



Pearson

Higher National Apprenticeships (HNA[®])

A Higher Apprenticeship provides a unique opportunity for students to learn through work and is a great alternative to traditional academic models of higher education. They are designed to train them to do a specific job, or qualify in a named occupation. As a Level 4/5 Higher Apprentice, they can gain a nationally-recognised qualification equivalent to the first or second years of a university degree, whilst working, getting paid, and receiving practical, on-the-job training. Higher Apprenticeships are suitable for those working in higher level technical and professional roles, and those with responsibility for managing, training and developing others.

Healthcare Assistant Practitioner



Image: Cathy Yeulet

Mapping to the Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice For England (Healthcare Assistant Practitioner)

There are a number of links across the different mandatory units of the Healthcare Assistant Practitioner pathway, as well as links in a number of optional units. This mapping document provides examples of these links to support you in identifying one or two key units (at Level 4 & 5) that can provide assessed evidence of meeting the relevant element of the Standard. For full mapping (i.e. the full list of units that include content that is mapped to the relevant elements of this Standard, please refer to Appendix 6: Apprenticeship and Professional Standards mapping in the Qualification Specification).

The mapping below is not exhaustive, and there are a number of opportunities throughout mandatory and optional units to assess the requirements of the Standard.

Healthcare Assistant Practitioner			Apprenticeship Level:	5	
Knowledge, skills and behaviours	Description	Definition of the Minimum Requirements	Higher National Unit	Higher National Learning Outcome	Notes
Knowledge 1	The principles and philosophy of health and social care		Unit 1	1,2,3	
			Unit 2	1, 2	
Knowledge 2	The physiology, organisation and function of the human body*		Unit 9	1,2,3	*optional unit selected at L5 can also contribute to meeting this Standard
			Unit 21	1	
Knowledge 3	Lifespan developments and healthcare needs from prenatal to end of life/bereavement*		Unit 9	2,3,4	*optional unit selected at L5 can also contribute to meeting this Standard
			Unit 36	1.2, 3	
Knowledge 4	Research and development in the health and social care sector to inform and improve quality of care		Unit 4	1,2,3,4	
			Unit 18	1,2,3,4	
Knowledge 5	Provision and promotion of holistic person centred care and support, duty of care and safeguarding of individuals		Unit 3	2,3,4	
			Unit 19	1,2,3,4	
Knowledge 6	The importance of the strategic environment in health and social care and the implications for the individual		Unit 1	1,2,3,4	
			Unit 19	2,3	
Knowledge 7	The importance of current evidence based practice within scope of the role		Unit 4	1,2,4	
			Unit 18	1,2,3,4	
Skill 1	Responsibilities and duty of the role	Undertakes defined clinical or therapeutic interventions appropriately delegated by a Registered Practitioner	Unit 9	3,4	Assessed interventions must be delegated by a Registered Practitioner
			Unit 21	2	
Skill 2	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	Unit 20	2,4	
			Unit 36	3	

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Knowledge, skills and behaviours	Description	Definition of the Minimum Requirements	Higher National Unit	Higher National Learning Outcome	Notes
Skill 3	Supervision and Teaching	Allocates work to and supports the development of others and may supervise, teach, mentor and assess other staff as required	Unit 36	3	
Skill 4	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	Unit 2	2,3,4	To fully meet this requirement, the apprentice must provide evidence of engagement in CPD activities as part of their assessed portfolio
			Unit 32	3,4	
Skill 5	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	Unit 3	1,3,4	
			Unit 32	2,3,4	
Skill 6	Assessment	Provides holistic assessment of individuals, implementing programmes of care and modifying individualised care plans within their scope of practice	Unit 3	2,3,4	
			Unit 20	1,2,3,4	
Skill 7	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	Unit 2	3	All units and the PLAD that accompanies this specification provides a number of opportunities, for apprentices to gather, and be assessed, on evidence that meets this requirement.
			Unit 7	3,4	
Skill 8	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.	Unit 5	2,3,4	
			Unit 20	1,2	
Skill 9	Physiological Measurements - include tests and procedures that focus on assessing how well the body is functioning	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	Unit 7	2,3,4	Apprentices must provide evidence of reporting changes to the responsible Registered Practitioner when the nature of the change falls outside the agreed scope of role
			Unit 9	4	

Continued overleaf...

For more information, please email highernationals@pearson.com

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Knowledge, skills and behaviours	Description	Definition of the Minimum Requirements	Higher National Unit	Higher National Learning Outcome	Notes
Skill 10	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	Unit 9	4	
			Unit 21	2	
		Health and safety: Promotes and maintains a safe and healthy working environment	Unit 1	3,4	
			Unit 20	2	
		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	Unit 19	2,4	
			Unit 20	3,4	
Skill 11	Equality and Diversity	Promotes and advocates Equality, Diversity and Inclusion (EDI)	Unit 2	2	Assessed throughout the qualification (specific, related assessment criteria are identified in Appendix 4: Transferable and Sector-Specific Skills mapping in the qualification specification)
			Unit 20	1,2,3,4	
Skill 12	Quality	Proactively makes recommendations to improve the quality of service delivery	Unit 18	4	
			Unit 21	4	

Behaviour 1	Treat individuals with dignity, respecting individual's beliefs, culture, values and preferences	Embedded throughout the qualification, and apprentices are required to provide explicit examples, and supporting evidence, in the mandatory Practical Learning, Assessment and Development portfolio which accompanies this qualification. Values: Assistant Practitioners must also be: <ul style="list-style-type: none"> • Honest • Caring • Compassionate • Conscientious • Committed
Behaviour 2	Respect and adopt an empathetic approach	
Behaviour 3	Demonstrate courage to challenge areas of concern and work to best practice	
Behaviour 4	Be adaptable	
Behaviour 5	Demonstrate discretion	