Advanced Practice Programme Accreditation



**Programme Mapping Document 2**

**Standards for Education and Training (SET)**

**(Existing programmes)**

**Standards for Education and Training**

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| **Name of the programme reviewed** | *As detailed on the validation documentation – a separate submission is required for each programme that seeks accreditation* |
| **Programme code/online link to programme details** | *As detailed on the validation document* |
| **Date most recent programme validation** |  |
| **Date when next validation is required/planned** |  |

HEE’s threshold requirements for considering an education programme for accreditation are set out below.

All education providers are requested to complete this section.

*Much of the evidence required will be found within standard documentation that is held electronically, on web sites or can be linked to. It is requested that explicit links are provided that evidence each component either by linking to an external source or to an embedded/uploaded document. Please ensure that all documents are correctly embedded and/or uploaded as submissions will be checked before submitting the application for peer review.*

| **#** | **Academy Threshold requirement** | **Evidence that supports the threshold requirements** |
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|  | The programme is an existing Advanced Practice programme. | *Evidence that the programme is validated and has been running in its current form for at least one academic cycle e.g. Programme Specification or any other supporting documentation.* |
|  | The programme has been 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 programme accreditation, this may preclude the submission of a full set of documentation until the process is complete). | *Provide, link or embed evidence that supports this standard – e.g. programme specification and any other documentation that confirms programme submitted for consideration has been validated* |
|  | The programme is at level 7 (in line with the Advanced Practice capabilities) and leads to a postgraduate award, normally a full MSc (Master of Science). | *Provide, link or embed evidence that supports this.* |
|  | There is a completed mapping document of the Advanced Practice Framework (capabilities) and the SET to specific programme components i.e. modules and assessments. | *Provide, link or embed a full mapping of the programme to the Advanced Practice Framework and SET using the HEE templates. Each capability needs to be explicitly mapped and linked in such a way that that reviewer can easily access it. Provide multiple links where this is applicable.* |
|  | If the programme includes **any** element that requires external validation/approval such as independent prescribing this must be evidenced. | *Provide, link or embed evidence that, for example, the appropriate regulator has validated any and all component/s of the programme where this is required. Provide specific evidence for each profession to ensure clarity regarding who this component will apply to mapped to the programme specification/outcomes.*  *State explicitly if there is no externally validated element.* |
|  | *HEE internal use: Local Office Advanced Practice Lead made aware of submission and indicates support for the programme.* | *For office use only* |
|  | *HEE internal use: 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.* | *For office use only* |

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| **Standards for Education and Training** | | | |
| **Domain 1: Person-centred approach** | | **Narrative to rationalise how this is embedded in the programme** | **Evidence/Links to where this is delivered in the Programme** |
| 1.1 | The programme places patients at the heart of professional learning and development and reflects the values of the NHS Constitution, regardless of where care/learning occurs. |  | *Provide links to or embed where and how this is achieved in the programme using reference to the NHS constitution.* |
| 1.2 | Patients and carers are actively engaged in the programme’s design, delivery, evaluation, review and onward development. |  | *Provide links to or embed evidence that demonstrates how patients and careers were involved in the programme development, delivery etc.* |
| 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. |  | *Provide links to or embed evidence where these components of the standards are demonstrable within the programme.* |
| 1.4 | The programme entry requirements protect patients by ensuring that learners meet essential pre-requisites relating to:   * Work based learning/placement requirements, where applicable |  | *Provide links to or embed entry requirements e.g. admissions policy, that ensures that learners are made aware of their responsibilities towards patients and any other requirements as deemed necessary by the programme and any specific requirements that relate to particular placement e.g. in a secure unit or where vulnerable individuals are being cared for.* |
| 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. |  | *Provide links to or embed documents that provide evidence that each of these programme components are assured e.g. programme handbooks, work-based learning handbooks and feedback processes.*  *It is acknowledged that HEIs do not always have jurisdiction over an individual’s place of work, however, evidence should be provided that relates to practitionners responsibilities in this domain* |
| 1.6 | The programme includes processes to manage concerns about learners’ progression, professional suitability and fitness to practise. |  | *Provide links to or embed evidence of processes by which learner’s concerns will be addresses including fitness to study and fitness to practice policies.* |
| **Domain 2: Learner-centred approach** | | **Narrative to rationalise how this is embedded in the programme** | **Evidence/Links to where this is delivered in the Programme** |
| 2.1 | The programme enables learners to demonstrate fulfilment of all the Advanced Practice level capabilities in ways that fit with their profession, scope of practice, job role, and professional development needs. |  | *Provide links to or embed evidence and processes by which this requirement is met e.g. links to professional development portfolio* |
| 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. |  | *Provide links to or embed evidence of policies and details of how these underpin the programme.* |
| 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 placement 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. |  | *Provide links to or embed evidence for each of these bulleted points demonstrating how this programme information is accessible to learners and employers.* |
| 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. |  | *Provide links to or embed evidence e.g. admissions handbook/procedures that meet each of the bulleted points.* |
| 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. |  | *Provide links to or embed evidence e.g. admissions procedures.* |
| 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. |  | *Provide links to or embed evidence e.g. learning support and adaptation for learners with different learning needs and detail how these will support the learner to 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. |  | *Provide links to or embed evidence for any APEL/APL/RFPL procedures including how this is operated in practice.* |
| 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. |  | *Provide links to or embed evidence e.g. learner handbooks, student support, for each of these bulleted points.*  *Specific details are required for the supervision arrangements for the 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 |  | *Provide links to or embed evidence for all components of the programme and specifically relate to how the learner accesses supervision at each stage of the program for each of the bulleted points.* |
| 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 |  | *Provide links to or embed evidence* that gives *details of how feedback on progress is received for each of the components bulleted* |
| 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. |  | *Provide links to or embed evidence to* *University/Faculty/School documentation that provides specific details against each bulleted point* |
| 2.12 | Learners know how to raise concerns about the quality of the programme through accessible, clear processes. |  | *Provide links to or embed evidence that describes this process* |
| 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. |  | *Provide links to or embed evidence that describes this process* |
| 2.14 | Learners know how to access and use the education provider’s student appeals process. |  | *Provide links to or embed evidence that describes this process* |
| **Domain 3: Learning in the workplace** | | **Narrative to rationalise how this is embedded in the programme** | **Evidence/Links to where this is delivered in the Programme** |
| 3.1 | The programme is demonstrably responsive to employers’ requirements and expectations in its design and delivery. |  | *Provide links to or embed evidence that specifically relates to how employers’ requirements and expectations are embedded in the program design and delivery including any patient/service user input and feedback.* |
| 3.2 | The assessment of the learning in the workplace component is clearly articulated in the programme specification and this component contributes to the overall award. |  | *Provide links to or embed evidence that specifically relates to how the learning in the workplace component contributes and how it is assessed. This is normally undertaken using a tripartite assessment and the completion of a workplace portfolio.* |
| 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 work-based learning and its quality |  | *Provide links to or embed evidence for each of the bulleted points.* |
| 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. |  | *Provide links to or embed evidence that describes how the process of work-based assessment is reviewed.*  *The assessment of the learning in the work-place component is clearly articulated in the programme specification and how it contributes to the overall award.* |
| 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. |  | *Provide links to or embed evidence that describes how the learners’ individual needs are met.* |
| 3.6 | Each learner has a designated supervisor/s for the programme’s duration who:   * Has the requisite personal knowledge and skill at Advanced Practice level to act in this role * Can oversee and advise on individual learning needs and progression. |  | *Provide links to or embed supervision standards and handbooks/guidance provided by the HEI to supervisors specifically in relation to developing the Advanced Practice role. Indicate where in the programme structure the role of supervision is articulated* |
| 3.7 | The programme team provides employers and supervisors with guidance on the responsibilities and expectations of taking on the supervisor role. |  | *Provide links to or embed supervision standards and handbooks/guidance provided by the HEI to supervisors* |
| 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). |  | *Provide links to or embed evidence* |
| 3.9 | The programme team reviews individual learning in practice on a regular basis and addresses any issues in a timely manner. |  | *Provide links to or embed evidence that describes how this is undertaken* |
| **Domain 4: Programme content** | | **Narrative to rationalise how this is embedded in the programme** | **Evidence/Links to where this is delivered in the Programme** |
| 4.1 | It is explained how the programme design and curriculum content:   * Facilitate and develop Advanced 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 |  | *Provide links to or embed details of teaching and learning strategy and how the programme facilitates and develops the Advanced Practice level of learning. Most of this would normally sit within programme specification and associated learning and teaching documentation.*  *Evidence is required for all pillars with an explanation of how theory informs practice and how practice informs theory with particular emphasis on clinical component.* |
| 4.2 | It is explained how the programme curriculum (and pathways within it) reflect area-specific capabilities at Advanced Practice level, where these exist. |  | *Provide links to or embed evidence that the programme curriculum includes reference to area specific capabilities (see glossary for definition)* |
| 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. |  | *Provide links to or embed evidence that supports this e.g. letters from commissioners, population needs analysis, service needs analysis, changes in evidence-based practice approaches etc.* |
| 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. |  | *Provide links to or embed evidence that* |
| **Domain 5: Programme delivery** | | **Narrative to rationalise how this is embedded in the programme** | **Evidence/Links to where this is delivered in the Programme** |
| 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 and work- based learning and the pillars of Advanced Practice. |  | *The assessment of all learning in the programme including the work-place component is clearly articulated in the programme specification and how each contributes to the overall award.*  *This work-based component is normally undertaken using a tripartite assessment and the completion of a workplace portfolio* |
| 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 Advanced Practice Framework. |  | *Provide a rationale for the range of teaching resources* |
| 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. |  | *Provide links to or embed evidence* |
| 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. |  | *Provide links to or embed evidence* |
| 5.5 | The programme team involved in the programme’s delivery are able to contribute safely and effectively, including through holding:   * Current registration with the relevant statutory regulator * Appropriate professional qualifications (including in relation to learning and teaching) * Appropriate levels of professional engagement and inter-professional collaboration. |  | *For each member of the team, supply appropriate evidence/assurance.*  *Normally, module/programme documentation provided for validation would detail how the relevant teaching and professions qualifications meets the professional requirements of the programme. Provide sufficient detail for this to be made clear.* |
| 5.6 | The programme team involved in the programme’s delivery are collectively able to demonstrate:   * Expertise at Advanced Practice level * Expertise in the particular practice areas covered in the programme. |  | *For each member of the team, supply appropriate evidence/assurance.*  *For Research, Teaching and Leadership components programme team members will normally demonstrate different skill mix* |
| 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. |  | *Provide links to or embed evidence that demonstrate how work-based learning components meet this standard and each bulleted point* |
| 5.8 | The programme’s development, delivery and review are informed by contemporary research and a research-active and evidence-based practice culture. |  | *Provide links to or embed evidence e.g. research strategy and research output and how this is embedded into the programme and how research staff contribute to the programme teaching* |
| **Domain 6: Learner assessment** | | **Narrative to rationalise how this is embedded in the programme** | **Evidence/Links to where this is delivered in the Programme** |
| 6.1 | The programme requires learner assessment to cover all the pillars of Advanced Practice level practice and all the capabilities throughout the duration of the programme. |  | *Provide links to or embed evidence that includes how all components, including work-based learning are assessed and how they contribute to the overall award.* |
| 6.2 | The programme requires learners to pass all programme components, with no compensation for any component or referrals. |  | *Provide links to or embed evidence normally detailed within programme specification/credit structure.* |
| 6.3 | Clinical and academic assessors include those:   * With clinical expertise * With the appropriate professional background * With expertise to assess learning at academic level 7. |  | *Provide links to or embed evidence against each bulleted point that evidences these points.* |
| 6.4 | Assessment feedback is programme and module learner-centred, timely and linked to the learning outcomes and assessment criteria. |  | *Provide links to or embed evidence normally part of learning/teaching strategy and/or assessment handbooks* |
| 6.5 | Learners are made aware of their professional responsibilities in the event of their non- or unsuccessful completion of the programme for not misrepresenting the outcome of their learning or its implications for their professional practice. |  | *Provide links to or embed evidence that specifies where this occurs* |
| **Domain 7: Programme management** | | **Narrative to rationalise how this is embedded in the programme** | **Evidence/Links to where this is delivered in the Programme** |
| 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 future cohorts. |  | *Provide links to or embed evidence typically within business plans where these are available and of arrangements with commissioners, local/regional HEE offices and any other organisations, such as practice, where the programme meets local/regional/national demand.* |
| 7.2 | The programme award and title appropriately reflect the requirements of Advanced Practice level. |  | *Provide links to or embed evidence* |
| 7.3 | The programme exit awards do not imply eligibility for recognition where fulfilment of the Advanced Practice capabilities has not been demonstrated. |  | *Provide links to or embed evidence* |
| 7.4 | The education provider ensures responsiveness to the learning needs of different professional groups and specific workforce development needs, including through managing the inter-dependencies between core, optional and open/shell modules. |  | *Provide links to or embed evidence* |
| 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. |  | *Provide links to or embed evidence, typically in programme specification* |
| 7.6 | Practitioners working at Advanced Practice level are part of the programme team and involved in the programme’s leadership, design, delivery and review. |  | *Provide links to or embed evidence* |
| 7.7 | Communication channels between all parties involved in the programme’s development, delivery, administration and evaluation are clear, used and kept under review. |  | *Provide links to or embed evidence, may include communication that this was undertaken and continues.* |
| 7.8 | Supervisory arrangements and processes for learners within the academic and work-based settings in which their learning takes place are actively managed and kept under review. |  | *Provide links to or embed evidence* |

Please accept this signature as confirmation of our submission for ACP programme accreditation with the Centre of Advancing Practice.

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| Signature |  |
| Name |  |
| Date |  |