

## Programme Specification for FdSc Assistant Practitioner

**This document applies to Academic Year 2024/2025 onwards**

*Table 1 programme specification for FdSc Assistant Practitioner*

|            |  |  |
|------------|--|--|
| <b>1.</b>  | <b>Awarding institution/body</b>   | University of Worcester  |
| <b>2.</b>  | <b>Teaching institution</b>  | University of Worcester<br>Dudley College  |
| <b>3.</b>  | <b>Programme accredited by</b>   | N/A  |
| <b>4.</b>  | <b>Final award or awards</b>   | FdSc   |
| <b>5.</b>  | <b>Programme title</b>   | FdSc Assistant Practitioner  |
| <b>6.</b>  | <b>Pathways available and/or Linked Honours Degree progression route/s</b> | FdSc Assistant Practitioner<br>L5 Assistant Practitioner Apprenticeship<br>Assistant Practitioner (Physiotherapy) Apprenticeship<br>Assistant Practitioner (Occupational Therapy) Apprenticeship<br>Assistant Practitioner (Nutrition and Dietetics) Apprenticeship<br><br><b>Progression:</b><br>BA (Hons) Applied Health and Social Care<br>BSc (Hons) Child and Adolescent Mental Health<br>BSc (Hons) Physiotherapy<br>BSc (Hons) Occupational Therapy<br>BSc (Hons) Nutrition and Dietetics |
| <b>7.</b>  | <b>Mode and/or site of delivery</b>  | On campus delivery at University of Worcester and Dudley College. Work-based learning programme with some online learning. Work-based learning facilitated by NHS and Independent healthcare and social care providers.  |
| <b>8.</b>  | <b>Mode of attendance and duration</b>                                     | Full time programme over 2 years.  |
| <b>9.</b>  | <b>UCAS Code</b>   | B750 <a href="#">UCAS website.</a>   |
| <b>10.</b> | <b>Subject Benchmark statement and/or professional body statement</b>      | <a href="#">Skills for Care: Health and Social Care Standards (2020)</a><br><br><a href="#">QAA Foundation Degree Characteristics Statement (2020).</a><br><br><a href="#">Assistant Practitioner (Health) Apprenticeship Standards (2023)</a>   |
| <b>11.</b> | <b>Date of Programme Specification preparation/ revision</b>               | Approved July 2024   |

### 12. Educational aims of the programme

This programme aims to prepare students to become Assistant Practitioners, integral members of health and care teams, collaborating closely with registered professionals to deliver personalised and quality care to individuals. Their role encompasses a diverse range of responsibilities including assisting in patient assessments, coordinating care, and executing, under supervision, clinical, diagnostic, and therapeutic procedures across various health and care settings such as rehabilitation, in patient, and community health. In the role of Assistant

Practitioner, individuals engage with a broad spectrum of stakeholders including patients, service users, carers, registered healthcare professionals, social care staff, and non-clinical personnel. The FdSc Assistant Practitioner programme, therefore, focuses on supporting the development of this role to ensure the changing needs of service users are addressed.

The Foundation Degree (FD) Assistant Practitioner programme aims to provide students with a critical understanding of contemporary issues in health and social care. Emphasising perspectives such as quality improvement, leadership, and service user experiences, the programme aims to develop knowledge and practical skills necessary for professional advancement. While it is a full-time commitment, the programme structure allows students to continue working and earning while gaining practical experience. The apprenticeship route is also available to those employed in a health or care setting and who have employer support. Throughout the document the term student will apply to both direct entry and apprenticeship route learners as they will be taught together in an inclusive learning environment. Where these routes may require specific clarification, the information for apprentices will be listed separately.

Aligned with the principles of work-based learning, the programme integrates practical application with theoretical knowledge, enabling students to transfer their learning effectively between the educational institution and the workplace. This two-way process, where the learning in one environment is applied in the other underpins the educational aims of this programme ([QAA 2020](#)). The FdSc Assistant Practitioner programme is a flexible, authentic practice learning course aimed to develop competent, capable and confident Assistant Practitioners, providing high quality, safe and responsive person-centred care across the lifespan in diverse care settings.

This programme aims to develop students who are enquiring, knowledgeable and able to critically apply their learning to the context of their practice. Students will acquire a deeper understanding of health and social care provision by exploring various perspectives at individual, community, and societal levels. The curriculum emphasises the importance of considering factors such as organisational, social, cultural, political, and technological influences on health and well-being, drawing from disciplines across social sciences, humanities, and health sciences to provide a holistic understanding of health and care delivery and practice. On successful completion of the programme, graduates are eligible to apply for band 4 positions or equivalent within the NHS and private, voluntary and independent health and social care organisations.

#### **This programme aims to:**

1. Develop Assistant Practitioners who are competent to effectively communicate with individuals, their families, carers and health and care professionals including communication of complex and sensitive information.
2. Equip students with the practical skills and underpinning theoretical knowledge to deliver holistic, person-centred care as Assistant Practitioners, promoting inter-professional teamwork with peers, colleagues, and other agencies.
3. Develop the ability to deliver evidence-based programmes of clinical, diagnostic, and therapeutic interventions within own scope of practice and monitor their impact.
4. Develop decision-making, problem-solving, researching, team working and leadership skills to participate in the implementation of quality improvement strategies and safely delegate therapeutic interventions to ensure delivery of safe, effective, high-quality care provision.
5. Provide students with the knowledge and skills to engage in critical self-reflection to identify and address continuing professional development needs.
6. Develop Assistant Practitioners who are competent to support the development of others through role-modelling, supervision, guidance, and leadership.
7. Facilitate career development and progression opportunities for students in the health and social care sector.

### 13. Intended learning outcomes and learning, teaching and assessment methods

*Table 2 knowledge and understanding outcomes for modules/codes*

| <b>Knowledge and Understanding</b> |   |  |
|------------------------------------|---|--|
| <b>LO no.</b>                      | On successful completion of the named award, students will be able to:  | <b>Module Code/s</b>                     |
| 1.                                 | Apply a comprehensive knowledge and understanding to integrate theory and practice, recognising well-established principles, processes and protocols associated with, and which underpin the individual area of professional practice and aligned to the Assistant Practitioner's Scope of Practice | All                                      |
| 2.                                 | Structure arguments, perspectives and opinions about contemporary health and care issues to offer professional challenge, drawing on ethics, socio-political and sustainable factors.   | FDAP2001<br>FDAP2003/2004/<br>2005/ 2006 |
| 3.                                 | Identify and apply relevant principles and concepts of the structure and function of the human body, together with a knowledge of normal physiology as well as dysfunction and pathology in ill health and disease.   | FDAP1002<br>FDAP2003/<br>2004/2005/ 2006 |
| 4.                                 | Critically evaluate a range of evidence-based approaches and interventions and apply these to deliver person centred care safely, effectively and compassionately.  | FDAP2001<br>FDAP2003/2004/<br>2005/ 2006 |

*Table 3 cognitive and intellectual skills outcomes for module code/s*

| <b>Cognitive and Intellectual skills</b> |  |  |
|--|--|--|
| <b>LO no.</b>                            | On successful completion of the named award, students will be able to:   | <b>Module Code/s</b>                     |
| 5  | Critically reflect on own practice and that of the Assistant Practitioner role to appreciate and recognise own scope of practice, appropriately seeking relevant sources of support. | FDAP2002<br>FDAP2007                     |
| 6.                                       | Source, appraise and apply appropriate evidence to enhance and defend own professional judgement within the scope of practice.   | FDAP2001<br>FDAP2002<br>FDAP2007         |
| 7.                                       | Research, analyse and evaluate concepts and theoretical models in health and social care from a range of perspectives.   | FDAP2001<br>FDAP2003<br>/2004/2005/ 2006 |
| 8.                                       | Evaluate quality measurement and improvement initiatives within the health and social care sector including the contribution of the Assistant Practitioner role.                     | FDAP2001<br>FDAP2002<br>FDAP2007         |

Table 4 skills and capabilities related to employability outcomes for module code/s

| <b>Skills and capabilities related to employability</b> |  |  |
|---|--|--|
| <b>LO no.</b>   | <b>On successful completion of the named award, students will be able to:</b>  | <b>Module Code/s</b>                     |
| 9.  | Apply and adhere to legislation, policies, procedures, protocols, guidance and codes of conduct within health and social care settings.  | FDAP2002<br>FDAP2003/<br>2004/2005/ 2006 |
| 10.   | Assess patients' needs holistically, plan care and support, and deliver therapeutic interventions in line with the principles of person-centred care within their scope of practice. | FDAP2003/<br>2004/2005/ 2006             |
| 11.   | Provide appropriate leadership within the scope of the Assistant Practitioner role, including managing own caseload and supervision and guidance of others where appropriate.        | FDAP2002<br>FDAP2003/<br>2004/2005/ 2006 |
| 12.   | Work effectively in partnership with others, promoting inter-professional, multi-disciplinary team, and multi-agency working.  | FDAP2002                                 |

Table 5 transferable/key skills outcomes for module code/s

| <b>Transferable/key skills</b> |  |  |
|--------------------------------|--|--|
| <b>LO no.</b>                  | <b>On successful completion of the named award, students will be able to:</b>  | <b>Module Code/s</b>                                 |
| 13.                            | Communicate effectively through a range of media and with people who have a range of different communication needs.          | FDAP2002<br>FDAP2003/<br>2004/2005/ 2006<br>FDAP2007 |
| 14.                            | Demonstrate digital capabilities using a range of digital platforms and technology.  | All  |
| 15.                            | Demonstrate a high level of autonomy underpinned by strong professional values, personal responsibility, and accountability. | All  |

## Learning, teaching and assessment

The Assistant Practitioner programme at the University of Worcester is guided by the principles of inclusive practice and widening access to higher education. The Assistant Practitioner programme acknowledges that work-based learning is a key component of the course and therefore the integration of theory to practice is central to the curriculum. The course aligns with the university's Learning and Teaching Strategy emphasising holistic pedagogy, creation of engaging and flexible learning environments, nurturing holistic development, and offering authentic experiences and assessment for self-reflection, personal growth, and career development. The programme team is committed to delivering innovative learning experiences using evidence-based practices and digital technologies, fostering collaboration between students, lecturers, work-based learning partners, employers and the workplace as co-creators of knowledge.

The L5 [Assistant Practitioner \(Health\) Apprenticeship Standards \(2023\)](#) and the [NHSE \(2021\) Allied Health Professional Support Worker Competency, Education and Career Development Framework](#) along with involvement of employers / key stakeholders informed the curriculum development. This has ensured a standardised consistent programme that provides high quality, safe, responsive and competent Assistant Practitioners who will provide high quality care. The eight domains of the NHSE (2021) spiral across the curriculum, supporting the construction of new knowledge:

1. Formal knowledge and experience
2. Supporting service users
3. Clinical, technical and scientific roles and responsibilities
4. Communication and information
5. Safe and inclusive environments
6. Research and service improvement
7. Leadership
8. Personal and professional values and behaviours

Students and apprentices on the Assistant Practitioner programme engage in tailored learning experiences integrating practical and theoretical learning to the role of the Assistant Practitioner and to their chosen discipline where relevant, to develop critical thinking skills essential for safe and effective care. The programme structure follows the [Framework for Higher Education Qualifications \(FHEQ\)](#) (2024), University's [Assessment Policy](#) (2020) and [Curriculum Design Policy \(2022\)](#), with modules providing structured tutor support and guiding students towards increasing independence in learning. A mixture of independent study, teaching and academic support from [Student Services](#) and [Library Services](#), as well as the [Personal Academic Tutoring system](#) enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful lifelong learners. Apprentices will be supported by Individual Learner Progress Reviews (ILPRs) which are a requirement to support the monitoring of learning, ongoing progress and achievement (see Apprenticeship Specification for details).

### **Teaching and coaching**

As the University places emphasis on enabling students to develop their independent learning capabilities to equip them for lifelong learning, future employment, and academic achievement. The programme team focus on supporting students with their personal and professional development. The application of a coaching approach aims to build emotional resilience and self-care skills, as well as developing the self-belief of our students to be curious and self-aware. The programme equips them to collaborate, innovate and manage the increasing pace of change in diverse health and care environments while developing practice focused and problem-solving skills to prepare them for practice as an Assistant Practitioner.

The programme team will use a range of student-centred, traditional, and innovative learning and teaching and assessment approaches, in both academic modules and work-based learning, seeking to recognise the diversity in learning approaches amongst students. The design and delivery of learning and teaching reflects key principles of best practice in health and care drawing on practice literature and research. The teaching approach will enable students to apply understanding of health and social care concepts, approaches, and models to meet the requirements of the Assistant Practitioner, along with specific discipline focused content (e.g., nutrition and dietetics, occupational therapy, physiotherapy) as appropriate. Incorporating a coaching approach will facilitate and emphasise a way of treating people, a way of thinking and a way of being which is seen as vital to supporting students working in health and care.

The programme will use a blend of face-to-face, campus-based teaching and learning, online learning activities, self-directed asynchronous independent learning, and on-campus practical skills development. Use of simulation skills activities will occur through workshop activities. Incorporation of technology enhanced learning approach will use a range of strategies including Blackboard Collaborate, flipped classroom and e-learning packages. Blackboard will be used for all modules for directed and e-learning activities including links to [e-learning for health](#) which is an e-learning platform for healthcare practitioners and includes, for example, safeguarding, preventing falls in hospital and cultural competence.

Seminars enable the discussion and development of understanding of topics covered in lectures, and simulation learning is focused on developing subject specific skills in a safe environment. Service user developed case studies (across the lifespan) support a scenario-based approach to

learning, which guides learning and assessment strategies, ensuring all learning is centred on real-life situations.

On campus Tutorials can be arranged alongside online meetings which have proven to be convenient and popular with students. The team will collect feedback regularly from students on the approaches used and lecturers will reflect on teaching practice to accommodate the needs and strengths of the student cohort.

### **Service User involvement: IMPACT**

The University of Worcester has an established reputation in partnership working through planning, teaching, and assessment with people with lived experience of health and social care services and of providing care for others through the IMPACT group. The IMPACT group brings together people with diverse experiences of using health and social care services - who have consolidated their presence across teaching and learning, recruitment, research, and consultancy within the school. Building on this firm foundation and commitment, the IMPACT group has supported the design and development of the FdSc Assistant Practitioner. Students and staff will have the opportunity to learn from the experience, skills, and knowledge of people with lived experience throughout the programme. In addition, the programme team co-operate with health and social care practitioners, educators, and managers from the Integrated Care System and participate in events to ensure that teaching and practice within the programme remains relevant, contemporary, and responsive to the changing professional context.

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

Students and apprentices will share learning across the course and will study together throughout much of the programme. 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 learning commences with a mandatory first module that introduces students to the professional values and behaviours required of health and care professionals. During the first six weeks of the course, students and apprentices will be introduced to research and academic writing conventions required to enable the development of independent learning capabilities that will equip them for lifelong learning and future employment. Input from and resources developed by AHP colleagues will be used to inform the delivery of these sessions to ensure the evidence utilised enables students to reflect on the various professional perspectives. The aim is to support academic achievement that will help them to flourish and be successful.

The programme is sequenced to develop knowledge and understanding, serving as the foundations upon which specialised and complex learning can be built. Therefore, modules are delivered sequentially rather than concurrently. At level 4, students are introduced to fundamental concepts, critical thinking strategies, and essential skills applicable across the allied health and social care disciplines. The aim is to cultivate a broad understanding of health and social care and develop essential competencies such as communication, problem-solving, and collaboration. At level 5, the curriculum progresses gradually, spiralling to introduce more specialised concepts and deeper exploration of key theories. This spiralled, sequential approach allows students to master foundational principles before delving into the complexities of specialised knowledge, ensuring a solid comprehension and the ability to adapt and innovate within their practice. Incorporating interprofessional perspectives will support understanding of holistic care, the importance of communication and recognition of how various interventions and initiatives impact the health and care journey of individuals, families and communities.

### **Work-Based Learning**

Work-based learning aspects of the programme are informed by [UK Quality Code, Advice and Guidance: Work-based learning](#) (QAA 2018) and incorporate the [University of Worcester Policy on the Management of Placement and Work-based Learning \(2020\)](#).

Work-based learning is a defining feature of a Foundation Degree ([QAA 2020](#)). Apprentices' work-based learning will take place through their employment. Students will be supported to source a placement based upon their existing experience or employment practice areas of interests. Work-based learning environments will ensure students and apprentices can apply theory to practice, developing their understanding of their role and scope of practice as Assistant Practitioners. Support during work-based learning is provided by the course and module leads, a team of work-based learning tutors and input from a Personal Academic Tutor. Within the workplace, students are supported, supervised and assessed by a mentor, having undergone appropriate training for their role. 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.

Each year of the programme contains its own work-based learning module that has requirements appropriate to the level of study and programme aims where minimum of 200 hours of work-based learning are completed. As per the spiral curriculum, the taught sessions in year one focus on understanding legislation and policy, health and safety in the workplace and personal and professional development helping students and apprentices develop a professional identity as Assistant Practitioners. In year two, the work-based learning element sits within discipline specific modules and focuses on developing clinical skills while exploring and developing skills such as teamworking, problem-solving, management and the ability to demonstrate an evidence-based approach to practice.

### Contact time

In a typical week, students will receive between 7 and 10 hours of contact time across 1.5 days. The precise hours will vary each semester and by academic level of study.

On a typical campus-based day, contact time will be one full day structured around:

- face-to-face campus-based lectures,
- Interactive workshops
- Group work, role modelling and professional discussions.
- Practical skills and simulation
- Seminars or tutorials

On a typical virtual day, the contact time will be on a second day. The timing and delivery will vary dependent on the module details of which will be available on the course planner. These sessions will be structured around:

- lecturer-led seminars (synchronous or asynchronous via VLE)
- Asynchronous online activities such as discussion forums
- Flipped classroom activities.
- Virtual tutorials
- Assessment workshops.

Teaching will be across two semesters for students and across three terms for apprentices.

*Note:* The first six weeks of the programme, in year one, 3-hour campus-based seminars are delivered on a second day. This is to facilitate activities that focus on the transition to higher education and the necessary skills for successful completion of the programme. Activities will include theoretical and practical understanding of the study and the practice of health and care. In semester two, students will have 3-hour campus based practical skills workshops delivered on a second day.

### Work-based Learning contact time

At the core of the Assistant Practitioner programme is learning in a range of health and social care settings, learning in the real world which facilitates work-readiness, personal and professional development. Students are expected to source their placement prior to starting the course so that they can begin the clearance process early in semester 1. This can include student's place of employment. It is recommended that students access a minimum of 7 hours each week across the year in a workplace setting to support application of theory to practice. Students' work-based learning hours are supervised by a mentor, who is normally employed in the work-based learning setting and all work-based learning hours must be formally recorded and signed for. University work-based learning tutors, mentors and students identify appropriate learning opportunities to support the completion of a professional assessment portfolio, capturing their learning.

For Apprentices, work-based learning is completed in the employing workplace and will be monitored through recording of 'on the job' hours using electronic timesheets and within apprentices' professional assessment portfolio (PAP). Completion of hours is monitored via the Individual Learner Progress Review (ILPR). Learning on the job will aim to develop the knowledge, skills and behaviours (KSB) articulated within the [Apprenticeship Standard for Assistant Practitioner \(Health\)](#). See the Apprenticeship Specification for further details.

### **Independent self-study**

In addition to the contact time, you are expected to undertake a minimum of 15 to 18 hours of personal self-study per week. Typically, independent self-study will involve reading journal articles and books, watching selected videos, working through example problems, working on individual and group projects, undertaking research in the library and online, preparing assignments and presentations. Independent learning is supported by a range of excellent learning facilities, including [the Hive and library resources](#), the virtual learning environment, and extensive electronic learning resources. Students in work-based learning are expected to reflect on theory to practice and maintain a Professional Assessment Portfolio (PAP). This will create a valuable resource for discussions about learning, aid the completion of assignments and demonstrate competence and capability to facilitate employment and career progression opportunities. For apprentices, independent study time highlighted on your course planner is required to support assessment development; all other independent study time may be in addition to your off the job learning hours and occur in your own time.

### **Study Skills**

Study skills are embedded into the early stages of the course to help promote student achievement and confidence with learning and assessment and are further enhanced throughout the programme by the delivery of academic study days and writing retreat days which are timetabled. Students are supported by a mixture of independent/directed study, teaching and academic support from Student Services and Library Services, and the Personal Academic Tutoring system. These enable students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful. The writing retreat and academic study days are supported by the University of Worcester Centre for Academic English and the HIVE's Academic Liaison Librarians which can also be accessed via the University Webpages.

### **Teaching staff**

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the programme. The team includes academics, researchers, clinicians and experts from a variety of health and care backgrounds. Details of individuals can be found on the [School webpages](#).

Where appropriate, guest speakers and health care professional colleagues contribute to the delivery of teaching sessions. Members of the University of Worcester service user and care



group, IMPACT, who undertake expert by experience roles, regularly contribute to teaching and learning, alongside academic or practice colleagues. Teaching is informed by research and practice. Eighty percent of programme lecturers have a higher education teaching qualification or are Fellows of the Higher Education Academy.

## Assessment

Assessment is integral to student learning and is aligned with the overall aims and learning outcomes of the programme. Assessment enables students to learn about themselves as learners, reflecting on their learning experiences and providing opportunity to demonstrate their academic, practical, technical, and professional progress and achievement in theory and practice. Student achievement is assessed using a diverse range of authentic assessment tasks, appropriate to the programme aims.

*Formative* (informal and developmental) and *summative* (formal) assessment strategies are incorporated. During induction and within the first four weeks of teaching, the course provides you with the opportunity to complete an early formative piece of work as per the [Assessment Policy](#) in order to receive feedback. Each module has one or more 'summative' assessments which is graded and counts towards the overall module grade. Prior to submission of a summative piece, students have the opportunity to take part in a focused formative activity which may be written or verbal. These opportunities aim to scaffold learning and allow students to receive constructive feedback and feedforward.

Each module is summatively (formally) assessed separately, however a consistent and progressive approach to assessment design and an overall programme approach will ensure that students are adequately prepared for their role as Assistant Practitioners. A whole team approach ensures that assessment tasks progressively build student skills. All module specifications encourage students to act on feedback received in formative and other assessments, meeting with their Personal Academic Tutor (PAT) to discuss this.

The assessments include the following:

### Level 4

Individual presentation  
Written report  
Unseen exam  
Group presentation plus written Commentary  
Intervention with supporting paper  
Report on a case-based discussion  
Professional assessment portfolio

### Level 5

Research proposal  
Case study/Presentation  
Report  
Individual observation with questions and answers or OSCE  
Individual Project (students only)  
Professional assessment portfolio  
End Point Assessment (apprentices only)

## 14. Assessment strategy

Assessment reflects the UW [Assessment Policy](#), [L5 Assistant Practitioner \(Health\) Apprenticeship Standards \(2023\)](#) and the [NHSE \(2021\) Allied Health Professional Support Worker Competency, Education and Career Development Framework](#). Assessment is designed to provide students with opportunities to demonstrate their knowledge, essential skills and professional values, attitudes, and behaviours across both the academic and practice learning context, to demonstrate safe and effective practice. Assessment is planned across the programme, with a specific emphasis on learning and assessment in authentic practice learning environments, enabling students to develop the academic skills for higher education and the skills needed for future employment as Assistant Practitioners.

The University has a strong commitment to social and educational inclusion. The assessment

strategy is student-centred to promote inclusivity and align to the University of Worcester's [Inclusive Assessment](#) Policy. An integrated approach has been taken to ensure assessment is appropriate, valid and reliable and aligns to module learning outcomes which allow the students to achieve the course aims. Academic assessment facilitates the integration of theory with professional practice, many assessments draw upon work-based learning experiences or utilise a scenario-based approach.

**Formative assessment** is featured across the programme. It plays a key role in student learning and achievement and students are expected to engage with all formative activities in order to receive regular feedback on their progress, facilitating self-assessment of their achievement. Formative assessment is closely aligned to summative assessment, increasing student confidence in achievement. Students will receive formative feedback from a number of sources including teaching staff, their Personal Academic Tutor, visiting lecturers, clinical practitioners, service user and carers and from their peers. A range of formative strategies are utilised including self-directed, e-learning, in-class activities and tests, practice presentations and tutorial support.

**Summative assessment** is developmental, with opportunities for students to develop competence in the assessment process, with similar assessment strategies appearing in both years of the programme. Formal assignment guidance is provided for all assessment activities whether formative or summative. For all summative assessments, a comprehensive assignment guide containing explicit assessment criteria aligned to the module learning outcomes is provided. This clearly indicates what students need to do to successfully complete the assessment. Each assessment item will have clear marking criteria, benchmarked to the [University Grade Descriptors at levels 4 and 5](#), with assignments marked using a marking rubric. Most written summative assessments are submitted electronically. Peer assessment and formative service user feedback is also incorporated. Service users will also play a role in the development of some of the scenarios which form the basis for assessment.

### **Assessment of Work-based Learning**

The assessment of work-based learning is integral to learning. In year one, students complete FDAP1007 Work Based Learning for Students, with apprentices completing FDAP1006 Work Based Learning for Apprentices. In year two, the work-based learning component is aligned with the students'/ apprentices' chosen discipline pathway (physiotherapy, occupational therapy or dietetics). Students (and apprentices) take the Assistant Practitioner pathway study FDAP2003 Care and Support for Complex Needs. Apprentices taking named pathways study either FDAP2006 Principles of Nutrition and Dietetics or FDAP2005 Principles of Occupational Therapy or FDAP2004 Principles of Physiotherapy.

Assistant Practitioner students and apprentices are assessed in WBL for modules FDAP1006, 1007, 2003, 2004, 2005, 2006 by a Professional Assessment Portfolio (PAP). Several elements constitute the professional assessment portfolio and include:

- Reflection on how relevant legal, ethical, and professional frameworks inform practice.
- Reflection on how risk is managed.
- Reflection on the importance of supportive relationships and effective communication.
- Record of case based professional discussion.
- Expert Witness Testimonials (obtained by the mentor)

The PAP will also include:

- Evidence of a minimum of 200 hours within the work-based learning environment
- A competency-based assessment
- Work-based learning reviews (for students)
- ILPRs (Individual Learner Progress Review for Apprentices)

In addition, the Professional Assessment Portfolio includes an assessment of professional values and competencies aligned to the KSBs within the [Occupational Standard for Assistant Practitioners](#).

Students are supervised whilst developing their competence and assessed in the work-based learning environments by mentors. Mentors are appropriately qualified and experienced health and care professionals, normally employed within the work-based learning environment and who will work directly and indirectly with the student during their work-based learning environment. Apprentices are also supervised whilst developing their knowledge, skills and behaviours. 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. Mentors will also confirm achievement of a minimum of 200 hours within the work-based learning environment. University work-based learning tutors prepare and support mentors for their roles in supervising and assessing students and apprentices.

Work-based learning tutors meet with students and their mentors in the work-based learning environment at the start and midpoint (formative assessment) to provide support and guidance. Where mentors determine students are making insufficient progress against the requirements of the Professional Assessment Portfolio, work-based learning tutors will support mentors and students to develop action plans. More frequent visits are made on request of the student or mentor and at the discretion of the work-based learning tutor. Where required, i.e., mentors and students request support or for those students who have been subject to an action plan, work-based learning tutors will attend the final, summative assessment of student's competence. For apprentices, this support and guidance is provided through the quarterly Individual Learner Progress Review (ILPR) process.

Assessment of the written components of the PAP is completed by the module teaching team and are made on a Pass/ Fail basis. Full details of the work-based learning assessment process are contained within the Work-based learning handbook and the Course Handbook.

A grid showing assessment methods and weightings mapped to modules at each level together with an assessment calendar of submission dates is included in the Course Handbook.

## 15. Programme structures and requirements

The course structure consists of mandatory modules within each pathway and designed to meet the requirements of the occupational standard for Assistant Practitioners. Note 15 credit modules at level 4 and 20 credit module at level 5 are taught sequentially.

### Award Map for a Foundation Degree

*Table 7 Level 4 award map*

| Module Code | Module Title                            | Credits (Number) | Status<br>(Mandatory (M) or Optional (O)) |                     |                                   |  |   |
|-------------|---|------------------|---|---------------------|-----------------------------------|--|---|
|             |   |                  | Assistant Practitioner (AP)               | AP (apprenticeship) | AP (Physiotherapy) Apprenticeship | AP (Occupational Therapy) apprenticeship | AP (Nutrition and Dietetics) apprenticeship |
| FDAP 1001   | Person Centred Care                     | 30               | M   | M                   | M                                 | M  | M   |
| FDAP 1002   | Anatomy and Physiology                  | 15               | M   | M                   | M                                 | M  | M   |
| FDAP 1003   | Becoming a Health and Care Professional | 15               | M   | M                   | M                                 | M  | M   |
| FDAP 1004   | Promoting Health and Wellbeing          | 15               | M   | M                   | M                                 | M  | M   |
| FDAP 1005   | Skills for Interprofessional Working    | 15               | M   | M                   | M                                 | M  | M   |
| FDAP 1006   | Work Based Learning for apprentices     | 30               | -   | M                   | M                                 | M  | M   |
| FDAP 1007   | Work Based Learning for students        | 30               | M   | -                   | -                                 | -  | -   |

Students and apprentices must take 120 credits in total drawn from the table above to include all mandatory modules

**Level 5***Table 8 Level 5 award map*

| Module Code | Module Title  | Credits (Number) | Status<br>(Mandatory (M) or Optional (O)) |                     |                                   |  |                               |
|-------------|---|------------------|---|---------------------|-----------------------------------|--|-------------------------------|
|             |   |                  | Assistant Practitioner (AP)               | AP (apprenticeship) | AP (Physiotherapy) Apprenticeship | AP (Occupational Therapy) apprenticeship | AP (Dietetics) apprenticeship |
| FDAP 2001   | Research and Evidence Based Practice                                | 20               | M   | M                   | M                                 | M  | M                             |
| FDAP 2002   | Innovation and Leadership in Health and Care                        | 30               | M   | M                   | M                                 | M  | M                             |
| FDAP 2003   | Care and Support for Complex Needs                                  | 30               | M   | M                   | -                                 | -  | -                             |
| FDAP 2004   | Principles of Physiotherapy   | 30               | -   | -                   | M                                 | -  | -                             |
| FDAP 2005   | Principles of Occupational Therapy                                  | 30               | -   | -                   | -                                 | M  | -                             |
| FDAP 2006   | Principles of Nutrition and Dietetics                               | 30               | -   | -                   | -                                 | -  | M                             |
| FDAP 2007   | Individual Project for the Workplace                                | 40               | M   | -                   | -                                 | -  | -                             |
| FDAP 2008   | End Point Assessment Gateway for Assistant Practitioner Apprentices | 0                | -   | M                   | M                                 | M  | M                             |
| FDAP2009    | Assistant Practitioner Apprentice End-Point Assessment              | 40               | -   | M                   | M                                 | M  | M                             |

Students must take 120 credits in total drawn from the table above to include all mandatory modules (FDAP 2001, FDAP2002, FDAP2003 and FDAP 2007)

Assistant Practitioner Apprentices must take 120 credits in total drawn from the table above to include all mandatory modules (FDAP 2001, FDAP2002, FDAP2003, FDAP 2008, 2009)

Assistant Practitioner (Physiotherapy) Apprentices must take 120 credits in total drawn from the table above to include all mandatory modules (FDAP 2001, FDAP2002, FDAP2004, FDAP 2008, 2009)

Assistant Practitioner (Occupational Therapy) Apprentices must take 120 credits in total drawn from the table above to include all mandatory modules (FDAP 2001, FDAP2002, FDAP2005, FDAP 2008, 2009)

Assistant Practitioner (Nutrition and Dietetics) Apprentices must take 120 credits in total drawn from the table above to include all mandatory modules (FDAP 2001, FDAP2002, FDAP2006, FDAP 2008, 2009)

## 16. QAA and professional academic standards and quality

This award is located at Level 5 of the [OfS sector recognised standards](#). The Foundation Degree is Level 5 of [the Framework for Higher Education Qualifications \(FHEQ\) \(2024\)](#). This award is mapped to the [Assistant Practitioner \(Health\) Apprenticeship Standards \(2023\)](#) and meets the expectations articulated in [NHSE \(2021\) Allied Health Professions' Support Worker Competency, Education, and Career Development Framework: Realising potential to deliver confident, capable care for the future](#).

Practice learning meets the requirements of the [University of Worcester Policy for Management of Placement and Work-based Learning](#).

In addition, the programme has taken account of a number of national and local policy drivers including [Skills for Care: Health and Social Care Standards \(2020\)](#) and [NHS Workforce Long term Plan](#) which highlights the importance of developing and retaining existing talent as well as providing progression opportunities for staff through career pathways such as that provided in this programme.

## 17. Support for students/apprentices

Student support is a central component of the Assistant Practitioner programme and is available from within the Department of Health and Well-being, the School of Allied Health & Community and from the wider University. Examples of wider University support are [Firstpoint Student Services](#) and the [Disability and Dyslexia Service](#).

### Pre-programme

Students are invited to attend an 'applicant day' event which focuses on introducing students to learning and teaching at the University and to core elements of the Assistant Practitioner programme. In addition, it facilitates meeting fellow students and provides an opportunity to familiarise themselves with the University. The on-boarding of apprentices will occur in August as an online activity. This will entail meeting with the Apprenticeship Office who will provide information regarding the apprenticeship structure. Prior to the start of the semester, all students and apprentices will receive welcome packs providing details about the course.

### Induction

Staff recognise that the transition to Higher Education can be daunting and so ensure that the 2-day Induction Programme offers time to interact with each other and with staff in preparation for working together for the next two years. Therefore, there is a comprehensive induction programme, including sessions on the principles of academic study in higher education, an introduction to information and learning systems including library resources and an introduction to [Student Services](#), [Registry Services](#), [Library Services](#) and [Student Union](#), and professional and representative bodies. Students meet the assistant practitioner teaching team and engage in reflective tasks to help prepare them for their assistant practitioner programme as well as joining tutor groups for an introductory meeting with their Personal Academic Tutor. During Induction, the early formative task will be introduced, and time given for students to ask questions in preparation for this first formative submission in week 4.

### Personal Academic Tutoring

[Personal Academic Tutoring](#) is at the heart of supporting students and apprentices personally, professionally and academically. The programme team believe that the Personal Academic Tutor (PAT) system is fundamental to academic success. Details about the PAT will be given to students during induction and will focus on offering support and a sense of belonging within the university, promoting wellbeing, and building their resilience and life skills.

Students are allocated a Personal Academic Tutor and normally they will remain with this tutor throughout their time on the course. The PAT will be the regular point of contact within the University. Students will meet their tutor as a group during induction week and for some pre-planned meetings throughout the academic year. Level 4 students will meet with their tutor on at least four occasions during the first year, with Level 5 students meeting their tutors for at least three occasions. Students prepare for their tutorials by completing the relevant Personal Academic Tutor (PAT) form to help them reflect on their learning and identify any learning aims for their progress through the degree.

The PAT will help and advise their tutee on issues relating to their study and progress throughout their two years on the programme and will monitor their engagement, attendance, and progress. If necessary, tutors can recommend referral to a range of other support services within the university including Firstpoint ([Student Services](#)), and the [Disability and Dyslexia Service](#), as well signposting students to writing support from the Royal Literacy Fund [Academic Writers in Residence](#) within the university. Students are advised to maintain regular contact with their Personal Academic Tutor, with email being the communication tool of choice. All tutorial contact is recorded.

While it is unlikely, students can request a change of Personal Academic Tutor (or vice versa), This is usually possible by discussion with the Course Lead or Head of Department at whose discretion the change may be permitted.

### **Resource Support and Specialist Support**

Students have access to a Virtual Learning Environment (which includes Blackboard Learn and Microsoft Teams) in which they are provided with module specific materials, documents, activities, videos, etc. A Course Handbook (published on an annual basis) is provided which details the programme information, information on modules and how to access University support for their studies. They are also given detailed module guides for each module which includes planned teaching activities, attendance requirements, assessment briefs, assessment criteria and resource lists.

The practical element of the programme will include a combination of work-based learning, as well as utilising simulated and clinical practice to enhance understanding. Students will have the opportunity to access our state-of-the-art [Centre for Health and Wellbeing](#), [Sheila Scott Clinical Skills and Simulation Centre](#) and [Ability House](#) with the guidance and support of qualified clinical staff where relevant skills e.g., communication, therapeutic handling or patient assessment skills will be learnt.

### **Work-based learning support**

The university's work-based learning tutors facilitate the sourcing and organisation of work-based learning environments for students and ensure the quality of work-based learning environments and experiences. Prior to commencing their work-based learning students complete learning sessions which include discussions on professional responsibilities and expected conduct, introduction to practice learning documentation, policy, and guidance. Students are introduced to the requirements of the web-based Professional Assessment Portfolio. Apprentices will review the requirements for the apprenticeship and completion of necessary documents.

Students, and where necessary apprentices, will complete mandatory training prior to commencing their work-based learning. This complies with Health Education England's Core Skills Training Framework (England). Students will also complete an individual induction/orientation on the first day of their work-based learning, documented in the professional assessment portfolio. Work-based learning tutors provide instruction, guidance and support for mentors and support and guidance for students during their work-based learning. Further information can be found in the work-based learning handbook. Apprentices will review their training plan and attend Individual Learner Progress Reviews to monitor progress.

## Equality, diversity and inclusion

The Assistant Practitioner programme has a proactive and inclusive approach to learning. The programme team work closely with students to ensure that individual support needs are identified and met in a timely and professionally appropriate way and within a philosophy of professional regulation, competency and inclusion. Reasonable adjustments and support strategies are considered and applied creatively for practice, ensuring patient and service user safety. Students are actively encouraged to disclose any disability to facilitate safe systems of support and permit additional needs/reasonable adjustment to be put in place. The [Disability and Dyslexia Service](#) within Student Services provides specialist support. Additionally, the curriculum meets the University's Policy and Procedures on [Inclusive Assessment](#) to ensure that assessments are inclusive. The [Accessible Content Toolkit](#) and [Blackboard Ally](#) enable academic staff to ensure that teaching content is digitally accessible.

## 18. Admissions

The University aims to provide fair and equal access to a university education to all those who have the potential to succeed or benefit from it. Admissions to the Assistant Practitioner programme are made in line with the University's [Admissions Policy](#) and [Diversity and Equality](#) procedures.

The University is committed to widening participation to candidates from diverse backgrounds, and therefore, welcomes applications from young people leaving school or college and mature students wishing to pursue a career in health and social care. The programme welcomes diversity in its student population and encourages students with disabilities or with specific learning needs to apply and undertake the programme.

## Entry requirements

The normal minimum entry requirement for Foundation Degree programmes 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, BTEC National Diploma; Access to HE Diploma's (45 credits at level 3); or other equivalent Level 3 qualifications (including NVQ Level 3).
- Students / apprentices whose first language is not English must have a minimum standard of English at IELTS 6.0.
- 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.

**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.** See the Apprenticeship Specification for further details.

The current UCAS Tariff requirements for entry to this programme are published in the prospectus and on the UW website: <https://worchester.ac.uk/study/find-a-programme/home.aspx>. Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. See the University's [Admissions Policy](#) for other acceptable qualifications and the section below specific to recognition of prior learning.



## Programme Requirements:

- Students must be able to commit to attending University, undertake the required work-based learning hours and independent study (see the contact time and independent self-study sections).
- **For students only**, it is the student's responsibility to identify a suitable work-based learning environment. Support from the work-based learning tutors will be available to assist in signposting students where necessary. Students are also responsible for meeting financial costs of travel to their work-based learning.
- **For apprentices**, employer commitment to the time to support the apprentice to study within their working hours and release for teaching days is required.
- All places are conditional upon an occupational health clearance.
- Anticipated time commitment will be made explicit to applicants as part of the recruitment and induction process.

## Disclosure and Barring Service (DBS) requirements

An enhanced disclosure check will be required prior to beginning any work-based element of a module. The cost of this will be met by the student. Students may be required to apply for further enhanced DBS checks before commencing each practice learning experience. Students are therefore encouraged to sign up for the DBS [update service](#).

For apprentices, DBS will be conducted by the employer in line with the employing organisations policy, and the cost met by the employer.

## Recognition of Prior Learning

Details of acceptable Level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for [recognition of prior learning](#) for the purposes of entry or advanced standing is also available from the university webpages or from the Registry Admissions Office (01905 855111).

## Admissions procedures

Full-time applicants on the student route, apply through UCAS, using programme code **B750 FdSc Assistant Practitioner** and then choosing between University of Worcester or Dudley College location. All applications received are scrutinised against set criteria, which include both education and experience requirements.

**L5 Assistant Practitioner (with pathways) Apprenticeship:** For apprenticeships, initial application will be via the employer's internal recruitment and selection process.

## Admissions/selection criteria

University of Worcester Admissions team and the programme admissions tutor will consider each application. Evidence of qualifications and references will be checked, as well as personal statements, to inform the selection of candidates.

For apprentices, initial application will be via their employer's internal recruitment and selection process. Following this, apprenticeship candidates will be invited to attend an interview within their employer's organisation, jointly facilitated with the University of Worcester staff. Details for apprenticeship admissions process are available in the Apprenticeship Specification.

## 19. Regulation of assessment

### The programme operates under the University's Taught Programmes Regulatory Framework

#### Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- A student is required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

#### Submission of assessment items

- A student who submits programme work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the [Taught Programmes Regulatory Framework](#).

#### Assessment of work-based learning

- Within work-based learning, in the event of a placement disruption or termination, the Practice Panel will review the report of the student's Practice mentor and make recommendations to the Assistant Practitioner Examination Board.

#### Retrieval of failure

- A student is entitled to re-sit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.
- A student can only be reassessed in a work-based learning experience once, failure to pass WBL elements of modules (FDAP1006, 1007, 2003, 2004, 2005, 2006) following reassessment will lead to the student being withdrawn from the programme.

*Note: If a student on a Degree Apprenticeship is unsuccessful in both the original assessment and the reassessment and is required to retake a module with attendance to progress, the right to retake the module is subject to the employer's consent. If the employer does not consent, the apprentice may have their registration with the University terminated.*

#### Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.

- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated.
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

This programme is subject to the [University's fitness to practice procedures](#).

## Requirements for Awards

*Table 6 requirements for FdSc awards*

| <b>Award</b>  | <b>Requirement</b>   |
|---|--|
| Certificate of Higher Education Health and Social Care Practice         | In order to be eligible for the exit award of Certificate in Higher Education in Health and Social Care Practice, a student must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map. |
| Foundation Degree (FdSc) Assistant Practitioner                         | 120 credits at Level 4 and 120 credits at Level 5 as specified on the award map.   |
| Level 5 Assistant Practitioner Apprenticeship                           | Passed a minimum of 200 credits of the FdSc as specified on the award map (to include FDAP2003 Care and Support for Complex Needs) and successfully complete the 40 credit FDAP 2009 Assistant Practitioner End-Point Assessment.                                  |
| Level 5 Assistant Practitioner (Nutrition and Dietetics) Apprenticeship | Passed a minimum of 200 credits of the FdSc as specified on the award map (to include FDAP2006 Principles of Nutrition and Dietetics) and successfully complete the 40 credit FDAP 2009 Assistant Practitioner End-Point Assessment.                               |
| Level 5 Assistant Practitioner (Occupational Therapy) Apprenticeship    | Passed a minimum of 200 credits of the FdSc as specified on the award map (to include FDAP2005 Principles of Occupational Therapy) and successfully complete the 40 credit FDAP 2009 Assistant Practitioner End-Point Assessment.                                  |
| Level 5 Assistant Practitioner (Physiotherapy) Apprenticeship           | Passed a minimum of 200 credits of the FdSc as specified on the award map (to include FDAP2004 Principles of Physiotherapy) and successfully complete the 40 credit FDAP 2009 Assistant Practitioner End-Point Assessment.   |

**These awards are not classified.**

## 20. Graduate destinations, employability and links with employers

On successful completion of the Foundation Degree, students will be able to gain employment as an Assistant Practitioner. Students may choose to continue their studies and will be able to progress onto the [BA \(Hons\) Applied Health & Social Care \(Level 6\)](#). Students can also apply to a number of different top-up degree programmes offered across the University, such as the [BSc \(Hons\) Child and Adolescent Mental Health](#), [BA \(Hons\) Integrated Working with Children & Families](#). Students who choose any of these routes can apply using the internal application available on the SOLE page. Students may also wish to consider applying for one of the following professional programmes:

- BSc (Hons) [Nursing \(Adult or Mental Health\)](#)
- BA (Hons) [Social Work](#)

- BSc (Hons) [Occupational Therapy](#)
- BSc (Hons) [Paramedic Science](#)
- BSc (Hons) [Physiotherapy](#)
- BSc (Hons) [Nutrition and Dietetics](#)

Please note that entry to Level 6 programmes is subject to having the appropriate entry requirements and completing a successful application process, which may include an interview. Application for these programmes can be made using the internal application available on the SOLE page. Apprentices successfully completing the apprenticeship with an allied health professions discipline specific pathway may be able to use Recognition of Prior Learning to enter the second year of the specific professional programme.

### **Graduate destinations**

Service integration collaboration and multi-disciplinary working in health and social care settings has informed the emerging context for this programme. Graduates are expected to seek employment working in statutory, voluntary and commercial organisations. They will be able to apply for Assistant Practitioner posts in various settings. Examples of paid employment include:

- Combined Therapies Assistant Practitioner
- Occupational Therapy Assistant Practitioner
- Band 4 Physiotherapy Assistant Practitioner
- Nutrition and Dietetic Assistant Practitioner

The employment settings which Assistant Practitioners may work include:

- NHS services
- Care services
- Advice and guidance services
- Police and probation
- Advocacy and rights-based services
- Preventative health, care and welfare services
- Housing support services
- Health care provision in the community

### **Student employability**

The programme will enhance student employability as an Assistant Practitioner in a variety of ways. Sound work-based practice and values will be established and strengthened during the programme. This includes the ability to meet deadlines, to prepare well, and to communicate effectively within a professional context. Fundamental to this is the consistent interactions, within the programme's design and delivery, of the workplace and classroom. Thus, students enhance their employability by using and developing a range of different skills in different contexts, and by bringing learning from one context to the other. Student employability remains a high priority which reflects both university aspirations and the vocationally focused nature of the programme. The University's dedicated [Career and Employability Services](#) ensures that students can receive support and guidance relevant to their own particular situation and employment ambitions.

### **Links with employers**

Through the substantial work-based learning infrastructure maintained across the University, we hold established links to the statutory, voluntary and independent sector. This includes the local geographical area and beyond. Combined with research and feedback from students the programme is constantly revised and updated to ensure that it remains fit for purpose. Students are able to locate their own practice within a diverse variety of environment contexts and are encouraged to seek out placement opportunities best suited to their future career aspirations. To ensure that the Foundation Degree remains updated and relevant the course is designed in collaboration with representatives from health, education and social services. Service user involvement is key to the development of the curriculum content.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated programme documentation e.g. programme handbooks, module outlines and module specifications.