

**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**

<b>Academic Level:</b>	5	<b>Credits:</b>	240
<b>UCAS Code:</b>	N/A		
<b>Awarding Body:</b>	University of Cumbria		
<b>Delivery Site:</b>	Lancaster, Carlisle or can be at an employers organisation if sufficient places are available.		
<b>Programme Length:</b>	The programme is designed to run over two years. There is a minimum of 692 hours of learning at University during this time.		
<b>Mode of Delivery:</b>	Distance Learning, Blended		
	Full time		

<b>Pattern of Delivery:</b>	Total weeks of study:	72
	Delivery pattern:	Block delivery or one day per week
	Standard semester dates:	No
<b>Placement:</b>	Not applicable	
<b>PSRB:</b>	Not applicable	
<b>Programme Webpage:</b>	<a href="#">FdSc Assistant Practitioner in Health and Social Care - University of Cumbria</a>	

## Entry 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.

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

[FdSc Assistant Practitioner in Health and Social Care - University of Cumbria](#)

It is expected that APL will be awarded where the learner 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 programme and its **duration**.

### 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 learners

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 3 or portfolio of evidence (2 sides of A4 only) which demonstrates the learner is prepared for learning at level 4

## PROGRAMME AIMS AND OUTCOMES

### Programme Aims

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

1. Work as an Assistant Practitioner 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 students
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 -**

1. 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.
2. 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.
3. Identify and discuss evidence based practice in their area of care.

4. Completion of 120 credits which are directly mapped onto the Apprenticeship Standard for Assistant Practitioners (Health).
5. Demonstrate a range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Assistant Practitioners (Health).
6. Demonstrate digital literacy.

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

7. Apply and evaluate key concepts and theories within and outside the context of health and social care.
8. 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.
9. Accept responsibility for determining and achieving personal outcomes in the field of health and social care.
10. Reflect on personal and workplace experience in the light of recent scholarship and current statutory regulations in the area of health and social care.
11. Completion of 240 credits which are directly mapped onto the Apprenticeship Standard for Foundation Degree Assistant Practitioner (Health).
12. Demonstrate a developed range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Foundation Degree Assistant Practitioner (Health).
13. 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 Standard and Assessment Plan for the Foundation Degree Assistant Practitioner (Health) 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)

This 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. This content has been cross mapped where needed, for example in imaging with HCPC standards and those of the Society of Radiographers. This is with a view to ensuring that students 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. Learners within a range of clinical settings such as CT, MRI or 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 portfolio 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 general mental and physical 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 APTM. 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.

## Learning and Teaching

### Teaching

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

As learners 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 programme 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 a study and CPD plan which you take into the second year in order to use the evidence based practice module to consider how you are basing your practice on research. 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 final Pebblepad portfolio 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

### **Independent Learning**

When not attending scheduled learning activities you will be expected to continue learning independently through self-study. This includes accessing wider reading materials through the library and reviewing work from the weeks teaching session. It also includes working in clinical practice to develop skills and underpin the theory with practice.

### **Teaching Staff**

Our staff are recognised as experts in their fields of practice from radiographers, nurses and allied health professionals such as physiotherapists and occupational therapists to specialists in fields such as leadership, management, CT and MRI. You may be taught by people who are specialists in a certain specialist area of practice but within pathway specific modules by registered healthcare practitioners from your own field of practice.

### **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 22% of the learning will take place at University or in work based activities 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 commitment statement for each programme. Learners are responsible for evidencing that they have completed the minimum set hours.

Employers are expected to support learning in the workplace which should include shadowing, learning new skills and techniques and visits to other departments where possible.

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

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 programme 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 a study and CPD plan which you take into the second year in order to use the evidence based practice module to consider how you are basing your practice on research. 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 in turn will lead to an assessment where the assessor sees you demonstrate these skills in practice and has a professional conversation about your learning throughout the programme.

As outlined above this is a minimum and employers are expected to augment this with learning in the workplace which should include shadowing, learning new skills and techniques and visits to other departments where possible.

### **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.

## Assessment

### Year 1

Examination – short answer

Sim Assessments – short answer

Critical Incident analysis

Creation of a CPD study plan

Written reflection

Poster presentation

Presentation

Professional conversation

### Year 2

Building your CPD plan into a proposal for change or further study

Professional conversation

Student led group seminar presentation

Examination

Reflection

Observation of practice

In both years there will also be summative assessment of your evidence in your portfolios in each module

### **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.

## **Graduate Prospects**

Assistant Practitioners (Health) 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 (Health) 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 (Health) 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 (Health) working in rehabilitation services will order, fit and review equipment prescribed by the Physiotherapist or Occupational Therapist.
- Assistant Practitioners (Health) working in radiography take diagnostic images and provide support to help to diagnose or treat a patient's illness.
- Assistant Practitioners (Health) 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 (Health) report to a registered healthcare practitioner and they may delegate to, supervise, teach and mentor others including healthcare support workers and students. 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 (Health) 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 (Health) 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			
Code	Title	Credits	Status
Generic Modules			
FDAP4003	Introduction to Professional Practice	20	Core
FDAP4004	Service User Journey 1	20	Core
FDAP4005	Applied Biological Sciences 1	20	Core
FDAP4006	Evidence Based and Reflective Practice	20	Core
FDAP4012	<i>Pathway Specific Module 1 :-</i> Occupational Therapy Process and Paradigms	20	Core
FDAP4013	Public Health in Midwifery Practice		
FDAP4016	Science & Radiation Protection		
FDAP4021	Pathway Specific 1 Health and Social Care		
FDAP4001	Applied Human Science		
FDAP4014	<i>Pathway Specific Module 2-</i> Wellbeing and Mental Health in Maternity	20	Core
FDAP4022	Pathway Specific 2 Health & Social Care		
FDAP4002	Physiotherapy Examination, Assessment and Treatment		
FDAP4015	Imaging Technology 1		
FDAP4007	Exploring and Applying Occupational Science		
Students exiting at this point with 120 credits would receive a CertHE Health and Social Care			

All students will undertake the generic modules, with the below modules listed for each pathway

Health Pathway: FDAP4021, FDAP4022

Radiography Pathway: FDAP4015, FDAP4016

Midwifery Pathway: FDAP4013, FDAP4014

Occupational Therapy Pathway: FDAP4007, FDAP4012

Physiotherapy Pathway: FDAP4001, FDAP4002

## Year 2

Code	Title	Credits	Status
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### Generic Modules

FDAP5001	Applied Biological Sciences 2	20	Core
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FDAP5002	Service User Journey 2	20	Core
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FDAP5004	Leadership, Management and Quality	20	Core
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FDAP5005	Professional Studies	40	Core
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FDAP5009	<i>Pathway Specific Module 3:-</i> Developing Occupational Therapy Theory to Practice	20	Core
FDAP5011	Childbirth Emergencies		
FDAP5015	Pathway Specific 3 Health and Social Care		
FDAP5012	Medical Imaging Technologies 2		
FDAP5003	Promoting Health, Wellbeing and Exercise		

All students will undertake the generic modules, with the below modules listed for each pathway

Health Pathway: FDAP5015

Radiography Pathway: FDAP5012

Midwifery Pathway: FDAP5011

Occupational Therapy Pathway: FDAP5009

### Key to Module Statuses

Core modules	Must be taken and must be successfully passed.
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### Timetables

Timetables are 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 learner-friendly as possible, scheduled learning can take place on any day of the week.

## ADDITIONAL INFORMATION

### Student 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 individual students, 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 a learner. This will include review meetings between the University, the student, 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 and agreement of an action plan if/where needed. Records of these learner review meetings will be held in your file.

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 Pebblepad 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 Pebblepad 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 learner, their practice, and their personal tutor.

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](#)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

As a learner at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students 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 students. You can find out more about who represents you at [www.ucsu.me](http://www.ucsu.me).

You can email at any time on [studentvoice@cumbria.ac.uk](mailto:studentvoice@cumbria.ac.uk).

## Course Costs

### Tuition Fees

Course fees can be found on the University of Cumbria's website here:-

[FdSc Assistant Practitioner in Health and Social Care - University of Cumbria](#)

## Exceptions to the Academic Regulations

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

[UoC Academic Regulations and Academic Procedures and Processes](#)

## External and Internal Benchmarks

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.

- [National Occupational Standards for Assistant Practitioners \(Health\)](#)
- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- [IoH Business Plan and AOP](#)
- [UoC Academic Regulations and Academic Procedures and Processes](#)

## 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:

[FdSc Assistant Practitioner in Health and Social Care - University of Cumbria](#)