

## Specification for the Foundation Degree Assistant Practitioner Apprenticeship

**This document applies to Academic Year 2024/25 onwards**

**The Specification for Higher Level or Degree Apprenticeships should be read as a companion document to the Programme Specification for the academic award linked to the apprenticeship.**

<b>1.</b>	<b>Apprenticeship title</b>	<b>Assistant Practitioner (Health)</b>
<b>2.</b>	<b>Qualifications</b>	Foundation Degree Assistant Practitioner Apprenticeship Foundation Degree Assistant Practitioner (Nutrition and Dietetics) Apprenticeship Foundation Degree Assistant Practitioner (Occupational Therapy) Apprenticeship Foundation Degree Assistant Practitioner (Physiotherapy) Apprenticeship
<b>3.</b>	<b>Level</b>	Level 5
<b>4.</b>	<b>Professional registration</b>	N/A
<b>5.</b>	<b>Duration</b>	2 years full time
<b>6.</b>	<b>Managing institution/Main Provider</b>	University of Worcester
<b>7.</b>	<b>Teaching institution(s)</b>	N/A
<b>8.</b>	<b>Apprenticeship Standard and Number</b>	Assistant Practitioner (Health): ST0215
<b>9.</b>	<b>Date of Apprenticeship Specification preparation/revision</b>	Approved July 2024

### 10. Distinguishing features of the apprenticeship

Higher level or Degree Apprenticeships combine higher education study and work-based/work-integrated learning to enable apprentices to achieve a higher-level award whilst in work. The provision of an academic award is integrated with experience, practice and learning in the workplace where the apprentice has paid employment status. Higher level/Degree Apprenticeships are co-designed by training providers and employers to ensure that apprentices are equipped with the skills employers need and to develop their own careers.

The programme is aimed at individuals employed in a health and care setting. At the heart of the programme, is flexible, authentic work-based learning to develop competent, capable and confident Assistant Practitioners able to deliver high quality, safe and responsive person-centred care across the lifespan in diverse care setting. Assistant Practitioners provide a crucial and growing role delivering safe and effective care across the allied health professions (AHPs). They work across the NHS, social care, the independent sector, housing, education, and the voluntary sectors, playing an integral role supporting people's health and wellbeing. They possess enhanced skills in their area of work, which may be a specialist clinical area. Assistant Practitioners provide routine and non-routine care and support, including to service users with more complex needs and making assessment of progress. They demonstrate their own activities to new or less experienced employees and provide training to others.

This Assistant Practitioner Apprenticeship is mapped to the eights domains in [NHSE \(2021\) Allied Health Professions' Support Worker Competency, Education, and Career Development Framework: Realising potential to deliver confident, capable care for the future](#)

- ✓ Formal knowledge and experience
- ✓ Supporting service users

- ✓ Clinical, technical and scientific roles and responsibilities
- ✓ Communication and information
- ✓ Safe and inclusive environments
- ✓ Research and service improvement
- ✓ Leadership
- ✓ Personal and professional values and behaviours

The Apprenticeship Standard for Assistant Practitioner (Health) outlines 10 occupational duties of the Assistant Practitioner role:

**Duty 1** 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.

**Duty 2** Contribute to the on-going holistic assessment of individuals.

**Duty 3** Deliver evidence-based programmes of clinical, diagnostic and therapeutic interventions within own scope of practice and monitor their impact.

**Duty 4** Promote inter-professional and multi-disciplinary team working with peers, colleagues and staff from other agencies.

**Duty 5** Communicate complex sensitive information effectively with individuals, their families, carers and health and care professionals.

**Duty 6** Maintain and further develop own knowledge and skills through recognised continuing professional development activities.

**Duty 7** Support the development of others through role-modelling, supervision, guidance and leadership.

**Duty 8** Promote the health and wellbeing of individuals, acting on opportunities to educate and empower individuals to maximise their own health and well-being.

**Duty 9** Contribute to the identification and management of risks to self and others to maintain a safe and healthy working environment.

**Duty 10** Promote an evidence-based approach to providing health and care services, participating in quality improvement and research activity.

The occupational duties and associated knowledge, skills and behaviours (KSB's) of [Apprenticeship Standard for Assistant Practitioner \(Health\)](#) are mapped to the modules in the Foundation Degree Assistant Practitioner.

## 11. Occupational Profile

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 learners. 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.

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.

## **12. Admission Requirements**

### **Work-related entry requirements**

Under UK Government requirements, Higher Level or Degree Apprentices must be normally employed for a minimum of 30 hours per week and must have the right to live and work in the UK. As a full-time programme, normally assistant practitioner apprentices are required to work 37 hours per week. A Degree Apprentice cannot be self-employed.

All candidates must be employed in a health or care setting by an NHS Trust or Independent Provider in a healthcare role related to the subject matter of the apprenticeship and be sponsored by their employer. The support of the employer is articulated in an Apprenticeship Agreement. Applications can only be made through the sponsoring employer. Working in partnership with the employer the University will consider all such applications and will have the final decision whether to accept individuals based on whether they meet the minimum entry requirements for the academic programme as stipulated below.

### **Academic entry requirements**

The academic entry requirements are as stipulated in the approved Programme Specification for the academic award. These are as follows:

The normal minimum entry requirement for Foundation Degree courses is the possession of 4 GCSEs (Grade C/4 or above) and 1 A Level (or equivalent Level 3 qualification) as follows:

- Level 2 or equivalent English and Maths is required.
- 1 A Level (minimum Grade C) or max of 3 A levels; or BTEC National Diploma; or Access to HE Diploma's (45 credits at level 3); or other equivalent Level 3 qualifications (including NVQ Level 3).
- Apprentices whose first language is not English must have a minimum standard of English at IELTS 6.0.
- Apprentices must be employed in a health and care setting with an identified Trust partner or independent provider in a health or social care role and supported by their employer.
- Candidates with non-standard entry applications will be considered on the basis of relevant work experience and attainment of skills. Where further evidence of the applicant's ability to study at this level is required, they will be invited to complete an essay.

Assistant Practitioner apprentices will be required to travel to and from work-based learning settings at their own expense. Apprentices may be able to claim travel expenses; however, this is subject to their employing organisations travel expenses policy.

**Disclosure and Barring Service (DBS) and Occupational Health requirements:** Assistant Practitioner apprentices will be required to complete a Declaration of Offences form at the recruitment event. Apprentices will be required to demonstrate good health and character sufficient to ensure safe and effective practice. This includes confirmation of a satisfactory enhanced DBS and occupational health clearance from the apprentice's employing organisation. These will be verified by the University.

### **Admissions procedures**

All applicants apply via their employing organisation. Prior to application, candidates are advised to discuss their application with their line manager and to gain the support of their employing organisation. Employers will short-list applicants and select for interview.

All shortlisted applicants are required to complete an initial needs assessment (INA) of the Knowledge, skills and behaviours (KSB's) in partnership with their line manager to identify their starting point, any RPL and if the apprenticeship is appropriate for the applicant. All shortlisted applicants will be required to attend a values-based selection event, held in partnership with employers and University staff at the place of employment.

### **Recruitment criteria**

The selection event involves the course team, employers/ practitioners, and service users, supported by student ambassadors. The values-based selection event will involve:

- An individual interview with an academic and practitioner (employer) using criteria mapped to the KSBs and 6 C's (Care, Compassion, Competence, Communication, Courage and Commitment) of the [NHS Constitution for England](#).

Successful applicants will then be required to complete and submit an online application form to the University of Worcester.

Prior to enrolment, apprentices, the employer, and the university are required to complete a University Training Plan which will be completed electronically.

### **Recognition of Prior Learning fees**

Assessment of any RPL claims will be made by the university admissions tutor in line with the University of Worcester's Recognition of Prior Learning (RPL) guidance and process. Where RPL is agreed negotiation to adjust the fees with the employer will be undertaken to reflect where the content, and/or duration of the apprenticeship has been adjusted to recognise prior learning. On initial assessment the university's UW RPL and Recognition of Prior Experiential Learning policies will be enacted. Where credits can be transferred or awarded, the apprenticeship fee and learning programme will be adapted in line with employer and apprentice needs. To be an apprenticeship the minimum duration of the programme must be 12 months.

### 13. Structure of the apprenticeship

Higher level or Degree Apprenticeships involve both work-integrated learning in paid employment and academic study. The Education and Skills Funding Agency (ESFA) specify an apprentice must spend at least 20 per cent of their normal working hours on 'off the job' training, while the remaining proportion takes place 'on the job' i.e. through their job role. For full time apprentices, working hours are capped at 30 hours per week for funding purposes only; this means a full-time apprentice will train for a minimum of 6 hours per week. Off the job training is typically covered by the taught academic course, associated activities and learning. Apprentices follow the approved academic programme as articulated in the Foundation Degree Assistant Practitioner programme's award map, but to a pattern which reflects the work-based element. Table 1 provides the breakdown of weeks in study. The modular delivery pattern for the apprenticeship is available at Annexe 1.

**Table 1: Apprenticeship weeks**

Year	Programme weeks	Holiday	Total
<b>Year one</b>	45 weeks (inc 4 reassessment weeks)	7 weeks preplanned holiday	52 weeks
<b>Year two</b>	45 weeks (inc 4 reassessment weeks and time frame for preparation/completion of EPA)	7 weeks preplanned holiday	52 weeks
<b>Total</b>	90 weeks	14 weeks	104 weeks

Work-based learning is completed in the employing institution and will be monitored through recording of in-work, 'on the job' learning hours using electronic timesheets and within apprentices' professional assessment portfolio. Completion of hours are monitored via the quarterly Individual Learner Progress Review (ILPR). **Table 2 & 3** illustrates breakdown of hours of theory and work-based learning including hours related to independent study days and EPA preparation time.

**Table 2: Theory and Work-based Learning Time**

Year and Level	Academic study Theory	Work based Learning In work
One L4	313 hours taught (Induction, taught days F2F; taught days online, independent self-study and directed study)	Minimum 200 hours signed by mentor/supervisor
Two L5	250 hours taught (Induction, taught days F2F; taught days online, independent self-study, and directed study) 75 hours EPA preparation time	Minimum 200* hours signed by registered professional/practice educator
<b>Hours</b>	<b>638 (inclusive of 75 hours EPA preparation time)</b>	<b>400 hours required for AP</b>

\*OT/PT pathways require 205 placement hours

#### 14. Knowledge, skills and behaviours

Higher level or Degree Apprenticeships support apprentices in progressively developing the knowledge, skills and behaviours (KSBs) required to meet the relevant Apprenticeship Standard. The knowledge, skills and behaviours required by Apprenticeship Standard ST0215y) are mapped below.

*Please note the HE qualification alone cannot be used to evidence competence for all KSB's*

<b>Knowledge</b>	<b>Modules in which assessed</b>	<b>Additional assessment</b>
1. The legislation, policies, standards, local ways of working and codes of conduct that apply to own role	FDAP1001 FDAP1004 FDAP1005 FDAP1006	Portfolio development ILPR Learning in work
2. The scope of own practice, limitations of own competence and who to ask for support	FDAP1003 FDAP1004 FDAP1005 FDAP1006	Portfolio development ILPR Learning in work
3. The principles of equality, diversity and inclusion and providing person-centred care and support, including consent, active participation, and choice	FDAP1001 FDAP1003 FDAP1005	Portfolio development ILPR Learning in work
4. The principles of a 'duty of care', 'safeguarding' and 'protection' as they apply to adults and children, the signs of harm and abuse and how to reduce the risk of harm and abuse	FDAP1001 FDAP1006	Portfolio development ILPR Learning in work
5. The normal ranges expected when taking physiological, technical and psychological measurements and the significance of a variation from the normal range	FDAP1002 FDAP2003 FDAP2006 FDAP2005	Portfolio development ILPR Learning in work
6. The types of assessment relevant to the individual's physical and mental health and wellbeing and the factors that may influence and impact assessment	FDAP1001 FDAP2002 FDAP2003 FDAP2004 FDAP2005 FDAP2006	Portfolio development ILPR Learning in work
7. The signs that an individual is in pain, distress or discomfort	FDAP1001 FDAP1002 FDAP2003 FDAP2004 FDAP2005 FDAP2006	Portfolio development ILPR Learning in work
8. The signs of change in an individual's health and wellbeing, including the indications of when to intervene within the scope of practice and when to escalate	FDAP1003 FDAP1004 FDAP1005 FDAP1006	Portfolio development ILPR Learning in work
9. The principles of maintaining nutrition and fluid balance and the signs and symptoms of inadequate nutrition and fluid intake	FDAP1002 FDAP2006	Portfolio development ILPR Learning in work
10. Clinical, diagnostic and therapeutic interventions within the scope of own role and the underpinning	FDAP1004 FDAP2003	Portfolio development

Knowledge	Modules in which assessed	Additional assessment
principles to select equipment and tools in the context of the intervention	FDAP2004 FDAP2005 FDAP2006	ILPR Learning in work
11. The signs that an individual's health and well-being is changing as a result of a clinical, diagnostic or therapeutic intervention	FDAP1004 FDAP2003 FDAP2004 FDAP2005 FDAP2006	Portfolio development ILPR Learning in work
12. Ways to record and store information securely, including the safe use of technology	FDAP1006	Portfolio development ILPR Learning in work
13. The principles of confidentiality, duty of confidence and disclosure	FDAP1001 FDAP1003 FDAP1005 FDAP1006	Portfolio development ILPR Learning in work
14. The frameworks and principles of team working including delegation, accountability and supervision in the workplace	FDAP1005 FDAP2002	Portfolio development ILPR Learning in work
15. The structural and strategic environment in which health and social care services operate and how these impact on own role	FDAP1003 FDAP2002	Portfolio development ILPR Learning in work
16. Methods of communication to use in the workplace, including how to overcome barriers and challenges	FDAP1001 FDAP1005 FDAP2002	Portfolio development ILPR Learning in work
17. The benefits of digital solutions for improving communication systems and practices	FDAP2002	Portfolio development ILPR Learning in work
18. The meaning of 'capacity', the differences between mental illness, dementia and learning disability, and the impact of these conditions	FDAP1001 FDAP2003 FDAP2004 FDAP2005	Portfolio development ILPR Learning in work
19. How to identify and evaluate own learning and development needs	FDAP1006	Portfolio development ILPR Learning in work
20. How to use feedback to create a personal development plan	FDAP1006	Portfolio development ILPR Learning in work
21. Models of reflective practices used in health and care and how reflection can be used to improve own practice	FDAP1006 FDAP2002	Portfolio development ILPR Learning in work
22. The principles and styles of leadership in relation to own role and place of work and the relationship between leadership and management	FDAP2002	Portfolio development ILPR

Knowledge	Modules in which assessed	Additional assessment
		Learning in work
23. The tools and techniques used to identify learning needs and learning styles	FDAP1006 FDAP2002	Portfolio development ILPR Learning in work
24. The relationship between teaching, coaching and mentoring, and how to evaluate if individuals' learning needs have been met	FDAP1006 FDAP2002	Portfolio development ILPR Learning in work
25. National and local strategies, priorities, and initiatives for promoting and improving public health	FDAP1004	Portfolio development ILPR Learning in work
26. The wider determinants of health such as the contribution of social influences, health literacy, individual circumstances, behaviours and lifestyle choices on health and wellbeing	FDAP1004	Portfolio development ILPR Learning in work
27. The principles of risk management and the hazards and risks associated with the scope of own practice	FDAP1006 FDAP2002	Portfolio development ILPR Learning in work
28. The principles of a duty of candour, and techniques for managing challenging situations, unsafe work practices, addressing comments, compliments, conflict and complaints	FDAP1006 FDAP2002	Portfolio development ILPR Learning in work
29. The principles of infection prevention and control, when and how to select the right personal protective equipment for self and others and how to handle hazardous materials and substances	FDAP1002 FDAP1006 FDAP2003 FDAP2004 FDAP2005	Portfolio development ILPR Learning in work
30. How to move and assist individuals safely and how to move and handle equipment and other objects safely	FDAP1006 FDAP2003 FDAP2004 FDAP2005	Portfolio development ILPR Learning in work
31. Methods and indicators used to measure quality, their application in health and care and how they inform a quality improvement plan	FDAP1003 FDAP2001 FDAP2002	Portfolio development ILPR Learning in work
32. The rationale and ethical considerations for undertaking research activity and how to review literature and interrogate the existing evidence base	FDAP2001	Portfolio development ILPR Learning in work
33. Methods for collecting research data and how to interpret and apply findings to own and others' practice	FDAP2001	Portfolio development ILPR Learning in work
34. The structure and function of human body systems and how they relate to and impact on each other	FDAP1002	Portfolio development ILPR Learning in work



<b>Knowledge</b>	<b>Modules in which assessed</b>	<b>Additional assessment</b>
35. The relationship between health and well-being and the principles and philosophy of the biomedical, sociological and psychological models in providing holistic health and care	FDAP1002 FDAP1004 FDAP2003 or FDAP2004 or FDAP2005 or FDAP2006 or	Portfolio development ILPR Learning in work
36. The stages and processes of human development and how health and wellbeing needs vary throughout the lifespan	FDAP1001 FDAP1002	Portfolio development ILPR Learning in work

<b>Skills</b>	<b>Modules in which assessed</b>	<b>Additional assessment</b>
S1: Work in line with legislation, policies, standards and codes of conduct that apply to own role	FDAP1001 FDAP1004 FDAP1005 FDAP1006 FDAP2003 or FDAP2004 or FDAP2005 or FDAP2006	Portfolio development ILPR Learning in work
S2: Work within the scope of practice, the limits of own knowledge and skills, escalating and reporting to others when needed	FDAP1003 FDAP1004 FDAP1005 FDAP1006 FDAP2003 or 2004 or 2005 or 2006	Portfolio development ILPR Learning in work
S3: Work in partnership with others to champion safe, equitable, non-discriminatory person-centred care and support for individuals	FDAP1001	Portfolio development ILPR Learning in work
S4: Promote and maintain the principles of a duty of care, safeguarding and protection, always acting in the best interest of individuals and working across organisations and with other agencies to ensure they do not come to harm	FDAP1001 FDAP1006	Portfolio development ILPR Learning in work
S5: Undertake and monitor physiological, technical and psychological measurements using the appropriate equipment and tools within scope of own practice	FDAP1002 FDAP2003 FDAP2004 FDAP2005 FDAP2006	Portfolio development ILPR Learning in work
S6: Select and use the correct equipment and tools to undertake timely assessment of an individual's physical and mental healthcare status within own scope of practice	FDAP1001 FDAP1002 FDAP2003 or FDAP2004 or FDAP2005 or FDAP2006	Portfolio development ILPR Learning in work

Skills	Modules in which assessed	Additional assessment
S7: Recognise and respond to an individual in pain, distress or discomfort	FDAP1001 FDAP1002 FDAP2003 or FDAP2004 or FDAP2005 or FDAP2006	Portfolio development ILPR Learning in work
S8: Interpret results of assessment in the context of the individual's health and wellbeing, making appropriate changes or recommendations to the care plan within scope of own practice or escalating in line with local protocol	FDAP1002 FDAP2003 or FDAP2004 or FDAP2005 or FDAP2006	Portfolio development ILPR Learning in work
S9: Support individuals with nutrition and fluids in line with their care needs, taking action as required	FDAP1002 FDAP2003 or FDAP2004 or FDAP2005 or FDAP2006	Portfolio development ILPR Learning in work
S10: Undertake evidence-based clinical, diagnostic or therapeutic interventions delegated by a registered healthcare professional in line with scope of practice, and standard operating procedures	FDAP1004 FDAP2003 or FDAP2004 or FDAP2005 or FDAP2006	Portfolio development ILPR Learning in work
S11: Monitor and review the impact of clinical, diagnostic or therapeutic interventions on an individual's health and well-being	FDAP1004 FDAP2003 or FDAP2004 or FDAP2005 or FDAP2006	Portfolio development ILPR Learning in work
S12: Record and store information related to individuals securely and in line with local and national policies, including the safe use of technology	FDAP1006	Portfolio development ILPR Learning in work
S13: Report and share information related to individuals securely and in line with local and national policies, maintaining confidentiality	FDAP1001 FDAP1003 FDAP1005 FDAP1006	Portfolio development ILPR Learning in work
S14: Delegate work to colleagues in the multi-disciplinary team and engage in supervision	FDAP2002	Portfolio development ILPR Learning in work
S15: Liaise with the multidisciplinary team to prioritise and manage own workload	FDAP1003 FDAP1005 FDAP2002	Portfolio development ILPR Learning in work
S16: Communicate with individuals, their families, carers and health and care professionals using techniques designed to maximise understanding	FDAP1001 FDAP1005 FDAP2002	Portfolio development ILPR Learning in work
S17: Promote the use of digital solutions to improve communication systems and practices	FDAP2002	Portfolio development ILPR Learning in work

<b>Skills</b>	<b>Modules in which assessed</b>	<b>Additional assessment</b>
S18: Recognise and respond to limitations in an individual's mental capacity	FDAP1001	Portfolio development ILPR Learning in work
S19: Participate in training and development activities and evaluate the impact of learning on own practice	FDAP1006	Portfolio development ILPR Learning in work
S20: Seek out and respond to feedback and engage in appraisals	FDAP1006	Portfolio development ILPR Learning in work
S21: Reflect on own practice to improve practice	FDAP1006 FDAP2002	Portfolio development ILPR Learning in work
S22: Provide leadership and act as a role model for others within the scope of own role	FDAP2002	Portfolio development ILPR Learning in work
S23: Identify learning and development needs of others	FDAP2002	Portfolio development ILPR Learning in work
S24: Teach, coach and mentor others and confirm that learning needs have been met	FDAP2002	Portfolio development ILPR Learning in work
S25: Actively seek out and act on opportunities to support individuals to maximise their health and well-being within the scope of the role	FDAP1004 FDAP2003 or FDAP2004 or FDAP2005 or FDAP2006	Portfolio development ILPR Learning in work
S26: Promote preventative health behaviours and support individuals to make informed choices to improve their health and wellbeing within the scope of the role	FDAP1004 FDAP2006	Portfolio development ILPR Learning in work
S27: Conduct and record risk assessments relevant to the activity and scope of own practice	FDAP1001 FDAP2003 or FDAP2004 or FDAP2005 or FDAP2006	Portfolio development ILPR Learning in work
S28: Uphold the principles of duty of candour, identifying and managing challenging situations, unsafe work practices and addressing comments, compliments, conflict and complaints	FDAP1006 FDAP1001 FDAP2002	Portfolio development ILPR Learning in work
S29: Maintain a safe and healthy working environment for self and others, using techniques for infection prevention and control, including the use of Personal Protective Equipment (PPE) and	FDAP1001 FDAP2003 or FDAP2004 or FDAP2005 or FDAP2006	Portfolio development ILPR Learning in work

<b>Skills</b>	<b>Modules in which assessed</b>	<b>Additional assessment</b>
supporting others to comply with policy and procedures		
S30: Move and assist individuals, equipment and other items safely	FDAP1001	Portfolio development ILPR Learning in work
S31: Participate in and support others in audit and quality improvement activities in the workplace	FDAP2001	Portfolio development ILPR Learning in work
S32: Conduct research activity within the scope of own role and act on the findings	FDAP2001	Portfolio development ILPR Learning in work
S33: Identify opportunities to improve quality in the workplace and contribute to local, regional and national quality improvement initiatives	FDAP2001 FDAP2002	Portfolio development ILPR Learning in work

<b>Behaviours</b>	<b>Modules in which assessed</b>	<b>Additional assessment</b>
B1: Treat people with dignity	FDAP1001 FDAP1004 FDAP1006 FDAP2003 or FDAP2004 or FDAP2005 or FDAP2006	Portfolio development ILPR Learning in work
B2: Show respect and empathy for those you work with	FDAP1001 FDAP1004 FDAP1006 FDAP2003 or FDAP2004 or FDAP2005 or FDAP2006	Portfolio development ILPR Learning in work
B3: Be adaptable, reliable and consistent	FDAP1001 FDAP1004 FDAP1006 FDAP2003 or FDAP2004 or FDAP2005 or FDAP2006	Portfolio development ILPR Learning in work

## 15. Learning and teaching

The purpose of the Higher level or Degree Apprenticeship is to develop the knowledge, skills and behaviours of the [Apprenticeship Standard for Assistant Practitioners \(Health\)](#) in order to enable them to develop successful careers in their chosen sector. Assistant Practitioner apprentices will study the same modules as the Foundation Degree Assistant Practitioner programme (see Programme Specification and Annexe 1 of this document). Note modules will be delivered sequentially rather than concurrently. This will enable apprentices to complete assessments in succession across the year.

### **Learning and teaching using coaching approach**

The programme has a particular emphasis on supporting apprentices personal and professional development, building emotional resilience and self-care skills alongside practice focused and problem-solving skills to prepare apprentices for practice as an Assistant Practitioner within their specific clinical discipline. Apprentices' learning is facilitated by a strong emphasis on a coaching approach. This model emphasises a way of treating people, a way of thinking and a way of being which is seen as vital to supporting apprentices in increasingly complex and dynamic healthcare environments. The aim of this model is building the self-belief of our apprentices, to be curious and self-aware, better equipping them to collaborate, innovate, deal with the increasing pace of change and get the best from increasingly diverse healthcare environments.

In addition, a range of student-centred, traditional, and innovative learning and teaching approaches are provided, in both the academic modules and work-based learning, seeking to recognise the diversity in learning styles amongst apprentices and the diversity of healthcare environments in which Assistant Practitioner apprentices will learn and work. These models and approaches are further complemented by supervised work-based learning in the apprentices' place of employment.

### **Interprofessional approaches to learning and teaching**

This apprenticeship is structured so that apprentices will share learning with students studying the FdSc Assistant Practitioner course. This enables development of interprofessional and multidisciplinary ways of working, learning, and communicating. Delivery across the course will include input from AHP academics and practitioners as well as utilising case scenarios that enable students to consider care and interventions from a variety of perspectives. The apprenticeship learning commences with a mandatory first module that introduces the apprentices to the professional values behaviours, and practice standards required of health and care professionals. It also introduces apprentices to academic writing conventions required to enable apprentices to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement that will help them to flourish and be successful. Input from and resources developed by AHP colleagues will be used to inform the delivery of these sessions to ensure the evidence utilised enables apprentices to reflect on the various professional perspectives.

### **Personal Academic Tutoring**

Personal Academic Tutoring is central to supporting the Assistant Practitioner apprentices personally, professionally, and academically. The programme team believe that the Personal Academic Tutor (PAT) system is fundamental to Assistant Practitioner apprentices' success. All Assistant Practitioner apprentices will be allocated a PAT from within the team of lecturers. PATs will normally have a professional background that aligns to the apprentices intended career pathway. Opportunities will exist to meet PATs at induction; this early introduction is built on by regular meetings across the academic year. PATs will act as the first point of contact for Assistant Practitioner apprentices experiencing problems or concerns arising while at university, offering signposting to wider University support services. They promote the academic and professional development for the apprentice and provide an official University reference for their apprentices if it should be required.

### **Portfolio development**

Apprentices will be supported to compile a web-based portfolio of evidence throughout their programme. Providing their evidence base and demonstration of achievement of the KSBs, this portfolio will inform and support the professional discussion in their End Point Assessment. The portfolio will include:

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

### **Mentorship**

Apprentices use their employment for completing the work-based learning component of the Foundation Degree. Learning on the job will develop the knowledge, skills and behaviours (KSB) articulated within the [apprenticeship standard for Assistant Practitioner \(Health\)](#). Whilst apprentices undertake learning mapped to KSBs during their theoretical (off the job) learning, they will evidence achievement of KSBs through learning in their employing setting (on the job learning). In the first year (level 4), apprentices will begin to evidence their KSB development in module: FDAP1006 Work Based Learning for Apprentices. In year two (level 5), KSB development is evidenced through discipline/ pathway specific modules: FDAP2006 Principles of Nutrition and Dietetics; FDAP2005 Principles of Occupational Therapy; FDAP2004 Principles of Physiotherapy. University work-based learning tutors, employers and apprentices will identify appropriate learning opportunities to support apprentices to complete a professional assessment portfolio, capturing their learning.

Apprentices are supervised whilst developing their KSBs within their employment. Supervision of apprentices is provided by mentors who are Registered Allied Health Professionals and who work directly and indirectly with the apprentice during their employment. Assessment of competence is made by mentors on a pass/ fail basis.

University work-based learning tutors prepare and support mentors for their roles in supervising and assessing apprentices. Where mentors determine apprentices are making insufficient progress against the requirements of the Professional Assessment Portfolio, work-based learning tutors will support mentors and apprentices to develop action plans. Work-based learning tutors meet with apprentices and their mentors in the work-based learning environment at the start and midpoint (formative assessment) and provide support and guidance through Individual Learner Progress Reviews. More frequent visits are made on request of the apprentice or mentor and at the discretion of the work-based learning tutor.

### **Individual Learner Progress Reviews**

Individual Learner Progress Reviews (ILPRs) with the university, employer and apprentice are a requirement of all Higher-Level Degree Apprenticeships to monitor learning, ongoing progress, and achievement. For this programme, the ILPR will be undertaken quarterly in employment setting or the university or online via Teams by the University work-based learning tutor (or Personal Academic Tutor), assistant practitioner apprentice and the employer (who will normally be their line manager or mentor). Quarterly monitoring (which is scheduled in the course planner) will track individual progress and achievement against the ILPR proforma, the professional assessment portfolio, and ensure hours are being met.

See Annexe 2 for breakdown of hours allocated to aspects of the apprenticeship.

## 16. Assessment

Higher level/Degree Apprenticeships incorporate a set of specific assessment points in relation to apprenticeship assessment. These involve the following stages:

**On-programme knowledge and skills:** The occupational duties and associated knowledge, skills and behaviours (KSB's) of [Apprenticeship Standard for Assistant Practitioner \(Health\)](#) are mapped to the modules in the Foundation Degree Assistant Practitioner. Apprentices will also evidence their achievement of these KSBs through their portfolio. This will be submitted as an End Point Assessment Gateway requirement and provides the underpinning evidence base to support their professional discussion.

**Gateway to end point assessment:** In order to progress to the End Point Assessment, the apprentice must have:

- 200 credits of the Foundation Degree Assistant Practitioner. The final 40 credits are assigned to the EPA.
- Achieved and evidenced English and mathematics at Level 2.
- Completed all required modules (considering any Recognition of prior learning (RPL)) of the Foundation Degree 120 credits at level 4 and 80 credits at level 5) in line with the requirements specified in the Assistant Practitioner standard.
- Met the minimum duration for apprenticeship programmes (minimum of 12 months on programme)
- Met the equivalent of a minimum of 6 hours per week off-the-job (OTJ) training; and the OTJ took place within apprentices normal working hours.
- For the professional discussion the apprentice must submit a portfolio of evidence.

The requirements of the EPA gateway are formally recorded in a zero-credit module, FDAP 2008: End Point Assessment Gateway for Assistant Practitioner Apprentices.

### **Integrated end point assessment (EPA):**

Apprentices will have access to a Virtual Online Learning Environment (VLE) throughout their apprenticeship and this will continue as the designated online resource area once they have reached the Gateway. Confirmation for being ready to enter the gateway will be ratified by the Gateway examination board which will include completion of FDAP 2008 End Point Assessment Gateway for Assistant Practitioner Apprentices.

The University will be the End Point Assessment Organisation (EPAO). The EPAO will appoint an Independent Assessor and provide apprentices with resources via the VLE to allow apprentices to independently prepare for the EPA. The EPA module will have a dedicated VLE site containing the EPA Guide (module guide for FDAP2009: Assistant Practitioner Apprentice End-Point Assessment). This outlines the EPA assessment, assessment schedule and templates for assessment preparation. In addition, the university will provide access to study space for apprentices to independently work in preparation for the EPA.

During the Assistant Practitioner apprenticeship and before the Gateway, preparation for the EPA will have been offered through the achievement of the capabilities aligned to the Knowledge, Skills and Behaviours, the Individual Learner Plans (ILPs), the ILPRs and some assessments for modules undertaken. For example, an assessment for the pathway specific modules (FDAP 2003; 2004; 2005; 2006) requires the completion and submission of professional assessment portfolio which includes evidence and an observation of practice.

The EPA date will be set within 12 weeks of the Gateway and agreed by the Employer.

The EPA will consist of two assessments:

**1. Observation of practice:** This assessment is comprised of 2 elements:

1. Observation of practice (90 minutes): Observation of day-to-day duties under normal working conditions in their workplace. This allows the apprentice to demonstrate the KSBs shown in the mapping through naturally occurring evidence. Simulation is not permitted during the observation. The observation may be split into discrete sections held on the same working day.

Observation must include:

- Working as part of the healthcare team to assess and provide care to individuals.
  - Communicating in a way that facilitates understanding.
  - Maintaining the health and safety of the workplace, individuals, colleagues and themselves through safe work practices
  - Adhering to protocols relevant to their role, the service or intervention they are providing and the organisation they are working in.
2. Question and answer session (45 minutes): Answer fully at least 5 questions based on the observation. Follow-up and clarification questions will be asked. Additional questions will include those about KSBs that were not observed to gather assessment evidence. Questions must be asked after the observation.

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.

**2. Professional discussion:**

A formal two-way conversation, comprised of at least 7 questions, with an independent assessor illustrating the discussion and answers with evidence from their portfolio of evidence.

Follow-up questions will be posed where clarification is required.

The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary. The professional discussion can take place in person or through video conferencing. It can take place in the university setting or in the apprentices' workplace.

Apprentices who have a Disability Student Support Plan will receive any extra time or resource identified in their individual plan. Apprentices who fail the EPA will, in conjunction with employer support be offered one additional assessment attempt only.

**17. Reference points**

The following reference points were used in designing the apprenticeship:

The award is located at level 5 of the FHEQ and is constructed to enable apprentices to demonstrate knowledge and competencies as detailed in the [Foundation Degree Characteristics Statement \(QAA, 2020\)](#).

The following key documents have informed the development of this programme:

[Apprenticeship Standard for Assistant Practitioner \(Health\)](#) Apprenticeship Standard for Assistant Practitioner (Health)

[Skills for Care: Health and Social Care Standards \(2020\)](#)



[NHSE \(2021\) Allied Health Professions' Support Worker Competency, Education, and Career Development Framework: Realising potential to deliver confident, capable care for the future](#)

[NHS Workforce Long term Plan](#)

### Annexe 1 Delivery pattern for the apprenticeship

Use this annexe to set out the study pattern of the apprenticeship including both the 'off-the-job' activities i.e. University modules and the 'on-the-job' learning activities i.e. work based learning including development portfolio and/or learning log and reflective practice.

Note days of the week used in the table are indicative; day of the week will be dependent on location of delivery and year. Assessment hours are not off the job but where it is required that apprentices attend on campus the hours are highlighted in the table.

Year 1 Term 1		
Module Code	Module title (and credit value) 'off-the-job' learning (theory)	'On-the-job' Work based Activities
FDAP1001	<p>Person Centred Practice (30 Credits)</p> <p>Tues: 2 hours per week x 12 weeks = 24 hours (teaching on campus)</p> <p>Wed: 1 hour per week x 6 weeks = 6 hours (Synchronous online)</p> <p>Independent/Assessment prep: 11.5</p> <p><i>Assessment = 7 hours on campus compulsory (PRESENTATION)</i></p> <p>Group-work Reflective case studies Appropriate relevant work-based learning experience. Independent and guided study and preparation for formative and summative assessments</p>	Learning activities undertaken while working in their role as an apprentice assistant practitioner.
FDAP1003	<p>Becoming a health and care professional (15 credits)</p> <p>Tues: 4 hours per week x 6 weeks = 24 hours theory teaching (on campus)</p> <p>Wed: 3 hours x 6 weeks = 18 hours (on campus)</p> <p>Independent Assessment Prep/ revision: 10 hours</p> <p><i>Assessment time: 7 hours x 1 day (on campus compulsory)</i> Academic skills linked to KSB development. Group work, presentation Skills Individual reflection/reflective</p>	Learning activities undertaken while working in their role as an apprentice assistant practitioner.

	<p>models</p> <p>Appropriate relevant work-based learning experience.</p> <p>Independent and guided study and preparation for formative and summative assessments</p>	
FDAP1005	<p>Skills for Interprofessional working (15 credits)</p> <p>Tues: 4 hours x 6 weeks = 24 hours theory teaching (on campus)</p> <p>Wed: 1 hour's x 6 weeks = 6 hours (Synchronous online)</p> <p>1 day x 6 hours support tutorials</p> <p>Assessment prep/revision: 11.5 hours</p> <p>Case based discussions</p> <p>Writing reports</p> <p>Appropriate relevant work-based learning experience.</p> <p>Independent and guided study and preparation for formative and summative assessments</p>	<p>Learning activities undertaken while working in their role as an apprentice assistant practitioner.</p>
FDAP1006	<p>Work Based Learning for Apprentices (30 credits)</p> <p>Tues: 1 hour x 12 weeks = 12 hours</p> <p><b>WBL hours to be recorded—KSBs linked to S1 theory.</b></p> <p>Work-based learning experiences</p> <p>Assessment</p> <p>Reflective E-workbook/WBL</p> <p>Professional assessment Portfolio</p> <p>Skills days</p> <p>Independent and guided study and preparation for formative and summative assessments</p>	<p>Learning activities undertaken while working in their role as an apprentice assistant practitioner. (part of the 200 hours to be signed off by mentor)</p> <p>Reflective practice and commencement of learning log supported in the workplace.</p> <p>Completion of portfolio</p>
Off the job independent study	<p>33 hours independent study-assessment prep</p>	<p>Support apprentice by providing time to research, write and prepare assessments.</p>

Year 1 Term 2		
Module Code	Module title (and credit value) 'off-the-job' learning	'On-the-job' Work based Activities
FDAP1001	<p>Person Centred Practice (30 Credits) Tues: 2 hours per week x 12 weeks +  1 week x 2 hours tutorial on campus – total taught =26 hours  Wed: 1 hour per week x 6 weeks = 6 hours (Synchronous online)  Assessment prep/revision: 6 hours  Group-work Reflective case studies – Report writing Appropriate relevant work-based learning experience. Independent and guided study and preparation for formative and summative assessments</p>	Learning activities undertaken while working in their role as an apprentice assistant practitioner.
FDAP1002	<p>Anatomy and Physiology (15 credits) Tues: 4 hours per week x 7 weeks = 28 hours (on campus)  Wed: 3 hours x 3 weeks on campus = 9 hours practical workshops  + 2 hours per week x 1 week + 1 hour per week x 2 weeks (Synchronous online) =4 hours  Assessment revision: 10 hours  <i>Wed: Exam on campus: 3 hours</i>  Observation/practical sessions Exam practice Appropriate relevant work-based learning experience. Independent and guided study and preparation for formative and summative assessments</p>	Learning activities undertaken while working in their role as an apprentice assistant practitioner.
FDAP1004	<p>Promoting Health and Wellbeing (15 credits) Tues: 4 hours per week x 6 weeks = 24 hours (on campus)  Wed: 1 hour per week x4 weeks = 4 hours (Synchronous online)</p>	Learning activities undertaken while working in their role as an apprentice assistant practitioner.

<b>Year 1 Term 2</b>		
<b>Module Code</b>	<b>Module title (and credit value) 'off-the-job' learning</b>	<b>'On-the-job' Work based Activities</b>
	<p>Independent study-Assessment prep: 10 hours</p> <p><i>Assessment on campus: 6 hours</i></p> <p>Data review Intervention development Social factors/case studies Appropriate relevant work-based learning experience. Independent and guided study and preparation for formative and summative assessments</p>	
FDAP1006	<p>Work Based Learning for Apprentices (30 credits) Tues: 1 hour x 12 weeks = 12 hours</p> <p>Work-based learning experiences Assessment Reflective E-workbook/WBL Professional assessment Portfolio Skills days Independent and guided study and preparation for formative and summative assessments</p>	<p>Learning activities undertaken while working in their role as an apprentice assistant practitioner. Completion of portfolio (part of the 200 hours to be signed off in work)</p>
Off the job independent study	26 hours independent study-assessment prep	Learning activities undertaken while working in their role as an apprentice assistant practitioner.

<b>Year 1 Term 3</b>		
<b>Module Code</b>	<b>Module title (and credit value) 'off-the-job' learning</b>	<b>'On-the-job' Work based Activities</b>
FDAP1006	<p>Work Based Learning for Apprentices (30 credits) Tues: 6 hours x 5 weeks = 30 hours</p> <p>WBL hours to be signed off: minimum of 200 linked to KSBs</p>	<p>Learning activities undertaken while working in their role as an apprentice assistant practitioner.</p>
Off the job portfolio development	30 hours for shadowing, competence /skills development, professional discussions, and case study development—included in 200 hours to be signed off	Learning activities undertaken while working in their role as an apprentice assistant practitioner. Completion of portfolio

Year 2 Term 1		
Module Code	Module title (and credit value) 'off-the-job' learning	'On-the-job' Work based Activities
FDAP2001	<p>Research and Evidence Based Practice (20 credits) Thurs: 4 hours x 6 weeks =24 hours Fri 3.5 hours x 2 weeks = 7 (Synchronous online) + 1 x 4 hours assessment support on campus</p> <p>Independent/Assessment prep: 22.5 hours</p> <p>Searching the evidence, Application of findings Discussions on methods of data collection Writing research proposal Appropriate relevant work-based learning experience Independent and guided study and preparation for formative and summative assessments</p>	Learning activities undertaken while working in their role as an apprentice assistant practitioner.
FDAP2002	<p>Innovation and Leadership in Health and Care (30 credits)</p> <p>Thurs: 3 hours x 6 weeks = 18 hours</p> <p>Fri: 3.5 hours x 2 weeks =7 hours (synchronous online)</p> <p>Group and team-based activities. Discussions on leadership/management Appropriate relevant work-based learning experience Independent and guided study and preparation for formative and summative assessments</p>	Learning activities undertaken while working in their role as an apprentice assistant practitioner.

Year 2 Term 1		
Module Code	Module title (and credit value) 'off-the-job' learning	'On-the-job' Work based Activities
FDAP2003/ FDAP2004/ FDAP2005/ FDAP2006	<p>Care and Support for Complex Needs (30 credits) (Students and non-pathway apprentices) <b>OR</b> Principles of Physiotherapy (30 credits) (Pathway apprentices) <b>OR</b> Principles of Occupational Therapy (30 credits) (Pathway apprentices) <b>OR</b> Principles of Nutrition and Dietetics (30 credits) (Pathway apprentices)</p> <p>Thurs: 3 hours x 12 weeks = 36 hours plus</p> <p>2 x 7.5 practical sessions <i>with portfolio check-in</i> during assessment weeks = total 51 hours</p> <p>Independent assessment support = 3 hours</p> <p>WBL hours signed off by mentor or Practice Educator Case study Observation practice Practical simulation activities Appropriate relevant Work based learning experience. Independent and guided study and preparation for formative and summative assessments</p>	Learning activities undertaken while working in their role as an apprentice assistant practitioner.
Off the job independent study	25.5 hours independent study-assessment prep	Learning activities undertaken while working in their role as an apprentice assistant practitioner.
Off the job portfolio development	25.5 hours for shadowing, competence /skills development, professional discussions, and case study development	Learning activities undertaken while working in their role as an apprentice assistant practitioner.

Year 2 Term 2		
Module Code	Module title (and credit value) 'off-the-job' learning	'On-the-job' Work based Activities
FDAP2002	<p>Innovation and Leadership in Health and Care (30 credits)</p> <p>Thurs: 3 hours x 10 weeks = 30 hours</p>	Learning activities undertaken while working in their role as an apprentice assistant practitioner.

	<p>Fri: 3.5 hours x 5 weeks = 17.5 hours (synchronous online)</p> <p>Independent/assessment preparation: 19.5 hours</p> <p><i>Assessment on campus: 7.5 hours (group)</i></p> <p>Group and team-based activities. Discussions on leadership/management Supporting mentoring/coaching and others Appropriate relevant work-based learning experience Independent and guided study and preparation for formative and summative assessments</p>	
<p>FDAP2003/ FDAP2004/ FDAP2005/ FDAP2006</p>	<p>Care and Support for Complex Needs (30 credits) (Students and non-pathway apprentices) <b>OR</b> Principles of Physiotherapy (30 credits) (Pathway apprentices) <b>OR</b> Principles of Occupational Therapy (30 credits) (Pathway apprentices) <b>OR</b> Principles of Nutrition and Dietetics (30 credits) (Pathway apprentices)</p> <p>Thurs: 3 hours x 10 weeks = 30 hours</p> <p>Independent/assessment prep: 3 x 3.5 hours =10.5</p> <p><i>Assessment: <b>observation/OSCE on campus</b> =7.5 hours</i></p> <p>Minimum 200 WBL hours signed off by mentor or Practice Educator</p> <p>Case study Observation practice Practical simulation activities Appropriate relevant Work based learning experience Independent and guided study and preparation for formative and summative assessments</p>	<p>Learning activities undertaken while working in their role as an apprentice assistant practitioner. Completion of portfolio</p>



Off the job independent study	30 hours independent study-assessment prep	Learning activities undertaken while working in their role as an apprentice assistant practitioner.
Off the job portfolio development	15 hours for shadowing, competence /skills development, professional discussions, and case study development	Learning activities undertaken while working in their role as an apprentice assistant practitioner.
WBL Hours	Minimum of 200 hours supervised/assessed and signed off by relevant mentor/practice educator	Completion of portfolio/Professional Assessment Portfolio

<b>Year 2 Term 2 and 3 On completion of 200 credits of the FdSc Assistant Practitioner</b>		
<b>Module Code</b>	<b>Module title (and credit value) 'off-the-job' learning</b>	<b>'On-the-job' Work based Activities</b>
FDAP2008	<p>End Point Assessment Gateway for Assistant Practitioner Apprentices (0 credit mandatory) Training to develop the occupation standards knowledge, skills, and behaviours.</p> <p>The apprentice's employer must confirm that they think the apprentice:</p> <ul style="list-style-type: none"> <li>• is working at or above the occupational standard as an assistant practitioner (health)</li> <li>• has the evidence required to pass the gateway and is ready to take the EPA</li> <li>• For the professional discussion the apprentice must submit a portfolio of evidence.</li> </ul> <p>An apprentice must have achieved:</p> <ul style="list-style-type: none"> <li>• 200 credits of the Foundation Degree Assistant Practitioner. The final 40 credits are assigned to the EPA.</li> <li>• Achieved and evidenced English and mathematics at Level 2.</li> <li>• Completed all required modules (taking into account any Recognition of prior learning (RPL)) of the Foundation Degree</li> <li>• 120 credits at level 4 and 80 credits at level 5) in line with the requirements specified in the Assistant Practitioner standard.</li> <li>• Met the minimum duration for apprenticeship programmes (minimum of 12 months on programme)</li> <li>• Met the minimum amount of 20% off-the-job (OTJ) training; and the OTJ took place within apprentices normal working hours.</li> </ul> <p><b>Readiness for Completion Employer Declaration Form</b> Employers will be provided with a Readiness for Completion Employer and Provider Gateway Declaration Form. The apprentice and university representation will also need to complete this form.</p>	
FDAP 2009	<p>FDAP 2009 Assistant Practitioner End-Point Assessment (40 credits) 37.5 hours x 2 weeks = 75 hours Practice (On the Job Learning, Independent Study and Assessment Preparation = 400 hours).</p> <p><b>Observation of practice:</b> This assessment is comprised of 2 elements: 1. Observation of practice (90 minutes):</p>	

	<p>Observation must include:</p> <ol style="list-style-type: none"><li>a) Working as part of the healthcare team to assess and provide care to individuals</li><li>b) Communicating in a way that facilitates understanding</li><li>c) Maintaining the health and safety of the workplace, individuals, colleagues, and themselves through safe work practices</li><li>d) Adhering to protocols relevant to their role, the service or intervention they are providing and the organisation they are working in.</li></ol> <p>2. Question and answer session (45 minutes): Answer fully at least 5 questions based on the observation. Follow-up and clarification questions will be asked. Additional questions will include those about KSBs that were not observed to gather assessment evidence. Questions must be asked after the observation.</p> <p><b>Professional discussion:</b> A formal two-way conversation, comprised of at least 7 questions, with an independent assessor illustrating the discussion and answers with evidence from their portfolio of evidence. Follow-up questions will be posed where clarification is required.</p>
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**Annexe 2 Breakdown of hours allocated to aspects of the apprenticeship]**

Table 2.1 Year 1 Total hours Theory off the job and in work/WBL plus hours in own time

YEAR 1 (Level 4)	Off the job Theory Practice						Directed/independent learning--own time				on campus mandatory attendance		Notes		
	Module codes	Term	campus: taught	campus skills/practicals	online taught	independen t directed study/ assessment prep	in work WBL/practice learning	Asynchronous (AS) online hours on planner--own time	AS in own time	IS/Directed learning/own time	Final Assessment prep	Assessment hours		Type	
FDAP1001--30 credits	1, 2	48	0	12	17.5	0	6	18	98.5	100	7 0	presentation (001) Report writing(002)	10 to 15 hours/week average learning in own time required per module --other IS/AP included in planner 3 to 4 hours/week average learning in own time including additional AS online, IS and assess prep; note WBL hours will apply theory to learning		
FDAP1003	1	24	18	0	13	0	12	0	23	60	7	presentation	5 -7 hours/week AS online and IS learning in own time Some assessment prep time included in campus based skills session to practice presentation and writing. note WBL hours will apply theory		
FDAP1005	1	24	0	6	11.5	0	6	0	30.5	72	0	writtent report	5-7 hours/week average learning in own time including additional AS online, IS and assess prep; note WBL hours will apply theory to learning		
FDAP1002	2	24	9	4	10	0	3	0	26	74	3	Exam	assessment is a 2 hour exam but extra time included for those who may require it;		
FDAP1004	2	24	0	4	10	0	12	0	30	70	6	Intervention	written part of assessment in own time		
FDAP1006	1, 2,3	54	0	0	0	200	0	0	0	46	0	PAP development	200 hours assessed/signed by mentor required; 30 hours of PAP development as assessment prep occurring in work in summer term. Summer term provides time for on campus work towards PAP plus practice activities for EPA.		
Total hours	1,2,3	198	27	26	62	200	39	18	208	422	16	<b>Total hours across the first year</b>			
												Year	Total hours inclusive of off job theory, WBL and own time	Off job theory	In work WBL hours
												1	1216	313	200
on average up to 13 hours per week for IS/Directed study in own time plus the 3 to 5 hours in work/on campus; 15 credit modules are sequential so prep for assessment occurs when															


Table2.2 Year 2 Total hours Theory off the job and in work/WBL plus hours in own time

Year 2(Level 5)	Module codes	Term	Off the job Theory			Practice in work WBL/practice learning	Directed/independent learning--own time				on campus mandatory attendance		Notes									
			campus: taught	campus skills/practicals/ coaching	online taught		independen t/assessmen t prep	Asynchronous (AS) online hours on planner	AS in own time	IS/Directed learning/own time	Final prep for assessments	Assessment hours		Type								
	FDAP2001	1	24	0	7	22.5	0	0	10.5	41	95	0	written proposal	campus skills session is focused on assessment discussions and occurs during UW progress week; assessment prep time will also occur in own time;								
	FDAP2002	1,2	45	3	24.5	30	0	0	24	73	100.5	7.5	Profession Discussion Written Report	To ensure sufficient contact time, extra online sessions taught information included AS online materials will be available for apprentices to support learning								
	FDAP2003/2004/2005/2006	1,2	69	0	0	25	200	0	6	0	0	7.5	Observation/OSCE plus Portfolio submission 200 hours assessed/signed by mentor or practice educator	on campus skills/practicals = coaching sessions across the year include portfolio check-ins guided IS and assessment prep occur on campus to allow for practice observations/OSCEs on day of assessment(Observation/OSCE: apprentices will be allocated a time slot --activity occurs across the full day) minimum 200 hours assessed and must be signed by mentor(registered AHP for pathway modules) required--note for OT/PT require 205 hours signed off; 37.5 hours of PAP development as assessment prep occurring in work included in 200 hours .								
	FDAP2009	3	0	75	0	0	0	0		325	325	in work	Observation and Q/A Professional Discussion (Portfolio submitted)	37.5 hours x 2 weeks set aside to support practice/directed study time to prepare for EPA --no new learning occurs during this time								
			138	78	31.5	77.5	200	0	40.5	439	520.5	15		<b>Total hours across the second year</b>								
														<table border="1"> <thead> <tr> <th>Year</th> <th>Total hours inclusive of off job theory, WBL and own time</th> <th>Off job theory</th> <th>In work WBL hours</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1540</td> <td>325</td> <td>200</td> </tr> </tbody> </table>	Year	Total hours inclusive of off job theory, WBL and own time	Off job theory	In work WBL hours	2	1540	325	200
Year	Total hours inclusive of off job theory, WBL and own time	Off job theory	In work WBL hours																			
2	1540	325	200																			
			level 5 runs for 7.5 on taught days to maintain contact time as per module specs																			

Table 2.3 All hours across programme

Year	Total hours inclusive of off job theory, WBL and own time	Off job theory	In work WBL hours
1	1216	313	200
2	1540	325	200
<b>Total</b>	2756	<b>638</b>	400

## Annexe 3: Process for Managing EPA

 <b>University of Worcester</b>	<b>Process for Managing the Assistant Practitioner Apprenticeship Integrated End Point Assessment (EPA) September 2024</b>
<p>Assistant Practitioner Apprentices will successfully complete 200 credits at level 5 from the mandatory and optional modules identified in the FdSc Assistant Practitioner programme specification. Each apprentices' module profile is reviewed at a pre-board (consisting of a chairperson, internal examiners and Registry Secretary) to confirm they are ready to progress to the EPA Gateway</p>	
<p>The Apprenticeship Administrator contacts employers to request they complete and return a 'Readiness for Completion' Gateway Declaration form, confirming the apprentice has consistently demonstrated that they meet the Knowledge, Skills and Behaviours (KSBs) of the occupational standard</p>	
<p>Subject Module Exam Board (Gateway) (consisting of a chairperson, internal and external examiners, Head of Apprenticeships, and Registry secretary) confirms that the apprentice meets all gateway requirements:</p> <ul style="list-style-type: none"> <li>• The subject module exam board (gateway) will formally review and record that each apprentice has achieved all gateway requirements as detailed in the gateway module (FDAP2008): <ul style="list-style-type: none"> <li>○ Evidence of achievement of level 2 Math and English</li> <li>○ Successful completion of 200 credits from mandatory and optional modules from the FdSc Assistant Practitioner detailed in the programme specification, taking into account any RPL and any associated with the modules</li> <li>○ Employer confirmation that the apprentice has consistently demonstrated that they meet the KSBs of the occupational standard and is ready to progress to the EPA</li> <li>○ Confirmation of actual and planned OTJ hours (minimum of 6 hours/week)</li> <li>○ Completed and signed portfolio</li> <li>○ Met the minimum duration for apprenticeship programmes (12 months)</li> </ul> </li> </ul>	
<p>Where an apprentice is unable to achieve the requirements of the EPA Gateway, despite appropriate academic and employer support, it will be recommended that the apprentice is awarded an exit award as detailed in the programme specification, Certificate Higher Education Health and Social Care</p>	
<p>The apprentice undertakes the 40-credits, Level 5, EPA module (FDAP2009: Assistant Practitioner Knowledge, Skills &amp; Behaviours End Point Assessment).</p> <ul style="list-style-type: none"> <li>• The EPA will be completed in a maximum of three months</li> <li>• The EPA will provide independent synoptic assessment of the knowledge, skills and behaviours of the apprenticeship standard</li> <li>• The university as the EPAO will provide apprentices with resources via the virtual learning environment (Blackboard and PebblePad), to allow the apprentice to independently prepare for the EPA</li> <li>• EPA dates and schedule</li> <li>• During the EPA period the apprentice will attend university to complete two, one-week blocks (75 hours) for revision and preparation for the requirements of the observation and professional discussion</li> <li>• Where an apprentice has a learning support plan, the requirements of this will inform the EPA assessment</li> <li>• The university as the EPAO, will appoint an independent assessor (no involvement with the delivery of the programme) to conduct the EPA. As a minimum the independent assessor must hold current professional registration and participate in on-going CPD as an HCPC Registered Allied Health Professional</li> </ul>	
<p>The apprentice completes the EPA assessment. This is comprised of two parts:</p> <ol style="list-style-type: none"> <li>1. <b>Observation (90 minutes) with Questions and Answers (45 minutes).</b> Observation will be of day-to-day duties under normal working conditions in the apprentice's workplace. Simulation is not permitted during the observation. The observation may be split into discrete sections held on the same working day. The Question-and-Answer section, apprentices will answer fully at least 5 questions based on the observation. Follow-up and clarification questions will be asked. Additional questions will include those about KSBs that were not observed to gather assessment evidence. Questions must be asked after the observation. This is assessed by the independent assessor and graded as pass or fail, using the apprenticeship standard EPA plan grading criteria.</li> <li>2. <b>Professional Discussion (90 minutes).</b> This is a formal two-way conversation, comprised of at least 7 questions, with an independent assessor illustrating the discussion and answers with evidence from their portfolio of evidence. Follow-up questions will be posed where clarification is required. This is assessed by an independent assessment panel comprising the independent assessor and independent university representative and graded as distinction, merit, pass or fail, using the apprenticeship standard EPA plan grading criteria. <ul style="list-style-type: none"> <li>• To pass the EPA and complete the apprenticeship the apprentice needs to successfully pass both parts.</li> </ul> </li> </ol>	
<p>A sample of the assessment templates and a moderation report will be reviewed by the external examiner, as part of the university quality assurance process. As the assessments will occur in the workplace, a moderator will attend a sample of the observations/discussions to ensure parity across the assessment for each apprentice with post observation discussions taking place with the EPAO and moderator. Completed paperwork and notes of discussion will be made available along with the templates to the external examiners. The external examiner will report on the EPA process as part of annual reporting.</p>	
<p>The EPA module result will be ratified by the Award Examination Board. The apprentice will receive two awards the FdSc Assistant Practitioner and the Assistant Practitioner Apprenticeship degree:</p> <ul style="list-style-type: none"> <li>• The FdSc Assistant Practitioner award will include all 240 credits, including the EPA module and is unclassified.</li> <li>• The classification of distinction, merit or pass for the apprenticeship will be awarded by the independent EPA assessor based on results of the assessments for FDAP2009 End Point Assessment module.</li> </ul>	
<p>Apprentices who fail the EPA are entitled to one further reassessment attempt of one or both parts of the EPA.</p> <ul style="list-style-type: none"> <li>• Reassessment will be offered after the EPA fail has been formally ratified by the Examination Board</li> <li>• The employer must support the apprentice in retaking the EPA</li> <li>• The reassessment of the EPA must be completed within three months of the EPA fail being ratified</li> <li>• Reassessment is capped at a pass grade unless a claim for mitigating circumstances is successfully upheld</li> </ul>	
<p>Registry claim ESFA apprenticeship certificates via the EPA hub</p>	