

DEFINITIVE COURSE RECORD

Course Title	FdA Health and Wellbeing (Assistant Practitioner) [Higher Apprenticeship]
Awarding Bodies	University of Suffolk
Level of Award¹	FHEQ Level 5
Professional, Statutory and Regulatory Bodies Recognition	None
Credit Structure²	240 Credits Level 4: 120 Credits Level 5: 120 Credits
Mode of Attendance	Full-time
Standard Length of Course³	2 years full-time (plus 3 months for EPA)
Intended Award	FdA Health and Wellbeing (Assistant Practitioner)
Named Exit Awards	CertHE in Health and Wellbeing
Entry Requirements⁴	<ul style="list-style-type: none"> Evidence of English and Maths level 2 (GCSE grades A-C/4-9 or functional skills) Employment within the Health and Social Care Sector (minimum 30 hour per week contract) A satisfactory enhanced Disclosure and Barring Service (DBS) and occupational health checks. Successful Interview
Delivering Institution(s)	University of Suffolk
UCAS Code	Not applicable

This definitive record sets out the essential features and characteristics of the FdA Health and Wellbeing (Assistant Practitioner) [higher apprenticeship] course. The information provided is accurate for learners entering level 4 in the 2025-26 academic year⁵.

Course Summary

The Foundation degree is an employment-based higher education qualification set out by the Department for Education and Skills. It offers learners a mix of work-related specialist skills and academic study. Graduates of the FdA Health and Wellbeing (Assistant Practitioner) [higher apprenticeship] will be well placed to take advantage of a variety of career openings which exist in the health and care arena. This programme will be offered as part of the Higher Apprenticeship and is mapped to the Assistant Practitioner Standard.

The motivation for this programme is to create for learners a clear framework for practice that is underpinned by knowledge, skills, appropriate professional attitudes and accountability, critical evaluation and reflection. This is encouraged through the use of relevant and current research/literature to support learner's learning. Learners will be exposed to a variety of

¹ For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2024\)](#)

² All academic credit awarded as a result of study at the University adheres to the [Higher education credit framework for England](#).

³ Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the [Framework and Regulations for Undergraduate Awards](#).

⁴ Details of standard entry requirements can be found in the [Admissions Policy](#) and further details about Disclosure and Barring Checks (DBS) can be found on the [University's DBS webpage](#).

⁵ The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy](#).

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teaching, learning and assessment methods that will link theory to practice and practice to theory and place the service user at the centre of the learning.

It is envisaged that on completion of the course, learners will be working at the level of an assistant practitioner, these are workers that deliver care to service users under the direct supervision of a registered practitioner, with a level of knowledge and skill beyond that of the traditional health and care support worker. They take some tasks from registered professionals and may work across many of the traditional professional boundaries.

Course Aims

1. To develop apprentice knowledge, understanding and associated skills that will enable the apprentice to work effectively, flexibly and responsively within their work arena.
2. To enable apprentices to recognise their scope of practice within the interprofessional team, and enhance their communication and interpersonal skills.
3. To provide the apprentices with the opportunity to explore evidence-based practice within their professional setting.
4. To provide opportunities for apprentices to develop key skills to prepare for further study and lifelong learning.
5. To facilitate the apprentice's understanding of leadership to enable the individual to respond to organisational and personal change.

Course Learning Outcomes

The following statements define what learners graduating from the FdA Health and Wellbeing (Assistant Practitioner) [higher apprenticeship] course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 5 awards as set out by the UK Quality Assurance Agency (QAA)⁶.

Knowledge, understanding and cognitive skills:

1. Apply knowledge of biological science including anatomy, physiology, and to safely deliver person-centred care across the lifespan in diverse contexts.
2. Apply knowledge and understanding of human development, aging, death, social and behavioural sciences to the delivery of care across the lifespan.
3. Recognise commonly encountered mental, physical, behavioural, and cognitive health conditions and apply their knowledge of these to the delivery of person-centred care across the lifespan.
4. Apply knowledge and understanding of co-morbidities' and complex health and social care needs across the lifespan.
5. Apply the principles of health promotion, protection, prevention, and improvement to identify and respond to health priorities across diverse communities and the health-illness continuum.
6. Apply knowledge and understanding of local and national policy, legal, ethical, regulatory, and professional frameworks, and their application to clinical practice.
7. Apply evidence-based practice to safely, effectively, with sensitivity and compassion deliver person centred care across the lifespan.
8. Apply evidence-based practice to inform problem-solving, individual, and shared decision-making in diverse situations.
9. Evaluate reflective practices, to develop resilience and take responsibility for own learning and continuing professional development.

⁶ As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2024\)](#)

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Key/ transferable/ lifelong learning skills:

10. Apply numeracy, literacy, digital and technology skills to own learning and professional clinical practice.
11. Effectively utilise communication and relationship management skills which promote optimum engagement with people of all ages, with diverse needs and limitations.
12. Work in partnership with people, families, and carers and as an active and equal partner in inter-professional team working.

Skills and capabilities related to employment:

13. Recognise own role in safeguarding vulnerable individuals and apply a professional duty of candour, to escalating concerns and learn from critical incidents to ensure public protection.
14. Demonstrate professional values, competence and confidence enabling the delivery of safe and effective care underpinned by occupational standard.
15. Develop and apply leadership and team working skills to safely delegate care and contribute to risk monitoring and implementation of service improvements.

Course Design

The design of this course has been guided by the following Professional Standards

- NHS Knowledge and Skills Framework (NHS KSF (2021)
- Skills for Health (2015)
- Apprenticeship Standard for an Assistant Practitioner (Health) (2023)

Course Structure

The FdA Health and Wellbeing (Assistant Practitioner) [higher apprenticeship] comprises modules at levels 4 and 5.

Module Specifications for each of these modules are included within the course handbook, available to learners on-line at the beginning of each academic year.

	Module	Credits	Module Type ⁷
Level 4			
	Personal and Professional Development	20	M
	Inclusive Communication for Professional Practice	20	M
	Foundation Of Acute and Long-Term Conditions	20	M
	Human Anatomy and Physiology	20	M
	Practice Learning 1	40	M
Level 5			
	Contemporary Health and Wellbeing	20	M
	Promoting Person-Centred Care Delivery	20	M
	Research And Leadership for Professional Practice	20	M
	Practice Learning 2	20	M
	Preparation for Practice (EPA)	40	M

⁷ Modules are designated as either mandatory (M), requisite (R) or optional (O). For definitions, see the Framework and Regulations for Undergraduate Awards

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Awards

On successful completion of the course, learners will be awarded a FdA Health and Wellbeing (Assistant Practitioner).

Course Delivery

The course is delivered at a number of sites across the region according to demand. Learner's studying full-time on the FdA Health and Wellbeing (Assistant Practitioner) [higher apprenticeship] should expect to have approximately 187.5 contact hours for level 4 and 187.5 contact hours for level 5. In accordance with the requirements for off-the-job training within the apprenticeship standard, learners will attend one day per week and the contact hours will be a mix of lectures, presentations and practical activities. In addition, learners will be expected to engage with 105 hours of on-line learning activity for level 4 and 112.5 hours for level 5. Furthermore, learners will normally be expected to undertake 45 hours of notional self-directed learning hours for taught modules, but should be prepared for this to vary based on assignment deadlines and class exercises.

Placements

Placements will be planned to provide opportunities to work in different settings and contexts with a variety of multi-professional teams in order to foster a positive practice learning experience. Learners will be expected to complete 37.5 hours for external placements in level 4 and 75 hours for level 5.

End Point Assessment

End Point Assessment (EPA) is an independent assessment of the knowledge, skills and behaviours that you have learned throughout your apprenticeship and confirms you are occupationally competent in accordance with the relevant Apprenticeship Standard and Assessment Plan. The EPA for the IfATE (2023) Assistant Practitioner (Health) Apprenticeship Standard will be integrated and supported using the [Conflict of Interest for Apprenticeship EPA policy](#).

Course Assessment

A variety of assessments will be used on the course to enable learners to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module's intended learning outcomes. Assessments on the course will include essays, examinations, presentations, group work and Vlogs.

Special Features

The FdA Health and Wellbeing (Assistant Practitioner) [higher apprenticeship] course meets the requirements of the Healthcare Assistant Practitioner apprenticeship standard.

Course Team

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

Course Costs

Apprentices undertaking FdA Health and Wellbeing (Assistant Practitioner) [higher apprenticeship] will not be asked to contribute financially to the direct cost of learning or assessment. The total cost of the apprenticeship will be agreed between the University and an apprentice's employer. A training plan A and apprenticeship agreement must be signed before the apprenticeship starts, which sets out how the employer, University and apprentice will support the successful achievement of the apprenticeship, and is signed by all parties. This sets out the expectations and commitments of all those involved under the apprenticeship agreement.

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Academic Framework and Regulations

This course is delivered according to the Framework and Regulations for Undergraduate Awards and other academic policies and procedures of the University and published on the [website](#).