EPUT Staff Handbook
Pearson Higher National Diploma
Healthcare Practice for England (Assistant Practitioner) Apprenticeship Programme

Version 01
<table>
<thead>
<tr>
<th>4</th>
<th>Welcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Programme Overview</td>
</tr>
<tr>
<td>7</td>
<td>Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Healthcare Assistant Practitioner)</td>
</tr>
<tr>
<td>9</td>
<td>Learning and Teaching Methods</td>
</tr>
<tr>
<td>12</td>
<td>Supervision in Practice</td>
</tr>
<tr>
<td>13</td>
<td>Assessments</td>
</tr>
<tr>
<td>16</td>
<td>Monitoring Students Progress</td>
</tr>
<tr>
<td>16</td>
<td>E-Portfolio System</td>
</tr>
<tr>
<td>17</td>
<td>Confidentiality and Anonymity</td>
</tr>
<tr>
<td>17</td>
<td>Plagiarism and other academic offences</td>
</tr>
<tr>
<td>18</td>
<td>The NHS and Constitution and Trust Values</td>
</tr>
<tr>
<td></td>
<td>How to stay motivated and on top of the student’s workload</td>
</tr>
<tr>
<td></td>
<td>The importance of being open about learning needs</td>
</tr>
<tr>
<td></td>
<td>Keeping appointments and contacting the student's assessor about cancellations</td>
</tr>
<tr>
<td>19</td>
<td>Career progression</td>
</tr>
<tr>
<td></td>
<td>Withdrawal from programme</td>
</tr>
<tr>
<td>20</td>
<td>Student code of conduct</td>
</tr>
<tr>
<td>21</td>
<td>Whistleblowing guidelines</td>
</tr>
<tr>
<td></td>
<td>Student equality guidelines</td>
</tr>
<tr>
<td>22</td>
<td>Responsibilities of the education team</td>
</tr>
<tr>
<td>23</td>
<td>Equality education</td>
</tr>
<tr>
<td>23</td>
<td>Grievance/complaint</td>
</tr>
<tr>
<td>25</td>
<td>Student safeguarding guidelines</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>27</td>
<td>Cause for Concern Process</td>
</tr>
<tr>
<td>30</td>
<td>Student Appeals Process</td>
</tr>
<tr>
<td>31</td>
<td>The Assessment Board for Appeals</td>
</tr>
<tr>
<td>33</td>
<td>Healthcare Assistant Practitioner Standards</td>
</tr>
<tr>
<td>36</td>
<td>Mapping of HND in Healthcare Practice for England against FHEQ Level 5</td>
</tr>
</tbody>
</table>
Dear Colleague,

The student will find this handbook is here to support the student and provide the student with the programme information.

The qualification being delivered is the Higher National Diploma in Healthcare Practice for England (Assistant Practitioner). The awarding body for this qualification is Pearson Education. This programme is aligned with the Assistant Practitioner apprenticeship standard.

Our mission is to provide high quality education and assessment to students. This commitment is underpinned by our belief that equality of opportunity widens participation and is essential to the continuation of a skilled workforce.

Whilst we will endeavour to provide excellent support, we also expect the highest standards of commitment from our students and staff. We aim to provide a challenging and stimulating environment to learn in.

It is important as a Team that we familiarise the students with the learning programme, associated Pearson documentation and Education Team Policies. Therefore we have produced this handbook which contains the information to enable the student to do that in an easy and understandable fashion.

Programme Lead:
Contact Number:
Email:

Lead IQA/Exams Officer:
Contact Number:
Email:

Programme Assessor:
Contact Number:
Email:

Programme Administrator:
Contact Number:
Email:

Professional Learning & Apprenticeships Manager:
Email:
Programme Overview

The Higher Apprenticeship Healthcare Assistant Practitioner is the pathway towards nursing and other healthcare associated degree programmes (Allied Health) within which this qualification is embedded. At the end of this handbook there are mapping documents identifying how the qualification maps across to the required apprenticeship standard.

This qualification is designed to promote the development of healthcare career pathways, and to prepare healthcare support workers for the role of Assistant Practitioner. It develops the knowledge, skills and behaviours needed to deliver high quality, safe and compassionate care to service users from a diversity of backgrounds. The student will explore the legal, ethical, political, policy and personal boundaries of the student’s healthcare practice within multidisciplinary teams and develop competence to provide evidence based practices. The student will evaluate strategies for improving practice, contributing to the development of quality services and working with change.

The Higher National Diploma Healthcare Practice for England (Assistant Practitioner) is part of a career progression strategy that further develops on skills and competencies that they have already achieved through Level 3 studies. If this qualification is successfully completed Assistant Practitioners (AP) will then have the opportunity to apply to University for completion of the degree pathway.

As part of the Trust Education Team the student educator will facilitate the student learning and provide support for the student throughout the programme.

The programme runs over 2 years: 45 taught weeks per year. Each year is split into 3 semesters.

Qualification credit value: a minimum of 240 credits. This is made up of fourteen units, twelve with a value of 15 credits, and two with a value of 30 credits.

- Total Qualification Time (TQT) Higher National Diploma Healthcare Practice for England (Assistant Practitioner) (HND) = **2,400 hours**
- Total Guided Learning (GL) Higher National Diploma Healthcare Practice for England (Assistant Practitioner)(HND) = **960 hours** (480 hours per year)
- There is a required mix of Units totalling **240 credits**. Units are at Level 4 (Year 1) and Level 5 (Year 2)

All credits are UCAS recognised
It is essential that the Total Guided Learning Hours (GLH) are met within the programme and are accounted for. Timesheets completed on a weekly basis and scanned to [Denise.whickman@nhs.net](mailto:Denise.whickman@nhs.net). If the accumulated GLH are not met the award will not be able to be completed. Any shortfall in GLH must be reconciled by the student to meet the minimum GLH; this must be approved by the Education Team. It is a requirement of the programme that annual leave will not be taken during study days or during placement. Requests for annual leave within the programme will be considered for exceptional circumstances only.

Prior to commencement the education team will support the student to identify a practice supervisor. The Education team will need to support the practice supervisor in undertaking their role and give guidance on the completion of the Practice Learning and Assessment Document (PLAD).

Each student is allocated an assessor who will be required to support the student’s development throughout their academic programme.

**Education Team Roles**

**Head of Centre**
The Head of Centre is formally responsible for the management and delivery of all programmes. Their main responsibility is to ensure that the Centre acts in accordance with the awarding body’s conditions of approval, regulations and any other terms and conditions or policies.

**Quality Nominee**
The Quality Nominee is the point of contact at our Education centre for quality assurance. They are responsible for ensuring effective management of the programmes and actively promoting good practice within the student’s centre. The Quality Nominee will be the main point of contact for the awarding body’s quality visit. They will agree the agenda of the visit, negotiating when this will take place and which practitioners need to be involved and complete the Centre Engagement Document. Following the visit they will manage the resolution of any Essential Actions and Recommendations.

**Exams Officer**
The Exams Officer is responsible for ensuring learners are registered on time and correctly. The Exams Officer controls who has access to the awarding body’s online administration system.

**Programme Lead**
The Programme Lead has overall responsibility for the effective delivery and assessment of qualifications. The Programme Lead also ensures assessment records and student work are retained for sampling and will work with the External Examiner to ensure that appropriate sampling takes place.

**Lead Internal Quality Assurer**
The Lead Internal Quality Assurer (Lead IQA) acts as a single point of accountability for the quality assurance across a programme. This means that they are responsible for managing the assessment of units and qualifications as well as signing off
assessment and internal verification decisions.

Internal Quality Assurer
Internal Quality Assurers are responsible for ensuring that assessment decisions are consistent across the programme by checking that assignments are fit for purpose, standardising assessors and sampling assessment decisions.

Assessors/Tutors
Assessors are responsible for teaching and assessing students against the learning aims and assessment criteria of the programme specification. Assessors/Tutors will provide additional learning support.

Student Education Facilitators (SEF)
SEFs will support student and practice supervisors within their practice area within the programme and may be required to undertake practice observations. SEFs may also deliver programme content when required.

Team Managers
Team managers are required to oversee the apprentices whilst in placement and liaise with the practice supervisors regarding progression and competency. The team managers will receive manager feedback from the education team and are required to send feedback to the Assessors regarding progress made.

Practice Supervisor
Practice supervisors will work to support students through the Programme identifying practice needs and areas of development and improvement. They will support the student in the completion of their PLAD and liaise with the Education Team regarding progress.

Programme Structure

<table>
<thead>
<tr>
<th>Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Healthcare Assistant Practitioner)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 4 Units: Year 1</strong></td>
</tr>
<tr>
<td>Unit Number</td>
</tr>
<tr>
<td>Core/ Optional Specialist</td>
</tr>
<tr>
<td>Credits</td>
</tr>
<tr>
<td>1/ Law, Policy and Ethical Practice in Health and Social Care</td>
</tr>
<tr>
<td>2/ Demonstrating Professional Principles and Values in Health and Social Care Practice</td>
</tr>
<tr>
<td>3/ Supporting the Individual Journey through Integrated Health and Social Care</td>
</tr>
<tr>
<td>Unit Number</td>
</tr>
<tr>
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<td>4.1</td>
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<tr>
<td>5/</td>
</tr>
<tr>
<td>9/</td>
</tr>
</tbody>
</table>

### Level 5 Units: Year 2

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Course/Optional</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>18/</td>
<td>Innovation and Improvement through Action Research (Pearson-set Project)</td>
<td>Core/</td>
<td>30</td>
</tr>
<tr>
<td>19/</td>
<td>Reflective Approaches in Implementing Person-centred Practice</td>
<td>Core</td>
<td>15</td>
</tr>
<tr>
<td>20/</td>
<td>Care Planning Processes in Healthcare Practice</td>
<td>Specialist</td>
<td>15</td>
</tr>
<tr>
<td>21/</td>
<td>Recognising and meeting needs of people with long term conditions</td>
<td>Specialist/</td>
<td>15</td>
</tr>
<tr>
<td>32/</td>
<td>Team and Individual Leadership Mentoring and coaching of others</td>
<td>Specialist</td>
<td>15</td>
</tr>
<tr>
<td>36</td>
<td>Nursing – End of life Care Planning and Support</td>
<td>Specialist</td>
<td>15</td>
</tr>
<tr>
<td>30/</td>
<td>Pharmacology and Medicine Management</td>
<td>Specialist</td>
<td>15</td>
</tr>
</tbody>
</table>

Unit information and examples of schemes of work are in appendix 1 and 2
Learning and Teaching Methods

**Overview:**
This programme is facilitated using blended learning to accommodate the learning styles for all students. A variety of teaching methods will be utilised within these modules including discussions, group work, presentations, workshops, self-directed learning and student led sessions.

Lectures will cover key concepts for learning and students will be expected to follow up these sessions with independent learning and research.

Additional support will be provided throughout the programme with both individual and group assessorial sessions.

There will be total of 480 Guided Learning hours per year which are divided between classroom and practice based settings.

**Lectures:**
Will be delivered by the Education Team and Trust clinicians with specific clinical knowledge at an appropriate level.

**Independent:**
Both independent and group work is undertaken during sessions.

Students are expected to review and reflect on current practice within their own workplace through working with their supervisor and service users and through completion of the PLAD.

Students will be expected to undertake independent study, undertaking research of articles and preparation of presentations.

**Placement:**
Alternative placements of a total of a minimum 100 hours per year

The current work base will be classed as the student’s home placement area.

**Online:**
Students and staff will have access to the Basildon Health Care library electronic resources.

Staff and students will be registered with an Athens Account to access online resources.

Podcasts and webinars are provided as supplementary learning aids.

HN Global provides resources in support of the programme and can be accessed through [https://hnglobal.highernationals.com/](https://hnglobal.highernationals.com/)
Resources will be uploaded to the E-portfolio system to support staff and students

**Assessor Tutorials:**
The Assessor must meet with their student at mutually agreed times to undertake formal progress reviews and are offer them the opportunity to meet at additional times throughout the programme. At the beginning of each week's sessions the Assessors present will offer the opportunity for students to discuss learning. Group supervision to be offered to the students, monthly.

**Assessments**
Throughout the programme there will be a variety of assessment and assignments to be undertaken. See assessments section.

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## Quality Assurance Process

Assessors/Tutors are required to adhere to Pearson and Education Team Quality Assurance Processes.

- Maintain accurate, fair, timely, valid, reliable, sufficient and authentic records.
- Attend monthly standardisation meetings – the Lead IQA must be notified of any non-attendance and the rationale for this. Non-compliance will be escalated to the Assessment Board.
- Must be available for external quality assurance visits.
- Must understand and implement the assessment and feedback processes on the E-portfolio system.
- Must ensure own CV and CPD are kept up to date and shows occupational competence. These must be stored within the designated folder on the S drive.
- Must read and understand the awarding body quality assurance documentation which is updated yearly.
- Must follow all related policies and procedures within the education team.
- Must attend Assessment Board meetings as required.
- Trainee assessors will be under the supervision and counter signatory of a qualified assessor and the Lead IQA.

**Internal Quality Assurers**
- Maintain accurate, fair, timely, valid, reliable, sufficient and authentic records.
- Attend monthly standardisation meetings – the Lead IQA must be notified of any non-attendance and the rationale for this. Non-compliance will be escalated to the Assessment Board.
- Must be available for external quality assurance visits.
- Following any quality assurance which has been undertaken liaise with the Lead IQA regarding any quality concerns.
- Must understand and implement the assessment and verification process and the E-portfolio system and complete the IQA matrix.
- Must ensure own CV and CPD are kept up to date and shows occupational competence. These must be stored within the designated folder on the S drive.
- Must read and understand the awarding body quality assurance documentation which is updated yearly.
- Must follow all related policies and procedures within the education team.
- Must attend Assessment Board meetings as required.

Trainee IQA will be under the supervision and counter signatory of a qualified IQA and the Lead IQA

**Lead IQA**

- Maintain accurate, fair, timely, valid, reliable, sufficient and authentic records.
- Must organise and invite attendees to the monthly standardisation meetings and record any non-attendance and non-compliance, to the Assessment Board.
- Must be available for external quality assurance visits.
- Must understand and implement the assessment and verification processes on the E-portfolio system.
- Must liaise with the Quality Nominee and Awarding Body regarding quality assurance processes.
- Must ensure own and other education team CVs and CPDs are kept up to date and shows occupational competence. These must be stored within the designated folder on the S drive.
- Must read and understand the awarding body quality assurance documentation which is updated yearly.
- Must follow all related policies and procedures within the education team.
- Must attend Assessment Board meetings as required.

### Supervision in Practice

It is the Assessor and Education Team’s responsibility to review progress and development of the PLAD alongside practice assessors and managers. Student placements will consist of a formative and summative assessment which will be undertaken either by the Assessor, practice supervisor or SEF.

The student will have 2 practice placements per year and will include the formative and summative assessments. The student’s work base is their home placement.

- The formative and summative assessments will need to be undertaken within their home placement at specified times.
- The formative assessment will be conducted within the first week of alternative placement. This will look at a review of targets, induction and planned learning activities.
- The summative assessment will be conducted within the final week of alternative placement and will look to assess the new skills and knowledge that have been learnt.

All students must be supervised by an appropriate registered professional in practice, who will take responsibility for assessing the student at the formative and summative stages, and sign off the student's practice competencies and interpersonal skills. This would normally be a registered nurse, but may in certain circumstances be another suitably qualified professional, e.g. an OT, Physiotherapist or Dietician. The supervisor must have a minimum of one year’s experience as a registered professional.
Assessments

The programme assessment strategy is closely aligned to the teaching and learning strategy which is designed to have: immediate relevance to practice, foster active learning and be student-centred in approach. A distinct feature of the programme is the range of assessment activities, including those that allow the student to undertake workplace relevant assessments that can have an immediate impact in practice. Examples include: written assignments ranging from reflective pieces to academic essays, presentations and development of education materials for their areas of practice.

Assessments for the HND will include assessed practice within their workplace; Written assignments and oral presentations.

The student’s use of professional and theoretical literature will increase in complexity, depth and breadth as they progress through the programme. In the first year, they will be expected to demonstrate knowledge and understanding of the evidence-based literature and apply this to practice. In contrast, the second year will demand deeper analysis and evaluation of the literature and its applications. For example, they will develop their ability to study and practice more independently. Assessments of their clinical skills will begin with observation of the care they provide to patients/service users during work-based learning experiences. Expectations of the levels of skills they demonstrate will increase over time and by the final assessments they will be expected to manage more complex and challenging encounters in a non-judgemental, empathic manner in accordance with NHS values.

Assessors will be expected to complete assessment on student submissions within the required time frames and provide developmental feedback. Feedback must be shown on all aspect of the student’s work and be summarised on the appropriate feedback sheet. Summative assessment of Units taken is undertaken holistically across all learning outcomes using a mastery grading system of Pass, Merit and Distinction. The assessments will be in the following formats:

The programme uses formative and summative assessments:

- Formative written assessments are not graded, but are designed to support and develop learning. These are used within units to enable the student to gain feedback from their assessors, and on occasion peers, to support and enhance their development and progress towards summative assessments.
- Summative assessments are those that evaluate the learning on completion of a Unit.
Mitigation for Assessments

Any student requiring an extension for an assignment or alternative placement due to mitigating circumstance will need to refer to the Mitigation policy that is available as a resource on the E-portfolio system. Discussion to be made with the Education Team at point of concern.

Resubmissions

If a student does not achieve a pass on first summative submission of an assignment, they will be required to resubmit by the date stipulated on their assignment feedback. The re-assessment opportunity will be capped at Pass for that unit. Students will not be entitled to be reassessed in any component for which a Pass or higher has already been awarded.

A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification shall be expected to undertake a reassessment.

- Only one opportunity for reassessment of the unit will be permitted.
- Reassessment for programme work, project or portfolio-based assessments shall normally involve the reworking of the original task
- For examinations, reassessment shall involve completion of a new task.
- A student who undertakes a reassessment will have their grade capped at a Pass for that unit.
- A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.

Procedure for resubmissions

If the Programme Leader or Assessment Board does authorise a resubmission, the following conditions apply:

- The resubmission must be recorded in the relevant assessment documentation
- The student must be given a clear and realistic deadline for resubmission that is consistent across all students granted a resubmission. Students will be required to resubmit work within 15 working days of the student being notified that a resubmission has been authorised.
- The resubmission must be undertaken by the student with no further guidance
- The original evidence submitted for the assessment can remain valid and be extended, or may need to be replaced partially or in full
- The student should make arrangements for resubmitting the assessment in such a way that does not adversely affect other assessments

Resubmitted assignments will be reviewed by the assessment board and the external examiner if required.
Conditions for repeating a unit

The following applies to a student who, for the first assessment opportunity and resubmission opportunity, still failed to achieve a Pass for that unit specification:

- At the provider’s discretion and Assessment Board, decisions can be permitted to repeat a unit.
- The student must study the unit again with full attendance and (if required) payment of the unit fee.
- The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit.
- Units can only be repeated once.
- Managers will need to be made aware of requirement for a repeat of a unit.

The External Examiner is likely to want to include assessments that have been re-submitted as part of the sample they will review.

Please see separate Assessment policy for full guidelines.

Assessment Boards

An Assessment Board is held 3 times a year. The programme administrator will send invitations to assessors and all assessment board attendees in advance. Any non-attendance must be notified to the Chair within 10 days. The External Examiners (EE) will visit to monitor assessment standards and review any resubmissions. Assessment Boards will have at least 4 members to remain quorate.

Assessment Board monitors:

- Grades achieved by students
- Extenuating circumstances
- Cases of cheating and plagiarism
- Progress of students to next stage
- Awards to be made to students
- Referrals, deferrals and withdrawals
## Monitoring Students Progress

The Education Team will be monitoring the students’ progress throughout the programme. We will provide written feedback to the students’ managers/supervisors and there will also be 6 monthly meetings where the student’s Managers and Supervisors will be invited to meet with the assessor to discuss progress.

The student’s written work will also be monitored and tracked by the eportfolio and the management information system. Any concerns highlighted will be actioned using the cause for concern process and action plan system and reported to the assessment board.

Formal progress reviews need to be organised and planned every 12 weeks with every student and recorded on the E-portfolio system. This review information provides evidence of progress and development which can be fed back to the student’s supervisor and manager.

The student’s practice supervisor and Team Lead will also be requested to provide written feedback to the Education Team on their progress in practice.

The students can also monitor their own progress through their one-to-one with their assessor, asking for specific feedback when required from the supervisor.

### Cause for Concern Process

If the student is not meeting their responsibilities as outlined in the EPUT Student Agreement, a Cause for Concern will be instigated following the guidelines.

## E-PORTFOLIO SYSTEM

All Assessors must ensure they have the ability to fully use the E-portfolio system and its components including the plagiarism checker. If concerns are raised the ITT Department needs to be contacted for support.

The E-portfolio system will be used throughout the programme. All students will be registered onto this system for the duration of the programme. This will be one of the systems for correlation and collection of all the student’s programme work, assessments, observations and monitoring of their progress. Electronic resources will be available on the E-portfolio system for the students to access. The resources and records on this system can be accessed by the student, Education team and for internal and external verification processes. Students will be required to upload all assignments to the E-portfolio system and all feedback will be accessed through the e-portfolio.
The electronic records are stored confidentially and follow GDPR regulations. All systems that contain records are password protected, and drives are only accessible by authorised persons.

Confidentiality and Anonymity

All assignments concerned with clinical placements must be completely anonymous and no reference can be made to the name of the hospital, ward or department, or the client’s, their carer’s or colleagues’ real identities. The student must not include any personal information which would allow a person to be identified when submitting their work. They must change the person’s name, occupation, location or even age etc. when submitting. Failure to adhere to this requirement could be considered a breach of confidentiality and may be referred to the Trust professional suitability committee.

This would also mean an instant fail for any assignment.

The Education Team complies with the requirements of GDPR (2018). Sign-up paperwork, agreements etc., once scanned will be saved to a student’s file on the EPUT secure shared drive.

PLAGIARISM AND OTHER ACADEMIC OFFENCES

The work the students submit for assessment must be the student’s original work. It will be subjected to electronic screening which helps to detect plagiarism i.e. identifying work that has been taken from other sources, such as other student’s work, electronic journals or pages from the Internet, without appropriately referencing and acknowledging the source. Plagiarism and malpractice will be discussed on commencement of the programme and is also available in the assessment policy found on the resources on the E-portfolio system. Students must ensure that they are compliant with this policy at all times, as non-compliance is an academic offence.
What happens if a student is caught plagiarising?
If a student’s work is identified as containing plagiarism, this will automatically trigger a cause for concern. This will mean that a meeting will be set up between the student, assessor and manager. An action plan will be created to address the plagiarism. As long as this plan is followed, and at review, the student can show that they have met the identified targets, they will be allowed to continue on with their learning programme, with regular monitoring. If however, at review it is discovered that the student has not met the set targets, they will be at risk of being withdrawn from their learning programme. Once placed on a Cause for Concern for plagiarism, the student will remain on the Cause for Concern for the duration of the programme.

The NHS and Constitution and Trust Values

The Education Team is committed to embedding the NHS Constitution values (which are reflected in the Trust values) and behaviour into all we do. There is recognition that not all students and staff will work within the NHS, however these values are applicable to many areas of work and activities.

The aspiration for those within the Education Team to involve students, patients, service users, carers, and NHS /non NHS professionals in the delivery of all programmes should be the norm. All staff within the Education Team will demonstrate respect for persons; property and life choices and students are expected to do the same. All staff have a commitment to excellence in education and teaching which invites and acts on student and our partners’ feedback. We expect high levels of professionalism from staff and students at all times.

The full NHS England Constitution can be viewed at: https://www.gov.uk/government/publications/the-nhs-constitution-for-england

EPUT Trust Values

All Students whilst undertaking the programme will be required to uphold the EPUT Trust Values of;

- Open
- Compassionate
- Empowering
On the completion of this programme the student will be supported by the Education Team to APEL (Accreditation of Prior Experiential Learning) into the Nurse Degree Apprenticeship Top up programme or Allied Health Professional programme delivered by a Higher Education Institute (HEI).

The Education Team will liaise with local HEIs regarding the progression pathways and linking in with the programme curriculum.

British Values

- Democracy
- Rule of Law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

Students are encouraged to regularly review how they use these values in their academic study as well in clinical practice.
### STUDENT CODE OF CONDUCT

Essex Partnership University NHS Foundation Trust is committed to providing quality learning and a safe environment with high professional standards. Students have to accept and undertake various responsibilities. These form the basis of the Code that every student must observe. Unacceptable behaviour is defined as any behaviour which impacts negatively on teaching and learning. Whilst Workforce Development & Learning Team are urged to be sensitive to student’s circumstances, it must be emphasised that there are no exceptions in the application of the responsibilities outlined in this Code of Conduct.

**Responsibilities:**

**Students must:**
- Complete all the necessary paperwork and sign where necessary
- Recognise and observe all EPUT policies and procedures
- Show respect to others and never intimidate anyone
- Observe our zero tolerance approach to physical or verbal abuse or harassment and bullying of any kind
- Allow others, around the student, to work without interruption or disruption
- Attend appointments, classes and workshops regularly and punctually
- Provide proof of certification of prior learning when required
- Observe all health and safety regulations
- Know and follow the emergency evacuation procedures
- Not damage equipment, materials or buildings
- Observe the no smoking regulations
- Observe our zero tolerance approach with regard to alcohol, illegal substances and weapons of any kind

Unacceptable behaviour/misconduct will be addressed in accordance with Trust policy and could lead to disciplinary actions.
# WHISTLEBLOWING GUIDELINES

The word whistleblowing refers to the disclosure internally and externally by workers of serious malpractice, as well as illegal acts or omissions at work. EPUT encourages staff/students to report any serious malpractice or illegal acts or omissions by its employees, ex-employees. Examples of when this may be invoked may be:

- Serious malpractice or ill treatment of a service user or member of staff
- A criminal offence has been committed, is being committed or is likely to be committed
- Suspected fraud
- Deliberate disregard for legislation, particularly in relation to health and safety at work
- Serious deliberate breach of regulations
- Information on any of the above has been/is being concealed.

This list is not exhaustive, there may be other examples to raise any concerns under whistleblowing, please follow the Whistleblowing Policy available on the E-portfolio resources. Staff/students are encouraged to access the freedom to speak up guardian within their organisation.
# Equality Guidelines

It is the aim of the EPUT Education Team to work in line with the Equality Act 2010, in ensuring that all students completing education programmes with the Trust are treated equally, with no person being treated less favourably on the grounds of disability, age, race, religion & belief, gender, gender reassignment, pregnancy & maternity, marriage & civil partnership, sex or sexual orientation – the protected characteristics.

The Education Team oppose all forms of unlawful and unfair discrimination or victimisation, and for that reason, this policy is in place in an endeavour to provide an equal and fair environment for all those participating in programmes of education and learning, provided by EPUT.

All those involved in the provision and receipt of learning/education within EPUT, have the right to be treated with dignity and respect. Students from all sections of society should be treated with consideration. All students, whether part-time or full-time, will be treated fairly and given equal consideration. Education Team staff will endeavour to assist students to develop their full potential, through resources and support. EPUT’s Education Team will not discriminate directly or indirectly, or harass students because of any of the protected characteristics, in the provision of education/learning programmes.

We will endeavour to create an environment in which differences and the contribution of all staff and students are recognised and valued. Learning programmes will take place in such a way, as to promote dignity and respect. Learning programmes will be free from intimidation, bullying or harassment, will not be tolerated. Breaches equality principles will be regarded as extremely serious, and could lead to disciplinary action being taken.

## Responsibilities of the Education Team

It is the responsibility of all Education Team members to ensure that there is no unlawful discrimination or treatment of students. The attitudes of the staff are vital to ensuring the safe and fair learning environment needed for successful learning. Staff must:

- Comply with the policies and procedures
- Ensure that they do not discriminate in their day to day activities
- Not victimise, harass or intimidate others including staff, students or third parties who may have one of the protected characteristics. This includes ensuring that no one is discriminated against due to their association with another individual who has a protected characteristic.
- Inform management, if they observe, or become aware of any discriminatory practices or behaviour
**EQUALITY EDUCATION**

All staff must evidence via their Training tracker that they have received Equality, Diversity and Inclusion training.

Equality, diversity and inclusion is relevant in all aspects of Healthcare and Education and consideration is given to this when planning and delivering Education programmes. This is also monitored as part of peer review and observation programmes.

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**GRIEVANCE/COMPLAINT**

Students have a right to pursue a complaint concerning discrimination or victimisation, via the Complaints procedure.

**STUDENT COMPLAINTS PROCESS**

Essex Partnership University NHS Foundation Trust recognises that on occasions students may wish to seek redress for grievance relating to education, assessment or support provided. In this respect it is the Trust's policy to encourage free communication between students and the Education Team. Should any such problems arise the Education Team will endeavour to resolve the matter quickly and efficiently. The following flow chart describes the action to be taken by students:

---

**PLEASE SEE OVERLEAF – A COMPLAINTS FLOW CHART GIVING A VISUAL REPRESENTATION OF THE PROCESS**
STUDENT COMPLAINTS PROCESS

In the first instance, the student should discuss the issue with their assessor/trainer (or if appropriate students should discuss with their supervisor) to try and reach an agreed solution.

If the matter cannot be resolved at this level, the student should complete the Student Complaints form and sent to the Professional Education & Apprenticeships Manager –

The Professional Education & Apprenticeships Manager will acknowledge the complaint within 5 working days of receipt.

The Professional Education & Apprenticeships Manager will investigate the complaint to determine justification, and will respond to the student with their findings within 21 working days (from the day of receipt).

If the student is unhappy with the response provided, they can progress the matter. In these instances EPUT WDL will provide details to the student for the most appropriate contact within 5 working days.
The Education Team is committed to safeguarding students and ensuring vulnerable people are safe from harm. The Education Safeguarding Policy is found on the resources of the E-portfolio system. Students remain apprentices while in home placement therefore the Education Safeguarding Policy covers them throughout the entirety of the programme.

Safeguarding must be proactive and put in place, measures to ensure that others are kept safe. This is done by:

- Ensuring team members are properly checked when they are recruited and that this is reviewed under DBS requirements.
- Providing guidance to all staff that come in to contact with students and service users to ensure they know what to do to minimise risks, and keep others safe from harm.
- Ensuring external speakers to have DBS clearance.
- Ensuring staff without DBS are supervised at all times by a member of the Education Team.
- Providing guidelines for reporting concerns/incidents
- Providing guidance re – online safety.

Those on learning programmes will receive regular formal review on a 1-1 basis with their assessor. During this review students will expressly be asked if they have been experiencing any issues related to bullying, discrimination or harassment. These sessions are programme related and do not replace the student’s supervision sessions within the student’s practice setting.

There is also a group supervision regularly built in to study days. This is to allow students a forum to discuss issues and concerns with their peer group.

If for any reason the student feels unable to speak to the assessor, or the assessor feels that they need additional support with handling a safeguarding or protection issue, the guidance of the EPUT Safeguarding department can be accessed.

All contact details, policies and procedures for Safeguarding and the Safeguarding team are easily found on the EPUT intranet.

If students observe anything which concerns them either in their usual work setting, or on work placement, they should report these concerns. The Education team are happy to discuss any Safeguarding concerns and will maintain confidentiality in line with recognised guidance. The student can also escalate the student’s concerns using the management structure within the student’s own practice setting, or discuss matters with their assessor.
Online Safety
Staff are to advise students that the forums on HN global are monitored by the platform provider Pearson Education. Pearson Education ensures student on-line safety is maintained. There is a copy of this process available for students to view. Students must also be aware of ‘keeping safe online’ processes when using group chats and report any concerns to the Education Team.

Useful Contact Information regarding the Safeguarding team can be found on EPUT intranet pages. All students are required to undertake the online Prevent training course.
CAUSE FOR CONCERN PROCESS

If the assessor feels that there is an issue of concern regarding the apprentice, such as non-attendance of study days and/or alternative placement, missed assignment deadlines, and punctuality (this list is not exclusive) they will instigate a Cause for Concern.

Once a Cause for Concern has been identified, the assessor will organise a meeting with the apprentice and their manager. At this meeting, a Cause for Concern sheet will be completed, detailing the reason for concern in detail, and any feedback/justification the apprentice has to offer. The cause for concern needs to be agreed by the programme lead and/or IQA.

It will be agreed that an action plan will be put in place, and manager, apprentice and assessor will sign to confirm that they agree the information on the Cause for Concern record is accurate.

An Action Plan will be completed, which summarises the main issues raised on the Cause for Concern record, and identifies agreed targets to address the concern/s. At this stage, a review date for reviewing the targets will be agreed. The manager, apprentice and assessor, will all sign this Action Plan to agree its content.

The fact that an action plan has been completed and agreed is recorded on the Cause for Concern record.

An Action Plan Review sheet will be completed on the date agreed on the Action Plan. Progress made toward targets will be discussed at a review meeting, and a decision will be reached, as to whether or not, the apprentice will be allowed to continue on the apprenticeship programme.

PLEASE SEE OVERLEAF – A CAUSE FOR CONCERN FLOW CHART GIVING A VISUAL REPRESENTATION OF THE PROCESS
CAUSE FOR CONCERN PROCESS

Monthly Manager Feedback

Cause for Concern Meeting
(Candidate, Manager, Assessor)

Action Plan

Action Plan Review Meeting
(Candidate, Manager, Assessor)
Targets Met?

Yes

No

Action Plan extended or Agreed
Break in Learning

Yes

No

Are there acceptable Extenuating
Circumstances?

Yes

No

Discontinued
### Student Complaints Form

<table>
<thead>
<tr>
<th>Student/Complainant</th>
<th>NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort</td>
<td></td>
</tr>
<tr>
<td>Signed</td>
<td>Date</td>
</tr>
</tbody>
</table>

**Complaint**

| Complaint outcome and Resolution (please note: a courtesy letter is sent to the Student and stored in student file containing information stated in this section. (Please ensure information is accurate)**
|--------------------------------------------------|

<table>
<thead>
<tr>
<th>Is the student satisfied with the student’s response?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If NO is ticked complaint to be escalated to Professional Education and Apprenticeships manager. **Nigel.hughes2@nhs.net**
The appeals process should be used where a student is unhappy with any stage of the assessment process and they have been unable to resolve this directly with the assessor concerned. An appeal can be made against any decision made by the student’s assessor once the assessment of the unit has been completed. The following are considered grounds for appeal:

- The student disagrees with the assessment decision as set against the performance criteria of their qualification.
- The student is dissatisfied with the way in which the assessment was carried out.
- The student is dissatisfied with the amount of opportunities offered to demonstrate competence.
- The student experiences bias/discrimination in the assessment process in terms of equal opportunities.

In the first instance the student should try and resolve the issue with their assessor, where appropriate. If this does not resolve the issue then an appeal should be made in writing, following which, a second assessor will be assigned to review the decision. The appeal must be made within four weeks of the assessment decision.

If the student is still not happy with the assessment, it will be referred on to an Internal Verifier, who will review the decision.

If following a second assessor and IV scrutiny, the student is still not satisfied with an assessment decision, the appeal will be taken to Assessment board.

Assessment Board convenes, and case is reviewed. Decision made.
## THE ASSESSMENT BOARD FOR APPEALS

The Assessment Board Appeals Panel will consist of members of the Education Team and independent members of the Workforce Development and Learning team, who have not been involved with the particular assessment.

The Panel will give everyone involved the opportunity to present their account of the matter under appeal. This can be done verbally or in writing. If so desired, those involved may give their account in the absence of others involved in the matter. The Panel will consider the matter and record their decisions. They will then notify the parties involved, of that decision within 10 working days.

Possible decisions can be:

- The evidence presented does demonstrate competence and the original decision should be reconsidered by the Assessor.
- The original decision is upheld.

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PLEASE SEE OVERLEAF FOR THE APPEALS PROCESS FLOW CHART GIVING A VISUAL REPRESENTATION OF THE PROCESS
THE APPEALS PROCESS FLOW CHART, GIVING A VISUAL REPRESENTATION OF THE PROCESS

Student is unhappy with assessment decision

Discussion between Assessor and Student

Resolved

No

Work re-assessed by another Assessor

Resolved

No

Work re-assessed by IQA

Resolved

No

Assessment Board review of assessment

Yes

Resolved

No

Appeal to awarding body. Appeals Quality Standards Manager and EE

No

Yes

Final Decision accepted

All documentation forwarded to admin. Upon receipt information will be stored in student file

Assessment Board to review process and decision at each stage and make final decision.
# Healthcare Assistant Practitioner Standards

## Values and behaviours

<table>
<thead>
<tr>
<th>Values</th>
<th>Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Practitioners must be:</td>
<td>Assistant Practitioners must always:</td>
</tr>
<tr>
<td>. Honest</td>
<td>. Treat individuals with dignity, respecting individual's beliefs, culture, values and preferences</td>
</tr>
<tr>
<td>. Caring</td>
<td>. Respect and adopt an empathetic approach</td>
</tr>
<tr>
<td>. Compassionate</td>
<td>. Demonstrate courage to challenge areas of concern and work to best practice</td>
</tr>
<tr>
<td>. Conscientious</td>
<td>. Be adaptable</td>
</tr>
<tr>
<td>. Committed</td>
<td>. Demonstrate discretion</td>
</tr>
</tbody>
</table>

## Knowledge

- the principles and philosophy of health and social care
- the physiology, organisation and function of the human body
- lifespan developments and healthcare needs from prenatal to end of life/bereavement
- research and development in the health and social care sector to inform and improve quality care
- provision and promotion of holistic person centred care and support, duty of care and safeguarding of individuals
- the importance of the strategic environment in health and social care and the implications for the individual
- the importance of current evidence based practice within scope of the role
**Skills**

<table>
<thead>
<tr>
<th>Responsibilities and duty of the role</th>
<th>Undertakes defined clinical or therapeutic interventions appropriately delegated by a Registered Practitioner.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Management</td>
<td>Manages own work and case load and implements programmes of care in line with current evidence, taking action relative to an individual's (4) health and care needs.</td>
</tr>
<tr>
<td>Supervision and Teaching</td>
<td>Allocates work to and supports the development of others and may supervise, teach, mentor and assess other staff as required.</td>
</tr>
<tr>
<td>Personal Development</td>
<td>Maintains and further develops own skills and knowledge, and that of others, through recognised Continuing Professional Development (CPD) activities enabling flexibility in practice and responsiveness to changing service needs.</td>
</tr>
<tr>
<td>Team Working</td>
<td>Promotes effective inter-professional and multi-disciplinary team working with peers, colleagues and staff from other agencies and provides appropriate leadership within the scope of the role.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Provides holistic assessment of individuals, implementing programmes of care and modifying individualised care plans within their scope of practice.</td>
</tr>
<tr>
<td>Communication</td>
<td>Demonstrates the ability to communicate complex sensitive information to a wide variety of professionals through a variety of methods including the use of interpersonal skills, written and verbal communication, accurate record keeping, keeping information confidential and appropriate use of technology and equipment for the role including data entry.</td>
</tr>
<tr>
<td>Person-centred care and wellbeing</td>
<td>Promotes and understands the impact of effective health promotion, empowering, healthy lifestyles such as movement and nutrition and fluid balance.</td>
</tr>
<tr>
<td>Physiological Measurements (5)</td>
<td>Undertakes physiological measurements as part of an assessment of an individual's healthcare status and following evaluation, makes appropriate changes or recommendations to care plan. Reports changes to the Registered Practitioner when the nature of the change falls outside of the agreed scope of role.</td>
</tr>
<tr>
<td>Risk Management</td>
<td>Infection Prevention and Control: Uses and promotes a range of techniques to prevent the spread of infection including hand hygiene, the use of Personal Protective Equipment (PPE) and waste management.</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Health and safety: Promotes and maintains a safe and healthy working environment</td>
</tr>
<tr>
<td></td>
<td>Risk Management: Identifies and manages risks, including assessment of moving and handling risk and understanding the nature of risk as it applies to the safeguarding of vulnerable individuals.</td>
</tr>
<tr>
<td>Equality and Diversity</td>
<td>Promotes and advocates Equality, Diversity and Inclusion (EDI).</td>
</tr>
<tr>
<td>Quality</td>
<td>Proactively makes recommendations to improve the quality of service delivery.</td>
</tr>
</tbody>
</table>

[https://www.instituteforapprenticeships.org/apprenticeship-standards/healthcare-assistant-practitioner/](https://www.instituteforapprenticeships.org/apprenticeship-standards/healthcare-assistant-practitioner/)
# Mapping of HND in Healthcare Practice for England against FHEQ Level 5

**Key**  
KU Knowledge and Understanding  
CS Cognitive Skills  
AS Applied Skills  
TS Transferable Skills  
TS12 Show an ability to work as a member of a team

<table>
<thead>
<tr>
<th>FHEQ Level 5 Descriptor</th>
<th>Healthcare Practice for England HND Programme Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed</td>
<td>KU1</td>
</tr>
<tr>
<td>Understanding and insight into person-centred practice and compassionate care, including the impact of these approaches on professional practice, the experience of users of services and the structure and function of health and social care.</td>
<td>KU2</td>
</tr>
<tr>
<td>A critical understanding of the evolving concepts, theories and models within the study of healthcare practice across a range of practical and hypothetical scenarios.</td>
<td>KU3</td>
</tr>
<tr>
<td>An ability to evaluate and analyse a range of concepts, theories and models to make appropriate decisions</td>
<td>KU4</td>
</tr>
<tr>
<td>An appreciation of the concepts and principles of CPD, staff development, leadership and reflective practice as methods and strategies for personal and people development.</td>
<td>KU5</td>
</tr>
<tr>
<td>Knowledge and understanding of vital concepts, principles and theories relating to the role of law, policy and professional regulation in health and social care.</td>
<td>KU6</td>
</tr>
<tr>
<td>Critical understanding of the multidisciplinary nature of healthcare practice and how health and social care organisations, professionals and services communicate with one another, support processes and lead to collaborative, informed solutions to a problem.</td>
<td>KU7</td>
</tr>
<tr>
<td>KU8</td>
<td>Understanding of the application of appropriate mathematical techniques in the observation, assessment and monitoring of service users in health and care.</td>
</tr>
<tr>
<td>KU9</td>
<td>Critical understanding of the use of industry standard technical documentation and practices.</td>
</tr>
<tr>
<td>KU10</td>
<td>Deploy appropriate tools, theories, principles and methodologies to analyse, specify, construct and evaluate care plans and care planning in health and social care contexts towards the provision of high quality care.</td>
</tr>
<tr>
<td>KU11</td>
<td>Deploy appropriate tools, theories, principles and methodologies to analyse, specify, construct, test and evaluate care plans and care planning in health and social care contexts.</td>
</tr>
<tr>
<td>KU12</td>
<td>An ability to apply industry standard methods in assessment and care planning to inform the development of appropriate and consistent health and care services.</td>
</tr>
</tbody>
</table>

Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context

| AS1 | Evidence the ability to show client relationship management and develop appropriate policies and strategies to meet stakeholder expectations. |
| AS2 | Apply innovative ideas to develop and create new systems or services that respond to the changing nature of organisations. |
| AS3 | Integrate theory and practice through the investigation and examination of practices in the workplace. |
| AS4 | Develop outcomes for service users using appropriate practices and data to make justified recommendations. |
| AS5 | Apply healthcare practice concepts and principles to critically evaluate and analyse complex practical problems and provide effective solutions. |
| AS6 | Apply ethical approaches and demonstrate respect for the diversity of values assistant with health and physical and mental wellbeing in practice in the workplace. |

Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application

<p>| AS1 | Evidence the ability to demonstrate effective service user and inter-professional relationship management skills and develop appropriate policies and strategies to meet stakeholder expectations. |
| of those principles in an employment context | <strong>AS 2</strong> | Apply innovative ideas to develop and facilitate new systems, approaches or services that respond to the changing nature of organisations. |
| | <strong>AS 3</strong> | Integrate theory and practice through the investigation and examination of practices in the workplace |
| | <strong>AS 4</strong> | Develop outcomes for service users using appropriate practices and data to make justified recommendations. |
| | <strong>AS 5</strong> | Apply healthcare practice concepts and principles to critically evaluate and analyse complex practical problems and provide effective solutions |
| | <strong>AS 6</strong> | Apply ethical approaches and demonstrate respect for the diversity of values assistant with health and physical and mental wellbeing in practice in the workplace |
| Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study | <strong>CS1</strong> | Recognise and evaluate the professional, economic, social, moral and ethical issues that influence sustainable healthcare practice. |
| | <strong>CS2</strong> | Critique a range of systems and operations and their application to maximise and successfully meet strategic objectives |
| An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge | <strong>KU1</strong> | An understanding of the appropriate techniques and methodologies used to resolve real-life problems in the workplace. |
| | <strong>TS1</strong> | Develop a skill set to take appropriate and effective actions to address conflict in a specific organisational context. |
| | <strong>TS2</strong> | Self-reflection, including self-awareness; the ability to become an effective student and appreciate the value of the self-reflection process |
| | <strong>TS3</strong> | Undertake independent learning to expand own skills and delivered content. |
| | <strong>TS4</strong> | Competently use digital literacy to access a broad range of research sources, data and information. |
| | <strong>CS3</strong> | Interpret, analyse and evaluate a range of data, sources and information to inform evidence-based decision-making. |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CS4</strong></td>
<td>Analyse health and health issues, alongside health information and qualitative and quantitative data, that may be drawn from a wide range of disciplines</td>
</tr>
</tbody>
</table>
| **CS5** | Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and real-world scenarios.  
Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively |
<p>| <strong>TS5</strong> | Communicate confidently and effectively, both orally and in writing, both internally and externally with individuals using health, care and support services, organisations and other stakeholders. |
| <strong>TS6</strong> | Communicate ideas and arguments in an innovative manner using a range of digital media. |
| <strong>AS7</strong> | Locate, receive and respond to a variety of information sources (e.g. textual, numerical, graphical and computer-based) in defined contexts. |
| <strong>TS7</strong> | Communicate effectively, verbally and in writing, and articulate well-defined issues for a variety of purposes, taking into account the audience viewpoint. |
| <strong>TS8</strong> | Demonstrate strong interpersonal skills, including effective listening and oral communication skills, as well as the assistant ability to persuade, present and negotiate. |
| <strong>TS9</strong> | Identify personal and professional goals for continuing professional development in order to enhance competence to practise within a chosen healthcare practice field. |
| <strong>TS10</strong> | Take advantage of available pathways for continuing professional development through higher education and Professional Body qualifications |
| <strong>TS11</strong> | Develop a range of skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies |
| <strong>TS12</strong> | Show an ability to work as a member of a health and care team, recognising the different roles within a team and the different ways of organising teams. |
| <strong>TS13</strong> | Reflect adaptability and flexibility in approach to work, showing resilience under pressure and meeting challenging targets within given deadlines. |</p>
<table>
<thead>
<tr>
<th>TS14</th>
<th>Use quantitative skills to manipulate data, evaluate and verify existing theory.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS15</td>
<td>Show awareness of current developments in healthcare and their impact on employability and CPD.</td>
</tr>
<tr>
<td>TS16</td>
<td>Manage small to medium scale projects using appropriate planning and time management techniques.</td>
</tr>
<tr>
<td>CS6</td>
<td>Evaluate the changing needs of the healthcare environment and have confidence to self-evaluate and undertake additional CPD as necessary</td>
</tr>
<tr>
<td>TS17</td>
<td>Display emotional intelligence and sensitivity to diversity in relation to people and cultures.</td>
</tr>
</tbody>
</table>

**Appendix 6: Apprenticeship and Professional Standards mapping**

**Level 5 Higher National Diploma in Healthcare Practice (Healthcare Assistant Practitioner): mapping of Healthcare Assistant Practitioner Higher Apprenticeship Standard**

<table>
<thead>
<tr>
<th>Unit numbers</th>
<th>Healthcare Assistant Practitioner Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Core and Specialist only)</td>
</tr>
</tbody>
</table>

| Ref | Behaviours                                      | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 | Unit 13 | Unit 14 | Unit 15 | Unit 16 | Unit 17 | Unit 18 | Unit 19 | Unit 20 | Unit 21 | Unit 22 | Unit 23 | Unit 24 | Unit 25 | Unit 26 | Unit 27 | Unit 28 | Unit 29 | Unit 30 | Unit 31 | Unit 32 | Unit 33 | Unit 34 | Unit 35 | Unit 36 |
|-----|-----------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| B1  | Treat individuals with dignity, respecting individual’s beliefs, culture, values and preferences | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      |
| B2  | Respect and adopt an empathetic approach      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      |
| B3  | Demonstrate courage to challenge areas of concern and work to best practice | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      |
| B4  | Be adaptable                                   | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      |
| B5  | Demonstrate discretion                         | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      |

| Ref | Knowledge                                       | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 | Unit 13 | Unit 14 | Unit 15 | Unit 16 | Unit 17 | Unit 18 | Unit 19 | Unit 20 | Unit 21 | Unit 22 | Unit 23 | Unit 24 | Unit 25 | Unit 26 | Unit 27 | Unit 28 | Unit 29 | Unit 30 | Unit 31 | Unit 32 | Unit 33 | Unit 34 | Unit 35 | Unit 36 |
|-----|-----------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
### Healthcare Assistant Practitioner Standard

#### Key Knowledge (Core and Specialist only)

| Unit numbers | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 | Unit 13 | Unit 14 | Unit 15 | Unit 16 | Unit 17 | Unit 18 | Unit 19 | Unit 20 | Unit 21 | Unit 22 | Unit 23 | Unit 24 | Unit 25 | Unit 26 |
|--------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| K2           |        |        |        |        | #      | #      | #      |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| K3           |        |        |        |        | #      | #      | #      |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| K4           |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| K5           |        |        |        |        | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      |        |        |        |        |        |        |        |        |        |        |        |
| K6           |        |        |        |        | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      | #      |        |        |        |        |        |        |        |        |        |        |
| K7           |        |        |        |        | #      | #      | #      | #      | #      | #      | #      | #      |        | #      |        |        |        |        |        |        |        |        |        |        |        |        |        |

#### Skills

1. **Responsibilities and duty of the role**

   Undertakes defined clinical or therapeutic interventions appropriately delegated by a Registered Practitioner

### Unit numbers (Core and Specialist only)

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#### 2: Case Management

Manages own work and caseload and implements programmes of care in line with current evidence, taking action relative to an individual's health and care needs

#### 3: Supervision and Teaching

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

#### 4: Personal Development

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

#### 5: Team Working

Promotes effective inter-professional and multi-disciplinary team working with peers, colleagues and staff from other agencies and provides appropriate leadership within the scope of the role
### Healthcare Assistant Practitioner Standard

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

#### 7. Communication
Demonstrates the ability to communicate complex sensitive information to a wide variety of professionals through a variety of methods including the use of interpersonal skills, written and verbal effectiveness, accurate record keeping, keeping information confidential and appropriate use of technology and equipment for the role including data entry

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

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

#### 10. Risk Management

**10.1 Infection Prevention and Control:** Uses and promotes a range of techniques to prevent the spread of infection including hand hygiene, the use of Personal Protective Equipment (PPE) and waste management

**10.2 Health and safety:** Promotes and maintains a safe and healthy working environment

**10.3 Risk Management:** Identifies and manages risks, including assessment of moving and handling risk and understanding the nature of risk as it applies to the safeguarding of vulnerable individuals.
### 11. Equality and Diversity

Promotes and advocates equality, Diversity and Inclusion (EDI).

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### 12. Quality

Proactively makes recommendations to improve the quality of service delivery.

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*Indicates partial mapping*