

Programme Specification

A Programme Specification provides a concise summary of the main features of a programme and its intended learning outcomes. It is intended to be used by prospective learners, current learners, academic staff and potential employers.

Programme Title:	
Foundation Degree (Science) Assistant Practitioner (Higher Apprenticeship)	
Leading to the awards of: <ul style="list-style-type: none"> • FdSc Assistant Practitioner (Adult) • FdSc Assistant Practitioner (Child) • FdSc Assistant Practitioner (Community) • FdSc Assistant Practitioner (Mental Health) • FdSc Assistant Practitioner (Midwifery) 	
Programme (AOS) Code(s):	FN1ASP2
UCAS Code:	N/A
Name of Final Award:	Foundation Degree Science, FdSc
Level of Qualification:	Level 5
Regime of Delivery:	Work-Based Learning
Mode(s) of Delivery:	Part Time
Typical Length of Study (Years):	2 years
Professional Body Recognition / Accreditation (including specific requirements where applicable):	N/A

Brief Description of the Programme

The Foundation Degree (Science) Assistant Practitioner (FdScAP) is intended to prepare learners to become independent practitioners specialising in their chosen pathway (Adult, Child, Community, Mental Health or Midwifery).

The programme has been designed in collaboration with employers/service providers, service users and FdScAP learners, combining study that is university based alongside learning in the workplace. Work-based learning is adopted throughout the programme to ensure that a seamless connection is made by the learners about how new knowledge attained from the FdScAP programme can be put into their practice.

Module topics are typically generic with learners' knowledge and skills being made bespoke through the associated seminar discussions, assessments and competencies. Programme aims and learning outcomes aim to compliment career progression, enhancing the learners' personal, professional and academic ability, thus preparing learners with the ability to take greater responsibility for their role in health and social care.

The programme content reflects the role and responsibilities of the Assistant Practitioner as described in the related National Apprenticeship Standard. The standard has been created in

conjunction with employers and is therefore relevant to both Apprenticeship and traditional route learners on the programme.

Distinguishing factors of the FDSAP programme:

- Extensive pathways applicable to a wide variety of both NHS and non-NHS health and social care workplace areas
- The curriculum has been designed to include skills and knowledge typically contained within the first two years of a pre-registration nursing programme to enable entry with advanced standing
- Exposure to colleagues and academic staff from a wide variety of health and social care backgrounds
- A life-long learning approach, offering opportunities for entry to higher level study
- Offered over multiple campuses, with up to six cohorts on varying days of the week.

Programme Aims

1	Develop in learners a range of skills and techniques, personal qualities and attributes essential for successful performance in the delivery of patient/person centred care as an Assistant Practitioner.
2	Provide a flexible and responsive curriculum to meet the changing context of health and social care provision for compassionate patient/person centred care.
3	Develop a range of transferable skills, knowledge and competences as a basis for future studies and career development.
4	Prepare Assistant Practitioners to promote and work within an inter-professional and multi-disciplinary team approach to health and social care.

Programme Learning Outcomes

The Bucks Graduate Attributes focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens. The attributes are developed through the programme.

ID	Learning Outcome
On successful completion of the programme, learners will be able to:	
Graduate Attribute: Knowledge and its application (K)	
K1	Integrate theory and practice in the context of health and social care utilising information from a wide variety of sources including current research.
K2	Demonstrate knowledge of the physiology, organisation and function of the human body and healthcare needs across the lifespan.
K3	Critically analyse the importance of using current evidence based practice to improve the quality of service delivery in the health and social care sector.
K4	Demonstrate knowledge of the principles and philosophy of health and social care.
Graduate Attribute: Creativity (C)	
C1	Demonstrate self-awareness through reflection and performance required within own sphere of practice, in accordance with values and behaviours of an Assistant Practitioner.
C2	Maintain and further develop own skills and knowledge, and that of others, through recognised Continued Professional Development (CPD) activities enabling flexibility in practice and responsiveness to changing service needs.

Graduate Attribute: Social and ethical awareness and responsibility (S)

S1	Promote and advocate Equality, Diversity and Inclusion.
S2	Provision and promotion of holistic patient/person-centred care and support, duty of care and safeguarding of individuals.
S3	Promote and understand the impact of effective health promotion, empowering, healthy lifestyles utilising a patient/person-centred approach.

Graduate Attribute: Leadership and self-development (L)

L1	Provide appropriate leadership within the scope of the role to effectively manage own case load and promote inter-professional and multidisciplinary team working.
L2	Demonstrate the importance of the strategic environment in health and social care and understand the implications for the individual.
L3	Demonstrate knowledge of risk assessment, utilising appropriate risk management tools/models and resources.
L4	Demonstrate the ability to communicate complex, sensitive information to a wide variety of professionals through a variety of methods including the use of interpersonal skills, written and verbal effectiveness, accurate record keeping, keeping information confidential and appropriate use of technology and equipment for the role including data entry.

Programme Structure

Programmes are structured in stages. The number of stages will vary depending on the mode (e.g. full-time, part-time), duration and location of study which will be detailed in the Programme Handbook.

Modules are set at a specific academic level and listed. The level indicates the relative academic difficulty which will increase through the programme. Passing modules will reward you with academic credit. The amount of credits will depend on the complexity of the module and the level of effort required, which is measured in 'notional learning hours'.

Our [Academic Advice webpages](#) provide more information on the structure of taught awards offered by the University.

Level Four

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
WB401	Investigating Work-Based Learning and Self-Review	30	Core	No
WB402	Understanding Reflective Practice and Enquiry-Based Learning	30	Core	No
HE451	Biological Basis for Health	30	Core	No
HE452	Wellbeing of People	30	Core	No

Level Five

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
WB502	Organisational Skills and Behaviours	30	Core	No
HE551	Research Methods for Health and Social Care	30	Core	No
HE552	Public Health	30	Core	No
<i>Students will select one of the following Pathway options reflecting their chosen specialism</i>				
HE594	Safe and Effective Care (Adult)	30	Pathway	No
HE595	Safe and Effective Care (Child)	30	Pathway	No
HE596	Safe and Effective Care (Community)	30	Pathway	No
HE597	Safe and Effective Care (Mental Health)	30	Pathway	No
HE598	Safe and Effective Care (Midwifery)	30	Pathway	No

Learning and Teaching Activities

Please see the [Academic Advice pages](#) for a description of learning and teaching activities that are recognised by the University. Detailed information on this specific programme is outlined below:

Programme content will cover the following areas:

- The principles and philosophy of health and social care
- Physiology, organisation and function of the human body
- Lifespan developments and healthcare needs from prenatal to end of life/bereavement
- Research and development in the health and social care sector to inform and improve quality of care

Content will also cover the following skills which are mapped through individual modules:

- Responsibilities and duty of the role
- Personal Development
- Team Working
- Assessment
- Communication
- Person-centred care and wellbeing
- Physiological Measurements
- Risk Management
- Equality and Diversity
- Quality

Methods of teaching on the programme utilise a work-based learning approach. University based learning activities include:

- Attendance to relevant **Lectures** organised by the module leaders
- **Seminars**
 - incorporating relevant discussions and group work facilitated by academic representatives
 - utilising authentic workplace scenarios and examples
- **Tutorials** with lecturers for support with academic assessments
- **6-8 weekly tripartite sessions** between the learner, employer and link tutor to review progress (Apprentices only)

- **Computer-based sessions** to enhance library search skills and the ability to retrieve relevant online sources including research articles facilitated by relevant academic representatives
- **Maths-based workshops** to increase learners' drug calculation skills
- **Professional portfolio development workshops.**

Work-based learning activities in the workplace include:

- Access to a workplace based **mentor** for support and supervision for exposure to relevant learning opportunities in the health and social care environment
- **Work-based study opportunities** to develop learners' as independent practitioners
- Development of **skills in physiological measurements** and other essential procedures in the health and social care environment
- The utilisation of a work-based **Practice Assessment Document (PAD)** which facilitates the experiences of relevant competencies specific to a chosen programme pathway.

Learning and teaching activities within the programme also include **Guided Independent Learning** which utilises the VLE and specific reading lists for each module. These resources are expected to be accessed prior to attendance to seminars and lectures to compliment university based learning activities.

Additional Course Costs

There are costs associated with all studies, additional to the tuition fee, which require consideration, when planning and budgeting for expenditure. Costs are indicative and for the total length of the course shown unless otherwise stated and will increase with inflation; depending on the programme they may include equipment, printing, project materials, study trips, placement activities, DBS and/or other security checks.

- Book costs of £100-200
- Printing costs of £50-100
- Care Certificate (varies by provider)

Contact Hours

1 unit of credit is the equivalent of 10 notional learning hours. Full time undergraduate learners study 120 credits (1200 hours) and full-time postgraduate learners study 180 credits (1800 hours) per year or 'stage' of the course.

Course Stage	Scheduled Activities (Hours)	Guided Independent Study (Hours)	Placement / Study Abroad / WBL (Hours)
Year One	120	202	878
Year Two	120	202	878

Assessment Methods

The [Assessment and Examination webpages](#) provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to learners, including our commitment to ensure this is provided to learners within 15 working days (the 'three-week turnaround').

The following assessment activities are used on the programme:

- Reflective assignments
- Essays and projects
- Creation of a professional portfolio including a professional development plan (PDP)
- Multiple choice examination
- Medications calculations examination
- Creation of a health and social care information booklet with supporting evidence
- Individual presentations
- Case study assignment
- Assignment involving the critique of an identified research article
- Completion of Practice Assessment Documents (PADs) which record observation of practice and include relevant competencies and skills and the attainment of a required number of practice/work hours

End Point Assessment

For Apprentices the academic assessments will provide preparation for the End Point Assessment (EPA). This includes a MCQ exam in module HE451, a presentation with learner Q&A in module HE552 and a reflective journal in the HE594-598 modules.

The EPA will include the following components:

- A multiple choice and short answer test
- An observation of practice undertaken in the workplace
- A reflective journal completed by the Apprentice and an interview

Classification

Calculation of final award: Level 5 - 100%

For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#). These include the criteria for degree classification.

Admissions Requirements

Please see the [Application webpages](#) for more information on how to apply, including a statement on how we support learners from a variety of backgrounds. Please also see our [general entry requirements](#) for taught programmes. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

Typical applicant profile and any programme-specific entry requirements

This programme is intended for applicants wishing to become Assistant Practitioners identified through an interest in healthcare and specifically acute care settings. Applicants must be employed as a health or social care support worker, or equivalent. Learners will normally be interviewed using a values-based recruitment process.

Learners will be expected to demonstrate the following on admission to the programme:

- literacy and numeracy skills equivalent to Level 2 (GCSE in English Language and Mathematics at Grade C or above; or for Learners the ability to obtain such qualifications alongside their studies)
- evidence of achievement and/or ability to study at the required academic level

- the appropriateness of the programme for their career aspirations
- their awareness of the nature and role of the Assistant Practitioner relevant to their client group

All applicants will be required to have:

- The full and signed support of their employer to attend the programme
- Current Disclosure and Barring Service (DBS) clearance
- A nominated workplace mentor to facilitate achievement of work-based learning activities and Practice Assessment Documents (PADs).

Applicants will normally have achieved the Care Certificate required by the Care Quality Commission. Apprentice learners must achieve this qualification as part of the apprenticeship. Non-apprentice learners may opt to undertake this alongside their studies and, for these non-apprentice learners, a separate charge will be payable.

Opportunities for learners on successful completion of the programme

Assistant Practitioners work as part of the wider health and social care team and have direct contact with patients, service users or clients providing high quality and compassionate care. Assistant Practitioners work at a level above that of Healthcare Support Workers and have a more in-depth understanding about factors that influence health and ill-health (e.g. anatomy and physiology). Assistant Practitioner is a job title applied to a very wide variety of roles that have been developed locally by employers to meet individual service need. Upon successful completion of this standard, individuals will have obtained the core skills, knowledge and values/behaviours to become an Assistant Practitioner.

Examples of common work activities include assisting in total patient assessment, coordination of care (including referrals to other practitioners) and higher clinical skills such as catheterisation, wound care and discharge planning (1). Assistant Practitioners can be found working in a range of areas such as Cancer Services, Physiotherapy, Genito-Urinary Medicine, Orthopaedics, Hospice Care, Mental Health, Social Care, Community, Occupational Therapy, Learning Disabilities as well as hybrid roles that cross traditional occupational areas. Assistant Practitioners will therefore develop additional skills and knowledge based on their employer's requirements depending on the clinical or professional area within which they are working.

Additionally, on successful completion of the programme, Assistant Practitioners may progress onto other programmes offered at the University (subject to a successful recruitment process), for example:

- BSc (Hons) Healthcare Practice
- BA (Hons) Practice Development
- BSc (Hons) Nursing

Where appropriate learners may enter these programmes with advanced standing.

Recognition of Prior Learning

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Please refer to our [Credit Accumulation webpages](#) for further guidance.

Learner Support

During the course of their studies, learners will be supported in the following ways:

- At the start of their studies all learners will receive a full **induction** to the programme which will include introduction to the staff responsible for delivering the course, and access to library and IT facilities
- The **Programme Handbook** will outline the exact nature of the course and how it is structured, including the availability of option modules
- Learners will be able to access our full range of **support services**, including the Learning Development Unit for skills and study support, the Library, the Careers and Employability Team, Learner Finance Team, Accommodation and Counselling Services
- Apprentices will have access to the **PREP module** (pre-apprenticeship preparation, self-review
- Each learner will be allocated a **Personal Tutor** who will support their academic development, be able to advise and guide them with their studies and, where necessary, give advice on study options
- Apprentices will be supported in the clinical environment by a **work based mentor** and a University **link tutor**
- Learners who are not Apprentices, will have access to a **mentor** in their workplace and be able to contact their **Personal Tutor** and **Programme Lead** at any time for advice and support.

Appendices

Quality Assurance

Awarding Body:	Buckinghamshire New University
Language of Study:	English
QAA Subject Benchmark Statement(s):	N/A
Assessment Regulations:	<i>Academic Assessment Regulations</i> , accessible via the Academic Advice webpages (https://bucks.ac.uk/learners/academicadvice)
Does the Fitness to Practise procedure apply to this programme?	No
Date Published / Updated:	May 2018

Other awards available on programme (Exit Qualifications)

Please refer to the *Academic Qualifications Framework* for Exit Qualifications recognised by the University and credit and module requirements.

Name of Exit Qualification:	Certificate of Higher Education (CertHE)
Full name of Qualification and Award Title:	CertHE Specialist Support Worker ({name of Pathway})
Credits requirements:	120 Credits
Module requirements:	ALL 120 Credits at Level 4
Learning Outcome	
1. Integrate theory and practice in the context of health and social care.	
2. Demonstrate knowledge of the physiology, organisation and function of the human body and healthcare needs across the lifespan.	
3. Demonstrate self-awareness through reflection and performance required within own sphere of practice.	
4. Promotes and advocates Equality, Diversity and Inclusion.	

Where an exit award is made, this would result in non-completion of the apprenticeship.

Degree Apprenticeships

The following information applies to work-based learning programmes designed to be delivered as part of a degree Apprenticeship. For other programmes this section should be deleted.

Note: in this document the terms ‘Apprentice’ and ‘learner’ are used interchangeably.

Apprenticeship Standard:	Healthcare assistant practitioner
End Point Assessment (EPA):	Independent EPA: Retains a separate independent EPA and follows the recommended process

Degree Apprenticeships combine university study and work-based learning to enable learners to gain a full master’s or bachelor’s degree qualification. This provision of an academic degree is integrated with experience, practice and learning in the workplace. An Apprentice has paid employment status and does not pay any training costs or learner fees. Degree Apprenticeships are co-designed by employers ensuring that learners are equipped with the skills employers need and for their own future career.

The Standard and End Point Assessment Plan (EPA)

As well as containing on programme training and assessment, all Apprenticeship standards must contain an end-point assessment (EPA).

Apprentices must undertake an independent end-point assessment, which is a synoptic assessment of the knowledge, skills and behaviours that have been learnt throughout the Apprenticeship. The purpose of the assessment is to make sure the learner meets the standard set by employers and is fully competent in the occupation. It is taken by learners at the very end of the on-programme phase of training when their employer (and in some cases their training provider) is satisfied that they have met the “gateway” criteria to undertake the assessment. End-point-assessments are graded and an Apprenticeship certificate is only awarded after end-point assessment is successfully completed.

End-point assessment must be administered by an assessor from an approved, independent Apprenticeship Assessment Organisation, and not by Bucks New University as the training provider for the on-programme part of the Apprenticeship programme.

Admission requirements

Under UK Government rules, Degree Learners must be employed for a minimum of 30 hours per week and must have the right to live and work in the UK (applies only in England). A Degree Apprentice cannot be self-employed. The employer must enter into an Apprenticeship Agreement with the learner.

All candidates must be employed in a role related to the subject matter of the Degree Apprenticeship and be sponsored by their employer. Applications can only be made through the sponsoring employer. The University will consider all such applications and will have the final decision whether to accept the candidate for entry to the programme.