

ASSISTANT PRACTITIONERS IN HEALTHCARE LEVEL 5



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WELCOME

In this guide you will find everything you need to know regarding the Assistant Practitioners in Healthcare Level 5 qualification, including the different elements that go together to form the STANDARD, the mandatory and optional units available, the different ways in which you will learn, and the methods of assessment.

Who is this qualification suitable for?

An assistant practitioner works under the supervision of a Registered practitioner in accordance with the employer policy, protocols and standard operating procedures. An assistant practitioner works as part of the wider health and social care team and will have direct contact with patients, service users or clients providing high quality and compassionate care. As an assistant practitioner you will work at a level above that of Healthcare Support Worker and have a more in depth understanding about the factors that influence health and ill health (eg anatomy and physiology).

Examples of common work activities include assisting in total patient assessment, coordination of care (including referrals to other practitioners) and higher clinical skills such as catheterisation, wound care and discharge planning.

Your role will consist of:

- Risk management, including completion of risk assessments
- Undertake and teach physiological measurements
- Manages own case load and implement programs of care and modify care plans within scope of practice
- Nutrition - promote affective nutrition. Demonstrate use of equipment e.g.. PEG feeds, nutrition, intravenous fluids.
- Patient contact and care delivery role on a daily basis
- Staff teaching in relation to Safeguarding induction on a continual training of staff safeguarding
- Safeguarding lead/officer
- Supervision of staff/conduct personal development plan with staff
- Lead team meetings

How do I enrol?

1

Visit our website
www.atem.co.uk

3

We check your application

5

We complete an interview with you
and your manager as part of initial
assessment

7

Enrolment

2

Complete an application form

4

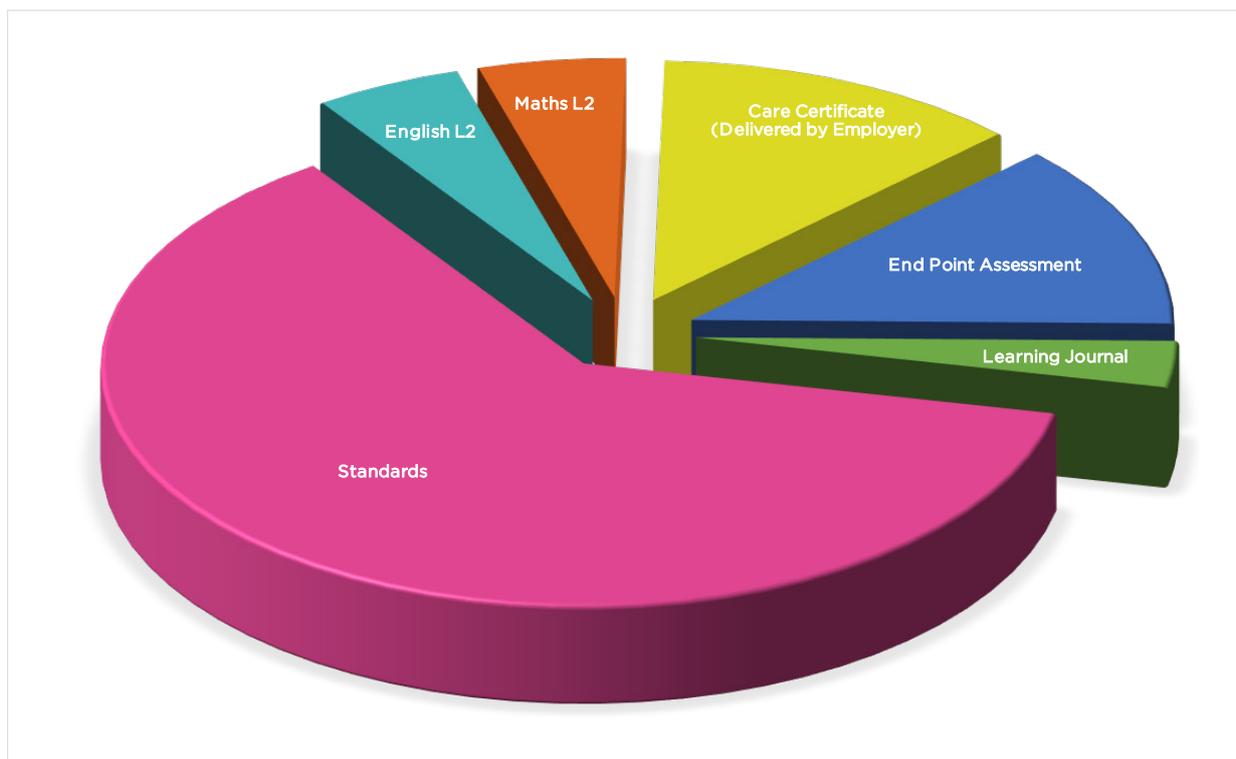
We set you up with English
and/or Maths assessments
if required (see exemptions.)

6

Complete an assignment set by
Access Training

STANDARD

This is the breakdown of the Assistant Practitioners in Healthcare Level 5 qualification, which shows the different elements that go together to form the Apprenticeship.



24 months

(Depending on experience) Minimum duration of programme

Exemptions

If you have any of the following then you may be exempt from English and Maths assessments and the corresponding Functional Skills parts of your qualification.

GCSE English Language
Grade C or higher

Functional Skills
English L2 or higher

GCSE Mathematics
Grade C or higher

Functional Skills
Maths L2 or higher

WHAT'S INCLUDED (STANDARDS)

Assistant Practitioners in Healthcare

Values and behaviours

Values Assistant Practitioners must be:	Behaviours Assistant Practitioners must always:
<ul style="list-style-type: none">• Honest• Caring• Compassionate• Conscientious• Committed	<ul style="list-style-type: none">• Treat individuals with dignity, respecting individual's beliefs, culture, values and preferences• Respect and adopt an empathetic approach• Demonstrate courage to challenge areas of concern and work to best practice• Be adaptable• Demonstrate discretion

Knowledge

- the principles and philosophy of health and social care
- the physiology, organisation and function of the human body
- lifespan developments and healthcare needs from prenatal to end of life/bereavement
- research and development in the health and social care sector to inform and improve quality of care
- provision and promotion of holistic person centred care and support, duty of care and safeguarding of individuals
- the importance of the strategic environment in health and social care and the implications for the individual
- the importance of current evidence based practice within scope of the role

Skills

Responsibilities and duty of the role	Undertakes defined clinical or therapeutic interventions appropriately delegated by a Registered Practitioner.
Case Management	Manages own work and case load and implements programmes of care in line with current evidence, taking action relative to an individual's health and care needs.
Supervision and Teaching	Allocates work to and supports the development of others and may supervise, teach, mentor and assess other staff as required.
Personal Development	Maintains and further develops own skills and knowledge, and that of others, through recognised Continuing Professional Development (CPD) activities enabling flexibility in practice and responsiveness to changing service needs.
Team Working	Promotes effective inter-professional and multi-disciplinary team working with peers, colleagues and staff from other agencies and provides appropriate leadership within the scope of the role.
Assessment	Provides holistic assessment of individuals, implementing programmes of care and modifying individualised care plans within their scope of practice.
Communication	Demonstrates the ability to communicate complex sensitive information to a wide variety of professionals through a variety of methods including the use of interpersonal skills, written and verbal effectiveness, accurate record keeping, keeping information confidential and appropriate use of technology and equipment for the role including data entry.
Person-centred care and wellbeing	Promotes and understands the impact of effective health promotion, empowering, healthy lifestyles such as movement and nutrition and fluid balance.
Physiological Measurements	Undertakes physiological measurements as part of an assessment of an individual's healthcare status and following evaluation, makes appropriate changes or recommendations to care plan. Reports changes to the Registered Practitioner when the nature of the change falls outside of the agreed scope of role.
Risk Management	Infection Prevention and Control: Uses and promotes a range of techniques to prevent the spread of infection including hand hygiene, the use of Personal Protective Equipment (PPE) and waste management. Health and safety: Promotes and maintains a safe and healthy working environment Risk Management: Identifies and manages risks, including assessment of moving and handling risk and understanding the nature of risk as it applies to the safeguarding of vulnerable individuals.
Equality and Diversity	Promotes and advocates Equality, Diversity and Inclusion (EDI).
Quality	Proactively makes recommendations to improve the quality of service delivery.

WHAT'S INCLUDED (QUALIFICATIONS)

Assistant Practitioners in Healthcare Level 5

15 mandatory units

108 credits

1 unit from Group A1

1 unit from Group A2

Learner Name:

Skill scan completed by:

Mandatory (108 credits)

Level	Unit title	Credits	Doing? Y/N	Chosen
3	301: Understand safeguarding of children and young people (for those working in the adult sector)	1		
4	401: Promote professional development	4		
4	402: Work in partnership in health and social care or children and young people's settings	4		
4	403: The structure, organisation and function of the human body	12		
5	501: Use and develop systems that promote communication	3		
5	503: Champion equality, diversity and inclusion	4		
5	504: Lead and manage infection prevention and control within the work setting	6		
5	505: Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings	5		
5	506: Manage quality in health and social care or children and young people's setting	5		
5	507: Undertake a research project within services for health and social care or children and young people	10		
5	508: Conduct and support others in the assessment of individuals health and wellbeing	8		
5	509: Promote effective nutrition and fluid balance	12		

Level	Unit title	Credits	Doing? Y/N	Chosen
5	510: The principles and philosophy of healthcare	12		
5	511: Lifespan developments and healthcare needs	10		
5	514: Understand the principles and application of physiological measurements	12		
Optional Group A1 - Learners must take a minimum of 5 credits				
5	502: Safeguarding and protection of vulnerable adults	5		
5	512: Safeguarding and protection of children and young people	5		
Optional Group A2 - Learners must take a minimum of 7 credits				
5	513: Understand the principles, theories and concepts related to leading and developing a work team in a healthcare environment	8		
6	601: Lead and manage a team within a health and social care or children and young people's setting	7		

Functional Skills

- **Maths (Level 2)**
- **English (Level 2)**

You will complete Functional Skills in Maths and English. Assessments are designed to measure the competent application of skills within real-life scenarios. Assessments are task based with no portfolio to complete. These can be completed on-screen, offline or paper-based. Completion of Functional Skills may not be required where evidence of a current transferable skills qualification exists e.g. GCSE.

How will learning take place?

Off the job learning

Off-the-job refers to the time taken to develop technical skills and knowledge of theoretical concepts across a range of contexts. It can be seen as time away from 'the immediate pressures of the job', and may include all of the following (non-exclusive) activities:

- Individual and Group teaching
- Coaching
- Distance learning
- e-learning
- Feedback and Assessment
- Guided study
- Learning with peers
- Networked or collaborative learning
- Mentoring

You may attend sessions at Access Training during your qualification and you will have an assessor visit you in the workplace. You will need to spend some time at home providing written accounts and research for your portfolio.

On the job learning

On-the-job refers to the time taken to develop the practical skills applied in the context of a job role. It can be seen as the time you spend being guided whilst undertaking normal activities as part of your job role, and which provide opportunities to learn, develop and practice skills.

Expert witness

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise
- have either a qualification in assessment of workplace performance or a professional work role which involves evaluating the every day practice of staff

The Assessment Process

Access Training use a blended learning model which means that training, assessment and support will be delivered in a variety of ways to suit you and your employer. Webinars, e-learning, and Skype will be combined with face-to-face visits and self-study to provide flexible learning that you can access when and where you want - whether that's during an appointment in working hours, taking part in a Skype call at your desk or watching a video on your phone.

Achievement of the qualification is based around the provision of sufficient evidence to show that the job can be done to the national standards. You need to collect a variety of evidence and this collection of evidence is called a 'portfolio'. This will be done electronically via an e-portfolio and your assessor may use any of the following for sources of evidence:

Performance at Work (Observation)

Your assessor will observe your performance in the work place against the national standards.

Work Product

There may be tasks that you routinely carry out which are applicable to your qualification - i.e. send and receive emails. The products of these tasks may be used as evidence, as long as the evidence is sufficiently current and relevant to the standards.

Recognition of Prior Learning

This could be a relevant qualification or achievement, for example, First Aid, Safeguarding etc. This is sometimes referred to as 'Recognition of Prior Learning' and abbreviated to RPL.

Witness Statement

Witnesses can provide evidence of the way the job is done, usually in the form of a witness statement. Your supervisor/line manager will provide you with the testimony relating to your performance at work.

Questioning

Questioning may be oral or written. Your assessor will ask you questions to make sure you have the necessary knowledge and understanding to carry out your job activities to the national standard. Where suitable, your assessor may electronically record question and answer sessions.

Professional Discussion

Your assessor may use a dictaphone or smartphone to record a professional discussion. These will be based on activities you have taken part in and are a good way for yourself and your assessor to discuss and explore the event.

Reflective Account

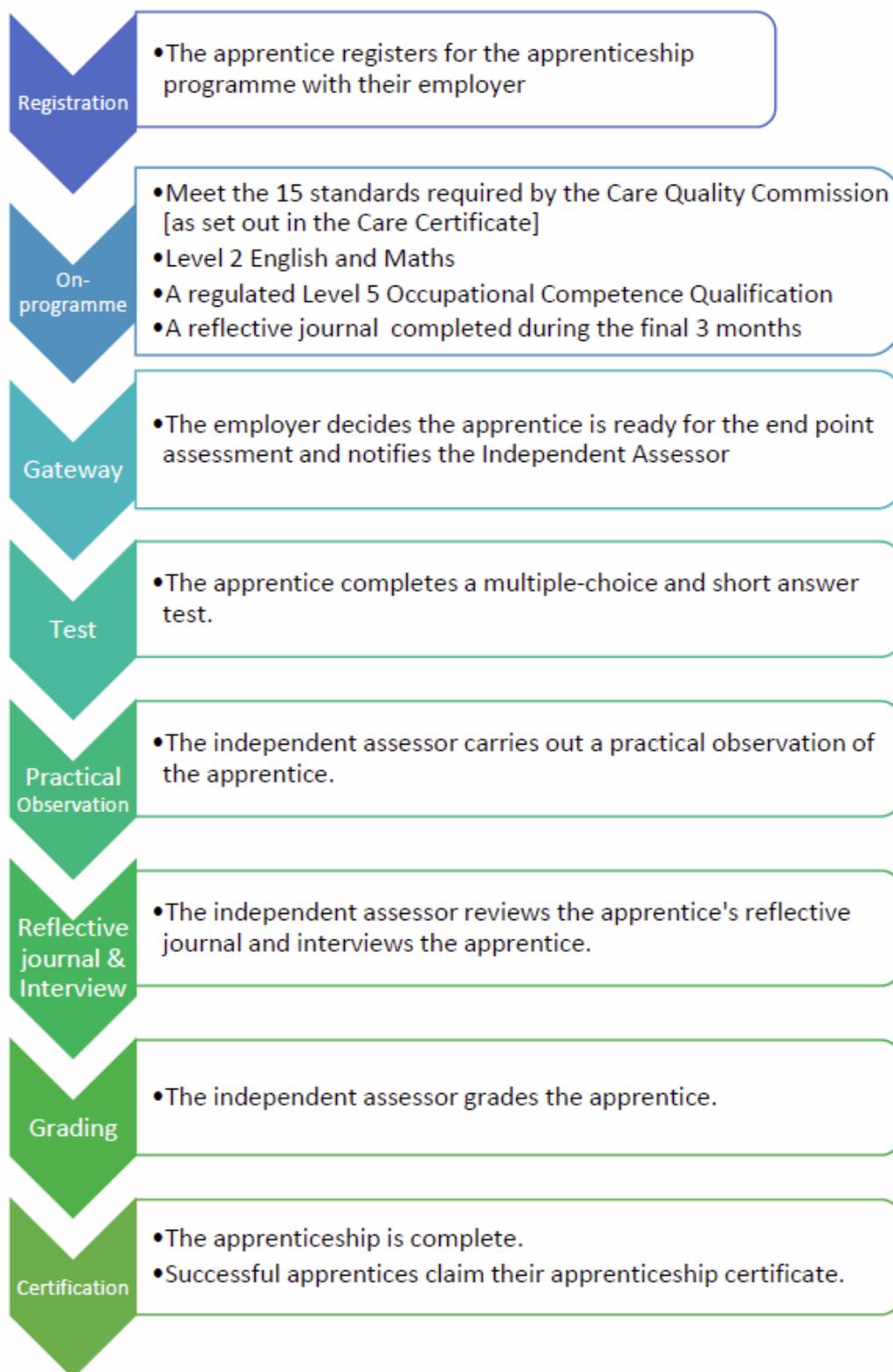
Reflective accounts are used to reflect on your working practice. You will be asked to provide a statement on how you have carried out a task e.g. how you dealt with an accident, this will then be assessed and used as evidence of your competence.

End point Assessment

The end point assessment includes the following components:

1. A multiple choice and short answer test
2. An observation of practice undertaken in the workplace
3. A reflective journal completed by the apprentice and an interview

Assessment Flowchart



20% Off-the-job training

Over the course of the apprenticeship, each learner will be required to spend 20% of their time doing off-the-job training and this will be documented through the assessor.

Off-the-job training is defined as learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of the apprenticeship. This can include training that is delivered at the apprentice's normal place of work but must not be delivered as part of their normal working duties.

The off-the-job training must be directly relevant to the apprenticeship STANDARD or standard and could include the following:

- The teaching of theory (for example; lectures, role play, simulation exercises, online learning or job specific training)
- Practical training, such as; shadowing, mentoring, industry visits and attendance at competitions
- Learning support and time spent writing assessments/assignments
- Team meetings

It does not include:

- English and Maths (up to level 2) which is funded separately
- Progress reviews or on-programme assessment needed for an apprenticeship STANDARD or standard
- Training which takes place outside the apprentice's paid working hours
- Access Training Induction

