessment and investigative techniques/procedures to meet individuals' needs http://tools.skillsforhealth.org.uk/competence/show/html/id/433
			CHS97 Organise a programme of support following withdrawal from treatment http://tools.skillsforhealth.org.uk/competence/show/html/id/2260
	B3.2.1	Develop clinical protocols for the delivery of healthcare services	CHS170 Develop clinical protocols for delivery of services http://tools.skillsforhealth.org.uk/competence/show/html/id/140
	B3.5.1	Prepare a discharge plan	CHS122 Prepare a discharge plan with individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/414

	B3.5.2	Carry out actions from a discharge plan	GEN28 Discharge and transfer individuals from a service or your care http://tools.skillsforhealth.org.uk/competence/show/html/id/2207
	B3.6.1	Monitor individuals following treatments	CHS47 Monitor and assess patients following treatments http://tools.skillsforhealth.org.uk/competence/show/html/id/2215
	B4.2	Evaluate the delivery of care plans to meet the needs of individuals	CHS53 Evaluate the delivery of care plans to meet the needs of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2230
	B11.1	Insert and secure medical devices to enable administration or drainage of fluids/air/other substances	CHS22 Perform intravenous cannulation http://tools.skillsforhealth.org.uk/competence/show/html/id/900
	B11.2	Maintain fluid levels and balance in individuals	CHS23 Carry out intravenous infusion http://tools.skillsforhealth.org.uk/competence/show/html/id/294
	B14.1	Co-ordinate the implementation and delivery of treatment plans	CHS88 Co-ordinate the implementation and delivery of treatment plans http://tools.skillsforhealth.org.uk/competence/show/html/id/2254
	B14.2	Implement care plans/programmes	SCDHSC0415 Lead the service delivery planning process to achieve outcomes for individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3487
	B15.6	Administer medication to individuals	CHS3 Administer medication to individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/356
			CHS49 Deliver subcutaneous treatments using syringe drivers or infusion devices http://tools.skillsforhealth.org.uk/competence/show/html/id/2226
			CHEM1.2011 Deliver anti-cancer therapy intravenously http://tools.skillsforhealth.org.uk/competence/show/html/id/3289
	B15.6	(Contd..) Administer medication to individuals	CHEM8.2011 Provide oral anti-cancer therapy http://tools.skillsforhealth.org.uk/competence/show/html/id/3295
	B15.9	Manage an individuals medication to achieve optimum outcomes	PHARM50.2011 Provide advice on anti-cancer therapy for an individual http://tools.skillsforhealth.org.uk/competence/show/html/id/3302

	B16.4	Support individuals to retain, regain and develop the skills to manage their lives and environment	**CM D5** Enable patients to access psychological support http://tools.skillsforhealth.org.uk/competence/show/html/id/1842
C. HEALTH PROMOTION & PROTECTION	C1.1.2	Agree priorities and targets for improving individuals' health and wellbeing	**PHS19** Develop, sustain and implement a vision and objectives for improving health and wellbeing http://tools.skillsforhealth.org.uk/competence/show/html/id/2481
	C1.1.4	Plan and develop health protection programmes	**CM G5** Work in partnership with others to promote health and wellbeing and reduce risks within settings in a defined caseload http://tools.skillsforhealth.org.uk/competence/show/html/id/1861
	C1.2.2	Implement strategies to promote individuals' health and wellbeing	**PHS15** Implement strategies for putting policies to improve health and wellbeing into effect http://tools.skillsforhealth.org.uk/competence/show/html/id/2477
	C1.3.2	Review strategies for improving individuals' health and wellbeing	**PHP37** Evaluate and review the effects of policies on health improvement http://tools.skillsforhealth.org.uk/competence/show/html/id/2440
	C2.2	Provide information to individuals, groups and communities about promoting health	**PHP07** Finalise and disseminate communications about health and wellbeing and/or stressors to health and wellbeing http://tools.skillsforhealth.org.uk/competence/show/html/id/2407
D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY	D2.1	Collect and validate data and information for processing	**PHP10** Collect and link data and information about the health and wellbeing and related needs of a defined population http://tools.skillsforhealth.org.uk/competence/show/html/id/2410
F. EDUCATION LEARNING & RESEARCH	F1.1.1	Identify learning and development needs of the organisation	**LSILADD01** Identify collective learning and development needs http://tools.skillsforhealth.org.uk/competence/show/html/id/3167
	F1.1.2	Design learning and development programmes	**LSILADD03** Plan and prepare learning and development programmes http://tools.skillsforhealth.org.uk/competence/show/html/id/3169
	F1.1.3	Develop learning and development sessions	**LSILADD04** Plan and prepare specific learning and development opportunities http://tools.skillsforhealth.org.uk/competence/show/html/id/3170

	F1.1.4	Prepare learning and development resources	LSILADD05 Develop and prepare resources for learning and development http://tools.skillsforhealth.org.uk/competence/show/html/id/3171
	F2.1	Deliver learning and development programmes	LSILADD06 Manage learning and development in groups http://tools.skillsforhealth.org.uk/competence/show/html/id/3172
	F3.2	Implement improvements for learning and development programmes	LSILADD13 Evaluate and improve learning and development provision http://tools.skillsforhealth.org.uk/competence/show/html/id/3179
	F5.2	Identify and recommend sources of funding for selected research and development topic	R&D2 Identify and recommend sources of funding for selected research and development topics http://tools.skillsforhealth.org.uk/competence/show/html/id/2438
	F5.3	Design and formulate specific research and development proposal	R&D3 Design and formulate a research and development proposal http://tools.skillsforhealth.org.uk/competence/show/html/id/2439
	F5.4	Determine resources required to implement research and development proposal	R&D4 Determine resources required to implement a research and development proposal http://tools.skillsforhealth.org.uk/competence/show/html/id/2442
	F5.5	Obtain approval for selected research and development activities	R&D5 Obtain approval for selected research and development activities http://tools.skillsforhealth.org.uk/competence/show/html/id/2444
	F6.1	Conduct investigations in a research and development topic	R&D8 Conduct investigations in selected research and development topics http://tools.skillsforhealth.org.uk/competence/show/html/id/2448
	F6.2	Interpret results of research and development activities	R&D9 Collate and analyse data relating to research http://tools.skillsforhealth.org.uk/competence/show/html/id/2452
			R&D10 Interpret results of research and development activities http://tools.skillsforhealth.org.uk/competence/show/html/id/2453
	F6.3	Act on research and development findings	R&D12 Present findings of research and development activities in written form http://tools.skillsforhealth.org.uk/competence/show/html/id/2456

			R&D13 Present findings of research and development activities orally http://tools.skillsforhealth.org.uk/competence/show/html/id/2458
			R&D14 Translate research and development findings into practice http://tools.skillsforhealth.org.uk/competence/show/html/id/2459
			R&D15 Evaluate and report on the application of research and development findings within practice http://tools.skillsforhealth.org.uk/competence/show/html/id/2460
H. MANAGEMENT & ADMINISTRATION	H1.1.1	Manage operational plans for an area of responsibility	CFAM&LBA9 Develop operational plans http://tools.skillsforhealth.org.uk/competence/show/html/id/3771
			CFAM&LFA2 Implement operational plans http://tools.skillsforhealth.org.uk/competence/show/html/id/3772
	H1.1.5	Provide leadership	CFAM&LBA2 Provide leadership in your area of responsibility http://tools.skillsforhealth.org.uk/competence/show/html/id/3777
	H1.1.9	Manage public relations	SFJCPS 1.1 Engage with service users http://tools.skillsforhealth.org.uk/competence/show/html/id/3273
	H1.3.1	Contribute to the effectiveness of teams	CM C5 Build a partnership between the team, patients and carers http://tools.skillsforhealth.org.uk/competence/show/html/id/1836
	H1.3.1	(Contd..) Contribute to the effectiveness of teams	GEN44 Liaise between primary, secondary and community teams http://tools.skillsforhealth.org.uk/competence/show/html/id/2222
	H1.3.3	Manage multi-agency collaborative working	GEN27 Develop, sustain and evaluate collaborative working with other organisations http://tools.skillsforhealth.org.uk/competence/show/html/id/2206
	H1.5.7	Manage information and knowledge	LSIILARD7v2 Foster knowledge management culture, behaviours and skills http://tools.skillsforhealth.org.uk/competence/show/html/id/3053
	H2.6	Receive and pass on messages and information	SCDHSC3115 Process information for use in decision-making http://tools.skillsforhealth.org.uk/competence/show/html/id/3411

Facets of Role (National Occupational Standards):

Underpinning Principle	Reference Function		Competence
		None Assigned	

Locality Specific Competences / National Occupational Standards:

Underpinning Principle	Reference Function	Competence
	None Assigned	

Indicative Learning and Development

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

For the non-medical consultant practitioner role, learning may be required across all aspects of the role but this learning may not need to be all at the same level. The curriculum of learning for each individual may be different but should facilitate the individual to demonstrate competence against the national occupational standards required for their role as a non-medical consultant practitioner.

Transferable role	Chemotherapy Non-Medical Consultant
Formal endorsed learning	Likely to include doctoral studies/doctoral level learning Masters level learning as a minimum related to practice. Relevant profession/specialty -specific and/or treatment-specific learning. Leadership/research/education learning at Masters level if not included in above e.g. National Allied Health Professions Leadership Challenge

Informal learning	1. A range of informal learning opportunities will be appropriate including reflective practice, job shadowing, attendance only courses as organised by external organisations. 2. Coaching and mentoring opportunities, either within or outside the employing organisation 3. Leadership/research/education learning at Masters level if not included in the above formal learning. 4. In-house programmes of learning which have been developed to meet specific learning outcomes related to the four key areas of: - Expert practice - Professional leadership and consultancy - Education training and development - Practice and service development research and evaluation The outcomes of learning are assessed using a range of assessment strategies which are focussed on work based evidence. These may include: - Learning contracts - Portfolio - 360 feedback - Presentations - Case study review In house programmes of learning with formal learning assessment components should include as part of their documentation policies around quality, appeals, access and progression.
Summary of learning and development including aims and objectives	Learning will be specific to the practitioners area of speciality and will be heavily research focussed. Learning should increase depth of knowledge and level of expertise. It should push the boundaries of the topic and contribute new knowledge to the body of evidence.
Duration	Dependent on existing experience & knowledge Normally Masters studies will take 2 years of part time study, a Doctorate will typically be 5 years of part time study.

National Occupational Standards used	Learning should relate to the national occupational standards outlined above.
	OTHER USEFUL NOS ARE- (Please not that these NOS may have been updated and so may need amendment)
	PSL8 Develop joint operational policies and care pathways
	PSL9 Implement and evaluate joint operational policies and care pathways
	CHEM5 Apply scalp cooling
	CHEM11.2011 Prescribe anti-cancer therapy and related supportive treatment
	CHEM2.2011 Administer anti-cancer therapy into the urinary bladder
	CHEM3.2011 Administer intrathecal anti-cancer therapy
	CHEM4.2011 Assist with the administration of intrathecal anti-cancer therapy
	CHEM7.2011 Administer oral anti cancer therapy
	CHEM9.2011 Administer topical anti-cancer therapy
	CHEM18 Provide intra-cavity administration of anti-cancer therapy
	CHEM19 Provide intra-muscular and subcutaneous administration of anti-cancer therapy
	CHEM20 Provide ongoing care and support to individuals during anti-cancer therapy
	HSC366 Support individuals to represent their own needs and wishes at decision making forums
	GEN39 Contribute to effective multidisciplinary team working
Credits (including framework used)	Learning should be credit rated where possible, though at this level this may not always be appropriate.
Accreditation	Professional body Further and HEI specific Other awarding bodies
APEL and progression	Prior publications and research may be accepted towards a Doctoral or MPhil award. This will be determined by the awarding body/education provider.

Programme structure	Masters level modules normally have a blended learning approach, including e-learning, face to face learning and work based learning. Doctoral studies could be either through a taught professional doctorate or a research based route. Elements of inter-professional learning should be an integral component of many aspects of a programme e.g. leadership and development. In house programmes will also use a blended approach to learning and assessment. They should offer learners an individualised pathway which is focussed on the four key elements of their role. - Expert practice - Professional leadership and consultancy - Education training and development - Practice and service development research and evaluation Some examples of in house learning programmes such as NHS South Central have a four year developmental cycle which enables the learner to build and consolidate skills across these four key elements.
Continuous Professional Development	Not specified
Resources required, e.g. placement learning, preceptors, accredited assessors etc	Formal, protected study time Access to scholarly journals, library resources, and online research resources If formal study through an education provider attendance at workshops, seminars and taught components. Support for mentorship and coaching activities Opportunities to work with academic partners
Quality Assurance	A formally established governance process should be in place for all programmes of learning
Policies included in learning programme documentation	Equal opportunities, equality & diversity accessibility Appeals procedure

Funding	Locally agreed
Leading to registration or membership with:	Some professional bodies offer recognition to non-medical consultant practitioners. Currently non medical regulatory bodies do not require registration of this role.

References & Further Information:

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