University Centre Leeds

Programme Specification

1	**Awarding Institution/Body**	University Centre Leeds
2	**Delivery Location(s)**	University Centre Leeds Keighley College On site at collaborative NHS Trusts Blended learning
3	**Programme Externally Accredited by (e.g. PSRB)**	IfATE/DoE Higher Technical Qualification
4	**Award Title(s)**	Foundation Degree Healthcare Assistant Practitioner Certificate of Higher Education
5	**FHEQ Level**	L4 Certificate of Higher Education L5 Foundation Degree
6	**Bologna Cycle**	Short cycle (within or linked to the first cycle) qualifications.
7	**HECoS Code and Description**	100653 - health and welfare
8	**Mode of Attendance** *[full-time or part-time]*	Full Time (2 years) and Part Time (2 years)
9	**Relevant QAA Subject Benchmarking Group(s)**	Benchmarks Framework for Higher Education Qualifications (FHEQ) FHEQ QAA Subject Benchmarks for Health Studies (2019) SEEC Credit Level Descriptors for Higher Education SEEC Level Descriptors
10	**Relevant Additional External Reference Points** *(e.g. National Occupational Standards, PSRB Standards)*	Skills for Health Core Standards for Healthcare Assistant Practitioner ST0215 NHS Knowledge and Skills Framework NHS KSF (Care Certificate) Higher Level Apprenticeship Framework (Assistant Practitioner) Core Competence and Knowledge Framework AP HL Apprenticeship
11	**Date of Approval/ Revision**	*June 2022*
12	**Criteria for Admission to the Programme**	

Foundation Degree Entry Criteria

	Typical offer	Minimum Offer

	A Levels:	2xD grades	1xE grade
	BTEC L3 Diploma or Extended Diploma:	MP, MPP grade	PP, PPP grade or a Subsidiary Diploma with an E grade
	Access to HE Diploma:	Overall pass with 60 credits, with 24 credits to be at a Merit grade	Overall pass with 60 credits
	L3 Apprenticeship or T Level (96 credits) in health related subject:	Pass	Pass
	GCSE English:	English Language Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards). Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.	
	GCSE Maths:	Maths Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards). Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Numeracy are accepted in place of GCSEs.	
	IELTS:	IELTS 6.0 with no less than 5.5 in any component.	
	International qualifications:	International qualifications will be assessed against these criteria	
	Mature applicants:	University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. *2*1 years and over at the start of the course*	
	Part time applicants:	Students for part time study are required to hold a full level 3 qualification or the equivalent experience in a relevant subject and will need to be working in the sector.	
	RPL claims:	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)	
	References:	An appropriate reference required.	
	Part Time courses:	Students for part time study are required to hold a full level 3 qualification or the equivalent experience in a relevant subject and will need to be working in the sector.	

Post enrolment	**Criteria**
Placements:	Full time students will need approx. 10-12 hours a week, voluntary or paid placement in a suitable placement on-going throughout their study.
DBS checks:	Students will also be required to complete the Disclosure and Barring Service process (DBS) prior to commencement on placement.

13	**Educational Aims of the Programme** This programme is designed to develop the skills and attributes needed for the role of the Healthcare Assistant Practitioner. 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). The programme will enable students to obtain the core skills, knowledge and values/behaviours to become an Assistant Practitioner. On successful completion of the programme, the student will be able to: • Develop a range of clinical*, professional, employability, transferable and key skills for those working in or entering the health care profession, appropriate to the level of the award and the role of the Healthcare Assistant Practitioner. • Uphold the principles of the NHS constitution through delivering high-quality care that is safe, effective, and focused on patient experience. • Develop lifelong, independent, and reflective learners. • Enhance the employability and career prospects of learners within the healthcare sector. • Produce capable and well-rounded graduates who will fulfil the role of Healthcare Assistant Practitioner in the local economy and region. • Prepare knowledgeable, skillful graduates with the ability to work towards the changing requirements for the healthcare sector. * Undertake supervised defined clinical or therapeutic interventions appropriately delegated by a Registered Practitioner, assisting in patient assessment, referrals to the Registered Practitioner, physiological measurement, risk management, infection control, health and safety, higher clinical skills such as catheterisation, wound care and discharge planning.

	Learning Outcomes	
	Knowledge and Understanding	
	K1	Appraise relevant and conflicting theories, concepts and principles in healthcare.
	K2	Appraise the provision and promotion of holistic person-centred care and support, duty of care and safeguarding of individuals
	K3	Evaluate the importance of the environment in healthcare and the implications for the individual
	Cognitive/Intellectual Skills	
	C1	Evaluate and apply appropriate theories, concepts and principles of healthcare
	C2	Analyse research and development in the healthcare sector to inform and improve quality of care
	Practical/Professional Skills	
	P1	Select and undertake holistic assessment of individuals to implement programmes of care

	P2	Evaluate the impact effective health promotion has on healthy lifestyles.
	P3	Select and undertake clinical/therapeutic interventions relevant to the Healthcare Assistant Practitioner role.
	Key Transferable Skills	
	T1	Communicate complex information to a wide variety of individuals through a variety of methods.
	T2	Reflect on own practice and modify actions appropriately.
	T3	Work effectively in a team.
	T4	Employ problem solving skills to find appropriate solutions.

15 Key Learning & Teaching Strategy and Methods

The teaching and learning strategy will ensure that regardless of delivery mode learners will all have the same opportunity in which to be successful. Learning and teaching will be tailored to meet the specific needs of the module whilst building on the skills required for the Assistant Practitioners role. Students will take part in discussions, seminars, inquiry-based learning and peer review and evaluations on an on-going basis. They are encouraged to share good practice from their work placement opportunities with their peers in group work, discussions and seminar groups. There are opportunities to share these with their mentors and colleagues at work and reflect upon their learning.

Learners following a blended delivery will receive a mixture of teacher led sessions online and face to face on site sessions throughout the foundation degree, which is integral to establishing core knowledge, skills and behaviours. This will enable students to develop and confidently discuss complex issues relating to the role of the Assistant Practitioners and have a greater understanding of the use of strategies and therapies.

The virtual learning platform will play a key role in supporting a blended delivery, by providing a host of interactive features to engage students with the course team, peers and guest speakers. All students are issued with a Google account that is secure and accessed with their student ID number and password. The use of the Google Education Suite* of apps via the Chromebook, provides a platform of excellent educational tools. Examples of the tools employed on the course are; Google Classroom, this gives opportunities flipped learning to facilitate deeper understanding and a forum for professional discussions with peers. It is an interactive learning environment for posting, commenting, alongside accessing a repository of lesson resources and recordings from live online (distance) classes. Also used is, Google Hangouts, an instant messaging channel for individual and group communication. Hangouts facilitates close contact for students and tutors and replicates the classroom/staffroom environment when distance learning is taking place. Tutorials take place via Hangouts and/or Meets, where professional discussions take place. Google Meet is used to host live online classes and to live stream face to face classes should there be a need, this is an interactive tool where students can engage in lectures, break into small groups to work on tasks, share work and collaborate, all with the support of their tutor. All Meets are recorded and shared to the Google Classroom, students are able to watch again at any time. Google Drive is a cloud based storage for documents that students have their own account, any work stored can also be shared for collaboration with peers or tutors for formative feedback.

**UCLeeds will be changing VLE platforms to Blackboard for September 2022. HE Health will adopt this change for 2023.*

Seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts. These aim to share best practice and cascade students' research and work experience with their peers.

Monitoring and tracking of student progress is extremely important and critical to the success of each student. The curriculum team will use the 'pro-monitor' system to ensure that each student is making appropriate progress regardless of the delivery method undertaken. The tutorial process will ensure that each student remains 'on track' with any appropriate interventions. Additionally, apprentices will also receive progress review meetings with their assessors to ensure sufficient progress is being made throughout the programme. The use of formative tasks throughout each of the modules will support each student's progress and help to identify any areas which may require development. This is further outlined in the Key Assessment and Methods section of the documentation.

Students will engage in a variety of group activities, working collaboratively, producing resources to develop their overall communication skills. These skills are essential to the Healthcare Assistant Practitioner and will be developed throughout the course. Improving confidence when presenting to peers, patients/service users and increasing their interpersonal skills are a core thread that runs through the programme.

Case studies will be used to explore issues and the needs of service users/clients/patients. We will explore strategies and plans to meet the needs of service users taking a holistic approach to healthcare needs. Case studies enable students to focus on real life scenarios and provides a base for class discussions and debate whilst maintaining confidentiality. Service users support this mode of teaching method by sharing their 'real life' experiences of receiving care through online or in person talks to student groups. Many service users have experience in health promotion interventions and are able to discuss first-hand their experiences as a patient using care plans and their thoughts surrounding the impacts and barriers associated with intervention for positive change. Practitioners are also able to discuss their experiences (challenges and rewards) of the role of a Healthcare Assistant Practitioner and how this as a career can develop.

Inquiry-based learning will form a staple of the programme. This will engage students by making real-world connections from their experiences in the healthcare sector through exploration and high-level questioning in the classroom. The blending of theory and practice is essential to training knowledgeable and skilled Assistant Practitioners who are fully prepared to enter the healthcare workforce. This process encompasses a metacognitive approach, where the students will reflect on the changing face of the role of the Assistant Practitioner in the healthcare sector and attitudes towards this.

Students will be encouraged to move from dependent to more independent and autonomous learning from level 4 to level 5 of their study, building their research techniques and skills. Students will be supported through a programme of tutorials and academic support sessions which will build these study skills. Skills workshops are an integral part of this and allow students to self-reflect and action plan for success.

The library staff will support student's research and referencing skills in a negotiated study programme alongside the teaching team. These skills will be revisited throughout the programme of study to deepen the knowledge and confidence of the students. This will be available to all students via the VLE regardless of delivery mode undertaken.

Apprentices will spend 80% of their time in the workplace, and 20% off site. Off-site learning will involve participation in lectures, seminars, workshops, practical sessions and tutorials. There is also an expectation that students will devote time to personal study. This personal study time will be spent building a portfolio of evidence, engaging in general background reading, revisiting practical work, attending meetings, preparing for seminar activities, working on assignments. Learning will be supported by the UCLeeds' Virtual Learning Environment. In the workplace, apprentices will be supported by a workplace mentor, as well as a UCLeeds Assessor who will visit on a regular basis, to

	discuss progress and achievement of work based competencies for the e-portfolio. A minimum of every 12 weeks apprentices will have; a progress review, a professional discussion and an observational visit. This programme adopts a blended style of learning and teaching including online delivery and engagement where appropriate. Delivery will be a split of 80% online delivery and 20% face-to-face at the campus. This will be a rotation model, where apprentices will attend online classes delivered in real time on their designated study day, once a week for approximately 6 consecutive weeks. Followed by an on-site study day on the usual attendance day at the end of that period. This will be a continuous cycle for the duration of the standard. Those on the apprenticeship pathway will attend over the summer period between year one and two. A summer programme of enrichment activities including; PDBA, CPD activities, digital skills, and academic skills refresher will take place. At the end of year 2 when the apprentice reaches gateway there will be a programme of activities to prepare for end point assessment; case studies, professional discussions that map the knowledge skills and behaviours of the standard.
16	**Key Assessment Strategy and Methods** The assessment strategy for the programme has been designed in full consultation with various stakeholders from the NHS Trusts, Health Education England and Health and Care Academy. The foundation degree is written to embed the principles of work-related practice, the assessment strategy and methods therefore need to replicate the procedures expected upon qualification and entry to the profession. There are a variety of assessment methods throughout the foundation degree at both level 4 and level 5 which provide the platform from which learners can build and develop the knowledge, skills and behaviours required to be successful. Modules are devised to allow application of theory to practice, embedding the knowledge, skills and behaviours required of the profession. At level 4 the assessment strategies support students with essential skills for the profession such as care planning, case studies, presentations (group and individual), action plans and report writing. These skills progress into level 5 once a more in-depth knowledge of the sector has been acquired and more challenging methods are included such as Mock Multi-Disciplinary Panel Meetings, Professional Discussions, Literature Reviews, Presentations, Case Studies, essays and an e-portfolio for professional practice. The tasks and assessment criteria are clearly explained to the students in the module handbooks. Tutors explain these outcomes and methods to the students for clarity. Formative assessment and feedback are integral to the teaching, learning and assessment strategy of the course, these will be shown in the module scheme of work. Formative tasks throughout the programme will ensure that each learner is prepared and supported to meet the summative tasks. For example, the Academic Research and Study Skills module at level 4 semester one includes a formative skills audit that helps students to identify areas of development. This early task helps to gauge the students' needs so support can be identified and delivered before the summative tasks. Students will also take part in a variety of discussions, seminars and peer reviews and be encouraged to share good practice identified whilst working, with their peers in group work, discussions and seminar groups. To support students work related learning there will be, where appropriate, service users invited as guest speakers to share their 'lived experiences'. This will facilitate a greater understanding of module content and their role as an AP when supporting service users. Following consultation with the key stake holders the assessment methods used within the course are: Report writing, case studies, presentations, essays, e-portfolios, professional discussions, mock panels, action plans and care plans.

Report writing is a skill that is a requirement when making case notes, recording observations, making care plans.

Case studies enable students to look holistically at a case and evaluate interactions, initiatives and treatments to meet an individual's needs. Case studies enable students to plan and make suggestions for future treatments and interactions. Service users can support the use of case studies as an assessment strategy by acting within role play scenarios closely relating to (and without detriment) the 'rea life' experiences in which they have been exposed to. Experience as a patient or professional in a healthcare role provides students with a deeper understanding of the needs associated with care and the support required from practitioners. By including service users within assessment strategies will allow for real life simulated experiences enabling students to immerse themselves in scenarios closely related to that in the profession and practice the key communication skills required for success.

Essays are included as a catalyst for research, to facilitate deeper knowledge and understanding of topics. Conducting literature searches into the latest concepts and theories to apply to practice are part of the Healthcare Assistant Practitioners role once qualified.

Presentations develop students' confidence in speaking to others. They are in place at level 4 and 5 in various formats. Presentations enable students to share research and findings with each other and develop this best practice within their workplace. These build the reflective and reflexive practitioner skills that are essential for healthcare professionals. Over the course of the programme these skills will enable students to develop their levels of responsibility and autonomy working within the required levels of supervision for the job role involved.

E-portfolios are used as a platform to evidence work based practice and competence at level 4 and 5, in the Developing Professional Practice and Continuing Professional Practice modules. The e-portfolio evidences the mandatory competences from the professional occupational standards and knowledge, skills and behaviours outlined in the higher technical qualification standard. This digital system facilitates the capture of competence in more creative (multimedia) approach; document files, video, audio, photographs, scanned documents from practice and links to external reference points for the profession. The Professional Practice tutor is responsible for assessing and grading the evidence submitted against professional occupational standards in the work placement. Milestone assessment stages will be scheduled throughout the year to ensure that students keep on track with this.

Care plans are included as these are an integral aspect to the assistant practitioners role, so that they understand the needs for the individual they are caring for and be able to plan to meet these needs effectively.

Mock Panel Meetings are an innovative way of being assessed on verbal knowledge by demonstrating an understanding of the role the multi-disciplinary team plays in providing care. It gives insight into the importance of the whole team approach in care.

Professional Discussions will facilitate the essential skills of communication needed as an Assistant Practitioner. This method allows the student to demonstrate their knowledge and understanding verbally, to show competency when in a face-to-face situation and answer challenging questions. This simulates real life professional situations in preparation for employment.

In addition to the course assessments, apprentices will complete an end point assessment. It includes the following components:
1. An observation of practice undertaken in the workplace. Consisting of live observation (90 minutes), followed by a Q&A session (45 minutes).
2. Professional discussion underpinned by a portfolio of evidence (90 minutes)

	The purpose of this is to test (in a synoptic way) the skills, knowledge and behaviours of the apprentice as set out in the apprenticeship standard. The end point assessment: · • Provides apprentices with a showcase opportunity to provide oral and documentary evidence of their knowledge, skills and behaviours developed throughout the apprenticeship • Enables the independent assessor to assess the skills and behaviours of the apprentice by observing the apprentice in the course of their normal work · • Tests the knowledge acquired by the apprentice throughout the apprenticeship. (End Point Assessment is currently under review and due for publication in 2022)*June 2022

17	**Programme Modules**						
	Level 4						
	Code	**Title**	**Credits**	**Core/ Option**	**Non-Compensatable**	**Compensatable**	**Variance**
		Fundamentals of Health and the Human Body	20	C		x	
		Communication and Interpersonal Skills	20	C		x	
		Academic Research and Study Skills	20	C		x	
		Clinical and Therapeutic Interventions in Healthcare	20	C		x	
		Developing Professional Practice	40	C	x		
	Level						
	Code	**Title**	**Credits**	**Core/ Option**	**Non-Compensatable**	**Compensatable**	**Variance**
		Research in Healthcare	20	C		x	
		Legal Aspects of Healthcare	20	C		x	
		Mental Health and Wellbeing for Care	20	C		x	
		Nutrition and Health	20	C		x	
		Continuing Professional Practice	40	C	x		

18 Programme Structure

Mode of study	Days study per week	No. Of hours per module	Work experience	Type of attendance
Full time	2	3	460 hours placement	Face to face
Part time	1	2	Employment	Blended

Students studying on the foundation degree full time will attend for 2 days per week and work placement for a minimum of 10-12 hours per week throughout their study (minimum of 460 hours). Full-time students also have tutorial and academic support sessions on their timetables.

Students studying this foundation degree part-time, or as part of an apprenticeship programme, will attend for 1 day per week and be employed in a relevant workplace throughout their studies. The mode of study for the part-time students will take the form of a 5:1 ratio of blended learning where five weeks of sessions will be delivered remotely through the VLE as detailed in section 15 (Google suite for 2022, Bb for 2023) followed by one day of face to face contact.
Every six weeks, students will be invited to attend UCLeeds to receive delivery of modules during both semesters. This approach will allow for students to have direct communication and collaborate in a face to face environment with both peers and tutors.

In the workplace, apprentices will be supported by a workplace mentor, as well as a UCLeeds Assessor who will visit on a regular basis, to discuss progress and achievement of work-based competencies for your portfolio. A minimum of every 12 weeks apprentices will have; a progress review, a professional discussion and an observational visit. This programme adopts a blended style of learning and teaching including online delivery and engagement where appropriate. This will mean that for approximately 80% of the time students will attend online and 20% face-to-face. This attendance pattern is 5 consecutive weeks online attendance on their designated day, followed by face to face attendance on the designated day on the 6th week. This cycle then repeats for the duration of the course. (30 weeks per year self-funding part-time students and 50 weeks for apprentices). Support for part-time students and apprentices will be booked on an individual basis as individual tutorial sessions and by video call or phone contact. All modules for both full-time and part-time modes of study are delivered in the same sequence for semester 1 or semester 2 outlined in the structure table.

The part-time students study the modules in one day (2 hours per module), the rationale behind this is; due to their substantive industry experience they will already have a good underpinning knowledge of the sector and its requirements.

The full-time students study the modules over two days (3 hours per module) and have academic support sessions on their timetable. The modules build upon each other and the ongoing placement experience. Please see the chart below.

Level 4

Sem 1 (Weeks1-15)	Academic Research and Study Skills	Communication and Interpersonal skills	Developing Professional Practice

Sem 2 (weeks 16-30)	Fundamentals of Health and the Human Body	Clinical and Therapeutic Interventions in Healthcare	

Level 5

Sem 1 (Weeks1-15)	Research in Healthcare	Mental Health and Wellbeing for Care	Continuing Professional Practice
Sem 2 (Weeks 16-30)	Legal Aspects of Healthcare	Nutrition and Health	

19 Apprenticeships

The L5 Healthcare Healthcare Assistant Practitioner standard (st0215) is mapped to this Foundation Degree. All KSBs are individually mapped to each module at level 4 and 5. The Professional Practice modules facilitate the achievement of the skills based in the workplace and are evidenced through the e-portfolio. Students must successfully demonstrate all the knowledge, skills and behaviours in the workplace to achieve the apprenticeship.

The apprenticeship route requires that students to demonstrate they have met the standards of the Care Certificate during the first part of their apprenticeship (year 1 of study). The first year of the foundation degree is mapped to these standards. Those who have not already achieved the Care Certificate will have the opportunity to do so.

All module specifications are mapped to the KSBs a minimum of twice so that the learners have the opportunity to meet these through the Foundation Degree study. Apprentices will ideally form their own cohort and attend weekly lectures, these will be delivered in a blended model, consisting of 80% remote delivery and 20% face to face, this follows the mode of study for part time foundation degree.

The framework design of the foundation degree dovetails with the apprenticeship so that the learners don't have 'extra' work to complete during the Foundation Degree to achieve the apprenticeship. Once the Foundation Degree is completed and upon employers' request, the learner will then be able to enter the 12-week gateway for end point assessment.

Apprentices will have regular meetings with their Assessor, Tutor and workplace supervisor/mentor to monitor their progress. As per the Apprenticeship Standard a review meeting will take place at least every 12 weeks with their Assessor. This will go towards the Off the Job training (OTJ), alongside the time spent in lectures and with their assessor/mentor.

Each apprentice will benefit from the collaborative approach where apprentice progress is at the centre of communication between the curriculum team, the assessor and the employer/mentor. This will be facilitated by regular meetings between the employer and the provider to ensure a coherent and consistent approach

	is taken. This will ensure that effective tracking and monitoring is taking place and ultimately that each apprentice is ready for the End Point Assessment.
20	**Support for Students and Their Learning** A structured pre-enrolment and on-course support system is in place, where all students identify any support needs on their application form and support systems are discussed at this point. The admissions team will make the department and HE Learning Support Officer aware of any additional support requirements identified from the student's application form. Support for students and their learning is available via the HE Learning Support Officer based at the University Centre where students can gain support for a variety of issues such as dyslexia, other learning difficulties and assessments to assess students for disabled student allowance (DSA funding). The team have found this approach enables potential support to be identified within the first few weeks of the programme. A 'keep warm' event is planned for July/August when all students who have applied will be invited to The University Centre for the day. If students are attending from a large geographical area this can also be provided as a virtual event. Students will be given the opportunity to speak to tutors, meet fellow applicants and take part in various activities. This gives the students an opportunity to meet tutors and other students and tutors can speak to the applicants about their aims and objectives for the programme. Tutors can then ensure applicants are considering the correct programme and assist with any queries or questions. Contact with the Programme Manager or Course Leaders will be maintained during the application-to-enrolment period, as well as on course. Support services are further discussed and signposted at enrolment and during induction, as well as through the structured tutorial programme. For all students, there is tailored support from the moment they apply to programme and is enhanced further within the detailed induction programme. Prior to commencing the course, the department will deliver information sessions about the course, its regulations, procedures, the VLE and assessments. During the induction week, tutors will undertake a one to one tutorial with each student and discuss potential goals for the upcoming year. Induction will also include guidance sessions on using the VLE and support to upskill digital literacy. This support will be ongoing throughout the course to support blended learning. The communication system used by the department give students access to the programme team; this includes e-mail, on-line texting system (Google Hangouts), the VLE (Google Classroom – *may change to Blackboard for 2023*) and contact details will be provided on the course notice boards (virtual). All necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE. The way in which the tutorial system has been structured means each student is allocated at least one tutor for regular tutorials and personal development planning. This is implemented in the first term and continued throughout the two years of study. Tutorials are tracked throughout the use of the on-line ProMonitor software. The tutorial system supports individual students in accordance with their personalised learning plan. Students will continue to have access to weekly support sessions, where a personal progress and development record for the duration of the Foundation Degree which will help focus reflection and personal development as well as inform meetings with personal and module tutors.

Although students are encouraged to become independent learners, access to the academic skills hub at the University Centre also offers advice and guidance on a range of topics such as referencing and improving their overall academic writing style. The health department have also employed an Academic Skills Tutor, who supplements the level of support provided to students and will hold 1-2-1 support meetings with students across all levels of study.

The free Chromebook provided to students has been a great success and allows students to access the internet, online library resources, academic journal databases, use the webcam to record online videos or screencasts, complete interactive activities through the Google platform and offers functional capabilities such as printing, so that students do not have to log on to a desktop computer. This will continue to be essential during blended learning delivery.

The library staff in addition to teaching team will support student's research and referencing skills in a negotiated study programme alongside the course team. This will also include support to access electronic sources for blended study. These skills will be revisited throughout the programme of study to deepen the knowledge and confidence of the students. Finally, there are a range of student services available such as welfare, counselling, financial and careers advice.

All students will be required to undertake relevant industry work-based learning (e.g., placement, volunteer or paid). The setting must meet regulatory requirements for providing placements from the HSE and hold an appropriate CQC rating. Students will have support where necessary to find an appropriate work experience from the course team and our stakeholders. We encourage students to source their own placement, but if needed the Professional Practice tutor will work with the student to arrange a suitable placement. As this is an essential part of the study programme, there will be an Employer and UCLeeds agreement in place (outlining responsibilities of all parties) when work experience placement is arranged and prior to commencement of such. Students will have a designated Professional Practice tutor and workplace mentor. Students will be fully prepared for commencing their placement through their Professional Practice module and a thorough induction to the placement will take place prior to starting.

Students will be supported by the Professional Practice tutor at level 4 and 5 in their work placement, this will be in conjunction with the workplace mentor. The tutor will visit the student in the workplace where appropriate and liaise with the workplace mentor regularly. If a student is not able to have a workplace mentor, then the Professional Practice tutor will fulfil this role. There will be support available for mentors through regular meetings and training from UCLeeds. The Professional Practice tutor will conduct the risk assessments prior to the placement starting and coordinate the completion of agreements. Employers and students will be fully briefed about their roles and responsibilities and handbooks will be provided for both parties. Any causes for concern should be highlighted informally with the Professional Practice Tutor in the first instance and consequently in line with the procedures outlined in the handbooks.

Students will receive workplace visits from the Professional Practice tutor. During these visits they may meet with the mentor and discuss progress. There may also be opportunities to observe practice and engage in professional discussion with the student.

	During work placements, regular feedback will be obtained, and action plans devised for professional progress. Careful monitoring of student performance is undertaken by the Professional Practice Tutor, and they can encourage students to develop their skills and knowledge as defined by the occupational competencies. There will also be mid-term and end of year formative reviews of the Practice E-Portfolio. This is developmental and supportive and is a collaborative process between student, tutor and workplace mentor. Workplace Mentors will also be supported during the placement by having a designated member of staff to contact, handbooks with guidance, regular meetings with the Professional Practice tutor, mentor training should they wish and opportunities to meet with other mentors for peer support at events during the academic year. To support students work related learning there will be, where appropriate, service users invited as guest speakers to share their 'lived experiences'. This will facilitate a greater understanding of module content and their role when supporting service users.
21	**Distinctive Features** The programme has excellent links with the profession, working closely with Leeds Health and Care Academy, Health Education England, Leeds NHS Trusts. This provides opportunities for placements, apprenticeships, mentor training, CPD opportunities and guest lectures. The programme delivery model(s) facilitate bespoke packages for NHS Trusts and we can deliver in a variety of formats, being responsive to market needs and demand. University Centre Leeds are one of a few centres to be accredited to run Higher Technical Qualifications in the Health Sciences, successfully securing associated funding to develop and equip these resources. Excellent student facilities include the inception and launch of a bespoke sensory room and clinical resource classroom. Chromebooks are provided for all students, these are especially important when distance learning and we also provide training for all new starters, including a digital skills analysis and create a tailored plan to upskill their digital literacy. This has been commented on by our stakeholders as a unique feature and a real selling point for them, as is the centralisation of all digital learning on one platform (Google Education Suite).

Stage Outcomes (Undergraduate Awards only)

Key: **K** = Knowledge and Understanding **C** = Cognitive and Intellectual **P** = Practical Professional **T** = Key Transferable [*see Section 16 programme specification*]

No.	Stage/Level 5(2)	Stage/Level 4 (1)
K1	Appraise relevant and conflicting theories, concepts and principles in healthcare.	Compare relevant and conflicting theories, concepts and principles in healthcare.
K2	Appraise the provision and promotion of holistic person-centred care and support, duty of care and safeguarding of individuals	Examine the provision and promotion of holistic person-centred care and support, duty of care and safeguarding of individuals
K3	Evaluate the importance of the environment in healthcare and the implications for the individual	Describe the importance of the environment in healthcare and the implications for the individual
C1	Evaluate and apply appropriate theories, concepts and principles of healthcare	Discuss appropriate theories, concepts and principles relating to healthcare
C2	Analyse research and development in the healthcare sector to inform and improve quality of care	Explain research and development in the healthcare sector to inform and improve quality of care
P1	Select and undertake holistic assessment of individuals, implementing programmes of care and modifying individualised care plans within their scope of practice.	Discuss appropriate holistic assessment of individuals, implementing programmes of care and modifying individualised care plans within their scope of practice.
P2	Evaluate the impact effective health promotion has on healthy lifestyles.	Indicate the impact of health promotion on healthy lifestyles.
P3	Plan and undertake clinical/therapeutic interventions relevant to the Healthcare Assistant Practitioner role.	Select appropriate clinical/therapeutic interventions relevant to the Healthcare Assistant Practitioner role.
T1	Communicate complex information to a wide variety of individuals through a variety of methods.	Explain ways to communicate complex information to a wide variety of individuals through a variety of methods.
T2	Reflect on own practice and modify actions appropriately.	Reflect own practice.

T3	Work effectively in a team.	Describe effective teamwork skills.
T4	Employ problem solving skills to find appropriate solutions.	Propose problem solving skills to find potential solutions.

Map of Outcomes to Modules

	Outcome Key											
Module Titles	K1	K2	K3	C1	C2	P1	P2	P3	T1	T2	T3	T4
Level 4												
Academic Research and Study Skills	✓				✓				✓			
Fundamentals of Health and the Human Body	✓		✓			✓	✓		✓			
Communication and Interpersonal Skills		✓		✓							✓	
Clinical and Therapeutic Interventions in Healthcare			✓			✓		✓		✓		
Developing Professional Practice		✓		✓	✓		✓	✓		✓	✓	✓
Level 5												
	K1	K2	K3	C1	C2	P1	P2	P3	T1	T2	T3	T4
Research in Healthcare					✓		✓			✓		

Legal Aspects of Healthcare		✅	✅						✅			
Mental Health and Wellbeing for Care	✅			✅				✅		✅		
Nutrition and Health		✅				✅			✅			
Continuing Professional Practice	✅		✅	✅	✅	✅	✅	✅		✅	✅	✅

Map of Teaching and Learning Methods

Level 4

	Methods											
Module Titles	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills workshops	Practical's (using the clinical suite)	Individual tasks	Group activities	Guest speakers	E Learning/ On-line forums	Demonstrations	Roleplay	Tutorials
Academic Research and Study Skills	✅	✅	✅	✅		✅	✅		✅	✅		✅
Fundamentals of Health and the Human Body	✅				✅		✅	✅				✅

Communication and Interpersonal Skills	✅	✅	✅				✅				✅	✅
Clinical and Therapeutic Interventions in Healthcare	✅	✅	✅		✅		✅	✅		✅		
Developing Professional Practice	✅	✅	✅	✅	✅	✅	✅	✅			✅	✅

Level 5

	Methods									
Module Titles	Lectures	Student led/ interactive/ shared learning seminars	Skills workshops	Practical's (which may include using the clinical suite)	Group activities	Guest speakers	Professional discussions	Tutorials	Milestone assessments	Roleplay
Research in Healthcare	✅	✅	✅		✅	✅				
Legal Aspects of Healthcare	✅	✅		✅	✅	✅				
Mental Health and Wellbeing for Care	✅	✅			✅	✅	✅	✅		

Nutrition and Health	✅	✅		✅		✅				
Continuing Professional Practice	✅	✅	✅	✅	✅	✅		✅	✅	✅

Map of Assessment Methods

Level 4

	Methods						
Module Titles	Report	Action Plan	Essay	Care Plan	E-Portfolio	Case Study	Presentations
Academic Research and Study Skills			T1: 60% Essay – 1500 words Wk 13				T2: 40% E presentation.(1500) WK 7
Fundamentals of Health and the Human Body				Task 2: Care Plan 60% (1,800 words) wk 22			Task 1 Poster presentation 40% (10 mins) Week 30
Communication and Interpersonal Skills						Task 1 Case study- 70% (2100 words) Week 9	Task 2 Group presentation on communication techniques (30%) (15 mins) Week 15
Clinical and Therapeutic Interventions in Healthcare	Task 1 Report 50% 1500 words Week 26					Task 2 Case Study 50% 1500 words Week 29	
Developing Professional Practice					Task 2 Eportfolio 60% 3600 words equiv Week 30		Task 1: 40% Presentation 20 mins 2400 words equiv Wk 28

Level 5

	Methods							
Module Titles	Literature Review	Case Study	Essay	Action/Development Plan	E-Portfolio	Presentation	Professional Discussion	Multi-Disciplinary Pannel
Research in Healthcare	T1: Contemporary Literature Review 70% 2700 words Wk 13			T2 Action Plan 30% 1300 words Wk14				
Legal Aspects of Healthcare		T1 Case Study 40% 1600 words Wk24						T2 Mock Multi-Disciplinary Pannel 60% 30mins WK27
Mental Health and Wellbeing for Care			T1 Essay 70% 2800 words WK 10	T2 Development plan 30% 1200 words WK 15				
Nutrition and Health						T1 Presentation 100% 4000 words WK 29		
Continuing Professional Practice					Task 2 E-portfolio 50% 4000 words equiv Week 30		T1 50% 4,000words equiv/30 mins	

Mapping of Apprenticeship Standard ST0215

KSB	Level 4 -					Level 5				
module	Fundamentals of Health A&P 20 Credits	Communication and Interpersonal Skills 20 Credits	Academic Research and Study Skills 20 credits	Clinical Skills in Health and Wellbeing 20 credits	Developing Professional Practice 40 credits	Researching Health and Wellbeing 20 Credits	Legal Aspects of Healthcare 20 credits	Continuing Professional Practice (40 credits)	Mental Health and Wellbeing in Care 20 credits	Diet and Nutrition 20 credits
K1				x	x		x	x		
K2					x			x		
K3		x		x	x			x	x	x
K4		x		x	x		x	x	x	
K5	x			x						
K6	x			x					x	x
K7				x					x	
K8				x					x	
K9				x						x
K10				x					x	
K11				x					x	x
K12		x	x		x	x	x	x		
K13		x			x		x	x		
K14					x			x		
K15					x			x		
K16		x			x			x		
K17		x			x			x		
K18				x	x		x		x	
K19			x		x			x		
K20			x		x			x		
K21			x		x			x		
K22					x			x		
K23			x		x			x		
K24					x			x		
K25						x				x
K26	x						x			x
K27				x	x			x		
K28					x			x		
K29				x	x			x		
K30				x	x			x		

K31				x			x	x		
K32						x		x		
K33						x		x		
K34	x			x						
K35	x			x						x
K36	x			x						x
S1					x		x	x		
S2					x			x		
S3					x			x		
S4		x		x	x		x	x	x	
S5				x	x			x		
S6				x	x			x		
S7				x	x			x		
S8				x	x			x		
S9				x	x			x		x
S10				x	x			x		
S11				x	x			x		
S12					x			x		
S13					x			x		
S14					x			x		
S15					x			x		
S16					x			x		
S17		x	x							
S18					x			x	x	
S19			x		x			x		
S20					x			x		
S21					x			x		
S22					x			x		
S23					x			x		
S24					x			x		
S25				x	x	x		x		x
S26				x				x		x
S27					x			x		
S28					x		x	x		
S29				x				x		
S30				x				x		
S31						x		x		
S32						x		x		
S33						x		x		
B1					x			x		
B2					x			x		
B3					x			x		