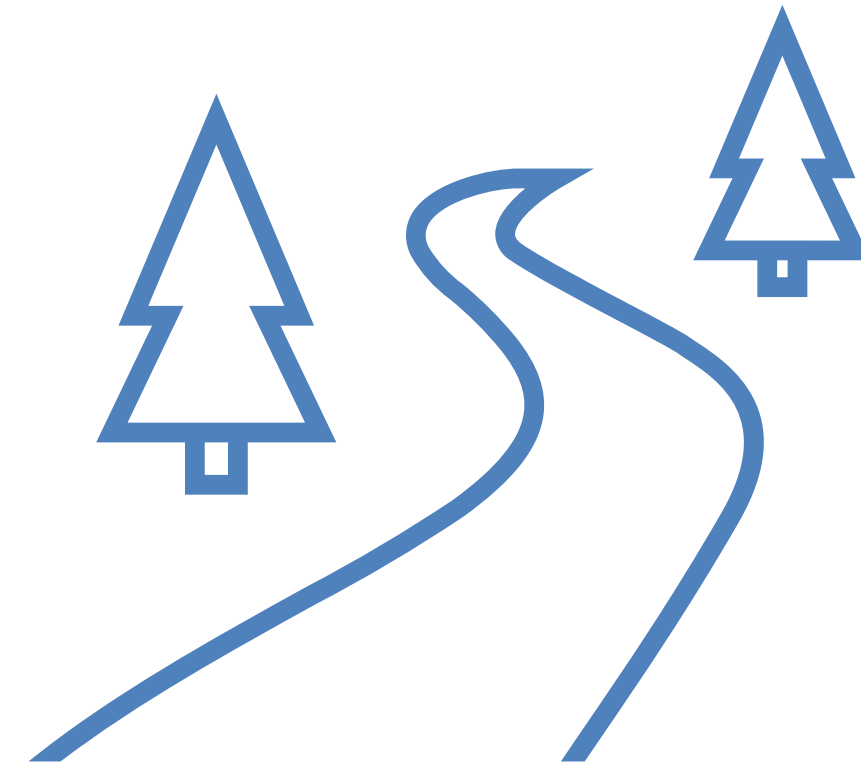


BMUS)))

Are Sonographers Fulfilling their Potential in Advancing Practice?

Review of national framework and
career planning from practitioner to
consultant

Presented by : **James Harcus**



Mr James Marcus



Associate Professor in Diagnostic Radiography
(Advanced Practice and Radiographic Reporting)

University of Bradford

BHSc(Hons) MSc PgCert PgCHE SFHEA

Disclaimer

The content is intended for informational purposes only and does not necessarily reflect the views of the British Medical Ultrasound Society (BMUS) or its affiliates. The presenter is responsible for ensuring objectivity and disclosing any relevant financial/industry interests. BMUS and its affiliates disclaim liability for any claims arising from this educational activity.

No relevant financial or industry interests.

The presenter has a clinical background as a projection radiograph reporting radiographer and MSK sonographer

Overview

- **Review of concepts of advancing practice**
 - Levels of practice
 - Four pillars
 - National frameworks
 - Competence vs. capability
- **Role Development and Implementation**
 - Governance
 - Supervision and skills development
- **Growth based career planning**



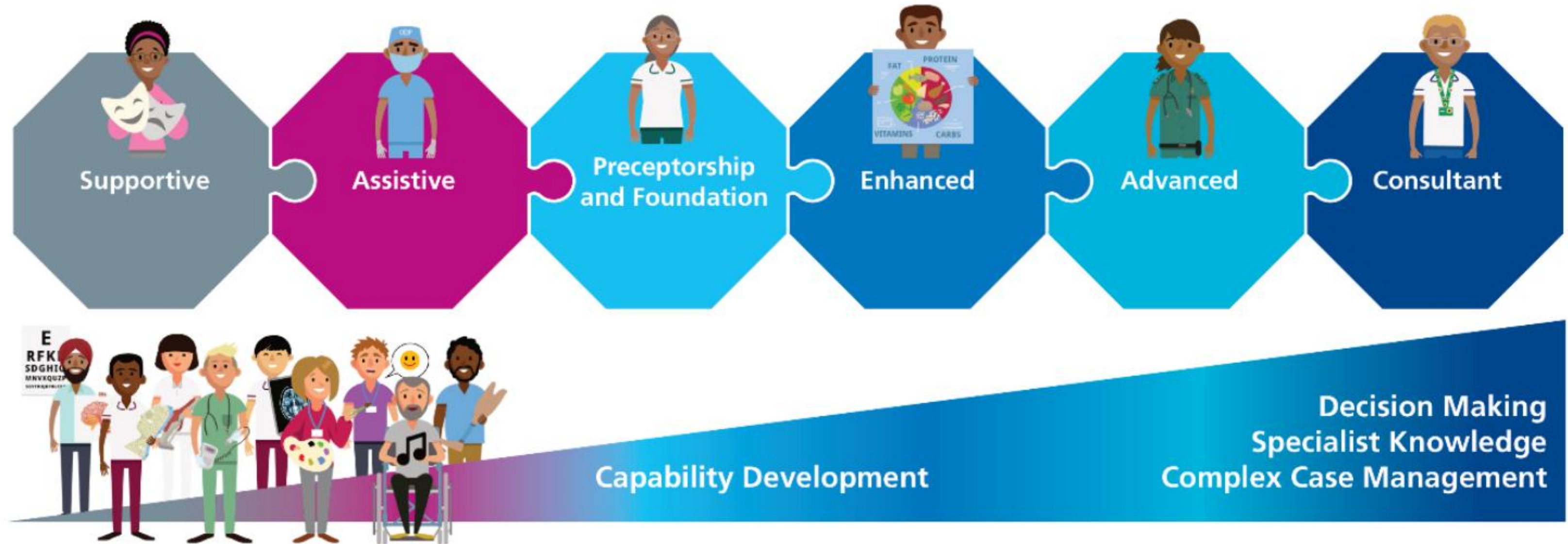
Advancing – the continuum from enhanced to consultant

The Goal Posts

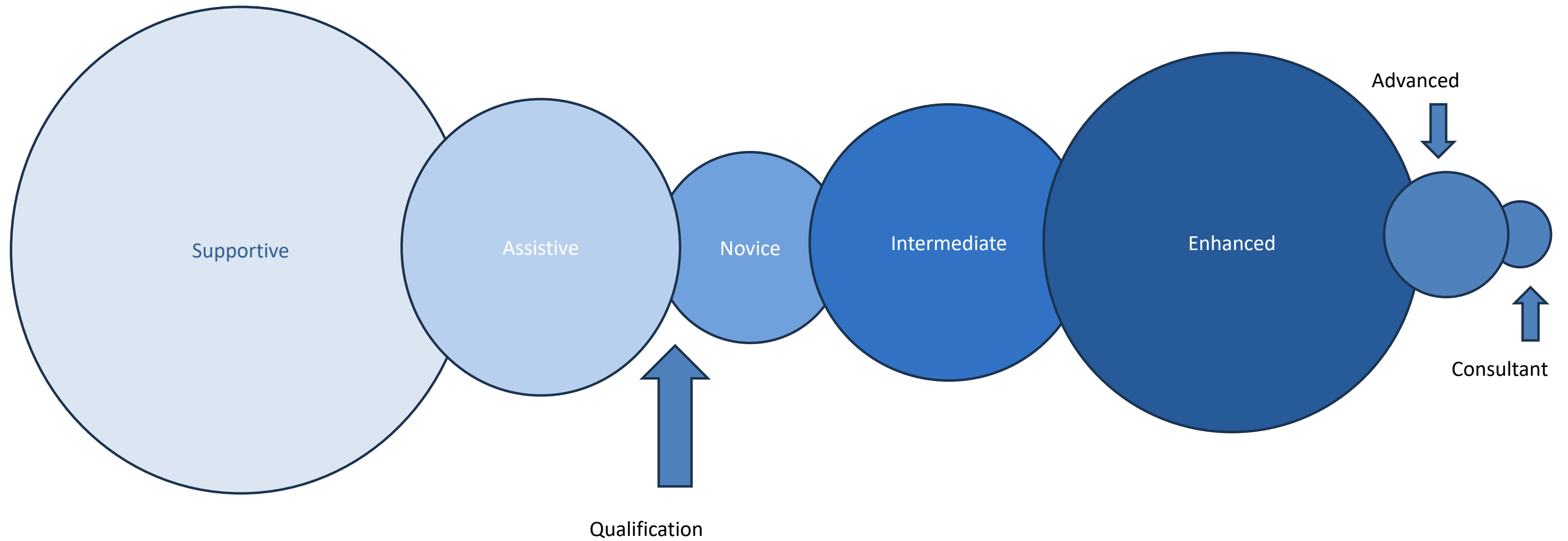
- **Have not changed**
 - Enhanced is not new
 - Advanced is still advanced
 - Consultant is still consultant
- **Application of the titles has been inconsistent**
- **Appropriate national / organisational / professional re-framing**
- **Enhancement of governance**
- **Professional and political environment**



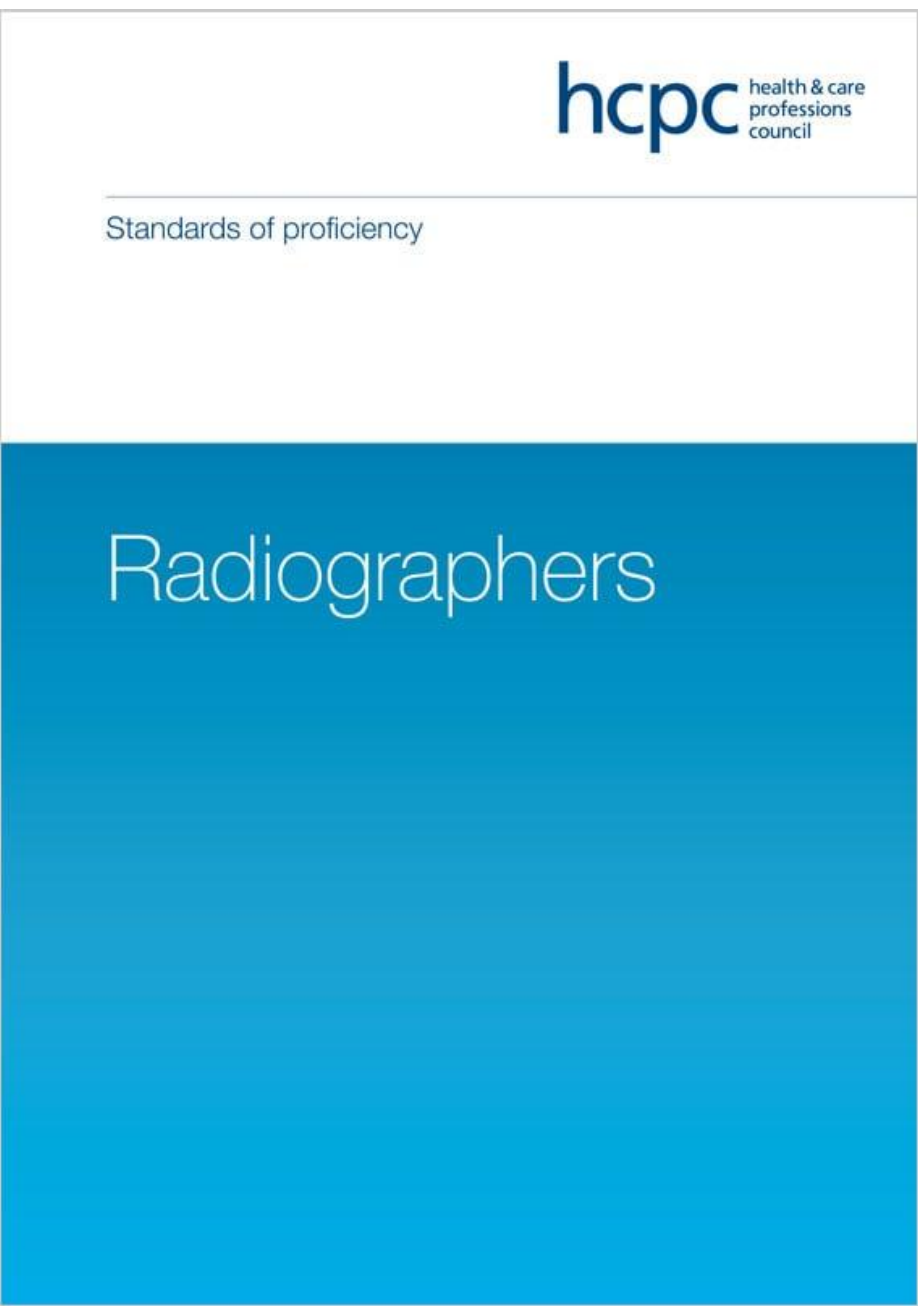
Levels of Practice



Levels of Practice



National Frameworks



Allied Health Professions
Enhanced Level Practice
Schemas with Model Curricula
(10 professions)



Classification: Official



The Centre for
Advancing Practice

Multi-professional
framework for advanced
practice in England

2025



Publication reference: PRN01679

The Centre for
Advancing Practice
Multi-professional
consultant-level practice
capability and impact
framework

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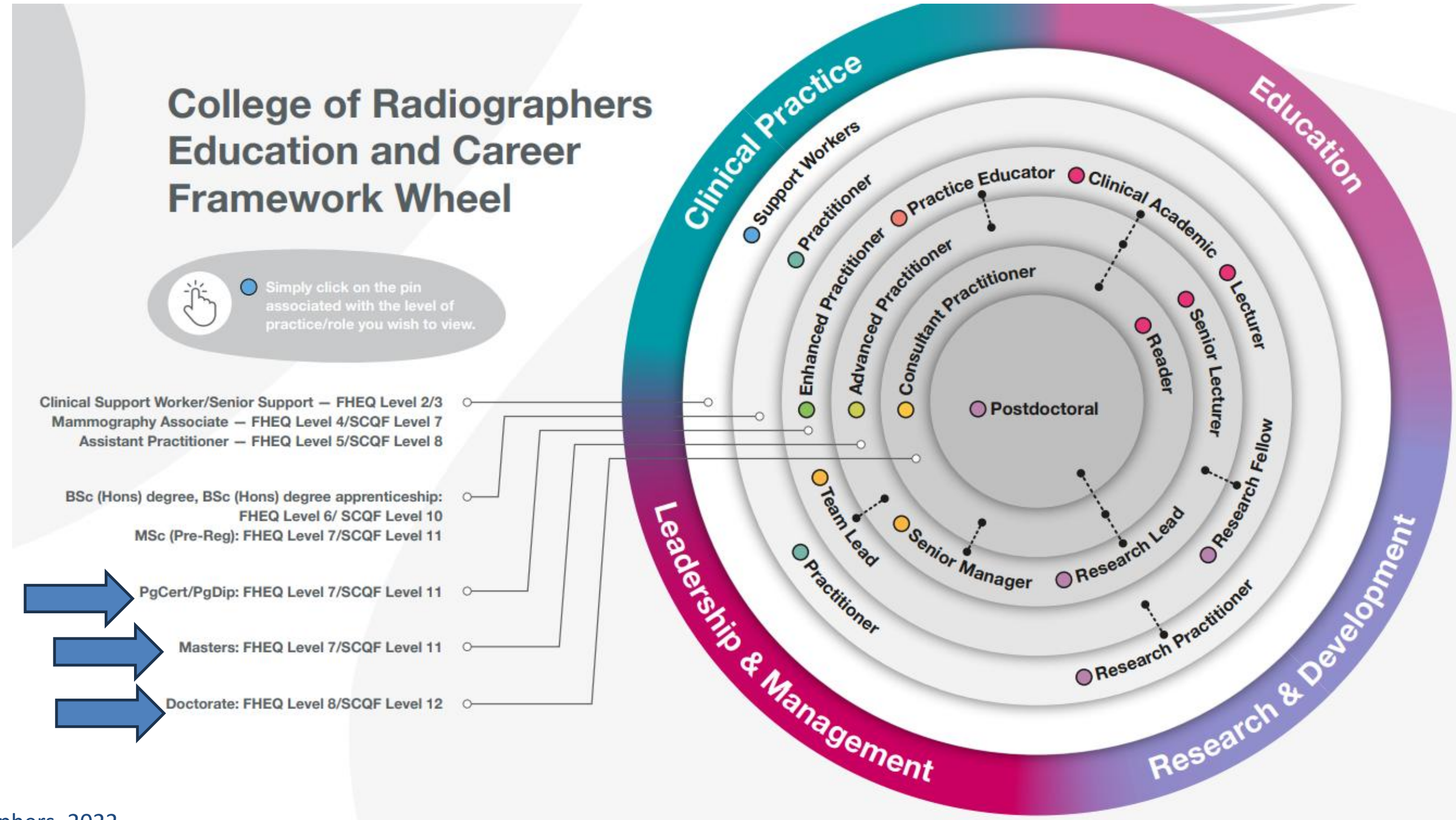


The Four Pillars of Practice

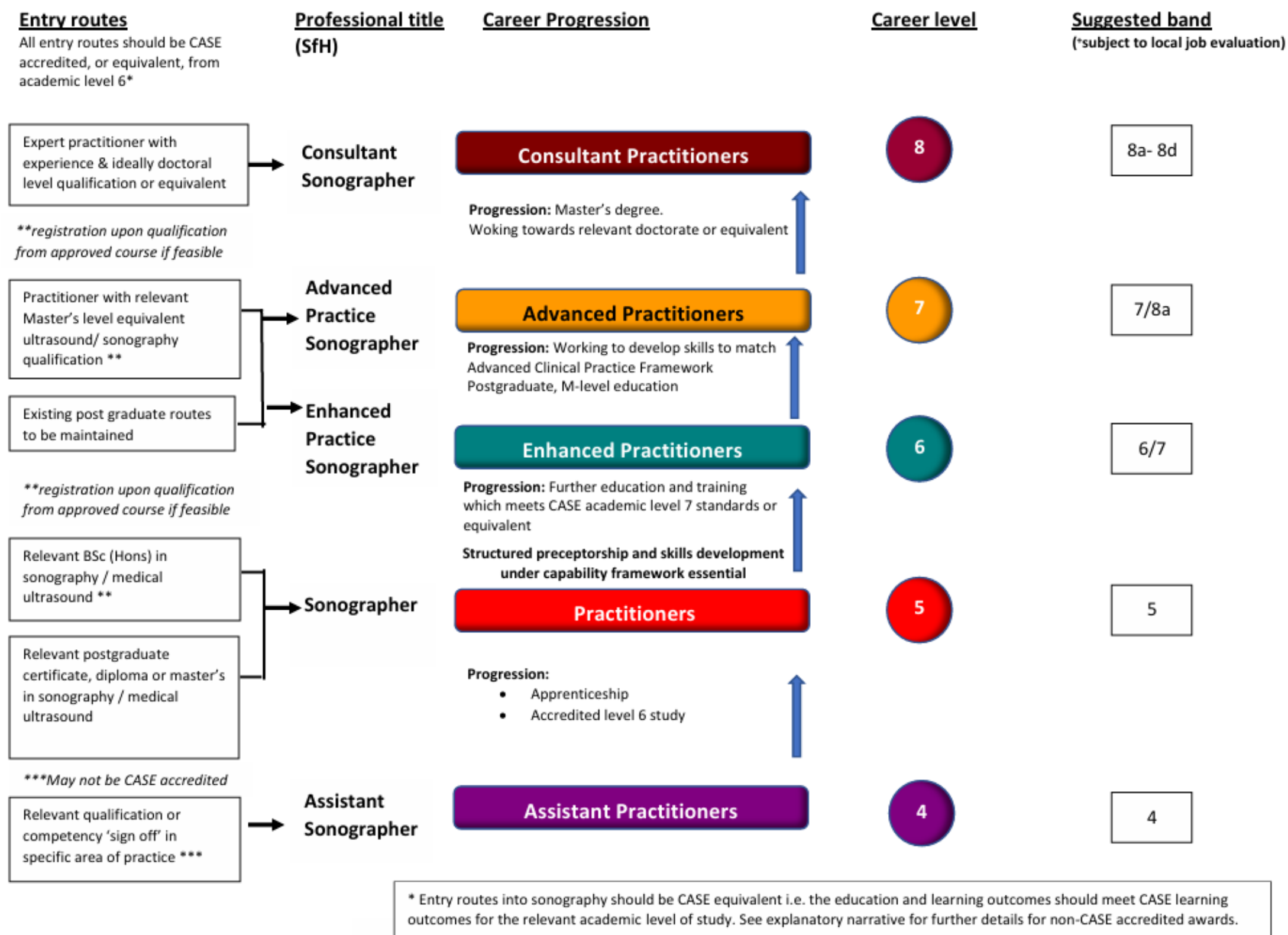


(Harcus, Clarkson, Hizzett & Snaith, 2025)

Career Frameworks



Career Frameworks



Dispelling Myths



Perception and Identity

Radiography 32 (2026) 103350



The perceptions of the enhanced and advanced levels of practice by reporting radiographers: A mixed-method study

S. House ^{a,*}, J. Harcus ^b, B. Snaith ^{b,c}, H. Watts ^{d,e}

^aThe Rotherham NHS Foundation Trust, United Kingdom

^bUniversity of Bradford, United Kingdom

^cMid Yorkshire Teaching NHS Trust, United Kingdom

^dNorth East and North Cumbria Imaging Network, United Kingdom

^eSouth Tees NHS Trust, United Kingdom

Radiography 32 (2026) 103222



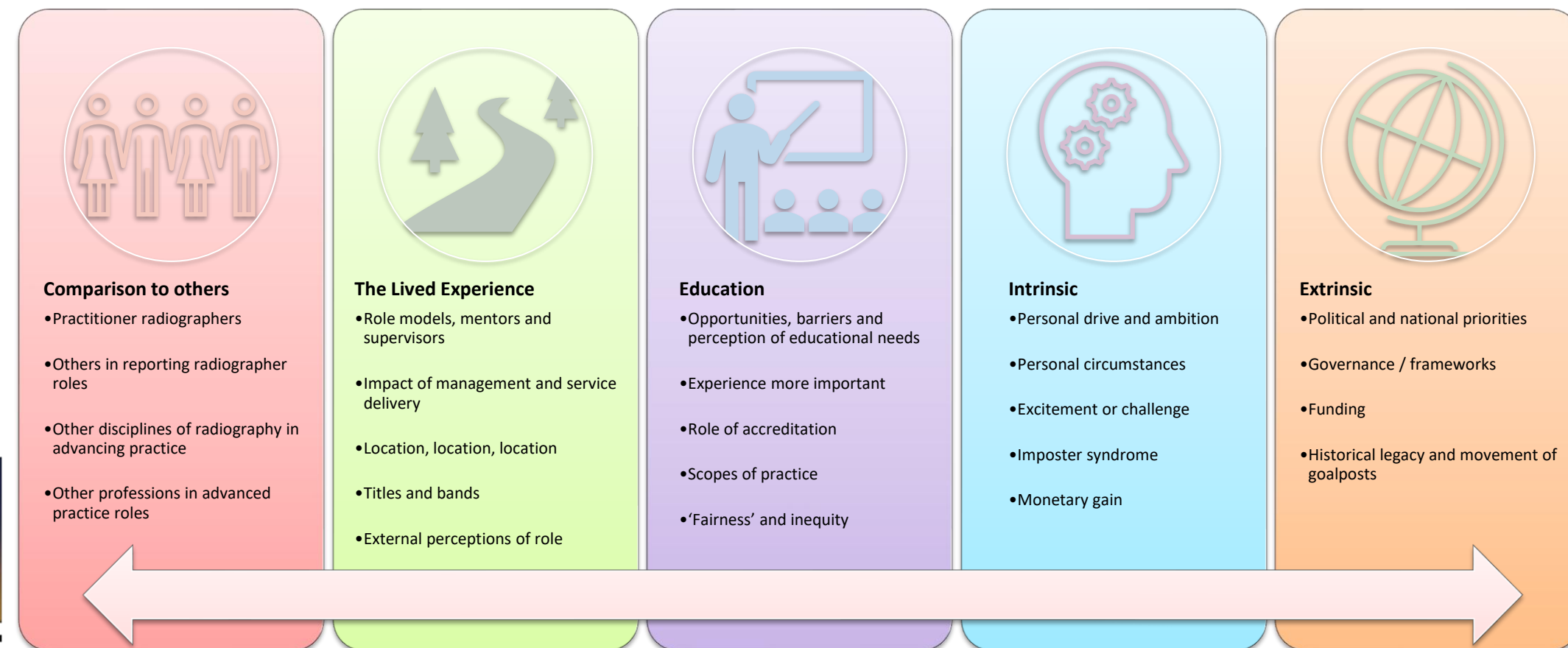
Exploring enhanced level practice in radiography: A survey of awareness and implementation across the UK[☆]

M. Clarkson ^{a,*}, B. Snaith ^{b,c}, K. Hizzett ^b, J. Harcus ^b

^aSheffield Hallam University, Sheffield, UK

^bUniversity of Bradford, Bradford, UK

^cMid Yorkshire Teaching NHS Trust, Wakefield, UK



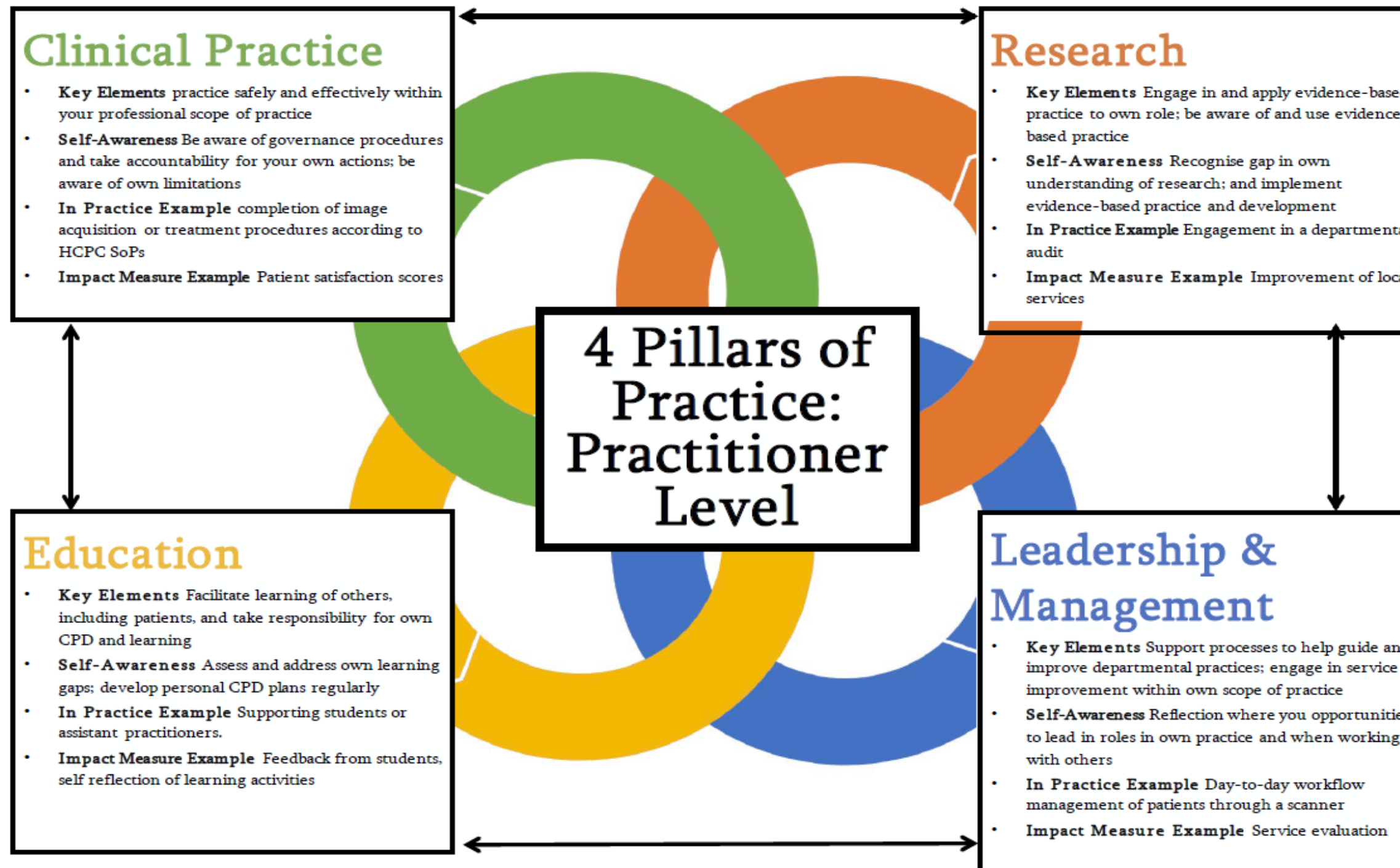
Overcoming a "JUST A"

Role Development and Implementation

- Workforce transformation
- There must be a service need for advancing roles
- Redesigning pathways, not about clinical replacement
- Who is the most appropriate, knowledgeable, skilled, competent and capable person to make the decision?

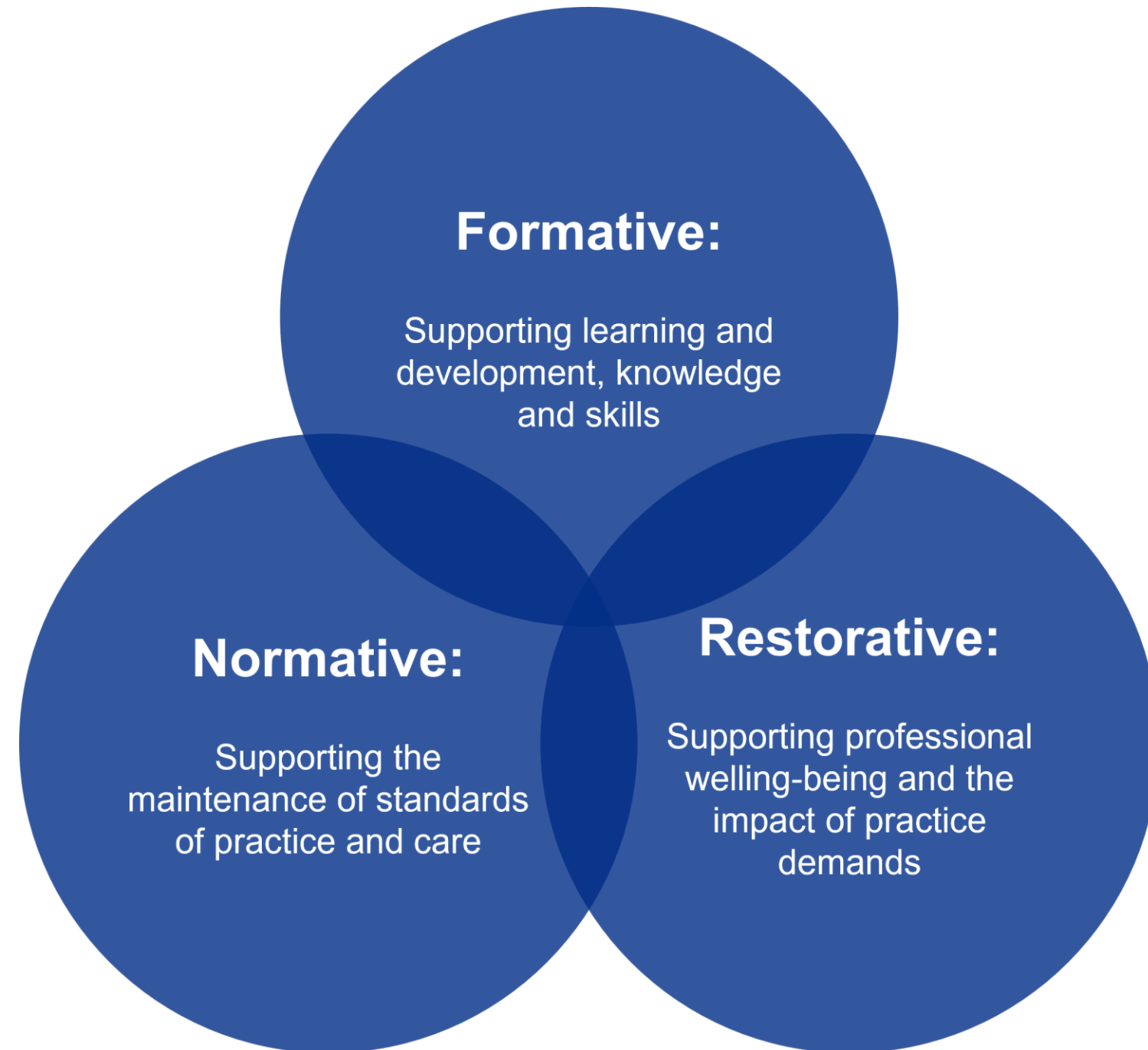


Role Development and Implementation



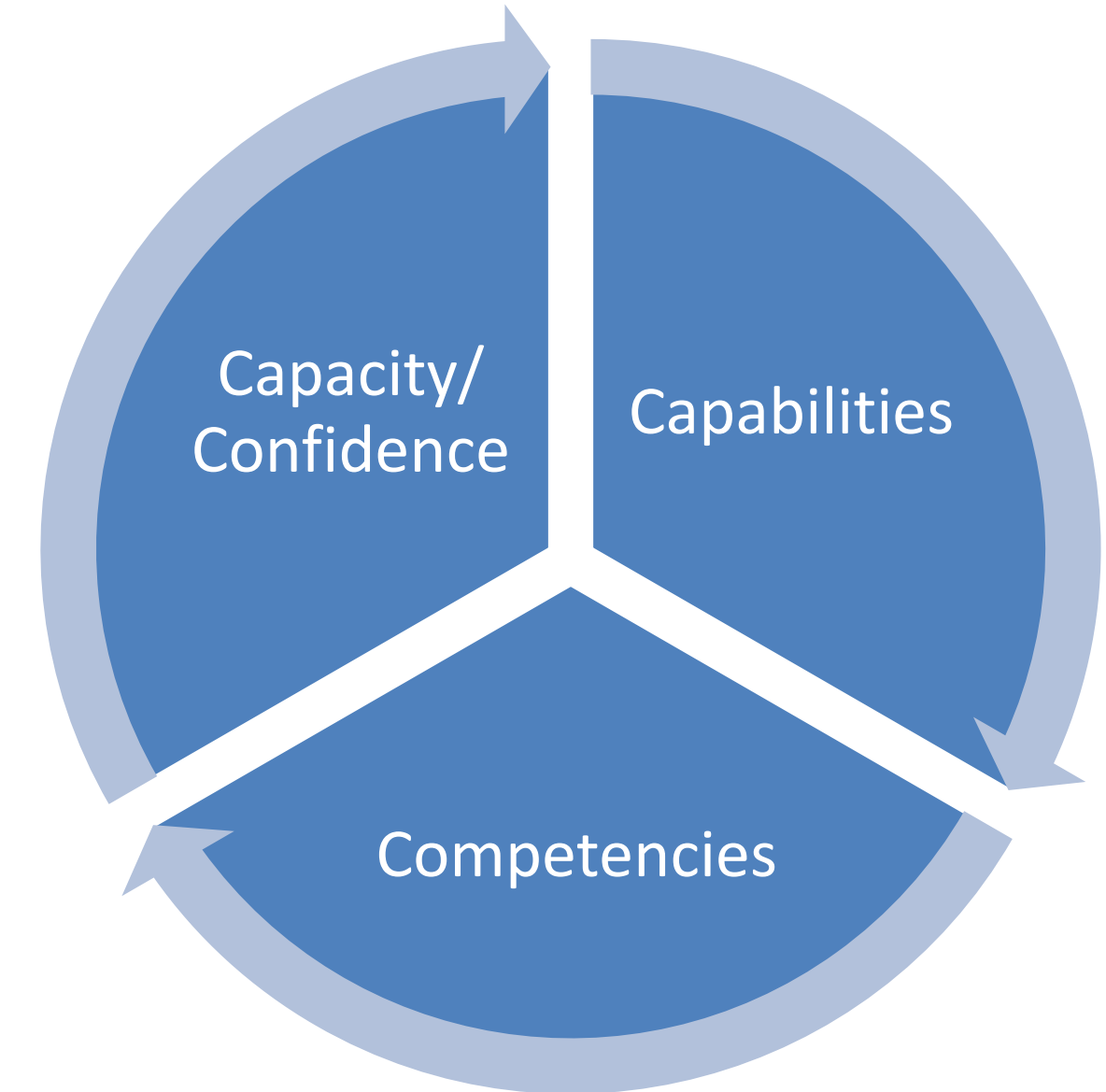
(Harcus, Clarkson, Hizzett & Snaith, 2025)

Skills Development



Terminology

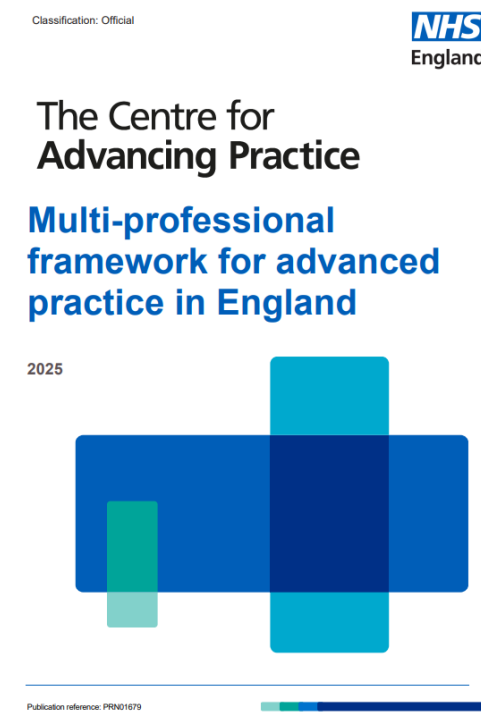
- Competency:** the skills and knowledge someone has.
- Capability:** is shown as the potential to apply those skills and knowledge effectively in various situations.
- Capacity / Confidence:** potential to do something if they have the right resource / belief in one's ability to use skills and knowledge
- Should apply across all pillars



Supervision

- As part of governance arrangements:
 - *“regular constructive clinical supervision that enables reflective practice together with robust annual appraisal”*
- Needs to be considered when developing roles, beyond training
 - *“Professional support arrangements....must be explicit and developed”* – includes supervision
- *“Employers must ensure regular review and supervision is carried out by those appropriately qualified to do so”*
- Three principles for education and development:
 - *Development of competence and capability*
 - ***Supervision and support in the workplace***
 - *Assessment of competence and capability*

NHSE, 2020



Education and Supervision

• MPF - Education Pillar

3.8. Act as a role model, educator, **supervisor**, coach and mentor, seeking to instil and develop the confidence of others.

The Five Hats of Effective Leaders



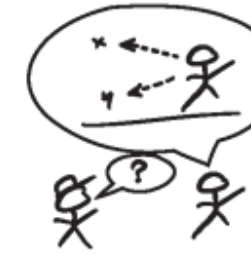
Teach

Teach to help your colleague learn new knowledge and skills.



Mentor

Mentor to help your colleague consider the world through *your experienced eyes*.



Coach

Coach to help your colleague investigate and consider their perspectives of the world through their *own eyes*.



Supervise

Supervise to oversee and promote the day-to-day and long-term effectiveness of your colleague.



Sponsor

Sponsor to use your influence and connections to provide opportunities for your colleague.

Winters, Chan and Barth, 2024

Governance



Radiography
Volume 32, Issue 3, April 2026, 103344



Advancing practice radiography education in the UK: An analysis of themes from higher education programmes

J. Marcus ^a  , K. Hizzett ^a, M. Clarkson ^b, B. Snaith ^{a, c}

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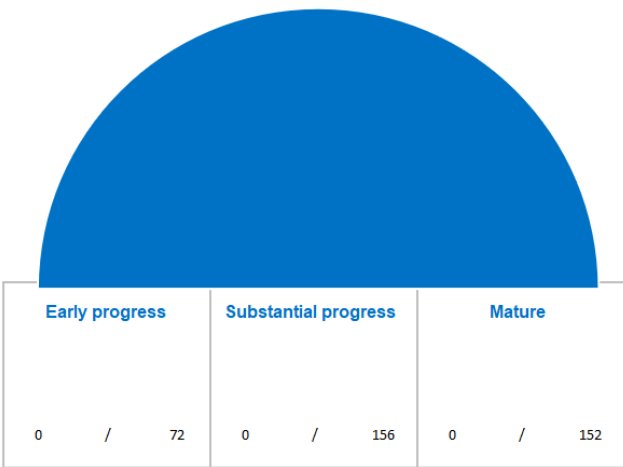
 [Open access](#)

Employer Governance

The Centre for
Advancing Practice
Governance Maturity Matrix

Summary

Overall



Area	Early progress	Substantial progress	Mature	Overall
G Provider governance of advanced practice roles				
L Leadership at all levels				
W Building advanced roles into the workforce				
B Building advanced practice business cases and funding				
T Advanced practice training and assessment				
C Clinical practice				
S Supervision				
C Advanced practitioner continuing professional development (CPD)				

Organisation

Date



Figure 1.

Scope of Practice

Scope of Practice 2025

ISBN: 978-1-911738-03-9
January 2025



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The **scope of practice of the profession** is the knowledge, skills and activities that are typically considered to fall within the practice of a particular profession. The scope of practice of the profession is underpinned by the evidence base and shaped through professional consensus and authoritative professional standards and guidance – for example, published by the Society and College of Radiographers (SCoR) and by regulatory and registration bodies. The scope of practice of the profession may change over time as it continues to develop and innovate to meet the needs of health and care services and patients.

The **scope of practice of the individual professional** is the activities that an individual professional has appropriate education, training and experience to carry out safely, effectively and lawfully. The scope of practice of the professional will develop over time and will be unique to the individual, influenced by their career, education, experience and development.

Representative job descriptions

Accreditation and Recognition

- **Enhanced**
 - No current accreditation route
 - Programme of study aligned with enhanced practice schema
 - CASE-approved
- **Advanced**
 - Centre for Advancing Practice (NHSE)
 - Advanced Practice digital badge
 - CfAP accredited programme
 - ePortfolio route (time-limited)
 - ‘Rules’ on recognition of prior learning
- **Consultant**
 - CoR route paused
 - CfAP route in development



Individual Governance

- Professional registration expectations
- Scope of practice
- Maintenance of portfolio of evidence related to role and level of practice
- Responsibility to:
 - Our profession / colleagues
 - Our employer
 - The public
 - Ourselves – **it is our career**



Standards of continuing professional development



Growth Based Career Planning



Fulfilling our Potential



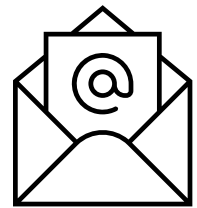
Thank you

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