

Validation Document		
1	Title of Programme	a) Assistant Practitioner – Health and Care with Foundation Year b) Assistant Practitioner – Health and Care c) Assistant Practitioner – Health (Apprenticeship)
2	Award (e.g. FdA, FdSc)	FdSc
3	Contained Award	Foundation Certificate of HE for successful completion of 120 credits at Level 3 Certificate of HE for successful completion of 120 credits at Level 4
4	Awarding Body	TEC Partnership
5	UCAS code (if applicable)	
6	HECOS codes	Health Studies 100473 – 50% Health and Social Care 100476 – 50%
7	Mode of Study (full and/or part-time)	a) Full-time b) Full-time and part-time c) Full-time
8	Duration (total number of years)	a) 3 years b) 2 or 4 years c) 2 years
9	Number of weeks per academic year	The full-time a) Assistant Practitioner with Foundation Year will be delivered over 31 weeks. This will be a trimester mode of delivery. Each trimester consists of 8 weeks of module delivery. Trimester 1 has an extra week in which students are prepared for study at the new level. There are 6 assessment weeks. The full-time programmes b) will be delivered over 41 weeks, which includes the placement element. This will be a trimester mode of delivery. Each trimester consists of 8 weeks of module delivery. Trimester 1 has an extra week in which students are prepared for study at the new level. There are 6 assessment weeks. There are 10 weeks in total for placement hours. Placements will be in blocks ranging from 2-6 weeks and will be up to 37.5 hours per week. The part-time programmes b) will be delivered over 31 weeks for year 1 and 3. This will be a trimester mode of delivery. Each trimester consists of 8 weeks of module delivery. Trimester 1 has an extra week in which students are prepared for study at the new level. There are 6 assessment weeks. Year

		2 and 4 will be delivered over 40 weeks which includes the placement element. This will be a trimester mode of delivery. Each trimester consists of 8 weeks of module delivery. There are 6 assessment weeks. There are 10 weeks in total for placement hours. Placements will be in blocks ranging from 2-6 weeks and will be up to 37.5 hours per week. The full-time c) Assistant Practitioner – Health (Apprenticeship) will be delivered over 31 weeks. This will be a trimester mode of delivery. Each trimester consists of 8 weeks of module delivery. Trimester 1 has an extra week in which students are prepared for study at the new level. There are 6 assessment weeks. All students will be ready for gateway assessment a minimum of 3 months ahead of end point assessment, which students will be ready for at 18 months.
10	Accrediting Professional / Statutory Body (if applicable)	n/a
11	Location of delivery and Faculty	Grimsby Institute of Further & Higher Education Health, Wellbeing and Society
12	Entry requirements	

Standard offer

Entry at Year Zero (Pathway a)

For pathway a, applicants will require 3 GCSEs grade C/4 which must include Maths and English, or an appropriate level 2 qualification such as BTEC Certificate, Level 2 pass in Numeracy and Literacy.

Pathways b)

For pathway b, applicants will require 80 UCAS points, or 60 Access-to-HE Credits (of which a minimum of 45 must be at Level 3). Applicants are required to hold English and Maths GCSE (or equivalent) at grade C/4. This must be achieved prior to the start of the course.

Pathway c)

For pathway c), you will be employed with a relevant role and your application will be supported by your employer. Applicants will be required to hold English and Maths GCSE (or equivalent) at grade C/4. This must be achieved prior to the start of the course.

Non-standard offer

Pathway a)

For a) Assistant Practitioner with foundation year, the Institute encourages applications from those who lack institutional qualifications, which is in line with the widening participation brief. All such applicants will be set an appropriate piece of work for an academic to assess; a judgement will then be made on this work considering academic potential and relevant experience. However, all applicants must hold a Level 2 pass in Numeracy and Literacy which must be achieved prior to the start of the course.

Pathway b)

Non-standard entry is intended to support students who may not meet the standard academic entry requirements of a HE programme, normally level 3 qualifications which attract UCAS points (for instance A-levels or BTEC level 3 courses). An applicant must be able to demonstrate recent

work/experience in the relevant sector which would give them skills and knowledge comparable to applicants with Level 3 qualifications.

Consideration will be given to those applicants with relevant experience within the health and care sector. All such applicants will be set an appropriate piece of work of a 1500-word essay and a judgement made considering their academic potential and relevant experience and motivation. Students will still be required to have GCSE/level 2 Maths and English pass grade C/4 or above.

Pathway c)

For c), the apprentice's employer must confirm that their apprentice is working at or above the occupational standard. Apprentices must have achieved GCSE/level 2 Maths and English pass grade C/4 or above.

Accreditation of prior learning

TEC Partnership encourages student transfers from other institutions. Applicants may be admitted with credit for prior certificated learning (APcL) or work/life experience or other uncertificated learning (APeL). Please refer to HE21. Students will still be required to have GCSE/level 2 Maths and English pass grade C/4 or above.

Criminal Records

This programme involves regular contact with vulnerable adults, also known as regulated activity, and as such an Enhanced Disclosure and Barring Service (DBS) check is required prior to enrolment to enable the student to go into placement. The cost of the undertaking is the responsibility of the students, and the outcome of the DBS will be considered on an individual basis.

Vaccinations

As this course includes mandatory patient-facing placements in health or social care settings, you will need to comply with the placement policy or Government vaccination rules for those settings. This includes any changes to these rules announced at a future date. Failure to comply with any vaccination requirements could see the placement withdrawn, and this may result in your withdrawal from the course. You should be aware that future employment in this sector may also be subject to vaccination requirements. You must also complete a course of Hepatitis B vaccination and complete an Occupation Health screening at your own cost.

Applicants for the apprenticeship route (c) will be in employment and are expected to have in place relevant vaccinations and occupational health screenings for their employer. You will need to comply with the employer policy or Government vaccination rules for their employment setting. This includes any changes to these rules announced at a future date.

Other Costs

Students on the programme will be expected to fund their own travel to local placements. Additionally, if students choose to purchase books instead of using the loaning service from the university library, this is expected to be self-funded along with other standard resources required for academic study such as IT equipment.

13	Minimum number of students required for the programme to run	a) 10 b) 10 c) 5
14	Degree classification weighting	
The degree classification is awarded based on the average percentage mark achieved at level 5 of the degree.		
15	Aims of the programme and distinctive features/fit with existing provision	

Local employers within health and social care need a versatile, critically aware and highly trained workforce who can adapt to an ever-changing sector. This programme therefore provides local employers with skilled practitioners who will be highly valued as they will have been given opportunities, both within simulated and real-world environments, to develop essential skills, knowledge, and behaviours.

The Assistant Practitioner foundation degree will enable students to work with registered health and social care professionals, with a level of knowledge and skill beyond that of the traditional band 2 and 3 support worker or healthcare assistant roles. The programme is both a theoretical and competency-based course of study which will broaden students' appreciation of the wide range of vocational opportunities within health and social care. Opportunities exist for students to work with a selection of different healthcare professionals in multidisciplinary environments to establish outcomes linked to core standards. After completing this programme, students will be qualified to the NHS band 4 level.

The Assistant Practitioner programme offers those who do not want to move out of the local area an opportunity to gain a recognised qualification within the healthcare sector. Many students do not wish to travel daily or move to complete their studies, and they can balance their studies around other commitments. A strength of this programme is the amount of control it gives each individual student, as it is offered either two days full time or one day part time. As such, students will be able to integrate learning with the rest of their life, balancing their studies with work, home, and leisure time. There are excellent transport links to allow students access to these facilities at all times. They will be fully supported throughout their studies through pastoral and academic coaches. Sessions are delivered in smaller cohorts to allow the individual support to be accessed and build strong relationships between students and tutors.

The programme is delivered within industry-standard clinical skills rooms by existing practitioners. The University Centre Grimsby offers state-of-the-art facilities for students to practice and develop their clinical skills. The University Centre houses two Clinical suites, which are replications of hospital wards. This ensures that students obtain practical skills within supported environments that replicate a hospital setting. Further to this, human patient simulators are available for students to practice and develop key skills. These facilities are used for continued professional development by local employers, with whom we have excellent relationships. We have service level agreements with local employers to ensure that students get the experience to help support their career progression and aims.

To help students looking to return to education, there is the opportunity to take a foundation year. This allows students without the traditional level 3 qualifications to gain the skills and knowledge to help them prepare for higher level study.

The programme aims to

- provide a programme of study for those who wish to work in the healthcare sector or for those who already have experience and wish to widen their knowledge base.
- equip students with the theoretical knowledge, professional conduct, competencies, and practice skills necessary to work with individuals in a range of healthcare settings.
- develop reflective practitioners who are 'fit for practice' to safeguard the health and well-being of the public.

The programme provides an enriching experience where tutors are committed to encourage students to become independent and autonomous learners whilst developing their own sense of professional identity and integrity within an occupational discipline. Students will be based at the University Centre

Grimsby and taught by industry specialists who are working in the healthcare sector and are up to date with current practice.

Distinctive features

Pathway a)

We recognise that some students will not have achieved the traditional qualifications to progress directly on to the foundation degree but will have a wealth of experience. The foundation year gives them the time to develop the knowledge and skills needed to succeed on the degree programme. The modules cover fundamentals of science, numeracy and literacy to help prepare them for higher level study and an understanding of the skills and qualities needed within the sector. Students will be taught by the same specialists and access to the same facilities to allow them to gain the confidence to succeed.

Pathway b)

Assistant practitioners can be found in various areas of the healthcare sector. They work as part of a wider team within health and social care settings and have direct contact with patients, service users and clients. As such, this programme will embed a person-centred ethos and allow students to explore the different care needs of a wide range of individuals. This will be achieved by offering placement opportunities within the local healthcare industry and within a simulated classroom setting.

Students will be taught up to date evidence-based practice and guidelines to ensure they have the necessary skills and knowledge to provide exemplary care. Students will have access to two ward areas containing specialist equipment such as interactive manikins, moving and handling equipment, equipment to monitor vital signs, artificial wounds, artificial skin for injections and much more. All elements of practice will be underpinned by theory and research, and students will be encouraged to develop their critical thinking skills and become reflective practitioners. As such, students will develop the skills and knowledge required to deliver quality healthcare.

Students will undertake 450 placement hours. This will allow them to successfully progress on to an Assistant Practitioner role.

Pathway c)

An apprenticeship is a job with training, combining practical experience with academic learning. To achieve the apprenticeship standard, you will spend 24 months on-programme (this means in training before the gateway) working towards competence as an assistant practitioner (health). During this time, you will be completing the foundation degree.

At least 20% of your contracted working hours will be classed as 'off-the-job'. This time will be dedicated to developing the knowledge and skills needed through the modules to meet the requirements of the apprenticeship, and therefore are not part of your usual work duties. The off-the-job learning will be set out in a block plan that details when you will attend full days of university teaching, the dates you will be assessed or need to submit an assignment, and the weeks you will be putting your new learning into practice in your usual work setting.

The programme will help you prepare for your end point assessment (EPA) through developing the knowledge, skills and behaviours of an assistant practitioner. These are mapped to the occupational duties. For the EPA, you will have compiled a portfolio of evidence of knowledge, skills and behaviours (KSBs) during the on-programme period of the apprenticeship; there will also be an observation of practise.

Fit with Existing Provision

This programme will continue to support the development of the School of HE Health and Care Industries, which aims to provide a diverse range of programmes ensuring current and appropriate practice-based provision to the local health and social care sector for example the local partnership with North Lincolnshire and Goole NHS (NLaG). This programme will complement existing programmes of study such as FdA Social Care and will provide a potential feeder programme for BSc (Hons) Health and Social Care Top Up. Furthermore, it provides students with the opportunity to progress onto a range of undergraduate healthcare programmes.

This programme has been designed to ensure students can work as Assistant Practitioners in a range of allied healthcare or private settings or progress onto further study if desired.

16	Programme Learning Outcomes – Foundation Year Level 3 Upon successful completion of this programme a student will be able to...	
	Programme Learning Outcome	Subject Benchmark Reference
1	Identify the legal and ethical responsibilities of professional practice in Health and care.	HS 3.5.14, 3.1.9, 3.1.10, 3.3.8
2	Understand the structure and normal function of the human body, while considering the social, psychological and health wellbeing needs of the individual to enable person centred care.	HS 3.1.3, 3.1.10, 3.1.13, 3.1.14, 3.3.5, 3.3.7
3	Use relevant language to communicate appropriately in the multidisciplinary nature of health and care, and have knowledge of the importance of this for the protection of service users, colleagues, and the public ensuring safeguarding, infection prevention, equality, diversity, and inclusivity.	HS 3.1.1, 3.5.1, 3.5.6, 3.2, 3.5.9
4	Communicate information, and use mathematical information, to present data, identifying how to practice safely and demonstrate core values and behaviours. Maintain and further develop knowledge and skills through early stage professional development.	HS 3.1.10 3.5.14
5	Recognise and recall a range of theories and bring these theories and principles together to apply them to the context of and health issues.	HS 3.3.4, 3.3.7, 3.5.3, 5.2.14, 3.1.5, 3.1.7, 3.1.14
6	Use appropriate terminology and problem-solving skills to identify the care required for a specific client and demonstrate how this can be individualised, holistic, and dignified person-centred care.	HS 3.1.10, 3.1.5, 3.1.7, 3.1.14
7	Gather, interpret, and apply evidence and information from a wide range of sources, and present this information using appropriate statistical and academic conventions.	HS 3.1.5, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.5.10, 3.3.9, 3.5.2, 3.5.3
8	Demonstrate self-awareness and confidence in skills in the workplace, and understand the importance of the healthcare practitioner's role in health promotion.	HS 3.1.3, 3.3.6
9	Work as a team member, contributing ideas and developing plans based on reflective practice.	HS 3.5.12

10	Use a range of applications and the role of technology in the handling, manipulation and sharing of information.	HS 3.1.16, 3.3.3, 3.5.1, 3.5.11, 3.5.10
11	Identify and discuss responsive and unsafe practices, how to use specialist terminology, and demonstrate how to deal with compliments, conflicts, and complaints.	HS 3.1.15, 3.5.14
12	Develop skills of analysis, interpretation and evaluation and present data in accordance with academic conventions.	HS 3.1.2, 3.1.5, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.9, 3.5.2, 3.5.3, 3.5.10

16	Programme Learning Outcomes – Awards at Level 4 and 5 of the FHEQ <i>Upon successful completion of this programme a student will be able to...</i>	
	Programme Learning Outcome	Subject Benchmark Reference
1	Evaluate the legal and ethical responsibilities of professional practice and the importance of maintaining the standards and requirements of the professional and statutory regulatory bodies and adhering to relevant codes of conduct.	HS 3.5.14, 3.1.9, 3.1.10, 3.3.8 NMC FN 1.1, 1.2 NMC Code 6, 20.4, 22 CCS 1.2, 2.2, 3.4c, 4.2a, 9.5a, 9.5b, 10.4a, 13.1a, 13.1b, 13.1c, 13.1d, 13.1e, 13.2a, 13.2b, 13.3a, 14.1a, 14.1b, 14.1c, 14.1d OD 1
2	Critically apply knowledge and understanding of the structure and normal function of the human body, as well as dysfunction and pathology, while considering the social, psychological and health wellbeing needs of the individual to enable person centred care.	NMC FN 2.2, 3.1, 3.2 HS 3.1.3, 3.1.10, 3.1.13, 3.1.14, 3.3.5, 3.3.7 NMC Code 2.1, 2.2, 2.3, 2.4, 3.6.2 CCS 5.1a, 5.1b, 5.3a, 5.5a, 5.5b, 5.5c, 5.6b, 5.7a, 8.1b, 8.1c, 8.1d, 8.2a, 8.2b, 8.2v, 8.2d, 8.2e, 8.3a, 8.3b, 8.3c, 8.3d, 8.3e, 9.1a, 9.1b, 9.1c, 9.2b, 9.4a, 13.9a, 13.9b, 13.9c
3	Critically analyse the multidisciplinary nature of health care and the need for excellent communication in the protection of service users, colleagues, and the public ensuring safeguarding, infection prevention, equality, diversity, and inclusivity.	HS 3.1.1, 3.5.1, 3.5.6, 3.2, 3.5.9 NMC FN 1, 1.18, 2, 3, 4, 2.9, 4.3, 5.1, 5.4 NMC Code 7, 8 HCPC 2 CCS 1.1d, 1.2d, 1.2e, 1.2f, 1.3c, 1.4a, 1.4b, 1.4c, 1.4d, 3.1a, 3.2a, 4.1a, 4.1b, 4.1c, 4.2b, 4.2c, 4.3b, 6.2a, 6.2b, 6.5a, 7.2a, 7.2c, 9.1b, 9.1c, 9.3b, 10.1a, 10.1b, 10.1c, 10.d, 10.hg, 10.3a, 10.3b, 15.1a, 15b, 15.c, 11.1 OD 4, 9

4	Practice effectively with professional integrity and within one's scope of competence ensuring core values and behaviours such as dignity, candour and confidentiality are embedded into the care provided. Maintain and further develop knowledge and skills through continuing professional development.	HS 3.1.10 3.5.14 NMC FN 1.1, 1.3, 5.4 NMC Code 9.4, 13, 20.2, 22.3 HCPC 3.3, 9 CCS 2.2i, 3.1, 3.5a, 5.7a, 7.2d, 7.3a, 9.1c, 12.1, 13.3c, 13.5a 13.5b, 13.5c OD 4, 6
5	Critically analyse a range of theories relating to health and health issues.	HS 3.3.4, 3.3.7, 3.5.3, 5.2.14, 3.1.5, 3.1.7, 3.1.14 NMC FN 1.7 NMC Code 6 CCS 2.2a, 2.2b, 2.2c, 2.2d, 2.2g, 6.1a, 6.3b, 6.4a, 6.4c, 7.1a, 7.1c, 9.2b
6	Assess, plan, implement and evaluate the care required for a specific client to provide individualised, holistic, and dignified person-centred care and prioritise where necessary.	HS 3.1.10, 3.1.5, 3.1.7, 3.1.14 NMC FN 1.14, 3.1, 3.2, 3.3, 3.4, 3.5, 4.9 NMC Code 1, 2, 3, 13.1 HCPC 2.2, 2.3 CCS 5.2a, 5.2b, 5.2c, 1.3a, 5.1a, 5.1b, 5.1c, 5.3a, 5.3b, 5.4b, 5.4c, 5.5a, 5.5b, 5.5c, 5.5d, 5.7a, 7.3a, 7.4a, 7.5a, 7.6a, 8.1b, 8.1c, 8.1d, 8.2c, 8.2d, 8.2e, 8.3b, 8.3c, 8.3d, 8.3e OD 2, 3
7	Gather, interpret, and critically evaluate evidence and information from a wide range of sources, and present this information using appropriate academic conventions.	HS 3.1.5, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.5.10, 3.3.9, 3.5.2, 3.5.3 NMC FN 1.7, 1.8 NMC Code 6, 19.2 OD 10
8	Critically analyse the impact that wider determinants of health have on a patient's psychological, social, and physical wellbeing, and understand the importance of the healthcare practitioner's role in health promotion.	HS 3.1.3, 3.3.6 NMC FN 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12 NMC Code 3.1, 3.3 HCPC 1.3, 9.3 CCS 5.1a, 5.1b, 5.2a, 5.2b, 5.2c, 5.3a, 5.5a, 5.5b, 5.5c, 5.5d, 5.7a, 7.2c, 7.3a, 7.5a, 8.1a, 8.1b, 8.1c, 8.1d, 9.1a, 9.1b, 9.1c, 9.4a OD 8, 10
9	Engage in supervision and utilise reflection theory to develop reflective practice both in action and on action.	HS 3.5.12 NMC FN 1.17, 1.5, 1.6, 1.8, 1.10, 5.10, NMC Code 9.3, 20.9, 24.2 HCPC 3.3 CCS 2.1a, 2.1c, 2.1d, 2.1e, 2.2c, 2.2d, 2.2e, 2.2f, 2.2h, 2.2i

		OD 7
10	Actively engage with technology, particularly the effective and efficient use of information and communication technology whilst adhering to legislation and practice for storing and sharing information.	HS 3.1.16, 3.3.3, 3.5.1, 3.5.11, 3.5.10 NMC MH 1.2.5 CCS 6.4b, 6.5a, 6.6a, 6.6b, 6.2b OD 5
11	Critically discuss responsive and unsafe practices and demonstrate how to deal with compliments, conflicts, and complaints.	HS 3.1.15, 3.5.14 HCPC 3.3, 9 CCS 1.2d, 3.2b, 3.2c, 3.3a, 3.3b, 3.3c, 3.4a, 3.4b, 3.4c, 3.5a, 3.5b, 3.5c, 3.5d, 3.5e, 12.1, 13.3c, 13.5a, 13.6a, 13.7a, 13.8a OD 9
12	Critically analyse a range of research methodologies and present data in accordance with academic conventions.	HS 3.1.2, 3.1.5, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.9, 3.5.2, 3.5.3, 3.5.10 NMC FN 1.7, 1.8 NMC Code 6, 19.2

16b	Additional Outcomes aligned to PSRB or Apprenticeship Standards				
The modules map to the occupational duties and the KSBs that form the apprenticeships standards as follows:					
Module Title	Core/ Option	Credits	Level	Occ. Duty	KSB
Preparing for Professional Practice	C	20	4	D1, 2, 3, 4, 5, 6, 7, 8, 9, 10	K2, 10, 19, 20, 21, 23 S1, 6, 8, 12, 13, 19, 20, 21, 22, 28 B2
Introducing Clinical Skills	C	20	4	D2, 4, 9	K5, 13, 29, 30 S10, 11, 29, 30
Research and Study Skills	C	20	4	D4, 10	K12, 32, 33
Developing Clinical Skills	C	10	4	D3, 7, 9	K9, 24, 28 S9
Anatomy and Physiology	C	20	4	D1	K4
Counselling Skills and Communication	C	10	4	D5	K16, 17 S16, 17
Introduction to Mental Health	C	20	4	D5	K18
Developing Practice Skills	C	20	5	D1, 2, 3, 4, 5, 6, 7, 8, 9, 10	K3, 4, 8, 35 S2, 3, 4, 14, 15, 18, 23, 24 B1, 3
Advancing Skills and Medicine Management	C	20	5	D2, 3, 9	K11, 27, 34 S5, 27
Psychology within a Healthcare Setting	C	20	5	D4, 7, 10	K14, 15, 22, 31
Health Promotion and Wellbeing	C	20	5	D8, 10	K25, 26 S25, 26, 32
Contemporary Issues in Health	C	20	5	D1, 2, 10	K1, 6 S31, 33
Understanding Pain	C	10	5	D2	K7 S7
Child and Adolescence Health and Development	C	10	5	D3	K36

17	Graduate Attributes and Threshold Characteristics
Level 4 A student achieving level 4 of the programme will have demonstrated the following knowledge, skills and threshold characteristics: • To integrate theory and practice in the context of health and social care utilising information from a wide variety of sources including current research. • Be able to demonstrate knowledge of the physiology, organisation and function of the human body and healthcare needs across the lifespan. • The ability to maintain and further develop own skills and knowledge. • To provide and promote holistic patient/person-centred care and support, duty of care and safeguarding of individuals. Level 5 A student achieving level 5 of the programme will have demonstrated the following knowledge, skills and threshold characteristics: • The importance of critical analysis using current evidence-based practice to improve the quality of service delivery in the health and social care sector. • Be able to demonstrate 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. • To promote and understand the impact of effective health promotion, empowering, healthy lifestyles utilising a patient/person-centred approach. • Be able to provide appropriate leadership within the scope of the role to effectively manage own case load and promote inter-professional and multidisciplinary team working.	

18	Programme Structure				
a) Assistant Practitioner with Foundation Year					
	Full-time				
Module Title		Core/ Option	Credits	Level	Delivery T1/2/3
Principles of Health and Care		C	20	3	T1, 2 & 3
Literacy and Study Skills		C	20	3	T1 & 2
Digital Skills		C	20	3	T1
Numeracy for Healthcare		C	20	3	T2
Fundamentals of Science		C	20	3	T2 & 3
Social Science Perspectives of Health		C	20	3	T3

18	Programme Structure				
b) Assistant Practitioner – Health and Care					
i	Full-time				
Module Title		Core/ Option	Credits	Level	Delivery T1/2/3
Preparing for Professional Practice		C	20	4	T1,2,3
Introducing Clinical Skills		C	20	4	T1
Research and Study Skills		C	20	4	T1
Developing Clinical Skills		C	10	4	T3
Anatomy and Physiology		C	20	4	T2
Counselling Skills and Communication		C	10	4	T3
Introduction to Mental Health		C	20	4	T2
Developing Practice Skills		C	20	5	T1,2,3
Advancing Skills and Medicine Management		C	20	5	T1
Psychology within a Healthcare Setting		C	20	5	T1
Health Promotion and Wellbeing		C	20	5	T2
Contemporary Issues in Health		C	20	5	T3
Understanding Pain		C	10	5	T2
Child and Adolescence Health and Development		C	10	5	T2

b) Assistant Practitioner – Health and Care					
ii	Part-time				
Module Title		Core/ Option	Credits	Level	Delivery T1/2/3
Year 1					
Research and Study Skills		C	20	4	T1

Anatomy and Physiology	C	20	4	T2
Counselling Skills and Communication	C	10	4	T3
Year 2				
Introducing Clinical Skills	C	20	4	T1
Preparing for Professional Practice	C	20	4	T1,2,3
Introduction to Mental Health	C	20	4	T2
Developing Clinical Skills	C	10	4	T3
Year 3				
Advancing Skills and Medicine Management	C	20	5	T1
Understanding Pain	C	10	5	T2
Contemporary Issues in Health	C	20	5	T3
Year 4				
Developing Practice Skills	C	20	5	T1,2,3
Psychology within a Healthcare Setting	C	20	5	T1
Health Promotion and Wellbeing	C	20	5	T2
Child and Adolescence Health and Development	O	10	5	T2

c) Assistant Practitioner - Health (Apprenticeship)

I Full-time

Module Title	Core/ Option	Credits	Level	Delivery T1/2/3
Preparing for Professional Practice	C	20	4	T1,2,3
Introducing Clinical Skills	C	20	4	T1
Research and Study Skills	C	20	4	T1
Developing Clinical Skills	C	10	4	T3
Anatomy and Physiology	C	20	4	T2
Counselling Skills and Communication	C	10	4	T3
Introduction to Mental Health	C	20	4	T2
Developing Practice Skills	C	20	5	T1,2,3
Advancing Skills and Medicine Management	C	20	5	T1
Psychology within a Healthcare Setting	C	20	5	T1
Health Promotion and Wellbeing	C	20	5	T2
Contemporary Issues in Health	C	20	5	T3
Understanding Pain	C	10	5	T2
Child and Adolescence Health and Development	C	10	5	T2

19 Teaching and Learning Strategy

Pathways a), b), and c)

At Foundation Year (Year 0) and level 4 students are supported to develop their academic skills through a research and study skills module which will enable them to complete their assessments to the correct level of academic requirements. Essay and Report writing, presentations using ICT, reflective writing, undertaking secondary research, presenting structured arguments and Harvard referencing will be introduced and assessed. At this level, basic principles of all the concepts within these modules are taught so these can be built upon as they progress to higher levels.

At level 5 students are supported to build upon the academic skills gained at level 4 with a stronger focus on independent research. They will be supported in developing their critical thinking and writing skills and will be encouraged to use wider source material to construct a critical argument. Module assessment will be varied to develop and test the students' academic, problem solving, and practice skills at the required level.

Knowledge and Understanding

Knowledge and understanding are acquired through several methods; these methods include lectures, seminars, tutorials, group work, research activities, computer assisted learning, case studies and other multi-media presentations. There will be enrichment opportunities for students throughout each academic year that will be presented via guest speakers, as well as master classes within the institute that will hold a different focus, such as research or employability.

The use of self-directed study and independent learning will be essential to all levels, with tutors guiding and assisting self-directed learning, dependent on the level of the student. The VLE will be used widely to enable self-directed study and involvement with the sector and other institutions. The VLE will be utilised for independent engagement with students, whereas social media will be used as a notice board for students and outside bodies.

Intellectual Skills

Intellectual thinking skills are developed during the sessions that students will attend, where students will be encouraged to engage in discussion, evaluation and analysis of healthcare-based research and theory. Study skills and reflective practice and writing will be placed throughout all levels and in specific modules, where the aim is for students to further develop their intellectual skills to allow competency in their own healthcare practice.

Practical and Professional Skills

The clinical skills suites will be utilised for clinical skill development which students will build upon throughout the programme. Students on this programme also have a unique opportunity to develop these skills within the healthcare sector through their practice placements. Students on pathway b) will undertake 450 hours of work-based learning across the two years of study. Students will be required to have a supervisor in sector, to learn and develop more specialised and relevant practical and professional skills; this is something implemented throughout all elements of this foundation degree.

At Level 4, the programme focuses widely on developing students' skills for practice, along with the development of professional and personal skills required for working in the sector. This is to ensure that they can practice appropriately for working within different areas of healthcare. Students will be encouraged to learn, develop and evaluate their own skills in practice through specific modules designed to develop reflective skills required in practice.

At Level 5 students will develop critical skills of reflection in practice along with decision making and accountability. At this level, students will be engaged in critically evaluating their own practice and the practice of others within the legislative frameworks which guide practice.

Transferable Skills

There are a wide range of transferable skills that students will develop during this programme. These skills are designed to encourage students in a positive and progressive manner in their education and placement. The transferable skills include research skills, time management skills, presentation skills, the ability to work within a group and individually, presentation of self, professional standards and professional qualities when dealing with service users/patients. The programme aims to facilitate critical thinking and reflection by questioning and critically discussing beliefs, discourses and attitudes. Anti-discriminatory and anti-oppressive practice is embedded throughout the programme which is aimed to challenge students in order to address issues across a diverse client group. These methods are embedded into all the modules which are taught within this programme.

Pathway c) Assistant Practitioner – Apprenticeship

The apprentice must complete training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard. This is achieved through completion of the foundation degree.

Practice based learning is an integrated element within the programme. Apprentices on this pathway will be employed within a relevant role and this work will provide the work-based learning. Modules assessed through work-based learning are:

Level 4: Preparing for Professional Practice, Introducing Clinical Skills and Developing Clinical Skills

Level 5: Developing Practice Skills

Other modules will be delivered through both direct and blended learning.

20	References used in designing the programme
Occupational standards and duties for Healthcare Assistant Practitioner (ST0215) and KSBs. Mapping code (OD) QAA Subject Benchmark Statements: Health Studies (2019) (Mapping Code HS) Nursing and Midwifery Council. The Code: Professional Standards of Practice and Behaviour for Nurses, Midwives, and Nursing Associates (2018) (Mapping Code NMC) Nursing and Midwifery Council. Future Nurse: Standards of Proficiency for Registered Nurses (2018) (Mapping Code NMC FN) Health and Care Professions Council Standards of Conduct Performance and Ethics (2016) (Mapping Code HCPC) The Care Certificate Standards (2020)	
21	Indicators of quality and standards
The programme will follow the QA standards of TEC Partnership. The programme has been written with reference to appropriate external reference points. QAA reviews, through TEC Partnership, will be published and any weaknesses addressed as appropriate. TEC Partnership also undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision. External Examiners reports are received by the HE Quality department and a copy forwarded to the relevant School at TEC Partnership. TEC Partnership requires action plans to be created for any actions recommended as a result of student, tutor, moderator or External Examiner comments. These are reported to our HE Committees. TEC Partnership also monitors External Examiner reports, and these are reported on through faculty self-evaluation and enhancement documents, the quality enhancement report and the External Examiner's institutional analysis report. Annual course reviews (AMRs) will take place in line with the requirements of TEC Partnership and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Curriculum Manager and then submitted to the HE Quality department to ensure key sources such as External Examiner reports are fully reflected upon before being published and also to reduce variability in the quality of information presented.	
22	Particular support for learning
The needs of disabled learners are considered in the design of all learning programmes.	

Students will need a level of fitness to undertake this programme due to the physical nature of some of the requirements of the placement setting. All students will be risk assessed on an individual basis with regards to fitness to practice.

Students will be screened at induction to identify those with individual learning support needs. The TEC Partnership has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required.

Students will also be invited in for advice and support through the DSA procedure.

Students will have the opportunity to tutorial support with their programme leader to discuss individual issues relating to both modules and the programme overall.

In addition to study skills embedded in the programme, TEC Partnership provides an Academic Achievement Service. The Academic Achievement Service will work with students to support them in the development of their study skill abilities and includes interventions such as support towards use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, analytical and critical writing skills. Students will be able to access to one to one academic support and timetabled study skill workshops.

23	Methods for evaluating and improving the quality of learning
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All students will have the opportunity to comment on the quality of the learning experience on each module. All students on the programme will be invited to regular student focus groups held throughout the academic year to give students the opportunity to ask module and programme related questions as well as giving feedback on the organisation of the programme. Student representatives will also be invited to staff student meetings to discuss the quality of the programme. As well as attending meetings, student representatives have the opportunity to raise items with the programme leader individually outside of the staff student meetings.

Students will also be asked to complete module evaluation questionnaires to measure student satisfaction. This feedback must be analysed by the module leader and the results fed into the annual monitoring report, faculty self-evaluation document and subsequent year's module handbook. Programme and module leaders must consider modification to improve the delivery of any module, and this should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.

TEC Partnership policy requires that all teaching staff should be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff.

Further, TEC Partnership facilitates the Student Senate, which consists of student representatives from each HE department. The Senate meets on a monthly basis and their remit is to:

- Consider matters relating to the student experience within Higher Education.
- Enhance the Student Voice within TEC Partnership's Higher Education strategic and operational agenda.
- Provide feedback on areas of good practice.
- Put forward suggestions of the development of Institutional policy and strategy.
- Enhance the student learning experience by promoting academic and research events and cultural events in UCG.
- Increase student engagement in all aspects of Higher Education quality processes.

24	Identify any ethical issues that relate to this programme's teaching and assessment
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Students may have the potential to be exposed to challenges within both the classroom and placement setting. Issues in relation to death and dying, sexual health, mental health and challenging behaviour may provoke learners to critically reflect upon their own morals, values and beliefs. As such, if students are affected by any of issues they can seek support from the programme team, success coaches, or college counselling services.

Reflective practice is a core element of the programme, and this is facilitated within modules, individual and class tutorials and during supervision within the placement setting. Students are required to sign a practice learning agreement and comply with data protection, confidentiality and use of social media policies. Students are also taught about the importance of maintaining these standards and principles within module content.

25	Is the Work Based or Work Related?	Work-based
26	How are WBL/WRL opportunities managed, monitored and reviewed, and what particular arrangements are there for student support	

b) Assistant Practitioner – Health and Care

Practice-based learning is an integrated element within the programme and the key features include:

- Placements between 2 - 6 weeks in length
- Based in a selection of health and care settings
- Placement will be provided for you by Grimsby Institute of Further & Higher Education

Students will complete a total of 450 hours.

This will equate to 225 hours at level 4 and 225 hours at level 5.

There will be a competency document to be completed throughout the placement module.

There is an expectation that students will predominately complete the elements of the programme within health and care settings allocated by the HE Placement and Employability Team. Students will have a supervisor who is able to support them in the completion of their Continuous Assessment of Practice (CAP) document, with access to relevant teaching staff who will also be able to support the completion of this element of the programme. A supervisor can be any member of staff who can act in a supportive role for the student on the programme. Supervisors do not need to be registered assessors; however, they do need to be confident and competent enough to be able to perform this role. Additionally, there needs to be support from the specific placement management team to ensure that supervisors are given the opportunity to periodically meet with the supervisee, to enable the CAP document to be completed in preparation for submission at the end of each practice-based learning related module.

The HE Placement and Employability Team and Nurse Tutors will conduct visits to work placement sectors to ensure that the programme requirements are being met and will support any supervisors to enable this process to occur. Additionally, supervisors will also be invited to relevant meetings within the Institute to ensure that the programme remains fit for purpose and provides continued support for these employers.

All full-time students will be expected to complete a total of 450 placement hours over the two-year programme, whereas part-time students will be expected to complete a total of 450 hours in years 2 and 4. The hours are split equally between the two years in both the full-time and part-time programmes; 225 hours must be completed at level 4 before students can progress to Level 5 to complete the remaining 225 hours. Students are also required to complete placement documentation which will contain a range of learning agreements e.g. social media usage, confidentiality statements, student contracts on behaviour, commitment, and professional conduct.

Placements are inspected using TEC Partnership's Code of Practice for Health and Safety. Students are made aware of reporting procedures whilst on placement and any concerns will be followed up –

students will be supported by TEC Partnership and the Care Quality Commission (CQC) in this instance. Students will be supported if any ongoing investigation is required as a result of safeguarding concerns.

c) Assistant Practitioner – Health (Apprenticeship)

The apprentice must complete training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard. This is achieved through completion of the foundation degree, which, in turn, is achieved through completion of the module assessments.

Practice-based learning is an integrated element within the programme. Apprentices on this pathway will be employed within a relevant role and will have the opportunity to meet and demonstrate the KSBs required to achieve the qualification and end point assessment (EPA). Modules assessed through work-based learning are:

Level 4: Preparing for Professional Practice, Introducing Clinical Skills and Developing Clinical Skills

Level 5: Developing Practice Skills

Other modules will be delivered through both direct and blended learning.

During the on-programme period of the apprenticeship, the apprentice must compile an E-portfolio of evidence. This should only contain evidence related to the KSBs that will be assessed by this assessment method. It will typically contain 14 discrete pieces of evidence and these must be mapped against the KSBs. Apprentices will have progress reviews every 4- 6 weeks where possible (but will not exceed 12 weeks) to ensure that methods align with apprentice funding rules. Following progress reviews SMART targets will be set to ensure that the apprentice remains on track and working towards their EPA.

EPA consists of three parts:

1. Multiple choice /short answer test (Pass, Merit, Distinction)

Preparation would include mock exam paper from the End Point assessment organisation (EPAO) – progress to achieving this to be reviewed as part of the progress review and through attainment from module assessment and workplace observation and training.

2. Observation in practice (Ungraded, Pass)

Progress to achieving this to be reviewed as part of the progress review and through attainment in module assessments, class sessions and workplace observation and training. Feedback and SMART targets will be utilised to support the apprentice on areas to improve to ensure that they are on target to meet EPA.

3. Reflective journal and interview (Pass, Merit, Distinction) (2000 words)
 - Case Management - Manages own work and case load and implements programmes of care in line with current evidence, taking action relative to an individual's health and care needs.
 - Supervision and Teaching - Allocates work to and supports the development of others and may supervise, teach, mentor and assess other staff as required.

Study skills modules and assessment methods will be used to develop the apprentice's knowledge and skills around reflective practices and models of reflection. As part of the progress reviews, students will present an updated reflective journal linking to knowledge, skills, values and behaviours in line with

the above points and will be encouraged to use off the job hours to reflect on own practices and how they may evolve their practices.

In order to meet the assessment gateway, apprentices must have completed the following:

- 15 standards required by the Care Quality Commission [as set out in the Care Certificate]
- Level 2 Maths and English
- A regulated Level 5 occupational competence qualification
- A reflective journal - the apprentice reflects on their knowledge and skills development as well as their approach to the workplace (the values and behaviours). Evidence must be gathered following completion of their programme of training and development and during the 3 months leading up to the planned date of the EPA.
- Apprentices will be supported by tutors and work-based trainers directly with this; however, they will also have access to wider support teams which include success coaches, skills and employability trainers and academic coaches. Once the gateway has been successfully completed, the apprentice is ready for the EPA. The EPA will be carried out by an independent assessor via an EPAO.

27	Resources Supplied to the Student	
Safe Medicate NHS Open Athens access Nursing Times access Clinicalskills.net access E Learning for Health access		
28	Resources needed to pass the programme	
• Provide a clean DBS • Complete a course of Hepatitis B vaccination • The student will have to complete Occupational Health screening at their own cost. • The student will have to purchase their own uniform through the department.		
29	Revision History	
Version	Details of major modification	Date of approval
1		
2		
3		
4		
5		

a&b) Assistant Practitioner - Health and Care																		
Curriculum Map																		
Key	Work – State WB or WR or blank Comp = Compensatable Y or N																	
P = Partially achieved Learning Outcome F = Fully achieved Learning Outcome																		
Module name	Level	Work	Module Leader	Assessment and Weighting	Comp	1	2	3	4	5	6	7	8	9	10	11	12	
Principles of Health and Care	3		Nurse Tutor	Group Presentation 25% Portfolio with reflective statement 50% Key Task Assessments 25%	N	F			P		P		F	P		F		
Literacy and Study Skills	3			Short Essay 40% Learning Portfolio and Reflections 60%	N			P				P			P		P	
Digital Skills	3		Digital tutor	Portfolio of evidence 100%	N			P			P			F	F		F	
Fundamentals of Science	3		Science Tutor	Exam 80% Practical Laboratory Report 20%	N	F	P			P		P	F			P		
Numeracy for Healthcare	3		Maths tutor	Exam 50% Portfolio 50%	N		F		F		F	F						
Social Science Perspectives of Health	3		Psychology Tutor Sociology Tutor	Essay 50% Poster Presentation 50%	N			F		F						F		
Preparing for Professional Practice	4	WB	Nurse Tutor	Individual Refection 50% Continuous Assessment of Practice Document 50 %	N	P		P	P	P	P			P	P	P		
Introducing Clinical Skills	4	WR	Nurse Tutor	Practical Demonstration 50% SWOT Analysis 50%	N	P	P		P	P			P	P	P			
Research and Study Skills	4	-		Literature based essay 50% Individual Presentation 50%	Y	P				P		P	P	P	P		P	
Developing Clinical Skills	4	WR	Nurse Tutor	Practical Demonstration 100%	N	P	P	P	P	P	P		P	P	P	P		
Anatomy and Physiology	4	-	Science Tutor	Report 50% Exam 50%	N		P	P			P	P					P	
Counselling Skills and Communication	4	-	Counselling Tutor	Reflection 100%	Y	P		P	P	P	P			P	P	P		
Introduction to Mental Health	4	-	Psychology Tutor	Article 100%	Y	P	P	P		P		P	P					
Developing Practice Skills	5	WB	Nurse Tutor	Continuous Assessment of Practice Document 60% Individual Presentation 40%	N	F	F	F	F	F		F	F	F	F	F		
Advancing Skills and Medicine Management	5	WR	Nurse Tutor	Closed Book Exam 40% Online Exam 30% Risk Assessment Case Study 30%	N	F	F	F	F	F	F					F		

Psychology within a Healthcare Setting	5	-	Psychology Tutor	Essay 50% Group Presentation 50%	Y	F		F	F	F		F	F		F		F
Health Promotion and Wellbeing	5	-	Nurse Tutor	Report 50% Group Health Promotion Project 50%	Y	F		F		F	F	F	F	F	F		F
Contemporary Issues in Health	5	-	Social Policy or H&SC tutor	Report 100%	Y	F		F	F	F	F	F	F				
Child and Adolescence Health and Development	5	WR	Psychology Tutor	Essay 100%	Y	F	F			F		F	F				
Understanding Pain	5	WE	Psychology Tutor	Presentation 100%	Y	F	F	F	F	F	F	F	F			F	

TEC Partnership Graduate Mapping

TEC Partnership Graduate Attributes		Assessment References	Module References	To be covered in tutorial
Fortitude and Criticality	• Adaptability to changing situations		In both placement modules the students will be expected to adapt to situations as they arise as patient health can change at any given moment.	
	• Being productively disruptive			This will not be covered in any of the modules or assessments. It will be covered in tutorials.
	• Resilience	PPP1	Students will study the topic of resilience in Preparing for Professional Practice and Pharmacology and Interventions.	Resilience will also be covered in tutorials
	• Preparing for unknown futures		Students will be prepared to manage unknown situations with safeguarding training as well as with the topic of care planning.	
	• Finding alternative solutions to problems	Students will be working with their supervisor to complete the placement document and action plans they will also be reflecting on their practice and making action plans for their ongoing development. They will need to demonstrate they can adapt to different healthcare settings and challenges		
Teamwork	• Human interaction skills	Students will be assessed on their presentation skills which will include peer and audience interaction. They will also be assessed on their interaction skills with other healthcare professionals and patients whilst on placement.	Communication and counselling will help students develop their communication skills which will be further developed through clinical placements	
	• Leadership and followership skills	Students will be assessed on their leadership skills during group assessments such as presentations. Students will also be expected to act as both a leader and a follower depending on the situations they experience during placement by acting as a role model to	In Preparing for Professional Practice students will be examining their teaming working skills and the importance and value of team work healthcare settings	

		other students and working safely within their scope of competence.		
	• Project development and/or management	Student will be expected to manage their workload and complete group projects in Health Promotion and Wellbeing and Psychology within a Healthcare Setting		
Presentation	• Confidence in communication	Communication skills will be assessed in the practical clinical skills assessment as part of their skills development. Communication skills is a key skill in healthcare and is assessed as part of the continual assessment of practice which is completed in Introduction to Practice and Developing Practice Skills.	Communication and Counselling will teach students the importance of communication in healthcare setting. They will go onto develop these skills further on placements and in clinical skills modules	
	• Digital skills and adaptability	All assessments will require digital skills for completion on various pieces of software. When presenting, students will have to adapt to audience questions and reaction.	IT literacy and digital skills will be included in the delivery of Research and Study Skills.	
	• Time Keeping	Students will need to demonstrate time management skills to pass their placement assessment as well as their presentations which will be timed.	Time keeping will be important within all modules for lesson attendance, assignment submissions and work within the lessons.	
	• Self-Presentation	Professional Presentation is assessed in the Continual Assessment of Practice in Introduction to Practice and Developing Practice Skills and during clinical skills assessment on Introducing Clinical Skills and Developing Clinical Skills	A high level of self-presentation is expected of health care professionals and is embedded into Introduction to Practice as students prepare to attend placement. Students will be expected to attend both Clinical Skills modules in their uniform and adhering to profession uniform standards	
Personal Values	• Professional attitudes and values	Students will be assessed on their professional attitudes and values in line with the NMC code of conduct during their placements.	The importance of professional attitudes and values will be embedded within all module delivery.	
	• Ethics and morals	Knowledge of ethical frameworks and responsibilities will be assessed as programme learning outcomes and particularly in Preparing for Professional Practice.	Ethical issues relating to healthcare practice will be explored in preparing for professional practice and Research and Study Skills will also cover the ethical issues surrounding research.	

	• Self-Care and care of others	Students will be expected to carry out self-analysis, develop SMART targets and action plans for their own personal and professional development as part of their portfolio. They are also assessed on their professional presentation and behaviour during Introduction to Practice and Developing Practice Skills in the Continual Assessment of Practice documents. Care of others is assessed in the Continual Assessment of Practice and as part of the clinical skills assessment for Introducing Clinical Skills and Developing Clinical Skills.	Self-assessment, self-awareness and developing strategies to build one's own resilience and plans for ongoing personal and professional development are a key feature of Preparing for professional practice. Students will also explore their own unconscious bias and personal and professional values and their impact upon others. Care of others is embedded in all the modules across the programme	

c) Assistant Practitioner - Apprenticeship																		
Curriculum Map																		
Key	Work – State WB or WR or blank Comp = Compensatable Y or N																	
P = Partially achieved Learning Outcome F = Fully achieved Learning Outcome																		
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Research and Study Skills	4	-		Literature based essay 50% Individual Presentation 50%	Y	P				P		P	P	P	P		P	
Developing Clinical Skills	4	WR	Nurse Tutor	Practical Demonstration 100%	N	P	P	P	P	P	P		P	P	P	P		
Anatomy and Physiology	4	-		Report 50% Exam 50%	N		P	P			P	P					P	
Counselling Skills and Communication	4	-	Counselling Tutor	Reflection 100%	Y	P		P	P	P	P			P	P	P		
Introduction to Mental Health	4	-	Psychology Tutor	Article 100%	Y	P	P	P		P		P	P					
Developing Practice Skills	5	WB	Nurse Tutor	Continuous Assessment of Practice Document 60% Individual Presentation 40%	N	F	F	F	F	F		F	F	F	F	F		
Advancing Skills and Medicine Management	5	WR	Nurse Tutor	Closed Book Exam 40% Online Exam 30% Risk Assessment Case Study 30%	N	F	F	F	F	F	F					F		
Psychology within a Healthcare Setting	5	-	Psychology Tutor	Essay 50% Group Presentation 50%	Y	F		F	F	F		F	F		F		F	
Health Promotion and Wellbeing	5	-	Nurse Tutor	Report 50% Group Health Promotion Project 50%	Y	F		F		F	F	F	F	F	F		F	
Contemporary Issues in Health	5	-	Social Policy or H&SC tutor	Report 100%	Y	F		F	F	F	F	F	F					
Child and Adolescence Health and Development	5	WR	Psychology Tutor	Essay 100%	Y	F	F			F		F	F					
Understanding Pain	5	WE	Psychology Tutor	Presentation 100%	Y	F	F	F	F	F	F	F	F			F		

TEC Partnership Graduate Mapping

TEC Partnership Graduate Attributes		Assessment References	Module References	To be covered in tutorial
Fortitude and Criticality	• Adaptability to changing situations		In both placement modules the students will be expected to adapt to situations as they arise as patient health can change at any given moment.	
	• Being productively disruptive			This will not be covered in any of the modules or assessments. It will be covered in tutorials.
	• Resilience	PPP1	Students will study the topic of resilience in Preparing for Professional Practice and Pharmacology and Interventions.	Resilience will also be covered in tutorials
	• Preparing for unknown futures		Students will be prepared to manage unknown situations with safeguarding training as well as with the topic of care planning.	
	• Finding alternative solutions to problems	Students will be working with their supervisor to complete the placement document and action plans they will also be reflecting on their practice and making action plans for their ongoing development. They will need to demonstrate they can adapt to different healthcare settings and challenges		
Teamwork	• Human interaction skills	Students will be assessed on their presentation skills which will include peer and audience interaction. They will also be assessed on their interaction skills with other healthcare professionals and patients whilst on placement.	Communication and counselling will help students develop their communication skills which will be further developed through clinical placements	
	• Leadership and followership skills	Students will be assessed on their leadership skills during group assessments such as presentations. Students will also be expected to act as both a leader and a follower depending on the situations they experience during placement by acting as a role model to	In Preparing for Professional Practice students will be examining their teaming working skills and the importance and value of team work healthcare settings	

		other students and working safely within their scope of competence.		
	• Project development and/or management	Student will be expected to manage their workload and complete group projects in Health Promotion and Wellbeing and Psychology within a Healthcare Setting		
Presentation	• Confidence in communication	Communication skills will be assessed in the practical clinical skills assessment as part of their skills development. Communication skills is a key skill in healthcare and is assessed as part of the continual assessment of practice which is completed in Introduction to Practice and Developing Practice Skills.	Communication and Counselling will teach students the importance of communication in healthcare setting. They will go onto develop these skills further on placements and in clinical skills modules	
	• Digital skills and adaptability	All assessments will require digital skills for completion on various pieces of software. When presenting, students will have to adapt to audience questions and reaction.	IT literacy and digital skills will be included in the delivery of Research and Study Skills.	
	• Time Keeping	Students will need to demonstrate time management skills to pass their placement assessment as well as their presentations which will be timed.	Time keeping will be important within all modules for lesson attendance, assignment submissions and work within the lessons.	
	• Self-Presentation	Professional Presentation is assessed in the Continual Assessment of Practice in Introduction to Practice and Developing Practice Skills and during clinical skills assessment on Introducing Clinical Skills and Developing Clinical Skills	A high level of self-presentation is expected of health care professionals and is embedded into Introduction to Practice as students prepare to attend placement. Students will be expected to attend both Clinical Skills modules in their uniform and adhering to profession uniform standards	
Personal Values	• Professional attitudes and values	Students will be assessed on their professional attitudes and values in line with the NMC code of conduct during their placements.	The importance of professional attitudes and values will be embedded within all module delivery.	
	• Ethics and morals	Knowledge of ethical frameworks and responsibilities will be assessed as programme learning outcomes and particularly in Preparing for Professional Practice.	Ethical issues relating to healthcare practice will be explored in preparing for professional practice and Research and Study Skills will also cover the ethical issues surrounding research.	

	• Self-Care and care of others	Students will be expected to carry out self-analysis, develop SMART targets and action plans for their own personal and professional development as part of their portfolio. They are also assessed on their professional presentation and behaviour during Introduction to Practice and Developing Practice Skills in the Continual Assessment of Practice documents. Care of others is assessed in the Continual Assessment of Practice and as part of the clinical skills assessment for Introducing Clinical Skills and Developing Clinical Skills.	Self-assessment, self-awareness and developing strategies to build one's own resilience and plans for ongoing personal and professional development are a key feature of Preparing for professional practice. Students will also explore their own unconscious bias and personal and professional values and their impact upon others. Care of others is embedded in all the modules across the programme	
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