Exeter College - Higher Level Apprenticeship Assistant Practitioner Handbook

(Integrated End Point Assessment)

September 2025

For Apprentices and Employers

Faculty of Healthcare, Childcare and Public Services

1. Welcome to the Course

1.1 Message from the course management team

This handbook provides you with information that you will need on your course. You should find it helpful when you first start, when you are preparing for assessment and at any time that you need help or advice in connection with your studies here. You will also receive a module guide for each module you study on your course. The programme team are looking forward to working with you this year and we hope that your time studying with us at Exeter College is both enjoyable and successful.

You are enrolled on an apprenticeship course that is preparing you for a career which carries with it both privilege and responsibility. You should be proud of the profession you are preparing to enter into and look forward to upholding the values and standards that have made nursing and healthcare in the UK so well regarded across the world. It is important that you conduct yourself professionally at all times in order to justify the trust the public places in our profession. This can take some getting used to at first, but your programme team and employers are here to support you. Throughout your course you will learn about the behaviour and conduct that the public expects from nurses, health professionals and assistant practitioners. You will develop and be assessed on the knowledge, skills and attitude that you need to become a Assistant Practitioner.

On behalf of Exeter College and the whole programme team I would like to wish you well in your studies.

Message from your Academic Programme Team

Welcome to your course. We have a team of staff who have a commitment to health professions and nursing, we work in partnership with your highly committed employers and placement providers to facilitate your development into future practitioners that are able to shape the future of healthcare locally, nationally and even on a global platform.

The course is challenging and rewarding in equal measures - do commit to developing good relationships with your fellow apprentices and with your Professional Development Tutor. We look forward to getting to know you over the weeks and years ahead and working in partnership with you all. It is a privilege to be part of your journey.

1.2 Academic Calendar and Timetable

You can find your calendar in the appendix

During your first year in the Assistant Practitioner course you will be timetabled between 9 am and 4:30 pm on a Monday. You will receive your timetable at induction. Any difficulties relating to timetabled sessions may be discussed with your Programme Leader.

1.3 Key Contacts

Staff in the Faculty of Healthcare, Childcare and Public Services (HCP) are located in the Hele Building, second floor staffroom.

Lecturing Team

Jenny Thorton-Rook jennythornton-rook@exe-coll.ac.uk

Glen Weaver glenweaver@exe-coll.ac.uk

You will be informed who is your Personal Development Tutor at induction or soon after. Your Personal Development Tutor is your first point of contact for academic and personal matters while you are studying at Exeter College. Your Personal Development Tutor is responsible for your academic support across all modules and is there for pastoral support throughout the year. You will also meet with your Personal Development Tutor and you should be able to discuss any support requirements with them. **Please also see details of your tripartite meetings later in this handbook.**

Clinical Education Manager

Harriet Alexander-Welsby is the Clinical Education Manager at Exeter College. The Clinical Education Manager has overall management responsibility for the quality of health professions and nursing courses.

NB. During the academic year 2025/2026 Harriet will be on maternity leave. For any issues around your course please contact the Head of Faculty, Pino Butler: pinobutler@exe-coll.ac.uk

Academic Librarian

Subject specific information support and search tools for Nursing can be found at:
https://www.marjon.ac.uk/student-life/library/

Course Representative

Student Representatives are student volunteers who represent your views at course-level, in course forums and in meetings with academic and support staff.

1.4 Keeping in Touch

Academic and administrative staff at the college will use your student email address to contact you. It is important that you check this account regularly. You can forward emails from your student email address to a preferred personal email address, however, quarantine and spam filters needed by the College mean that emails sent from external email addresses may be delayed, blocked or deleted. **It is therefore important that your student email address is the only email address that you use to contact College staff**.

Please make sure that you update your eILP whenever you change your address and contact details. This will ensure we can always contact you in an emergency, and that you receive any important communications that we may need to send you.

Contacting Staff

If you need to contact a member of the academic team, you should first try to speak to them at the end of your lectures or in practice support. If they are not available, or the matter is urgent, please email them for an appointment.

Responses from Staff

Please allow staff 3-5 of their working days to respond to your email and if you do not receive a response, please re-email or phone. If you do have difficulties contacting a member of the team, your Programme Leader will be able to help.

Changes to Timetables

Please check the electronic timetable regularly **(at least once a week)** to see any changes which may have been made to forthcoming sessions. The course team will notify you by email of any changes which have to be made with short notice, i.e., affecting sessions in the next 7 days.

Cancelled Sessions

We will inform you of cancelled classes/activities/course notices as soon as possible. This will usually be done by email to your student email address. If on a rare occasion, you do attend a session and the member of staff does not arrive, please

contact the Programme Leader for advice before leaving the session.

For each module, the module guide will include the preferred method of communicating general information about that module to you.

Teams Classroom

Microsoft Teams Classroom is a communication tool for staff and students to be able to:

- Make calls using audio, video and instant messages across the college community.

- Create and participate in group online meetings to support project assignments.

It is available across college devices and personal mobiles via a free downloadable app.

In order to prepare apprentices to use Teams, presentations have been developed in relation to using Teams and further guidance provided. It is envisaged that apprentices will use the system for access to resources, assignments and assessments, group presentation development work, peer support and academic support.

1.5 Working in Partnership

We are committed to working in partnership with you to provide you with an inclusive, safe and engaging learning environment which is conducive to study for all our apprentices and our staff. An important element of your time studying with us is your engagement in developing your learning. Your engagement and attendance on your course enable you to further your learning and supports your achievement, course completion and aspirations for the future. There is an expectation that apprentices will attend, engage in their learning and submit for assessment. We provide support for you to maximise your time studying with us and to develop your learning, skills and abilities to support you in your chosen career path.

We seek active participation by all our apprentices in the continuous enhancement of our courses and through our monitoring, annual review and enhancement processes. These are formal processes used by the college for assuring the academic standards and quality of your course and its continuous improvement. These processes utilise your feedback, External Examiners' reports, feedback from staff and others, data relating to student outcomes on the course and student surveys to reflect on areas of good practice and areas for further enhancement. We invite all apprentices to participate in a range of opportunities to provide us with feedback on your course and modules. This may include discussions with staff, focus groups, and meetings (e.g., with Student Representatives or with staff) and formalised student surveys, e.g., National Student Survey and Graduate Outcomes Survey. We utilise the outcomes of these surveys to benchmark our courses nationally and to inform annual course enhancements.

Informal feedback is also welcome at any time either via your Personal Development Tutor or module leader or via your Student Representative. Our partnership with you enables us together to make the most of your learning experience with us and to enhance the quality and reputation of your course. You can find out what actions have been taken in response to your feedback through your Student Representative, your tutors.

1.6 Course Representatives

You have the opportunity of becoming an elected Student Representative working in a voluntary capacity with other apprentices and students, the Programme Leader and members of the programme team and our wider college community. Being a Student Representative for your course provides an opportunity for you to enhance your own learning and the development of relevant professional and employability skills in parallel with your studies.

As a Course Representative you would play an important role in:

- acting as a point of contact and advocate for apprentices on your course and in supporting their active engagement;
- gathering feedback from apprentices on your course to inform further enhancements to the quality of your course and the student experience;
- enabling dialogue and good communication between apprentices and staff on the course;
- working with the Programme Leader and members of the programme team to

enhance your course;

- facilitating and engaging in meetings about your course; and
- being an ambassador for your course.

2. Studying on this Course

Apprentices studying on this course are preparing themselves for employment as an Assistant Practitioner. The course and modules are mapped to the Assistant Practitioner Nursing Apprenticeship Standard (ST0215). Please see the Programme Specification appendix for more details.

2.1 Programme Specification

The Programme Specification is a concise description of your course's aims and objectives and how you will be taught and assessed - see your course Teams for the Programme Specification.

Course Structure

The course structure outlines the modules that will be delivered on this course. Full details of the structure for this course can be found in the Programme Specification.

Programme Learning Outcomes

All courses are benchmarked against the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ-DAB). The FHEQ-DAB can be viewed on the Quality Assurance Agency website: www.qaa.ac.uk. Your programme learning outcomes are in the Programme Specification.

Module Information

For detailed information about the modules on this course please refer to the module handbooks on Teams.

2.2 Course Resources

The course resources include the following:

• Location: The course is delivered by Exeter College in one of our campus, and placements allocated within the South West Peninsula region.

• Teaching and learning will take place in a number of venues in the college: classrooms and lecture theatres, IT suites, and the simulation suite.

• Skills resources: The course is supported by a range of equipment including task trainers, adult, child and high fidelity simulated manikins, online learning packages including clinical skills

- The course is delivered by a diverse interdisciplinary team which includes nurses with current registrations with the Nursing and Midwifery Council and Health professionals with current registration with the Health and Care Professions Council. Non-registrant lecturers may deliver some sessions.

- People Who Use Services will be involved in the delivery and assessment of the programme, and they are a valued asset and the group continues to be developed.

- Library Resources: The programme is also supported by the Exeter College Learning Resource Centre and the Plymouth Marjon University Library.

- Online: Apprentices are introduced to Teams at induction and it is integrated throughout the programme to support all structured and guided academic activity. Independent study and learning are also facilitated through Teams with a range of interactive resources and links to professional and academic materials and sites. Examples include: virtual discussion areas, electronic submissions and feedback for level modules, self-assessment quizzes, lecture slides.

2.3 Professional Recognition Associated with the Course

The Assistant Practitioner role is not currently regulated by a professional governing body, although there is a national debate regarding potential introduction of this at some point in the future.

2.4 Skills you will gain during the course

Skills Developed

Apprentices completing this apprenticeship will have developed a wide portfolio of practical and academic skills. The Assistant Practitioner Apprenticeship Standard defines the standards and essential skills required for assistant practitioners and as an apprentice, you will be working towards achieving these on the course.

Academic skills developed during the course include reflective and report writing, critical thinking and evaluation, team working, use of databases to search for evidence, change management and leadership and management skills.

2.5 Graduate Attributes

The three attributes you should achieve by the end of the course are for you to be digitally literate, have a global outlook and for you to be an innovative leader. Learning about these attributes and being assessed on them as part of your modules will provide you with capabilities which are essential for your future career and wider life as you move on from your studies here. You will be formally assessed on all the attributes in some of your modules at each academic level in each year of your course.

Work-Related Activities and Employability

The Programme Specification outlines what work-related activities are associated with this course and also how your course develops employability skills**.**

2.6 Opportunities for Graduates

The Programme Specification includes details of career paths, further study options and other opportunities for graduates.

2.7 External Examiners

The External Examiners assure that you are assessed fairly in relation to other apprentices on the same course and also that the standard of your own award is comparable to similar courses taken by apprentices in other higher education institutions within the UK. The External Examiners provide an annual report for your course and this is hosted on your programme's page on Teams.

3. Assessment and Feedback

3.1 Assessment Strategy

The course is delivered and assessed by Exeter College in partnership with Plymouth Marjon University. The award is made by the University. Information on the various methods of assessment can be found in the Programme Specification.

University Assessment Regulations

Plymouth Marjon University's Assessment Regulations and Procedure are contained within the Student Regulations Framework (Section 3). These are available on the Marjon website: https://www.marjon.ac.uk/about-marjon/institutional-documents/student-regulations-framework/

Course-Specific Assessment Regulations and Professional Body Requirements

The course follows the Academic Principles and Regulations except where noted below.

The course is authorised to use the Fitness to Practise and Cause for Concern Procedure: https://www.ucsd.ac.uk/wp-content/uploads/HEAPP6-HE-Fitness-to-Practise-and-cause-for-concern-procedure-July-2020.pdf (see the student conduct section)

- All modules are non-compensable in line with professional healthcare programme requirements which means that all elements of assessment must be passed, in order to successfully pass the module.

- The module Practice Based Learning for Assistant Practitioners 1 (ASTC04) at level 4 must be passed to progress to level 5.

- The module Practice Based Learning for Assistant Practitioners 2 (ASTDD01) at level 5 must be passed to achieve the target award.

Title of contained award: The contained award for the FdSc Assistant Practitioner is the Certificate of Higher Education. This contained award follows the Regulations for the achievement of the Certificate of Higher Education.

Attendance requirements: Apprentices must follow the absence procedure in this Programme Handbook.

Student Calendar: The course is scheduled during the college academic year. Non-College Weeks are included in the Programme Timetable and apprentices should negotiate their Annual leave entitlement with their employer.

Health and good character throughout the course: Any changes to a student's health and good character during the course must be declared to the Programme Leader and Employer.

Reasonable adjustments plans: Due to the professional requirements of the course, readers and scribes are not usually permitted in any exams relating to drug calculations or OSCEs as these are practice focused exams and this level of support is not reasonable in practice. Apprentices will be supported with extra time if detailed in the reasonable adjustment plan.

Assessment Schedule

Please note the exam/assessment periods in the course calendar and make sure that you are available during those periods. Further details of your schedule of examinations can be found on your timetable once the examination schedule is released. Coursework submission deadlines can normally be found on Teams and in individual module guides.

Examination

Details of examinations can be found on the relevant module homepage on Teams

Coursework

Details of course work assessment schedule can be found on Teams

End-point Assessment (Fully Integrated)

Details of the end-point assessment for your apprenticeship are provided in the apprenticeship guidance appendix.

Reasonable Adjustments and Assessment Support

Apprentices are encouraged to contact the Personal Development Tutor at the earliest opportunity.

Submitting Assignments

Details of when and how to submit for assessment can be found in the module guides. It is important for your progression and achievement that you submit all work for all assignments in a timely manner. It is also important that you keep copies of all work submitted until after you have graduated. You should also keep any receipts confirming the submission of assignments. In the event of your submitted work being lost you may be required to produce a copy of the work and submission receipt. If you are unable to do so, your work will not be marked.

It is also important to note that submitting all assignments is a requirement of your course. Should you experience extenuating circumstances which prevent you from submitting on time please make yourself aware of extenuating section of this handbook. Without any form of extenuating circumstances, standard penalties apply for late submission of assessed work.

Full details of the penalties for late submission of course work are available in section 12 of the Student Regulations Framework at
https://www.marjon.ac.uk/about-marjon/institutional-documents/student-regulations-framework/SRF-2022-23-section-12-assessment-practices-v2.pdf

Many modules require you to submit work via Turnitin. Please ensure you have sufficient time to review your similarity score and rectify before final submission if required.

3.2 Getting Feedback on your Assessed Work

Assessed work will normally be returned with appropriate feedback within 20 working days of your submission. Each module guide provides you with specific guidelines on how and when you will receive this.

In relation to assessment feedback, there is sometimes a perceived 'delay' between submitting an assessment and receiving feedback, as work has to be marked and moderated, before feedback can be given, but this will always be within the standard 20 working day return period.

Formative Feedback

This will be provided either at face to face sessions with Lecturers and Personal Development Tutors (pre-course work and some skills sessions), during module sessions or via online or written feedback.

Summative Feedback

Marks will usually be released online at the end of the 20 working day turnaround period. Marks may be released earlier and if so, apprentices will receive an email informing them of the release. The module leader will then arrange for you to collect your work if necessary. Please note this 20 working day period does not include public holidays and periods where the University is closed for business. Apprentices who are unclear about their feedback should make an appointment to discuss this with the marker in the first instance and should escalate to the programme leader if there are any unresolved concerns.

3.3 How do I Get my Results?

Results from module assessments and decisions on progression to the next level of study (e.g. from level 4 to level 5 of an undergraduate degree) or awards (if you are in the final level) are posted to you at your registered address.

3.4 Extenuating Circumstances and Mitigation

Exeter College recognises that there will be times when life events will interrupt your study and make it difficult or impossible for you to submit work for your scheduled assessments. These events are classed as Extenuating Circumstances and will be

considered by the College as a factor impacting your ability to be able to complete, or submit, or attend, an assessment.

Examples of extenuating circumstances include personal or family illness, bereavement, family problems or being a victim of crime. Exeter College Adult Advice can offer guidance on the Extenuating Circumstances process. Further information and deadlines for submitting EC claims are published on Teams

3.5 Re-assessment

If you have not passed a module at the first attempt you will be eligible for re-assessment. See your module guide for details of the relevant re-assessment process (e.g. whether it is coursework, an examination, a presentation or other form of assessment/when it will take place/ what the deadline is). You are advised to contact your Programme Leader or Personal Development Tutor for any necessary clarification.

3.6 Student Appeals

If you feel that you have in some way been disadvantaged during your studies and this is reflected in your results, then you may have grounds for an academic appeal.

After your transcript of results has been released you have 5 working days to submit a request for an appeal hearing.

Academic Misconduct

Academic integrity is a fundamental principle within the College and is strongly linked to good academic practice. The College has processes to investigate alleged breaches of academic integrity and, where a breach of academic integrity is admitted or found, applies appropriate penalties.

Any attempt to gain an unfair advantage, whether intentional or unintentional, is a matter of academic judgment and may be considered to be a breach of academic integrity. Examples of unfair practice include, but are not limited to cheating, plagiarism, self-plagiarism, collusion, ghost-writing and falsification of data. Definitions of these offences and the **serious consequences of breaching** academic integrity can be found in our Academic Integrity Procedure: https://www.marjon.ac.uk/about-   marjon/institutional-documents/student-regulations-

[framework/SRF-2022-23-section-](#) [14-academic-integrity-procedure.pdf](#)

This course uses the APA referencing system. If you are unsure on how to reference your work correctly please seek advice from your personal development tutors or the Academic Advice team.

4. Where to Get Help

4.1 Personal Development Tutor

Your Personal Development Tutor (see Key Contacts in section 1) is an academic member of staff who teaches you on your course. Your Programme Lead will make sure that you are given the contact details of your Personal Development Tutor at the beginning of each year, usually in your course induction.

Your Personal Development Tutor has an important role to play in supporting you in academic matters while you are studying on this course. If you are struggling with your work, want to discuss your assessments and ways to improve your marks, your named Personal Development Tutor is there to support you. Your meetings with the Personal Development Tutor should be led by you. You might want to talk about career aspirations, your course, your progress and /or your academic results. You may want to set objectives for academic goals. They will also be able to signpost you to Student Support and Wellbeing who can advise on a range of matters such as financial worries, accommodation worries or if you are anxious or need counselling. Getting to know your Personal Development Tutor in the first year of your course is really useful especially when college life and degree level study might be different from what you are used to.

4.2 Online Student Support

You can also access details of services available to give you academic and personal support through the college student hub.

4.3 Student Support Hub

4.4 Disabled Students

Support for disabled students is available (DIAS). Support is available for students with a range of disabilities including:

- depression, anxiety and eating disorders
- dyslexia, dyspraxia, and AD(H)D
- Autism Spectrum Conditions
- Mobility difficulties
- Sensory impairments

Support is individually tailored depending on the nature of your disability and the demands of your course. We would encourage you to contact us as early as possible to enable us to implement any adjustments you may need. If you have a disability and have not previously declared it, please contact the DIAS team,

Library Help

The LRC

The LRC provides a range of study environments to suit your needs and is open Monday to Friday.

The Library and Study Skills Team can help you develop your academic skills such as critical thinking, academic writing and analysing data, and research skills such as how to find, use and evaluate information for your studies.

In your Module Descriptor, you'll find a variety of information resources which have been selected as a good starting point for research in that area.

5. What to do if you...

5.1 ...are going to be absent

For all absences follow both your course and your employer's reporting processes. You must notify your employer and email your programme leader if you are going to be absent for any University / Placement session or hours. Please provide the following information:

- Your Full Name

- Your Course (Assistant Practitioner)
- Your Personal Development Tutor's name
- Date/s of absence
- Modules and or Placement areas you will be absent from

For external placement absences, you must in addition, also contact the placement area before the start of your shift and speak with the nurse in charge, making a note of their name and the time you contacted them next to the timesheet. On return to external placement, please ensure the hours are signed off as absent by your external practice supervisor. Failure to follow this procedure may mean that these hours are classed as unauthorised absence, which is a 'cause for concern'.

5.2 ...are absent for more than one day

You must also notify your employer and Lead Placement Administrator if you are absent for more than one day (for example for an interview, emergency unforeseen circumstances, or for compassionate leave). If you are going to apply for mitigation you will need to provide written evidence of the reason for your absence (see section 3).

5.3 ...are ill

If you are unable to work/study because of illness for more than seven consecutive days (including weekends), you must provide your employer with a **Fit (sick) Note**:

'*A fit note (or Statement of Fitness for Work) allows your Doctor to give you more information on how your condition affects your ability to work. This will help your employer understand how they might help you return to work sooner or stay in work. Fit notes may also be called a doctor's note'. (NHS Choices, n.d.)* [1]

You can send a digital copy of your Fit Note to your Programme Leader and Lead Placement Administrator, and the original to your employer.

Please ensure that you follow at all times your employer's sickness/absence processes.

5.4 ...are ill on the date of an assessment

If you are absent through illness on the day of an examination or assignment deadline and you intend to apply for mitigation, you must also provide us with details and any available evidence as soon as possible.

5.5 ...have a comment, compliment or complaint

We are committed to providing a high quality experience for all our apprentices. We welcome comments and compliments from apprentices, and find them valuable for on-going improvements to our provision. Comments and compliments about your course can be raised with your Student Representative or directly with your Personal Development Tutor.

If you have a specific complaint about an act or omission of our college, you may be able to make a complaint under the Complaints Procedure. In the first instance, you should raise the matter as soon as possible with the member of staff most directly concerned, or with the person who can best resolve it. If this does not resolve the matter, or if the complaint is too serious to be addressed in this way, then you should make a formal complaint in line with the complaint's procedure.

Information about how to make a complaint, including the student complaints

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[1] This quote is extracted from NHS Choices (n.d.) **What are fit notes?** [Online]

procedure and a complaints form, is available via feedback@exe-coll.ac.uk

...are considering suspending studies or withdrawing from the course

If you are considering withdrawing from or taking a Break in Learning from your course, you should, in the first instance, discuss this with your employer and Personal Development Tutor / Tripartite Reviewer to discuss your reasons. If there is a problem, your Personal Development Tutor or Students' Union staff may be able to help. It may be possible to arrange suspension of studies from your course.

6. Relevant Policies

All student regulations and policies are available at: [Our Vision, Mission, Values and Policies - Exeter College](#)

Smoking

No smoking is permitted in any part of the college, including the grounds. This includes the use of vapour cigarettes (or other similar devices).

Disabled Students

You are expected to declare any disability that would affect your safety in the event of a fire, e.g. hearing impairment or the use of a wheelchair. If you are referred to the Disability Support Team, a Personal Emergency Evacuation Plan (PEEP) will be developed for you as appropriate.

Disabled students must declare their disability to DIAS, for it to be taken into consideration.

Infectious Disease

If you have been diagnosed with a serious infectious disease such as TB, measles, meningitis or chickenpox, you should notify their employer and Programme Leader as soon as possible giving information regarding which groups of apprentices (and/or colleagues and clients on placements) you have been in contact with and when. For diseases such as TB or meningitis, the South West Centre Health Protection Team may also wish to speak to you (or your family) to determine if others require screening or medication. You should follow advice given by the hospital or your GP and your

employer about when it is safe to return to the University..

6.1 Regulations

There are two sets of documentation you need to be aware of, Plymouth Marjon University Regulations and the Learner Contract. The Regulations relate specifically to your studies and your course. They cover issues such as assessment, progression and award requirements amongst a range of other issues.

University Academic Regulations

Our Academic Regulations can be found at: www.marjon.ac.uk/about-marjon/institutional-documents/student-regulations-framework/. You should familiarise yourself with these Regulations. The following sections are of particular relevance to your course:

- Education and Assessment
- Progression and Award
- Examinations
- Module and Progression Award Boards
- Disabled Students
- Extenuating Circumstances and Mitigation
- Appeals
- Academic Integrity.

6.2 Attendance Statement (also see your course specific attendance requirements)

The college expects you to attend and fully contribute to all mandatory sessions on your timetable as set out in your learner contract. Engagement in your lectures, seminars and practical's is an important part of your learning - contributing both to the Higher Education community and the learning experience of your fellow apprentices on the course.

We monitor your attendance at the college as regular attendance and academic achievement are closely linked. Moreover, by monitoring your attendance we can identify apprentices who may need our guidance or support at an early stage to help them progress in their studies. This is part of our commitment to ensuring an excellent education and experience and supporting your success at Exeter College.

Exeter College does understand that from time to time there is good reason why you cannot attend a class, and in this instance, you must contact your tutor to let them know.

Our most important aim is to support your studies, but we are also required to report attendance to various external bodies such as the Education and Skills Funding Agency (ESFA). There are measures in place for apprentices who seek to falsely register either their own or fellow apprentices' attendance.

7. Guidance for your apprenticeship

Your apprenticeship and its delivery have been designed to meet the requirements of the Education and Skills Funding Agency (ESFA), the government body responsible for funding apprenticeships in England.

7.1 Your Apprenticeship Standard - 'Assistant Practitioner'

Your apprenticeship standard is Assistant Practitioner (ST0215) which is can be found on this link: https://www.instituteforapprenticeships.org/apprenticeship-standards/assistant-practitioner-health-in-revision

7.2 Your Commitment Statement

As the apprenticeship starts and the apprenticeship agreement is signed, Exeter College ensures that the apprentice and the employer have contributed to and signed a copy of the commitment statement, which summarises the schedule, roles, responsibilities and funding that supports the successful completion of the apprenticeship. This is a mandatory document for ESFA apprenticeship funding rules. The information in the statement forms part of the evidence pack required for every apprentice, and must be signed and retained by the apprentice, the employer and Exeter College.

Contract of employment and commitment statement

As an apprentice, you hold a contract of employment with your employer in addition to the commitment statement with Exeter College and your employer. You are obliged to follow the policies and procedures of your employer and Exeter College If you have any concerns regarding your studies this should be raised with your Personal Development Tutor in the first instance; concerns regarding practice should be raised with your Personal Development Tutor and/ or employer and this information may be shared across both parties if required. Equally if concerns are raised about your practice or academic studies, then this information may also be shared to ensure you have support from all parties and that public protection is ensured.

7.3 Declaration of Health and Good Character

In order to meet practice placement requirements, all applicants must demonstrate

that they are of 'good character' and must participate in an enhanced online pre-entry DBS check. Any previous cautions, reprimands and convictions must be declared. The presence of a caution, reprimand or conviction will not necessarily automatically result in rejection of the application but will be assessed in relation to the nature, severity and timing of the offence, and whether it is a single incident or repeat offence. Applicants may be invited for interview to discuss the circumstances before a decision is made. The employer will usually ensure this process is followed and provide appropriate evidence to Exeter College.

Apprentices are required to inform their employer and the Programme Leader if there are any changes to their health and good character during the course and immediately prior to applying for registration. In addition to this, at the start of the academic year, apprentices are required to complete a 'Declaration of Health and Good Character' form, which is reviewed by the Programme Leader. You are responsible for informing your Programme Leader and employer immediately if you develop a health condition or disability that may affect your ability to practise safely and effectively. This is so that your fitness to remain on the course can be reassessed.

7.4 Course Standards for Professional Behaviour while Studying on the Course

To ensure the highest standards of teaching and learning for apprentices, the course team takes a zero tolerance to any disruption in class. Disrupting the learning of others contravenes Exeter College Expectations and Plymouth Marjon University Student Regulations, which you have agreed to abide by when enrolling on the course. Disruption may take the form of arriving late, using mobile phones in class and talking which disturbs others concentration.

Apprentices are required to refer a peer who is in breach of these regulations to the module leader in the first instance, for immediate management and to the Programme Leader if problems continue. The Module / Programme Leader will arrange to meet with the learner and may issue a letter of warning following the meeting.

Apprentices who do not meet standards of professional behaviour during the course may be referred to Fitness to Practise Panel. Information relating to unprofessional conduct may be recorded on any references supplied by Exeter College. Any concerns regarding your professional conduct will also be discussed with your employer.

7.5 Initial Training Needs Analysis and Initial Assessment

Apprentices are initially assessed against the knowledge, skills and behaviours (KSBs)

and learning outcomes of the course. The initial assessment is carried out by Exeter College in partnership with the employer. At this stage the apprentice starts to identify their training needs that forms the basis of an individual learning plan (ILP).

7.6 Individual Learning Plan (ILP)

At the start of the course a more detailed review takes place based upon the employer's requirements and those of the apprentice. At this point the detailed ILP is agreed and will be used as the basis for discussion in the tripartite meetings and by the apprentice to continually track their learning outcomes against the KSBs of the standard, functional skills and any other training that has been agreed. This plan is maintained throughout the apprenticeship.

7.7 Protected Learning Activities

Your working week of 37.5 hours, will be split and include a minimum of one day in college for campus-based learning activities, and the remainder of your week in a work-based learning environment. Your work-based learning will be jointly managed by the College and your employer. This is to ensure that you will meet the work-based learning requirements for your course. To meet programme requirements, you must complete minimum of 1500 practice learning hours over the duration of the programme, or 750 hours per year. Apprentices may include up to 100 hours of learning over two-years through attending conferences, attending Trust Study Days, completing eLearning and others. Please check with your Programme Leader if you are not sure if an activity you have undertaken, or are planning to undertake, can count towards Programme Hours.

The Education Skills Funding Agency (ESFA, 2017) define protected learning time as:

'Learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. Training can be delivered at the apprentice's normal place of work but not as part of their normal working 'duties' and within paid, contracted hours. Off the job training must teach new knowledge, skills and/or behaviours.'

Below are examples of activities which you can undertake which will count towards your protected learning time hours (this is not an exhaustive list);
- Coaching activity / clinical supervision

- Taking advantage of time available to access resources, learning and developmental opportunities
- Shadowing and/or following the patient journey
- Shadowing a health professional whilst they perform a procedure you have not experienced before
- Shadowing a health professional
- Undertaking medication rounds whilst being supervised by a Registered Nurse
- Attending formal learning opportunities e.g. teaching sessions in the department/ward/service
- Visits to other departments of the organisation

Within each work-based placement, you will be supported by practice supervisors, practice assessors, practice education facilitators (PEF) and academic staff and be working towards competencies included in your ePractice Assessment Document (ePAD). All hours completed in clinical practice will be recorded. As you progress through the course you should focus on applying your new theoretical knowledge to your clinical practice to consolidate learning.

It is important that patients (service users / clients) be informed of their right to consent to and refuse the presence of a student / learner during a consultation or the delivery of care.

Skills and simulated practice: You will have the opportunity to engage in skills development and simulated practice within our skills and simulation environments. This will enable you to practice the skills that you will be expected to reach competency in. It will also enable you to identify where you need to focus your personal and professional development plans.

As you progress through the course you will find that your work-based learning will inform your theoretical work and vice-versa.

7.8 Tripartite Review Meetings

It is a requirement of the apprenticeship that there are regular meetings between the apprentice, the employer and Exeter College to formally review and assess the progress of the apprentice. There will be four meetings at each level. These will ideally take place face-to-face in the workplace, or by a video/Teams call. The final meeting in year two will ascertain that the student has met the Gateway requirements and is ready for the End Point assessment (EPA) (see below). Other informal contact is undertaken between tripartite meetings, such as by email, phone, meetings at Exeter College, or if required, meetings can be arranged at the workplace.

7.9 Level 2 English and Maths

Apprentices will normally have completed L2 English and Maths upon entry to the programme. Functional skills support in English and/or maths cannot be included within placement hours and cannot be used as off-the-job training hours.

7.10 Care Certificate

Apprentices may have achieved the Care Certificate prior to entry or be supported to achieve this during the course by their employer. The end-point assessment cannot be completed until the Care Certificate requirements have been met. How you are progressing with achieving the Care Certificate will be discussed at the tripartite meetings. Details of the Care Certificate can be found here: http://www.skillsforhealth.org.uk/standards/item/216-the-care-certificate

7.11 End-Point Assessment (Integrated) and Gateway

This apprenticeship has an integrated EPA. The EPA will include an observation in practice followed by a professional discussion.

The EPA period will only start once the employer and Exeter College are satisfied that the apprentice is consistently working at or above the level set out in the occupational standard.

The end-point assessment for the Assistant Practitioner (2023) standard can be found here and summary details are provided in the appendix: https://www.instituteforapprenticeships.org/apprenticeship-standards/assistant-practitioner-health-in-revision?view=epa#introduction-and-overview

7.12 Attendance Requirements

In order to demonstrate that you meet the Assistant Practitioner requirements, you must meet the required level of attendance and demonstrate suitability for award by

demonstrating that you have met the learning outcomes for both theory and practice. Suitability includes attendance at all taught sessions and practice placement experiences, since these relate to the knowledge base you will need to practise proficiently and competently.

You must satisfy the course requirements in terms of attendance and for the Assistant Practitioner award, which includes 1500 hours in clinical practice.

Attendance is monitored at Exeter College and in clinical practice in the workplace. During any period of study there may be times when an apprentice is unable to attend theory or practice due to mitigating circumstances. In these circumstances you should access advice and support from your employer and Personal Development Tutor in the first instance. Incomplete programme hours will need to be made-up at the end of the programme.

If you are going to be absent, see sections:

- 'What to do if you ...are going to absent', for the absence reporting requirements.
- Completion of personal portfolio to evidence absences, for making up missed hours.

Mandatory training attendance requirements
Please refer to your guidance in the module, ASTC04 – Practice Based Learning for Assistant Practitioners 1 regarding evidencing mandatory training attendance, normally provided by your employer. You must ensure that all mandatory training is kept up-to-date annually, or as required by your employer. This may include: moving and handling, emergency life support, first aid, personal safety, infection control, safeguarding children / vulnerable adults and fire.

7.13 Absences Compassionate leave
The requirement to take compassionate leave / special leave must in the first instance be discussed with your employer and the Programme Leader who will provide advice and support. The Programme Leader may request evidence to support a request for compassionate leave. On occasions where the need for compassionate leave arises outside of normal working hours and / or it is not possible to contact the Programme Leader, a message should be left on their email, stating the reason for requiring

compassionate leave. If possible, an anticipated intended date of return and a contact telephone number should also be communicated. Any time taken off the course will need to be made-up prior to completion of the programme. An extended period of compassionate leave may result in the need for you to step off the course and must be discussed with your employer.

Maternity leave

If you are pregnant and require maternity leave and support, you should inform your employer and your Personal Development Tutor / Tripartite Reviewer as early as possible following confirmation of the pregnancy. The employer will complete a Risk Assessment, and liaise with PMU to any concerns.

Where possible, the Programme Leader will make every attempt to approach your situation flexibly, however there may be occasions when the apprentice would prefer or needs to take a Break in Learning, and return to the programme at a later stage.

Paternity leave

Apprentices are advised to contact their employer and Personal Development Tutor / Tripartite Reviewer to discuss their entitlement and the management of this.

7.14 Implications of Sickness and Absence

All attendance is monitored and absences recorded and discussed as soon as possible with the employer and Personal Development Tutor / Tripartite Reviewer to review the situation and to ascertain if additional support is required. It may be necessary for apprentices who have been off sick for 4 consecutive weeks and / or missed learning in practice or at University which may exclude the apprentice from undertaking the required module assessment.

If a Break in Learning (BIL) is required and implemented, the apprentice and employer will need to revise the expected date of the apprenticeship completion. The duration of the apprenticeship and the amount of off-the-job training needed to meet the requirement will therefore remain the same as though there had been no Break in Learning (BIL).

7.15 Completion of Personal Portfolio to Evidence Absences from College and Practice

In addition to reporting absences, as detailed above, apprentices are also required to maintain a portfolio evidencing how learning outcomes for each missed session, also known as 'missed work', have been met. This will need to evidence reading of the

session lecture notes resulting in own notes, a mind map or a written reflection, to evidence independent study relating to the topic. The evidence needs to reflect the number of academic hours missed, therefore a session of one hour requires evidence of one hour's independent study. We use the Professional Practice Portfolio (PPP) to record evidence of 'missed work'.

The Professional Practice Portfolio (PPP) will be available electronically via the and will provide details of evidence required related to both practice (ePAD) and modules. Apprentices must ensure that all evidence required is submitted.

For missed module Study Days, please refer to module content and any learning resources on Teams, review the module handbook timetable and discuss the content with your peers. The work produced should include written evidence and a reference list of independent reading undertaken to support learning. This may include text or a Mind-Map of approximately 500 words.

If you are required to attend a meeting to discuss your attendance and absences with your employer and Personal Development Tutor / Tripartite Reviewer, please bring your Personal Professional Portfolio with you as evidence of independent learning. The purpose of the meeting will be to explore the reasons for absences and to ascertain is further support is required through implementation and regular review of an individual Action Plan with specific Learning Outcomes identified. Should absences persist, apprentices may be referred for Fitness to Practise proceedings.

7.16 Confirmation by Programme Leader of Theory and Practice Hours

As part of Exam Board requirements, your Programme Leader is required to confirm you have met the requirements for completion of theoretical and practical hours to progress or complete the course.

Theory Hours

'Evidence of Learning for Missed Academic Hours' will be included in the Personal Professional Portfolio and reviewed by Module leaders where required, to ascertain whether adequate hours and learning outcomes for any missed sessions have been sufficiently evidenced.

Please note that it is your responsibility to keep a record of which sessions you have missed and to catch up with this work. Please refer to your electronic timetable and module timetable if you are not sure.

Practice Hours

You will be required to submit your Practice Assessment Document (ePAD) at set points during the year for Formative and Summative Assessments by your Personal Development Tutor / Tripartite Reviewer. Please note that all programme practice hours must be completed by the end of the programme and in agreement with your employer

Your Programme Leader will be required to confirm you have met the required hours for progression at the exam board and failure to meet these requirements, without extenuating circumstances may result in failure to progress.

ALL absences from Exeter College and Placement will be recorded and made available to your employer and the whole course team and detailed on references (also see the previous section regarding absences and fit notes).

7.17 Practice Experience

Apprentices are required to complete 1500 hours in clinical practice over two years, or 750 hours per year.

Uniforms and Name Badges

The College will provide you with uniforms at the start of the course. It is your responsibility to ensure you follow the Uniform Policy of the placement area at all times.

Placement Handbook

You will have online access to a placement handbook each year which contains information on learning in practice, whistleblowing and raising and escalating concerns. As an employee, you will also have access to your local policies and procedures, which should also be followed in conjunction with Exeter College policies, procedures and guidance.

Your Personal Development Tutor / Tripartite Reviewer will also support you with any questions or concerns regarding any of the above areas if you have any questions regarding which is the appropriate policy to follow.

7.18 Safeguarding and the Prevent Duty for Assistant Practitioners

The course will provide you with information for safeguarding (not limited to children and at risk adults) and the Prevent Duty, for yourself and your service users and carers/patients/clients, and for your time at Exeter College, in the workplace or on placement, and, where appropriate, outside of study and work. If you

have any questions, please do speak to your Personal Development Tutor / Tripartite Reviewer or your employer.

7.19 Prevent Duty in the Health Sector

Health and social care providers (e.g., NHS Trusts) have specific requirements to fulfil under the Prevent duty[2]. Please do check your employer's guidance on this (there may be training you can undertake specifically for your employment).

7.20 British Values and the Equality Act 2010

For all level 5 apprenticeships, the curriculum includes the Prevent strategy's requirement for the need to focus and reinforce British Values, which are:

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1. **Democracy**: An understanding of how citizens can influence decision-making through a democratic process.
2. **The Rule of Law**: An appreciation that living under the rule of law protects individual citizens is essential for their wellbeing and safety.

3. **Individual Liberty**: An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.
4. **Mutual Respect**: An understanding of the importance of identifying and combating discrimination.
5. **Tolerance of those of Different Faiths and Beliefs**: An acceptance that other people have different faiths and beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminating behaviour.

The Prevent duty's scope includes complying with the Equality Act 2010 and preventing discrimination against those with protected characteristics as set out in the Equality Act. Effective learning and work takes place in the workplace and classrooms or workshops where there is tolerance and mutual respect for different faiths and beliefs as well as respect for people with protected characteristics. Apprentices at Exeter College and in the workplace will be actively aware of the need to ensure that no-one in the protected groups is discriminated against. The protected

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[2]https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf

characteristics are:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Race
- Pregnancy and Maternity
- Religion or Belief
- Sex
- Sexual Orientation

7.21 Fitness to Practise and your apprenticeship

The Fitness to Practise and professional conduct have been mentioned throughout this handbook, and this is a reminder that if you go through this process, and a case is found, depending on the outcome, this may affect your place on the apprenticeship and your employment contract. Your employer will be informed immediately if any Fitness to Practise concerns are raised.

7.22 Successfully Completing your Apprenticeship

The route below for completing your apprenticeship includes:

- Registration – the apprentice registers for the apprenticeship programme with their employer.
- On-programme – the apprentice achieves the FdSc Assistant Practitioner award, together with the Care Certificate.
- Gateway – the employer, with advice from Exeter College, is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard and all of the pre-requisite gateway requirements for EPA have been met .
- Certification – the apprenticeship is complete and successful apprentices claim their apprenticeship certificate.

7.23 Break in Learning or Withdrawing from the Apprenticeship

Please contact your employer and Personal Development Tutor / Tripartite Reviewer if your personal circumstances change and could affect the completion of your apprenticeship or planned end date. You should proactively identify any issues or barriers to successful completion and raise these as soon as possible so any support required can be implemented and regularly reviewed. If you need to take a period of significant leave from work, for reasons such as medical treatment, maternity or

paternity leave, this will be classed as a Break in Learning (BIL). As a result of this, you and your employer will need to revise the date on which you would be expected to have completed your apprenticeship to account for the duration of the break. The duration of your apprenticeship and the amount of off-the-job training needed to meet the requirement will therefore remain the same as though there had been no Break in Learning (BIL).

Appendix 1 – Programme Specification

A Programme Specification provides a concise summary of the main features of a programme and its intended learning outcomes. It is intended to be used by prospective students, current students, academic staff and potential employers.

Programme Title:	
Higher Level Apprenticeship Assistant Practitioner	
Programme (AOS) Code(s):	**FSxAPNAST**
UCAS Code:	**N/A**
Name of Final Award:	**FdSc Assistant Practitioner**
Level of Qualification:	**Level 5**
Regime of Delivery:	**Work-Based Learning**
Mode(s) of Delivery:	**Full Time**
Typical Length of Study (Years):	**2 years**
Professional Body Recognition / Accreditation (including specific requirements where applicable):	**n/a**

Brief Description of the Programme

Assistant Practitioners work alongside registered healthcare professionals in providing high quality and person-centred compassionate healthcare and support to individuals. On a daily basis, Assistant Practitioners assist registered healthcare professionals in total patient assessment, and in the coordination of care (including referrals to other practitioners) as well as undertaking clinical, diagnostic and therapeutic activities according to local population and service needs. An Assistant Practitioner is responsible for working within the limits of their competence and authority to provide high quality, evidence-based clinical, diagnostic or therapeutic care and holistic support as part of the wider healthcare team and report to a registered healthcare practitioner and they may delegate to, supervise, teach and mentor others including

healthcare support workers and students. They may manage their own caseload and normally require only indirect supervision. However, they are accountable for their actions and must alert the registered healthcare practitioner in situations where they do not have the necessary knowledge, skills or experience.

Assistant Practitioners must also communicate effectively and be able to adhere to strict standards, including legislation, when handling sensitive information. They promote a safe and healthy working environment, assess and manage risk, continually develop their knowledge and skills and support others to do the same. Assistant Practitioners provide leadership within the scope of their practice and contribute to quality improvement in services by participating in audit and research activities.

This programme has been designed to facilitate achievement of the above and is a work-based programme that integrates academic and work-based learning through collaboration between employers and Exeter College. Apprentices will attend Exeter College on a day release programme, whilst working in their place of employment. They will undertake 120 credits in each year of the programme, in order to achieve the Foundation Degree: Assistant Practitioner award. This programme falls under Ofsted and therefore subject to the Common Inspection Framework.

The apprentice Assistant Practitioner will work as part of the team whilst working directly / indirectly under the supervision of a registrant to develop the required knowledge, skills and professional attitudes.

Programme Aims

The programme outcomes are referenced to the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical apprentice. They have been mapped to the Assistant Practitioner Standard for Apprenticeships. The programme provides opportunities for apprentices to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes.

The aims of the programme are to:

- Develop apprentices with a range of both generic and profession specific skills and techniques, personal qualities and attributes essential for successful performance in the delivery of person-centred care as an Assistant Practitioner within their individual specialist field of practice.

- Equip apprentices with practical skills and underpinning theoretical knowledge and values necessary for working in an effective and informed way with adults and children across all settings within the integrated care systems and partnerships.

- Develop a range of transferable skills, knowledge, and competencies as a basis for future studies and career development.

- Provide a flexible and responsive curriculum to meet the changing context and dynamic landscape within the integrated care system and partnerships in order to provide compassionate, holistic, person-centred care.

- Prepare Assistant Practitioners to promote and work within an inter-agency and multi-disciplinary team approach to health and social care.

Programme Learning Outcomes

Exeter College focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens. The attributes are developed through the programme.

ID	Learning Outcome
On successful completion of the FdSc Assistant Practitioner, the apprentices should be able to:	
Knowledge and Understanding (K)	
1	Demonstrate the knowledge and critical understanding of the well-established principles and processes associated with and which underpin the individual area of professional practice and aligned to the Assistant Practitioner's Scope of Practice.
2	Recognise the relevance of health and social care philosophy and policy, and its translation into ethical and evidenced based practice
3	Describe the structure and function of the human body, together with a knowledge of normal physiology as well as dysfunction and pathology in ill health and disease.

4	Analyse the multidisciplinary nature of health, care, and social policy, with a key understanding of its influence on both the policy drivers and workforce agenda, on a local, national and international level

Intellectual Skills

5	Analyse a range of information and sources comparing alternative methods and techniques.
6	Demonstrate the ability to collect and synthesise data and information to inform a choice of solutions to problems in both familiar and unfamiliar contexts, relevant to the individual area of professional practice
7	Identify and analyse appropriate evidence and knowledge to defend personal critical judgements of ethical and moral dilemmas that arise within key contemporary health and social care opportunities and challenges
8	Critically evaluate the role of research and knowledge exchange in the development of health studies, social policy, and health leadership.

Practice Skills

9	Demonstrate the promotion of holistic person-centred, high-quality, safe care and the individual role and responsibility associated with duty of care and safeguarding of individuals.
10	Apply appropriate leadership skills within the scope of the Assistant Practitioner role to effectively manage individual case load, apply appropriate delegation skills, and to promote interagency and multidisciplinary team working
11	Apply self-awareness through reflection and performance required within the individual scope of practice, in accordance with organisational governance and the key attributes, values and behaviours of an Assistant Practitioner.
12	Demonstrate the ability to communicate complex, sensitive information to a wide variety of audiences through a range of communication strategies whilst upholding confidentiality and accurate record keeping.

Transferable / Key Skills

13	Define the principles, theories and concepts related to leading and developing a team, the fundamentals of teamwork, and the importance of collaboration in both inter, multi-disciplinary and interagency working
14	Apply critical reflection skills in order to promote the transition to a reflexive practitioner in alignment with the key attributes, values and behaviours of an Assistant Practitioner
15	Illustrate the qualities and transferable skills that are necessary for employment, demonstrating a high level of autonomy underpinned through strong professional values, personal responsibility and accountability
16	Implement continued personal and professional learning and development aligned to the Assistant Practitioner's Scope of Practice and within their individual specialist field of practice

Programme Structure

Programmes are structured in stages. The Exeter College Assistant Practitioner Programme is delivered as a full-time programme in two stages, one at level 4 and one at level 5, over two years.

Modules are set at a specific academic level and listed as either core (compulsory) or optional. The level indicates the relative academic difficulty which will increase through the programme. Passing modules will reward you with academic credit. The amount of credits will depend on the complexity of the module and the level of effort required, which is measured in 'notional learning hours'.

Learning and Teaching Activities

The key principles which underpin the teaching and learning activities include:

a. Holistic and pedagogical approaches
b. Flexible and engaging learning environments
c. Personal and career development
d. Creative learning communities
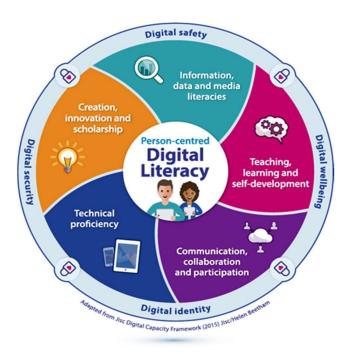e. Authentic curriculum and assessment design

The programme team are committed to providing a stimulating and engaging learning experience using innovative, evidence-informed, professional and practice-based learning employing contemporary learning tools and sophisticated interactive digital technologies. At Exeter College we acknowledge the collaborative nature of learning and the importance of those involved in the learning experience as co- creators and co-producers of knowledge. PMU learning environments are well resourced and actively support collaborative learning experiences through teamwork and activity-based learning. This is enhanced through fluidity between learning environments, including the physical classroom; online learning via the internet and complementary e-Learning. In addition to this, apprentices will engage in learning experiences pivotal to their programme and future role as an Assistant Practitioner. This will be achieved by the apprentice taking on the role of the Assistant Practitioner to assess, plan, implement and evaluate care for 'virtual patients' using high fidelity, interactive digital simulation. Virtual patients can expose learners to simulated clinical experiences, providing mechanisms for information gathering and clinical decision making in a safe environment (Eysenbach and Marusic, 2019). Simulated based learning integrates the complexities of practical and theoretical learning through repetition, feedback, evaluation, and reflection and creates a space where learners and teachers can discuss and reflect on dilemmas and situations experienced in simulated or clinical practice (Bland et al, 2011). Importantly, this approach encourages the development of critical thinking and clinical reasoning skills which enables practitioners to manage uncertainties in clinical practice and contribute to safe and effective care across a range of settings (Stenseth et al, 2022). The Clinical Education and programme team will work collaboratively with apprentices and practice partners to develop a supportive practice environment where apprentices work with a range of professionals who act as role models and coaches, and, with them, jointly solve problems. This enables the apprentice to extend their knowledge (Rogoff, 1995).

Lectures will be complemented by small and large group discussions and debates, various forms of group work, as well as independent project work. Self-directed distance learning will be guided by tutor-stimulated discussion based on clinically rich case scenarios. Apprentices will have a reflective practice portfolio to help consider how learning on the course can be translated into everyday work and practice. The

practical element of the programme will utilise a combination of both work and practice-based learning, as well as utilising simulated and clinical practice to enhance apprentices' understanding.

The programme places assessment at the heart of learning by using clinical scenarios to facilitate problem-solving, critical analysis and evidence-based care. The scenarios act as both the focus for learning and assessment, embedding assessment within the learning process. The programme will encompass a combination of oral and written modes which will be used to assess apprentices students' progress throughout the programme of study.

Digital Literacy: The design of the programme and use of multiple digital platforms and technologies, supports the NHS A Health and Care Digital Capabilities Framework (2018) which defines digital literacy as "the capabilities that fit someone for living, learning, working, participating and thriving in a digital society" (HEE, 2017). This is integrated across all modules and in practice placements and apprentices are supported to develop these skills. Upon entry to the programme, apprentices will complete a diagnostic assessment in Digital Literacy to identify their current level of proficiency and to ascertain if further support is required. Digital Literacy skills are fundamental to academic success and future use of technology and impacts on ability to perform electronic documentation, to communicate, collaborate and search for information to support evidence-based practice (Harerimana, 2022).

The Digital Capacity Framework (Beetham 2015)

Literacy: The design of the programme supports continual development of literacy skills through listening, reading, speaking and writing skills and underpins development of effective communication and relationship management skills. Apprentices will complete diagnostic assessment on entry to the programme to ascertain current level of working and if additional help is required. Apprentices will be encouraged to submit drafts and respond to feedback to continually improve academic work, and will develop additional literacy skills through a range of activities and assessments, including group / team work and presentations.

Numeracy: The design of the programme supports continual development of numeracy skills through developing mathematic proficiency, understanding the number system and reviewing various units of measurement as well as collecting, presenting and interpreting data. Apprentices will complete diagnostic assessment on entry to the programme to ascertain current level of working and if additional help is required. Apprentices will engage in practical sessions included within each module to develop awareness of the use of numeracy in healthcare practice and its significance, developing confidence and competence in preparation for their Drug Calculation assessment.

Technology Skills: Apprentices will have the opportunity to develop their technology skills both in clinical practice and also through simulated learning using patient monitoring equipment and will develop their knowledge of patient safety and accountability when using medical devices and professional responsibility to develop competence through appropriate education and training. Apprentices will be able to handle equipment and learn to apply correctly and engage in professional discussions around interpreting clinical data and when to escalate in the event of a deteriorating patient.

Interprofessional Learning: The programme aims to develop a "gold standard for the delivery of effective interprofessional learning to prepare a healthcare workforce that is able to work collaboratively across professional boundaries; to provide sustainable, patient centred healthcare; and to address the needs of local, national, international and global health challenges". Thus, the programme is designed to support the development of underpinning knowledge, skills and professional attributes to equip and prepare Assistant Practitioners to effectively contribute to integrated care. This will be achieved through development of three main competencies consistent with The Framework for Action on Interprofessional Education and Collaborative Practice developed by the World Health Organisation (WHO, 2010) which include:

1. Exposure
2. Immersion
3. Competence

Exposure Level: This is where apprentices are introduced to the principles of interprofessional and collaborative practice during their first module, ASTC01 Foundations of Professional Practice where they will learn about the importance of the integrated team to promote truly holistic, safe and effective, high-quality, person-centred care. Apprentices will have the opportunity to explore each other's roles, to ask questions and to start developing relationships with peers and future colleagues.

Immersion: Following introduction to practitioner roles within the interprofessional team, apprentices will continue to develop their knowledge through practical activities which will include learning across platforms, and include exploration, reflection and discussion. Apprentices will be encouraged to refer to their experiences in clinical practice and to share these with their peers, exploring what has gone well and why and also recognizing the challenges within contemporary healthcare and how these might be addressed. These activities will enable apprentices to develop effective communication skills, essential to teamwork and person-centred, safe care, whilst deepening their understanding of each other's contribution.

Competency: This is where learning is consolidated and is a continual process within clinical practice and placements. To develop competence, Assistant Practitioner apprentices will be required to schedule 'Spoke' placements with other professionals within their team whilst on Practice Placement and will include reflections on their learning which will be recorded in their Professional Practice Portfolio. They will also be required to receive feedback to show where they have 'shadowed' and worked alongside professional colleagues and through professional discussions, will be encouraged to explore implications for their own practice.

Contact Hours

1 unit of credit is the equivalent of 10 notional learning hours. Full time undergraduate students study 120 credits (1200 hours) per stage/level of study.

Assessment Methods

The course Teams page provides further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to students, including our commitment to ensure this is provided to students within 20 working days (the 'four-week turnaround').

Classification

The foundation degree associated to the Assistant Practitioner apprenticeship is awarded by Plymouth Marjon University. For full details of assessment regulations for all taught programmes please refer to our Policies and Procedures webpage (https://www.marjon.ac.uk/about- marjon/institutional-documents/). These include the criteria for foundation degree classification.

Admissions Requirements

Please see the Exeter College website for more information on how to apply, including our general entry requirements for the programme.

Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

Typical applicant profile and any programme-specific entry requirements

Calculation of final award:	Level 5 – 100%

This programme is suitable for people already employed within a healthcare environment and who have the support for further development by their employer.

- Apprentices must be employed for a minimum of 30 hours a week or more by a healthcare provider and have a contract signed prior to commencing the programme

- Demonstration of appropriate values and behaviours demonstrated at selection (Values based interviewing)

- Demonstrate potential to study at level 5

- Maths and English: Apprentices normally have Functional Skills L2 in Maths and English prior to commencing the programme. Where this is not the case the individual apprentice should achieve this within the first year of the programme, supported by their employer.

- The Care Certificate: Apprentices would normally have completed the Care Certificate prior to commencing the programme. However it is possible to complete this alongside the first year of the programme and this is signed off as completed within the first year PAD.

Do applicants required a Disclosure and Barring Service (DBS) Check?	Yes

Opportunities for students on successful completion of the programme

Recognition of Prior Learning

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. This is administered in line with both ESFA rules and applications are considered on a one-to-one basis.

Student Support

Awarding Body:	**The University of St Mark and St John**
Language of Study:	**English**
QAA Subject Benchmark Statement(s):	**Mapping completed: Assistant Practitioner Apprenticeship Standard (ST0215)**
Assessment Regulations:	*Academic Assessment Regulations*, **accessible via the Policies and Procedures webpages (https://www.marjon.ac.uk/about-marjon/institutional-documents/student-regulations-framework/)**
Does the Fitness to Practise procedure apply to this programme?	**Yes**
Ethics Sub-committee	
Date Published / Updated:	**TBC**

During the course of their studies, apprentices will be supported in the following ways:

- At the start of their studies all apprentices will receive a full **induction** to the programme which will include introduction to the staff responsible for delivering the course, and access to library and IT facilities
- The **Programme Handbook** will outline the exact nature of the course and how it is structured, including the availability of option modules

- Each apprentice will receive regular **Tripartite meetings** involving the apprentice, the employer, and the Personal Development Tutor / Tripartite Reviewer.

- Apprentices will be able to access our full range of **support services**, including the Student Hub for skills and study support, the LRC, the Adult Advice Team.

Programme specific support (if applicable)

On successful completion of the academic qualification apprentices will enter gateway in line with the Institute for Apprenticeships and Technical Education Apprenticeship Standard and their employee contract, in order to be awarded the higher level apprenticeship.

Apprentices are supported and continuously and formally assessed in practice by Practice Supervisors and Practice Assessors, and the Clinical Education Team. They are also supported by their Personal Development Tutor / Tripartite Reviewer / Academic Assessor. The apprentice, employers and the College are able to see the individual apprentices' progression through the data reporting.

Quality Assurance

Other awards available on programme (Exit Qualifications)

Please refer to the *Academic Qualifications Framework* for Exit Qualifications recognised by the University and credit and module requirements.

Where an exit award is made, this would result in non-completion of the apprenticeship:

Name of Exit Qualification:	**Certificate of Higher Education (CertHE)**
Full name of Qualification and Award Title:	**Certificate of Higher Education (Cert HE)**

Credits requirements:	**120 Credits**
Module requirements:	**ALL 120 Credits at Level 4**

Admission requirements

Under UK Government rules, Higher Level Apprentices must be employed for a minimum of 30 hours per week and must have the right to live and work in the UK (applies only in England). A Higher Level Apprentice cannot be self-employed. The employer must enter into an Apprenticeship Agreement with the student.

All candidates must be employed in a role related to the subject matter of the Higher Level Apprenticeship and be sponsored by their employer. Applications can only be made through the sponsoring employer. Exeter College will consider all such applications and will have the final decision whether to accept the candidate for entry to the programme.

Apprenticeship Standard:	**Assistant Practitioner (Health) – ST0215**
End Point Assessment (EPA):	**Integrated**

Appendix 2: Process for student progression and review

This appendix sets out the expected processes for review of progression of the trainee Assistant Practitioner on the Higher Level Apprenticeship Assistant Practitioner apprenticeship. Terms used within the document:

- *Trainee Assistant Practitioner (TAP*) - the apprentice

- *Personal Development Tutor / Tripartite Reviewer* - representative from Exeter College who is a point of contact for a student

- *Academic Assessor* - representative from Exeter College who oversees the progress of the TAP and liaises with the TAP the Personal Development Tutor and the Practice Assessor

- *Practice Assessor* - representative from the employer who oversees the progress of the TAP and liaises with the TAP, the Personal Development Tutor / Tripartite Reviewer and the Academic Assessor, and formally assesses scheduled assessments in clinical practice as per ePAD.

- *Practice Supervisor* – the apprentice's mentor in practice and provides continuous assessment and feedback to both the apprentice and practice assessor.

Hours Requirement

Over the 2 years of the course, placement activities are required to be 1500 hours (750 hours per year of study).

The practice hours are accrued from:

- **Protected Learning Time** in specialist area of placement. There will be one assessment at the end of each year in this area. This placement will require protected learning time. Failure to pass a placement will require a re-assessed placement.
- **External placements**. There is sometimes the possibility for apprentices to follow the patient journey across the integrated care system (subject to approval by the employer), apprentices may also experience their specialism within another setting to enhance learning. An example of this might include an apprentice working in the acute sector, who may spend time observing a caseload in the community setting in order to further develop their knowledge

and skills.

Academic Supervision

All TAPs are allocated a Personal Development Tutor / Tripartite Reviewer / Academic Assessor. This tutor is your first point of contact for academic and personal matters. The Personal Development Tutor / Tripartite Reviewer / Academic Assessor is responsible for academic support across all modules and is there for pastoral support throughout the year. They may signpost to student services for counselling, financial support etc. as appropriate. Expectations of academic supervision:

- **Within first four weeks:** The Personal Development Tutor / Tripartite Reviewer / Academic Assessor will meet with the apprentice at start of the course and then offer an appointment within the first four weeks of semester one to discuss any personal support requirements and to review your pre-course work and academic plans. This meeting includes Personal Development Tutor review of the *reflective essay and the pre-programme statement*. This Personal Development Tutor will record this.
- **End of semester 1:** Apprentices are offered an academic tutorial once a year following semester one results, to look at your academic feedback and areas for development.
- **Ongoing support offered:** There are opportunities on an ongoing basis to meet with your Personal Development Tutor / Tripartite Reviewer / Academic Assessor fo**r practice support** sessions. Apprentices are able to discuss any support requirements with them either during or after the session.

Ongoing support can also be made on request from Personal Development Tutor / Tripartite Reviewer / Academic Assessor on an ad hoc basis depending upon student need.

Practice Assessment Document Audit

All TAPs are provided with a Practice Assessment Document (ePAD). The ePAD is held electronically on the ARC ePlatform, along with the Personal Professional Portfolio (PPP).

Within first four weeks: Apprentices receive a link to the ePAD and undergo a tutorial on how to access and complete the ePAD.

At six months: ePADs are submitted for Formative Assessment by the Personal

Development Tutor / Tripartite Reviewer / Academic Assessor. Apprentices are provided with feedback to ensure documentation is of the required standard at Summative Assessment at the end of the academic year. Feedback will include:

- Accuracy of record keeping - review any missing signatures, etc.
- Evidence of progression - review clinical skills/ competencies/ interviews.
- Review programme hours to highlight any significant deficits in progress both in clinical practice and academically
- Review of 'work products for 'missed academic work'
- Quality of critical reflections in practice

This process will also inform the tripartite review process.

End of year 1: Apprentices are signed-off in clinical practice by their allocated Practice Assessor and ePAD submitted for Summative Assessment (Pass / Fail) to their Personal Development Tutor / Tripartite Reviewer / Academic Assessor. **e**PADs provide supporting evidence of achievement for *ASTDC04 Practice Based Learning for the Assistant Practitioner 1* at the end of Year 1 and successful achievement support progression to the next stage.

Mid-Year 2: ePADs are submitted for Formative Assessment by the Personal Development Tutor / Tripartite Reviewer / Academic Assessor. Apprentices are provided with feedback to ensure documentation is of the required standard at Summative Assessment at the end of the academic year. Feedback will include:

- Accuracy of record keeping - review any missing signatures, etc.

- Evidence of progression - review clinical skills/ competencies/ interviews.

- Review programme hours to highlight any significant deficits in progress both in clinical practice and academically

- Review of 'work products for 'missed academic work'

- Quality of critical reflections in practice

End of year 2: Apprentices are signed-off in clinical practice by their allocated Practice Assessor and ePAD submitted for Summative Assessment (Pass / Fail) to their Personal Development Tutor / Tripartite Reviewer / Academic Assessor. ePADs

provide supporting evidence of achievement for *ASTD01 Practice Based Learning for the Assistant Practitioner 2 (incorporating EPA)* at the end of Year 2 and successful achievement support progression to the next stage.

Attendance Review

Exeter college will hold MONTHLY attendance review meetings. A representative from the programme team attends these meetings to review student attendance at lectures and tutorials. Any issues with attendance will be highlighted with the student and their employers and a meeting will be arranged with the student to ensure their needs are being met. The representative from their employer will be informed. Attendance review will also be used to inform the tripartite meetings.

Employee Update Meetings

These meetings are to be undertaken with their Practice Assessor or Clinical Programme Lead/Facilitator from the representative employers.

• **End of semester 1 (yearly):** Personal Development Tutors and the Practice Assessor/Clinical Programme Lead/Facilitator from the employers will meet yearly to review the following

- Attendance
- PAD/ clinical progression
- Academic progress

Feedback on any issues raised will be provided to apprentices via tripartite meetings. There will be two of these meetings over the duration of the course.

Tripartite Review Meetings

These meetings involve the Personal Development Tutor / Tripartite Reviewer / Academic Assessor and the apprentice and the Practice Assessor and/or Supervisor. The aim of these meetings is to review the student's clinical progress and to nurture relationships between Plymouth Marjon University, student and employer.

• **Interim Review (twice a year):** Personal Development Tutors / Tripartite Reviewer / Academic Assessor, the apprentice and the Practice Assessor will meet twice a year to review the following:

- Attendance
- PAD/ clinical progression

- ■ Academic progress
- ■ Update on progress for apprentices required to complete level 2 English and Maths and the Care Certificate

• **End of semester 1 and 2 (twice a year):** Personal Development Tutor / Tripartite Reviewer / Academic Assessor, the apprentice and the Practice Assessor will meet twice a year to review the following:

- ■ PAD/ clinical progression
- ■ Academic progress
- ■ Agree and Consider ability to progress/complete

There will be four tripartite meetings over the duration of the year

Appendix 3: Assistant Practitioner Apprenticeship Standard's Knowledge, Skills and Behaviours mapping to your modules

https://www.instituteforapprenticeships.org/apprenticeship-standards/assistant-practitioner-health-in-revision
=

Values: You will be caring and compassionate, honest, conscientious and committed.

Behaviours: You will treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences. You will show respect and empathy for those with whom you work and have the courage to challenge areas of concern. You will demonstrate leadership, be adaptable, reliable and consistent, show discretion, resilience and self-awareness.

Knowledge and Skills Mapping to Level 4 Modules You will be able to:	Practice Based Learning for Assistant Practitioners 1	Foundations of Professional Practice	Introduction to Clinical Skills	Anatomy and Physiology in Health and Disease	Positive Mental Health, Wellbeing and Resilience	Communication and Working in Teams
Duty 1 Act within the limits of own competence and within agreed ways of working, following relevant legislation, local and national standards, policies, standard operating procedures and protocols used in the workplace	✓	✓	✓			✓
Duty 2 Contribute to the on-going holistic assessment of individuals	✓		✓	✓		
Duty 3 Deliver evidence-based programmes of clinical, diagnostic and therapeutic interventions within own scope of practice and monitor their impact	✓			✓		
Duty 4 Promote inter-professional and multi-disciplinary team working with peers, colleagues and staff from other agencies	✓	✓	✓			

Duty 5 Communicate complex sensitive information effectively with individuals, their families, carers and health and care professionals	✓		✓		✓	✓
Duty 6 Maintain and further develop own knowledge and skills through recognised continuing professional development activities	✓	✓				
Duty 7 Support the development of others through role-modelling, supervision, guidance and leadership		✓	✓			
Duty 8 Promote the health and wellbeing of individuals, acting on opportunities to educate and empower individuals to maximise their own health and well-being	✓			✓	✓	✓
Duty 9 Contribute to the identification and management of risks to self and others to maintain a safe and healthy working environment	✓	✓	✓			
Duty 10 Promote an evidence-based approach to providing health and care services, participating in quality improvement and research activity						

Knowledge and Skills Mapping to Level 5 Modules You will be able to:	Practice Based Learning for Assistant Practitioners 1	Research in Evidence Based Practice	Pathophysiology and Pharmacology for Assistant Practitioners	Option Module	Core Module
Duty 1 Act within the limits of own competence and within agreed ways of working, following relevant legislation, local and national standards, policies, standard operating procedures and protocols used in the workplace	✓		✓	✓	✓
Duty 2 Contribute to the on-going holistic assessment of individuals	✓	✓	✓	✓	✓
Duty 3 Deliver evidence-based programmes of clinical, diagnostic and therapeutic interventions within own scope of practice and monitor their impact	✓		✓	✓	✓
Duty 4 Promote inter-professional and multi-disciplinary team working with peers, colleagues and staff from other agencies	✓	✓	✓	✓	✓
Duty 5 Communicate complex sensitive information effectively with individuals, their families, carers and health and care professionals	✓	✓	✓	✓	✓
Duty 6 Maintain and further develop own knowledge and skills through recognised continuing professional development activities	✓		✓	✓	✓
Duty 7 Support the development of others through role-modelling, supervision, guidance and leadership	✓	✓			✓
Duty 8 Promote the health and wellbeing of individuals, acting on opportunities to educate and empower individuals to maximise their own health and well-being	✓	✓	✓		✓

Duty 9 Contribute to the identification and management of risks to self and others to maintain a safe and healthy working environment	✓	✓	✓	✓	✓
Duty 10 Promote an evidence-based approach to providing health and care services, participating in quality improvement and research activity	✓	✓			✓

Appendix 5: End Point Assessment

A summary is provided below and full details can be found here:

https://www.instituteforapprenticeships.org/apprenticeship-standards/assistant-practitioner-health-in-revision?view=epa

Plymouth Marjon University is the approved EPAO and will conduct the EPA for this apprenticeship.

A full-time apprentice typically spends 24 months on-programme (this means in training before the gateway) working towards competence as an assistant practitioner (health). All apprentices must spend at least 12 months on-programme. All apprentices must spend at least 20% of their on-programme time completing off-the-job training.

This EPA has 2 EPA methods.

The grades available for each EPA method are:

EPA method 1 - observation of practice:
- fail
- pass

EPA method 2 - professional discussion underpinned by a portfolio of evidence:
- fail
- pass
- distinction

The result from each EPA method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:
- fail
- pass
- distinction

EPA Summary

On-programme (typically 24 months)	Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.
	Training towards English and mathematics qualifications at Level 2, if required.
	Training towards any other qualifications listed in the occupational standard.
	The qualification(s) required are:
	Foundation Degree Assistant Practitioner, FdSc Assistant Practitioner
	Compiling a portfolio of evidence.
End Point Assessment Gateway	The employer must be content that the apprentice is working at or above the level of the occupational standard.
	The apprentice's employer must confirm that they think the apprentice: • is working at or above the occupational standard as an 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 EPA. The qualification(s) required are: • Foundation Degree Assistant Practitioner • Apprentices must have achieved English and mathematics at Level 2. An apprentice must submit all gateway evidence to the EPAO. The EPAO must review the evidence. When the EPAO confirms the gateway requirements have been met, the EPA period starts and typically takes 3 months to complete. The expectation is that the EPAO will confirm the gateway requirements have been met.

	For the professional discussion underpinned by a portfolio of evidence, the apprentice will be required to submit a portfolio of evidence. Apprentices must submit any policies and procedures as requested by the EPAO.
End Point Assessment (which would typically take place within 3 month)	Grades available for each method: Observation of practice - fail - Pass Professional discussion underpinned by a portfolio of evidence - fail - pass - Distinction Overall EPA and apprenticeship can be graded: - fail - pass - distinction
Re-sits and re-takes	- Re-take and re-sit grade cap: pass - Re-sit timeframe: typically 3 month(s) - Re-take timeframe: typically 6 month(s)

EXETER COLLEGE: Assistant Practitioner FdSc Programme - Apprenticeship

Year 1 September 2025 - September 2026

Date	College	Prog Wk	Module (Academic Year 1)	Day	Assess
22/09/2025	3	1	Induction	J,G	
29/09/2025	4	2	Intro to ASTC04	J,G	
06/10/2025	5	3	Intro to ASTC01	J	
13/10/2025	6	4	ASTC01: Foundations of Professional Practice	J	
20/10/2025	7	5	ASTC01: Foundations of Professional Practice	J	
27/10/2025		6	ASTC01: Foundations of Professional Practice	G	
03/11/2025	8	7	ASTC01: Foundations of Professional Practice	J	
10/11/2025	9	8	ASTC01: Foundations of Professional Practice	J	
17/11/2025	10	9	ASTC04 Study Day 2		S1 Pres
24/11/2025	11	10	Intro to ASTC02	G	S1 Essay
01/12/2025	12	11	ASTC02: Introduction to Clinical Skills	G	
08/12/2025	13	12	ASTC02: Introduction to Clinical Skills	G	
15/12/2025	14	13	ASTC02: Introduction to Clinical Skills	G	
22/12/2025		14	Non-Academic Study Days		
29/12/2025		15	Non-Academic Study Days		
05/01/2026	15	16	ASTC02: Introduction to Clinical Skills	G	
12/01/2026	16	17	ASTC02: Introduction to Clinical Skills	G	
19/01/2026	17	18	ASTC04 Study Day 3	J	S2 Case Study
26/01/2026	18	19	Intro to ASTC03	J	
02/02/2026	19	20	ASTC03: Anatomy & Physiology in Health & Disease	J	
09/02/2026	20	21	ASTC03: Anatomy & Physiology in Health & Disease	J	F ePAD & Portfolio
16/02/2026		22	Non-Academic Study Day		
23/02/2026	21	23	ASTC03: Anatomy & Physiology in Health & Disease	J	
02/03/2026	22	24	ASTC03: Anatomy & Physiology in Health & Disease	J	S3 Exam
09/03/2026	23	25	ASTC03: Anatomy & Physiology in Health & Disease	J	
16/03/2026	24	26	ASTC04 Study Day 4	J	
23/03/2026	25	27	Intro to ASTC05	G	
30/03/2026	26	28	ASTC05	G	
06/04/2026		29	Non-Academic Study Day		
13/04/2026		30	ASTC05: Positive Mental Health, Wellbeing and Resilience	G	
20/04/2026	27	31	ASTC05: Positive Mental Health, Wellbeing and Resilience	G	
27/04/2026	28	32	ASTC05: Positive Mental Health, Wellbeing and Resilience	G	
04/05/2026	29	33	ASTC05: Positive Mental Health, Wellbeing and Resilience	G	
11/05/2026	30	34	Intro to ASTC06	J	S4 Case Study Poster
18/05/2026	31	35	ASTC06	J	
25/05/2026		36	ASTC04 Study Day 5		
01/06/2026	32	37	ASTC06: Communication and Working in Teams	G	
08/06/2026	33	38	ASTC06: Communication and Working in Teams	J	
15/06/2026	34	39	ASTC06: Communication and Working in Teams	J	
22/06/2026	35	40	ASTC06: Communication and Working in Teams	J	
29/06/2026	36	41	ASTC04 Study Day 6	J,G	S5 Case Study
06/07/2026		42	ePAD & Portfolio		S6 ePAD & Portfolio / Exam Board
13/07/2026		43	Non-Academic Study Days		
20/07/2026		44	Non-Academic Study Days		
27/07/2026		45	Non-Academic Study Days		
03/08/2026		46	Non-Academic Study Days		
10/08/2026		47	Non-Academic Study Days		
17/08/2026		48	Non-Academic Study Days		
24/08/2026		49	Non-Academic Study Days		
31/08/2026		50	Non-Academic Study Days		
07/09/2026		51	Pre-work		
13/09/2026		52	End of Year 1		

ASTC04 Practice Based Learning for Assistant Practitioners 1