



## **Programme Specification**

# **Assistant Practitioner (Diagnostic Radiography) {Apprenticeship - UCS} [UCS]**

Version: 2025-26, v1.0, Validated

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## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Assistant Practitioner (Diagnostic Radiography) {Apprenticeship - UCS} [UCS]

**Highest award:** FdSc Assistant Practitioner (Diagnostic Radiography)

**Interim award:** CertHE Health and Social Care

**Awarding institution:** UWE Bristol

**Affiliated institutions:** University Centre Somerset

**Teaching institutions:** University Centre Somerset

**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:** Not applicable

**Apprenticeship:** ST0215

**Modes of delivery:** Full-time

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

**For implementation from:** 01 March 2025

**Programme code:** B8AK13

## 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.

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) Diagnostic Radiography), or top up to a BSc (Hons) non-professionally regulated programme, for example the UWE BSc (Hons) Health and Social Care. IfAte requirements must be met to be awarded the FdSc Assistant Practitioner which leads to an Apprenticeship completion certificate.

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 (Diagnostic Radiography) 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.

Each assessment provides an opportunity for summative assessment against the learning outcomes of the module, but also as a formative assessment for the various elements of the end point assessment.

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 |
|-------------|---|--------|
| UZYTT-15-1  | The Management of Risk for Diagnostic Radiography 2025-26             | 15     |
| UZYTU-30-1  | Developing your Clinical Practice in Diagnostic Radiography 1 2025-26 | 30     |
| UZYMJ-15-1  | Communicating in Practice 2025-26                                     | 15     |
| UZYMG-30-1  | Fundamentals of Anatomy and Physiology 2025-26                        | 30     |
| UZYMK-30-1  | Sociology and Psychology of Health 2025-26                            | 30     |

**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. Please note: the End-Point Assessment module UZYYMD-40-2 cannot be taken until all the gateway requirements of the apprenticeship standard have been fulfilled, including the successful achievement of all other required modules.

| <b>Module Code</b> | <b>Module Title</b>   | <b>Credit</b> |
|--------------------|---|---------------|
| UZYYTV-15-2        | The Principles of Professional Assessment in Diagnostic Radiography 2026-27 | 15            |
| UZYYTW-20-2        | Developing your Clinical Practice in Diagnostic Radiography 2 2026-27       | 20            |
| UZYYMD-40-2        | Assistant Practitioner End-Point Assessment 2026-27                         | 40            |
| UZYYMQ-15-2        | Enquiry Methods 2026-27   | 15            |
| UZYYMP-15-2        | Principles of Management and Leadership 2026-27                             | 15            |
| UZYYMM-15-2        | The Principles of Professional Development 2026-27                          | 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>)

CoR Education and Career Framework (ECF) (Fourth Edition)

(<https://www.collegeofradiographers.ac.uk/education-and-career-framework-ecf>)

Skills England: Apprenticeship Standards

<https://skillsengland.education.gov.uk/apprenticeships/st0215-v1-1>

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**

NB: The following relate to UZYYMD-40-2 Assistant Practitioner End-Point Assessment.

Approved variants to University Academic Regulations and Procedures (2023-24 version):

Regulations D5 (Module types) and D6 (Requirements to pass a module):

This module has two assessment tasks, each with a mark expressed as a grade, not as a percentage:

Task 1: Observation of practice with Q&A session is graded Pass/Fail.

Task 2: Professional Discussion underpinned by a Portfolio of Evidence is graded

Distinction/Pass/Fail.

The overall module is graded Distinction/ Pass/Fail in line with the Assistant Practitioner (Health) assessment plan.

Regulations D7 (Failure of a Module) and D8 (Retaking a Module):

Skills England regulations state that the apprentice's employer will need to agree that a resit or retake is an appropriate course of action.

A resit or retake will be capped at Pass, unless the University determines there are personal or exceptional circumstances outside the control of the apprentice and/or employer which mean an uncapped resit or retake is warranted.

Regulation D12 (Requirements for the Award of an Undergraduate Degree):

The End-Point Assessment module grade will count towards the overall degree classification.