

Learning Disabilities and Autism Offer for the Development of a Multi-professional Consultant Pathway for Learning Disability and Autism Practitioners

Building the Right Support Offer

This funding supports the commitments made in the Building the Right Support Action Plan to develop consultant posts in Learning Disability and Autism. The available funding offer will support 10 aspiring consultants (healthcare or social care registrants already working as an advanced practitioner, already holding a relevant MSc or equivalent that can be mapped to the multi professional advanced practice framework¹).

Applicants will undertake a multi-professional consultant practice development pathway to grow as a consultant practitioner. The development will correspond with the *Multi professional consultant-level practice capability and impact framework* to progress aspiring consultants working in learning disabilities and autism services as system leaders and embedded researchers, exemplifying expert practice, strategic and enabling leadership, learning, developing, and improving across the system, and research and innovation. This is a bespoke development programme tailored to the development needs of individuals.

The offer to providers will include:

Aspiring consultants will undertake a development need analysis (bespoke support and guidance will be provided to map against the HEE [Multi-professional consultant-level practice capability and impact framework](#) to identify their learning needs).

Aspiring consultants will use the capability and impact framework to complete the self-assessment process. The tool that has been developed for this process focuses on each domain independently so aspiring consultants can obtain an in-depth view, even though the domains are interdependent.

Capabilities relevant to transition from ACP, Years 1-3, and Years 3-5 consultant practice have been identified under each domain in the assessment tool so aspiring consultants can reflect of where they think they might be:

- a) To identify the capabilities they already possess to inform their portfolio
- b) To get a sense of which domains they may need to prioritise in their developmental journey
- c) To inform the priorities for their personal development plan

When asked to identify the impacts aspiring consultants wish to focus on to inform their development plan, they are requested to assign its priority from 1-3, with 1 being the most urgent priority and 3 the least urgent priority.

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A fund of £10,000 a year for 2 years will be made available for aspiring consultants to meet their identified learning needs.

In addition, the organisation will receive Building the Right Support training support funding of:

- Year 1 of 2 Sept 23 –Aug 24 **£59,300** *
- Year 2 of 2 Sept 24 –Aug 25 **£44,500** *

*Tailored to individual needs and may be used for salary support or educational needs. Reporting against a development plan including the use of funding is expected.

Who is this offer for?

The offer is designed for aspiring consultants already working at a recognised advanced level of practice in services such as:

- ICS and provider network roles
- Autism specific services
- Specialist community support services
- Community learning disability and autism teams including:
 - Community learning disability teams
 - Community learning disability forensic teams
 - Community intensive support teams
 - Other practitioners engaged in preventing or admission
- Learning disability and autism liaison roles
- Criminal justice system and prisons

Funding priority will be given to the following:

- Autism specific services
- Requests from areas of greatest workforce challenge
- Children and young people's services including transition
- NHS funded care linking to supported and integrated multidisciplinary approach

(If you are not sure if this offer applies to you, please check with us at learning.disability@hee.nhs.uk)

To receive Building the Right Support Offer funding each **employing organisation** must agree to:

- Establish a consultant post for expert practice in learning disabilities and/or autism working at a strategic and enabling leadership level across an ICS or provider network in learning disability or autism services at successful completion of the development plan.
- Applicants will be required to supply a workforce plan clearly indicating the establishment of a post for the aspiring consultant if they are able to demonstrate the necessary capabilities and impacts.
- Evidence of support from local ICS will be required in the form of a letter of support.
- Ensure that the clinical capacity within their service is not diminished.
- Ideally aim to ensure clinical capacity is increased as the role is established.

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- Work with the HEE Advancing Practice Faculty leads to establish/develop a route to future multi-professional consultant and Advanced Practitioner level training pathways and posts within their organisation and system.
- Collaborate with talent spotting.
- Have a proactive approach with HEE regarding any aspiring consultants identified as being in difficulty. If the aspiring consultant decides to discontinue the development HEE should be informed immediately.
- Agree to co-operate fully with any evaluation activity.
- Support the aspiring consultant to complete their development and portfolio should they require more than 2 years to complete.
- Support the aspiring consultant to champion the role and benefits of the multi-professional consultant practice role.

To receive Building the Right Support Offer funding each **aspiring consultant** must agree to:

- Be willing to champion the role and benefits to other services, organisations regionally and nationally.
- Contribute to ensure that the consultant role is effectively incorporated into services, across teams, organisations and systems.
- Agree to co-operate fully with any evaluation activity.

Frequently asked questions

Q. What is multi professional consultant practice?

A. The working definition of multi professional consultant practice is defined by integrated expertise in the four domains necessary for enabling quality* care at all levels of the health and social-care system:

- Expert practice (the consultant's main health/social-care profession)
- Strategic and enabling leadership
- Learning, developing and improving across the system
- Research and innovation as an embedded researcher.

This embraces the key skillset for systems leadership and systems transformation aided by clinical credibility in the consultant's own professional practice and underpinned by consultancy approaches that sustain quality*.'

*Quality is defined as person centred, safe and effective care with continuity

Adapted from Manley, K & Crouch, R. (2020) Towards Multi-professional Consultant Practice: a potential career pathway for Advanced Practitioners. Health Education England Advanced Practice Conference November 2020

Q. Who is eligible for this development pathway?

A. The pathway is for registered practitioners providing/working in health and social care services (including integrated services). This includes Nurses, Allied Health Professionals (including Occupational Therapists, Speech and Language Therapists, Dieticians, Physiotherapists, Arts Therapists etc), Social Workers, Psychologists, pharmacists etc.

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Practitioners should be working in an advanced practitioner post which is underpinned by a relevant MSc or equivalent that can be mapped to the multi professional advanced practice framework.

Q. What does the pathway look like?

A. The pathway will be a bespoke pathway for each aspiring practitioner. The development needs will be identified using the self-assessment framework. The following principles will provide guidance for the pathway:

Accredited Learning based on experience, reflection, and evidence of impact

- Accredited learning based on experience, reflection, critical thinking at doctoral level
- Evidencing impact of role using portfolio

Experiential learning with support

- Using workplace and situated learning as a developmental opportunity to:
 - ✓ develop understanding and expertise
 - ✓ work with evidence base, implementation of change and evaluation
- Working on projects/developmental opportunities for cross- boundary working across systems, service, agencies, organisation
- Getting involved in opportunities (national and regional placements and secondments) by doing, shadowing and working with others to experience different approaches, develop skills and expertise within each pillar, drawing on own professional expertise e.g.
 - ✓ Strategic activities and the big picture
 - ✓ Teaching and presentations
 - ✓ Advanced facilitation, mentoring and coaching across increasing complexity
 - ✓ innovations to change, embed change, or research practice as an embedded researcher

Formal learning and accreditation

- Participating in formal programmes/modules – for example Systems Leadership development through the NHS Leadership Academy.

Using professional opportunities and networks to support learning, achieve capabilities and maintain wellbeing

- Joining national networks and networking
- Participating in action learning across professional support networks & joining networks
- Obtaining fellowships, internships and sitting on committees with facilitated learning
- Developing links/hybrid posts with HEIs, working with/engaging senior leaders/clinical academics and different teams to develop experiences and confidence
- Participating in receiving and providing mentorship, coaching and supervision – facilitation of learning integrated with development and improvement across all levels of system

Q. What can the funding be used for?

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A. The £10,000 funding can be used by an aspiring consultant for their identified learning needs against any of the agreed elements specified in the learning and development opportunities specified in the **HEE Consultant practice development pathway** for transition from advanced practice to consultant practice.

Further information can be found in the [HEE Consultant Practitioner Capability and Impact Framework](#). The framework outlines this level of practice and encompasses the career of the consultant and their expected impact, particularly across integrated systems. Further information concerning the capabilities required to transition from an advanced practitioner to a consultant practitioner will be on the website shortly.

The Building the Right Support funding can be used by organisations to ensure there is no loss of clinical capability during the time the aspiring consultant is participating in the development pathway, supporting the development of the consultant role in practice, enabling the practitioners to attend and engage in talent spotting and cross system development of the role and function.

Q. Does the aspiring consultant need to agree a development plan?

A. Yes. The development plan based on the individual's development needs analysis will be formally agreed by the employing organisation and the Centre for Advancing Practice.

Q. What reporting is required?

A. Employers will need to follow a reporting process. In addition, they will need to confirm which of the key target services the aspiring consultant works in during the application process and highlight to HEE should the aspiring consultant move teams or cease training. In addition, we will ask that the trust and the aspiring trainee make themselves available for evaluation activity.

Q. How will individuals be supported?

A. The organisation will be required to provide support through their usual structures. In addition, support will be provided through a Critical Companion Network in learning disability and autism linked to an existing consultant. There will also be several action learning sets established to support the aspiring consultants and learning disability and autism champions (nurse/AHP) to oversee the programme.

Q. How will individuals be selected?

A. Individuals will be expected to apply formally for the aspiring consultant practitioner pathway. Following expressions of interest, we are planning a two-stage application process:

Stage 1: Individuals who have expressed interest will be asked to submit:

- A written application form
- A letter of support counter signed by their ICS Workforce Lead, Service Director and line manager
- A copy of their CV detailing their experience and the post graduate qualifications they hold

These applications will be reviewed by a panel consisting of representation from HEE's Centre for Advancing Practice, HEE's National Learning Disability and Autism Programmes, HEE's Regional Advanced Practice Faculties and Learning Disability and Autism Clinical Experts.

Stage 2: Applicants who are successful in stage 1 will then be asked to complete a self-assessment development needs analysis and submit this for review. These development needs

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analyses will again be reviewed by a representative panel and then applicants who are successful at this stage will be invited to stage 3.

Stage 3: Applicants who are successful in stage 1 and 2 will then be invited to an interview.

An indicative timeline for this process is as follows:

Stage	Timeframe
Initial expression of interest	24/03/2023 to 21/04/2023
Stage 1: Submission of applications	01/05/2023 to 01/06/2023
Stage 1: Applications review	05/06/2023 to 23/06/2023
Stage 2: Submission of development needs analysis	30/06/2023 to 17/07/2023
Stage 2: Development needs analysis review	20/07/2023 to 31/07/2023
Stage 3: Interview Process	August 2023 (Specific timeline to be agreed)
Award of offer to successful applicants	By beginning of September 2023

Q. Is a formal educational programme, such as a professional doctorate or PhD, demonstrating level 8 learning outcomes essential.

A. No. This is not essential; this will remain a decision for the individual and will be informed partly by their role. However, aspiring consultant practitioners will need to demonstrate the necessary capabilities and impacts to determine they can evidence consultant level practice. The evidence should also be linked to level 8 level descriptors. The SEEC Credit Level Descriptors for Higher Education – 2016 provides a framework for this. See below:

Level 8 EWNI Summary credit level descriptors	Make a significant and original contribution to a specialised field of inquiry, demonstrating a command of methodological issues and engaging in critical dialogue with peers and accepting full accountability for outcomes.
Setting	
Operational context	Operates in complex and unpredictable and/or specialised contexts at the forefront of knowledge.
Autonomy and responsibility for actions	Acts autonomously and with initiative, often in a professional capacity with responsibility for self and often others.
Knowledge and understanding	
Knowledge and understanding	Works with theoretical/research knowledge at the forefront of the discipline. Demonstrates a comprehensive understanding of techniques and methodologies applicable to the discipline.
Cognitive skills	
Conceptualisation and critical thinking	Develops ideas at a high level of abstraction. Develops theoretical discourses, methodologies or practices, critically analysing their development and application.
Problem solving, research and enquiry	Acts independently and with originality in problem solving. Develops or adapts appropriate advanced methodological approaches and critically evaluates their effectiveness.

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Synthesis and creativity	Synthesises and applies new approaches, in a manner that can contribute to the development of methodology or understanding in that discipline or practice.
Analysis and evaluation	Undertakes independent analysis or evaluation, managing complexity, incompleteness of data or contradictions in areas of knowledge.
Performance and practice	
Adaptation to context	Autonomously adapts performance to contexts requiring professional outputs.
Performance	Has technical mastery, performs smoothly with precision and effectiveness, can adapt or develop skills and procedures for new situations.
Team and organisational working	Leads and/or works effectively with often multiple teams in multiple roles. Manages the capacities of members to achieve outcomes, handling conflict with confidence.
Ethical awareness and application	Analyses and manages ethical dilemmas and works pro-actively with others to formulate and implement solutions.
Personal and enabling skills	
Personal evaluation and development	Reflects on own and others' functioning in order to improve practice. Is independent and self-critical as a learner. Guides and supports the learning of others and manages own professional development.
Interpersonal and communication skills	Displays consultancy skills. Communicates complex or contentious information clearly and effectively to the target audience.

SEEC Credit Level Descriptors for Higher Education – 2016. ISBN 978-1-5272-0432-4
<https://seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> Accessed 11/04/2022

How do we express interest?

Expressions of interest should be made as soon as possible and by 5pm **Friday 21 April 2023** by completing this form: <https://forms.office.com/e/MgxjWkztwJ>

ⁱ HEE requirements for an Advanced Practitioner