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First Contact Practitioners: Self-Declaration Guidance for Education Providers

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# Introduction

Health Education England (HEE) has established the Centre for Advancing Practice (the Centre) to oversee the workforce transformation of advanced level practice. By establishing and monitoring standards for education and training, accrediting advanced level programmes, supporting, and recognising educational and training equivalence, and growing and embedding the enhanced, advanced and consultant practice workforce.

The Centre will deliver this through its key functions:

* Programme accreditation
* Recognition of education and training equivalence
* HEE credentials
* Workforce solutions

**Self-Declaration Process for FCP Module/s**

As part of HEE’s commitment to growing and embedding the enhanced, advanced and consultant practice workforce, The Centre has introduced a self-declaration process for the First Contact Practitioner (FCP) taught routes to recognition. Education Providers can self-declare that their corresponding module(s) meets the appropriate ‘FCP in Primary Care: Roadmap to Practice’ (Roadmap).

There are currently two routes to recognition for practitioners working in FCPs roles: the taught route and the portfolio route. The taught route requires practitioners to complete Stage 1 and Stage 2 of the FCP Roadmap within level 7 module(s) delivered by an Education Provider.

Only Self-Declaration of the Taught Route to Recognition is described in this document.

## First Contact Practitioner: Taught Route to Recognition Definition

For Stage 1, Education Providers should fulfil the speciality specific Knowledge, Skills, and Attributes (KSA) framework and Primary Care and Personalised Care specific e-learning (see relevant section 5 the FCP Roadmap). This must normally be completed prior to the practitioner working in Primary Care.

For Stage 2, The Education Provider works with the Primary Care Training Hub/s to support the provision of appropriately trained Roadmap Supervisors for assessment in practice.

OR

Where an Education Provider offers assessed work-based learning, provide details of how this will be consistent with that supervised and assessed by Roadmap Supervisors as described in the FCP Roadmap**.** Full details of the training pathways can be located in the [FCP Roadmap to Practice documents](https://www.hee.nhs.uk/our-work/allied-health-professions/enable-workforce/ahp-roadmaps/first-contact-practitioners-advanced-practitioners-roadmaps-practice).

# FCP Self-Declaration

To quality assure the FCP taught route to recognition, the Centre is inviting Education Providers to self-declare that their module(s) meet the appropriate FCP Roadmap requirements. Self-declaration requires Education Providers to complete a mapping document (see appendix 1 for an extract of the MSK mapping document) and see [FCP Website](https://www.hee.nhs.uk/our-work/allied-health-professions/enable-workforce/first-contact-practice-self-declaration-education-providers).

A mapping document has been devised for each Roadmap (Musculoskeletal, Paramedics, Podiatry, Occupational Therapy and Dietitian) and Education Providers are required to complete all mapping documents relevant to the training and education they deliver. A mapping document should be completed for each specific Roadmap delivered.

Please read the self-declaration carefully and complete the self-declaration process before submitting to the Centre for review. Following submission, the self-declaration form will be reviewed by the Centre teams.

The Centre reserves the right to periodically sample self-declaration submissions and mapping for quality assurance purposes. The Centre could also request to view the mapping document from the Education Provider in the event of inquiries from students, trainers, employers, or service users.

Normally, self-declaration resubmission will only be required when changes in module content, leadership and/or when reapproval of module/s occurs.

## Submission

FCP self-declarations should not be sought until the appropriate FCP mapping documents have been completed. Once mapping has been undertaken, please email [FCPRecognition@hee.nhs.uk](mailto:FCPRecognition@hee.nhs.uk) to request information regarding the self-declaration process. Please do not send any of your mapping documents to The Centre.

If you have any questions or would like further advice, please contact us via [FCPRecognition@hee.nhs.uk](mailto:FCPRecognition@hee.nhs.uk)

## Notification of Outcome

Following review of the self-declaration form by the Centre, the outcome will be ratified at the Centre’s Education Assurance Group.

At this point, the Education Provider and the Regional Faculty team will be notified of the outcome. Outcomes from the self-declaration form could be:

* Recognition granted
* Recognition not granted

Notification of the outcome will include written feedback (if applicable).

Education Providers who have been awarded “recognition granted” will be listed on the Centre website. Should the outcome be “recognition not granted”, the Centre will notify the Education Provider. The next steps for modules with this outcome will be determined on a case-by-case basis, with involvement from all parties (Education Provider, Regional Faculty team and Centre).

The decision whether to recognise the module(s) rests solely with the Centre. The Centre may request, at any time, that the Education Provider provide documents relating to the content of the module(s) and evidence that it/they map to the appropriate FCP Roadmap. Any evidence requested must be provided to the Centre within 28 days of a written request.

The Centre may remove the recognition of a module(s) with immediate effect in circumstances where concerns are raised about the content of the module(s) or for any other reason whatsoever in its sole discretion. The Centre would inform the Education Provider of this decision in writing.

The Centre’s Complaints and Appeals process is available on request.

The Education Provider should inform the Centre as soon as possible, and no later than 28 days, of the module content changing, if the module no longer complies with the learning outcomes and requirements of both Stage 1 and Stage 2 as set out in Health Education England’s Roadmap to Practice.

Figure 1 below summarises the FCP self-declaration process for Education Providers.

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## Figure 1: First Contact Practitioner Self-Declaration Process for Education Providers

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## Information Sharing

By submitting your module(s) for recognition by HEE, the Education Provider agrees that their module(s) /organisation information may need to be shared with the following stakeholders:

* HEE quality and regional faculty leads, for assurance purposes
* External reviewers, to understand the range of support and services provided, in order to meet student and patient needs
* Quality panels, for ratifying purposes

Information will be held securely on computers and an online SharePoint portal in accordance with the Data Protection Act 2018.

The purpose for processing this information is part of the core purpose of HEE. For further information on HEE’s privacy notice, please click [here](https://www.hee.nhs.uk/about/privacy-notice).

# Appendix 1: Extract of the MSK mapping document

Key

|  |  |  |  |
| --- | --- | --- | --- |
| Essential Knowledge | | Critical Skills | |
| Domain A: Personalised Approaches | | | |
| Capability 1: CommunicationCapability 2: Personalised Care | | | Narrative to rationalise how and where this is embedded in the module(s) and how it is assessed |
|
| 1.1 | Demonstrate advanced critical understanding of the processes of verbal and non-verbal communication, clinical documentation, and the common associated errors of communication e.g., use of inappropriate closed questions, appropriate use of lay and professional terminology. | |  |
| 1.2 | Demonstrate comprehensive advanced knowledge of the influence of the clinician’s behaviour on a patient’s behaviour and vice versa | |  |
| 1.3 | Demonstrate an advanced level in the ability to enhance and promote the rights of a person to actively participate in their health care management through shared decision making by taking into consideration the patient’s wishes, goals, attitudes, beliefs, and circumstances | |  |
| 1.4 | Demonstrate advanced use of interpersonal and communication skills in the effective application of practical skills for assessment, diagnosis, and management of individuals with MSK conditions | |  |
| 1.5 | Demonstrate advanced self –awareness to mitigate against the impact of a clinician’s own values, beliefs, prejudices, assumptions, and stereotypes when interacting with others. | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Below is an example of what an Education Provider might include in their mapping document. | | | |
| Essential Knowledge | | Critical Skills | |
| Domain : Title | | | |
| Capability : DESCRIPTOR | | | Narrative to rationalise how and where this is embedded in the module(s) and how it is assessed |
|
| 1.2 | Demonstrate comprehensive advanced knowledge of the influence of the clinician’s behaviour on a patient’s behaviour and vice versa | | TAUGHT MODULE CODES; Health Behaviour change, Communication, Reflexivity and Person-centred care sessions  Assessed:  Stage 1   * MODULE 1 Portfolio of evidence mapping to Roadmap KSA & viva   Stage 2:   * MODULE 2 Portfolio of evidence demonstrating capability in Practice & Viva |
| 2.10 | Demonstrate comprehensive advanced knowledge of assessment, diagnosis, and management of non-mechanical dysfunction of the MSK system, MSK masquerade’s and complex multi -system pathology e.g., local, and national guidelines, pathways and policies for tumours and metastatic disease, fractures, autoimmune/inflammatory diseases, infections, endocrinology, haematology, and other associated red flag | | TAUGHT MODULE CODES sessions: Complexity in MSK practice, Clinical reasoning in MSK practice, Validity and Reliability of Clinical Tests in MSK, Applied Clinical reasoning in MSK practice, Spinal Masquerade’s  .  MODULE CODE 2 sessions: Complex Clinical reasoning in MSK practice, Clinical Investigations in the FCP role, Clinical thinking in FCP role, Management of risk & uncertainty in the FCP role within Primary Care  Assessed:  Stage 1   * MODULE 1 Portfolio of evidence mapping to Roadmap KSA & viva   Stage 2:   * MODULE 2 Portfolio of evidence demonstrating capability in Practice & Viva |
| 4.1 | Demonstrate advanced level of efficient and effective questioning strategies to obtain reliable and valid information from history taking whilst demonstrating the ability to explore and appraise an individual’s perceptions, ideas and beliefs about their symptoms e.g. appropriate and sensitive communication styles, exploring, synthesising and distilling relevant information about relationships between social activities, work and health (biological and psycho-social barriers to recovery, frailty, dementia, other determinants of health) | | MODULE CODES: Complexity in MSK practice, Complex Clinical reasoning in MSK practice, Health Behaviour change, Communication, Reflexivity, Person-centred care and Population health. Holistic care: wider determinants of health clinical thinking in FCP role & Applied Clinical reasoning in MSK practice sessions  Assessed:  Stage 1   * MODULE 1 Case study & reflection * MODULE 2 Portfolio of evidence mapping to Roadmap KSA & viva   Stage 2:   * MODULE 3 Portfolio of evidence demonstrating capability in Practice & Viva |