FOUNDATION DEGREE ASSISTANT PRACTITIONER (HEALTH)
FOUNDATION DEGREE ASSISTANT PRACTITIONER (HEALTH) (RADIOGRAPHY)
FOUNDATION DEGREE ASSISTANT PRACTITIONER (HEALTH) (PHYSIOTHERAPY)
FOUNDATION DEGREE ASSISTANT PRACTITIONER (HEALTH) (OCCUPATIONAL THERAPY)
FOUNDATION DEGREE ASSISTANT PRACTITIONER (HEALTH) (MIDWIFERY)

Institute of Health

Apprenticeship Standard:	Foundation Degree Assistant Practitioner (Health)		
Apprenticeship Standard and Assessment Plan:	Foundation Degree Assistant Practitioner (Health) https://www.instituteforapprenticeships.org/apprenticeship-standards/assistant-practitioner-health-v1-1 The QAA Characteristic Statement for Apprenticeships can be found here.		
LARS Code of the Apprenticeship Standard:	102	**LARS Code of the University Award**	
Awarding Body:	University of Cumbria		
Delivery Site:	Apprenticeship Location *(not yet approved for Barrow)*		
Programme Length:	The programme is designed to run over two years. There is a		

	minimum of 692 hours of learning at University during this time.	
Mode of Delivery:	Blended Learning	
Pattern of Delivery:	Full Time	
	Delivery pattern:	Block delivery or one day per week
	Standard semester dates:	No
Placement:	Not applicable	
PSRB:	College of Radiographers (Radiography Pathway only)	
Employer Organisation:	Any employer in a health and social care setting wishing to employ an Assistant Practitioner using the apprenticeship standard	
End Point Assessment:	Integrated	
End Point Assessment Organisation:	University of Cumbria	
External Quality Assurance Body:	OFSTED – Teaching quality QAA – Integrated EPA	
Programme Webpage:	Healthcare Assistant Practitioner - University of Cumbria	

Entry Criteria
Government funding rules require that an apprentice must: • Have the right to live and work in the UK, • Be in employment, • Be paid at least the legal minimum wage • Have a contract of employment covering the full duration of the apprenticeship from start to planned EPA date • 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. The shortest duration that an apprenticeship can be from start to gateway is 366 days. 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 via an employer. After acceptance by an employer, the University of Cumbria will require a formal application using the APTEM system, which it will assess according to the programme entry criteria.

Apprentices must meet the funding eligibility as set out in the ESFA rules at the time of application.

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

1. Supported by an employer and Line Manager;
2. Have a qualification in English and Maths equivalent to GCSE levels A to C or Functional Skills Level 2.
3. NVQ level 3 or portfolio of evidence (2 sides of A4 only) which demonstrates you are prepared for learning at level 4

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. Where an apprentice is granted APL, they must still need a minimum of 12 months/52 weeks learning between the start of the programme and the gateway or they cannot be funded as an apprentice. 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

All apprentices will complete an initial self-assessment of their competence against the skills, knowledge and behaviours as defined in the apprenticeship standard, by completing the 'skills radar' in the APTEM onboarding wizard.

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

Healthcare Assistant Practitioner - University of Cumbria

It is expected that APL will be awarded where the apprentice can demonstrate and evidence that they meet the criteria for the award (or module(s)), and that this is reflected in both the **price** of the apprenticeship and its **duration**. One of the key requirements of ESFA is that there is a discussion with the apprentice and their employer prior to commencement of the apprenticeship about any prior learning or experience that the apprentice has undertaken.

Where an apprentice has undertaken a similar or higher level of award in a similar subject area to the apprenticeship, then a clear rationale must be provided by the employer, together with details of the added value that the apprenticeship will bring to the organisation. This must be considered and counter-signed by the Programme Leader to agree that the rationale is strong enough to warrant accepting the apprentice on the programme.

English & Maths

Apprentices should have a minimum of Level 2 functional skills or equivalent qualifications in English and Maths. For this programme holding level 2 qualifications in English and maths **is** a pre-entry requirement

Additional Qualifications
15 standards required by the Care Quality Commission [as set out in the Care Certificate] Learners can gain this qualification on programme with their employer but within the first twelve weeks

PROGRAMME AIMS AND OUTCOMES

Programme Aims

By the end of this programme learners will be able to:

1. Work as an Assistant Practitioner (Health) within your own field and scope of practice
2. Enable you to develop a critical and reflective awareness of the needs of service users within your own area of practice
3. Carry out your role using the appropriate professional codes of conduct, protocols and policies which frame your practice
4. Follow clinical guidance and standard operating procedures in your own area of practice
5. Protect the public from poor practice and standards of care in your care environment and advocate for high standards of care
6. Work alongside registered healthcare professionals in providing high quality and person-centred compassionate healthcare and support to individuals
7. Work within the limits of their competence and authority to provide high quality, evidence-based clinical, diagnostic or therapeutic care and holistic support as part of the wider healthcare team
8. Delegate to, supervise, teach and mentor others including healthcare support workers and apprentices
9. Manage own case load in conjunction with the wider care team and a registered healthcare practitioner to deliver holistic care
10. Communicate effectively with a wide range of people whilst maintaining a safe and healthy working environment.

Programme Outcomes – knowledge and understanding

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

Level 4: After 120 credits of study (CertHE) you will be able to demonstrate -

K1: Apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles related to health and social care and deploy a range of reflective and transferable skills within the work setting

K2: Evaluate the appropriateness of different approaches to solving well defined problems in the area of health and social care and communicate outcomes in a structured and clear manner

K3: Identify and discuss evidence based practice in their area of care

K4: Completion of 120 credits which are directly mapped onto the Apprenticeship Standard for Assistant Practitioners

K5: Demonstrate a range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Assistant Practitioners

K6: Demonstrate digital literacy.

Level 5: After 240 credits of study (FdSc) you will be able to demonstrate -

K7: Apply and evaluate key concepts and theories within and outside the context of health and social care

K8: Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem-solving strategies to problems in health and social care. Generate ideas to effectively communicate information and discussion in a variety of forms

K9: Accept responsibility for determining and achieving personal outcomes in the field of health and social care

K10: Reflect on personal and workplace experience in the light of recent scholarship and current statutory regulations in the area of health and social care

K11: Completion of 240 credits which are directly mapped onto the Apprenticeship Standard for Foundation Degree Assistant Practitioner (Health)

K12: Demonstrate a developed range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for foundation degree Assistant Healthcare Practitioner (Health)

K13: Demonstrate a developed range of digital literacy.

Programme Outcomes – Skills and other Attributes

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: Act within the limits of own competence and within agreed ways of working, following relevant legislation, local and national standards, policies, standard operating procedures and protocols used in the workplace

S2: Contribute to the on-going holistic assessment of individuals

S3: Deliver evidence-based programmes of clinical, diagnostic and therapeutic interventions within own scope of practice and monitor their impact

S4: Promote inter-professional and multi-disciplinary team working with peers, colleagues and staff from other agencies

S5: Communicate complex sensitive information effectively with individuals, their families, carers and health and care professionals

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

S6: Maintain and further develop own knowledge and skills through recognised continuing professional development activities

S7: Support the development of others through role-modelling, supervision, guidance and leadership

S8: Promote the health and wellbeing of individuals, acting on opportunities to educate and empower individuals to maximise their own health and well-being

S9: Contribute to the identification and management of risks to self and others to maintain a safe and healthy working environment

S10: Promote an evidence-based approach to providing health and care services, participating in quality improvement and research activity.

PROGRAMME FEATURES

Programme Overview

The Apprenticeship Standard and Assessment Plan for the Foundation Degree Assistant Practitioner (Health) Apprenticeship have been designed by employers in the health and social care sector.

There are 5 pathways in this programme and once you have selected the one pathway you wish to follow, you will study the modules associated with this specific pathway. On successful completion, this will lead to one of the following awards:-

- FdSc Assistant Practitioner (Health)
- FdSc Assistant Practitioner (Health) (Radiography)
- FdSc Assistant Practitioner (Health) (Midwifery)
- FdSc Assistant Practitioner (Health) (Occupational Therapy)
- FdSc Assistant Practitioner (Health) (Physiotherapy)

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.

This programme was developed with employers and learners and co-created to answer an employment and workforce need. Learners of all levels from first years to alumni were involved in all aspects of programme and curriculum design in order to ensure that the programme fulfilled all their requirements in terms of employability and academic rigour. Employers such as Alliance Medical and University Hospitals Birmingham Foundation NHS Trust, Risedale Estates and North Cumbria Integrated Care, were consulted to ascertain their workforce and development needs for staff and to ensure that the content of the programme met their needs.

As there are a number of healthcare environments which require distinct content pathway specific modules have been created in order to ensure content meet the needs of groups such as imaging, health & social care settings and allied health professionals and midwifery. This will not lead to a change in award the learner will be awarded Foundation Degree Assistant Practitioner (Health). This content has been cross mapped where needed, for example with HCPC, NMC standards and those of the Society of Radiographers. This is with a view to ensuring that learners can then step on to top up programmes to become registered healthcare practitioners in their chosen field of practice if they are clinically and academically competent to do so. Apprentices within a range of clinical settings such as CT, MRI, hospital, primary care, residential care and GP surgeries also have the added bonus of applying learning directly to their clinical environment and learning as a specific group who can share ideas and areas of interest. Reading lists also contain specific sections to enable learners to relate evidence directly to their own clinical setting.

In the first year of the programme there are two profession specific modules and in the second year one. Each year builds towards the end point assessment and towards improving your knowledge of clinical practice, policy, procedures and professional accountability. You will understand systems of the body and how in your own area of practice knowledge of anatomy & physiology impacts on decisions made about care and on physical and mental health and well being. You will understand

how to read and research literature to back up your practice and how to consider your own development within a framework of practice and evidence. Each module has a reading list tailored to the content of the module and will include articles as well as online books and interesting Ted talks and YouTube videos. Understanding how to read academic work and how to review different areas of research as they apply to your own area of practice is key to building you as evidence based practitioners.

Clear links are made throughout the programme to your work with peers, colleagues and the people you care for. This is assessed on each module through a portfolio in our system APTEM. We will be asking you to collect evidence from clinical practice on how you achieve skills. Your practice assessor can also access this portfolio and see your progress through the programme and any areas which need more work and support. This will link your practice to the academic content you are studying.

You will study as an interprofessional group for all the generic modules apart from Applied biological sciences 1 and 2 should cohort numbers allow.

Delivery Arrangements and Attendance

The proposed delivery arrangements are as follows:

The programme is full time and is run over 72 weeks. The delivery pattern is 2 x14 week semesters and 2x22 week semesters. There are no standard semester dates. Delivery can take place on a number of campus sites but will be blended or online only depending on the needs of employers and apprentices.

The programme can be delivered and commissioned to meet the needs or 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 one x 12 month period and 80 credits and the End Point assessment 40 credits over the next 12 month period, 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

Your apprenticeship programme is offered at the University on an "open cohort" basis in a flexible blended or online mode. Each module may include one day per week online or face to face sessions as well as additional online and virtual resources, accessed outside of the in-person teaching and will vary depending on the module and employer requirements. "Open cohort" means that apprentices from different employers study the same programme as a group at the same time. Subject to negotiation certain bespoke delivery modes may be offered and employers may want to commission an entire cohort.

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 in each year entitled Professional Studies and Service User Journey along with portfolio work incorporate the 15 core standards and learners will be supported by their practice assessor and personal tutor to successfully achieve this within the identified timeframe. Evidence will be included within the APTEM portfolio. Some learners may already have completed this and may include the original certificate of achievement within their portfolio.

Refer to **Appendix 1** for further information on apprenticeship delivery models

Learning and Teaching

Teaching

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 learner support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

As apprentices you have a unique opportunity to apply your university learning to practical contexts in your 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. Work-based learning forms a crucial element of many modules, typically as work-based projects or other-directed assignments. The programme is designed to ensure that theory and practice are clearly linked throughout to develop the knowledge, skills and behaviours required of an Assistant Practitioner (Health).

The apprenticeship is designed so that you will progressively acquire subject knowledge and skills, gradually advancing towards more independent learning in the final year, whilst developing a reflective approach to personal progress. This means many of the skills you learn are transferable across modules and build up through the levels. For example in the first year you develop your academic skills in Evidence Based practice and Reflection and in the second year you will use these to manage your to have reflective discussions and to take forward many of your pathway specific skills in searching for the evidence on which you base your practice. In your first year you will learn about the building blocks of care in your own sphere of practice and understand how they fit within the wider team in the care environment you work in. You will develop your reflective and analytical skills at each level of the programme in order to contribute fully to your workplace. In conjunction with this you will be building a portfolio of evidence to demonstrate how you use these new found skills in practice with evidence from practice assessors and others on your increasing application of knowledge to the skills you embed on a daily basis. This authentic programme level assessment strategy builds towards your end point assessment where the assessor sees you demonstrate these skills in practice and has a professional conversation about your learning throughout the programme.

At Level 4 &5 you typically have around 7.5 contact hours per week, typically consisting of:

- lectures

- seminars
- Group work
- Tutorials
- Experiential learning
- Reading and searching for literature

Equality, Diversity and Inclusion

It is important that this is recognised throughout your study and that learners feel included and supported throughout. Our learners are from diverse backgrounds and settings and this is reflected in both our assessment strategy and our support for you on programme. The curriculum explicitly mentions equality and diversity in all modules to match the University vision expressed in the document A Bright Future – Towards 2030 (pg 31). We support the application of this through our alumni network, Student Forums and through celebration days each year where learners are introduced to the full community of learners on programme. Each cohort is encouraged to elect a representative to bring concerns, issues and compliments on the programme to the attention of the tutorial team and they meet three times a year. Action is generated on the feedback through tutorial team meetings and fed back to our learner representatives. We aim to build a community of learning and to ensure learners feel included and supported throughout their study at University.

Work-Based Learning

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. 20% is a minimum requirement and the actual amount of hours required will be specified in the Training Plan for each programme. Apprentices are responsible for evidencing that they have completed the minimum set out in the Training Plan before they will be allowed to pass gateway for end point assessment.

Safeguarding and PREVENT

These are all covered in your mandatory training whilst on your apprenticeship. However, you will also be expected to complete e-learning on them whilst on programme to cover the difference between these areas at work and at University. During your programme safeguarding will be covered in depth in many of the modules and is built into the programme assessment structure through reflections and debate.

Maths and English Development

Where learners already hold the minimum Level 2 qualifications in English and Maths, these skills will be assessed and will be continually developed throughout the programme. This is supported by all completing an initial assessment of their English and Maths ability at the start of the programme. This is intended to establish a baseline against which progress should be monitored and reviewed in tripartite review meetings.

Tripartite Reviews

Regular tripartite reviews between the apprentice, the employer and the University tutor will take place to review progress and set targets for ongoing learning. These take place every twelve weeks throughout the programme and your practice assessor or manager must also be present. Where a

learner is RAG rated amber these may take the form of progress reviews every 8 weeks and where on red they will be every 4 weeks until you are back on track. This can often happen for unexpected reasons throughout the programme and this is intended to support you and ensure we are meeting regularly to help you through any issues. The first TPR takes place within 4-6 weeks of the start of the programme and your practice assessor/manager must be present.

Assessment

Year 1

Examination – short answer

Question and Answers

Portfolio work

Written reflection

Presentation

Professional discussion

Year 2

Professional conversation

Portfolio work

Podcast

Presentation

Reflection

Observation of practice

In both years there will also be summative assessment of your evidence in your portfolios in each module. The different pathways also use a variety of assessment techniques.

Feedback

Feedback is provided through intext comments and via a rubric wherever possible. Feedforward is given at every assessment and will be no more than three comments on how to improve your work in future.

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 (the practical period) and after the gateway has been passed. It is the employer's decision to put an apprentice forward for end-point assessment, once all gateway criteria have been met and they are confident that their apprentice is ready.

The end point assessment for integrated degree apprenticeship depends on meeting the criteria for the end point assessment to gain the foundation degree award. This means that where apprentices fail to meet the gateway criteria for such an integrated end point assessment, they will not be able to complete the university's academic award.

The assessment takes place once you have gained 200 credits through your academic work. You must also have met all other gateway criteria including your off the job hours and a statement from your employer that you have met the standards. The End Point Assessment Organisation (EPAO) is the University of Cumbria. Once you have passed the End Point Assessment which is 40 credits you gain and area awarded the Foundation Degree Assistant Practitioner (Health).

This EPA has 2 EPA methods.

The grades available for each EPA method are:

EPA method 1 - observation of practice:

- Fail
- pass

EPA method 2 - professional discussion underpinned by a portfolio of evidence:

- fail
- pass
- distinction

The result from each EPA method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- distinction

The EPA will be taken within the EPA period. The EPA period begins when the EPAO confirms the gateway requirements are met and is typically 3 months.

The expectation is that the EPAO will confirm the gateway requirements are met and the EPA begins as quickly as possible.

EPA gateway

The apprentice's employer must confirm that they think the apprentice is working at or above the occupational standard as a assistant practitioner (health). They will then enter the gateway. The employer may take advice from the apprentice's training provider(s), but the employer must make the decision.

Apprentices must meet the following gateway requirements before starting their EPA.

These are:

- achieved English and mathematics at Level 2.

- Foundation Degree Assistant Practitioner Health (a specialism may be indicated eg mental health, imaging, physiotherapy, rehabilitation, primary care, nursing, etc eg FdSc Assistant Practitioner·(Health)
- achieved 200 credits of the Foundation Degree Assistant Practitioner (Health). The final 40 credits are assigned to the EPA
- for the professional discussion underpinned by a portfolio of evidence apprentices must submit portfolio of evidence
- Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- It must contain evidence related to the KSBs that will be assessed by the professional discussion
- The portfolio of evidence will typically contain 14 discrete pieces of evidence (2 per grading theme)
- Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested. Evidence sources should be work-based and may include:

1. Expert witness testimonials
2. Written report of a case-based discussion
3. Written report of supporting an intervention
4. Teaching or advice and guidance resource developed by the apprentice
5. Clinical supervision reflection (relating to K21 and S21)
6. Work-based observation
7. Evidence of ongoing professional development
8. Mapping document showing how the evidence provided meets the KSBs

- This is not a definitive list; other evidence sources are possible. Given the breadth of context and roles in which this occupation works, the apprentice will select the most appropriate evidence based on the context of their practice against the KSBs mapped to this method.
- The portfolio should not include reflective accounts or any methods of self-assessment except where evidencing K21 or S21
- Any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- The portfolio of evidence must be submitted to the EPAO at the gateway

Apprentices must submit any policies and procedures as requested by the EPAO.

The EPA period starts when the EPAO confirms all gateway requirements have been met. The expectation is they will do this as quickly as possible.

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next

In an observation with questions, an independent assessor observes an apprentice in their workplace. The apprentice completes their day-to-day duties under normal working conditions. This allows the apprentice to demonstrate the KSBs shown in the mapping through naturally occurring evidence. The independent assessor asks questions as explained below. Simulation is not permitted during the observation.

The observation and responses to questions must be assessed holistically by the independent assessor when they are deciding the grade for the observation of practice.

The observation of practice must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method to the highest available grade.

The independent assessor must only observe one apprentice to ensure quality and rigour and they must be as unobtrusive as possible.

The EPAO must give an apprentice 2 weeks notice of the observation.

The observation must take 2 hours and 15 minutes

Component 1: live observation 90 minutes

Component 2: question and answer session 45 minutes

The independent assessor can increase the time of the observation by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary. The observation and questioning must allow the apprentice the opportunity to demonstrate the KSBs at the highest possible grade.

The observation may be split into discrete sections held on the same working day.

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate their competency across the KSBs as shown in the mapping. This is underpinned by the presentation of a portfolio of evidence. The total credits for the EPA is 40 awarded following completion.

Graduate Prospects

Assistant Practitioners carry out their duties in a range of settings, such as hospitals, clinics or in the community (eg GP surgeries). They may visit individuals in their own homes or in residential care where their wider team may include workers from both health and social care. They work in a wide range of health and care services for example diagnostic services, rehabilitation, orthopaedics, oncology, end of life care, mental health and learning disabilities. Assistant Practitioners are often hybrid roles aligned to local population and service needs and cross traditional occupational boundaries.

The broad purpose of the occupation is to work alongside registered healthcare professionals in providing high quality and person-centred compassionate healthcare and support to individuals. On a daily basis, Assistant Practitioners will assist registered healthcare professionals in total patient assessment, and in the coordination of care (including referrals to other practitioners) as well as undertaking clinical, diagnostic and therapeutic activities according to local population and service needs.

For example:

- Assistant Practitioners working in rehabilitation services will order, fit and review equipment prescribed by the Physiotherapist or Occupational Therapist.
- Assistant Practitioners working in radiography take diagnostic images and provide support to help to diagnose or treat a patient's illness.
- Assistant Practitioners working in community mental health support adults or young people with mental health needs.

In their daily work, an employee in this occupation interacts with

- Patients, service users and carers.
- Registered healthcare professionals, for example allied health professionals, doctors, registered nurses, nursing associates, and healthcare support workers.
- Social care staff including registered managers, care workers and social workers.
- Administration, management and other non-clinical staff, such as porters, cleaners and receptionists.

An employee in this occupation will be responsible for working within the limits of their competence and authority to provide high quality, evidence-based clinical, diagnostic or therapeutic care and holistic support as part of the wider healthcare team. Assistant Practitioners report to a registered healthcare practitioner and they may delegate to, supervise, teach and mentor others including healthcare support workers and apprentices. They may manage their own caseload and normally require only indirect supervision. However, they are accountable for their actions and must alert the registered healthcare practitioner in situations where they do not have the necessary knowledge, skills or experience.

Assistant Practitioners must communicate effectively and be able to adhere to strict standards, including legislation, when handling sensitive information. They promote a safe and healthy working environment, assess and manage risk, continually develop their knowledge and skills and support others to do the same. Assistant Practitioners will provide leadership within the scope of their practice and contribute to quality improvement in services by participating in audit and research activities.

MODULES

Year 1 (120 credits)			
Code	**Title**	**Credits**	**Status**
Generic Modules			
FDAP4008	Introduction to Professional Practice	20	Core
FDAP4009	Service User Journey 1	20	Core
FDAP4010	Applied Biological Sciences 1	20	Core
FDAP4011	Evidence Based & Reflective Practice	20	Core
 FDAP4027 FDAP4025 FDAP4019 FDAP4023 FDAP4018	*Pathway Specific Module 1:-* Occupational Therapy Process and Paradigms Public Health in Midwifery Practice Imaging Technology 1 Pathway Specific 1 Health and Social Care Applied Human Science	20	Core
 FDAP4026 FDAP4024 FDAP4017 FDAP4019 FDAP4028	*Pathway Specific Module 2:-* Wellbeing and Mental Health in Maternity Pathway Specific 2 Health & Social Care Physiotherapy Examination, Assessment and Treatment Science and Radiation Protection Exploring and Applying Occupational Science	20	Core
All students will undertake the generic modules, with the below modules listed for each pathway; Health Pathway: FDAP4023, FDAP4024. Radiography Pathway: FDAP4019, FDAP4020. Midwifery Pathway: FDAP4025, FDAP4026. Occupational Therapy Pathway: FDAP4027, FDAP4028. Physiotherapy Pathway: FDAP4017, FDAP4018.			

Year 2 (120 credits)			
Code	**Title**	**Credits**	**Status**
Generic Modules			
FDAP5006	Applied Biological Sciences 2	20	Core
FDAP5007	Service User Journey 2	20	Core

FDAP5008	Leadership, Management and Quality	20	Core
EPAG9008	Assistant Practitioner Apprenticeship Gateway	0	QPU
FDAP5010	Assistant Practitioner (Health) End Point Assessment (EPA)	40	Core
 FDAP5018 FDAP5017 FDAP5016 FDAP5014 FDAP5013	*Pathway Specific Module 3:-* Developing Occupational Therapy Theory to Practice Childbirth Emergencies Pathway Specific 3 Health and Social Care Medical Imaging Technologies 2 Promoting Health, Wellbeing and Exercise	20	Core
All students will undertake the generic modules, with the below modules listed for each pathway; Health Pathway: FDAP5016. Radiography Pathway: FDAP5014. Midwifery Pathway: FDAP5017. Occupational Therapy Pathway: FDAP5018. Physiotherapy Pathway: FDAP5013.			

Key to Module Statuses	
Core modules	Must be taken and must be successfully passed.

Timetables

Timetables are normally available on Blackboard in the main programme area for the Assistant Practitioner (Health). Please note that while we make every effort to ensure timetables are as apprentice-friendly as possible, scheduled learning can take place on any day of the week.

ADDITIONAL INFORMATION

Apprentice Support

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 as follows, where the roles may be combined in one person;

- A practice assessor designated by the employer to provide vocational and pastoral support for individuals, who may or may not be your line manager. Support will be provided for work-based learning assignments and the final year project.

The University and the employer are bound by contract to work together to support you as an apprentice. This will include tripartite learner review meetings between the University, the apprentice, and the employer. The agenda for these learner review meetings will be shared with you in advance but will typically include a summary of your progress on programme, a review of evidence on file, identification of any emerging challenges, tracking the proportion of off-the-job training undertaken, and agreement of an action plan if/where needed. Records of these learner review meetings will be held in your profile on the APTEM system and may be audited by the ESFA or OFSTED as part of their monitoring and audit processes to ensure provision of high-quality apprenticeships.

A practice assessor will be assigned to you for the duration of the programme by your employer. This practice assessor will have access to your APTEM portfolio and is on hand to guide and direct you in clinical practice. It is expected that you will work with them on a regular basis and that you will consult them over your personal development and learning for all modules which require you to consider the application of knowledge to the workplace setting. Practice assessors are inducted to the programme following induction of the learners.

Learners are required to maintain their own personal record of off the job learning within their APTEM portfolio and make this available to their employer and the University at the end of each month of programme. Failure to hand this in on time will result in a conversation about lack of engagement with the apprentice, their employer, and their personal tutor.

University Support

The Student Enquiry Point is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- Careers and Employability
- Chaplaincy for faith and spiritual wellbeing
- Mental Health and Wellbeing
- Digital Skills
- Disability and Specific Learning Difficulty (SpLD)
- International Student Support
- Library

- Money Matters
- Safeguarding (plus British Values & EDI)
- Skills@Cumbria
- Sports and Fitness Facilities
- University Student Accommodation

As an apprentice at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of learners within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria learners. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

Training Hours

ESFA's apprenticeships funding rules set the minimum OTJ hours required to an apprenticeship to be considered valid. All apprenticeship programmes must contain the minimum number of off-the-job training hours, set in the Funding Rules that are current at the time the apprentice starts their programme. 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.

Off the job training must be completed in normal paid working hours. The actual number of hours required for each apprentice will be set out in the apprentice's Training Plan and Apprenticeship Agreement. It is the apprentice's responsibility to maintain an up to date record of off the job learning hours completed by submitting a monthly summary of hours in the APTEM system. The number of hours required in the Training Plan must be completed before an apprentice can pass gateway for end point assessment.

Where it is apparent that an apprentice will be able to demonstrate competence before the planned gateway date and with fewer hours than set out in the Training Plan. A separate statement must be produced prior to gateway explaining why this is the case and setting out the number of hours to be completed. This must still be a minimum number of hours required for the duration of the apprenticeship up to that point.

Apprenticeship funding rules and guidance for providers, August 2020 –September 2021.

Exceptions to the Academic Regulations

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

External and Internal Benchmarks

The programme outcomes are referenced to the Apprenticeship Standard for Foundation Degree Assistant Practitioner Health (and also the related Assessment Plan)

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

Disclaimer

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:

Healthcare Assistant Practitioner - University of Cumbria

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 Level Apprenticeship, other types of flexible delivery may be required.

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.