Leeds Trinity University

APPRENTICESHIP PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	**Leeds Trinity University**
Main provider	**Leeds Trinity University**
Sub-contracted provider	N/A
'Parent' School	Health and Life Sciences
Professional accreditation body *(if applicable)*	N/A
IfATE Apprenticeship Standard	Assistant Practitioner (health), Level 5, integrated end point assessment. Assistant practitioner (health) / Skills England
Final University award *(eg. BA Hons)*	Foundation Degree in Science
Title of apprenticeship programme(s)	**FdSc Assistant Practitioner**
Subsidiary award(s) *(if any)*	Cert HE Assistant Practitioner
Honours type *(Single / Joint / Combined)*	N/A
Typical Duration	**21 months prior to gateway (200 credits). Final apprenticeship assessment module (EPA) 40 credits = 3 months. 24 months total.**
Month/year of approval of programme	**June 2026**
Start date (this version) *(month and year)*	**October 2026**
Periodic review next due *(academic year)*	
HECoS subject code(s)	100476- Health and Social Care
UCAS course code	NA
SITS route code	ASTPRTR
Delivery venue(s)	**Leeds Trinity University + place of work** Horsforth Campus Distance learning

2. Aims of the programme

Rationale and general aims, including what is special about this programme
(from the apprentice's and a marketing perspective)

The **Assistant Practitioner** is a highly trained and experienced healthcare professional who provides direct care to individuals under the supervision of registered professionals. Assistant Practitioners develop knowledge, skills, and competence in specific areas of practice, which may span one or multiple occupational roles. Assistant Practitioners can work **autonomously within a defined scope of practice**, performing delegated assessments and procedures without direct supervision. This role exists across most clinical areas within the NHS and within the social care sector, and represents a **distinct level of practice** rather than a specific job title.

The Assistant Practitioner Apprenticeship enables health and social care support workers to develop their knowledge and skills to take on extended responsibilities within their role. The programme supports apprentices to develop the knowledge, skills and behaviours outlined in the apprenticeship standard, alongside the key knowledge and skills of their aligned profession(s) and the competencies required in their workplace. It also supports personal and professional development and individual career goals, ensuring learning is holistic, meaningful, and applied in practice. The apprentice's main place of learning is the workplace, where they gain hands-on experience in their role, while off-the-job learning is supported through this programme. This approach allows apprentices to work towards an industry-recognised higher education award, continue earning a salary, and avoid tuition fees, making higher education more accessible to those who might not otherwise have the opportunity.

This programme is a Foundation Degree (FdSc) and an Assistant Practitioner Apprenticeship. Both programme features are fully integrated, so that you only need to complete teaching learning and assessment once, to satisfied the requirements for both parts. All assessments within the programme contribute towards the requirements for the final apprentice assessment (End Point Assessment (EPA)), ensuring there is no duplication of learning or assessment.

This programme has been developed in collaboration with local healthcare providers to meet the workforce needs of the allied health professions. It specifically supports the development of Assistant Practitioners working within Occupational Therapy, Dietetics, Speech and Language Therapy, and Physiotherapy. Apprentices may work within one profession, or across several professions, and can tailor their learning journey accordingly. While specialist teaching is aligned to these four professions, the generic programme design makes this apprenticeship suitable for those working in other generic roles, such as discharge planning and coordination, emergency care or social care settings.

Local healthcare providers requested a programme where assistant practitioner apprentices from a range of occupational backgrounds could come together to learn from and about other roles. The programme has been designed to maximise the interaction of apprentices at level 4, building a multidisciplinary community of practice.

Programme Features

- **Blended Learning Model:** Combines on-campus teaching in clinical skills facilities, classrooms, and laboratories with distance learning, providing a degree of flexibility, allowing apprentices to learn at times that fit with their work-life balance.
- **Day Release Model:** Off-the-job learning is scheduled regularly to be frequent yet manageable.

- **Flexible Curriculum:** A generic module framework with embedded specialist teaching allows apprentices to tailor their learning and assessment focus in consultation with their employer.
- **Full integrated foundation degree and apprenticeship**. This programme strategically integrates the requirements for the Assistant Practitioner Apprenticeship with the academic requirements of the Foundation Degree, ensuring that all assessment is relevant and contributes towards both parts, resulting in no duplication of requirements.
- **Community of Practice:** Apprentices learn together, share experiences, and build a sense of cohort identity, learning about a range of roles across health and social care settings.

This programme combines the requirements for Foundation Degree (FdSc) and Assistant Practitioner Apprenticeship.

3. Apprenticeship KSB mapping – please see appendix

4. Apprenticeship learning outcomes

Learning outcomes in terms of:

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **employability skills (postgraduate) (E) or attributes and skills (undergraduate) (AS)**

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme, students will have *demonstrated*

Knowledge and understanding

K1 Knowledge and understanding of the range of clinical, technical and administrative duties required within the apprentices designated Assistant Practitioner role, and the underlying evidence base, policies and protocols that inform and govern this practice.

K2 Principles of confidentiality, duty of confidence and disclosure, recording and sharing information safely in accordance to local and national protocols and policies, using digital solutions when appropriate.

K3 Comprehension of broader factors that impact upon individual health and public health initiatives, and how to engage in health promotion conversations to maximise health and wellbeing,

K4 Principles of equality, diversity and inclusion extending to advocacy, allyship and leadership for psychologically safe care and environments

K5 Understanding the structural and strategic environment in which health and care services operate, and the impact on local governance and workforce

Intellectual/cognitive/'thinking skills

I1 Analyse and Evaluate a range of information sources to develop a coherent understanding of the evidence base that informs health and social care practice

I2 Demonstrate critical thinking and problem solving in relation to practice scenarios and academic tasks, presenting evidence based suggestions and solutions

I3 Communicate knowledge and understanding in a coherent and organised format, appropriate to the task, to include academic writing and reflection

I4 Receive and respond to feedback, participate in meaningful reflection and use this to inform ongoing action plans to continue professional development

I5 Evaluate the needs of others as a leader, teacher, mentor or coach, plan and provide appropriate guidance and support to others

Practical skills specific to the subject

P1 Competence in the practice setting, working within a defined scope of practice, demonstrating consistent adherence to policy, procedure, professional standards and codes of conduct

P2 Application of clinical and professional knowledge and skills supporting safe and effective care of individuals, considering the individuals capacity and signs of harm and abuse, and when to escalate findings

P3 Demonstration that they practice holistic person-centred care, engage positively with individuals, seek informed consent and educate and empower them to make informed choices about their care

P4 Effective teamwork, being adaptable, reliable and consistent, delegate tasks appropriately and within scope of practice. Promote interdisciplinary and multidisciplinary team work.

P5 Consistent maintenance of a safe and healthy working environment for self and others, and support others to comply with policy and procedure

<u>Attributes and Skills Outcomes</u>

AS1 **Working Independently** - prioritising workload, anticipating and troubleshooting potential problems, and achieving this without requiring continual oversight from a supervisor or manager;

AS2 **Research & Thinking Critically** - systematic investigation of resources to identify relevant information. Critical thinking refers to a process of independent scrutiny, allowing formation of a well-reasoned opinion for application of the research to decision-making and action;

AS3 **Digital Confidence** - identifying, learning and confident adoption of digital tools, applications and software to improve existing processes, meet emerging challenges or develop new approaches;

AS4 **Adaptability** - the ability to make the most of changing circumstances and adapt to new conditions;

AS5 **Resilience** - the ability to recognise that you will be exposed to adversity but that you will be able to respond positively and ultimately adapt and grow from challenging events;

AS6 **Professional Outlook** - preparing yourself to successfully research, plan and apply for opportunities through effectively articulating your skills and attributes whilst understanding how to present yourself in professional working environments to achieve your career goals;

AS7 **Effective Communication** - the ability to work cooperatively with others to achieve a group objective and the recognition that good leadership empowers achievement of collective goals through combined efforts;

AS8 **Ethics, Diversity, Sustainability** - making a positive impact on society and the environment as a whole;

AS9 **Enterprise and Entrepreneurship** - entrepreneurship is the application of enterprise behaviours, attributes and competencies into the creation of cultural, social, or economic value. Enterprise is generating and applying ideas that are practical when undertaking a new venture or project.

5 External benchmarks

Statement of congruence with the relevant published subject benchmark statements
(including appropriate references to any PSRB, employer or legislative requirements)

All Leeds Trinity University programmes are congruent with the Frameworks for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) (formerly National Qualification and Credit Framework (NQF)).

The programme is aligned to the expectations of the Framework for Higher Education Qualifications (FHEQ) at Levels 4 and 5. Assessment strategies are designed to reflect the applied and practice-based nature of the Assistant Practitioner role, while also enabling learners to generate evidence suitable for inclusion within the apprenticeship portfolio, and therefore differ from more traditional assessment approaches commonly associated with Foundation Degrees. Despite this, academic standards, integrity, and levelness are maintained through assessments that require learners to demonstrate the application, analysis, evaluation, and integration of knowledge within authentic health and care contexts. The programme supports progression from the development of foundational knowledge and skills at Level 4 towards the increased autonomy, critical thinking, analysis, evaluation, and professional judgement expected at Level 5, with greater emphasis placed on critical analysis, evaluation, and evidence-informed decision-making at Level 5.

This award fully integrates the requirements of the Assistant Practitioner apprenticeship standard Assistant practitioner (health) / Skills England. This programme has also been developed to meet this subject benchmark statements for Health Studies (2024) Subject Benchmark Statement: Health Studies.

The QAA Characteristics statement for Higher Education in Apprenticeships (2022) higher-education-in-apprenticeships-characteristics-statement.pdf has been met fully, with programme design, modes of delivery and application of off-the-job learning being fully informed by practice partners. The assessment strategy is fully cognisant of this characteristics statement, with all focus of summative assessments being selected by the apprentice, drawing upon real-life practice within the workplace, with evidence from the workplace being used as the focus for academic assessment.

While there are no PSRB requirements, this award has been designed to embed the Health and Care Professions Council (HCPC) *Standards of Conduct, Performance and Ethics* Standards of conduct, performance and ethics | The HCPC. These standards govern the practice of allied health professionals, with whom Assistant Practitioners on this programme will commonly work.

While not a PSRB requirement, programme development has taken account of the career development frameworks of the professional bodies—the Royal College of Occupational Therapists, the British Dietetic Association, the Royal College of Speech and Language Therapists, and the Chartered Society of Physiotherapy—ensuring that, for Assistant Practitioners working within these professions, a level commensurate with Assistant Practitioner within these frameworks is sufficiently addressed within the programme.

The Royal College of Occupational Therapists Career Development Framework (2022) Career Development Framework launched January 2022.pdf has been consulted, with this programme delivering teaching and learning that supports apprentices in meeting the **Level 4** career level across the four pillars of practice: Professional Practice, Facilitation of Learning, Leadership and Evidence, and Research and Development.

The British Dietetic Association (BDA) Dietetic Career Framework (2025) Dietetic-Career-Framework-2025FINAL.pdf has been consulted, ensuring that this programme supports the development of the knowledge and skills required to achieve an **'Assistive'** level across all four pillars of practice: Professional Practice, Facilitated Learning, Leadership, and Research and Evidence. This Foundation Degree apprenticeship is recognised as a suitable qualification to practise at this level.

The Royal College of Speech and Language Therapists (RCSLT) Professional Development Framework (2023) RCSLT-Professional-Development-Framework-2023.pdf has been consulted, and this programme supports the development of knowledge and skills to work towards the '**Foundation**' level of professional development across all four domains: Professional Practice, Facilitation of Learning, Leadership and Management, and Evidence, Research and Innovation. The framework also identifies five core components—Practitioner Wellbeing, Impact, Inclusion and Diversity, Sustainability, and Coproduction—which are addressed within the core content of the programme to varying degrees. While the framework is intended for registered practitioners, all relevant topics are incorporated within the programme.

The Chartered Society of Physiotherapy Career Framework (2024) The CSP Career Framework 2024 has been consulted, and this programme supports the development of knowledge and skills required to meet the **Assistant Practitioner** level, in all four pillars of practice: Clinical Practice, Leadership/Management, Research and Education/Facilitation of Learning, across the Themes of Practice: Personal Development, Interpersonal Skills and Decision Making and Implementation.

Apprenticeship specific benchmarks

Apprenticeships are subject to rigorous regulation, and LTU takes compliance requirements seriously. In October 2025, the Ofsted inspection framework was revised, introducing six inspection categories: Safeguarding (met/not met), Inclusion, Achievement, Leadership and Governance, Curriculum, Teaching and Training, and Personal Development. Each category is

graded as Exceptional, Strong Standard, Expected Standard, Needs Attention, or Urgent Improvement.

In June 2023, LTU received an overall grading of Good in its first full Ofsted inspection. The Department for Education holds an annual accountability meeting with LTU to review apprenticeship metrics, including employer feedback, apprentice feedback, Ofsted grading, qualification achievement rate (QAR), qualification retention rate (QRR), number of apprentices completing by the planned end date, and number of withdrawals.

The Office for Students (OfS) monitors the quality of internal End Point Assessment (EPA) through the OfS External Quality Assurance (EQA) inspection framework. In June 2024, LTU was inspected against the Police Constable Degree Apprenticeship (PCDA) EPA and was graded Outstanding.

6. Learning outcomes for subsidiary awards

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	**Learning outcomes for the award of <u>Certificate of Higher Education</u>:** On successful completion of 120 credits at Level 4, apprentices will have demonstrated an ability to: i) interpret and evaluate data appropriate to the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; and will have had specific opportunities to display transferable skills and behaviours relevant to the Apprenticeship Standard and employment.

7. Content

Summary of content by theme
(providing a 'vertical' view through the programme)

Programme is divided into the following core themes

Professional Skills

Foundations of Professional Skills (30 credits) at Level 4 and **Developing Professional Skills** (20 credits) at Level 5 focus on core knowledge and understanding relating to data governance, GDPR and confidentiality, record keeping, duty of candour and safeguarding. You will develops knowledge and skills in line with three of the four pillars of practice (leadership and management, research and education of self and others).

Clinical Skills

Foundations of Clinical Skills (30 credits) at Level 4, and **Developing Clinical Skills** (30 credits) at Level 5 focus on the development of clinical practice knowledge and skills, relating to assessments and interventions for individuals, considering also families and carers. The modules are generic focusing on the key KSB's defined in the apprenticeship standard, while allowing for specialist knowledge and skills development depending upon the your occupational scope of practice.

Work based learning

As the Assistant Practitioner is a level of practice rather than a designate role, there is a large variation in clinical roles. The work based learning modules allow the you, with the support of your work based supervisor and academic team, to identify learning needs specific to your role. **Work based Learning 1** (30 credits) runs throughout Level 4, and **Work based Learning 2** (10 credits) runs throughout Level 5 and allow for consistent weekly engagement relating to your individual learning journey, ensuring that your learning requirements and the requirements of the workplace remain at the forefront of your development throughout the programme, through to gateway.

Other modules

Health and Wellbeing (15 credits) at Level 4 allows you to gain a holistic view of health and wellbeing, using the biopsychosocial model of health as a framework. **Multidisciplinary Team Working** (15 credits) also Level 4, focuses on the role of the Assistant Practitioner within the multidisciplinary team, and explores the professions and roles that intersect. A programme that allows apprentices to learn from and about one another was a specific request from practice partners and is a key feature throughout the programme. Finally, **Quality Improvement and Research** (20 credits) is a Level 5 module, that allows you to gain knowledge, skills and experience in undertaking quality improvement in the workplace, and integrates the interrogation of research to inform the project, and practice more broadly. Quality improvement and research are paired in this module as this reflects the structure of the assessment of the KSBs at final apprenticeship assessment (EPA).

Theory and practice are integrated in all modules, and all teaching and learning activities allow for choice or focus, and for specialist knowledge to be integrated when required.

Programme delivery

The programme is delivered across two non-standard semesters that each run for 26 weeks.

At level 4, the apprentice may join the programme in Semester 1 or Semester 2. They will complete the modules delivered in that semester, and the remaining level 4 modules in the next semester. This programme has been designed so that apprentices may start at either point without being at a disadvantage. This allows for larger group sizes within these modules, enhancing the opportunities to learn from and about other apprentices' roles.

Intake point 1	Intake point 2
Semester 1 (October-April)	Semester 2 (April-October)
Foundations of Clinical Practice (30)	Foundations of Professional Practice (30)
Health and Wellbeing (15)	Multidisciplinary Team Working (15)
Work based Learning 1 (30)	

At level 5, the modules must be completed in order. The apprentice will begin the modules in level 5 in either semester. When the apprentice has completed 200 credits, they will enter the gateway. When the EPAO is satisfied that the apprentice has met the requirements for the gateway, they will proceed onto the final module- Consolidating Practice which houses the final apprentice assessment (EPA).

Semester 1 (October-April) OR Semester 2 (April-October)	Semester 1 (October-April) OR Semester 2 (April-October)		
Developing Professional Practice (20)	Developing Clinical Practice (30)	**Gateway**	Consolidating Practice (EPA)
Quality Improvement and Research (20)			
Work based Learning 2 (10)			EPA stage

Here is the pathway for apprentices starting at each intake point-

Apprentice starting in October

Level 4		Level 5			
Semester 1 (Oct-Apr)	Semester 2 (Apr-Oct)	Semester 1 (Oct-Apr)	Semester 2 (Apr-Oct)		
Foundations of Clinical Practice (30)	Foundations of Professional Practice (30)	Developing Professional Practice (20)	Developing Clinical Practice (30)	**Gateway**	Consolidating Practice (EPA) (40)
Health and Wellbeing (15)	Multidisciplinary Team Working (15)	Quality Improvement and Research (20)			
Work based Learning 1 (30)		Work based Learning 2 (10)			EPA Period

Apprentice starting in April

Level 4		Level 5			
Semester 2 (Apr-Oct)	Semester 1 (Oct-Apr)	Semester 2 (Apr-Oct)	Semester 1 (Oct-Apr)		
Foundations of Professional Practice (30)	Foundations of Clinical Practice (30)	Developing Professional Practice (20)	Developing Clinical Practice (30)	**Gateway**	Consolidating Practice (EPA) (40)
Multidisciplinary Team Working (15)	Health and Wellbeing (15)	Quality Improvement and Research (20)			
Work based Learning 1 (30)		Work based Learning 2 (10)			EPA Period

When the apprentice has completed 200 credits of the Foundation Degree, they will enter the gateway period. The employer must confirm that the apprentice is ready to working at or above the occupational standard and are ready for final apprentice assessment (EPA). This is where the End Point Assessment Organisation (EPAO) checks and confirms that the apprentice has met the following requirements:

- If required, achieved English and Mathematics qualifications in line with the apprenticeship funding rules (under 19)
- Submission of a complete portfolio of evidence required to underpin the professional discussion
- Passed any other qualifications listed in the occupational standard

When the apprentice has passed through the gateway, they can then begin the final module- Consolidating Practice (40 credits) which is dedicated to the final apprentice assessment (End Point Assessment- EPA).

When the apprentice has passed the final module and EPA components, they have met the requirements for the Foundation Degree and the Apprenticeship.

8. Structure

FdSc Assistant Practitioner Apprenticeship

Duration: 2 years full time

Total credit rating: 240 (120 ECTS)

Level 4 – with effect from October 2026

APA4003	Foundations of Clinical Practice	Semester 1	30 credits
APA4005	Health and Wellbeing	Semester 1	15 credits
APA4013	Foundations of Professional Practice	Semester 2	30 credits
APA4015	Multidisciplinary Team Working	Semester 2	15 credits
APA4023	Work based Learning 1	Year long	30 credits

Level 5- with effect from October 2027

APA5002	Developing Professional Skills	Semester 1 AND 2	20 credits
APA5012	Quality Improvement and Research	Semester 1 AND 2	20 credits
APA5003	Developing Clinical Skills	Semester 1 AND 2	30 credits
APA5001	Work based Learning 2	Year long	10 credits
Gateway			

APA5004	Consolidating Practice (apprenticeship assessment/EPA)++	Semester 1 AND 2	40 credits

The Apprenticeship outcomes will be recorded under module ASP0000

Indicate as applicable:
+ The indicated module(s) are not available to visiting students.
++ Integrated Assessment Modules
* There is a prerequisite for enrolment on this module – see section 10.

9. Core Apprenticeship Curriculum

Safeguarding	The academic team promote open and positive conversations about safeguarding at all times, by building genuine connections with apprentice enabling safe conversations about any concern related to safeguarding either related to the apprentice, the workplace or their practice setting. All progress reviews being by asking the apprentice if there are any safeguarding concerns, if concerns are shared the meeting is paused and priority is given to supporting the apprentice and addressing the concern. The programme team are aware of the signs that may indicate a safeguarding concern, such as non-attendance, non-engagement or withdrawn behaviour. The programme team have experience of supporting learners who may require additional support and/or understanding regarding mental health, and know how to signpost all learners and apprentices to appropriate mental health support within the university and via external agencies. Apprentice would also be encouraged to access employee support systems within the workplace. All concerns are investigated in a sensitive and supportive way. Apprentices are consistently asked to share their experiences in all aspects of the programme, fostering an environment where they feel that their voice and their contribution matters. This extends too all conversations which may include safeguarding. LTU's governance framework provides a whole-provider approach to safeguarding, in which all academics and apprentices are aware of the reporting frameworks and pathways, and know how, where and when to raise any safeguarding concern. The programme includes education of safeguarding in the following way: Safeguarding principles are integrated into teaching and learning activities, enabling apprentices to understand relevant legislation, local and national safeguarding policies, professional responsibilities, and the role of the Assistant Practitioner within safeguarding processes. Safeguarding features in all modules, with some modules having a particular focus using a case study approach to consider safeguarding and the apprentices role in greater depth. Continuous connections to safeguarding through case-based learning and reflective practice support apprentices to identify signs of abuse, neglect, and exploitation across different care settings and populations. As the workplace is the primary learning environment, apprentices apply safeguarding knowledge directly in practice under supervision. They are

	supported to follow organisational procedures, raise concerns, maintain professional boundaries, and escalate issues appropriately. Regular supervision, progress reviews, and assessment activities reinforce accountability, reflective practice, and safe decision-making. Through this integrated approach, safeguarding is not treated as a standalone topic but is embedded within everyday professional practice, supporting the development of safe, ethical, and compassionate Assistant Practitioners.
Prevent	All staff at LTU have prevent training as part mandatory training. All staff are aware of the signs of vulnerability that may lead to or indicate radicalisation, and know who to escalate concerns to under the Prevent Policy. Academic staff will use be mindful of safeguarding concerns, and will approach any concern with care and compassion. There are multiple opportunities for communication with apprentices regarding prevent concerns, including teaching and learning, mentoring and personal tutoring sessions and progress reviews. Prevent Duty is approached as enhanced safeguarding and risk management throughout the programme. Apprentices are supported to develop awareness of the risks associated with radicalisation and extremism, and to understand their responsibilities to safeguard vulnerable individuals. Prevent awareness is embedded within teaching, learning, and workplace practice through discussion of professional values, ethical practice, and organisational safeguarding policies. Apprentices are signposted to appropriate support and reporting mechanisms and are encouraged to challenge extremist views in a respectful and professional manner, in line with their role and responsibilities. Apprentices will be made aware of how to escalate concerns in the workplace and within the university setting. PREVENT is embedded within all modules, and is explored in the context of each module, in a respectful and balanced way, ensuring awareness without invoking prejudice.
Equality, diversity and inclusivity (EDI)	Equality, diversity, and inclusivity are embedded throughout all modules and teaching sessions, reinforcing the values and behaviours expected of health and care professionals, as outlined in the Health and Care Professions Council *Standards of Conduct, Performance and Ethics* and the National Health Service Constitution. Person-centred care is a core theme of the programme, promoting a holistic approach to care that recognises and respects individual differences, including race, culture, religion, belief, sexual orientation, age, and gender. Apprentices are introduced to the principles of leadership at an early stage, supporting the development of skills required to act as active allies and to appropriately recognise and challenge discrimination in both workplace and academic settings. The programme demonstrates a strong commitment to equality, diversity, and inclusivity through its design and delivery. Flexible modes of engagement and a variety of teaching, learning, and assessment methods are used to ensure accessibility and to enable apprentices to demonstrate achievement in ways

	that reflect their strengths. Apprentices' perspectives and experiences are actively encouraged and valued within teaching and learning activities, promoting an inclusive and supportive learning environment.
Personal Development, eg careers guidance and supporting readiness to succeed	Personal development and careers guidance are embedded throughout the programme to support apprentices in developing their professional identity, confidence, and career progression within the health and care workforce. Apprentices are supported to understand the scope and responsibilities of the Assistant Practitioner role and its contribution within multidisciplinary teams. The programme provides structured opportunities for apprentices to reflect on their learning, strengths, and areas for development through regular reviews, supervision, and reflective practice activities- this is a core theme in both Work based Learning modules, where Apprentices are encouraged to set personal and professional development goals aligned with workplace expectations and service needs. Careers guidance is integrated into the programme to support apprentices in understanding progression opportunities within health and care, including pathways to registered professional roles and further academic study. This may include progression to pre-registration routes, in line with the expectations of the Health and Care Professions Council and workforce development pathways within the National Health Service. Apprentices are supported to develop transferable skills including leadership, communication, teamwork, and professional accountability, enabling them to contribute effectively within their current role and to progress within their chosen career pathway. The programme promotes a culture of lifelong learning and continuing professional development, preparing apprentices to respond to the evolving needs of the health and care workforce. Dedicated careers focused master classes bring together these key points, and support apprentices to consider career development options outside of the normal programme delivery timetable. These masterclasses include transferable skills such as interview skills and technique, presentation skills, professional social media presence and CV writing to ensure apprentices are ready to apply for ongoing training opportunities or qualified Assistant Practitioner roles.
British Values of 1) democracy, 2) individual liberty, 3) the rule of law and 4) mutual respect and tolerance	Democracy: Apprentices are encouraged to contribute to discussions within taught sessions, supervision, and workplace meetings. They are supported to give and receive feedback, reflect on practice, and participate in service improvement activities, helping them to develop confidence in professional communication and shared decision-making. Apprentices also learn about how democracy is applied in the workplace, and in interactions with individuals, their families and carers, and will demonstrate this value in the workplace. Apprentices will reflect on how they uphold this value in the Work based Learning modules specifically.
	Individual Liberty: Learning and workplace activities promote person-centred care, supporting apprentices to respect individuals' rights, dignity, choices, and consent. Apprentices are encouraged to empower individuals to make informed choices about their care. Apprentices learn to balance autonomy

	with professional boundaries and risk management, ensuring care is delivered safely and ethically.
	The rule of law: The apprenticeship embeds an understanding of relevant legislation, policies, and professional standards that govern healthcare practice. Apprentices apply these requirements in the workplace through safe practice, safeguarding, data protection, and adherence to organisational procedures, reinforcing accountability and professional responsibility. The programme addresses policy and protocol in all modules, depending on the core focus of the module, ensuring that core knowledge is embedded. The apprentices will demonstrate the ability to consistently work within this legislation in the workplace, by ensuring that all practice is within their defined scope, and all actions adhere to policies and procedures. This is measured in several assessments, as the basis for assessments is evidence of practice in the workplace. There are two observations of practice within the first part of the programme, which captures the apprentices practice, in accordance with legislation.
	Mutual respect and tolerance: Apprentices work within multidisciplinary teams and alongside service users, developing respectful professional relationships. The programme promotes understanding of different roles, responsibilities, and perspectives, supporting collaborative working and valuing the contributions of others; regardless of role, rank or position. The apprenticeship embeds equality, diversity, and inclusion across both academic learning and workplace practice, enabling apprentices to develop cultural awareness and understanding. Apprentices explore how faith, belief, culture, and personal values can influence health, wellbeing, and care preferences. Through case-based learning, reflective activities, and supervised practice, apprentices learn to recognise and challenge discrimination, unconscious bias, and inequality. In the workplace, they apply this learning by delivering inclusive, person-centred care that respects individuals' beliefs, values, and lifestyles, while maintaining professional boundaries and meeting organisational and legal requirements. This supports apprentices to work sensitively and effectively with service users, families, and colleagues from diverse backgrounds.
Behaviour and attitudes	Apprentices are expected to demonstrate professional behaviour and attitudes at all times, in line with the Health and Care Professions Council (HCPC) *Standards of Conduct, Performance and Ethics*. While this programme is not for registrants, these HCPC standards outline the behaviours expected of all health and care professionals, as well as those working in profession-adjacent roles. Unlike standards of proficiency, there is no minimum level of qualification required for these standards to be considered applicable. All apprentices must show care and respect to fellow apprentices, colleagues, other learners, workplace leaders, and academic staff. Respect is demonstrated through reliable attendance, punctuality, completion of assigned

	academic and work-based tasks, and the consistent use of professional non-verbal, verbal, and written communication. Apprentices should use inclusive and non-discriminatory language, actively listen and respond appropriately in all communications, and treat all individuals in their care, workplace, and academic settings with dignity and respect. Apprentices must demonstrate sensitivity to cultural and religious differences and must not engage in any form of discrimination.
English, Maths and Digital Literacy	A level 2 qualification in English and Maths is now only mandatory for apprentices younger than 19 years, ongoing development of skills related to English and Maths is a requirement. How English and Maths skills are developed continuous is outlined within each module, the general principles are as follows: English skills are integrated through written and verbal communication activities, including record keeping, reflective writing, professional discussions, and communication with service users, families, and multidisciplinary teams. This supports accuracy, clarity, and professionalism in healthcare communication. Mathematics skills are applied in workplace contexts such as measuring, monitoring, and recording clinical data, interpreting information, and supporting safe care delivery in line with organisational procedures. The apprentice will receive continuous feedback on progression, and will formulate their own continuing action plan in relation to all skills, to include English and Maths in the Work based Learning modules. Reflection on previous feedback and feedback on progress will also be integrated into assignment feedback for all submissions, ensuring ongoing development. Digital skills are embedded into all modules, this is applied appropriately and in context, as outlined in the module information. Apprentices will also develop confidence and competence in using digital technologies relevant to their role and workplace in the on-the-job part of the programme. Through on-programme learning and workplace application, apprentices are supported to use electronic patient record systems accurately, maintain digital documentation in line with information governance and data protection requirements, and access digital clinical systems safely. They also develop skills in using digital communication tools, such as email, virtual meeting platforms, and learning management systems, to support collaboration, learning, and professional communication. The programme promotes digital professionalism, including understanding confidentiality, cyber security, and appropriate online behaviour. Apprentices are encouraged to critically evaluate digital information sources and use technology to support evidence-based practice and service improvement. By embedding digital skills within everyday learning and practice, the apprenticeship ensures apprentices are prepared to work effectively within

	increasingly digital healthcare environments while maintaining patient safety and professional standards.
Sustainability Goals	The programme aligns with the principles of the United Nations Sustainable Development Goals (SDGs) and embeds sustainability throughout its design, delivery, and professional learning outcomes. Sustainability is integrated into programme design and delivery, with learning activities structured across campus-based teaching, synchronous webinar-based sessions, and workplace-directed learning. This blended approach ensures learning is accessible, flexible, and relevant to the workplace, while maximising educational impact and minimising environmental and financial costs for apprentices and employers. The programme supports key SDGs, particularly: • **SDG 3: Good Health and Well-being**, by preparing apprentices to contribute to safe, effective, and person-centred care that improves health outcomes and reduces health inequalities. • **SDG 4: Quality Education**, through inclusive, flexible delivery models that widen participation and promote lifelong learning. • **SDG 5 and SDG 10: Gender Equality and Reduced Inequalities**, by embedding equality, diversity, and inclusion throughout the curriculum and promoting culturally competent, non-discriminatory care. • **SDG 8: Decent Work and Economic Growth**, by developing a skilled and sustainable health and care workforce and supporting career progression. • **SDG 12 and SDG 13: Responsible Consumption and Climate Action**, by promoting awareness of sustainable healthcare practice, resource stewardship, and environmentally responsible service delivery. Across all modules, apprentices are supported to consider sustainability in relation to service delivery and to identify opportunities to improve practice in line with organisational and national sustainability priorities. This includes promoting prevention-focused care, efficient use of resources, and awareness of the wider environmental, social, and economic determinants of health. At Level 5, the Quality Improvement and Research module provides a specific opportunity for sustainability to be a central focus of workplace-based improvement activity. Apprentices are encouraged to identify, design, and evaluate improvement initiatives that enhance service efficiency, reduce waste, and improve outcomes for service users, contributing to sustainable healthcare systems. Through its curriculum content, delivery model, and focus on workforce development, the programme prepares apprentices to contribute to sustainable, equitable, and high-quality health and care services, supporting both organisational priorities and the broader global sustainability agenda.

Knowledge, Skills and Behaviours	This apprenticeship is built around the Knowledge, Skills, and Behaviours (KSBs) of the apprenticeship standard. Modules are organised into professional, clinical, work-based learning, and specialist areas, grouping KSBs in line with the End Point Assessment (EPA) to ensure the programme structure is coherent and familiarises apprentices with EPA requirements throughout. The programme provides multiple opportunities for apprentices to demonstrate competence both academically and in the workplace. Module content and assessments are designed with the EPA in mind. KSBs are mapped to all teaching sessions, learning outcomes, and assessments to ensure constructive alignment and full coverage and integration. Assessments are directly linked to the portfolio of evidence, with fourteen academic assessments contributing, fulfilling the requirement of the academic programme and apprenticeship. Progress is tracked through ongoing achievement logs and regular progress review meetings involving the apprentice, academic tutor, and workplace mentor, ensuring KSB development, portfolio completion, and readiness for the EPA.

10. Learning, teaching and assessment

Statement of the strategy for learning, teaching and academic experience for the programme

This main place of learning for the apprentice is the workplace, with learning being delivered in on-the-job learning (80% of the apprentices time) and off-the-job learning (20% of the apprentices time). The on-the-job learning is planned and delivered by the workplace, and the on the job learning is planned and delivered by Leeds Trinity University, both parts of the apprentices learning journey and planned and interlinked to ensure a seamless ongoing development journey.

When apprentices join the programme, they will complete an onboarding process which will result in an individualised training plan that is based on acquiring new learning. This training plan will include the apprentices currently level of knowledge and skills, and will define a pathway which will include scheduled off the job learning, and suggested on the job learning in order to continue development towards the occupational standard. The apprentice will keep a log of their progress, which will be reviewed frequently at progress reviews by the apprentice, the academic mentor and the work based mentor.

Off the job learning is delivered by a day release model and will be delivered either in person on campus, via a structured synchronous day of learning coordinated by webinar, or as directed learning. This is to maximise the use of in person time on campus, and to reduce time, cost and travel requirements for apprentices. Content will be aligned to the most appropriate method of delivery.

The training plan contains a detailed overview of each module and each week, and demonstrates how core themes across partnered modules are delivered in a way that combines

on the job and off the job learning, mapping all learning to the KSB's, assessments and to the final apprentice assessment (end point assessment). This plan is available to the workplace in advance to allow for planning of appropriate on the job learning aligned to core delivery.

All module specifications (NP4) detail how the apprenticeships specific elements such as British Values, Safeguarding and ongoing development of English, Maths and digital skills are embedded. The module specification also outlines off-the-job and on-the-job learning as relevant to the module.

This section is structured to address each strategic aim in the Learning, Teaching and Academic Experience Sub-strategy Learning, Teaching and Academic Experience Strategy - Adobe cloud storage

Careers and Enterprise

This Assistant Practitioner Apprenticeship programme is explicitly career-led, with all learning and teaching aligned to the apprentice's workplace role. Teaching, learning, and assessment are designed to integrate theory with practice, enabling apprentices to apply knowledge and skills directly within their scope of practice. Apprentices can access profession-specific content across all modules, reflecting their job role, employer context, and career aspirations.

All learning and teaching is research-informed, with evidence-based practice underpinning both clinical decision-making and academic assessment. Successful completion of the apprenticeship leads to a qualification aligned with the Assistant Practitioner role and supports progression into enhanced responsibilities, leadership, education, or research-focused roles, as well as further study towards registrable professional careers where appropriate.

Education and Experience

The programme places strong emphasis on social justice, health inequalities, and health promotion, ensuring apprentices develop the knowledge, skills, and behaviours required to deliver inclusive and equitable care. Apprentices are supported to embed equality, diversity, and inclusion within their practice and to demonstrate professional behaviours associated with leadership, including acting as upstanders, active allies, and advocates for individuals, families, carers, and colleagues.

Social justice is further embedded through inclusive curriculum design that reflects the communities served by apprentices' employing organisations. Apprentices are offered choice in assessment focus and, where possible, assessment method, enabling them to demonstrate occupational competence and achievement in ways that align with their strengths and workplace context. Learning and teaching is communicated in a variety of formats to include written notes, video, recorded lecture, podcast and blogs/vlogs. Lecturer and seminars are supported by pre- and post session activities to scaffold and consolidate learning, again using a variety of methods and modes.

Research, Impact and Innovation

Research-informed practice is embedded across all modules, ensuring apprentices develop the skills required to identify, interpret, and apply evidence to support safe, effective, and high-

quality care. Apprentices are supported to use research and quality data to inform clinical decision-making and contribute to quality improvement within their workplace.

At Level 5, apprentices apply research skills to design, justify, and evaluate a quality improvement project aligned to employer and service priorities. This project supports the development of innovation, problem-solving, and enterprise skills, enabling apprentices to contribute to measurable improvements in practice.

Sustainability

See Section 9. Core apprenticeship curriculum.

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Stakeholders, Enabling Infrastructure and Service

This programme has been designed to meet the needs of practice partners in developing Assistant Practitioners working within allied health professions. The Assistant Practitioner role is expected to continue to grow as a key workforce development solution, as outlined in the NHS Long Term Workforce Plan.

Alongside anticipated growth in workforce demand, Assistant Practitioners of the future must be equipped with the knowledge, skills, and behaviours required to respond to the three strategic priorities set out in the NHS Long Term Plan: a shift from analogue to digital, from hospital-based to community-based care, and from cure to prevention.

Ongoing and structured engagement with stakeholders is central to the programme's design and delivery. This ensures the curriculum remains current, fit for purpose, and aligned to service need, while enabling employers and practice partners to contribute to continuous review and enhancement of programme content and delivery

Assessment Strategy

The **final apprentice assessment (EPA)** consists of a professional discussion underpinned by a portfolio of evidence comprising 14 distinct pieces, alongside an observation of practice in the workplace followed by a question/answer session.

The programme is structured in two stages. The first 200 credits support apprentices to develop and demonstrate all required knowledge, skills, and behaviours (KSBs) and to meet the occupational standard at gateway. Once the apprentice has met the gateway requirements, they progress to the final module, **Consolidating Practice** (40 credits), which incorporates preparation for and completion of the **final apprentice assessment (EPA).**

Within the first 200 credits, apprentices complete 16 distinct assessments across nine modules. Of these, **14 assessments also serve directly as evidence for the portfolio** for the **final apprentice assessment (EPA).** All assessments are designed to meet module learning outcomes, demonstrate the aligned KSBs, and be suitably structured and worded so that they can be included in the portfolio for the **final apprentice assessment (EPA)** without modification.

The sequencing and complexity of assessments reflect both the increasing experience of the apprentice and the academic level of study. Assessments are purposeful, workplace-based, and

explicitly scaffold apprentices towards successful completion of the **final apprentice assessment (EPA).** All assessments are directly relevant to the Assistant Practitioner role and to the requirements of the **final apprentice assessment (EPA).**

Assessment design enables apprentices to select workplace artefacts or to focus on case studies aligned to their job role and career aspirations. Where possible, apprentices are also offered a choice of assessment mode, supporting inclusive assessment practice while maintaining alignment with the occupational standard.

Apprenticeship Assessment Summary

Gateway

The employer must be content that the apprentice is working at or above the occupational standard.

The apprentice's employer must confirm that they think the apprentice:

- is working at or above the occupational standard as a assistant practitioner (health)
- has the evidence required to pass the gateway and is ready to take the EPA

An apprentice must have achieved 200 credits of the Foundation Degree Assistant Practitioner. The final 40 credits are assigned to the integrated EPA.

The apprentice must have passed any other qualifications listed in the assistant practitioner (health) occupational standard ST0215.

The qualification(s) required are:

Foundation Degree Assistant Practitioner (a specialism may be indicated e.g. mental health, imaging, physiotherapy, rehabilitation, primary care, nursing, etc e.g. FdSc Assistant Practitioner)

The apprentice must have achieved English and maths qualifications in line with the apprenticeship funding rules.

For the professional discussion underpinned by a portfolio of evidence the apprentice must submit a portfolio of evidence.

The apprentice must submit any policies and procedures as requested.

Assessments and grading

Assessment method 1 - observation of practice – fail/pass

Assessment method 2 - professional discussion underpinned by a portfolio of evidence – fail/ pass/ distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

Observation of practice	Professional discussion underpinned by a portfolio of evidence	Overall Grading
Fail	Any Grade	Fail
Any Grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

Apprentices who fail one or more EPA method(s) can take a re-sit or a re-take at the employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and LTU as the EPAO agree the timescale for a re-sit or re-take. A re-sit is typically taken within 3 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 6 months of the EPA outcome notification.

Failed EPA methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade.

An apprentice will get a maximum EPA grade of pass for a re-sit or re-take, unless the EPAO determines there are exceptional circumstances.

11. Programme learning outcomes covered

			Assessed learning outcomes of the programme														Skills development								
	K1	K2	K3	K4	K5	I1	I2	I3	I4	I5	P1	P2	P3	P4	P5		AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9
	Clinical, technical and administrative duties	Confidentiality, record keeping	Broader factors that impact upon health	Equality, diversity and inclusion	Structural and strategic environemnt	Analyse and evaluate information	Critical thinking and problem solving	Communicate coherently	Participate in reflecion	Evaluate learning needs	Competence in the clinical setting	Apply Clinical and professional knowledge	Practice holistic person centred care	Teamwork, delegate appropriately	Maintain safe environment		**Working Independently**	**Research & Thinking Critically**	**Digital C**	**Adaptability**	**Resilience**	**Professional outlook**	**Effective communication**	**Ethics, diversity and sustainability**	**Enterprise and entreupaneurship**
APA4003 Foundations of Clinical Practice	■	■	■	■		■	■	■	■		■	■	■	■	■				■	■	■	■	■	■	
APA4005 Health and Wellbeing	■		■			■		■										■					■	■	
APA4013 Foundations of Professional Practice	■	■		■	■	■		■	■		■	■	■	■	■			■	■	■	■		■	■	
APA4015 Multidisciplinary Team Working	■	■		■	■	■		■						■				■			■		■		
APA4023 Work based Learning 1	■	■	■	■	■	■	■	■	■		■	■	■	■	■				■	■	■	■	■	■	
APA5002 Developing Professional Practice	■	■		■	■	■	■	■	■	■	■	■	■	■	■		■	■	■	■	■	■	■		■
APA5012 Quality Improvement and Research	■	■			■	■	■	■	■	■				■			■	■	■	■	■	■	■	■	■
APA5003 Developing Clinical Practice	■	■	■	■		■	■	■	■		■	■	■	■	■		■	■	■	■	■	■	■		
APA5001 Work based Learning 2	■	■	■	■	■	■	■	■	■		■	■	■	■	■		■			■	■	■	■	■	
APA5004 Consolodating Practice	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■		■	■	■	■	■	■	■	■	

12. Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy	Yes
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	The apprentice will need to be employed for a minimum of 30 hours in a relevant role and have the support and commitment of their employer. The initial application for this programme will be via the employer and an initial meeting will ensure that this programme is the right fit for the apprentice at the right time. Normally applicants will have completed prior learning at level 3, however applicants will be considered on their individual experience and aptitude to study at level 4 and 5. If the apprentice does not have any level 3 qualification, a supporting statement from the employer confirming the apprentices suitability will be required. **GCSE requirements/Level 2 requirements** For apprentices who are 19 and under: English Language or English Literature and Math's required at grade C /4 or above. Level 2 Key Skills, Functional Skills and the Certificate in Adult Numeracy/Literacy as per the ESFA exemptions accepted in place of GCSEs. For apprentices over 19 years, there should be a professional reference or assurance from the workplace that the apprentice is able to demonstrate English and Math's skills appropriate to the requirements of the role. **DBS Requirements** Applicants who are offered a place and accept will be required to complete an enhanced DBS. The employer will be responsible for the DBS check and confirming clearance with the student records team. Please note you will be required to annually self-declare whether there have been any changes to the DBS at re-registration and also declare any changes during the academic year as soon as possible.

13. Progression, classification and award requirements

Details of requirements for apprentice progression between levels and receipt of the award(s) (A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)
The following regulations apply, together with the General Taught Academic Regulations : Foundation degree programme regulations Additional Regulations for Higher and Undergraduate Degree Apprenticeships

14. Prerequisites

Details of modules apprentices must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award
N/A

15. Additional support needs

Arrangements made to accommodate apprentices with additional support needs and any unavoidable restrictions on their participation in the programme/scheme
Apprentices with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate apprentices with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs. Apprentices will be asked about engagement and wellbeing at progress reviews, to identify challenges and offer support at early stages to ensure ongoing engagement and wellbeing. Apprentices with reasonable adjustments will be acomodated, and where necessary an assessment plan can be put into place to ensure that all apprentices are able to succeed. However, the assessments must still be the requirements for the EPA.

Appendix 1: KSB Mapping

	FCP	HW	FPP	MDT	WBL1	DPP	QIR	DCP	WBL2	CP(EPA)
K1: The legislation, policies, standards, local ways of working and codes of conduct that apply to own role	x		x	x	x	x		x	x	x
K2: The scope of own practice, limitations of own competence and who to ask for support	x		x	x	x	x		x	x	x
K3: The principles of equality, diversity and inclusion and providing person-centred care and support, including consent, active participation and choice	x	x	x		x	x		x	x	x
K4: The principles of a 'duty of care', 'safeguarding' and 'protection' as they apply to adults and children, the signs of harm and abuse and how to reduce the risk of harm and abuse	x		x		x	x		x	x	x
K5: The normal ranges expected when taking physiological, technical and psychological measurements and the significance of a variation from the normal range	x	x			x			x	x	x
K6: The types of assessment relevant to the individual's physical and mental health and wellbeing and the factors that may influence and impact assessment	x	x			x			x	x	x
K7: The signs that an individual is in pain, distress or discomfort	x				x			x	x	x
K8: The signs of change in an individual's health and wellbeing, including the indications of when to intervene within the scope of practice and when to escalate	x				x			x	x	x
K9: The principles of maintaining nutrition and fluid balance and the signs and symptoms of inadequate nutrition and fluid intake	x				x			x	x	x
K10: Clinical, diagnostic and therapeutic interventions within the scope of own role and the underpinning principles to select equipment and tools in the context of the intervention	x	x			x			x	x	x
K11: The signs that an individual's health and well-being is changing as a result of a clinical, diagnostic or therapeutic intervention	x				x			x	x	x
K12: Ways to record and store information securely, including the safe use of technology			x		x	x			x	x
K13: The principles of confidentiality, duty of confidence and disclosure			x		x	x			x	x
K14: The frameworks and principles of team working including delegation, accountability and supervision in the workplace	x		x	x	x	x	x	x	x	x
K15: The structural and strategic environment in which health and social care services operate and how these impact on own role			x	x		x	x	x		x
K16: Methods of communication to use in the workplace, including how to overcome barriers and challenges	x	x	x	x	x	x	x	x	x	x
K17: The benefits of digital solutions for improving communication systems and practices	x		x		x	x		x	x	x
K18: The meaning of 'capacity', the differences between mental illness, dementia and learning disability, and the impact of these conditions	x		x			x		x		x
K19: How to identify and evaluate own learning and development needs					x	x			x	x
K20: How to use feedback to create a personal development plan					x	x			x	x
K21: Models of reflective practices used in health and care and how reflection can be used to improve own practice					x	x			x	x
K22: The principles and styles of leadership in relation to own role and place of work and the relationship between leadership and management	x		x	x		x	x	x		x
K23: The tools and techniques used to identify learning needs and learning styles						x				x

K24: The relationship between teaching, coaching and mentoring, and how to evaluate if individuals' learning needs have been met					x	x				x
K25: National and local strategies, priorities, and initiatives for promoting and improving public health	x	x						x		x
K26: The wider determinants of health such as the contribution of social influences, health literacy, individual circumstances, behaviours and lifestyle choices on health and wellbeing	x	x						x		x
K27: The principles of risk management and the hazards and risks associated with the scope of own practice	x					x		x		x
K28: The principles of a duty of candour, and techniques for managing challenging situations, unsafe work practices, addressing comments, compliments, conflict and complaints			x			x				x
K29: The principles of infection prevention and control, when and how to select the right personal protective equipment for self and others and how to handle hazardous materials and substances	x				x			x		x
K30: How to move and assist individuals safely and how to move and handle equipment and other objects safely	x				x			x	x	x
K31: Methods and indicators used to measure quality, their application in health and care and how they inform a quality improvement plan							x			x
K32: The rationale and ethical considerations for undertaking research activity and how to review literature and interrogate the existing evidence base							x	x		x
K33: Methods for collecting research data and how to interpret and apply findings to own and others' practice							x			x
K34: The structure and function of human body systems and how they relate to and impact on each other	x	x						x		x
K35: The relationship between health and well-being and the principles and philosophy of the biomedical, sociological and psychological models in providing holistic health and care	x	x						x		x
K36: The stages and processes of human development and how health and wellbeing needs vary throughout the lifespan	x	x						x		x
S1: Work in line with legislation, policies, standards and codes of conduct that apply to own role	x		x	x	x	x		x	x	x
S2: Work within the scope of practice, the limits of own knowledge and skills, escalating and reporting to others when needed				x	x			x	x	x
S3: Work in partnership with others to champion safe, equitable, non-discriminatory person-centred care and support for individuals	x			x	x			x	x	x
S4: Promote and maintain the principles of a duty of care, safeguarding and protection, always acting in the best interest of individuals and working across organisations and with other agencies to ensure they do not come to harm			x		x	x		x	x	x
S5: Undertake and monitor physiological, technical and psychological measurements using the appropriate equipment and tools within scope of own practice	x				x			x	x	x
S6: Select and use the correct equipment and tools to undertake timely assessment of an individual's physical and mental healthcare status within own scope of practice	x				x			x	x	x
S7: Recognise and respond to an individual in pain, distress or discomfort	x				x			x	x	x
S8: Interpret results of assessment in the context of the individual's health and wellbeing, making appropriate changes or recommendations to the care plan within scope of own practice or escalating in line with local protocol					x			x	x	x
S9: Support individuals with nutrition and fluids in line with their care needs, taking action as required	x				x			x	x	x

S10: Undertake evidence-based clinical, diagnostic or therapeutic interventions delegated by a registered healthcare professional in line with scope of practice, and standard operating procedures	x				x			x	x	x
S11: Monitor and review the impact of clinical, diagnostic or therapeutic interventions on an individual's health and well-being	x				x			x	x	x
S12: Record and store information related to individuals securely and in line with local and national policies, including the safe use of technology			x		x				x	x
S13: Report and share information related to individuals securely and in line with local and national policies, maintaining confidentiality			x		x	x			x	x
S14: Delegate work to colleagues in the multi-disciplinary team and engage in supervision	x				x		x	x	x	x
S15: Liaise with the multidisciplinary team to prioritise and manage own workload	x			x	x			x	x	x
S16: Communicate with individuals, their families, carers and health and care professionals using techniques designed to maximise understanding	x				x	x	x	x	x	x
S17: Promote the use of digital solutions to improve communication systems and practices	x		x		x	x			x	x
S18: Recognise and respond to limitations in an individual's mental capacity	x				x			x	x	x
S19: Participate in training and development activities and evaluate the impact of learning on own practice					x				x	x
S20: Seek out and respond to feedback and engage in appraisals					x	x			x	x
S21: Reflect on own practice to improve practice					x				x	x
S22: Provide leadership and act as a role model for others within the scope of own role	x		x		x	x	x	x	x	x
S23: Identify learning and development needs of others						x				x
S24: Teach, coach and mentor others and confirm that learning needs have been met						x				x
S25: Actively seek out and act on opportunities to support individuals to maximise their health and well-being within the scope of the role	x				x			x	x	x
S26: Promote preventative health behaviours and support individuals to make informed choices to improve their health and wellbeing within the scope of the role	x				x			x	x	x
S27: Conduct and record risk assessments relevant to the activity and scope of own practice						x	x			x
S28: Uphold the principles of duty of candour, identifying and managing challenging situations, unsafe work practices and addressing comments, compliments, conflict and complaints			x		x	x			x	x
S29: Maintain a safe and healthy working environment for self and others, using techniques for infection prevention and control, including the use of Personal Protective Equipment (PPE) and supporting others to comply with policy and procedures	x				x			x	x	x
S30: Move and assist individuals, equipment and other items safely					x				x	x
S31: Participate in and support others in audit and quality improvement activities in the workplace							x			x
S32: Conduct research activity within the scope of own role and act on the findings							x			x
S33: Identify opportunities to improve quality in the workplace and contribute to local, regional and national quality improvement initiatives							x			x
B1: Treat people with dignity		x			x	x	x		x	x
B2: Show respect and empathy for those you work with	x			x	x	x	x	x	x	x
B3: Be adaptable, reliable and consistent	x				x	x	x	x	x	x