

The Centre for Advancing Practice

**Standards of Education and Training (SET) for
Advanced Practice Programmes leading to
programme recognition with
The Centre for Advancing Practice**

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Section 1: Explanation of the Standards of Education and Training (SET)

Introduction

The Centre for Advancing Practice (The Centre) is part of Health Education England's Department of Education and Quality that is empowered to accredit education programmes delivered by education providers that;

- Enable learners to fulfil the capabilities set out in the [Advanced Clinical Practice Framework](#)
- Demonstrate fulfilment of The Centre's Standards of Education & Training (SET), as explained in this document.

The SET explains the requirements for a programme to be accredited by The Centre. They assert The Centre's expectations, of formal programmes of learning, through which practitioners are supported to develop and demonstrate the Advancing Practice capabilities.

The Centre's process for considering education programmes for accreditation is enacted in line with its quality assurance principles and operating model. These are explained in a separate document (See Centre for Advancing Practice Website).

Education providers will complete self-assessment documents (SAD) as part of the process of seeking accreditation. Education providers are encouraged to demonstrate fulfilment of the SET using documentation that they produce that meets their own institution's validation requirements and broader purposes. This can be done through appending existing documents and mapping them to the SET/Advancing Practice Framework within the SADs through appropriate cross- referencing and annotation. The intention is to not be prescriptive in relation to the evidence that can be utilised although suggestions are made in the SADs.

Practitioners who successfully complete a Centre-accredited education programme are subsequently eligible for Centre recognition (see glossary). This will enable individuals to evidence that they have been successfully recognised by The Centre as having completed an accredited Advancing Practice programme. The Centre will record names of individuals provided by the Education Provider (with the individual's consent) and will provide individuals with written evidence that they have successfully completed an accredited programme of study.

Threshold requirements

The Centre's threshold requirements for considering an education programme for accreditation are set out below.

- a) The programme is an existing Advancing Practice programme.
- b) The programme is currently validated by a higher education institution (HEI) and full programme specification is submitted (if the programme is being taken through an HEI validation process at the same time as being considered for Centre accreditation, this may preclude the submission of a full set documentation until the process is complete).
- c) The programme is at level 7 (in line with the Advancing Practice capabilities) and leads to a postgraduate award, normally a full MSc (Master of Science).
- d) There is a completed mapping document of the Advancing Practice Framework (capabilities) and the SET to specific programme components i.e. modules and assessments.
- e) If the programme includes any element that requires external validation/approval, such as independent prescribing, this **must** be evidenced.
- f) Local Office Advanced Practice Lead made aware of submission and indicates support for the programme.
- g) Regional Quality Team made aware of submission and confirms if there are any educational quality issues with the programme, if an education improvement plan is in place or if they have any other concerns regarding the quality of the programme.

SET domains

The SET sit in seven domains, the full standards for these domains are set out in Section two of this document. The domains are as follows:

Domain 1: Person-centred approach

Domain 2: Learner-centred approach

Domain 3: Learning in the workplaceⁱ

Domain 4: Programme content

Domain 5: Programme delivery

Domain 6: Learner assessment

Domain 7: Programme management

Section 2: The Standards of Education and Training in full

Domain 1: Person-centred approach

- 1.1 The programme places patientsⁱⁱ at the heart of professional learning and development and reflects the values of the NHS Constitution, regardless of where care/learning occurs.
- 1.2 Patients and carers are actively engaged in the programme's design, delivery, evaluation, review and onward development.
- 1.3 The programme ethos, design and delivery ensure that the learning process:
 - Treats patients with respect, compassion and dignity
 - Upholds patients' confidentiality
 - Supports and promotes safe, effective, person-centred, compassionate care.
- 1.4 The programme entry requirements protect patients by ensuring that learners meet essential pre-requisites related to:
 - Work based learning/placement requirements, where applicable.
- 1.5 Governance arrangements are in place for all programme components to ensure:
 - Patient safety,
 - When this is relevant to their care, patients are informed of the status of registered practitioners as learners on the programme,
 - Patients are enabled to give their informed consent for their engagement with practitioners as learners,
 - The transparency of the learning process, including in work-based settings,
 - The integrity, quality and value of the learning experience.
- 1.6 The programme includes processes to manage concerns about learners' progression, professional suitability and fitness to practise.

Domain 2: Learner-centred approach

- 2.1 The programme enables learners to demonstrate fulfilment of all the Advancing Practice level capabilities in ways that fit with their profession, scope of practice, job role, and professional development needs.
- 2.2 Equality and diversity policies underpin all aspects of the programme's delivery (including its admission processes), with their implementation monitored to foster equality of opportunity and to respect diversity.
- 2.3 Applicants and their employers have access to clear and accurate programme information, including on:
- Requirements relating to admission, attendance, supervision and work-based learning
 - Learner support arrangements and requirements (in both academic and work-based settings, and in relation to any work-based learning away from the learner's workplace)
 - The programme's learning outcomes, content, structure and assessment
 - Programme fees and any additional costs or resource requirements associated with its completion.
- 2.4 The admissions process seeks to optimise the prospect of learners completing the programme successfully, including by clearly addressing:
- Required prior professional knowledge, skills and experience
 - Aptitude and commitment to learn at level 7
 - Time and study commitments to complete the programme successfully
 - Access to opportunities for learning in the workplace and other employer support to complete all programme components.
- 2.5 Selection to undertake the programme and admission onto it is made by the programme team, supported by the education provider's standard recruitment processes.
- 2.6 Systems are in place to identify and address the needs of learners who require additional support to engage with and complete the programme.
- 2.7 Procedures are in place to consider prior learning for entry to and/or exemption from specific components of the programme, in line with the education provider's standard regulations and the programme's specific learning outcomes.
- 2.8 Learners are supported to embark on and progress through all stages of the programme, including through:
- Advice on preparing to engage with the programme induction
 - Access to learning resources
 - Academic support
 - Pastoral support
 - Supervision arrangements for work-based learning components.
- 2.9 Learner supervision within the programme is
- Co-ordinated across the programme's academic and work-based components
 - Appropriate to each learning and teaching component and their integration
 - Focused on managing risk and upholding patient safety

- Responsive to learners' needs at each stage of the programme and to their learning progression.
- 2.10 Learners receive regular feedback on their progress:
- In both the academic and work-based components of their learning
 - In areas for their on-going professional development.
- 2.11 The maximum duration for learners' enrolment on the programme to complete it successfully is clear and implemented in line with the education provider's:
- Standard regulations
 - Any programme-specific regulations
 - Protocols for approving interruptions to enrolment
 - Arrangements to ensure all individuals' learning remains current.
- 2.12 Learners know how to raise concerns about the quality of the programme through accessible, clear processes.
- 2.13 Learners know how to raise concerns about potential risks to patients or staff in a work-based setting in which they undertake programme learning.
- 2.14 Learners know how to access and use the education provider's student appeals process.

Domain 3: Learning in the workplace

- 3.1 The programme is demonstrably responsive to employers' requirements and expectations in its design and delivery.
- 3.2 The assessment of the learning in the work-place component is clearly articulated in the programme specification and how this component contributes to the overall award.
- 3.3 Employer and Service Commissioner perspectives are actively sought at all programme stages, including in relation to:
- Priority learning and development areas to meet patient, service delivery and workforce development needs
 - Optimising support for learning in the workplace
 - Communication between the learner, work-based learning supervisor(s) and education provider
 - Overcoming potential barriers to learning in the workplace and its quality
- 3.4 The programme team keeps the individual's learning in the workplace under regular review and has processes in place to address emergent issues and needs.
- 3.5 The learning in the workplace experience created within the programme is appropriate to the breadth of learners' individual needs while being in line with the programme's intended learning outcomes.
- 3.6 Each learner has a designated supervisor/s for the programme's duration who:
- Has the requisite personal knowledge and skill at Advancing Practice level to

act in this role

- Can oversee and advise on individual learning needs and progression.

3.7 The programme team provides employers and supervisors with guidance on the responsibilities and expectations of taking on the supervisor role.

3.8 The programme team encourages and supports:

- Experienced health and care professionals (in addition to those in a supervisor role) to contribute to multi-professional, collaborative learning to support the programme's delivery
- Learners' engagement with learning opportunities beyond their workplace to add breadth to their knowledge and skills development (e.g. through specialist clinics visits and professional networking).

3.9 The programme team reviews individual work-based learning on a regular basis and addresses any issues in a timely manner.

Domain 4: Programme content

4.1 It is explained how the programme design and curriculum content:

- Facilitate and develop Advancing Practice level learning across all the pillars of practice
- Integrates and blends learning to optimise experience and outcomes (within academic and learning in practice settings)
- Promote professionalism and consideration of ethical issues and personal scope of practice and competence (and their limits)
- Places a strong emphasis on
 - Self-directed learning
 - Accountability and responsibility for personal decisions and actions
 - Collaborative practice
 - Reflection on the management of complexity, uncertainty and ethical issues
 - Critical inquiry and evidence-based practice.
 - High level of autonomy
 - Clinical decision making
 - Exercising of informed judgement

4.2 It is explained how the programme curriculum (and pathways within it) reflect area-specific capabilities at Advancing Practice level (see glossary), where these exist

4.3 It is explained how the programme curriculum is responsive to:

- The needs of service commissioners, employers, population health needs and patients
- Changes in models of care and service delivery, workforce/role/skills mix developments, and the evidence-based practice
- Contemporary clinical practice, current health and social care policy and national/international advanced practice research.

4.4 It is clear how the programme promotes and supports learners' development within multi-professional and inter-agency teams, including by providing opportunities for inter-professional learning, teaching and collaboration.

Domain 5: Programme delivery

5.1 The programme's design and delivery demonstrate:

- A logical sequencing of the programme components and the timeframe for their completion
- The integration of programme components, across academic, learning in practice and all pillars of Advancing Practice.

5.2 The range of learning, teaching and assessment methods used in the programme enables learners to develop and demonstrate fulfilment of the intended learning outcomes, and all capabilities within the Advancing Practice Framework.

5.3 Capacity and expertise are appropriate for the number and profile of learners recruited to the programme, including in relation to professions, specific pathways offered and relevant research areas.

5.4 Appropriate and sufficient human, learning, technological and physical resources, and a suitable environment for learning, teaching and assessment, are in place to sustain the programme's delivery and to ensure effective, timely support to learners.

5.5 The programme team involved in the programme's delivery are able to contribute safely and effectively, through collectively holding:

- Current registration with a relevant statutory regulator
- Appropriate professional qualifications (including in relation to learning and teaching)
- Appropriate levels of professional engagement and evidence of inter-professional collaboration.

5.6 The programme team involved in the programme's delivery are collectively able to demonstrate:

- Expertise at Advancing Practice level
- Expertise in the particular practice areas covered in the programme.

5.7 Arrangements are defined and implemented to oversee and co-ordinate the programme's work-based learning components, including to ensure the following:

- Their quality
- Their effective integration within the programme
- Regular, structured communication with those supervising and assessing individuals' learning in practice settings.

5.8 The programme's development, delivery and review are informed by contemporary research and a research-active and evidence-based practice culture.

Domain 6: Learner assessment

- 6.1 The programme requires learner assessment to cover all the pillars of Advancing Practice level practice and all the capabilities throughout the duration of the programme.
- 6.2 The programme requires learners to pass all programme components, with no compensation for any component or referrals.
- 6.3 Clinical and academic assessors include those:
 - with clinical expertise at Advancing Practice level
 - with the appropriate professional background
 - with expertise to assess learning at academic level 7.
- 6.4 Assessment feedback is learner-centred, timely and linked to the programme and module learning outcomes and assessment criteria.
- 6.5 Learners are made aware of their professional responsibilities in the event of their non- or unsuccessful completion of the programme in terms of not misrepresenting the outcome of their learning or its implications for their professional practice.

Domain 7: Programme management

- 7.1 The programme is managed and resourced to:
 - Provide a high-quality learning experience
 - Maintain the programme's viability and sustainability
 - Ensure risks, issues and opportunities are kept under regular review and appropriately managed and optimised.
 - Seek to build capacity and to sustain the programme's ongoing delivery, including through encouraging and enabling alumni to contribute to the learning of future cohorts.
 - Maintain the programme's viability and sustainability
 - Ensure risks, issues and opportunities are kept under regular review and appropriately managed and optimised.
- 7.2 The programme award and title appropriately reflect the requirements of Advancing Practice level.
- 7.3 The programme exit awards do not imply eligibility for Centre recognition or any form of Advancing Practice award where fulfilment of Advancing Practice capabilities has not been demonstrated.
- 7.4 The education provider ensures responsiveness to the learning needs of different professional groups and specific workforce development needs, including managing the inter-dependencies between core, optional and open/shell modules
- 7.5 An appropriately qualified and registered health or care professional is the named lead for the programme and for any specific pathways offered within it.
- 7.6 Practitioners working at Advancing Practice level are part of the programme team and involved in the programme's leadership, design, delivery and review.
- 7.7 Communication channels between all parties involved in the programme's

development, delivery, administration and evaluation are clear, used and kept under review.

- 7.8 Supervisory arrangements and processes for learners within the academic and work-based settings in which their learning takes place are actively managed, including use of a Learning Needs Analysis completed by all relevant parties, and kept under review.

V15.5 (existing provision)

Section 3: Demonstrating fulfilment of the SET

Programme credit and awards

For programmes to be considered for accreditation by The Centre, the programme needs to map fully to all the Advancing Practice Framework capabilities. Programmes that only enable partial fulfilment of the Advancing Practice Framework capabilities cannot be considered for accreditation.

The Centre requires that education programmes are delivered at level 7 and result in a postgraduate award to enable fulfilment of the Advancing Practice Framework capabilities. The qualification is normally expected to result in the award of a Master of Science (MSc). The scope and volume of learning required by the Advancing Practice Framework capabilities is such that awards to which a relatively small number of credits are attached (e.g. a Postgraduate Certificate (PgCert)) will not meet the Centre's accreditation requirements.

'Normally' in threshold requirement c) indicates that some existing programmes that result in the award of a Postgraduate diploma (PGDip) may nonetheless be able to demonstrate the required scope and volume of learning to become accredited. These programmes would be expected to transition to an MSc award in due course.

Programme documentation

The Centre provides templates for education providers to demonstrate how a programme fulfils the SET and Advancing Practice Framework. The templates serve as a self-assessment document (SAD) that is critically reviewed through the Centre's accreditation processes.

If an education provider offers more than one programme for which it wishes to seek accreditation, each programme submission needs to be submitted on a separate SAD.

However, multiple pathways through one programme can be submitted for accreditation through a single SAD, providing that the distinctive features of each pathway (including the title of academic award) are clearly explained.

It may be possible to demonstrate that an established programme is eligible for retrospective accreditation by the Centre from a specified point. If a programme is accredited by the Centre on this basis, alumni of the programme (from the specified point) are eligible for recognition. Separate guidance on this point will be discussed with the HEI and separate guidance will be issued.

Outcomes of submitting a programme

The possible outcomes of considering a programme for accreditation are as follows:

- A. The programme does not meet the Centre's threshold requirements to be considered for accreditation, with these needing to be addressed prior to being prepared for re-submission.
- B. The programme is deemed both to enable the Advancing Practice capabilities to be met in full and to fulfil the SET in full and is therefore **accredited** by The Centre
- C. The Centre requires **more information** in specified areas **or a site visit** to demonstrate that the programme enables the Advancing Practice capabilities to be met in full, and/or that the programme fully meets the SET
- D. The programme or evidence submitted is deemed to have **significant shortfalls** (identified in Centre feedback) in how it matches to the Advancing Practice capabilities and/or the SET and requires re-submission once shortfalls have been addressed.

Programmes, that receive accreditation, will be recorded by the Centre and will be listed on the HEE Centre webpages.

In addition to the programme title(s), pathways, and awarding body, the list provides information on the following:

- The date on which accreditation is conferred by the Centre
- The point from which the accreditation has currency
- The date by which the programme will need to be considered for re-accreditation.

Maintaining accreditation

Once accreditation has been secured for a programme, the provider will need to submit an annual report to the Centre to retain accreditation; details of this will be provided, but will normally include reference to any programme changes and information regarding learner numbers, attrition etc. While reflecting HEIs' standard processes for annual monitoring, the Centre provides a template for this purpose.

The Centre considers programmes for re-accreditation on a periodic basis. This is enacted to reflect education providers' own re-validation cycle, but with a requirement that programmes are considered for re-accreditation within a maximum period of five years.

Education providers are required to submit an updated SAD to seek re-accreditation.

The Centre provides full information and guidance on adhering to the Centre's annual review arrangements and seeking re-accreditation, these will be provided in a separate document.

The Centre will publish appeals and complaints procedures on the Advancing Practice website, and these will be made available to all programmes submitting an application for accreditation or on request.

Revision History

Centre for Advancing Practice

Standards of Education and Training (SET) for Advanced Practice Programmes leading to recognition with the Centre – DRAFT 2020 19 02 V14 (existing provision)

Version	Date	Summary of changes
	17/12/18	Minor updates
	07/01/19	Updated
	18/02/19	Updated
V9	01/03/19	Finalised for feedback v10
V10	29/04/19	Updated following feedback
V11	16/05/19	Formatted and finalised for next round of feedback
V12	28/01/20	Incorporates feedback from October 2019 and learning from the programme accreditation testing phase
V13	19/02/20	Incorporates feedback from V12
V14	20/2/20	Revision of full SET to remove reference to any programme routes apart from existing provision and to incorporate feedback. Some outstanding comments require attention. A V15(new) will need to be created for NEW programmes
V15	06/03/20	Minor amendments and comparison check with HEI version
V15.1	11/03/20	Further minor amendments to ensure coherence with SAD
V15.3	12/03/20	Further drafting amendments RC
V15.5	03/06/20	Further amendments

ⁱ Learning in the workplace' refers to learning related to ALL of the 4 pillars and associated capabilities, undertaken in practitioners' normal practice/work setting, as well as any activity undertaken on placements that are arranged in different practice/work environments as part of the education programme.

ⁱⁱ The term 'patient' is used throughout the SET to refer to any individual receiving assessment, consultation, treatment, management or advice from a health or care practitioner. It is acknowledged that other terms are commonly used and may be preferred, such as 'client', 'service user', etc., and that terminology is often context: or location specific. If different terms are used in a programme, this should be made clear at the start of the SAD.

Glossary of terms used in Centre documents

Accreditation – the term used to confer recognition on education routes that meet the Centre's standards of education and training (SET)

Advanced practice - level practice – the level of practice at which the Centre confers its first tier of recognition, with this matching the demands of master's level learning (level 7) and with specific Advancing Practice capabilities set out in the HEE Advancing Practice capability framework

Annotation – the potential way in which an individual health or care professional's recognition by the Centre *might* be indicated on statutory regulators' registers

Annual monitoring – the process that the Centre operates to ensure that programmes that it accredits continue to meet its quality assurance requirements to retain accredited status (with the additional requirement for programmes to be submitted for periodic re-accreditation)

Area- specific capabilities – The assertion of specific capabilities to be met in relation to meeting patient needs in a particular environment, the needs of a particular population or patient group, or patient needs in a particular area of practice that the Centre uses in considering education programmes for its accreditation

Assessor – the role played on behalf of the Centre to consider whether a programme meets the requirements for Centre accreditation.

Capabilities – the requirements in terms of knowledge, skills and behaviours that the Centre specifies for conferring its recognition, with these relating to Advancing Practice and consultant level and set out in HEE's capability frameworks

Capability framework: A resource that defines a set of capabilities to help to define and inform a learning and development process (whether formal or informal)

Centre for Advancing Practice - the title for the virtual body that sets standards and confers recognition on advanced (and consultant) practitioners across the registered healthcare professions (outside medicine)

Clinical governance – the local arrangements (including protocols, systems and processes) that are developed and implemented (in line with national requirements) to ensure transparent, robust arrangements for the safe, effective delivery and review of patient care and therefore for service delivery, workforce deployment, data collection, evaluation and reporting

Competence - A specific, demonstrable ability to do something (i.e. to perform a particular skill, intervention or task), underpinned by relevant knowledge, but without necessarily being accompanied by specific behaviours (as captured in capabilities) to determine and moderate whether and how something is done

Credential – a specific unit of learning that is deemed to be of value and which the Centre can offer recognition to an individual that has successfully completed such learning.

Curriculum: A specific programme of learning designed to support the fulfilment of defined learning outcomes, with specified assessment approaches to enable the demonstration of the learning outcomes

Curriculum framework - A broad indication of how programmes of learning should be designed, delivered and evaluated to enable the development of particular capabilities and that is used to inform the development of individual programme curricula (within which specific learning outcomes are defined)

Delegated authority – the way in which the Centre *may* confer permission on other agencies to undertake activity on its behalf, working with the Advancing Practice capabilities, SET, portfolio route and through demonstrating adherence to its quality assurance and other process, evaluation and reporting requirements

Evidence profile – the structured collection of materials through which individual practitioners seek to demonstrate their fulfilment of the Centre’s Advancing Practice capabilities and that they submit for assessment through the Portfolio Route, with a view to achieving Centre recognition

Governance – the systems and processes that the Centre has in place to ensure that it fulfils its role and functions with consistency, transparency and rigour, including through evaluation and review

Learning outcomes - The specific learning that individuals should be enabled to develop and demonstrate through completing a particular programme of learning (that shape a curriculum, reflect a curriculum framework and that enable defined capabilities to be developed)

Level 7 - The level of learning required at master’s degree level, with a strong emphasis on managing complexity, uncertainty and risk

Level 8 - The level of learning required at doctoral level, with a strong emphasis on subject-specific expertise, knowledge creation and dissemination, and a wide sphere of influence

Level of capability/practice – the way in which the Centre defines how it pitches its demands and requirements for recognition in terms of their implications for managing complexity, uncertainty and risk, and with direct reference to the requirements of registered practice and the demands of master’s and doctoral level learning.

Portfolio Route – the route through which individual practitioners can seek to demonstrate fulfilment of Centre requirements for recognition through submitting an evidence profile for assessment against the Centre’s Advancing Practice capabilities

Quality assurance – the processes the Centre has in place to ensure the consistency, rigour, transparency and probity of its recognition criteria and processes

Recognition – the key focus of the Centre’s function, with Centre recognition of individual practitioners denoting that they fulfil either the Advancing Practice or Consultant capabilities and are eligible to appear on the Centre’s record (see above)

Renewal – the process with which programmes and individuals are required to engage to seek re-accreditation and to maintain their recognition from the Centre

Routes to recognition – the different ways in which individual practitioners can secure Centre recognition, with these being via a Centre-accredited education route or via the Centre’s Portfolio Route through submitting an evidence profile for assessment

Self-assessment document (SAD) – the template that education providers are required to complete to apply for Centre accreditation, with a focus on demonstrating how their programme enables fulfilment of the Advancing Practice: or Consultant-level capabilities and meets the Standards of Education & Training (SET) through mapping against the capabilities and SET and supplying other programme documentation to substantiate the case made

Self-declaration process – the way in which individual practitioners who are deemed eligible for Centre recognition are required to indicate their understanding of the meaning of Centre recognition and the responsibilities that they continue to carry for their conduct and practice as a health or care professional subject to statutory regulation

Stakeholder – the range of agencies with which the Centre liaises to develop, implement and evaluate its purpose and function, including patient groups, government bodies, employers, professional bodies and trade unions, statutory regulators, HEIs and medical royal colleges

Standards of Education & Training (SET) – the document in which the Centre asserts its expectations of formal programmes of learning which practitioners can be supported to develop and demonstrate the capabilities, and which are applied through the Centre’s quality assurance processes

Statutory regulation – the arrangements to which individual health and care professions are subject as a condition of practising in the UK and to which compliance is required as a threshold requirement for seeking and maintaining Centre recognition

Syllabus - The detailed indication of the content of a specific programme of learning that underpins its curriculum and that is subject to regular review and updating, in light of developments in practice, service delivery and the evidence base

Systems regulation – the arrangements through which health and care service providers are subject to scrutiny and within which requirements sit for ensuring staff are competent and supported to fulfil their employed role

Third-party sign-off – the process through which individual practitioners preparing an evidence profile for submission via the Centre's Portfolio route are required to secure confirmation that elements of their profile and their profile as a whole are valid, authentic and current from an individual who has both the expertise to make this judgement and can be appropriately objective

Work-based learning - Learning activity undertaken by practitioners either in their usual work-setting or on a placement away from their workplace that is focused on developing their fulfilment of the Advancing Practice - or Consultant-level capabilities, and that is underpinned by appropriate supervision to uphold patient safety, comply with governance arrangements, and optimise the quality of the learning experience.