Programme Specification

Assistant Practitioner (Health and Social Care) [UCW]

Version: 2026-27, v1.0, Validated

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Assistant Practitioner (Health and Social Care) [UCW]

Highest award: FdSc Assistant Practitioner (Health and Social Care)

Interim award: CertHE Health and Social Care

Awarding institution: UWE Bristol

Affiliated institutions: UCW

Teaching institutions: UCW

Study abroad: Yes

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CHSS School of Health and Social Wellbeing, College of Health, Science & Society

Professional, statutory or regulatory bodies:

Department for Education (DfE)

Modes of delivery: Full-time

Entry requirements: For the current entry requirements see the UWE public website

For implementation from: 01 September 2023

Programme code: B82U00

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: This programme will prepare you to undertake the role of an Assistant Practitioner or other non-registered health and social care worker with a specified range of skills, working in partnership with others in a wide range of health and social care settings. On successful completion of the programme, you are eligible to apply for band 4 positions or equivalent within the NHS and private, voluntary and independent health and social care organisations.

It is delivered at partner institutions in collaboration with UWE which enables you to access services in both organisations, with associated benefits. You will study alongside your established employment, typically studying the classroom element for one day each week.

On successful completion of the programme you may be eligible to apply for advanced entry to a BSc (Hons) health and social care programme (for example BSc (Hons) Nursing), or top up to a BSc (Hons) non-professionally regulated programme, for example the UWE BSc (Hons) Health and Social Care.

There is a significant work-based learning element in the programme as defined by the Foundation Degree benchmark statements and assessed in the practice modules in years one and two. Learning occurs in the workplace and draws on your current employment experience. This enables you to gain, develop and demonstrate the additional theoretical, practical and professional knowledge and skills required by an Assistant Practitioner or other health or social care worker, supporting you to deliver enhanced care to your patients.

This work-based learning focus ensures that the programme meets the specific development needs of both you as a student and your employer. It will increase your confidence in the workplace, enable you to use your increased knowledge to deliver evidence-based practice, and to develop skills in critical reflection.

Features of the programme:

Educational Aims: To prepare an Assistant Practitioner to work with a specified range of skills in partnership with others within national, regional and local employment policies and to health care standards.

To provide opportunities for the study and evaluation of the latest evidence related to practice.

To enhance the quality of the workforce by enabling confidence and competence in new or existing roles. This will enhance a flexible service delivery with learning in parallel.

To offer access and progression to people in the health and social care workforce providing easily identifiable routes to an academic award or career pathway.

The programme also meets the Apprenticeship Standard for Assistant Practitioner (Health).

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

PO1. Demonstrate skills in evaluation; audit; critical appraisal; and research, in order to evaluate professional skills and intervention, enhancing clinical effectiveness; and reflective and evidence based practice.

PO2. Use professional reasoning and problem-solving skills to underpin safe, effective and ethical interventions; promoting equality and respecting the rights, beliefs and identity of individuals and communities

PO3. Demonstrate understanding of leadership roles and the ability to apply leadership skills in the political and policy context of practice.

PO4. Demonstrate the knowledge, understanding, and application of the fundamental behavioural and scientific principles and theories that underpin and apply to practice

PO5. Understand and effectively apply principles of quality assurance and/or clinical governance to practice

PO6. Use skills in management of self; workload; health; and continuing personal and professional development effectively

PO7. Demonstrate communication and collaborative working skills necessary to work effectively with service users, carers and members of the interprofessional team

PO8. Work at an appropriate technical and occupational level, using relevant assessment and diagnostic skills, to meet the fundamental needs of care

Assessment strategy: The FdSc Assistant Practitioner (Health and Social Care) incorporates a range of assessment types based on the programme learning outcomes, resulting in a coherent overall assessment which evaluates the whole range of attributes required of advanced practitioners. As far as possible, assessments are spread through the academic year to allow learners to manage their time, and to minimise anxiety caused by bunching of assessments.

Learner engagement is encouraged through the use of authentic assessments which mirror the characteristics of their practice, such as presentations, or encourage them to consider enhancements they could make to their practice.

The requirements of each assessment are clearly defined, to maximise learners' engagement with the programme and to aid learners to recognise the value of assessment as a form of learning. Staff are strenuous in providing good quality feedback which also incorporates feed-forward advice so that learners build their confidence and competence.

The overall programme assessment considers the competencies, knowledge and attributes required of an advanced practitioner in health and social care, while individual modules contribute varied approaches. Skills such as presentations and digital literacy maximise inclusivity and enables learners with different aptitudes to demonstrate their learning, while transferable skills such as report writing are elements of other assessments.

Student support: Learners are principally aligned to the establishment delivering the programme, who provide academic, pastoral and workplace support. In addition, Learners have access to UWE support mechanisms and facilities.

Learners have the usual support mechanisms associated with employment in their workplace, and in addition, have an identified workplace mentor. Arrangements vary between providers, but learners are also able to access support from the academic team delivering the programme at the partner institution.

Part B: Programme Structure

Year 1
The student must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules
The student must take 120 credits from the modules in Compulsory Modules

Module Code	Module Title	Credit
UZYYLT-30-1	Anatomy and Physiology 2026-27	30
UZYYLU-30-1	Clinical Practice 1 2026-27	30
UZYYLV-15-1	Communication for Practice 2026-27	15
UZYYLW-30-1	Psychology and Sociology of Health 2026-27	30
UZYYLX-15-1	Risk Management 2026-27	15

Year 2
The student must take 120 credits from the modules in Year 2

Year 2 Compulsory Modules
The student must take 120 credits from the modules in Compulsory Modules

Module Code	Module Title	Credit

UZYYLY-20-2	Clinical Practice 2 2027-28	20
UZYYM3-15-2	Methods of Enquiry 2027-28	15
UZYYM4-40-2	Occupational Case Study 2027-28	40
UZYYM5-15-2	Principles of Leadership and Management 2027-28	15
UZYYM8-15-2	Professional Assessment 2027-28	15
UZYYM6-15-2	Professional Development 2027-28	15

Part C: Higher Education Achievement Record (HEAR) Synopsis

Students will develop the range of skills and competencies required in a health or social care setting, underpinned by broad-based academic knowledge and understanding. The integration of academic and workplace learning will enable students to develop specific technical knowledge, practical experience in the workplace and supporting academic knowledge to enable them to work as accountable practitioners.

The programme offers access and progression to people in the health and social care workforce providing easily identifiable routes to an academic award or career pathway.

Part D: External Reference Points and Benchmarks

QAA UK Quality Code for Higher Education:
Foundation Degree Characteristics statement (2015)
The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf)

Institute for Apprenticeships & Technical Education:
Apprenticeship Standards
(https://www.instituteforapprenticeships.org/apprenticeship-standards/healthcare-

assistant-practitioner/)

Skills for Health:
Career frameworks and qualification pathways
(https://www.skillsforhealth.org.uk/careerframework/?sec=qp)

UWE Strategy 2030
UWE University policies

Part E: Regulations

Approved to University Regulations and Procedures.