

Evidence Search results	
<b>Search topic:</b>	PNA in Primary care
<b>Date requested:</b>	05/01/2026
<b>Date completed:</b>	22/01/2026
<b>Search completed by:</b>	Roxanne Hart
<b>Number of results selected:</b>	21
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Citing this evidence search
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Summary of results
<p><u>Journal articles</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Community nursing/primary care</a></li> <li>• <a href="#">Secondary care</a></li> </ul> <p><a href="#">Reports and Documentation from other Trusts/Training Hubs/PCNs</a></p> <p><b>Journal Articles (brief synopsis of each)</b></p> <p><b><u>Community nursing/primary care</u></b></p> <p><a href="#">Macauley 2026</a> this item discusses how the PNA role could support district nurses.</p> <p><a href="#">Miles 2023's</a> article explores whether PNAs could work to reduce burnout in district nursing and what barriers might exist.</p> <p><b><u>Secondary care</u></b></p> <p><a href="#">Abdulmohdi et al 2025</a> this paper surveyed nursing and midwifery staff to evaluate how aware staff are of the role as well as how much it is used and what the benefits are.</p> <p><a href="#">Pountney et al 2025</a> what role do PNA roles play in improving retention of critical care nurses.</p> <p><a href="#">Griffiths et al 2025's</a> paper explores professional nurse advocates experiences of implementing the role and also of using the A-EQUIP model in practice.</p> <p><a href="#">Morrell-Scott et al 2025</a> explores the role of the PNA and A-EQUIP</p> <p><a href="#">Lees-Deutsch L et al 2025</a> is an evaluation of the national programme which was delivered across England.</p> <p><a href="#">Walker et al 2025</a> The study findings strengthen the case for organisational use of A-EQUIP in the workplace and help to showcase the significant contribution of the PNA role to staff wellbeing, education and quality improvements in care.</p> <p><a href="#">Francis 2024</a> This article describes the PNA role and the A-EQUIP model and discusses some of the challenges experienced by nurses in relation to delivering care to older people and current workforce pressures</p> <p><a href="#">Flack et al 2023</a> discusses the design and delivery of a PNA training module.</p> <p><a href="#">Smythe et al 2023</a> describes the implementation of the PNA role in a combined acute and community trust in England.</p>



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Wade 2023 looked at the implementation of the PNA role in a critical care unit.

Foster 2021 the chief nurse from Oxford University Hospitals considers in this paper the potential benefits of nurse advocate programmes.

### **Reports and Documentation from other Trusts/Training Hubs/PCNs**

- [Professional Nurse Advocate internal application form for UHCW](#)
- Poster Presentation [from Herefordshire and Worcestershire Training Hub](#). The Aims and Benefits of Professional Nurse Advocates in General Practice, 2022.
- NEL PCN [Legacy Nurse Mentor And Nursing Professional Support & Advocacy Offer](#)
- [Northamptonshire Training Hub PNA FAQs](#)
- NHS Midlands, [Your Roadmap to Professional Advocate Practice](#)
- Coventry University, [A TOOLKIT: For Professional Nurse Advocates: Undertaking Quality Improvement Work](#), 2025.
- Coventry University, [SUStain-ING: SUpervision, Support & Advocacy for Improvement in Nursing: A study to understand the impact that PNAs have on patient outcomes and patient experience, through quality improvement projects they lead](#), 2025.
- [The role of Professional Nurse Advocates in Primary Care – The Queen's Institute of Community Nursing](#)

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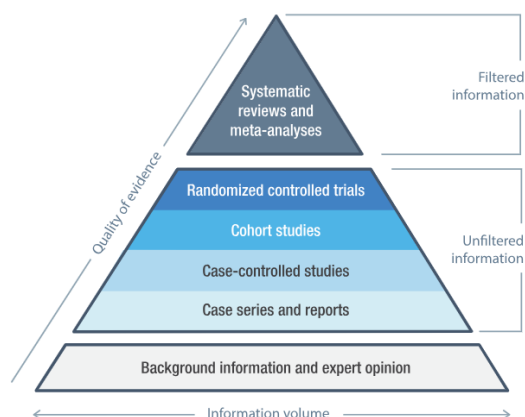
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## **Search results**

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## Journal articles

### Community/Primary care

**Macaulay K. (2026).** [How can the professional nurse advocate role support district nurses?.](#) *British journal of community nursing*, 31(1), 16-21.

The professional nurse advocate role offers a promising solution to the challenges faced by district nurses, as it becomes integrated and implemented within community NHS trusts. They can offer support by advocating for nurses' professional development and psychological wellbeing, and facilitating quality improvement methods to tackle pressures faced by district nurses. The professional nurse advocate role is the first of its kind worldwide, designed to offer a safe space for staff members to disclose emotional needs, provide non-judgemental support to colleagues who need it, and assist in identifying staff's educational and developmental needs. The professional nurse advocate also plays a role in recognising trends that cause quality issues in practice to promote quality improvement and share good practices. The leadership style of the professional nurse advocate can have a positive impact on individuals' behaviour and, consequently, improve the provision, delivery and quality of care for patients in the community. However, the 'lone working' nature of the job, which has the potential to impact nurses' psychological wellbeing, should be explored further so that the professional nurse advocate can address these issues with sufficient knowledge of existing evidence.

**Miles B. (2023).** [A review of the potential impact of professional nurse advocates in reducing stress and burnout in district nursing.](#) *British journal of community nursing*, 28(3), 132-136.

**Background:** Stress and burnout has been leading to increased levels of absences, errors and complaints in district nursing. This problem appears to be worsening, necessitating the need for change and introducing new interventions to reverse this trend. The Professional Nurse Advocate (PNA) role is relatively new within nursing and their assistance in such instances could be of benefit to district nursing. **Aim:** This article aims to explore the potential role of PNAs in district nursing and whether their introduction to community settings could help reduce levels of stress, burnout and absenteeism. **Method:** The literature is explored with relation to the field of district nursing practice and consideration is given to why burnout is occurring, how PNAs could work to reduce this (using A-EQUIP model), and barriers that could exist. **Findings:** Burnout in district nursing is a significant problem that can affect quality of patient care. There is clear indication that PNAs, if used effectively, could reduce stress and burnout, and consequently lead to improved attendance, retention and quality of patient care. **Conclusion:** There is evidence for the potential benefits of PNAs within district nursing in terms of reducing burnout and improving patient care.

### Secondary Care

**Abdulmohdi N, Tuckwell A, Goldspink S, Engward H, van Veggel N & Alexander M (2025).** [Evaluating the integration of professional nurse and midwifery advocacy roles within a large healthcare organization: assessing service utilization and benefits-a cross-sectional survey..](#) *Journal of Nursing Management*, 2025, 5523523.

**Aims:** To assess nursing and midwifery staff's awareness, use, and perceived benefits of the professional advocate (PA) role in clinical practice.

**Background:** Nursing and midwifery staff face growing challenges, including heavy workloads, burnout, and staff shortages. In response to rising attrition and dissatisfaction, the professional nurse advocate and professional midwifery advocate roles were introduced to provide professional support, improve working conditions, and enhance staff well-being. However, there is limited evidence on their effectiveness, particularly regarding staff retention and well-being.

**Study design:** This evaluation employed a mixed-methods approach across four phases. This paper focuses on Phase 2, which involved a cross-sectional, self-report survey of 407 nursing and midwifery staff. Participants completed a self-administered questionnaire between October 2023 and January 2024.

**Findings:** The study highlights significant gaps in awareness and access to PA services, with 64.9% of participants unaware of the role and 80.6% reporting no prior engagement. However, 95.3% expressed interest in future use, indicating strong positive attitudes toward the role and its support. Midwives reported greater familiarity with and access to PA services, likely due to longer exposure to the role, while nurses showed higher interest in repeated use. Informal communication channels, such as word-of-mouth, were prevalent, highlighting the need for more formal communication strategies. Participants valued the PA role for its emotional support, advocacy for staff rights, and career development, with confidentiality and accessibility identified as key priorities. Barriers to access included time constraints, concerns about confidentiality, and the need for greater organizational support. The PA role was perceived as empowering, positively influencing staff well-being and job satisfaction.

**Conclusions:** Effective integration of PA services has the potential to empower nursing and midwifery staff, improving well-being and retention. Addressing access barriers and enhancing service delivery are essential to maximizing the impact of PA services in supporting staff well-being and professional growth

**Pountney J., Sutherland S. & Powell K. (2025).** [Is the Professional Nurse Advocate Essential in Improving the Retention of Critical Care Nurses?](#). *Nursing in critical care*, 30(3), e70067.

**Griffiths K. & Reynolds J. (2025).** ['Nursing the nurses': the experiences of professional nurse advocates' application of the A-EQUIP model](#). *British journal of nursing (Mark Allen Publishing)*, 34(14), 724-731.

**Background:** Using the Advocating for Education and Quality Improvement (A-EQUIP) model, professional nurse advocates are educated to lead the delivery of restorative clinical supervision, helping to support nurses in their professional practice, improving resilience and supporting a positive impact on patient care.

**Aim:** To explore professional nurse advocates' experiences of implementing the role and using the A-EQUIP model in clinical practice.

**Methods:** A qualitative phenomenological approach using focus groups, with data collected over a 3-month period in 2023, analysed using a three-stage process based on thematic analysis.

**Findings:** Four themes emerged: preparedness; nurture; A-EQUIP, its application and use; and asset.

**Conclusion:** Appropriate selection of candidates, greater standardisation of education by higher education institutions, adaptation of the A-EQUIP model and organisational support are required to embed the professional nurse advocate's role.

**Morrell-Scott N. & Robinson N. (2025).** [The professional nurse advocate model and use of A-EQUIP: a tool to support the nursing workforce](#). *British journal of nursing (Mark Allen Publishing)*, 34(4), 242-246.

This article explores the role of the professional nurse advocate (PNA) in supporting the nursing workforce through restorative clinical supervision. It outlines the theoretical framework of the A-EQUIP model, which emphasises advocacy, education, quality improvement, and understanding. Initially introduced in midwifery, the PNA role has been expanded to all nursing areas to address issues such as burnout and workforce challenges, particularly those intensified by the COVID-19 pandemic. PNAs provide a safe space for nurses to reflect on their practice, support their wellbeing, and lead quality improvement initiatives. The role is crucial for fostering a positive work environment, enhancing nurse retention, and improving patient care. The training and skills required by PNAs are discussed, along with the benefits and challenges of implementing this role, and its broader impact on the healthcare workforce.

Lees-Deutsch L, Palmer S, Rodrigues Amorim Adegboye A, Bayes N, Chantry A, Wadey E & Kneafsey R (2025). [Professional nurse advocates and restorative clinical supervision: national survey of programme implementation and impact..](#) *BMC Nursing*, 24(1), 675.

**Background:** In 2021, a new national Programme of clinical nurse leadership, called the Professional Nurse Advocate Programme, was launched across the National Health Service of England. The primary aim was to support nurse wellbeing and resilience in the aftermath of Covid-19 pandemic. Trained nurse advocates offered restorative clinical supervision sessions to nurses, career conversations through the Advocating and Educating for Quality Improvement model, aiming to sustain their motivation at work through improved wellbeing. This paper evaluates the national Programme delivered across England.

**Methods:** Cross-sectional questionnaire, underpinned by Laschinger's model of empowerment, distributed across England in 2022. This explored the effectiveness and impact of Restorative Clinical Supervision on nurse empowerment, and personal effectiveness. The questionnaire sections included demographics and 14 questions to understand restorative clinical supervision in practice; respondents' abilities to fulfil PNA roles and responsibilities; and four open text questions. Demographic data were analysed using descriptive statistics. Open text responses were coded to generate themes.

**Results:** There were 302 questionnaire responses from nurses receiving restorative clinical supervision  $n = 73$ , Professional Nurse Advocates  $n = 214$  and leads  $n = 15$ , most were female and identified as 'white' ethnicity. Restorative clinical supervision was rated very positively, enhancing structural and psychological empowerment. Three primary themes were identified from open-ended questions; (i) Conditions necessary for restorative supervision; (ii) Nurse engagement and organisational commitment to restorative supervision and (iii) Reinvigoration from supervision.

**Conclusion:** We established that the professional clinical leadership role of the nurse advocates offers individual support through reflective practice and strategies to address resilience. Spaces of safety and adequate time are reported as fundamental to delivering the advocate role, plus time for nurses to be released from clinical duties to participate in restorative supervision. Since the roll out of the Programme 10,933 training places have been funded, representing significant investment. 78,187 restorative clinical supervision sessions; 49,595 career conversations and 2,541 Quality Improvement projects were underway in October 2024. This is the first national evaluation of the Programme and findings indicate its potential to address underlying global nursing concerns linked to workforce attrition, wellbeing in the workplace, retention, and recognition of nurse impact.

Walker W., Smythe A., Lees-Deutsch L., Kneafsey R. & Wadey E. (2025). [The personal and professional impacts of becoming and being a professional nurse advocate.](#) *British journal of nursing (Mark Allen Publishing)*, 34(6), 336-344.

**Background:** The professional nurse advocate (PNA) is a relatively new employer-led role, designed to deploy the A-EQUIP (Advocating and Educating for QUality ImProvement) model of professional nursing leadership and restorative clinical supervision.

**Aim:** This article describes the self-perceived personal and professional impacts of becoming and being a PNA.

**Methods:** A secondary qualitative analysis of interview-derived data from qualified PNAs.

**Findings:** A total of 183 codes were developed from the data. These were grouped to form 19 categories, of which the majority characterised positive impacts of being a PNA. Participants described a wide range of personal and professional benefits, together with accounts of conflicts, insecurities, emotional encounters and communication challenges in the role.

**Conclusion:** The study findings strengthen the case for organisational use of A-EQUIP in the workplace and help to showcase the significant contribution of the PNA role to staff wellbeing, education and quality improvements in care.

Francis E. (2024). [Exploring the professional nurse advocate role and restorative clinical supervision.](#) *Nursing older people*, 36(2), 22-27.

The professional nurse advocate (PNA) role is the key enabler of delivery of the NHS England Advocating and Educating for Quality Improvement (A-EQUIP) model of professional nursing

leadership and clinical supervision. The aim of the PNA role is to provide clinical, educational and well-being support to nurses through restorative clinical supervision. This article describes the PNA role and the A-EQUIP model and discusses some of the challenges experienced by nurses in relation to delivering care to older people and current workforce pressures. The author suggests that restorative clinical supervision may support nurses to manage these challenges and enhance their practice in the care of older people, and describes part of a workforce improvement project to illustrate this in practice. Finally, the author considers some of the barriers to implementation of restorative clinical supervision.

**Flack, L., & Abdulmohdi, N. (2023).** [Designing and delivering a professional nurse advocate training module.](#) *Nursing Times*, 119(11), 18-21.

In 2021, NHS England commissioned training for the professional nurse advocate role, which has emerged as an important one in terms of supporting staff in practice. This article discusses the theoretical model used as the basis for the training, along with the design and delivery of an academic module to prepare nurses for this role. It describes the knowledge and skills required for the role, as well as the benefits and challenges of training and implementation

**Smythe A., Flatt C., Mahachi L. & Whatley V. (2023).** [Introduction of the professional nurse advocate role using a quality implementation framework.](#) *British journal of nursing (Mark Allen Publishing)*, 32(8), 378-383.

**Background:** Implementation of the professional nurse advocate (PNA) role and the Advocating and Educating for QUality ImProvement model (A-EQUIP) in nursing is relatively new. The model aims to build personal and professional resilience, enhance the quality of care and support preparedness for appraisal and professional revalidation.

**Aim:** To describe the implementation of the PNA role in a combined acute and community trust in England.

**Methods:** A quality implementation framework was used to appraise and represent locally derived strategic activities for successful implementation of the role in an acute and community hospital in England. The content of this framework was derived from a synthesis of 25 implementation frameworks focusing on important elements understood to represent quality implementation.

**Findings:** The article identifies strengths and weaknesses to implementation and ways to sustain early implementation success.

**Conclusion:** Using a quality implementation framework can provide a clear path for the successful implementation of the professional nurse advocate role. Professional nurse advocates should be supported to develop a culture of effective supervision within their organisation.

**Wade R. (2023).** [Embedding the A-EQUIP model of restorative supervision in a critical care unit by professional nurse advocates.](#) *British journal of nursing (Mark Allen Publishing)*, 32(15), 744-747.

The professional nurse advocate (PNA) programme was launched in March 2021, which was towards the end of the third wave of COVID-19 and the start of a critical point of recovery. COVID-19 placed exceptional challenges and pressure on healthcare staff, with many experiencing feelings of stress and burnout. The role of the PNA emerged as a response to the impact this had upon the nursing workforce. PNAs are trained to facilitate restorative clinical supervision and to advocate education for quality improvement, resulting in improvements to patient care and staff wellbeing. The programme started with 400 critical care nurses; since then it has been rolled out to all specialties, with the aim to have 5000 PNAs integrated into the national workforce by April 2022. Criteria for the level 7 PNA training programme requires a registered nurse to be working in a patient-facing role, at band 5 or above, hold a level 6 qualification and have approval from their line manager. The training programme is typically 10 to 12 days in length over a 12-week period. This article explores the implementation of the PNA role in a critical care unit.


Foster S. (2021). [An intervention for nurse wellbeing](#). British journal of nursing (Mark Allen Publishing), 30(18), 1101.

**Sam Foster**, Chief Nurse, Oxford University Hospitals, considers the potential benefits of the professional nurse advocate programme and this new approach for clinical supervision and employee support.

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Professional Nurse Advocate Professional Midwifery Advocate “A-EQUIP model” Restorative clinical supervision	

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