

Programme Handbook

Foundation Degree Assistant Practitioner in
Health & Social Care

2024/25

Hugh Baird University Centre

A University of Cumbria Franchised
Programme

This handbook is a guide to the programme you are studying. A concise summary of the programme is contained in the Programme Specification.

This programme is governed by the University of Cumbria's [Academic Regulations](#). You should read and familiarise yourself with the Academic Regulations. In the event of any information contained in this handbook conflicting with that in the Academic Regulations, then the Academic Regulations should be taken as the definitive version.

2023/24

The University and Hugh Baird University Centre have taken all reasonable steps to ensure the accuracy of the information contained in this programme handbook. Hugh Baird University Centre will use all reasonable endeavours to deliver the programme in accordance with the descriptions set out within the handbook. Nevertheless, circumstances outside the Hugh Baird University Centre's reasonable control may arise which limit its ability to deliver the programme as described. Where reasonable and appropriate to do so, the Hugh Baird University Centre will make all reasonable endeavours to put in place alternative arrangements to achieve the relevant learning outcomes, and provided the Hugh Baird University Centre does so, it will not be responsible to the student for any failure to provide the programme in accordance with the programme handbook.

If you require this document in an alternative format, please contact your Programme Leader in the first instance.

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Section 1 – Programme Details

Welcome by Assistant Principal of Higher Skills and Access and Introduction to the Institute

Welcome to the Institute of Hugh Baird University Centre.

Welcome to your University of Cumbria Higher Education (HE) course at the Hugh Baird University Centre. We offer a friendly and supportive learning environment and the tailored support you need to be successful. Class sizes are small and tutors use varied teaching and learning methods to meet your needs. Our staff are also used to working with people of all ages and recognise that your work and life experience are an asset. As a friendly community of staff and students our aim is to give you an excellent educational experience. I hope you will enjoy this year and find your course challenging, stimulating, enjoyable and rewarding.

This Handbook provides a quick guide to what is offered at the college, what we aim to help you to achieve and what we expect of you. It also provides information about support services and regulations that you need to know.

We want you to achieve your academic and personal potential, to develop networks of friends, new interests and life skills. To achieve this we want you to:

- Work hard - we expect you to attend lectures, seminars and workshops, as students with good attendance will achieve the best degrees overall. Plan your workload and think carefully about how to manage your reading and preparation for written assignments and practical work;
- Enjoy your time at college – studying on an HE course is also about having new experiences, making friends, finding new interests, and learning to create a balance between work and social life. Make sure you find time to take advantage of enrichment activities or sports facilities and get involved with student committees. Look after yourself and make sure you know about student wellbeing resources for information and support;
- Make use of the support that is available to you - I am sure you will have a great year but don't forget that there are many services available if you need them.

I wish you every success during your time at the Hugh Baird University Centre.

Colette Mawdsley

Assistant Principal of Higher Skills and Access

The Programme Team and relevant University Contacts

Role	Name	Contact details
Programme Leader	Fiona O'Shea	☎ 0151 353 4444 ext 6621 ✉ fiona.oshea@hughbaird.ac.uk
Teaching Team	Simone Clements	☎ 0151 353 4444 ext 6519 ✉ simone.clements@hughbaird.ac.uk
Teaching Team	Francesca Garner	☎ 0151 353 4455 ✉ Francesca.garner@hughbaird.ac.uk
University Academic Link (as appropriate)	Ali Richards	☎ 01524 590800 ✉ ali.richards@cumbria.ac.uk

Data Protection and Sharing of Information

Please note that the Hugh Baird University Centre and the University of Cumbria will routinely share your data. This will be in order to facilitate your studies and enable the University to confer your final award. Data will include:

- Application and registration details (e.g. name, contact details, date of birth, education etc.).
- Assessment marks.
- Student feedback.
- In the event of claims of academic malpractice, disciplinary or student complaints.

Hugh Baird University Centre and the University have signed a Data Sharing Agreement that sets out what student data will be shared, the reasons for sharing and how this will be done in a secure manner. This is designed to ensure both institutions are meeting their responsibilities under applicable Data Protection legislation, including the General Data Protection Regulation (GDPR).

Both Hugh Baird University Centre and the University are registered with the Information Commissioner's Office (ICO) to whom you have the right to complain if you are unhappy with the way your information is being handled. The University's Privacy Statement is available at www.cumbria.ac.uk/dataprotection

Communications

The University of Cumbria is the awarding body for your programme. Once the University has your details from the Hugh Baird University Centre and has registered you on its system, you will receive an email with your University student ID and password. Whilst your main point of contact will be Hugh Baird University Centre, it is important to keep this safe. Should the University need to contact you, it will do so using the contact details it has. These can be updated via its ICON system. It is also from ICON that you will be able to see your module marks once they have been verified through an assessment board.

The Hugh Baird University Centre will use MS-Teams and email to contact you with relevant information in relation to your course and your time on the programme.

Programme Specific Information

The Programme Specification can be located at www.hughbaird.ac.uk which gives further details of your programme including Programme Aims and Outcomes.

1. Provide a high-quality learning experience that is flexible and responsive in supporting the personal and professional development of both you as well as your organisation or business, based upon a coherent and integrated framework of higher level work based learning.
2. Provide you with a coherent and flexible programme, which recognises the value of prior experiential learning while providing opportunities for lifelong learning.
3. Provide study that utilises a range of innovative learning resources to progressively foster independence in learning, reflective practice and the development of higher-level knowledge, skills and attributes.
4. Deliver coherent, meaningful, approved routes into higher education giving you and your employers the ability and flexibility to negotiate your learning needs

and desired outcomes to enhance academic skills and quality care within the workforce.

Develop your critical abilities, skills and knowledge in underpinning theory to enable you to apply them to your area of professional practice, enabling progression within your chosen field of specialty.

Your Employability Skills

By studying the Foundation Degree Assistant Practitioner in Health & Social Care you will not only be gaining extensive theoretical knowledge of your chosen topic of study, you will also be developing a range of relevant transferrable skills which you can use in your career during and after your study. Completion of your programme will contribute to professional development and career progression.

Personal Tutor

A Personal Tutor, in the form of a Personal Development Coach (PDC), will be allocated to you by the Programme Leader at the start of the programme and it will be part of their role to monitor your progress and provide support and advice on your studies. You can speak to your PDC about your academic development, or about any issues hampering your study, and they can direct you to appropriate support through the University's Student Support Services (the POD). You should make contact with your PDC within a month of starting your studies.

Resources

Please refer to the MS-Teams page, within which advice and guidance will be provided in relation to academic writing, referencing, rules governing plagiarism, cheating etc.

Student Assessment and Anonymous Marking Practices

The Hugh Baird University Centre will follow the University of Cumbria's process for submission of assessment.

The course will include the following modules which are all compulsory; each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as double or triple modules with credit allocated up to a maximum of 120 credits per module.

Year 1:

Year 1			
Code	Title	Credits	Status
Generic Modules			
FDAP4003	Introduction to Professional Practice	20	Core
FDAP4004	Service User Journey 1	20	Core
FDAP4005	Applied Biological Sciences 1	20	Core
FDAP4006	Evidence Based and Reflective Practice	20	Core
FDAP4021	Health and Social Care 1	20	Core

FDAP4022	Health & Social Care 2	20	Core
Students exiting at this point with 120 credits would receive a CertHE Health and Social Care			

Year 2:

Year 2			
Code	Title	Credits	Status
Generic Modules			
FDAP5001	Applied Biological Sciences 2	20	Core
FDAP5002	Service User Journey 2	20	Core
FDAP5004	Leadership, Management and Quality	20	Core
FDAP5005	Professional Studies	40	Core
FDAP5015	Health and Social Care 3	20	Core

An external assessor will assess your knowledge, skills and competence by:

A multiple choice test;

An observation of practice undertaken in the workplace;

An evidence portfolio you have compiled, with an interview.

Written assignments will be submitted as regulated by the University of Cumbria with anonymous marking being completed wherever possible. However, the team has considered anonymous marking for all assessments in-line with University of Cumbria best practice. However, due to the developmental nature of this programme it has opted not to anonymise marking, resulting in more personalised and developmental feedback opportunities.

Management of the Programme, Including Programme Boards and the Role of the External Examiner

The University operates Module Confirmation Boards (which confirm module marks) and University Progression and Award Boards (which make decisions on progression and award). A Quality Enhancement Board has provided a forum for the discussion of module/programme performance and interrogation of data and trends with an emphasis on quality enhancement activity at module and programme level.

For continuing students, the Progression and Award Board determines whether students have met the requirements for progression to the next level of study and for completing students it determines the award outcome, including classification (if appropriate).

External Examiners are independent experts appointed from other academic institutions or sometimes from industry or from a professional field. They are suitably qualified to provide advice on the academic standards of the awards, programmes and/or modules to which they have been assigned and can provide informed guidance on good practice and opportunities to enhance programmes based on comparability of similar awards offered at other higher education institutions of which they have experience.

Who are our External Examiners?

This is to be arranged by the University of Cumbria

External Examiner reports can be found on the MS-Teams page.

Student Feedback and Evaluation Processes

The University operates a 20-day coursework turnaround policy; further details can be found in section 2 of this handbook.

Student evaluation helps us to better understand needs and expectations and it informs ongoing module and programme developments and enhancements.

Student evaluative feedback is gained in a range of ways, including Staff Student informal evaluation and Module and Programme level evaluation questionnaires.

Staff Student Liaison Committees provide an accessible forum for the debate and discussion of issues relating to academic experience across a set of programmes (across all sites and including any franchised provision operating in that area), provide a forum for the discussion of programme level annual monitoring rolling action plans and the results/actions arising out of relevant student surveys and evaluations and agree actions as appropriate, and to escalate any issues or actions beyond programme level as required.

Student Reps volunteer their time to gather feedback from your class and discuss any current issues with tutors in order to make changes to your programme on a day-to-day basis. Examples could be extensions to deadlines, additional materials/teaching time to strengthen student understanding, extra hands-on opportunities to add to the curriculum and so on. Student Reps are selected from volunteers within a class and chosen democratically by a quick class vote. Each Rep will be invited to attend the Student Staff Forum to feed back on the programme on behalf of their peers.

National Student Survey (NSS). This survey is aimed mainly at final year undergraduates, it gathers opinions about the experience on your course and the institution. The NSS is commissioned by the Office for Students (OfS). The NSS feedback provides institutions with a picture of what the learning experience is like for students, this information can help effect changes designed to improve the student experience for both current and prospective students. Further details can be found on the student survey website: <https://www.thestudentsurvey.com/about-the-nss/>

Section 2 - Support and Guidance

Learning and Teaching

A variety of teaching and learning methods and strategies will be used to ensure development and acquisition of key knowledge and understanding. You will be given opportunities to experience flexible and creative approaches to teaching and learning, which foster independent learning. Over the course of your studies, you will be taught in a variety of formats which may include:

Lectures: a formal method of teaching where the lecturer provides a presentation or talk, often to a large group of students, on a specific subject.

Seminars: an informal teaching situation which tends to be a mixture of tutor-led and student-led discussion. Students will be expected to make a contribution to the issues being discussed. Seminars are often linked to lectures and offer you an opportunity to apply and discuss the ideas and concepts introduced in lectures.

Tutorials: another form of small group, informal teaching that is student-oriented and often student-led. Like the seminar, tutorials involve a two-way relationship between tutor and students.

Practical Work: In different subject areas, students are likely to undertake practical work such as laboratory sessions, field trips, clinical skills, design work and performance.

Distance Learning: Learning which takes place away from the physical space of Hugh Baird University Centre, often within MS-Teams, whereas blended learning uses a selection of delivery methods and learning approaches, which may include distance learning.

MS-Teams is used as a platform for assessments, briefs, feedback and study materials. It may also be used to upload assignments for submission.

What Should I Do When I'm Not In Class?

One of the factors that can make the transition to Higher Education difficult is not knowing what to do with your time between scheduled classes. For example, you may have a seminar at 10am and then have nothing else on your timetable until 3pm that afternoon. It is essential that you recognise that this is not 'wasted time' but an opportunity for independent study. For example, the time between scheduled teaching sessions can be spent in the library or Higher Skills hub, consolidating your notes from that morning's lecture, completing background reading or reviewing last week's lecture notes before your seminar that afternoon. You may find it helpful to make a 'to do' list for the day so you are clear about how your time is going to be used. Make sure this 'to do' list sets realistic goals, such as 'read one chapter of background material' or 'take notes from one critical source', etc.

Assessment

Throughout your programme of study, you will be required to complete assessments to demonstrate your learning of subject knowledge and transferable key skills. You will experience a range of different types of assessment during your programme which will include some of the following:

- Essays
- Written examinations
- Presentations
- Coursework projects and portfolios
- Practical assessments
- Group work
- Design and artwork
- Performance
- Computer programming
- Fieldwork reports
- Dissertations

- Other types of assessment appropriate to your area of study.

Submission of Assessments

Assessments are normally submitted online following the University of Cumbria's assessment process. Exceptionally, due to the nature of the assessment, it may be necessary for your work to be submitted offline. Your module leader will inform you what method you must use to submit your work for assessment.

Referencing

Referencing your assessments properly is a requirement of the University and Hugh Baird University Centre. Good practice in referencing reduces the risk of committing academic misconduct (Academic Malpractice). Referencing workshops will be delivered by the PDCs and Higher Skills lecturer throughout your programme of study.

Coursework Turnaround Policy

The University has a policy for all assessment to be turned around within 20 working days (excluding public holidays and University closure days) so you should not have to wait longer than 15 working days for initial feedback on assessments - in some cases you will receive feedback much sooner, dependent on the type of assessment task. Timely feedback should help you improve on subsequent assessment tasks.

Support Available to You

A PDC will be allocated to you at the start of the programme and it will be their role to monitor your progress and provide support and advice on your studies. You can speak to your PDC about your academic development, or about any issues hampering your study, and they can direct you to appropriate support through the University Centre's Student Support Services. You should make contact with your PDC within a month of starting your studies. Further programme specific information is detailed in section one of this handbook.

Please refer to www.hughbaird.ac.uk for all relevant policies.

A range of services support your learning, teaching and research needs by providing proactive, academically focused services, innovative learning spaces and modern facilities.

Students have access to a PDC who will provide pastoral and additional academic support during the year. They will be the first point of call for many of the questions that students might have during the year. PDCs are able to help students with personal development, including developing skills in self-awareness, reflection and action planning.

The Hugh Baird University Centre has a full range of printing facilities, media studio, editing suite, dedicated HE study areas for independent study and well stocked Library Learning Centres. Here students will find an extensive range of resources available to support teaching provided by the Hugh Baird University Centre and students' partner university. The course teams work closely with the learning resources department to ensure that students' primary learning needs are met. In addition, students will have access to journals and the electronic resources including e-journals and databases, e-books, images and texts.

Electronic Resources

The course MS-Teams page houses many resources that are kept up to date by the course team.

Personal development planning

PDP is designed to:

- Enable students to work towards a point students would like to be at on graduation;
- Help students acquire the skills needed for their chosen careers;
- Evaluate students' strengths and plan to deploy them in a range of situations during study and after graduation.

PDP starts at the beginning of the first year and will vary from course to course, but the aim on all courses is that on graduation students will be well prepared for industry.

It is important that students tie together the modules they are studying concurrently and to trace students' progression throughout levels of study. One of the purposes of using a journal is to enable students to remember the details of the taught sessions and to reflect on how successful students were in absorbing and applying the content, both then and now, within students' working process. But whatever mechanism students prefer it is important that all students should reflect on their progress and identify successful changes to work or learning patterns that will assist students to become a 'better' student.

We aim to train students to take responsibility for their own learning and career development, to be able to evaluate their strengths and weaknesses and conduct a skills audit to develop a critical practice. This covers analysis of students' key skills base (use of English, literacy and writing skills, numeracy, communication skills and use of IT) and students will be encouraged to evaluate their strengths and weakness on a continual basis as they progress through different points during the course.

Many of the conversations that students will have with their tutors are intended to cause students to reflect on the work that they have completed; but they also intend to encourage students to look forward and build upon this success or perhaps to challenge a working practice that is limiting students' development. Within PDP, students should consider how their learning and working processes should evolve to enable greater creative success and therefore greater personal satisfaction achieved through learning.

Career preparation

Students' futures are important to us, so to make sure that students achieve students' full potential whilst at university and beyond, employability skills are integrated into students' study. This is not extra to students' degree, but an important part of it, which will help students to show future employers just how valuable their degree is. These "Employability Essentials" take students on a journey of development that will help students to write students' own personal story of students' time at university:

- To begin with, students are encouraged to explore their identity, their likes and dislikes, the things that are important to them and what they want to get out of life.
- Later, students will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- Students will then be ready to learn how to successfully tackle the recruitment process.

The Student Support Team also offers a range of support for students including:

- Career and employability advice and guidance appointments
- Support to find work placements, internships, voluntary opportunities, part-time employment and live projects

- Workshops, seminars, modules, certificates and events to develop students' skills

At the Hugh Baird University Centre, we offer career guidance and support, which will be promoted via students' tutorial sessions.

The Health & Wellbeing Officer offers information and advice to students relating to all aspects of leading a healthy lifestyle both inside and outside College. Information and advice are offered in many areas including:

- Sexual health
- Nutrition
- Stopping smoking
- Healthy living
- Staying safe
- Making a positive contribution
- Personal development
- Financial help
- Enjoying College

If students have a specific learning difficulty (SpLD), a long-term health condition or mental health condition, students may be eligible to receive Disabled Support Allowance (DSA).

Raising a Complaint

We understand that sometimes you may have concerns about the quality of the delivery of your academic programmes or a service you have received from us. There are a number of different routes for a complaint to be raised, depending on the type of concern you have.

Academic Appeal

An Academic Appeal is a very specific process to follow if you want to appeal against a decision made at an assessment board (the assessment board is the body at the University that confirms all assessment outcomes including your marks). There are very strict rules about the circumstances under which an appeal can be considered and the timeframe for doing so. You should refer to the [Academic Appeals process](#) on the University's website for more details.

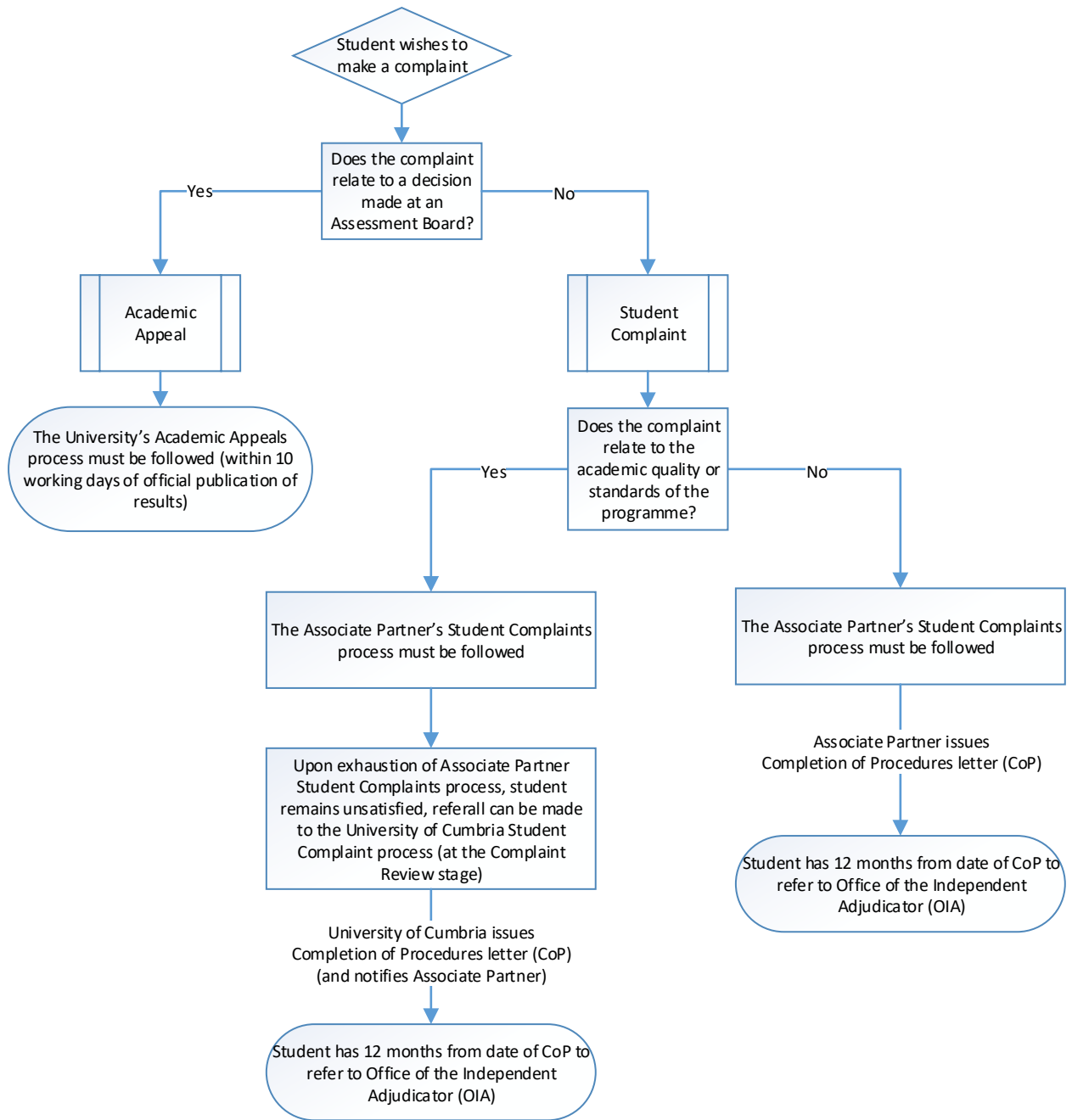
Student Complaint

If your complaint is not an Academic Appeal, you should refer to the Hugh Baird University Centre Student Complaints Process. This is available [Microsoft Word - Complaint Procedure November 2022.docx \(hughbaird.ac.uk\)](#) There are a number of stages to the student complaints process, which you will need to follow. At the end of this, there are a number of options, depending on the type of complaint:

- **If the complaint you are raising relates to the academic programme you are studying.** If upon exhaustion of the Hugh Baird University Centre Student Complaints Process, you wish to progress the complaint, you are able to refer to the Complaint Review stage of the University of Cumbria's Student Complaints Process. At the end of this process, the University will issue a 'Completion of Procedures' letter (CoP).
- **If the complaint you are raising relates to matters not related to the academic programme you are studying.** At the end of the Hugh Baird University Centre Student Complaints Process, the Hugh Baird University Centre will issue a 'Completion of Procedures' letter (CoP).

Once a CoP letter has been produced, if you wish to take the matter further, you can refer to the Office of the Independent Adjudicator (OIA). The OIA is an independent body that reviews individual complaints by students against higher education providers in England and Wales. You are able to apply to the OIA for a review of the complaint within 12 months of the date of the CoP letter.

Below is a diagram to help guide you through the various ways of making and appeal or a complaint:



Student Policies

The policies applicable to students can be found on the Hugh Baird University centre website - [Wider Information Set | Hugh Baird College](#)

Other processes in relation to your study can also be found on the Hugh Baird University website and on your MS-Teams page. Your tutor or PDC will also make you aware of all the information regarding policies, procedures and processes during your induction and throughout your time on the programme.

FOUNDATION DEGREE ASSISTANT PRACTITIONER (HEALTH)

Institute of Health

Academic Level:	5	Credits:	240
UCAS Code:	N/A		
Awarding Body:	University of Cumbria		
Delivered by:	Hugh Baird College		
Delivery Site:	Hugh Baird College		
Programme Length:	The programme is designed to run over two years full-time Full-time: 2 years standard, 6 years maximum		
Mode of Delivery:	Face to Face		
Pattern of Delivery:	Full time		
	Total weeks of study:	72 weeks FT	
	Delivery pattern:	Block delivery or one day per week	
	Standard semester dates:	Yes	
Placement:	Yes for the duration of the programme		
PSRB:	Not applicable		
Programme Webpage:	This will be updated post-validation		

Entry Criteria

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [APL](#), please refer to the University website.

Detailed criteria for admission to this programme can be found on the programme webpage.

<https://www.hughbaird.ac.uk/details/university/ucd:HEAPHSCFD>

It is expected that APL will be awarded where the learner can demonstrate and evidence that they meet the criteria for the award (or module(s)), and that this is reflected in both the **price** of the programme and its **duration**.

Employer selection criteria

To be working in a health and social care setting at least 30 hours per week (full-time) and pro rata for part time learners

1. Supported by an employer and Line Manager;
2. Have a qualification in English and Maths equivalent to GCSE levels A to C or Functional Skills Level 2.
3. NVQ 3 or Statement of Competence..(2 sides of A4 only) which demonstrates the learner is prepared for learning at level 4.

PROGRAMME AIMS AND OUTCOMES

Programme Aims

By the end of this programme learners will be able to:

1. Work as an Assistant Practitioner within your own field and scope of practice
2. Enable you to develop a critical and reflective awareness of the needs of service users within your own area of practice
3. Carry out your role using the appropriate professional codes of conduct, protocols and policies which frame your practice
4. Follow clinical guidance and standard operating procedures in your own area of practice
5. Protect the public from poor practice and standards of care in your care environment and advocate for high standards of care
6. Work alongside registered healthcare professionals in providing high quality and person-centred compassionate healthcare and support to individuals
7. Work within the limits of their competence and authority to provide high quality, evidence-based clinical, diagnostic or therapeutic care and holistic support as part of the wider healthcare team
8. Delegate to, supervise, teach and mentor others including healthcare support workers and students
9. Manage own case load in conjunction with the wider care team and a registered healthcare practitioner to deliver holistic care
10. Communicate effectively with a wide range of people whilst maintaining a safe and healthy working environment

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

Level 4: After 120 credits of study (CertHE) you will be able to demonstrate -

1. Apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles related to health and social care and deploy a range of reflective and transferable skills within the work setting.
2. Evaluate the appropriateness of different approaches to solving well defined problems in the area of health and social care and communicate outcomes in a structured and clear manner.
3. Identify and discuss evidence-based practice in their area of care.
4. Completion of 120 credits which are directly mapped onto the Apprenticeship Standard for Assistant Practitioners (Health).
5. Demonstrate a range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Assistant Practitioners (Health).

6. Demonstrate digital literacy.

Level 5: After 240 credits of study (FdSc) you will be able to demonstrate -

7. Apply and evaluate key concepts and theories within and outside the context of health and social care.
8. Select appropriately from and deploy a range of subject-specific, cognitive, and transferable skills and problem-solving strategies to problems in health and social care. Generate ideas to effectively communicate information and discussion in a variety of forms.
9. Accept responsibility for determining and achieving personal outcomes in the field of health and social care.
10. Reflect on personal and workplace experience in the light of recent scholarship and current statutory regulations in the area of health and social care.
11. Completion of 240 credits which are directly mapped onto the Apprenticeship Standard for Foundation Degree Assistant Practitioner (Health).
12. Demonstrate a developed range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Foundation Degree Assistant Practitioner (Health).
13. Demonstrate a developed range of digital literacy.

Programme Outcomes – Skills and other Attributes

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

S1: Act within the limits of own competence and within agreed ways of working, following relevant legislation, local and national standards, policies, standard operating procedures, and protocols used in the workplace.

S2: Contribute to the on-going holistic assessment of individuals.

S3: Deliver evidence-based programmes of clinical, diagnostic, and therapeutic interventions within own scope of practice and monitor their impact.

S4: Promote inter-professional and multi-disciplinary team working with peers, colleagues, and staff from other agencies.

S5: Communicate complex sensitive information effectively with individuals, their families, carers and health and care professionals.

After 240 credits of study (FdSc) you will be able to demonstrate:

S6: Maintain and further develop own knowledge and skills through recognised continuing professional development activities.

S7: Support the development of others through role-modelling, supervision, guidance, and leadership.

S8: Promote the health and wellbeing of individuals, acting on opportunities to educate and empower individuals to maximise their own health and well-being.

S9: Contribute to the identification and management of risks to self and others to maintain a safe and healthy working environment.

S10: Promote an evidence-based approach to providing health and care services, participating in quality improvement and research activity.

PROGRAMME FEATURES

Programme Overview

The Standard and Assessment Plan for the Foundation Degree Assistant Practitioner (Health) has been designed by employers in the health and social care sector.

Successful completion, this will lead to the following award: -

- FdSc Assistant Practitioner (Health)

This programme integrates the provision of higher-level academic knowledge, understanding and skills with the opportunity to contextualise this provision in the workplace and thus to develop occupation competency at a professional level in specific job roles.

This programme was developed with employers and learners and co-created to answer an employment and workforce need. As there are a number of healthcare environments which require distinct content pathway specific modules have been created in order to ensure content meet the needs of individuals in a health & social care settings.. This content has been cross mapped where needed. This is with a view to ensuring that students can then step on to top up programmes to become registered healthcare practitioners in their chosen field of practice if they are clinically and academically competent to do so. Reading lists also contain specific sections to enable learners to relate evidence directly to their own clinical setting.

In the first year of the programme there are two profession specific modules and in the second year one. Each year builds towards the portfolio assessment and towards improving your knowledge of clinical practice, policy, procedures, and professional accountability. You will understand systems of the body and how in your own area of practice knowledge of anatomy & physiology impacts on decisions made about care and on general mental and physical health and well-being. You will understand how to read and research literature to back up your practice and how to consider your own development within a framework of practice and evidence. Each module has a reading list tailored to the content of the module and will include articles as well as online books and interesting Ted talks and YouTube videos. Understanding how to read academic work and how to review different areas of research as they apply to your own area of practice is key to building you as evidence-based practitioners.

Clear links are made throughout the programme to your work with peers, colleagues, and the people you care for. This is assessed on each module through a portfolio evidencing knowledge, skills, and behaviours. We will be asking you to collect evidence from clinical practice on how you achieve skills. Your practice assessor can also access this portfolio and see your progress through

the programme and any areas which need more work and support. This will link your practice to the academic content you are studying.

Learning and Teaching

Teaching

As a learner at the Hugh Baird University Centre, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative, and dynamic learning environment. Teaching, assessment, and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

As learners you have a unique opportunity to apply your University Centre learning to practical contexts in your workplace. You are encouraged to undertake independent study both to supplement and consolidate your learning and to broaden your individual knowledge and understanding of the subject. Work-based learning forms a crucial element of many modules, typically as work-based projects or other-directed assignments. The programme is designed to ensure that theory and practice are clearly linked throughout to develop the knowledge, skills and behaviours required of an Assistant Practitioner (Health).

The programme is designed so that you will progressively acquire subject knowledge and skills, gradually advancing towards more independent learning in the final year, whilst developing a reflective approach to personal progress. This means many of the skills you learn are transferable across modules and build up through the levels. In your first year you will learn about the building blocks of care in your own sphere of practice and understand how they fit within the wider team in the care environment you work in. You will develop your reflective and analytical skills at each level of the programme in order to contribute fully to your workplace. In conjunction with this you will be building a portfolio of evidence to demonstrate how you use these newfound skills in practice with evidence from practice assessors and others on your increasing application of knowledge to the skills you embed on a daily basis. This authentic programme level assessment strategy builds towards your final portfolio where the assessor sees you demonstrate these skills in practice and has a professional conversation about your learning throughout the programme.

At Level 4 & 5 you typically have around 7.5 contact hours per week, typically consisting of:

- Lectures
- Seminars
- Group work

- Tutorials
- Experiential learning
- Reading and searching for literature

Independent Learning

When not attending scheduled learning activities you will be expected to continue learning independently through self-study. This includes accessing wider reading materials through the library and reviewing work from the weeks teaching session. It also includes working in clinical practice to develop skills and underpin the theory with practice.

Teaching Staff

Our staff are recognised as experts in their fields of practice from, nurses, and allied health professionals to specialists in fields such as leadership and management. You will be taught by people who are specialists in the healthcare and social care sector.

Work-Based Learning

Learning takes place both at the University and in the workplace and uses real work-based activities to inform and evidence that learning has taken place. In order to meet nationally set criteria, a minimum of 20% of the learning will take place at University Centre or in work-based activities for example in lectures, seminars, job shadowing and industrial visits. 20% is a minimum requirement and the actual number of hours required will be specified in the commitment statement for each programme. Learners are responsible for evidencing that they have completed the minimum set hours.

Employers are expected to support learning in the workplace which should include shadowing, learning new skills and techniques and visits to other departments where possible.

As a learner at the Hugh Baird University Centre, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative, and dynamic learning environment. Teaching, assessment, and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

You have a unique opportunity to apply your university learning to practical contexts in your workplace. You are encouraged to undertake independent study both to supplement and consolidate your learning and to broaden your individual knowledge and understanding of the subject. Work-based learning forms a crucial element of many modules, typically as work-based projects or other-directed assignments. The programme is designed to ensure that theory and practice are clearly linked throughout to develop the knowledge, skills and behaviours required of an Assistant Practitioner (Health).

The programme is designed so that you will progressively acquire subject knowledge and skills, gradually advancing towards more independent learning in the final year, whilst developing a reflective approach to personal progress. This means many of the skills you learn are transferable across modules and build up through the levels. For example, in the first year you develop a study and CPD plan which you take into the second year in order to use the evidence-based practice module to consider how you are basing your practice on research. In your first year you will learn about the building blocks of care in your own sphere of practice and understand how they fit within the wider team in the care environment you work in. You will develop your reflective and analytical skills at each level of the programme in order to contribute fully to your workplace. In conjunction with this you will be building a portfolio of evidence to demonstrate how you use these newfound skills in practice with evidence from practice assessors and others on your increasing application of knowledge to the skills you embed on a daily basis. This in turn will lead to an assessment where the assessor sees you demonstrate these skills in practice and has a professional conversation about your learning throughout the programme.

As outlined above this is a minimum and employers are expected to augment this with learning in the workplace which should include shadowing, learning new skills and techniques and visits to other departments where possible.

Equality, Diversity, and Inclusion

It is important that this is recognised throughout your study and that learners feel included and supported throughout. Our learners are from diverse backgrounds and settings and this is reflected in both our assessment strategy and our support for you on programme. The curriculum explicitly mentions equality and diversity in all modules. Each cohort is encouraged to elect a representative to bring concerns, issues, and compliments on the programme to the attention of the tutorial team and they meet three times a year. Action is generated on the feedback through tutorial team meetings and fed back to our learner representatives. We aim to build a community of learning and to ensure learners feel included and supported throughout their study at the University Centre.

Assessment

Year 1

Examination – short answer

Sim Assessments – short answer

Critical Incident analysis

Creation of a CPD study plan

Written reflection

Poster presentation

Presentation

Professional conversation

Year 2

Building your CPD plan into a proposal for change or further study

Professional conversation

Student led group seminar presentation

Examination

Reflection

Observation of practice

In both years there will also be summative assessment of your evidence in your portfolios in each module

Feedback

Feedback is provided through intext comments and via a rubric wherever possible. Feedforward is given at every assessment and will be no more than three comments on how to improve your work in future.

Graduate Prospects

Assistant Practitioners (Health) carry out their duties in a range of settings, such as hospitals, clinics or in the community (e.g., GP surgeries). They may visit individuals in their own homes or in residential care where their wider team may include workers from both health and social care. Assistant Practitioners (Health) are often hybrid roles aligned to local population and service needs and cross traditional occupational boundaries.

The broad purpose of the occupation is to work alongside registered healthcare professionals in providing high quality and person-centred compassionate healthcare and support to individuals. On a daily basis, Assistant Practitioners (Health) will assist registered healthcare professionals in total patient assessment, and in the coordination of care (including referrals to other practitioners) as

well as undertaking clinical, diagnostic, and therapeutic activities according to local population and service needs.

For example:

- Assistant Practitioners (Health) working in community mental health support adults or young people with mental health needs.
- Working in a band 4 role in acute hospital environments and in community health clinics, assisting the practitioner to support the assessment, implementation and review of healthcare needs.

In their daily work, an employee in this occupation interacts with

- Patients, service users and carers.
- Registered healthcare professionals, for example health professionals, doctors, registered nurses, nursing associates, and healthcare support workers.
- Social care staff including registered managers, care workers and social workers.
- Administration, management, and other non-clinical staff, such as porters, cleaners, and receptionists.

An employee in this occupation will be responsible for working within the limits of their competence and authority to provide high quality, evidence-based clinical, diagnostic, or therapeutic care and holistic support as part of the wider healthcare team. Assistant Practitioners (Health) report to a registered healthcare practitioner and they may delegate to, supervise, teach, and mentor others including healthcare support workers and students. They may manage their own caseload and normally require only indirect supervision. However, they are accountable for their actions and must alert the registered healthcare practitioner in situations where they do not have the necessary knowledge, skills, or experience.

Assistant Practitioners (Health) must communicate effectively and be able to adhere to strict standards, including legislation, when handling sensitive information. They promote a safe and healthy working environment, assess, and manage risk, continually develop their knowledge and skills and support others to do the same. Assistant Practitioners (Health) will provide leadership within the scope of their practice and contribute to quality improvement in services by participating in audit and research activities.

MODULES

Year 1			
Code	Title	Credits	Status
FDAP4029	Introduction to Professional Practice	20	Core
FDAP4030	Service User Journey 1	20	Core
FDAP4031	Applied Biological Sciences 1	20	Core
FDAP4032	Evidence Based and Reflective Practice	20	Core
FDAP4033	Health and Social Care 1	20	Core
FDAP4034	Health & Social Care 2	20	Core
Students exiting at this point with 120 credits would receive a CertHE Health and Social Care			

Year 2			
Code	Title	Credits	Status
Generic Modules			
FDAP5019	Applied Biological Sciences 2	20	Core
FDAP5020	Service User Journey 2	20	Core
FDAP5021	Leadership, Management and Quality	20	Core
FDAP5022	Professional Studies	40	Core
FDAP5023	Health and Social Care 3	20	Core
Students exiting at this point with 240 credits would receive a FdSc Assistant Practitioner (Health)			

Key to Module Statuses

Core modules	Must be taken and must be successfully passed.
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Timetables

Timetables are issued at the point of enrolment and are available on Myday once enrolled. Please note that while we make every effort to ensure timetables are as learner friendly as possible, scheduled learning can take place on any day of the week.

ADDITIONAL INFORMATION

Student Support

Support in your Workplace

At your workplace, you will be supported by your employer. Exact arrangements and terminology are the responsibility of the employer, but typically, you will be supported as follows, where the roles may be combined in one person;

- A practice assessor designated by the employer to provide vocational and pastoral support for individual students, who may or may not be your line manager. Support will be provided for work-based learning assignments and the final year project.

The Hugh Baird University Centre and the employer are bound by contract to work together to support you as a learner. This will include review meetings between the Hugh Baird University Centre, the student, and the employer. The agenda for these learner review meetings will be shared with you in advance but will typically include a summary of your progress on programme, a review of evidence on file, identification of any emerging challenges and agreement of an action plan if/where needed. Records of these learner review meetings will be held in your file.

A practice assessor will be assigned to you for the duration of the programme by your employer. This practice assessor will have access to your portfolio and is on hand to guide and direct you in clinical practice. It is expected that you will work with them on a regular basis and that you will consult them over your personal development and learning for all modules which require you to consider the application of knowledge to the workplace setting. Practice assessors are inducted to the programme following induction of the learners.

Learners are required to maintain their own personal record of off the job learning within their portfolio and make this available to their employer and the University Centre at the end of each month of programme. Failure to hand this in on time will result in a conversation about lack of engagement with the learner, their practice, and their personal tutor.

The POD is a simple way to contact Student Services. See link below;

[Student Support | Hugh Baird College](#)

Course Costs

Tuition Fees

Course fees can be found on the Hugh Baird University Centre's website here:-

[University Centre Tuition Fees | Hugh Baird College](#)

Exceptions to the Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes:-

[UoC Academic Regulations and Academic Procedures and Processes](#)

External and Internal Benchmarks

The programme integrates the learning outcomes required for a higher education qualification with those defined by employers as an occupational standard for specific (but broadly based) job roles.

- [National Occupational Standards for Assistant Practitioners \(Health\)](#)
- [UoC Strategic Plan](#)
- [Microsoft Word - Item 09- Appendix B - Draft TLA Strategy 2021-25 \(1\).docx \(hughbaird.ac.uk\)](#)
- IoH Business Plan and AOP
- [UoC Academic Regulations and Academic Procedures and Processes](#)

Disclaimer

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University or Hugh Baird College to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage.