**RCOT consultation response**

**Advanced Clinical Practice Primary Care: Leadership and Management in Practice; Education in Clinical Practice and Research in Clinical Practice**

Prepared by Dr Stephanie Tempest 19th March 2021

1. **Leadership and Management**

**Introduction**: clear and appropriate.

**Domain detail:**

Rather than saying ‘respond positively when services are under pressure’ (b) consider ‘respond proactively’ which potentially gives a healthier and more solution-focused message instead of an emotive one.

Also consider:

* Contribute knowledge and information to strategic decision makers to inform future workforce planning.
* Engage in courageous conversations when advocating for self and others.
* Actively promote the rights and responsibilities for self and others, including but not limited to professionalism, equity, equality, diversity and inclusion, and health and wellbeing in the workplace.
* Create own networks to enhance own strategic-level leadership abilities.

1. **Education and Clinical Practice**

Introduction: key learning outcomes also need to address the requirements of the individual ACP themselves e.g. “actively engage in ongoing learning, supervision and other developmental opportunities and support others to do so”.

Domains:

Include the facilitation of learning for pre-registration learners to help development the workforce pipeline esp. into the primary care settings. Suggestion: “Support pre-registration learners, demonstrating cultural awareness and an understand of the level of study being undertaken and the associated learning outcomes.”

1. **Research in Clinical Practice**

The key learning outcomes focus on the ACP as a consumer of research rather than an active participant throughout the research process.

Suggestion as a key learning outcome: “Engage in and with research activity and support others to do so.”

Domain:

Need to include reference to facilitating the involvement of people who access services, their families and carers in the co-design and co-production of research and / or quality improvement.

Consider “contribute to the development and evaluation of guidelines and policy at a local, regional and/or national level.”

**Comments on all pillars:**

**Assessment methods:**

The processes for quality assuring and standardising the process across the many assessment organisations remains unclear.

It would also be of benefit to have an element within the assessment that was led by the person being assessed. This would enable them to present their own case-based reflections on their own leadership performance, which especially at this level feels appropriate.

**Grading:**

Grading matrix looks clear. But further information about the quality assurance processes to enhance standardisation between assessors could be provided.