School of Health and Social Care

BSc (Hons) Pre-registration Occupational Therapy (Apprenticeship)

Apprentice Programme Handbook 2024- 2026

Contents

1. Welcome

The Occupational Therapy team are delighted that you have chosen to pursue your studies at the University of Essex, and work towards achieving your goal of becoming an Occupational Therapist.

You have selected an exciting profession to be a part of - one that can provide you with a diverse and extensive range of possibilities for your future.

The Occupational Therapy team is committed to providing you with a quality learning experience, and to facilitate opportunities for you to develop the skills and knowledge to become a competent Occupational Therapist, who can practice in an ever-changing therapeutic environment.

We are aware that our learners come from diverse backgrounds and have varied life experiences – we encourage you to draw upon your experiences to actively engage in the learning process and enhance your professional development throughout your studies.

This handbook is in addition to the Undergraduate Handbook; please ensure you read both. Policies such as submission of draft work, extenuating circumstances, confidentiality, referencing, professional conduct, and many others are to be found in the Undergraduate Handbook available via the following link **Student handbooks| University of Essex**

We encourage questions and feedback at every point during the programme – if there is anything you are unsure of, please contact your personal tutor, module, or programme lead.

We wish you good luck with your studies and hope you enjoy the programme.

2. Purpose of the Handbook

This handbook provides you with an introduction to the BSc (Hons) Occupational Therapy Degree Apprenticeship (OTDA) programme. You will find details of what you will study and how you will be assessed, the support available to you and information on other opportunities whilst you are studying. This handbook is available via the University's Virtual Learning Environment (Moodle) **Pre-registration Occupational Therapy Moodle page** and should be used in conjunction with the School of Health and Social Care (SHSC) Undergraduate Programme Handbook.

The handbook is also available on the Open Essex OTDA Page which can be accessed without a username or password for external organisations such as your employer.

The Occupational Therapy Degree Apprenticeship programme is offered as a BSc (Hons) Occupational Therapy within the Occupational Therapist (Integrated) Degree Apprenticeship Standard. On successful completion of the programme, this provides you with the opportunity to register with the Health and Care Professions Council (HCPC) as an 'Occupational Therapist' and as a professional member of the Royal College of Occupational Therapists (RCOT).

3. About the School of Health and Social Care

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Website: School of Health and Social Care | University of Essex

OTDA Programme Lead: Alicia Smith
E: a.smith@essex.ac.uk

Divisional Lead for Occupational Therapy: Selena Goodchild
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Contact details for OT team staff can be found on page 8.

Specific academic and administrative staff can be found on our school webpage **People in the School of Health and Social Care | University of Essex**

4. The Occupational Therapy Degree Apprenticeship (OTDA) Pathway

Occupational Therapy is a growing and diverse profession working across all age and client groups within a variety of settings – NHS, Social care, private and voluntary sector including care farms, prisons, day services and schools.

This work-based learning apprenticeship pathway provides the same content as our BSc (Hons) Occupational Therapy full-time programme but is organised differently so that you continue to work in your usual employment while spending fifteen hours a week as a registered student at the university to work towards your occupational therapy qualification. Successful completion of the programme leads to eligibility to register with HCPC as a 'Registered Occupational Therapist," along with a BSc honours qualification within the 'occupational therapist (integrated) degree apprenticeship standards (See Appendix A – Programme Specification). Occupational Therapist is a protected title and can only be used by those on the register.

Developed with our stakeholders (practice partners, employers, learners,' and people who use services), our course offers you the flexibility of a work-based curriculum that incorporates both academic studies tailored to your learning needs and full-time practice placements.

The course is delivered two days a week across forty-seven weeks each year. During the two years you will be required to attend twenty-four weeks of full-time practice placements (37.5 hours a week) 'away' from your usual place of work in a different practice setting. During the placement weeks you will be entitled to take a half day self-directed study a week or a full day every fortnight negotiated with your practice educator. You will be asked to keep a signed record of hours and learning log to evidence the study.

The World Federation of Occupational Therapists (WFOT) require you to undertake a total of 1000 hours of practice to register with the HCPC. This includes a maximum of 150 hours of prior practice learning and up to 900 hours on-programme practice-based learning in 'away' placements (outside your usual workplace).

5.   Programme Term Dates and Programme Outline

Programme Term Dates – 2024-2026

		BSc Occupational Therapy (Apprenticeship)			
		Year 1		**Year 2**	
		Start Date	End Date	Start Date	End Date
Term 1		30/09/24	20/12/24	29/09/25	19/12/25
Term 2		06/01/25	04/04/25	05/01/26	03/04/26
Term 3		21/02/25	22/08/25	20/04/26	21/08/26

The University uses a week numbering system that covers the 52 weeks of a calendar year, beginning with welcome week as week 1.

Specific programme dates indicating vacations, programme teaching weeks and placement weeks can be found in **Appendix A** and via **Pre-registration Occupational Therapy Moodle Page**

Programme Outline

On the following page you will find plans for the two-year plan of the OT Degree Apprenticeship which is equivalent to years two and three of the full-time BSc Degree Programme. Timetables for the apprenticeship indicate the term dates for the two-year academic programme. The OT Degree Apprenticeship contains the same modules as years two and three of the full-time BSc Degree programme, with some modules being taught together. Further details relating to the content of modules can be found in the summary of modules in this handbook.

BSc (Hons) Pre-registration Occupational Therapy (Apprenticeship) – Programme map 2024-2026

Year 1 - From October 2024

All AM sessions start at 10:00 (09:00-10:00 - Self-directed study) and PM sessions start at 14:00 (16:00-17:00 - Self-directed study)

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Month/year 2024-2025	Oct-24					Nov-24				Dec-24				Jan-25					Feb-25				Mar-25					Apr-25				May-25					Jun-25				Jul-25					Aug-25				Sep-25			
Week beginning	30	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	3	10	17	24	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	31	7	14	21	28	4	11	18	25	1	8	15	23

Tues (am) / (pm), Wed (am) / (pm)

Annual Leave (week 13-14), Annual Leave (week 28-29)

16.09.25 Mandatory attendance required. Summer catch-up online via MS Teams 9am -10am. Please ensure that you book this session out in your work diary

Tripartite meetings will occur in these given periods of time

Term 1 (11 weeks)	Term 2 (13 weeks)	Term 3 (19 weeks)

HS801 - Professional reasoning (30 credits) | HS806 - Working in partnership to lead and enhance practice (30 credits)

HS805 Developing professional skills through therapy and occupation (45 credits) - including Tripartite - Apprenticeship progress review

Welcome week - Week 1 (Mandatory) | HS805 - Practice placement - Initiate (6 weeks full time - away from usual place of work) | HS805 - Practice placement - Lead (8 weeks full time - away from usual place of work)

HS240 - Professional enquiry: Critical appraisal (15 credits)

Year 2 - From October 2025

All AM sessions start at 10:00 (09:00-10:00 - Self-directed study) and PM sessions start at 14:00 (16:00-17:00 - Self-directed study)

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Month/year 2025-2026	Oct-25					Nov-25				Dec-25				Jan-26					Feb-26				Mar-26					Apr-26				May-26				Jun-26					Jul-26					Aug-26				Sep-26			
Week beginning	29	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	2	9	16	23	2	9	16	23	30	6	13	20	27	5	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	31	7	14	21

Tues (am) / (pm), Wed (am) / (pm)

Annual Leave, Annual Leave, Reading

Tripartite meetings will occur in these given periods of time

Term 1 (12 weeks)	Term 2 (13 weeks)	Term 3 (18 weeks)

HS340 Professional enquire: Research proposal (30 credits)

HS808 Becoming a professional: Professional skills (30 credits) - including Tripartite - Apprenticeship progress review

HS807 - Advancing occupational therapy in diverse communities (30 credits)

HS808 - Practice placement Manage (10 weeks full time - away from usual place of work) | HS809 - The Autonomous Practitioner (30 credits)

Reading week (week 45)

Final gateway review (week 47)

6. Programme Team Contact Details and Roles (Who's Who)

The programme team will assist you at the University in achieving your academic, professional, and personal goals, and help you on your pathway to a career in occupational therapy.

Below is a list of people who you are likely to meet during your studies and contact details are provided.

Occupational Therapy Staff	Role/s	Telephone No.	E-mail@essex.ac.uk
Dr Ellen Adomako	Lecturer and BSc Programme Lead Role Emerging Placement tutor	01206 873065	**ea16632@essex.ac.uk**
Louise Andrews	Lecturer and Practice Placement Lead	01206 873924	**louisea@essex.ac.uk**
Dr Simone Coetzee	Lecturer and MSc Programme Lead	01206 872278	**scoetzee@essex.ac.uk**
Susan Collins	Lecturer and Admissions Tutor	01206 872486	**smvcol@essex.ac.uk**
Charlotte Flynn	Lecturer and Mandatory training co-ordinator	n/a	**c.flynn@essex.ac.uk**
Selena Goodchild	Divisional Lead – OT	01206 873847	**shammond@essex.ac.uk**
Alicia Smith	Lecturer and Programme Lead for OT Degree Apprenticeship	n/a	**a.smith@essex.ac.uk**
Emily White	Lecturer	n/a	**emily.white@essex.ac.uk**
Gemma Carlier	Lecturer	n/a	**g.carlier@essex.ac.uk**
Dr Anna Pettican	Lecturer and Researcher	01206 872598	**anna.pettican@essex.ac.uk**
Dr Matumo Ramafikeng	Lecturer and Researcher	n/a	**m.ramafikeng@essex.ac.uk**
Zoe Dovaston	Lecturer and OT Apprenticeship Link Lecturer	n/a	**zoe.dovaston@essex.ac.uk**
Nikki Williamson	HSC Lead for Apprenticeships	01206 874982	**nwill@essex.ac.uk**
Tracey Williams-Macklin	HSC Lead for Clinical leadership and Professional Practice	n/a	**tswill@essex.ac.uk**
Programme Administration Enquiries			
Karolina Miesala	Apprenticeship Programme Administrator (OTDA)	**hsccolapp@essex.ac.uk**	
Placement Administration Enquiries			
Isobel Bodle-Hill	Placement Administrator	**practiceplacements@essex.ac.uk**	
Jade Shortland	Practice Placement Manager		
Natasha Lloyd	HSC Lead Practice Placement Administrator	**hscplacements@essex.ac.uk**	

Appointments with Staff

If you wish to contact a member of staff about a matter or to make an appointment, the best method is to e-mail. If you should experience any difficulties in contacting a member of staff, then contact one of the administrative team.

Roles of Programme Team

Members of the course team have varying roles and responsibilities within the OT programmes and the school. Descriptions of the key roles including your programme lead, personal tutor, module leaders who support you in your studies are explained.

Divisional Lead

The divisional lead has overall responsibility for all occupational therapy programmes and is responsible for the development, organisation, and management of programmes within the division, including the academic experience and engagement of the learners on the programmes. They work closely with the programme leads to monitor the delivery of the programmes and lead the direction of occupational therapy within the school. The divisional lead is responsible for the day-to-day management of the division, professional staff in the school and is a senior team member within the school.

Programme Lead

The programme lead oversees the teaching, assessment and support provided for you on your course. They will work with the course team to arrange the delivery of the modules, ensure that assessment dates are agreed and published, with information provided to you about the programme. The programme lead is also a member of the teaching team for the courses delivered across the programmes and the person you are most likely to meet throughout your studies. This is also the person to contact to discuss any major issues or concerns to do with the delivery of the programme and they will liaise with your employer to provide updates on your progress throughout the course. Your key contact when you want to discuss your progress or seek advice is your personal tutor.

Personal Tutors

You will be allocated a Personal Tutor to support you in your progress through the programme. We expect you to make appointments to see your tutor each term. The purpose of these meetings is to monitor your progress and to support you with pastoral, general academic issues, and progress. You are expected to initiate meetings with your personal tutor, with a minimum of one per term ensuring mandatory tripartite progress reviews are undertaken involving you and an employer representative (usually your work-based mentor). The emphasis is on you, as the learner, to lead your own learning and contact your personal tutor to arrange meetings throughout your time on the programme. You may wish to make additional tutorials at a mutually agreed time to help with particular areas of your development. Use of email is an effective way of communicating with a personal tutor and it should not be presumed that your personal tutor will be in the University every day or available to meet.

Your personal tutor is the person who you can get to know throughout the programme, provide support/signposting where needed and write your reference at the end of the programme. It is anticipated that learners will meet with their personal tutor within the first two weeks of commencing on the programme, where the learner's learning outcomes for the year are discussed and appropriate needs and support are considered as required.

During this initial meeting, learners are also given the opportunity to consider their understanding of the expectations of them in relation to professionalism.

You are encouraged to declare additional learning needs so that appropriate support can be discussed. Information disclosed to Personal Tutors will normally be treated as confidential within the bounds of an agreed contract between the student and the tutor. There may, however, be circumstances where this will not be possible, for example if the information disclosed affects your fitness for practice or jeopardises the safety or wellbeing of others. In such circumstances the tutor will advise you of the appropriate action that they must take. Tutorial records are kept by the tutor via Learner Engagement Activity Portal **(LEAP)**

You can view your allocated Personal Tutor at the **Pre-Registration Occupational Therapy Moodle page.**

Module Lead
The structure of your programme is divided into different modules which will explore a particular aspect of the programme. You will be assessed on each module separately and the details of the content, learning outcomes, assessment and resources are outlined within each module guide. Module leaders provide the specific module support and its content. Learners have the opportunity for formative feedback on assessments. You should contact the module lead when you are unable to attend module sessions and for advice if you have any difficulties or concern about the module and meeting the requirements for the assessment.

Practice Placement Lead
The Practice Placement Lead is responsible for liaising with practice placement co-ordinators and/or other identified personnel in service settings to source appropriate placement opportunities for learners to access. It is the Practice Placement lead, role to ensure that the learners are ready for placement in that they receive the required information, paperwork, and preparation prior to the commencement of the placement.

The Practice Placement Lead will plan and deliver practice educator courses and identify practice educator continuing professional development support as required. Monitoring of practice placement provision commensurate with professional and statutory body quality assurance standards will occur through placement evaluative processes and the Practice Placement team will act as required.

Half-way Visiting Tutor
A half-way visit will take place at least once during the programme. This tutorial will take place with one of the academic tutors to discuss the learners' progress. However, educators and learners can contact the Practice Placement Lead, or the visiting tutor anytime should they need support, advice, or guidance. The half-way visit is an opportunity for the learner and placement educator to review the placement experience, seek support, ask questions, and gain further advice and feedback as appropriate. It is an opportunity to review the learner's assessment progress and identify recommendations for further development.

7. University of Essex Occupational Therapy Graduate Profile

As a graduate from the University of Essex and eligible to register as an occupational therapist with the Health and Care Professions Council (UK), you can successfully demonstrate professional knowledge, understanding and skills in using occupation as therapy. Your in-depth understanding of the relationship between what people do and their health equips you for current health and social care delivery across diverse practice settings, balancing the right to universal healthcare with the realities of resource limited services. You are prepared to address occupational challenges using a justice-orientated paradigm, interprofessional practice, and a global health perspective, concerned with prevention, engagement, and participation.

Throughout your degree, staff aim to use a signature pedagogy, where approaches to teaching and learning mirror occupational therapy practice. Your identity as an occupational therapist develops through relational learning, through relationships with service users, carers, colleagues, other learners, and educators. These relationships give you opportunities to engage with people's diverse perspectives and experiences, influencing how you facilitate changes in occupational performance. Through affective learning, you demonstrate you can be professional and effective in your practice, especially when faced with challenges. Your learning has been contextualised in current research and policy, to prepare you for practice and leadership. Your educators aim to design and maintain a flexible learning environment organised around your active participation, so you are responsible for directing your own learning. Approaches and environments for learning include practice-based learning, lectures, seminars, skills workshops, interprofessional education, enquiry-based learning, and reflective practice. You demonstrate your achievements in formal assessment tasks at every stage, as the curriculum is designed to spiral incrementally between campus and practice-based learning. These tasks require you to use reflection and reasoning to engage with complexity and share your critical thinking. The spiral curriculum integrates your academic knowledge and skills in your practice, so you are aware of local, national, and global issues that can be addressed with occupational therapy. You can identify occupational injustices and know how to address them through occupation. Engaging effectively with marginalised perspectives, individuals and communities is core to your practice. You know how to design and use occupation creatively to successfully promote recovery, health, and well-being.

8. Professional and Regulatory Requirements

The current Royal College of Occupational Therapists' *learning and development standards for pre-registration education* (2019) have informed curriculum development, comprising an entry-level graduate profile and standards for higher education institutions.

In summary, the entry-level graduate profile sets out profession-specific guidance, defining what is required to prepare graduates for capable and autonomous professional practice, based on the following areas:

1. Knowledge and understanding of occupational therapy.
2. Professional and ethical reasoning and practice.
3. Professional relationships and partnerships.
4. Professional autonomy and accountability.
5. Scholarly practice in occupational therapy and occupational science.
6. Leadership in occupational therapy.
7. Promotion of occupational therapy.
8. Employability.

The curriculum has been designed to meet the requirements of the HCPC *Standards of Education and Training* (2017) and *Standards of Proficiency for Occupational Therapists* (2023). Students are expected to be fully aware of and adhere to the values outlined within the *NHS Constitution* (2012 – updated 2021), the HCPC *Guidance on conduct and ethics for students* (2016) and the Royal College of Occupational Therapists' (2021) *Professional Standards for Occupational Therapy practice, conduct and ethics.*

9. Programme Structure

Programme Aims

The overall aim of this programme is to prepare graduates for registration to practice as an occupational therapist with the Health and Care Professions Council. During the programme we will provide learning opportunities to develop the required knowledge, understanding and skills for:

Professional practice: knowing and understanding how to think and act as an occupational therapist for the benefit of service users, carers, families, communities and services

Occupational therapy: knowing and understanding occupational performance and engagement, by analysing the impacts of health and social conditions and addressing them by designing, delivering and evaluating occupationally-focused interventions

Context: knowing and understanding how to advance occupational therapy practice in a range of settings by drawing upon evidence-based practice, reflection and service development through leadership, scholarship and research

Programme Structure

The BSc (Hons) Occupational Therapy Degree Apprenticeship programme runs for two years and consists of forty-seven weeks per year including an induction week at the beginning of year one and a reading week at the end of the final year. Learners attend campus two days per week, with equivalent of twenty-four weeks practice placements occurring on a full-time basis (37.5 hours a week). The structure of this programme adopts a developmental approach to the mastering of Occupational Therapy skills in line with the existing BSc (Hons) Occupational Therapy programmes and Occupational Therapist Degree Apprenticeship standards.

The programme is aligned to the existing BSc (Hons) Occupational Therapy spiral curriculum design, which begins by establishing core occupational therapy skills and interprofessional collaboration, progressing to explore increasingly complex theoretical

and practical applications through an enquiry-based learning approach. Reflective practice underpins your journey as an apprentice, integrating theory and practice to fostering personal and professional evidence-based development. For details of the programme learning outcomes see **Appendix B**.

Apprentices will be required to be working at least 30 hours a week to undertake the apprenticeship programme which has been designed based on 37.5 hours.

Content

The OT Degree Apprenticeship programme comprises of six occupational therapy specific modules and one existing interprofessional module.

The interprofessional research module is shared between Occupational Therapy and Speech and Language Therapy apprentices in year two.

The occupational therapy modules aim to initially develop learners' foundation knowledge and core skills. As the programme progresses, concepts are revisited, applied, and are further developed to ensure sound professional knowledge upon which to base practice.

Each practice placement is incorporated in a practice skills-based module where preparation requirements for placement are embedded to reflect the apprenticeship standards. The practice placements remain the same as the standard BSc and MSc programmes. These are of increasing duration (equivalent to 6, 8, 10 weeks) at Level 5 and 6, and are assessed using pass/fail criteria.

The course aims to foster and improve the competencies of the learners in key or transferable skills. These skills are taught and assessed throughout the course. They are embedded in the learning and practice outcomes for each module. The final module enables learners to revisit their own story and re-write how they have changed as they develop their professional identity through engagement with the skills portfolio.

Key or Transferable Skills
Literacy – generating and presenting information that is comprehensible to others
Numeracy – manipulating and interpreting data and significance for care delivery
Communication – engaging confidently in professional communication using appropriate strategies.
Information Management and Technology – the application of information technology and management that takes account of legal and ethical considerations.
Working with Others – working effectively in partnership with peers, colleagues, and others as appropriate.
Problem Solving – extending to situations where clinical decision-making has to be made on the basis of limited information.
Life-long learning – refining the skills and attitudes necessary to continue learning in a range of professional settings.

Table – Key or Transferable Skills

Teaching and Learning

The teaching and learning strategy are based on beliefs and values that are shared within the School of Health and Social Care and the university's education strategy:

- Learning achieved in the university and the practice setting is of equal importance and should be wholly integrated, offering a transformative curriculum with a signature pedagogical approach.

- Adult learners are most productive when learning is perceived to be relevant, experiences are utilised in the learning process and the educator functions as a facilitator engaging in relational learning rather than a didactic instructor, and when they have the opportunity to be self-directed.

- Applying a transformative approach through relational and contextual learning opportunities offers learners insight to 'real life' experiences, occupation as a threshold and challenges of professional practice in an ever-changing and evolving working environment. This will be facilitated through introducing action learning sets and coaching principles.

- Learners already possess many relevant skills and attributes (particularly those of critical enquiry, independent learning, and high levels of motivation) and much relevant knowledge.

Based on these beliefs and values, the following methods will be used to facilitate learning:

Research-Focused Teaching
Occupational therapists are required to base their practice on the best available evidence and so the programme exposes learners to emerging and established research findings from commencement. Critical appraisal skills are developed in an interprofessional context, informing the development of research questions which are embedded in the interdisciplinary context for health and social care services. During the 'Lead' practice placement, you will be required to design, evidence, and lead a small service improvement, giving you an opportunity to engage in research-focused learning in the practice context.

Blended Learning Approach
The University of Essex is committed to developing blended learning for all learners. This approach to learning maximises the benefits of using online sources to inform and support learning, blending with face-to-face learning for interactive and experiential learning (Thornburg, 2014). Teaching will be focused on you discussing your learning and engaging in collaborative experiential workshops to gain practical skills and explore your knowledge through experience. Use of the Virtual Learning Environment (VLE) 'Moodle' will be developed to create more varied resources and guidance for self-directed study, along with the established interactive forums, documents, and lecture notes already available. As you progress through the programme, the intention is for your learning to become increasingly self-directed, with individualised tutorial input and peer support.

Occupational Therapy Knowledge and Skills
The academic modules provide the underpinning core knowledge and skills of the profession, to aid you in developing your professional identity. At Levels 5 and 6, the academic modules aim to further develop professional knowledge and occupational therapy practice in a range of diverse contexts. A focus upon learner-directed learning

approaches within the programme provides you with the opportunity to develop your skills of enquiry, analysis, and evaluation, in preparation for becoming 'thinking therapists.'

Prior to commencing the OT Degree Apprenticeship, you will demonstrate an understanding of the sciences that inform occupational therapy practice: anatomy, physiology, psychology, and sociology, and further develop your understanding of factors that impact upon health and wellbeing. In addition, you will be able to demonstrate knowledge of the historical and theoretical underpinnings of the occupational therapy profession, individuals as occupational beings, along with concepts and skills of therapy that are common across multidisciplinary professions.

In Level 5 modules, you will revisit, apply, and further explore the core knowledge and skills of occupational therapy, in particular professional reasoning, and occupational therapy processes. Previously, learning relating to the OT process was delivered within a taught-module, learners and tutors feedback indicated the difficulty in delivering an integrated and continuous skills-based teaching and learning approach.

In Level 6 modules, you will start to ready yourself for transitioning from a student to becoming an occupational therapist. Learners will explore, develop, and consolidate concepts and related skills of continuing professional development, establishing supporting evidence and competent practice for employment as an occupational therapist in a global health and social care community.

Contextual and Professional Practice Modules

These modules specifically explore the foundations, contexts, trends, and professional issues that will influence occupational therapy and related health care practice in the future. These are spread across the levels. The Level 5 module, 'working in partnership to lead and enhance practice', focuses attention more regionally, with learners drawing upon placement experiences to highlight the individual responsibility for employees to ensure adherence and engagement with local quality assurance processes. The following Level 6 module, 'Advancing practice: Occupational perspectives in diverse communities', extends the scope to explore national and international trends and influences with a wider consideration of community. Given the ever-changing context within which occupational therapists work, it is essential that you keep abreast of trends and influences upon practice, to ensure your currency. This module also encourages learners to create an accessible resource and consider digital readiness for future healthcare practice.

Enquiry Skills Modules

The interprofessional modules provide you with the knowledge and skills to identify and explore the evidence base. The skills and knowledge underpin the use of evidence in the clinical field and help gain a greater understanding of the scientific basis of the profession. Enquiry and questioning are encouraged throughout the programme so that the research skills become integrated and are demonstrated to be of practical use to the developing therapist.

The importance and relevance of evidence-based practice within occupational therapy provides the focus for the Level 5 module, "Professional Enquiry: Critical appraisal". During this module, you will review and critique research papers building your ability to develop a literature review. Again, at Level 6, through a "Capstone Project" the learner will have an opportunity to complete a thorough literature review and research proposal within

"Professional Enquiry: Research Proposal". Group seminars are negotiated with the learner group and presented in a variety of forms dependent on learner need, with an aim to further develop research analysis skills. Each learner will be allocated a research supervisor to assist them with the literature review and research proposal. While all modules will provide learners with insights into the most recently published research into the subjects studied, the progression of modules focusing on occupational therapy will facilitate the development of the analytical, evaluative, and reflective skills necessary to a qualified and competent practitioner.

Learners will also develop their skills of enquiry during 'Enquiry Based Learning' (EBL) approaches, such as peer learning seminars. This enquiry-based critical analysis builds on the learning skills learners have gained from previous studies and work-based practice experience. It requires you to engage with complex scenarios, select relevant issues and develop questions with a person-centred approach for further enquiry in a collaborative process. EBL provides a learning environment in which the learners are immersed in practical, on-going learning activity, receiving feedback from each other as well as the teaching staff. Learning is not unidirectional (from teacher to learner) but multi-directional. This method of learning reinforces team working, developing the learners' capacity to hold and express opinions, to change and initiate change.

Practice Placement Modules and Mandatory Training

Each practice placement is equivalent to 15 credits and integrated within a skills-based module. Each skills module includes the relevant practice assessment document/s relevant practice skills and mandatory training are then reflected within a supporting skills portfolio.

The practice placements are full time (37.5 hours), of increasing duration (6, 8, 10 weeks) and level, and are assessed in line with the same pass/fail criteria for all OT programmes.

BSc (Hons) Occupational Therapy (Apprenticeship)			
Practice Placement	**Level**	**Duration**	**Week commencing**
HS805- Developing professional skills: Therapy and occupation. Practice Assessment Documents (3 elements) **Practice Placement - Initiate Practice Placement – Lead Skills portfolio 1**	5	PP – Initiate 6 week full-time PP – Lead 8 weeks full-time	Week 16 Year 1 – 'OT apprenticeship degree pathway' Week 35 Year 1 – 'OT apprenticeship degree pathway'
HS808 Becoming a professional: Professional skills. Placement Assessment Document (2 elements) **Practice Placement -Manage Skills portfolio 2**	6	PP – Manage 10 weeks full time	Week 17 Year 2 – 'OT apprenticeship degree pathway'

Table - Placement structure

All learners must complete online and practical mandatory training sessions to be eligible for placement allocation outside of their employing Organisation, which is embedded in the above skills modules. Full details of placement and mandatory training requirements can be found in the Practice Placement Handbook.

Continuing Professional Development as an underlying strand through all modules

The concept of continuing professional development (CPD) is introduced from the commencement of the programme, and you are required to compile a portfolio to evidence learning throughout the duration. In the final year, you will draw upon a portfolio of evidence developed throughout the programme and based on the HCPC CPD standards to inform a future development plan. In the final module, you will map your learning to the HCPC Standards of Proficiency to recognise your current and future professional development areas and utilize the four pillars for practice outlined in the Career Development Framework (RCOT, 2021). Throughout placements, tripartite meetings, and personal tutorials, you are also expected to engage in reflective practice, developing strategies to document evidence of learning.

Royal College of Occupational Therapists (2021) *Career Development Framework - Guiding Principles for Occupational Therapy: Second edition,* London: Royal College of Occupational Therapists

Appendix C provides a summary outline of each module.

10. Personal Tutors and Learner Support

General information around support services for learners can be found in the undergraduate handbook and is accessible via the University website: **Student Support | University of Essex**

As mentioned earlier, each learner is allocated a personal tutor on commencing the programme to help feel connected to the department throughout the duration of the programme **Support from your personal tutor | University of Essex**. Learners are expected to make arrangements to meet with their personal tutors at least once a term. This will usually take place as part of the tripartite meetings with the apprentice, academic tutor, and employer, but can occur separately. The first personal tutor meeting should take place within the first few weeks of the programme, where the apprentices learning outcomes for the year are discussed with appropriate needs and support as required with commencement of skills portfolios. A record of tutorial support and onward referrals are kept via the Learning analytics record keeping system 'Learner Engagement Activity Portal' (LEAP). This system aims to increase the studying experience with an opportunity for learners to take control of their own learning and engagement via **Viewing your engagement and attendance on LEAP | University of Essex**

Learners may make other arrangements to see their personal tutor at any other mutually agreed time. Use of email is an effective way of communicating with a personal tutor and it should not be presumed that your personal tutor will be in the university every day or available to meet.
If you would like to discuss changing your personal tutor you will need to speak with the Divisional Lead for Occupational Therapy. If the Divisional Lead is also your personal tutor, you should speak with your programme lead.

Requesting References from Members of Staff

References that simply confirm that someone is a learner here or stating grades to date can be obtained from the Programme Administrator. More detailed or personal references can be sought, most generally from personal tutors. Always ask permission from a member of staff before giving their name as a referee. It is helpful if learners can provide the member of staff with details about the course or job they have applied for and, if relevant, a CV or other summary of qualifications and experience. Please try to ask for references in good time as it is not usually possible for a member of staff to write a reference immediately.

Academic Tutorials

Tutorials provide the opportunity to clarify issues, consolidate learning and facilitate understanding. Your lecturers, including module leaders and programme lead for the OT Degree Apprenticeship, plan, and deliver the modules, supporting you in your learning of the knowledge and skills required for the modules. Each module has allocated tutorials and formative opportunities which may be undertaken individually or within groups and in various formats.

Employer Support

Learners are required to work a minimum of 30 hours a week and undertake a minimum of 6 hours a week off the job training hours (after statutory leave has been deducted). Prior to starting the programme, you will complete an initial needs assessment and will be asked to sign a learning agreement (Training plan). The agreement is a commitment between you, your employer, and the university for the duration of the programme. This agreement also outlines the responsibilities of all parties.

You must notify your employer in the first instance if there are any changes in your circumstances that may impact on your studies (e.g., working hours, caring responsibilities, maternity/paternity). Any queries related to costs such as membership, travel and accommodation for placement associated with your studies should be discussed with your employer to establish eligibility for funding. The funding available via the Education and Skills Funding Agency (ESFA) is outlined in the Higher and Degree Apprenticeship Employer Handbook on page 8.

Work-Based Mentor Support

Each apprentice will have an identified employer representative who will act as day-to-day support in the workplace and mentor. It is recommended that the mentor is not your line manager and should be a registered occupational therapist who will support the learner to identify appropriate occupation-centred learning opportunities. The work-based mentor supports you as the apprentice with recognising learning opportunities in the workplace and monitoring your workload at an appropriate level to support your progress throughout the programme. It will usually be the work-based mentor who will undertake the tripartite meetings each term with you and communicate clearly and timely with the university about your development. In addition, ensuring any difficulties are identified and discussed early on. In conjunction with your work-based mentor and academic tutor, you will contribute to the tripartite progress reviews and final gateway to whether you are ready to progress through to End Point Assessment. Further guidance on the work-based mentor roles and responsibilities can be found below. These are also outlined in the practice placement handbook to illustrate the differences between the role of work-based mentor and practice educator.

Work Based Mentor Roles and Responsibilities Guidance

Work Based Mentor hours per year will vary depending on the learner and their needs, we would normally expect the role to take a minimum of 24 hrs over a 12-month period. Note: This is based upon 2 hours of dedicated supervision time a month across 12 months to support ongoing active learning throughout the programme and may differ for those who require additional support. This does not include involvement in the tripartite progress review meetings and final gateway review.

The work-based mentor should be someone, who is sufficiently experienced to support the apprentice to identify appropriate learning opportunities in the workplace to inform the chosen career/programme pathway. For example, those undertaking an OT programme route would need to be supported by a registered occupational therapist.

Workplace mentors of apprentices will be expected to:
- Undertake relevant training provided by the University to ensure they are aware of appropriate policies and procedures relating to apprenticeships, what is expected from the apprentice in the workplace and at university and develop themselves as mentors.
- Familiarise themselves with the Course, Placement, Apprenticeship Handbooks, and associated review paperwork.
- Familiarise themselves with the apprenticeship standards, British Values, safeguarding (e.g., knowledge of 'Prevent' and how to raise a concern) and the associated knowledge, skills, and behaviours which the apprentice will need to demonstrate.
- Have a sound knowledge and understanding of what the apprentice is learning during their academic studies and help the apprentice to use this to inform their own practice.
- Be prepared for and participate in regular tripartite reviews in line with the Education and Skills Funding Agency requirements [at least every 12 weeks or 4 weeks for learners with additional support needs] and ensuring any actions highlighted are facilitated. *(Duration approximately 1 hr for each review in addition to mentor support and does not include the final gateway review)*.
- Develop a transparent, honest, and open relationship with the apprentice to facilitate a safe learning environment in the workplace.
- Provide regular progress meetings and honest feedback to facilitate the professional development of the apprentice. Ensure that a bespoke work-based learning plan is in place identifying opportunities for the learner shared with the university. The plan contributes to ensuring that your journey as an apprentice is individualised (though not limited) to their specific workplace and that a record of 'active learning' is maintained during every 4-week period.
- Support the apprentice to increase the use of their initiative and to take increasing responsibility for their own learning and development as they progress through the programme.
- Facilitate the apprentice to undertake and record their work-based tasks/learning in their portfolio in an appropriate way and to maintain this portfolio as a record of their learning across the apprenticeship, to inform the apprentices preparation for the EPA.
- Support the apprentice to recognise opportunities for learning within day-to-day duties in their workplace.

- Support the apprentice to ensure that their workload is at an appropriate level, so they can balance the demands of work and study and maintain a positive level of wellbeing.
- Ensure there are clear, timely communications with the university about the apprentice and their development. Ensuring any difficulties are identified early and an appropriate action plan is put in place to provide enhanced support.
- Promote a positive perception of apprenticeships as a route into registered health and social care employment [i.e., Nursing, Occupational Therapy, speech and language therapy, physiotherapy etc.]
- Contribute to the decision as to whether the apprentice is ready to go through the gateway review to End-Point Assessment and support the quality assurance processes for the ongoing development of the programme(s).

Study Skills

Study skills, predominantly delivered at the beginning of the programme, aim to offer students opportunities for developing the underpinning skills necessary for academic achievement through the different academic levels of study. These sessions are supported by online resources that can be found at **http://www.essex.ac.uk/students/study-resources/default.aspx**

Student Representatives

Two learner representatives should be elected by week 3. Their role is to represent the cohort in School meetings and staff-student meetings, providing staff with feedback about students' opinions and concerns, progress with the scheme and any problems that arise, as well as contributing suggestions for improving the programme and its delivery.

Each division also has a Department Liaison Representative who supports the cohort reps and works closely with the student union.

What the School Expects from its Learners and what Learners Can Expect from the School

As a registered 'student' with the University, the School expects you to try your hardest, to access the available support and learning resources and to attend **all** timetabled learning and teaching sessions. We expect you to adhere to the rules and regulations of the university and be familiar with these, through the various opportunities available, such as: the programme handbooks, School, and University internet resources etc. We expect courtesy, honesty, respect, and other similar characteristics from all of you, reflecting professional and regulatory body requirements.

You can expect our school staff to offer a personal and professional service which encompasses the same individual characteristics as those of expected of you, with an addition of a working knowledge and adherence to the School and University processes and procedures which impact on and guide your learning experience. You can expect us to support your learning whilst here and to guide you towards an appropriate outcome of your studies.

In addition, your recruitment was based upon your knowledge and demonstration of the **NHS Values** These values are central to the programmes philosophy and delivery and we expect students will model these values in their interactions with their peers, service-users, clinical partners and their tutors.

11. Professional and Student (Learner) Conduct

All apprentices registered for this programme are encouraged to join the professional body, the British Association of Occupational Therapists as an associate or Student member and are briefed on the RCOT (2021) Professional standards for occupational therapy practice, conduct and ethics in the joint occupational therapy induction at the beginning of their studies. They are expected to behave in accordance with this Code, along with the requirements of the Health and Care Professions Council, NHS Constitution (2012) and University of Essex Code of Student Conduct (**Code of Student Conduct | University of Essex**)

For departmental guidelines on Professional Suitability and Fitness to Practise procedures can be found in the School Undergraduate Handbook available from the **Fitness to Practise | University of Essex**

12. Assessment

Aims of Assessment

Assessment of learning is an integral part of the overall teaching and learning process. It facilitates the integration of knowledge and skills with professional judgement as the learner progresses from novice to competent knowledgeable practitioner. The aims of assessment are to:

- Assess learners in relation to module learning outcomes.

- Recognise the learner's achievements for fitness for practise, purpose, and award, in meeting the requirements for professional membership of the British Association of Occupational Therapists and for registration as an occupational therapist with the Health and Care Professions Council.

- Integrate knowledge and skills with professional judgement and experience throughout the teaching and learning process.

- To track and promote the continuous life-long learning processes of the learner, by valuing improvement and accomplishments, enabling an understanding of their own learning styles and needs and acknowledging their accountability for their personal and professional development.

Key Elements of the Assessment Strategy

Each module has learning outcomes which are the focus of assessment, determining how well the learner has met the outcomes. Learners receive guidance within the module guide and from tutorial support during the module.

During the module, formative assessment is often used to give learners feedback on their progress towards meeting the learning outcomes. For practice learning, a halfway assessment will take place for formative purposes (see **Practice Placement Handbook**).

Summative assessment establishes learner achievement within each module or at the end of the course. These results contribute to the final award.

Feedback about progress and development can also be accessed through self- and peer assessment, reflection, formal and informal supervision with placement educators, work-based learning supervisor, tripartite meetings, tutor feedback on presentations and other activities in EBL, and during personal tutorial time.

Methods of Assessment

A variety of methods of assessment have been incorporated within the programme, including:
- Oral Presentation, including professional discussions.
- Essays
- Viva voce.
- Practice/Practical Assessments
- Continuing Professional Development Portfolio
- Community project report
- Research proposal
- Service improvement project
- Critical literature review
- Skills portfolio

Some assessment processes are audio-recorded to provide a copy for moderation and external examiner review. We will ask you to complete a consent form at the start of your programme to confirm that you wish to be recorded. You are entitled not to sign this consent form or withdraw it at any time should you wish.

Timing of Assessments

The programme has been carefully designed to space assessments across the two years of study, however due to the part-time nature of the programme, deadlines for assessment submission will be on the normal days of university attendance. In general, learners would not be expected to have multiple assessment tasks due in on the same day. Assessment submission deadlines are posted on Moodle at the beginning of the academic year and within module guides (see **Appendix D** for assessment structure).

Learners may be eligible to defer a placement only if the previous placement has been successfully passed. A deferred placement will take place at the time of the next scheduled placement and in discussion with the employer. Therefore, the final placement could be after the scheduled completion of the academic modules.

Assessment Strategies for Practice Based Learning

All practice placements must be passed for successful completion of the BSc (Hons) Occupational Therapy Degree Apprenticeship. However, learners can retake a practice placement in the case of failure at the first attempt.

In the event of failure of a practice placement, arrangements for the learner to repeat the practice experience at a suitable time will be arranged following a progression review and agreement from the employer. An appropriate location will be arranged. A second failure of the repeat placement will normally result in termination of the learner's registration and the employer informed. Learners who fail a placement on reassessment of fails two placements at first attempt they will normally be required to leave the programme. If a learner withdraws themselves from a placement without university sanction, it will be deemed a failure and the employer will be informed. Please refer to the **Practice Placement Handbook** for further details.

Rules of Progression

Academic assessments are subject to in-year submissions. Progression is based on passing all module assessments as these are core elements to the programme and the pass mark is 40%. All individual components of a module assessment must be passed. Learners must pass all practice-based learning placements and will be required to retake any failed placement (see *Practice Placement Handbook* for further details).

See Rules of Assessment in the Undergraduate Handbook **Student handbooks | University of Essex**

Late submission of coursework and Extenuating Circumstances

See departmental guidelines on the submission of coursework in the Undergraduate Handbook.

Guidelines detailing the School's Extenuating Lateness and Circumstances policy can be found in the School Undergraduate Handbook. **Student handbooks | University of Essex**

FASER – Online Submission System

Learners are required to submit all coursework online via the University's online submission system (FASER) and are subject to electronic screening which helps to detect plagiarism. Learners can self-screen work using similarity detection software in FASer and have access to online resources to understand plagiarism. Access to guidance on how to use this system is available via the undergraduate programme handbook **Student handbooks | University of Essex** and modules outline assessment statements related to 'Plagiarism and other academic offences' with access to online resources.

Self-Screening of Work

You can self-screen your work using similarity detection software in FASer (the online submission system used at the University). To do this please follow the guidance below*:*

1.   Open a web browser and go to FASER (**https://faser.essex.ac.uk**)
2.   Use the FASER dashboard or current modules link to find the module and assignment to which you are submitting.
3.   In the assignment screen, click on the blue **Upload files to this assignment** button.

4.	Scroll down the page to the *Scanned Files* section and click on **Upload a file for similarity checking**.
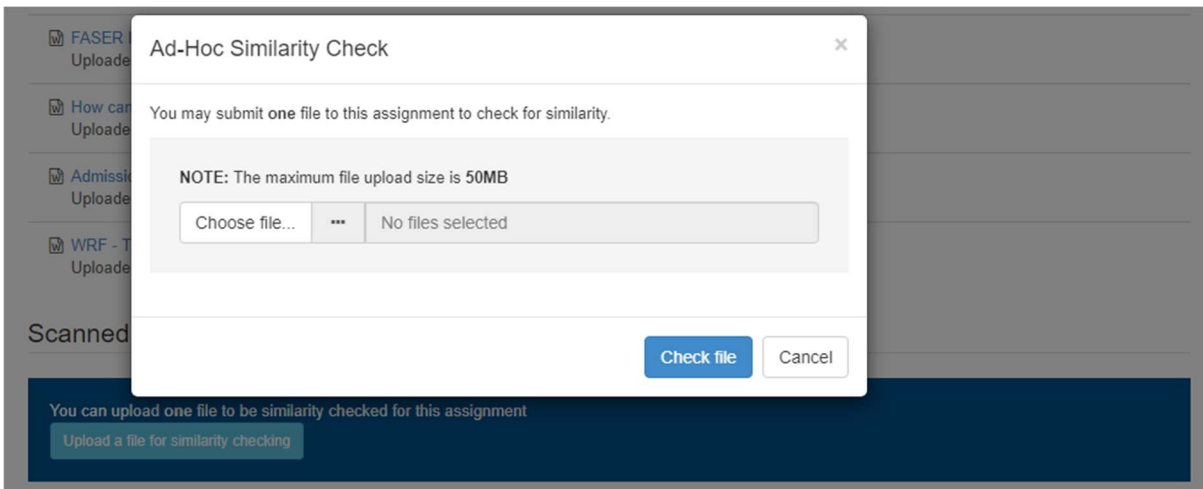
This option is enabled by your department, and only allows you to check one file per assignment.

Scanned Files

You can upload **one** file to be similarity checked for this assignment

Upload a file for similarity checking

5.

6.	In the pop-up that appears, choose the file you wish to submit and click on the Check file button.

Ad-Hoc Similarity Check

You may submit **one** file to this assignment to check for similarity.

NOTE: The maximum file upload size is 50MB

Choose file...	···	No files selected

Check file	Cancel

You can upload **one** file to be similarity checked for this assignment

Upload a file for similarity checking

7.	The file will be sent for originality checking. This is usually complete within a few minutes but can take a while at peak times.

8.	Once the similarity check is complete, you can click on the submission and select **View similarity report**

Scanned Files

timetabling-policy.docx
Uploaded: 20/08/2020 10:01:11	Similarity check in progress...

View similarity report
Download
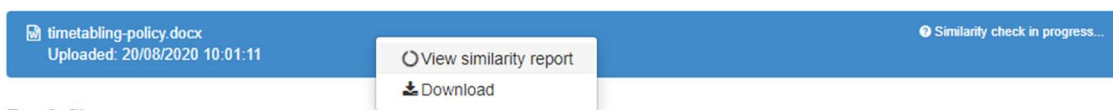
Draft files

Once the report has loaded, it will show potential matches in the left-hand pane, with an indication of their origin. Clicking on a match will highlight the matching text.

'My Essex' Portal

The learner portal MyEssex is your online account. Use it to see your timetable, keep your personal details up to date, see how you are doing on your course, let us know if you will miss a lecture or class, contact the Student Services Hub and much more: **https://www.essex.ac.uk/myessex.ac.uk**

You can personalise MyEssex further by adding and hiding links, adding personal contacts, and changing the look of the pages.

Learner Attendance

All learners **must** attend all elements of academic and practice modules. You will be required to provide evidence of learning, including keeping a record of 'away' practice hours to reflect the off the job hours required by the Education and Skills Funding Agency (ESFA). Learners are required to follow the University's absence reporting procedures **Report an absence from a class, test or exam | University of Essex** when they are absent from scheduled teaching or placement sessions and when notifying the school of an absence from a scheduled teaching session or placement with a courtesy email to the relevant module leader and personal tutor. Attendance is monitored via an electronic recording system called Count-Me-in. Online attendance is monitored by reviewing Zoom logins for sessions. Any concerns relating to leaner attendance will be followed up by a learner's personal tutor.

Attendance is monitored via tapping in using your student card to **record face to face attendance**

Learners should arrive before the start of any session and be ready to start on time.

See departmental Procedure for Managing Late, Partial or Poor Attendance in the School Under-Graduate Handbook available from the **Student handbooks | University of Essex**

Interruption During the Programme

Interruptions or intermission (break in learning) during the programme must be agreed with the employer. If the period is more than 4 weeks, this has to be logged as a break in

learning and communicated to the Education and Skills Funding Agency (ESFA) via the individual learner record completed by the apprenticeship hub.

An intermission form will be obtained from the apprenticeship team, completed, and sent to the Student Progress Team with a copy kept on file. Please note you are unable to use the online system for apprenticeship intermission/breaks in learning. The duration of the apprenticeship and planned end date will be amended in an updated Commitment statement to reflect the changes. See the Higher and Degree Apprenticeship Employer handbook **Degree and higher apprenticeships for businesses | University of Essex**

Maximum Period of Study

The maximum time for completion of all undergraduate programmes at the University of Essex is usually the length of the programme plus 2 years. Reference to maximum time of study has been removed from the RCOT (2019) *Learning and development standards for pre-registration education*. Therefore, the programme will remain aligned to the maximum period outlined by the University.

Royal College of Occupational Therapists (2019) *Learning and development standards for pre-registration education* London: Royal College of Occupational Therapists

13. Evaluation

The BSc (Hons) Occupational Therapy Degree Apprenticeship programme undergoes regular monitoring and evaluation at several levels.

Learners are encouraged to evaluate each module using the School of Health and Social Care 'student module feedback' previously known as Student assessment of module and teaching (SAMT). The Student Module Feedback feeds into the Module Lead's end of module report and Student Voice Groups to understand and 'enhance all learners academic experience' **Student module feedback | University of Essex**.   Module leader reports will be submitted to a review group across Divisions in the School of Health and Social Care. An annual report will then be submitted to the Schools Education Committee. The Module leader report also prompts the staff involved in the module to evaluate the whole module, as well as specific sessions. This approach often facilitates reflection and the subsequent development of an action plan for module improvements. A summary of the student's feedback, evaluation and module leads action plan is posted on Moodle to enable learners to see the impact of their feedback.

Cohort representatives are encouraged to feedback any general school or programme issues in the Student Voice Group Meetings or Programme Committee Meetings (PMC), both of which are held 3 times a year.

On completion of the programme, the Programme Lead facilitates the opportunity for learners to reflect and provide feedback on the programme as a whole. This information helps inform the future developments in the programme.

Formal and informal feedback and evaluation from placement educators, providers and managers occurs through programme committee meetings, placement visits, placement

educator training days, meetings with managers and clinicians, clinicians involved in teaching on the programme and clinicians involved in interviewing potential learners.

Formal and informal feedback from service users involved in the programme through teaching, interviewing or the university service user group informs programme monitoring processes.

The occupational therapy team adhere to the yearly Annual Monitoring processes required by University of Essex, Royal College of Occupational Therapists and Health and Care Professions Council.

All apprenticeships and compliance are monitored by the HSC lead for apprenticeships in conjunction with the central apprenticeship hub in line with ESFA and Ofsted requirements. The central apprenticeship hub also undertakes an annual survey of apprentices and employer experiences alongside the National Student Survey. The school continue to work closely with Health Education East of England toward improving programme delivery.

14. APPENDICES

Appendix A

Programme specification: BSc (Hons) Occupational Therapy (Degree Apprenticeship)

Programme	BSc (Hons) Occupational Therapy
Awarding Body/Institution	University of Essex
Teaching Institution	University of Essex
Professional accreditation by	Health and Care Professions Council (HCPC) Royal College of Occupational Therapists (RCOT)
Final Award	BSc (Hons) Occupational Therapy with eligibility to apply for registration as an Occupational Therapist with the HCPC and RCOT as a professional member.
NQF Level	6
Full time / part time/Apprenticeship	Apprenticeship
Programme Title	BSc (Hons) Occupational Therapy
Relevant QAA Subject Benchmark Group(s) Other Reference Points	FHEQ level 6 descriptors The programme is informed by the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications in England, Wales, and Northern Ireland (2014). There is not a QAA Subject benchmark for Occupational Therapy. Health care programmes – occupational therapy RCOT learning and development standards for Pre-registration Education. HCPC Standards of Education and Training HCPC Standards of Proficiency – Occupational Therapists
Publication/Revision Date	April 2021
Admissions Criteria	Relevant foundation degree or equivalent level 5 qualification (A Portfolio of Prior Learning would be subject to the University's Accreditation of Prior (Experiential) Learning process) Current employment within a relevant professional practice setting with agreement from the employer to be supported. Evidence of recent study (within the last 5 years) English and Maths (For example, GCSE grade A*-C/4-9, or a level 2 functional skills in English and Maths or Level 2 Adult literacy and Adult Numeracy) Alongside academic criteria, applicants need to demonstrate knowledge of the scope of Occupational Therapy and practice settings, together with effective communication. Disclosure and Barring Service (DBS) and occupational health clearance with relevant immunisations Applicants must be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System (IELTS), with no element below 6.5: we may also ask for IELTS wherever this is required. Evidence of a good command of English is a requirement of both Royal College of Occupational Therapists and Health and Care Professions Standards of Education and Training (standard 2.3).

Appendix B

PROGRAMME AIMS AND OUTCOMES
BSc (Hons) Occupational Therapy (full-time)

Programme Aims
The overall aim of this programme is to prepare graduates for registration to practice as an occupational therapist with the Health and Care Professions Council. During the programme we will provide learning opportunities to develop the required knowledge, understanding and skills for: Professional practice: knowing and understanding how to think and act as an occupational therapist for the benefit of service users, carers, families, communities and services Occupational therapy: knowing and understanding occupational performance and engagement, by analysing the impacts of health and social conditions and addressing them by designing, delivering and evaluating occupationally-focused interventions Context: knowing and understanding how to advance occupational therapy practice in a range of settings based on evidence-based practice, reflection and service development through leadership, scholarship and research

	Programme Outcomes	
A	**Knowledge and Understanding** *By the end of the programme students will be able to:* **A1**: Demonstrate an advanced understanding of the theoretical underpinnings and core tenets of the occupational therapy profession **A2**: Develop an advanced understanding of the informing sciences; the biopsychosocial and cultural influences upon health and wellbeing **A3**: Analyse and evaluate the diversity and complexity of human behaviour on occupational performance **A4**: Appraise the relevance and impact of legislation, guidance, and evidence-based practice on occupational therapy provision. **A5**: Critically examine the value of occupational therapy practice within diverse contexts	**Learning and teaching strategies** A1-A5 are achieved through keynote lectures, seminars, practical skills classes, enquiry-based learning, and blended learning approaches. As the programme progresses through the levels, the independent and student-led enquiry-based learning approaches become more of an emphasis, to mirror the development of autonomous learners and practitioners. A1-A5 will also offer a focus for reflective learning and demonstration of continuing professional development. **Assessment methods** A1-5 are assessed by coursework, verbal and poster presentations, portfolio, viva voce and within practice placement learning.
B	**Intellectual/Cognitive Skills** *By the end of the programme students will be able to:* **B1**: Identify and critically appraise relevant aspects of practice, sources of information and issues which shape contemporary occupational therapy. **B2**: Engage in critical reflection on ethical issues relating to occupational therapy practice. **B3**: Engage in critical dialogues to initiate and develop effective, creative, and innovative ideas for, and perspectives, on occupational therapy practice and research. **B4**: Synthesise different elements of learning to refine further questions, make judgements and reach appropriate conclusions. **B5**: Critically evaluate the strengths and limitations of occupational therapy and advocate for ideas, judgements,	**Learning and teaching strategies** B1-B6 are achieved through; seminars, enquiry-based learning, reflective learning supported by tutorials and research led teaching approaches. Seminars will be used to introduce new material and encourage interaction between students. E-resources will be available to support students' learning. External health professionals and service users will also contribute to the learning and teaching approaches. Practice placement learning offers a real-world context for students to develop skills of reflection and analysis. **Assessment methods** B1-B6 are assessed by coursework, portfolio, verbal and poster presentation, placement, service enhancement project, business case proposal, viva voce and research including a substantive literature review and detailed research proposal.

	and conclusions as appropriate, using relevant terminology. **B6**: Develop cognitive skills to demonstrate adaptability, flexibility, and transferability of knowledge with the aim of remaining current within the ever-changing climate of practice.	
C	**Practical Skills** *By the end of the programme students will be able to:* **C1**: Apply occupational therapy processes effectively to structure, inform and justify the added value and quality of the profession to service users and services. **C2**: Demonstrate how to select, analyse, adapt, grade, and evaluate occupations in practice. **C3**: Design, plan, lead, manage and evaluate projects, using supervision to support the process. **C4**: Use reflection and professional reasoning to draw on professional knowledge, skills and understanding, benefitting service users, services, and communities. **C5**: Through risk assessment and/or reasoning, establish and maintain a safe working environment for practice. **C6**: Use effective strategies including research skills to develop and promote occupational therapy sustainably in a range of contexts.	**Learning and teaching strategies** C1-C6 are achieved through enquiry-based learning approaches, practical skills classes, reflective learning, independent study, placement-based learning and the contribution of external health professionals and service users. C5 will be achieved through mandatory training, both online and practical sessions. **Assessment methods** C1-C6 are assessed in practice placement learning, case study report, service enhancement poster presentation, business case proposal, skills portfolio statement and viva voce.
D	**Key skills** *By the end of the programme students will be able to:* **D1**: Communication- Employ and adapt advanced communication skills to effectively engage with a range of audiences across a variety of contexts. **D2**: Information Technology- Effectively use appropriate e-resources to develop own practice to support and demonstrate own learning. Engage with technological advances to the benefit of others. **D3**: Numeracy- Demonstrate an understanding of the meaning and interpretation of numerical data in evidence-based practice. Generate numerical data and/or accurate measurements to inform clinical practice, adaptive design, service enhancement and research relevant to occupational therapy. **D4**: Problem solving- Recognise and analyse problems emerging from theory and practice, using sound reasoning processes to identify appropriate outcomes. **D5**: Working with others- Develop effective working approaches and relationships to facilitate multidisciplinary collaboration and positive engagement with others.	**Learning and teaching strategies** D1 is supported in interactive approaches within small group discussion, enquiry-based learning approaches, reflective learning, placement learning and seminars. Tutorial time is allocated for individual discussion. D2 commences on the pre-registration induction day. Also achieved through seminar presentations, online mandatory training, profession specific equipment and technology workshops, library tutorials and the provision of e-resources. D3 is supported in seminars, workshops, and enquiry-based learning approaches where students present and analyse work. Tutorial time is allocated for individual discussion and problem solving. D4 is practised throughout the course. Students work through given problems or issues derived from the students' practice. D5 is facilitated using collaborative and/or interprofessional group work and during seminars and placement learning. D6 is achieved through reflective learning, feedback on coursework, enquiry-based approaches, and individual tutorial time. **Assessment methods**

Respect the rights, needs and preferences of others. Respect diversity and acknowledge the richness that this can bring to the learning experience. Recognise and work within personal limitations. **D6**: Improving own learning and performance-: Develop skills of prioritisation and organisation to manage workloads. Demonstrate statutory and programme requirements for fitness to practise. Use critical reflection to identify, plan and engage in activities that will contribute to continuing professional development and future employment	D1 is assessed by coursework, essay, case study report, verbal and poster presentation, literature review, practice placement learning, research proposal and viva voce. D2 is assessed through use of word-processing and ability to cite references from internet sources. Practical assessments are also included which test students' skills. The use of information technology during presentations is encouraged. D3 is assessed through course work, essay, and dissertation. D4 is assessed through coursework, practice placement learning, essay, viva voce and dissertation. D5 and D6 are assessed through course work, oral presentations, portfolios, and practice placement learning.

Appendix C

BSc (Hons) Pre-registration Occupational Therapy (Apprenticeship) Module Summary

YEAR 1
Level 5

HS801 Professional reasoning in practice
30 credits
Within this module, learners are introduced to the theory and practice of professional reasoning. Learners will also develop an understanding of the person central to the reasoning process, and how concepts, such as duty of care or personal values and beliefs, can influence professional reasoning. Learners will be expected to justify the process of their reasoning in order to reach appropriate outcomes.

HS805 Developing professional skills: Therapy and occupation.
45 credits
This module is designed to focus specifically on the practice and skills required for occupational therapy. Learners will draw on previous learning and undertake Practice Placements 2 INITIATE and 3 - LEAD, to further develop learners understanding and apply skills in areas specific to occupational therapy practice with accompanying skills portfolio.

HS240 Professional Enquiry
15 credits
This module focuses on facilitating an understanding of evidence in its widest sense; evidence and using a variety of sources leading to research design, analysis, and synthesis. This module will focus on the development of literature searching, synthesising literature within a critical review and identification of a specific topic for professional enquiry. The implications of the nature and overall quality of professional research literature as potential 'evidence' to inform practice will be considered.

HS806- Collaboration and leadership in service enhancement
30 credits
All staff within health, social care and other practice settings have a responsibility to contribute to the governance processes in place to ensure the quality, efficiency, and effectiveness within current service delivery. You will draw on previous learning and placement experiences to develop your leadership skills in relation to enhancing service delivery, within a local and regional context. The skills and learning from this module will be further developed in the next module 'Advancing Occupational Therapy Practice' where you will extend your knowledge to understand and apply national and international trends and contexts.

FINAL YEAR
Level 6

HS807- Advancing Occupational therapy practice in Diverse Communities
30 credits
The contemporary practice context for the occupational therapy profession is constantly evolving. Legislation, policy, research evidence and ethics shape and change the profession overtime, as well as at times presenting new opportunities in terms of the way the profession works and/or who we work with. It is therefore essential that you are equipped with the knowledge and skills to work as a pro-active and innovative professional who can respond to the context in which you work. Within this module, you will draw upon the learning gained during 'Working in partnership to lead and enhance practice' module and practice placements, to further develop your understanding of the legal, political, and cultural contexts in which occupational therapy practice occurs.

HS340 - Professional enquiry proposal
30 credits
This module is designed to extend students' learning in relation to evidence-based practice and research and culminates in the individual preparation and submission of an in-depth literature review and either research proposal or service improvement project proposal. Students are expected to undertake the work associated with this module in an autonomous fashion, under the supervision of allocated supervisor.

Students will be expected to present the implications to practice of their proposal at an inter-professional conference at the end of the module.

HS808 - Becoming a professional: Professional Skills
30 credits
This module including the final placement will require you to manage your own learning and consolidate skills for practice through a skills portfolio. Practice placement 4 MANAGE requires demonstration of a highly professional level of skills and the use of critical evaluation and reflection to continually develop practice from a robust evidence base fully engaging with the practice setting and its broader context. You will be required to demonstrate evidence of competent practice and readiness for transition from student to therapist. You will be required to share your knowledge and skills reflecting on areas for further development. You will demonstrate your learning as you progress through the placement using the placement assessment document and summarise your achievements using a continuing professional development activity (HCPC, 2012) which has been agreed and negotiated with your educator.

HS809 - The Autonomous Practitioner (OT)
30 credits
This final module provides opportunities to explore the concepts of the transformative process from competent student to novice occupational therapy practitioner. You will consolidate your learning over the duration of the programme, from both a theoretical and practical perspective, in order to prepare for employment as an Occupational Therapist.

Appendix D

Course structure and Assessment schedule: BSc (Hons) Occupational Therapy (Apprenticeship) – 2-year apprentice pathway

The assessment schedule below outlines each module and assessment method. All assessments contribute to the award of Bachelor of Science with honours in Occupational Therapy. Each assessment must be successfully completed by the learner for them to be eligible to apply to register with the Health and Care Professions Council as an Occupational Therapist and be eligible for professional membership with the RCOT.

NQF Level	Module	Assessment	Submission week	Credit	Compulsory/ Core
**Year 1 - OT Apprenticeship equivalent to year 2 Full-time BSc OT programme**
5	**HS801-5-AS-CA** Professional reasoning in practice	Verbal Presentation followed by a professional discussion	15	30	Core
5	**HS805-5-FY-CA** Developing professional skills: Therapy and occupation	**Practice Assessment Document 1 (3 elements):** Practice Placement – Initiate (Pass/Fail) Practice Placement – Lead (Pass/Fail) Skills portfolio 1 - *(incl. skills competencies, reflections, mandatory training, tripartite reviews, hours log)*	 22 43 47	45	Core
5	**HS240-5-PS-CA** Professional Enquiry	Small scale Literature review (2000 words)	21	15	Core
5	**HS806-5-SL-CA** Collaboration and leadership in service enhancement	Poster presentation and supporting abstract.	46	30	Core

Level	Module	Assessment	Submission week	Credit	Compulsory/ core
	**Year 2 - OT Apprenticeship – equivalent to year 3 Full-time BSc OT programme**				
6	**HS807-6-FY-CA** Advancing Occupational therapy practice in Diverse Communities	Critical report and analysis for innovative practice with supporting accessible promotion resource. (4000 words)	33	30	Core
6	**HS340-6-FY_CA** Professional Enquiry Proposal	Literature review and research proposal (8000 words)	44	30	Core
6	**HS808-6-FY-CA** Becoming a professional: Professional skills	**Practice Assessment Document 2 (2 elements)** Practice Placement - Manage (Pass/Fail) Skills portfolio 2 *(incl. skills competencies, reflections, mandatory training, tripartite reviews, hours log)*	 27 46	30	Core
6	**HS809-FY-CA** The autonomous practitioner (OT)	Existing Presentation and Viva voce drawing upon CPD evidence	46	30	Core