**Standard**

**L5: Assistant Practitioner (Health)**

**UOS reference number**
ST0215_V1.1

**Title of occupation**
Assistant Practitioner (Health)

**Core and options**
No

**Resubmission**
No

**Level of occupation**
Level 5

**Route**
Health and science

**Typical duration of apprenticeship**
24 months

**Target date for approval**
31 March 2022

**Occupational profile**

**Summary**

This occupation is found in the health and care sector. Assistant Practitioners carry out their duties in a range of settings, such as hospitals, clinics or in the community (e.g., GP surgeries). They may visit individuals in their own homes or in residential care where their wider team may include workers from both health and social care. They work in a wide range of health and care services for example diagnostic services, rehabilitation, orthopaedics, oncology, end of life care, mental health and learning disabilities. Assistant Practitioners are often hybrid roles aligned to local population and service needs and cross traditional occupational boundaries.

The broad purpose of the occupation is to work alongside registered healthcare professionals in providing high quality and person-centred compassionate healthcare and support to individuals. On a daily basis, Assistant Practitioners will 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.

For example:

- Assistant Practitioners working in rehabilitation services will order, fit and review equipment prescribed by the Physiotherapist or Occupational Therapist.
- Assistant Practitioners working in radiography take diagnostic images and provide support to help to diagnose or treat a patient’s illness.
- Assistant Practitioners working in community mental health support adults or young people with mental health needs.

In their daily work, an employee in this occupation interacts with
- Patients, service users and carers.
- Registered healthcare professionals, for example allied health professionals, doctors, registered nurses, nursing associates, and healthcare support workers.
- Social care staff including registered managers, care workers and social workers.
- Administration, management and other non-clinical staff, such as porters, cleaners and receptionists.

An employee in this occupation will be 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. Assistant Practitioners 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 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 will provide leadership within the scope of their practice and contribute to quality improvement in services by participating in audit and research activities.

**Typical job titles**
['Assistant Practitioner']
<table>
<thead>
<tr>
<th>Duty</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1: 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</td>
<td>K1, K2, K3, K4</td>
<td>S1, S2, S3, S4</td>
<td>B1, B2, B3</td>
</tr>
<tr>
<td>D2: Contribute to the on-going holistic assessment of individuals</td>
<td>K5, K6, K7, K34</td>
<td>S5, S6, S7</td>
<td>B1, B2, B3</td>
</tr>
<tr>
<td>D3: Deliver evidence-based programmes of clinical, diagnostic and therapeutic interventions within own scope of practice and monitor their impact</td>
<td>K8, K9, K10, K11, K36</td>
<td>S8, S9, S10, S11</td>
<td>B1, B2, B3</td>
</tr>
<tr>
<td>D4: Promote inter-professional and multi-disciplinary team working with peers, colleagues and staff from other agencies</td>
<td>K12, K13, K14, K15</td>
<td>S12, S13, S14, S15</td>
<td>B1, B2, B3</td>
</tr>
<tr>
<td>D5: Communicate complex sensitive information effectively with individuals, their families, carers and health and care professionals</td>
<td>K16, K17, K18</td>
<td>S16, S17, S18</td>
<td>B1, B2, B3</td>
</tr>
<tr>
<td>D6: Maintain and further develop own knowledge and skills through recognised continuing professional development activities</td>
<td>K19, K20, K21</td>
<td>S19, S20, S21</td>
<td>B1, B2, B3</td>
</tr>
<tr>
<td>D7: Support the development of others through role-modelling, supervision, guidance and leadership</td>
<td>K22, K23, K24</td>
<td>S22, S23, S24</td>
<td>B1, B2, B3</td>
</tr>
<tr>
<td>D8: Promote the health and wellbeing of individuals, acting on opportunities to educate and empower individuals to maximise their own health and well-being</td>
<td>K25, K26, K35</td>
<td>S25, S26</td>
<td>B1, B2, B3</td>
</tr>
<tr>
<td>D9: Contribute to the identification and management of risks to self and others to maintain a safe and healthy working environment</td>
<td>K27, K28, K29, K30</td>
<td>S27, S28, S29, S30</td>
<td>B1, B2, B3</td>
</tr>
<tr>
<td>D10: Promote an evidence-based approach to providing health and care services, participating in quality improvement and research activity</td>
<td>K31, K32, K33</td>
<td>S31, S32, S33</td>
<td>B1, B2, B3</td>
</tr>
</tbody>
</table>
Knowledge, skills and behaviours

Knowledge

K1: The legislation, policies, standards, local ways of working and codes of conduct that apply to own role.
K2: The scope of own practice, limitations of own competence and who to ask for support
K3: The principles of equality, diversity and inclusion and providing person-centred care and support, including consent, active participation and choice
K4: The principles of a ‘duty of care’, ‘safeguarding’ and ‘protection’ as they apply to adults and children, the signs of harm and abuse and how to reduce the chances of harm and abuse
K5: The normal ranges expected when taking physiological, technical and psychological measurements and the significance of a variation from the normal range
K6: The types of assessment relevant to the individual’s physical and mental health and wellbeing and the factors that may influence and impact assessment
K7: The signs that an individual is in pain, distress or discomfort
K8: The signs of change in an individual’s health and wellbeing, including the indications of when to intervene within the scope of practice and when to escalate
K9: The principles of maintaining nutrition and fluid balance and the signs and symptoms of inadequate nutrition and fluid intake
K10: Clinical, diagnostic and therapeutic interventions within the scope of own role and the underpinning principles to select equipment and tools in the context of the intervention
K11: The signs that an individual’s health and well-being is changing as a result of a clinical, diagnostic or therapeutic intervention
K12: Ways to record and store information securely, including the safe use of technology
K13: The principles of confidentiality, duty of confidence and disclosure
K14: The frameworks and principles of team working including delegation, accountability and supervision in the workplace
K15: The structural and strategic environment in which health and social care services operate and how these impact on own role
K16: Methods of communication to use in the workplace, including how to overcome barriers and challenges
K17: The benefits of digital solutions for improving communication systems and practices
K18: The meaning of ‘capacity’, the differences between mental illness, dementia and learning disability and the impact of these conditions
K19: How to identify and evaluate own learning and development needs
K20: How to use feedback to create a personal development plan
K21: Models of reflective practices used in health and care and how reflection can be used to improve own practice
K22: The principles and styles of leadership in relation to own role and place of work and the relationship between leadership and management
K23: The tools and techniques used to identify learning needs and learning styles
K24: The relationship between teaching, coaching and mentoring, and how to evaluate if individuals’ learning needs have been met
K25: National and local strategies, priorities, and initiatives for promoting and improving public health
K26: The wider determinants of health such as the contribution of social influences, health literacy, individual circumstances, behaviours and lifestyle choices on health and wellbeing
K27: The principles of risk management and the hazards and risks associated with the scope of own practice
K28: The principles of a duty of candour, and techniques for managing challenging situations, unsafe work practices, addressing comments, compliments, conflict and complaints
K29: The principles of infection prevention and control, when and how to select the right personal protective equipment for self and others and how to handle hazardous materials and substances
K30: How to move and assist individuals safely and how to move and handle equipment and other objects safely
K31: Methods and indicators used to measure quality, their application in health and care and how they inform a quality improvement plan
K32: The rationale and ethical considerations for undertaking research activity and how to review literature and interrogate the existing evidence base
K33: Methods for collecting research data and how to interpret and apply findings to own and others’ practice
K34: The structure and function of human body systems and how they relate to and impact on each other
K35: The relationship between health and well-being and the principles and philosophy of the biomedical, sociological and psychological models in providing holistic health and care
K36: The stages and processes of human development and how health and wellbeing needs vary throughout the lifespan

Skills

S1: Work in line with legislation, policies, standards and codes of conduct that apply to own role.
S2: Work within the scope of practice, the limits of own knowledge and skills, escalating and reporting to others when needed
S3: Work in partnership with others to champion safe, equitable, non-discriminatory person-centred care and support for individuals
S4: Promote and maintain the principles of a duty of care, safeguarding and protection, always acting in the best interest of individuals and working across organisations and with other agencies to ensure they do not come to harm
S5: Undertake and monitor physiological, technical and psychological measurements using the appropriate equipment and tools within scope of own practice
S6: Select and use the correct equipment and tools to undertake timely assessment of an individual’s physical and mental healthcare status within own scope of practice
Knowledge, skills and behaviours (continued)

S7: Recognise and respond to an individual in pain, distress or discomfort.
S8: Interpret results of assessment in the context of the individual's health and wellbeing, making appropriate changes or recommendations to the care plan within scope of own practice or escalating in line with local protocol
S9: Support individuals with nutrition and fluids in line with their care needs, taking action as required.
S10: Undertake evidence-based clinical, diagnostic or therapeutic interventions delegated by a registered healthcare professional in line with scope of practice, and standard operating procedures.
S11: Monitor and review the impact of clinical, diagnostic or therapeutic interventions on an individual's health and well-being.
S12: Record and store information related to individuals securely and in line with local and national policies, including the safe use of technology.
S13: Report and share information related to individuals securely and in line with local and national policies, maintaining confidentiality.
S14: Delegate work to colleagues in the multi-disciplinary team and engage in supervision.
S15: Liaise with the multidisciplinary team to prioritise and manage own workload.
S16: Communicate with individuals, their families, carers and health and care professionals using techniques designed to maximise understanding.
S17: Promote the use of digital solutions to improve communication systems and practices.
S18: Recognise and respond to limitations in an individual's mental capacity.
S19: Participate in training and development activities and evaluate the impact of learning on own practice.
S20: Seek out and respond to feedback and engage in appraisals.
S21: Reflect on own practice to improve practice.
S22: Provide leadership and act as a role model for others within the scope of own role.
S23: Identify learning and development needs of others.
S24: Teach, coach and mentor others and confirm that learning needs have been met.
S25: Actively seek out and act on opportunities to support individuals to maximise their health and well-being within the scope of the role.
S26: Promote preventative health behaviours and support individuals to make informed choices to improve their health and wellbeing within the scope of the role.
S27: Conduct and record risk assessments relevant to the activity and scope of own practice.
S28: Uphold the principles of duty of candour, identifying and managing challenging situations, unsafe work practices and addressing comments, compliments, conflict and complaints.
S29: Maintain a safe and healthy working environment for self and others, using techniques for infection prevention and control, including the use of Personal Protective Equipment (PPE) and supporting others to comply with policy and procedures.
S30: Move and assist individuals, equipment and other items safely.
S31: Participate in and support others in audit and quality improvement activities in the workplace.
S32: Conduct research activity within the scope of own role and act on the findings.
S33: Identify opportunities to improve quality in the workplace and contribute to local, regional and national quality improvement initiatives.

Behaviours
B1: Treat people with dignity.
B2: Show respect and empathy for those you work with.
B3: Be adaptable, reliable and consistent.
## Example training specification

<table>
<thead>
<tr>
<th>Duty</th>
<th>OTJ days</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1: 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</td>
<td>0</td>
</tr>
<tr>
<td>D2: Contribute to the on-going holistic assessment of individuals</td>
<td>0</td>
</tr>
<tr>
<td>D3: Deliver evidence-based programmes of clinical, diagnostic and therapeutic interventions within own scope of practice and monitor their impact</td>
<td>0</td>
</tr>
<tr>
<td>D4: Promote inter-professional and multi-disciplinary team working with peers, colleagues and staff from other agencies</td>
<td>0</td>
</tr>
<tr>
<td>D5: Communicate complex sensitive information effectively with individuals, their families, carers and health and care professionals</td>
<td>0</td>
</tr>
<tr>
<td>D6: Maintain and further develop own knowledge and skills through recognised continuing professional development activities</td>
<td>0</td>
</tr>
<tr>
<td>D7: Support the development of others through role-modelling, supervision, guidance and leadership</td>
<td>0</td>
</tr>
<tr>
<td>D8: Promote the health and wellbeing of individuals, acting on opportunities to educate and empower individuals to maximise their own health and well-being</td>
<td>0</td>
</tr>
<tr>
<td>D9: Contribute to the identification and management of risks to self and others to maintain a safe and healthy working environment</td>
<td>0</td>
</tr>
<tr>
<td>D10: Promote an evidence-based approach to providing health and care services, participating in quality improvement and research activity</td>
<td>0</td>
</tr>
<tr>
<td>Qualification</td>
<td>Basis for mandation</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Foundation Degree Assistant Practitioner (a specialism may be indicated eg mental health, imaging, physiotherapy, rehabilitation, primary care, nursing, etc eg FdSc Assistant Practitioner (Imaging))</td>
<td>Hard sift</td>
</tr>
</tbody>
</table>

Level: 5  
Type: Type 1 Qualification that accredits occupational competence  
Ofqual regulated: No  
Awarding bodies
Additional information

Entry requirements
Typically, apprentices will have achieved English and maths prior to starting the apprenticeship.

Professional recognition
No professional body recognition specified

Rationale for no professional recognition
not applicable for this occupation

Progression routes
No progression routes specified

Progression routes comments
An apprentice may wish to continue their studies and become a regulated healthcare professional at level 6.

Notice period
180 days

Notice period comments
180 days gives a reasonable time for the sector to manage any changes.