

Higher / Degree Level Apprenticeship Programme Specification

This programme specification is designed for prospective employers and their apprentices, academic staff, enrolled apprentices and their employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical apprentice might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Apprenticeship Standard Title	Healthcare Assistant Practitioner: https://www.instituteforapprenticeships.org/apprenticeship-standards/healthcare-assistant-practitioner/		
Programme Title and Name of Award	FdSc Assistant Practitioner in Health and Social Care		
Academic Level	5	Total Credits	240
Apprenticeship Standard and Assessment Plan	Healthcare Assistant Practitioner: https://www.instituteforapprenticeships.org/apprenticeship-standards/healthcare-assistant-practitioner/		
LARS Code of the Apprenticeship Standard	102	LARS Code of the University Award	00302649
Professional Body Accreditation / Qualification	The award meets the UK Government's apprenticeship standard published by the Education and Skills Funding Agency		
Date of Professional Body Accreditation	Not Applicable	Accreditation Period	
Employer Organisation	NHS Foundation Trusts and Registered Care Home Providers		
End Point Assessment	Non-integrated		
End Point Assessment Organisation	Pearson		
External Quality Assurance Body	Ofsted		
HECoS Code	100476		
Criteria for Admission to the Programme	Government funding rules require that an apprentice must have the right to live and work in the UK, must be in employment, paid at least		

the legal minimum wage and have a written and signed agreement for the apprenticeship with their employer. The minimum duration periods for an apprenticeship set in each Apprenticeship Standard is based on an apprentice working a minimum of 30 hours per week. Where the apprentice works fewer than 30 hours, the minimum duration of the apprenticeship must be increased on a pro-rata basis. Selection of apprentices (in England) is principally an employer-led activity.

Funding for the apprenticeship is provided through the Education and Skills Funding Agency (ESFA) and is paid in the following way:

- Levy paying employers with sufficient funds in their digital account – 100% funding
- Non Levy payers -95% ESFA funding, 5% Employer co-funding. Non-levy paying companies will be asked to pay their 5% of the full cost of the apprenticeship at the start of the programme

All apprentices must be interviewed, assessed and offered a position by an employer before being admitted to the apprenticeship programme. Although the University may receive direct enquires and filter these before passing to prospective employers, apprentices must apply directly via an employer. After acceptance by an employer, the University of Cumbria will require a formal application, which it will assess according to the programme entry criteria:

Employer selection criteria

To be working in a health and social care setting at least 30 hours per week (full-time) and pro rata for part time apprentices

- supported by an employer and Line Manager;
- have a qualification in English and Maths to GCSE levels A to C or Functional Skills Level 2, or be registered on a programme and have evidence they are attending before the start date of this Programme.
- NVQ 3 or equivalent portfolio of evidence

University selection criteria

The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website. Each candidate will be dealt with on a case-by-case basis. Each candidate for APL will be advised how that may affect ESFA funding. For further information, see the University website:

<http://www.cumbria.ac.uk/business/higher-level-apprenticeships/>

Detailed criteria for admission to this programme can be found on the programme webpage:

<https://www.cumbria.ac.uk/business/higher-level-apprenticeships/apprenticeship-courses-/assistant-practitioner-health--social-care/>

You will need to be committed to attending university one day a week (or in weekly blocks) alongside your working hours and be prepared for further independent study to support your progression on the

	<p>course.</p> <p><u>Exit from employment</u></p> <p>If an apprentice is made redundant during their apprenticeship through no fault of their own, then the employer and University have a legal duty to help the apprentice try to find alternative employment.</p> <p>If the redundancy is within six months of the planned completion date of the apprenticeship, then ESFA will fund 100% of the remaining agreed cost, even if the apprentice cannot find another employer.</p> <p>If the redundancy is over six months from the planned end date, the ESFA will fund the remaining agreed cost for 12 weeks to allow the apprentice to find alternative employment. Where a new employer cannot be found the apprentice will be recorded as having left the programme</p>	
Additional Qualifications	<ul style="list-style-type: none"> • A qualification in English and Maths to GCSE levels A to C or Functional Skills Level 2 • 15 standards required by the Care Quality Commission [as set out in the Care Certificate] 	
Teaching Institution	University of Cumbria	
Owning Institute	Institute of Health	
Programme delivered in conjunction with	Local employers, Healthcare Trusts, Voluntary, Private & Statutory Sectors	
Principal Mode of Delivery	Blended Learning and Work-integrated Learning	
Pattern of Delivery	Full-time	
	Total weeks of study:	72 weeks
	Delivery pattern:	2 x14 week semesters & 2 x22 week semesters
	Standard Semester Dates:	No
Delivery Site(s)	Carlisle and Lancaster Campuses and can be delivered within the workplace or partner site.	
Programme Length	2 years	
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).	
Exit Awards	<p>You may be awarded the following Exit Awards if you fail to achieve the requirements of the full programme.</p> <ul style="list-style-type: none"> • FdSc Assistant Practitioner in Health and Social Care (on 	

	<p>completion of 240 CAT points for those apprentices who do not pass the End Point Assessment</p> <ul style="list-style-type: none"> • CertHE Health and Social Care (on completion of 120 CAT points)
Period of Approval	September 2017 – August 2023
<p>This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage: https://www.cumbria.ac.uk/study/courses/apprenticeships/assistant-practitioner-in-health-and-social-care/</p>	

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

Apprenticeships combine university study and workplace learning to enable apprentices to gain a higher education qualification. This provision of the higher education qualification is integrated with experience, practice and further learning undertaken in the workplace. The minimum duration of an apprenticeship is set in each Apprenticeship Standard and is based on a minimum 30 hour week. Where an apprentice works fewer than 30 hours, the apprenticeship minimum duration must be increased on a pro-rata basis. It is a legal requirement that the apprentice does not pay any training costs or student fees. Apprenticeships are co-designed by employers ensuring that apprentices are equipped with the skills employers need and for their own future career (Source: The Future Growth of Degree Apprenticeships, Universities UK, March 2016)

The Apprenticeship Standard and Assessment Plan for the Higher Level Apprenticeship in Healthcare Assistant Practitioner have been designed by employers in the Health and Social Care sector.

The Higher Level Apprenticeship for the occupation Healthcare Assistant Practitioner at the University

of Cumbria leads to the academic award of FdSc Assistant Practitioner in Health and Social Care.

An apprenticeship programme integrates the provision of higher level academic knowledge, understanding and skills with the opportunity to contextualise this provision in the workplace and thus to develop occupation competency at a professional level in specific job roles.

The programme has been endorsed (accredited) that it meets the Apprenticeship Standard by the Institute for Apprenticeships and Technical Education. The programme has been designed to meet this employer-led national Standard and to follow the associated Assessment Plan, as well as being referenced to the FHEQ (QAA 2014, available at QAA Subject Benchmarking Statement <http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>) and other academic standards. Apprentices, who are in permanent full-time professional employment, are also learning in the workplace in a structured delivery pattern, supported by both the university and the employer. In addition, the programme has been developed with the assistance of a range of local employers to ensure it meets the needs of the region.

Learning takes place both at the University and in the workplace and uses real work based activities to inform and evidence that learning has taken place. In order to meet nationally set criteria, a minimum of 20% of the learning will take place 'off the job', for example in lectures, seminars, job shadowing and industrial visits.

OTJ training has been calculated based on the Department of Education (2019) guidance and has been calculated on the basis of the course delivery over a 104 week – (4.6 weeks holiday entitlement per year X2) X 30 hours employment X.22 OTJ training allowance = 625 hours over the duration of the programme or 312 hours per year. The 20% calculation would 284.4 hours per year. This will be collated via Pebbblepad e-portfolio and reviewed as part of modules HLLF41115 and HLLF5117.

Note for proposer: Further information to define 'off the job' training can be found here:

Off the job training – Myth v Fact

Off the job training flowchart - Apprenticeships

The programme can be delivered to meet the needs of the requirements of the employer which may mean modules are delivered one day a week or in weekly 'teaching blocks' but there needs to be a viable cohort of apprentices for delivery within each programme structure. It may mean that learners from different employers are able to study the programme as a group at the same time.

The Programme is flexible to ensure it can meet the needs of learners who only work part-time, or who may have commitments that would make a full-time course unrealistic. This is based on a 2-year programme, with learners studying 120 credits over two x 18 month periods, allowing longer time for both academic progression and achieving practice based competencies. This may be extended for any learners who, for unforeseeable issues need to study outside the traditional routes. Further information and general queries should be directed to PAdLancaster@cumbria.ac.uk

All support workers working within health and social care need to have achieved the Care Certificate within the first 12 weeks of being in employment. The modules HLLF4115 Professional Development & Clinical Skills/HLLF9412 Qualificatory Practice Unit incorporate the 15 core standards and learners will be supported by their learning facilitator and link lecturer to successfully achieve this within the identified timeframe. Evidence will be included within HLLF4115 module portfolio assignment. Some learners may already have completed this and may include the original certificate of achievement within their portfolio.

Successful completion of the course means you will be guaranteed an interview for a place on a nursing or other allied health professional programme although not guaranteed a place, you will have the required academic accreditation for progression onto a BSc (Hons) programme.

The programme encompasses and reflects the following University of Cumbria portfolio themes and curriculum focus areas:

- Physical and mental health and wellbeing: The programme is aligned to the apprenticeship standard which incorporates the theme of person centred care and wellbeing which is explored from holistic perspectives incorporating physical and mental health together with a range of strategies to promote wellbeing.
- Innovation and entrepreneurship; Environment and sustainability: The programme has been developed in partnership with key stakeholders to ensure that it is fit for purpose and that apprentices are able to work at a more senior level upon completion of the course and End Point Assessment. This includes working at a higher pay band; working with more complex patient presentations, implementing interventions with patients with complex needs, working in a more supervisory role to healthcare support workers.
- Curriculum focus areas: Creativity and leadership skills; Incorporated within the Professional Development Modules apprentices develop their professional portfolios aligned to the apprenticeship standards. This apprentice centred approach enables the apprentice to develop a range of evidence to support their development and will incorporate a critical commentary on their development which will include (but not limited to) leadership skills. There are a range of learning and assessment strategies embedded within the programme to further develop the creative potential of the apprentices. These include but not limited to the use of simulation based education activities, involving apprentices in the selection of assignment topics; use of Objective Structured Clinical Assessment approaches; virtual learning environment and Pebblepad e-portfolio.
- Employability and graduate attributes; Partnerships with industry and community: Apprentices are employed upon entry to the programme. University of Cumbria Attributes are commensurate with the Healthcare Assistant Practitioner Apprentice standard in that as a result of successful completion of the programme apprentices will develop skills in critical inquiry, have a greater capability for team and multidisciplinary working, enhanced digitalisation skills, increase in self confidence and develop both professionally and personally. This will be facilitated through successful module assessments which develop written and verbal communication skills through presentations, digital skills, and also in work based learning opportunities. This will be monitored via Tripartite meetings where target will be developed in order to further develop apprentices personally and professionally.

Employability has been embedded and developed at each level of the apprenticeship programme. Degree Apprenticeships are co-designed by employers ensuring that apprentices are equipped with the skills employers need and for their own future career (Source: The Future Growth of Degree Apprenticeships, Universities UK, March 2016). The programme curriculum has been mapped onto the Knowledge, Skills and Behaviours as identified within the Healthcare Assistant Practitioner standard ensuring that apprentices develop the appropriate employability skills in line with their scope of practice and occupational role. This means that on completion of the programme and the End Point Assessment, apprentices will be work ready which is a requirement for employers who support the apprentices in training. Furthermore apprentices on the programme are equipped with skills for example reflection and critical appraisal which contributes to their ongoing development and provided opportunities for them to develop their career opportunities for example by extending their role with further study or by applying to undertake professional education to become a professional registrant within the field of practice.

There are also opportunities for the course to be adapted to ensure the needs of employers are met, with negotiable modules at both level 4 and level 5. This can allow you to negotiate a specific area of study in collaboration with your Lecturers and your employer, for example, medication management, radiography skills, dementia care, long term health conditions, palliative care, theatre nursing etc. This allows a high degree of flexibility ensuring learners can study as well as work in their area of specialist interest therefore encouraging better engagement, whilst employers will have trained staff in specialist subject areas

The Foundation Degree has been designed to meet the needs of a variety of individuals and employers, while reflecting the diversity and scope of caring for service users in a variety of setting. Primarily it is aimed at health or social care assistants or support workers who are employed within settings such as hospitals, primary care services, nursing and residential units, domiciliary care or for those working with people within the voluntary sector. Learning will be a combination of university attendance, online learning and independent study, plus you will need to be employed at least 30 hours a week. It is envisioned that attendance at university will be 1 day per week accompanied with 30 hours in practice, although this can be adapted to meet the needs of your employer, for example there may be weekly blocks of study throughout the year. This programme aims to support you to develop both generic knowledge and transferrable skills appropriate to the role of an assistant practitioner. You will be provided with an e-portfolio which will enable you to document the range of learning activities and critically reflect on your learning from these activities in relation to the apprentice standard. This will enable you to demonstrate that you have achieved the Knowledge, Skills and Behaviours specified within the Healthcare Apprentice Standard. The e-portfolio will further enable you to specify the range of work experiences and your subsequent learning to further integrate theory and practice.

Apprentices are in employment on entry to the programme. Successful completion of the course means you will be guaranteed an interview for a place on a nursing or other allied health professional programme although not guaranteed a place, you will have the required academic accreditation for progression onto a BSc (Hons) programme. You will also be eligible to study other modules within the University of Cumbria prospectus that are commensurate with level 5 study as a prerequisite.

The apprenticeship programme is offered at the University on an "open cohort" basis in a flexible part-time block mode that normally takes 2 years to complete. "Open cohort" means that Apprentices from different employers study the same programme as a group at the same time. However, subject to negotiation, certain bespoke delivery modes may be offered, whilst retaining the same overall programme structure.

Regular tripartite reviews between the apprentice, the employer and the University tutor will take place to review progress and set targets for ongoing learning. The frequency of TPR's will be regular throughout the year.

Aims of the Programme

The overall aims of the Programme are to:

1. Provide a high quality learning experience that is flexible and responsive in supporting the personal and professional development of both you as well as your organisation or business, based upon a coherent and integrated framework of higher level work based learning.
2. Provide you with a coherent and flexible programme which recognises the value of prior experiential learning while providing opportunities for lifelong learning.
3. Provide study that utilises a range of innovative learning resources to progressively foster independence in learning, reflective practice and the development of higher level knowledge, skills and attributes.
4. Deliver coherent, meaningful, approved routes into higher education giving you and your employers the ability and flexibility to negotiate your learning needs and desired outcomes to enhance academic skills and quality care within the workforce.
5. Develop your critical abilities, skills and knowledge in underpinning theory to enable you to apply them to your area of professional practice, enabling progression within your chosen field of speciality.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national Framework for Higher Education Qualifications (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.
- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

The programme outcomes given below are directly aligned to the Apprenticeship Standard as shown on the mapping document attached.

The learning outcomes identified within the programme have been taken from the Qualificatory Descriptors outlined in the FHEQ (QAA 2014, available at <http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>)

Please also see mapping to HLA Framework appended.

After 120 credits of study (CertHE) you will be able to demonstrate:

K1. Knowledge of the principles and philosophy of health and social care associated with their area of study, including demonstrating the ability to evaluate and interpret these within the context of the area being studied.

K2. Sound knowledge of the physiology, organisation and function of the human body to support their role as an associate practitioner in their own area of practice.

K3. Knowledge and critical understanding of lifespan developments and healthcare needs from the

prenatal period to end of life care/ bereavement, and the way in which those principles have developed.

K4. To apply a systematic approach to the provision and promotion of holistic person centred care and support, duty of care and safeguarding of individuals.

After 240 credits of study (FdSc) you will be able to demonstrate:

K5. The ability to apply and evaluate the principles related to research and development in health and social care in order to improve quality of care linked to their own area of practice.

K6. The ability to apply and critically evaluate evidence based practice within the scope of the role of the assistant practitioner.

K7. The ability to apply and critically evaluate the strategic environment in health and social care with the implications for the individual.

K8. The ability to formulate the clinical presentation of individuals to underlying pathophysiology and the development of an intervention plan.

Programme Outcomes – Skills and other Attributes (including Employability Skills and Behaviours)

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

S1. The ability to undertake defined clinical or therapeutic interventions related to their area of practice, appropriately delegated by a registered practitioner.

S2. To apply a systematic approach to the holistic assessment of individuals, implementing programmes of care and modifying individualised care plans within their scope of practice.

S3. Manage own work and case load and implements programmes of care in line with current evidence, taking action to relative to an individual's health and care needs.

S4. Competently undertake physiological measurements as part of an assessment of an individual's healthcare status and following evaluation, makes appropriate changes or recommendations to the care plan and report any changes to the registered practitioner when the nature of the change falls outside the agreed scope of role.

S5. To apply a systematic approach to the promotion and understanding of the impact of effective health promotion, empowering healthy lifestyles such as movement, nutrition and fluid balance.

S6. To apply a systematic approach to communicating complex sensitive information to a wide variety of professionals through a variety of methods including the use of interpersonal skills, written and verbal effectiveness, accurate record keeping, maintaining confidentiality and appropriate use of information technology and equipment of the role including data entry.

S7. To apply a systematic approach to risk management in relation to infection prevention and control, health and safety, moving and handling and safeguarding of vulnerable individuals.

After 240 credits of study (FdSc) you will be able to demonstrate:

S8. A critical application of your development in relation to the supervision and teaching of others including the allocation of work to and support the development of others and the supervision, teaching, mentoring and assessment of others within the scope of the role.

S9. A Critical analysis on your development in relation to the promotion of effective interprofessional and multidisciplinary team working with peers, colleagues and staff from other agencies and provides appropriate leadership within the scope of the role

S10. A Critical analysis on your personal development in skills and knowledge through Continuing

Professional Development Activities enabling flexibility in Practice and responsiveness to changing service needs.

S11. A critical reflection on strategies and recommendations to improve the quality of service provision.

S12. A critical reflection on the promotion of Equality, Diversity and Inclusion in the delivery of care.

Programme Outcomes – Behaviours

The programme provides opportunities for you to develop and demonstrate the following:

The programme outcomes given below are directly aligned to the Apprenticeship Standard as shown on the mapping document attached.

The learning outcomes identified within the programme have been taken from the Qualificatory Descriptors outlined in the FHEQ (QAA 2014, available at <http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>)

Please also see mapping to HLA Framework appended.

After 120 credits of study (CertHE) you will be able to demonstrate:

B1. The application of a caring and compassionate approach when providing care to individuals.

B2. To discuss the relationship between your application of the values essential for the delivery of compassionate care and your ability to treat individuals with dignity respecting individual's beliefs, culture, values and preferences.

B3. The application of a respectful and empathic approach to caring for individuals.

After 240 credits of study (FdSc) you will be able to demonstrate:

B4. To confidently demonstrate courage to challenge areas of concern and work to best practice

B5. To confidently demonstrate discretion and adaptability when caring for individuals.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

The programme outcomes are referenced to the Apprenticeship Standard for Healthcare Assistant Practitioner (and also the related Assessment Plan) –

<https://www.instituteforapprenticeships.org/apprenticeship-standards/healthcare-assistant-practitioner/>

The learning outcomes identified within the programme have been taken from the Qualificatory Descriptors outlined in the FHEQ (QAA 2014, available at <http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>)

Other external reference points include:

- National Occupational Standards for Health & Social Care, available at <http://www.skillsforcare.org.uk/Standards-legislation/National-Occupational-Standards/National-Occupational-Standards.aspx>

Other internal reference points include:

- [UoC Strategic Plan](#)

- UoC Learning, Teaching and Assessment Strategy
- UoC Institutional Business Plans
- UoC Academic Regulations and Academic Procedures and Processes
- UoC Collaborative Provision Strategy

As an apprenticeship, the programme integrates the learning outcomes required for a higher education qualification with those defined by employers as an occupational standard for specific (but broadly based) job roles.

Graduate Prospects

Apprentices are usually employed as a healthcare assistant (NHS Band 3) prior to admission to the programme. A commitment statement is provided both by the apprentice and the employer confirming that on successful completion of the programme and End Point Assessment gateway that apprentices will be employed in a more senior role as a Healthcare Assistant Practitioner and at an increased pay scale (NHS Band 4 or equivalent). Following successful completion of the programme apprentices will be eligible to apply for undergraduate nurse education programmes in their chosen field of practice.

Delivery Arrangements and Attendance

Apprenticeships combine university study and workplace learning to enable apprentices to gain a higher education qualification. This provision of the higher education qualification is integrated with experience, practice and further learning undertaken in the workplace. The minimum duration of an apprenticeship is set in each Apprenticeship Standard and is based on a minimum 30 hour week. Where an apprentice works fewer than 30 hours, the apprenticeship minimum duration must be increased on a pro-rata basis. You will attend university for 1 day per week and integrate this with work based learning in your workplace.

Please refer to **Appendix 1** for further information on apprenticeship delivery models

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As an apprentice at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and apprentice support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

Learning and Teaching

Knowledge, skills and behaviours are taught at the University and in the workplace with apprentices putting them into context and appreciating their relevance through applying them in the workplace. You are encouraged to undertake independent study both to supplement and consolidate your learning and to broaden your individual knowledge and understanding of the subject. In particular, work-based learning forms part of many modules, typically as work-based projects or other directed assignments.

You will complete a portfolio of evidence together with a critical commentary to demonstrate how you are meeting the knowledge, skills and behaviours as specified in the Healthcare Assistant Practitioner Apprentice Standard. This will be assessed at the end of year 1 and year 2 on modules HLLF4115 and HLLF56117 respectively. Support with and monitoring of your progress with achieving these Knowledge, Skills and Behaviours will be undertaken with the tripartite review process which will be carried out every 10 weeks. The programme will include face-to-face teaching at a specified university site (or it could be delivered within the workplace or partner site if appropriate), online learning and will always be in collaboration with work-based learning when you will need to apply taught theoretical content to your practice area.

The taught elements aim to support you in developing underpinning concepts necessary for your role. Of the Programme completed in University, ideally this will one day per week, but it may be in weekly blocks throughout the academic year to meet the needs of employers. The work-based learning element means you will need to be working at least 30 hours in a clinical practice area, either health or social care and have an allocated mentor, who will support you throughout your work-based learning and assess your level of competency. Support from a link lecturer aims to ensure your personal and professional development to becoming an Assistant Practitioner. You will be given the support to enable you to deliver high quality, person-centred care, having a clear understanding of the professional codes of practice that underpin your practice.

A tripartite approach to work-based learning will ensure that both learners and their learning facilitators are supported in the workplace by their link lecturer. It is envisaged that learning contracts will be developed in the workplace using a collaborative approach helping to embed the curriculum within the clinical practice area, whilst ensuring the environment is conducive to meeting required work-based learning needs.

Face-to-face teaching methods include lectures, workshops, tutorials and learning activities to introduce the main concepts and issues that are core to the programme. Tutorials will help you to develop your understanding of key topics and concepts, supported by using reflection on practice, case studies and group work. The module tutors liaise with Specialist Practitioners who frequently support teaching on specific modules to help you synthesise some of the theoretical and practical elements of the course.

Interprofessional elements of the programme will allow you to understand the role of other professionals working within the health and social care environment, enabling a better understanding of how collaboration can promote more holistic, patient-centred care.

Staff apprentice forums and module evaluations help to ensure that the module content meets your learning needs as your feedback is important to help shape future teaching delivery. The university promotes learning partnerships in collaboration with you, your employer and the module teams, ensuring you understand that all stakeholders are important in shaping future curriculum development.

Assessments will also include work-based projects or other assignments, drawing on your knowledge of and experience in the workplace. Throughout the programme, your employer has an important role to play in supporting assessment, in particular suggesting topics and providing feedback on formative assessment. It is a requirement for the Higher Level Apprenticeship that apprentices must maintain a portfolio of completed assessed academic work and workplace activities to provide evidence of your achievements and capabilities. The building of this portfolio is therefore integral to the foundation degree programme and the end point assessment. Progression is achieved by the successful completion of all modules in years 1 and 2. You will be able to progress onto year 2 of the programme when you have obtained 120 points at Level 4. All assessments undergo rigorous quality assurance processes to ensure there is a robust system in place for fair and just assessment strategies, supported by highly qualified External Examiners

British values have been embedded throughout the programme and individual module guides explain how these relate to the specific modules. Safeguarding and Prevent training is undertaken in

module HLLF 4115 and these themes are revisited throughout the programme.

You will have at least a level 2 Functional skills in English and Maths as you enter the programme. Diagnostic tests will be provided to help you and academic staff ascertain if you require any additional support with these skills throughout the programme. Your development in English and Maths will be further supported with regard to the tripartite reviews and tutorial with your personal tutor to review your ongoing development with these skills in the academic element of programme. Action plans will be developed in negotiation with you and your employer to enhance your development in these areas.

The curriculum is ambitious for disadvantaged apprentices or those with SEND, including those who have high needs, and those needs are met through early identification with diagnostic tests, individualised learning support plans and additional academic support. As a result, the attainment gap between apprentices is extremely narrow.

Online work is supported by the Virtual Learning Environment (VLE) Blackboard which will support the face-to-face sessions at university, allowing formative feedback to help your professional development. It will act as a means of communicating with other apprentices as well as the course or module tutors, supporting discussions and being an interactive tool to create a more stimulating and innovative learning environment.

Blended learning methods are utilised on the programme to ensure that opportunities are provided for you to be actively involved in your learning. This may involve discussions as part of the VLE, small group discussions, flip classroom which involves you having access to learning materials and learning being facilitated when in the classroom environment with your peers and lecturer.

Current apprentices on Healthcare Assistant Practitioner programmes from the University of Cumbria have 100% employability. Throughout the programme you will develop the necessary skills, knowledge and attributes for the role of Healthcare Assistant Practitioner. By the end of programme, you will be familiar with the concept of reflective practice, lifelong learning and will have a comprehensive portfolio. You will have access to the University careers service who will support you with job searching, applications and interview techniques. Further opportunities will be available to you through Continuing Professional Development (CPD) routes

- You will be employed upon entry to the programme and the programme delivery of university attendance integrated with work base learning ensures that the Knowledge, Skills and Behaviours developed on the programme will enable you to function at work in a more senior role thus enhancing your employability.
- Successful completion of the programme which integrates theoretical, experiential, inter-professional and work based learning approaches together with the End Point Assessment will prepare you for senior roles and additional academic study in Higher Education in line with your career aspirations and planning.
- Work based learning will be supported by the e-portfolio which will be linked to the apprentice standard ensuring that problem solving, theory and practice are integrated throughout the Programme. This will be explored at and Tripartite reviews
- Work related activity and learning will be collated via e-portfolio and this will be reviewed and monitored by module tutors and through regular 10 weekly tripartite reviews with you, your employer and personal tutor. Progress will be monitored and goals will be set to optimise your learning and integrate theory with work based learning.
- The Programme teaching team maintain ongoing professional development to ensure the module content is contemporary to meet your learning needs. This is achieved by incorporating the principles of evidence based practice and methods of inquiry to ensure that teaching and learning is informed by contemporary knowledge and expertise within your field of practice.

(* British Values - 'Personal Development' judgement includes 'developing and deepening learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance (EIF 2019)

Summative and Formative Assessment

Assessments will also include work-based projects and experience or other assignments, drawing on your knowledge of and experience in the workplace. Throughout the programme, your employer has an important role to play in supporting assessment, in particular suggesting topics and providing feedback on formative assessment. It is a requirement for the Apprenticeship programme that apprentices must maintain a portfolio of your completed assessed academic work and workplace activities to provide evidence of your achievements and capabilities and that this portfolio is discussed and reviewed with your employer on a regular basis. The progress with the development of your portfolio will be discussed during tripartite learner review meetings to ensure that you are making suitable progress. The building of this portfolio is therefore integral to the degree programme and the end point assessment.

Diagnostic tests will be provided to help you and academic staff ascertain if you require any additional support with these skills throughout the programme. Your development in English and Maths will be further supported with regard to the tripartite reviews and tutorial with your personal tutor to review your ongoing development with these skills in the academic element of programme.

The programme incorporates a range of assessment components which draw on a range of range of competency domains that are undertaken by healthcare assistant Practitioners. These will involve OSCE, presentations related to case studies from work; presentations related to demonstrating application of theoretical principles to the workplace, examinations, written reports and assignments, the assignments are of a more critical and evaluative nature in year 2 to prepare the apprentices for their End Point Assessment.

Work place experience is evidenced through an e-portfolio Pebblepad and this will be accompanied by a critical reflective commentary as part of modules HLLF4115 and HLLF5117. the e-portfolio will be aligned to the Knowledge, Skills and Behaviours of the Apprentice standard which will monitored through Tripartite Reviews and be assessed in the aforementioned modules. This will ensure that apprentices are prepared for their End Point Assessment.

Management of Work Integrated Learning

- The apprentice will evidence achievement of the Knowledge, Skills and Behaviours associated with the apprentice standard through an e-portfolio Pebblepad. This will be shared with the employer to record and report evidence of relevant experience against the Apprenticeship Standard. This will be further reviewed in the tripartite review meetings.
- Apprentices will be supported to transfer classroom learning to the workplace by regular discussion with their workplace mentor, employer, during tripartite reviews as well as during facilitated reflective discussions in university. The e-portfolio Pebblepad will also further enable the apprentice to integrate the learning from classroom to workplace.
- Work integrated learning will be undertaken in your workplace, or other negotiated relevant clinical environment to enable the outcomes to be achieved and demonstrated.
- Your Personal tutor will be responsible for managing and conducting tripartite learner review meetings, which will take place and be documented at least every 10 weeks, with the apprentice and employer.
- The apprentice and employer will be supported by the Personal tutor and Programme leader as part of Module HLLF5117 to help them decide when the apprentice has met all of the requirements and is ready to be put forward for End Point Assessment.
- Underperforming or failing apprentices (e.g. non-attendance, not submitting work, achieving poor marks for work) will be managed in a accordance with the university policies and

procedures as indicated within the programme handbook.

End Point Assessment

All apprentices must take an independent assessment at the end of their training to confirm that they have achieved occupational competence. Rigorous, robust and independent end-point assessment (EPA) is essential to give employers confidence that apprentices completing an Apprenticeship Standard can actually perform in the occupation they have been trained in and can demonstrate the duties, and knowledge, skills and behaviours set out in the occupational standard.

The university and the employer are bound by contract to work together to support the apprentice and to carry out the end-point assessment. The end-point assessment takes place at the end of the apprenticeship after all the on-programme and work integrated learning elements of training have been completed and after the gateway has been passed. It is the employer's decision to put an apprentice forward for end-point assessment, once they are confident that their apprentice is ready.

The End-point assessment is a holistic and independent assessment of the knowledge, skills and behaviours which have been learnt and developed throughout an apprenticeship standard. The requirements for the end-point assessment are set out in the assessment plan for the Assistant Practitioner (Health). The end-point assessment can only be taken after the entire duration of the apprenticeship standard for training has been completed.

The end point assessment includes:

- A **multiple choice and short answer test**
- An **observation of practice** undertaken in the workplace
- An **Interview** completed with the independent assessor supported by a Portfolio of Evidence consisting of a 2000 reflective journal evidencing the apprentice's development in the 3 months since completing their Foundation Degree.
- The employer will select an apprentice assessment organisation to deliver the end-point assessment from the register of apprentice assessment organisations."
- The End Point assessment will take place in the three months following completion and award of the Foundation Degree.
- The End Point Assessment Organisation 'in principle' will be undertaken by Pearson.
- The Degree will be awarded prior to the end point assessment. If an element of the EPA has been failed then the apprentice will have an opportunity to resit at least one month after the initial test was taken. If the apprentice fails the second time additional resits can be negotiated between the employer and Endpoint Assessor.

Apprentice Support

We provide responsive learner support that promotes apprentice success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a apprentice of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that

enable you to become a critical, reflective, discerning and independent learner and researcher.

Support in your workplace

At your workplace, you will be supported by your employer. Exact arrangements and terminology are the responsibility of the employer but typically, you will be supported by an "Employer Apprenticeship Liaison Manager" who manages the relationship between the programme (via the University Liaison Tutor) and the employer. The University and the employer are bound by contract to work together to support you as an apprentice. This will include quarterly meetings between the University, the apprentice, and the employer.

Please refer to the WBL handbook for full details of support available.

Learners are required to maintain their own personal record of off the job learning within their portfolio and make this available to their employer and the University.

University Induction

There will be an induction process for all learners to introduce them to the programme, teaching team and university services. This will take place prior to the learners commencing on the programme and aims to welcome them to the University of Cumbria, explore expectations and discuss any concerns or issues the learners may have.

Mentors will also be invited to the induction session for apprentices.

Personal Tutoring

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

Personal Development Planning

This has been embedded throughout the programme and is facilitated by a variety of approaches:-

- An e-Portfolio containing workbooks will enable you to provide evidence of your development throughout the programme
- Tripartite reviews will also support you with your development
- Personal Tutor support
- Feedback from Academic assignments will highlight areas of good practice and feedforward identifying areas where you need to develop in future assignments
- End Point Assessment Preparation: to support your ongoing needs as you progress into your new role

Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current and items are available via the library discovery tool [OneSearch](#). In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using Onesearch and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically using the University's [online reading and resource list system](#).

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit

skills@cumbria for more details.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Student Support Services

Student Support Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled apprentices and those with specific learning requirements. We also offer mentoring by trained students which you can request at any point during your studies. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

Head Start to Apprenticeships

Head Start to Apprenticeships is a self-learning module that is completed online and at your own pace. The module gives new apprentices an opportunity to prepare for their transition into university study by starting to develop the academic skills and digital capabilities, as well as understand the apprenticeship processes, to help become successful apprentices. A digital badge is generated for each finished unit and a complete set of badges results in a Certificate of Completion for Head Start to Apprenticeships. All apprentices are given the opportunity to register and complete Head Start once registered for their main programme of study. This course is free and available via Blackboard, the Virtual Learning Environment. More details and guidelines on how to access the course are available in the Head Start to Apprenticeships section at: <https://my.cumbria.ac.uk/Student-Life/Learning/Resources/Blackboard-Open-Education/>

Head Start Plus

Head Start Plus is also an online skills development course, designed to support apprentices who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to apprentices who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

Pop Up Information Points

Keep a look out for these! They are happening on your campus around Sept/October and January. There will be approachable students and staff around to help out with any practical queries as you settle into your studies, and to remind you of the wide range of support available. You are encouraged to attend as it will give you the opportunity to talk to people about a range of things, such as your

finances, and budgeting, additional help for a specific learning difficulty or disability, finding part-time work and working towards your dream career, getting involved in new activities, or juggling everything alongside your studies.

Programme Curriculum Map						
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved	Apprenticeship Standards achieved (see Appendix 2)
4	HLLF4112	Fundamentals of Professional Practice	20	Core	K3, K4, S1,S2, S6,	K3, K4, S1,S6, S7
4	HLLF4113	Foundations of Anatomy & Physiology	20	Core	K2, S2, S4	K2, AS6, AS9
4	HLLF4114	Introduction to Health & Well-Being	20	Core	K1, K3, S5,	K1,K3, AS8
4	HLLG4120	Negotiated Learning	20	Core	K1, K3, K4, S4, S5, S6	K1, K3, K4, S9, S8, S7
4	HLLF4115	Professional Development & Clinical Skills	40	Core	K1, K3, K4, S2, S6, S7	K1, K3, K4, S6, S7, S10
4	HLLF9412	Work Based Learning	0	Qualificatory	K1, K3, K4, S1, S2, S3, S4, S5, S7	K1, K3, K4, S1, AS6, S2, S9, S8, S10
5	HLLF5114	Contemporary Issues in Therapeutic & Diagnostic Interventions within a multi-disciplinary Perspective	20	Core	K8, S5, S6, S9, S10	K2, K5, K7, S8, S7, S5, S4
5	HLLF5115	Applied Anatomy & Physiology	20	Core	K8	K2, S6, S9
5	HLLF5116	Evidence Based Practice	20	Core	K5, K6, S10, S11	K5, K6, S4, S12
5	HLLG5125	Negotiated Learning	20	Core	K5, K6, K7, S8, S9, S11 S12	K5, K6, K7 S3, S5, S12, S11

5	HLLF5117	Applied Professional Development & Clinical Skills	40	Core	K6, K7, S8, S9, S10, S11, S12	K6, K7, S3, S5, S4, AS12, S11
5	HLLF9512	Work Based Learning	0	Qualificatory	K6, S8, S10	K6, S3, S4

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes

In accordance with the Apprenticeship Standard and Assessment Plan, apprentices must maintain a portfolio of their completed work to demonstrate their achievements and capabilities. It consists of the practical output of all assessments completed during the programme, including the final project report and presentation (if applicable)

A failed apprentice will be permitted to re-register on the same programme

* Key to Module Statuses

Core Modules	Must be taken and must be successfully passed
Qualificatory Units	These are non-credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

Indicative Programme Delivery Structure: Full Time

The precise delivery arrangements for any particular cohort of apprentices will be confirmed at a later stage in partnership with employers

Module Code	Module Title	Number of Delivery Hours	Delivery Pattern	Method of Delivery	Method(s) of Assessment (also indicate where elements of EPA assessment is embedded within modules)	Approximate Assessment Deadline
			Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long	Block Release / Day Release / Distance Learning / Work-based Learning		
HLLF4112	Fundamentals of Professional Practice	36	Semester 2	Arrangements will be made by the employer in consultation with the University	Short Questions & Answer Session (15 minutes) & OSCE (15 mins)	March
HLLF4114	Introduction to Health & Well-Being	36	Semester 1		Case Study Presentation	December
HLLF4113	Foundations of Anatomy & Physiology	36	Semester 1		Written exam	January
HLLG4120	Negotiated Learning	6	Semester 2E		Written Assignment	May
HLLF4115	Professional Development & Clinical Skills	72	9 months		Portfolio & Oral Presentation	July
HLLF9412	Work Based Learning	9 months	9 months		Practical Skills Assessment	July

Apprentices exiting at this point with 120 credits would receive a CertHE Health and Social Care

HLLF5114	Contemporary Issues in Therapeutic & Diagnostic Interventions within a multi-disciplinary Perspective	36	Semester 1		Oral Presentation & Written Assignment	March
HLLF5116	Evidence Based Practice	36	Semester 2		Written Assignment	December
HLLF5115	Applied Anatomy & Physiology	36	Semester 1		Oral Presentation	January
HLLG5125	Negotiated Learning	6	Semester 2E		Written Assignment	May
HLLF5117	Applied Professional Development & Clinical Skills	72	9 months		Portfolio	July
HLLF9512	Work Based Learning	9 months	9 months	(on completion of 240 CAT points)	Practical Skills Assessment	July

Apprentices exiting at this point with 240 credits would receive a FdSc Assistant Practitioner in Health and Social Care (for those apprentices who do not pass the End Point Assessment)

Training Hours

According to the ESFA's apprenticeships funding rules, all apprenticeship programmes must contain a minimum of 20% off-the-job training hours. The 20% off-the-job training is calculated using the apprentice's contracted employment hours across their whole apprenticeship, equivalent to around one day per working week. The ESFA has defined off-the-job training as "*learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. Training can be delivered at the apprentice's normal place of work but not as part of their normal working duties*"

Training is distinct from assessment and off-the-job training reinforces practical, work-based learning with technical and theoretical learning. The focus of off-the-job training is on teaching new skills rather than assessing existing skills

Exceptions to Academic Regulations

There are no exceptions to the Academic Regulations for Healthcare Assistant.

Methods for Evaluating and Improving the Quality and Standards of Learning

Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review of Teaching
- External Examiner Reports
- Student Success and Quality Assurance Committee

Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: apprentices, graduates, employers, placement and work-based learning providers, other stakeholders, etc.

- Staff Student Forum
- Module Evaluation Forms
- Programme Evaluation: National Student Survey, UK Engagement Survey, ESFA Learner Survey
- Module/Programme/Personal tutorials
- Meetings with External Examiners
- Meetings with Employers
- External surveys requested by regulatory bodies

Date of Programme Specification Production:	22 nd January 2017
Date Programme Specification was last updated:	September 2019
For further information about this programme, refer to the programme page on the University website	

Appendix 1

Apprenticeship delivery structure

Apprenticeship programmes are designed to be offered for full-time study with delivery at the University. However, as a Higher/Degree Level Apprenticeship, other types of flexible delivery may be required. Hence this specification distinguishes between:

- 1) The Curriculum Map, which consists of:
 - the modules including the level, delivery mode (e.g. face to face or blended learning), and delivery activities (e.g. lectures, guided independent study);
 - the designation of modules as core, compulsory, or optional
- 2) The Programme Delivery Structure, which consists of:
 - the semester(s) in which each module is delivered
 - the delivery method for each module (e.g. block release or day release)
 - the method of assessment and indicative assessment deadline(s)

This programme can be made available in two modes of study:

- a) Standard Mode of Study:
 - the initial offer by the university: with the defined curriculum map and programme delivery structure
 - flexible duration of 3, 4 or 5 years
 - delivered full-time through a mix of day release and block release across all three semesters
 - with a cohort open to all employers.
- b) Custom Mode of Study:
 - determined by negotiation with a particular employer or delivery partner: following the defined curriculum map, but with a bespoke programme delivery structure, not defined in this specification.

Appendix 2

Apprenticeship Standards to which the Curriculum Map refers

Use this section to list the contents of the Apprenticeship Standard, ensuring that each requirement is given a numerical reference which can be mapped against the modules within the Curriculum Map

Standard of education and training	Module/s where evidence can be found to demonstrate apprentices meet this standard
K1. Knowledge of the principles and philosophy of health and social care associated with their area of study, including demonstrating the ability to evaluate and interpret these within the context of the area being studied.	HLLF4114 Introduction to Health & Well-Being HLLG4120 Negotiated Learning HLLF4115 Professional Development & Clinical Skills HLLF9412 Work Based Learning
K2. Sound knowledge of the physiology, organisation and function of the human body to support their role as an associate practitioner in their own area of practice.	HLLF4113 Foundations of Anatomy & Physiology HLLF 5115 Applied Anatomy & Physiology
K3. Knowledge and critical understanding of lifespan developments and healthcare needs from the prenatal period to end of life care/ bereavement, and the way in which those principles have developed.	HLLF4112 Fundamentals of Professional Practice HLLF4114 Introduction to Health & Well-Being HLLG4120 Negotiated Learning HLLF4115 Professional Development & Clinical Skills HLLF9412 Work Based Learning
K4. To apply a systematic approach to the provision and promotion of holistic person centred care and support, duty of care and safeguarding of individuals.	HLLF4112 Fundamentals of Professional Practice HLLG4120 Negotiated Learning HLLF4115 Professional Development & Clinical Skills HLLF9412 Work Based Learning
K5. The ability to apply and evaluate the principles related to research and development in health and social care in order to improve quality of care linked to their own area of practice.	HLLF5116 Evidence Based Practice HLLG5125 Negotiated Learning
K6. The ability to apply and critically evaluate evidence based practice within the scope of the role of the assistant practitioner.	HLLF5116 Evidence Based Practice HLLG5125 Negotiated Learning HLLF5117 Applied Professional Development & Clinical Skills HLLF9512 Work Based Learning

<p>K7. The ability to apply and critically evaluate the strategic environment in health and social care with the implications for the individual.</p>	<p>HLLG4120 Negotiated Learning HLLF4115 Professional Development & Clinical Skills</p>
<p>K8. K8. The ability to formulate the clinical presentation of individuals to underlying pathophysiology and the development of an intervention plan.</p>	<p>HLLF5114 Contemporary Issues in Therapeutic & Diagnostic Interventions within a multi-disciplinary Perspective. HLLF5115 Applied Anatomy & Physiology</p>
<p>S1. Responsibilities & Duty of the Role: Undertakes defined clinical or therapeutic interventions appropriately delegated by a Registered Practitioner.</p>	<p>HLLF4112 Fundamentals of Professional Practice HLLF9412/9512 Work-Based Learning HLLF5114 Contemporary Issues in Therapeutic & Diagnostic Interventions within a multi-disciplinary Perspective HLLF5117 Applied Professional Development & Clinical Skills</p>
<p>S2. Case Management: Manages own work and case load and implements programmes of care in line with current evidence, taking action relative to an individual's health and care needs.</p>	<p>HLLF4112 Fundamentals of Professional Practice HLLF9412/9512 Work-Based Learning HLLF5114 Contemporary Issues in Therapeutic & Diagnostic Interventions within a multi-disciplinary Perspective</p>
<p>S3. Supervision & Teaching: Allocates work to and supports the development of others and may supervise, teach, mentor and assess other staff as required.</p>	<p>HLLF9512 Work-Based Learning HLLF5117 Applied Professional Development & Clinical Skills</p>
<p>S4. Personal development: Maintains and further develops own skills and knowledge, and that of others, through recognised Continuing Professional Development (CPD) activities enabling flexibility in practice and responsiveness to changing service needs.</p>	<p>HLLF4115 Professional development & clinical Skills HLLG4120/5125 Negotiated Learning Module HLLF9412/9512 Work-Based Learning HLLF5114 Contemporary Issues in Therapeutic & Diagnostic Interventions within a multi-disciplinary Perspective HLLF5116 Evidence Based Practice HLLF5117 Applied Professional Development & Clinical Skills</p>
<p>S5. Team Working: Promotes effective inter-professional and multi-disciplinary team working with peers, colleagues and staff from other agencies and provides appropriate leadership within the scope of the role.</p>	<p>HLLF9412/9512 Work-Based Learning HLLF5114 Contemporary Issues in Therapeutic & Diagnostic Interventions within a multi-disciplinary Perspective</p>

<p>S6. Assessment: Provides holistic assessment of individuals, implementing programmes of care and modifying individualised care plans within their scope of practice.</p>	<p>HLLF4112 Fundamentals of Professional Practice HLLF4115 Professional development & clinical Skills HLLF9412/9512 Work-Based Learning HLLF5115 Applied Professional Development & Clinical Skills</p>
<p>S7. Communication: Demonstrates the ability to communicate complex sensitive information to a wide variety of professionals through a variety of methods including the use of interpersonal skills, written and verbal effectiveness, accurate record keeping, keeping information confidential and appropriate use of technology and equipment for the role including data entry.</p>	<p>HLLF4112 Fundamentals of Professional Practice HLLF9412/9512 Work-Based Learning HLLF5114 Contemporary issues in Therapeutic & Diagnostic Interventions within a Multi-Disciplinary Perspective</p>
<p>S8. Person-Centred Care & Well-Being: Promotes and understands the impact of effective health promotion, empowering, healthy lifestyles such as movement and nutrition and fluid balance.</p>	<p>HLLF4114 Introduction to Health & Well-Being HLLF9412/9512 Work-Based Learning HLLF5114 Contemporary issues in Therapeutic & Diagnostic Interventions within a Multi-Disciplinary Perspective</p>
<p>S9. Physiological Measurements: Undertakes physiological measurements as part of an assessment of an individual's healthcare status and following evaluation, makes appropriate changes or recommendations to care plan. Reports changes to the Registered Practitioner when the nature of the change falls outside of the agreed scope of role.</p>	<p>HLLF4113 Foundations of Anatomy & Physiology HLLF9412/9512 Work-Based Learning</p>
<p>S10. Risk Management Infection Prevention and Control: Uses and promotes a range of techniques to prevent the spread of infection including hand hygiene, the use of Personal Protective Equipment (PPE) and waste management. Health and safety: Promotes and maintains a safe and healthy working environment</p>	<p>HLLF4115 Professional development & clinical Skills/HLLF5117 Applied Professional Development & Clinical Skills HLLF9412/9512 Work-Based Learning HLLF5117 Applied Professional Development & Clinical Skills</p>

<p>Risk Management: Identifies and manages risks, including assessment of moving and handling risk and understanding the nature of risk as it applies to the safeguarding of vulnerable individuals.</p>	
<p>S11. Equality & Diversity: Promotes and advocates Equality, Diversity and Inclusion (EDI).</p>	<p>HLLF4114 Introduction to Health & Well-Being HLLF4115 Professional Development & Clinical Skills/HLLF5115 Applied Professional Development & Clinical Skills HLLF9412/9512 Work-Based Learning</p>
<p>S12. Quality: Proactively makes recommendations to improve the quality of service delivery.</p>	<p>HLLF4114 Introduction to Health & Well-Being HLLF4115 Professional Development & Clinical Skills/HLLF5117 Applied Professional Development & Clinical Skills HLLG4120/5125 Negotiated Learning Module HLLF9412/9512 Work-Based Learning HLLF5116 Evidence Based Practice</p>
<p>Values and Behaviour</p>	<p>Embedded in the curriculum</p>
<p>Values Assistant Practitioners must be:</p>	<p>Behaviours Assistant Practitioners must always:</p>
<p>Honest Caring Compassionate Conscientious Committed</p>	<p>Treat individuals with dignity, respecting individual's beliefs, culture, values and preferences Respect and adopt an empathetic approach Demonstrate courage to challenge areas of concern and work to best practice Be adaptable Demonstrate discretion</p>