



Introduction to Programme:

Meet the team and explain your learning journey. Eligibility checks and initial assessments will be undertaken. You will be introduced to learning methods of the programme. *Delivery Mode: Pre-work, Online learning, Review*



Undertake a Research Project:

This unit will provide the student with the knowledge of how the components of a research project are used. Students will also justify a topic for their research. *Delivery Mode: Pre-work, Online learning, Review*



The Structure, Organisation and Function of the Human Body:

This unit introduces the students to the organisation of the human living cell and its components. Also, students will understand the principles of the human body systems also. *Delivery Mode: Pre-work, Online learning, Review*



Promote effective Nutrition and Fluid Balance:

This unit introduces student to the social impact on nutrition in an individual's own locality in comparison to national statistics. It also helps students understand current legislation, local policy and guidelines around nutrition. *Delivery Mode: Pre-work, Online learning, Review*



Manage Quality in Health and Social Care or Children's and Young People's Setting:

This unit covers the context of quality assurance and the development of the implantation of quality standards in relation to performance management. *Delivery Mode: Pre-work, Online learning, Review*



Understand the Principles, Theories and Concepts related to Leading and Development of a Work Team in a Healthcare Environment:

This unit explains how leadership and management impact on effective team performance and describes the processes for team formation and development. Monitoring and reviewing individual and team performance may also be revisited in this unit. *Delivery Mode: Pre-work, Online learning, Review*



Understand the Principles and Application of Physiological Measurements:

This unit introduces the process for carrying out assessments of individual's health and well-being. A person-centered approach to assessment is also demonstrated and managed by the student including responding to the outcomes of the assessment. *Delivery Mode: Pre-work, Online learning, Review*



Promote Professional Development:

To introduce the student to the principles of professional development and aid them in preparing a professional development plan. This unit also helps students improve performance through reflective practice. *Delivery Mode: Pre-work, Online learning, Review*



The Principles and Philosophy of Healthcare:

In this unit students will understand the relationship between health and well-being whilst understanding the principles of the biomedical model. The principles of the sociological and psychological models are also introduced as well as the holistic approach and impact of the biopsychosocial model. *Delivery Mode: Pre-work, Online learning, Review*



Work in Partnership:

This unit is aimed at those who work in health, social care or with children or young people in a wide range of settings. The unit explores partnership working and establishing and maintaining relationships with others within the workplace. *Delivery Mode: Pre-work, Online learning, Review*



Conduct and Support Others in the Assessment of Individual's Health and Well-being:

Communicate with customers in writing. You will be able to both plan and produce written communications. *Delivery Mode: Pre-work, Online learning, Review*



Safeguarding and Protection of Vulnerable Adults & Understanding Safeguarding of Children and Young People:

These units are aimed at those who work in health, social care in the adult sector. Analysis of the policies, procedures and practices for safe working are covered in this and how to respond to evidence or concerns of abuse. *Delivery Mode: Pre-work, Online learning, Review*



Use and Develop Systems that Promote Communication:

This unit helps students analyse communication requirements within their work setting. It will give them the knowledge to evaluate systems for effective information management and support partnership working. *Delivery Mode: Pre-work, Online learning, Review*



Develop Health and Safety and Risk Management:

This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills required to implement and promote current legislative framework and organisational health, safety and risk management policies, procedures and practices. *Delivery Mode: Pre-work, Online learning, Review*



Lead and Manage Infection Prevention and Control:

This unit is aimed at those working in a wide range of settings. It provides the student with the knowledge and skills required to carry out their work safely with regards to infection, prevention control policies, procedures and practices as well as leading the implantation of these. *Delivery Mode: Pre-work, Online learning, Review*



Champion Equality and Diversity and Inclusion:

This unit helps the students understand the diversity, equality and inclusion in their own area of responsibility. It will give them the knowledge to develop /demonstrate systems and processes that promotes these whilst also exploring the principle of informed choice. *Delivery Mode: Pre-work, Review*



Gateway Review:

Review of learning and development of knowledge, skills and behaviours within the standards and preparation for End-Point Assessment. *Delivery Mode: Pre-work, Online learning, Gateway Review, Review*



End-Point Assessment:

Completed by End-Point Assessment Organisation (EPAO) selected by Employer. Please see EPAO Assessment Plan Guidance and EPA Assessment Plan for detailed guidance on assessment activities. *Delivery Mode: Knowledge test, Project & Presentation, Profession discussion and interview*



HEALTHCARE ASSISTANT PRACTITIONER

Level 5

Healthcare 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. As an experienced Assistant Practitioner, you carry out a range of clinical and non-clinical healthcare tasks, under the direct or indirect supervision of the Registered Healthcare Professional.

Healthcare Assistant Practitioners may work in a range of services 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.

After a period of working and gaining experience, Healthcare Assistant Practitioners may wish to progress onto Registered Practice. This Apprenticeship can provide credits into some Higher Education programmes aligned to professional registration.

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HEALTHCARE ASSISTANT PRACTITIONERS MUST KNOW AND UNDERSTAND

Responsibilities and duty of the role: Undertakes defined clinical or therapeutic interventions appropriately delegated by a Registered Practitioner.

Case Management: Manages own work and case load and implements programmes of care in line with current evidence, taking action relative to an individual's health and care needs.

Supervision and Teaching: Allocates work to and supports the development of others and may supervise, teach, mentor and assess other staff as required.

Personal Development: Maintains and further develops own skills and knowledge, and that of others, through recognised Continuing Professional Development (CPD) activities enabling flexibility in practice and responsiveness to changing service needs.

Team Working: Promotes effective inter-professional and multi-disciplinary team working with peers, colleagues and staff from other agencies and provides appropriate leadership within the scope of the role.

Assessment: Provides holistic assessment of individuals, implementing programmes of care and modifying individualised care plans within their scope of practice.

Communication: Demonstrates 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.

Person-centred care and wellbeing: Promotes and understands the impact of effective health promotion, empowering, healthy lifestyles such as movement and nutrition and fluid balance.

Physiological Measurements: Undertakes physiological measurements as part of an assessment of an individual's healthcare status and following evaluation, makes appropriate changes or recommendations to care plan. Reports changes to the Registered Practitioner when the nature of the change falls outside of the agreed scope of role.

Risk Management:-

- **Infection Prevention and Control:** Uses and promotes a range of techniques to prevent the spread of infection including hand hygiene, the use of Personal Protective Equipment (PPE) and waste management.
- **Health and safety:** Promotes and maintains a safe and healthy working environment
- **Risk Management:** Identifies and manages risks, including assessment of moving and handling risk and understanding the nature of risk as it applies to the safeguarding of vulnerable individuals.

Equality and Diversity: Promotes and advocates Equality, Diversity and Inclusion (EDI).

Quality: Proactively makes recommendations to improve the quality of service delivery.

BY THE END OF THE PROGRAMME APPRENTICES MUST HAVE ACHIEVED THE FOLLOWING

- Level 2 English and Maths - (equivalent to GCSE grade C or above).
- Demonstrated that they have met the standards of the Care Certificate (6) during the first part of their Apprenticeship
- An accredited level 5 occupational competence qualification such as a Foundation Degree, other Level 5 Diploma of Higher Education or the Level 5 Diploma for Assistant Practitioners in Healthcare.
- **Industry Specific Requirements:** Work in line with The Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England.

HEALTHCARE ASSISTANT PRACTITIONERS DEMONSTRATE THE FOLLOWING BEHAVIOURS:

- **Care:** is caring consistently and enough about individuals to make a positive difference to their lives
- **Compassion:** is delivering care and support with kindness, consideration, dignity, empathy and respect
- **Courage:** is doing the right thing for people and speaking up if the individual they support is at risk
- **Communication:** good communication is central to successful caring relationships and effective team working
- **Competence:** is applying knowledge and skills to provide high quality care and support
- **Commitment:** to improving the experience of people who need care and support ensuring it is person centred

DURATION

Typical duration is 18 months for new entrants.

ENTRY REQUIREMENTS

Employers will set their own criteria, but typically an entrant to this Apprenticeship will already have achieved a minimum of Level 2 in English and Maths.

ENGLISH AND MATHS

During each session with their Tutor Apprentices without level 2 English and Maths will work towards achieving this. Level 2 English and Maths is required prior to taking the End-Point Assessment for this Apprenticeship.

FUNCTIONAL SKILLS (FS)

These will be completed taking in to account prior attainment and in conjunction with the initial assessments and diagnostics achieved through SkillsBuilder. Tutors will identify suitable opportunities to embed FS throughout the duration of the programme. Additional support should be arranged where a need or requirement is identified.

GATEWAY

Prior to undertaking the End-Point Assessment:

- the Apprentice must have completed training ensuring they can consistently demonstrate competence against all elements of the Apprenticeship standard
- Apprentices without English and Maths at level 2 must achieve this level
- an appropriate workplace project for the End-Point Assessment must be agreed for the Apprentice, based on their current job role
- Apprentices must have examples of work that they can use for reference in the professional dialogue and interview covering the knowledge, skills and behaviours being assessed by this assessment method
- the employer will judge whether the Apprentice is ready for the End-Point Assessment; they may wish to take advice from the training provider.

END-POINT ASSESSMENT (EPA)

To achieve final certification, the Apprentice must have an appropriate place, with internet access, to undertake the End-Point Assessment (EPA).

The EPA consists of three distinct components:

- a situational judgement test consisting of 40 multiple choice and 5 short answer questions drawn from any part of the Apprenticeship standard
- reflective journal and interview. The Student creates a 2000 word journal, reflecting on the development of Case Management and Supervision/Teaching. The final interview takes place between the independent assessor and the Apprentice and lasts 30-60 minutes.
- an observation of practice, where the independent assessor spends a minimum of 90 minutes observing the apprentice during the course of their normal work in their normal place of work.

A minimum of a 'pass' in each component is required.

MILESTONE MEETINGS

Qube will ensure quarterly milestone meetings are held with the employer and Apprentice to check progress against the standard and for everyone to give feedback.

GRADE BOUNDARIES

Multiple Choice & Short Answers Test

Grade	Marks Required
Pass	40-59%
Merit	60-74%
Distinction	75-100%

Observation of practice	MCQ/short answer test	Reflective journal & interview	Overall grade
Pass	Pass	Pass	Pass
Pass	Pass	Merit	Pass
Pass	Pass	Distinction	Merit
Pass	Merit	Pass	Pass
Pass	Merit	Merit	Merit
Pass	Merit	Distinction	Merit
Pass	Distinction	Pass	Merit
Pass	Distinction	Merit	Merit
Pass	Distinction	Distinction	Distinction

EXPECTATIONS

Student

- Preparation and planning
- Mandatory attendance for sessions
- Completion of tasks in agreed timeframe
- 20% off-the-job
- Functional Skills (where needed)
- Taking responsibility for own development
- Communicate support needs
- Coordinate development checks
- Create a learning record

Manager

- Facilitate time for learning
- Monthly 1-2-1 reviews with students to discuss progress, provide feedback and guide development
- Create and provide opportunities for student to participate in relevant work place tasks
- Keep an open communication lines with the student and employer
- Provide learning opportunities
- 20% off-the-job

Tutor

- Teaching
- Monitor progress
- Coach
- Feedback
- Online support
- Marking and assessment
- Preparation for final assessment
- Communicate with student and employer

20% OFF-THE-JOB TRAINING

Each Apprenticeship Standard requires the Apprentice to undertake a minimum of 20% of learning off-the-job.

This can include training that is delivered at the normal place of work, within normal working hours, but must not be delivered as part of normal working duties.

There are numerous activities which count towards this training, for example, listening to Podcasts, self-study, completing assignments and observing senior colleagues.