

# Programme Accreditation

# Programme mapping document 1 (existing programmes)

Standards for education and training (SET)

**Contents**

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## 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 documentation |       |
| **Date most recent programme validation** |       |
| **Date when next validation is required/planned** |       |

NHS England’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. Please provide copies of documents or explicit links that evidence each component. Both documents and links should be included within the SharePoint folder indicated. Evidence should be listed under each component with page/section references provided. Please check all links and that all documents are correctly uploaded.

| **#** | 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).       |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
|  | 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 evidence that supports this standard (e.g. programme specification and any other documentation that confirms programme submitted for consideration has been validated).      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
|  | 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 evidence that supports this.       |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
|  | 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 a full mapping of the programme to the Advancing Practice Framework and SET using the NHS England templates. Each capability needs to be explicitly mapped and linked in such a way that the reviewer can easily access it. Provide multiple links where applicable.       |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
|  | If the programme includes **any** element that requires external validation/ approval, such as independent prescribing, this must be evidenced. | Provide evidence that, for example, the appropriate regulator has validated 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.        |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
|  | NHS England internal use: Local office advanced practice lead made aware of submission and indicates support for the programme. | For office use only |
|  | NHS England 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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| Domain 1: Person-centred approach | **Narrative to rationalise how this is embedded 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 evidence to show where and how this is achieved in the programme with reference to the NHS Constitution.       |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
| 1.2 | Patients and carers are actively engaged in the programme’s design, delivery, evaluation, review, and onward development.  | Provide evidence that demonstrates how patients and carers were involved in the programme development, delivery etc.       |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
| 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 evidence where these components of the standards are demonstrable within the programme.       |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| 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 entry requirements (e.g. admissions policy) that ensures that learners are made aware of their responsibilities towards patients, and any other requirements deemed necessary by the programme, and any specific requirements that relate to particular placements (e.g. in a secure unit or where vulnerable individuals are being cared for).      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| 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 documents that evidence that each of these programme components are assured (e.g. programme handbooks, work-based learning handbooks and feedback processes).  It is acknowledged that education providers do not always have jurisdiction over an individual’s place of work, however, evidence should be provided that relates to practitioner’s responsibilities in this domain.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
| 1.6 | The programme includes processes to manage concerns about learners’ progression, professional suitability, and fitness to practise. | Provide evidence of processes by which learner’s concerns will be addressed, including fitness to study and fitness to practice policies.       |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| Domain 2: Learner-centred approach | **Narrative to rationalise how this is embedded 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 evidence and processes by which this requirement is met (e.g. links to professional development portfolio).      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| 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 evidence of policies and details of how these underpin the programme.       |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
| 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 evidence for each of these bulleted points demonstrating how this programme information is accessible to learners and employers.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| 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 evidence (e.g. admissions handbook/procedures) that meet each of the bulleted points.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| 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 evidence (e.g. admissions procedures).       |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| 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 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.       |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| 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 evidence for any APEL/APL/RPL procedures, including how this is operated in practice.       |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| 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 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.       |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
| 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 evidence for all components of the programme and specifically relate to how the learner accesses supervision at each stage of the programme for each of the bulleted points.       |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
| 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 evidence that gives details of how feedback on progress is received for each of the components bulleted.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| 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 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 evidence that describes this process.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| 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 evidence that describes this process.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| 2.14 | Learners know how to access and use the education provider’s student appeals process. | Provide evidence that describes this process.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| Domain 3: Learning in the workplace | **Narrative to rationalise how this is embedded in the programme** |
| 3.1 | The programme is demonstrably responsive to employers’ requirements and expectations in its design and delivery.  | Provide evidence that specifically relates to how employers’ requirements and expectations are embedded in the programme design and delivery, including any patient and public involvement and feedback.       |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| 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 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.       |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
| 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 evidence for each of the bulleted points.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
| 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 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.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| 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 evidence that describes how the learners’ individual needs are met.       |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| 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 supervision standards and handbooks/guidance provided by the education provider to supervisors specifically in relation to developing the Advancing Practice role. Indicate where in the programme structure the role of supervision is articulated.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
| 3.7 | The programme team provides employers and supervisors with guidance on the responsibilities and expectations of taking on the supervisor role.  | Provide supervision standards and handbooks/guidance provided by the education provider to supervisors.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| 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 evidence for each bulleted point.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| 3.9 | The programme team reviews individual learning in practice on a regular basis and addresses any issues in a timely manner. | Provide evidence that describes how this is undertaken.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| Domain 4: Programme content | **Narrative to rationalise how this is embedded 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 details of teaching and learning strategy and how the programme facilitates and develops the Advancing 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 the clinical component.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
| 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 evidence that the programme curriculum includes reference to area specific capabilities (see glossary for definition).      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
| 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 evidence that supports this (e.g. letters from commissioners, population needs analysis, service needs analysis, changes in evidence-based practice approaches etc.).       |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
| 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 evidence that shows this.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| Domain 5: Programme delivery | **Narrative to rationalise how this is embedded 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 workplace 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.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| 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.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| 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 evidence to meet this standard.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| 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 evidence to meet this standard.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| 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.       |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| 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.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| 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 evidence that demonstrate how work-based learning components meet this standard and each bulleted point.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
| 5.8 | The programme’s development, delivery and review are informed by contemporary research and a research-active and evidence-based practice culture.  | Provide evidence (e.g. research strategy and research output), and explain how this is embedded into the programme and how research staff contribute to the programme teaching.       |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| Domain 6: Learner assessment | **Narrative to rationalise how this is embedded 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 evidence that includes how all components, including work-based learning are assessed and how they contribute to the overall award.       |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
| 6.2 | The programme requires learners to pass all programme components, with no compensation for any component or referrals. | Provide evidence normally detailed within programme specification/credit structure.       |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
| 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 evidence against each bulleted point that evidences these points.       |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
| 6.4 | Assessment feedback is programme and module learner-centred, timely and linked to the learning outcomes and assessment criteria.  | Provide evidence normally part of learning/teaching strategy and/or assessment handbooks.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
| 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 evidence that specifies where this occurs.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| Domain 7: Programme management | **Narrative to rationalise how this is embedded 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
* maintain the programme’s viability and sustainability
* ensure risks, issues and opportunities are kept under regular review and appropriately managed and optimised
 | Provide evidence typically within business plans where these are available and of arrangements with commissioners, local/regional NHS England offices and any other organisations, such as practice, where the programme meets local/regional/national demand.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
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| 7.2 | The programme award and title appropriately reflect the requirements of Advanced Practice level. | Provide evidence to meet this standard.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
| 7.3 | The programme exit awards do not imply eligibility for recognition where fulfilment of the Advanced Practice capabilities has not been demonstrated. | Provide evidence to meet this standard.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
| 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 evidence to meet this standard.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
| 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 evidence, typically in programme specification.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
| 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 evidence to meet this standard.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
| 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 evidence, which may include communication that this was undertaken and continues.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |
| 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 evidence to meet this standard.      |
| Evidence: |
| SharePoint / Other | Document title (as it appears in SharePoint) / Link | Page / Reference |
|       |       |       |