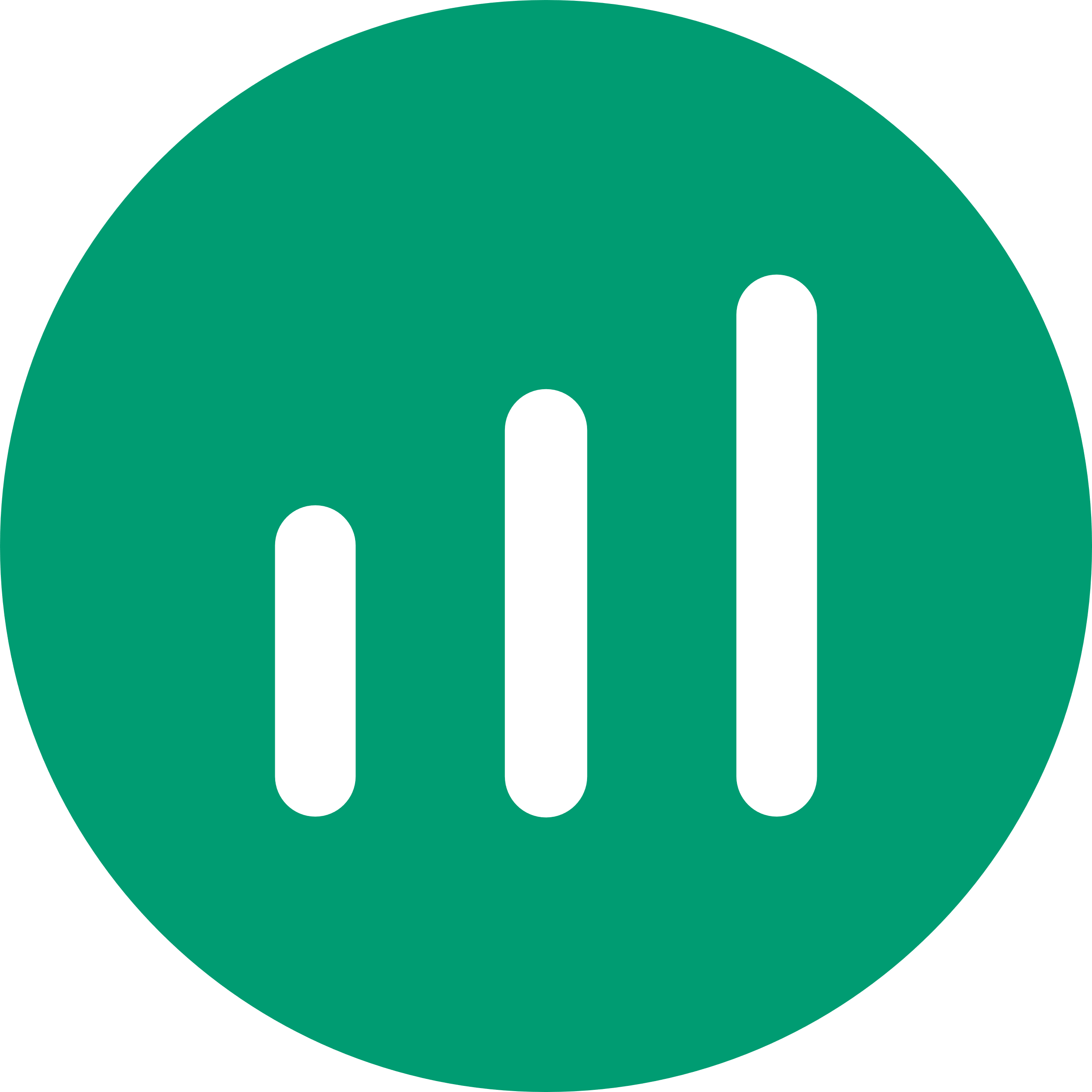
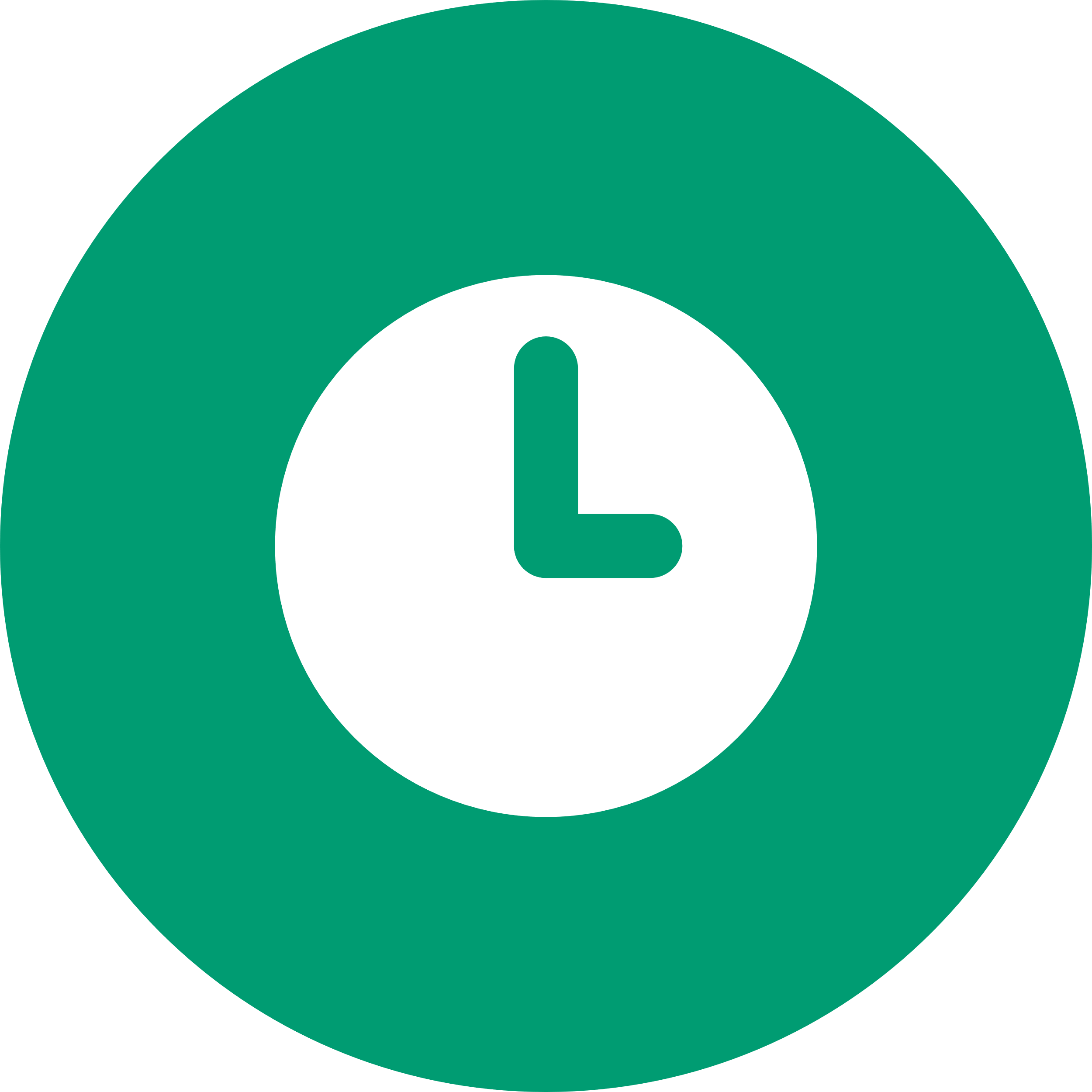
# Apprenticeship Programme Plan

### **Healthcare Science Associate**

** Level 4**  **24 Months Plus 3 Months End Point Assessment**

### **Steps To Success Journey**

**First Six Weeks**

### **Overview**

Apprentices complete their induction, set learning goals, and gain a clear understanding of their apprenticeship journey.

### **Deadline**

Week 6

### **Key Tasks**

* Complete all induction modules
* Set personal learning and development goals

### **Safeguarding Journey**

**Month 1 - 5**

**Overview**Apprentices gain essential safeguarding knowledge and understand their responsibilities.

**Deadline**Month 6

**Key Tasks**

* Complete safeguarding training modules

### **Programme Structure & Sessions**

Refer to individual pathway programme plans for specialist units.

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| Timeframes | Session Title | Objectives | Assessment method | Submission Deadline | Off-The-Job Activity |
| Week 1 | **Induction** | Understand the role of an apprentice and see examples of portfolio building.​  💻 Navigate the Learner Portal effectively.​  📚 Learn how to enhance your English and Maths skills.​  Introduce Off-the-Job Training​  🔑 Master the steps to log in to OneFile.​  📋 Complete your Individual Training Plan (ITP) with a SWOT analysis.​  🧠 Complete your Cognassist Assessment. | Steps to success learning and assessment record via OneFile e-portfolio system. | 6 weeks. | Steps to success journey |
| Weeks 2-3 | **Planning meeting** | 🎓 Recognise Prior learning.  ✅ Agree off the job activities.  📚 opt in or out of functional skills if applicable.  📅 Confirm session dates and plan enhancements.  🤲 Identify and plan additional support.  📈 Plan formal progress reviews | Safeguarding learner journey learning and assessment record via OneFile e-portfolio system. | 4 weeks. | Steps to success journey.  Safeguarding learner journey. |
| Months 1-2 | **Orientation session** | To access, understand and use the following.  💻 Learner Portal  ⭐ Apprenticeship Service Feedback  🛡️ Safeguarding  💻 MS Teams  📅 Booking appointments into your online calendar  🌐 Using OneFile - your e-portfolio  ✍️ Reflective Practice  🚫 Plagiarism  🧠 Cognassist  🔧 Operative verbs  📚 Skills Forward (As required) | Practice the systems demonstrated. | 4 weeks. | Safeguarding learner journey.  **Suggested off the job activity for month 1 = 10 hours.** |
| Months 2-10 | **Core Session 2**  Being a Successful Student & Scientist  (Part 1) | Part 1: Being a Successful Student & Scientist  Building on initial induction to OneFile this session covers more depth, including how to log learner journal entries, logging off the job, Skills builder, how to use Microsoft teams. | Reflective account in OneFile Journal about learning from the session.  Knowledge Workbook  Product Evidence  Reflective Account | 4 weeks. | Reflection accounting using learner journal.  Mental well-being implementation in the workplace.  Demonstrate note taking, use of ICT, CPD Activities.  Appraisal to be completed and annotated.  Career plan discussed and developed.  **Suggested off the job activity for month 2 = 25 hours** |
| Months 2-10 | **Core Session 3** Effective Communication (Part 2) | Part 2: Effective Communication   * Principles of effective communication, including verbal, non-verbal, and written communication, as well as active listening, observation, and feedback. * Assess communication effectiveness, identify and mitigate communication barriers, and accommodate individual communication needs, such as those related to language or sensory impairments. * Hones skills with designing, rehearsing, and delivering presentations, considering audience and purpose, and using technology effectively. * Explore strategies for managing confrontation, including understanding its causes, using communication to de-escalate situations, assessing risks, and knowing when to seek support. * Apply concepts to practical scenarios, developing a presentation plan, gathering and reflecting on feedback, and creating a development plan for future presentations. | Part 2 – Presentation “The principles of Effective communication””  Part 2 Knowledge Workbook  Part 2 Skills Assignment  Produce a witness statement from a senior member of staff detailing how you effectively communicate using a variety of communication methods. | 4 weeks. | Develop and review the different types of communication methods to communicate within your role.  Identify any barriers to communication and suggest improvements and present to you manager or colleagues and gather feedback.  **Suggested off the job activity for month 3 = 25 hours.** |
| Months 2-10 | **Core Session 4** The Legal & Ethical Context of Healthcare Science  **(Part 3)** | Part 3: The Legal & Ethical Context of Healthcare Science   * Gain insight into NHS Constitution and NHS Values and apply the fundamentals of this. * Understand the structure of the Hierarchy of the NHS. * Demonstrate an understanding of the structure, leadership and regulation of healthcare science. In addition, the career pathways particularly in association with modernising scientific careers. * Understand informed consent, good scientific practice, standards of conduct and legislation associated to your area of specialty. * Understand the impact of mental health on individuals and your application of care in practice. | Part 3 Knowledge Workbook  Part 3 Skills Assignment  Part 3 In Tutorial Discussion  Provide a witness statement from a senior member of staff. | 4 weeks. | Undertake a reflective diary for one month which specifically looks at how you demonstrate patient centred care in the workplace.  Reflective reports, with examples from your own experience, on how you demonstrate the following: Making professional judgements using your knowledge and skills and engaging in evidence-based practice.  **Suggested off the job activity for month 4 = 25 hours.** |
| Months 1-10 | **Core Session 5** Health, Safety & Security  (Part 4) | Part 4: Health, Safety & Security   * Learn about the broader context of health and safety within the NHS, particularly as it applies to their organization. * Study relevant health and safety legislation, the role of national organizations like NHS England and the HSE in maintaining safety, and how these principles are implemented at both trust and service levels. * Explore concepts of Duty of Care, the importance of safeguarding various stakeholders and the role of communication in health and safety. * Learn about the significance and implementation of health and safety, the promotion of a no-blame culture, incident reporting procedures, complaint handling, critical incidents, risk management, and the role of risk assessment in their own area. | Part 4 Knowledge Workbook  Part 4 Skills and Vocational Evidence Assignment  Part 4 In Tutorial Discussion | 4 weeks. | Produce an annotated photo diary, written in first person of you using equipment safely within your department.  Write a brief report detailing a time where you have identified a fault with a piece of equipment at your workplace.  Complete a risk assessment relevant to your area of practice using local procedures.  Produce a guidance for a new starter, detailing the hazardous materials and substances in your own workplace and the ways to manage the hazardous substances safely.  **Suggested off the job activity for month 5 = 25 hours.** |
| Months 2-10 | **Core Session 6** Quality, Audit, Research & Innovation  (Part 5) | Part 5: Quality, Audit, Research & Innovation   * Understand the key terms associated with quality standards and explain how principles apply to your workplace. * Understand the value of quality standards, how these impact your area and demonstrate application of this with participating a standard operating procedure. * Understand the steps of research and the authorities which govern this plus demonstrate your engagement with this. * Understand the principles of development and/or introduction of innovations. In addition, learners should be able to demonstrate their involvement with Innovations. | Part 5 Knowledge Workbook  Part 5 Skills Assignment | 4 weeks. | Undertake an innovation or improvement within your workplace.  Write a report on an innovation or improvement that you have supported within your department  Participate in drafting at least 2 standard operating procedures within your own area of work.  Provide scanned evidence with written annotation/reports demonstrating that you understand and can perform, Quality Control and Quality Assurance  Lead a quality management technical audit process, demonstrating your participation in service improvements within your department.  **Suggested off the job activity for month 6 = 25 hours.** |
| Months 2-10 | **Core Session 7** Working in a Technical Environment (Part 6) | Part 6: Working in a Technical Environment   * Understand how technical scientific services contribute to patients and how this links to yours and other healthcare science specialism. * Understand the process for problem solving including route cause analysis. Demonstrate experience with problem solving and taking remedial action to resolve problems. * Understand the key stages of equipment management life cycle as well as how this applies to the learner’s working area/specialism. * Perform a range of equipment management activities. * Learner will demonstrate how they protect the wellbeing of those they interact with as well as their commitment to the standards for good scientific practice. | Part 6 Knowledge Workbook  Part 6 Skills Assignment  Part 6 Case Study  Produce a witness statement from a senior member of staff detailing how you perform a range of equipment management skills including:  •preparation of equipment for use  •preventative maintenance (PPM)  •fault finding  •calibration  •record keeping  •reporting procedures  •problem solving  •Decontamination.  Produce a witness statement from a senior member of staff detailing how you deliver high quality technical healthcare-science-based services relevant to own role, in the investigation/management of patients. | 4 weeks. | Perform a range of equipment management skills including:  •preparation of equipment for use  •preventative maintenance (PPM)  •fault finding  •calibration  •record keeping  •reporting procedures  •problem solving  •Decontamination.  Deliver high quality technical healthcare-science-based services relevant to own role, in the investigation/management of patients.  **Suggested off the job activity for month 7 = 25 hours.** |
| Months 2-10 | **Core Session 8** Teaching, Training & Assessing  (Part 7) | [Part 7: Teaching, Training & Assessing](https://live.onefile.co.uk/actionplan1/actionplan_form.aspx?ActionPlan1ID=13129553&UserID=2080300)   * Understand and be able to articulate the foundational concepts of teaching, learning, and assessment, including their definitions. * Explore key educational theories such as Bloom's Taxonomy, VAK learning styles, adult learning principles, student-centred learning, and Kolb's Experiential Learning Theory. * Assess how theories apply to their workplace, considering both the physical and psychological conditions that foster learning, as informed by Maslow's hierarchy of needs. * Learn about frameworks like Peyton’s for teaching practical skills and be able to assess competency effectively. * Understand the role of feedback in the learning process, including different feedback models and their application in healthcare settings, will also be explored. * The learner will have the opportunity to demonstrate an ability to apply these concepts to real-world scenarios within their own workplace. | Part 7 Knowledge Workbook  Part 7 Skills Assignment | 4 weeks. | Learner is required to deliver training and competency assessment to a junior staff member.  They are required to document and upload a report including:  1.Your training plan  2.Your plan for assessing their competency.  3.A brief report on the training & assessment itself  4.Any official documentation as supporting evidence  5.A witness statement from your supervisor or the trainee.  6.Deliver and document feedback to your learner  7.Design and collect an evaluation survey on how your training went  8.Critically reflect and evaluate on the training  **Suggested off the job activity for month 8 = 25 hours.** |
| Months 2-10 | **Core Session 9** Leadership, Supervision, Mentoring & Teamwork  (Part 8) | Part 8: Leadership, Supervision, Mentoring & Teamwork  Learners will gain an insight into leadership and management models, and they can and do contribute to this.  Demonstrate their understanding and implementation of effective teamwork, including multidisciplinary teams and stages of team development.  Understand the value of no blame culture.  Implement learning around supervision and mentoring and understand the fundamental underpinning theories. | Part 8 Knowledge Workbook  Part 8 Skills Assignment  Upload a witness statement from a senior member of staff, demonstrating:  • Your ability to lead, supervise and support a team to deliver effective patient care and provision of services.  Produce a witness statement or reflection which clearly demonstrates how you have mentored junior members of the team to support their development. | 4 weeks. | Focus on development activities that demonstrate how you lead the team.  Write a reflective account which demonstrates your ability to lead a team.  This should cover the following:  • Planning and monitoring the work of the team and individuals  • Leading an activity of a team to support effective patient care and provision of services  • Working as part of a multidisciplinary team to ensure effective patient care, patient safety and quality outcomes  • Supporting the team members  **Suggested off the job activity for month 9 = 25 hours.** |
| Months10-23 | **Specialist units** | Dependant on learners’ program but should take place after the 75% progress point  Refer to:   * Pathology Program Plan * Decontamination Program Plan * Ophthalmology Program Plan * Ophthalmology (Unit 70/71 Program Plan * Respiratory/Sleep Program Plan * Respiratory Program Plan * Respiratory/Sleep with Cardiac Elements Program Plan * Cardiac (Paediatric) Program Plan * Cardiac (Adult) Program Plan * Cardiac with Respiratory Element Program Plan | Dependent on the specialist units assigned | 4 weeks per unit | **See specific pathway programme plans for off the job activities.** |
| Month 18-20  (Month allocated depends on learners progress) | **Keeping Up to Date Assignment** | Learner to produce a keeping up to date assignment where they discuss recent research in the area of healthcare science. | Keeping Up to Date Assignment | 4 weeks. | Research articles in the area of healthcare science. |
| Month 18-23  (Month allocated depends on learners progress) | **CIAG Assignment** | Career Info, Advice & Guidance (CIAG)   * Skills Check * Career Plan * Create a CV * Skills Health Check | CIAG Assignment | 4 weeks. | Learner to complete this careers assignment independently. |
| Month 20-21 | **EPA prep session 1** | Consists of a 90-minute appointment with your tutor to conduct an End-Point Assessment prep session.  This session will include:  1) An overview of the EPA Process  2) Elements of EPA, how each is assessed and graded  3) How to complete the Paperwork  4) A recorded Mock Professional Practice Test (PPT)  5) A recorded Mock Professional Discussion (PD)  Following the appointment, learner is required to submit the assignment for the tutor to upload recordings and sign-off  Portfolio evidence should be completed and off the job signed off. | Mock Vocational Competence Observation  90-minute prep session with your tutor to conduct an End-Point Assessment prep and overview.  EPA paperwork | 4 weeks. | Mock Vocational Competence Observation – Observation to be completed with work based supervisor to sign off learner as ready for EPA.  90-minute prep session with tutor to conduct an End-Point Assessment prep and overview. |
| Month 21-24 | **End point assessment** | The National School for Healthcare Science (NSHCS) completes the End-Point Assessment (EPA). The EPA is an independent final assessment to ensure apprentices meet the knowledge, skills, and behaviours (KSBs) required by the apprenticeship standard. Apprentices must be deemed "gateway ready" by their employer and Dynamic Training before being referred to the NSHCS for their assessment. |  |  |  |

### **Career Development & Support**

**Career Information, Advice and Guidance Assessment**Completed when apprentice reaches 75% progress on their e-portfolio.

**Formal Progress Reviews**Every 10 – 12 weeks with line manager, apprentice and coach.

**1-2-1 Coaching Sessions**Every 4-6 weeks (frequency increases for additional support needs).

### **Key Contacts & Support**

* [Safeguarding Contact](https://www.dynamictraining.org.uk/about-us/learner-safeguarding/)
* [General Support](https://www.dynamictraining.org.uk/)
* [Complaints & Concerns](https://www.dynamictraining.org.uk/contact-us/forms/report-a-complaint-or-concern/)
* [Learner Portal](https://www.dynamictraining.org.uk/learner-portal/)
* [Session Cancellations](https://www.dynamictraining.org.uk/contact-us/forms/unable-to-attend-a-workshop/)

### **Progression & Additional Notes**

With the foundational knowledge and practical skills gained, learners can confidently move into more senior roles, where they can take a lead in the specialist area, delivering training, and influencing policies. This course also provides a strong stepping stone into broader leadership roles within healthcare science. For those keen to develop further, learners might progress to qualifications at Level 5 or 6 in areas like leadership, research or education and training. Alternatively, some may pursue specialist roles, depending on their setting and interests. The experience and confidence gained through this course also equips learners to contribute to multi-agency working, take part in audits or reviews, and mentor others. Ultimately, this qualification isn’t just about ticking boxes, it’s about growing into a healthcare scientist in your organisation and making a lasting difference to people’s lives.