

# **Welcome to the Occupational Therapy Degree Apprenticeship (OTDA)**

Alicia Smith  
OTDA Programme Lead

# Welcome Week

## Today we will cover:

- OTDA Programme Overview
- ePAD for placement and apprenticeship compliance
- Tripartite Progress Reviews
- Off-the-Job Training Hours
- Practice Placements
- Role of the Mentor in supporting an OTDA
- Supporting an apprentice in the wider team

# Meet the OT staff

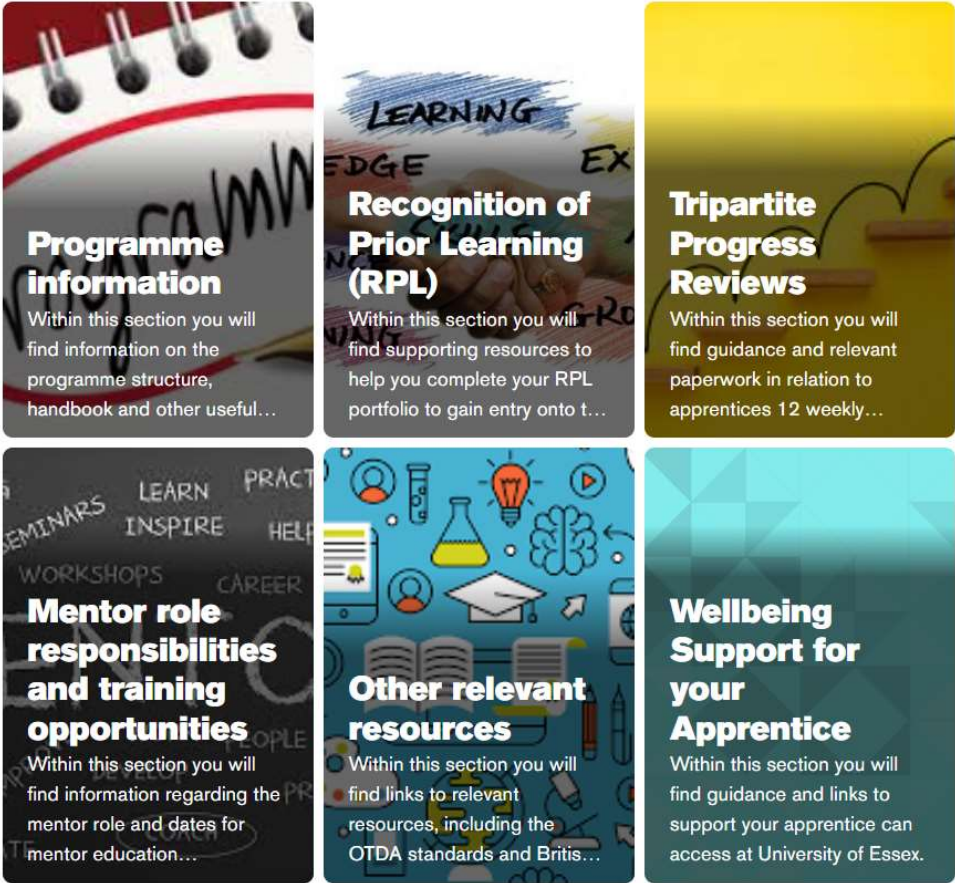


# But first...

## Some introductions.

- Wider OT Teaching Team & Personal Tutors
- OT Divisional Lead – Selena Goodchild [s.goodchild@essex.ac.uk](mailto:s.goodchild@essex.ac.uk)
- OTDA Programme Lead – Alicia Smith [a.smith@essex.ac.uk](mailto:a.smith@essex.ac.uk)
- OTDA Programme Administrator – Karolina Miesala [hsccolapp@essex.ac.uk](mailto:hsccolapp@essex.ac.uk)
- HSC Apprenticeship Lead – Nikki Williamson [nwill@essex.ac.uk](mailto:nwill@essex.ac.uk)
- Apprenticeship Hub – Daniel King and Sam Williams [apprenticeships@essex.ac.uk](mailto:apprenticeships@essex.ac.uk)

Dashboard My courses Quick Links Help



- Programme information**  
Within this section you will find information on the programme structure, handbook and other useful...
- Recognition of Prior Learning (RPL)**  
Within this section you will find supporting resources to help you complete your RPL portfolio to gain entry onto t...
- Tripartite Progress Reviews**  
Within this section you will find guidance and relevant paperwork in relation to apprentices 12 weekly...
- Mentor role responsibilities and training opportunities**  
Within this section you will find information regarding the mentor role and dates for mentor education...
- Other relevant resources**  
Within this section you will find links to relevant resources, including the OTDA standards and Britis...
- Wellbeing Support for your Apprentices**  
Within this section you will find guidance and links to support your apprentices can access at University of Essex.

## OTDA Page

Remember to use the resources on our Open Essex Moodle page to help you support your apprenticeship over the programme.

Further information on today's topics can be found on here including this Welcome Week presentation.

# OTDA Programme Overview

## OTDA Apprenticeship is made up of multiple elements



### VERY IMPORTANT:

Without completing all the elements, OT apprenticeship qualification nor BSc (Hons) degree can be awarded. Will not be on Pass List sent to HCPC. Cannot attend graduation.

# Compliance Documents

- A representative from the employer, apprentice and university will have signed these.
- Copies are sent back to employer, and apprentice from Apprenticeship Hub.
- If you are not the employer representative you may want to ask for a copy of the below documents to better understand the OTDA and the commitment that has been made to support your apprentice.



Apprenticeship  
Agreement



Training Plan



Skills Analysis  
(INA)



# Training Plans

- This document explains what everyone i.e., employer, apprentice and training provider (university) must do to make sure the OTDA goes to plan.
- It will outline responsibilities employer, apprentice and training provider.

What a Training Plan covers:

- What training will consist of and a schedule of when it will happen (modules, credits and guided learning hours).
- Details of what the employer and training provider have promised to deliver.
- How to handle queries or resolve complaints.
- Outlines the expected off-the-job training (OTJT) hours.

| 1 Off the Job Hours - This table shows how your programme is set up to meet the off the job training statutory requirement. |   |  |                                 |   |                            |                                   |                            |           |             |                          |
|---|---|--|---------------------------------|---|----------------------------|-----------------------------------|----------------------------|-----------|-------------|--------------------------|
| Ref   | Modules of the Programme Description and timing                                     | Method of delivery   | Led by (University or Employer) | Apprenticeship Off the Job Hours – within paid working time |                            |                                   |                            |           |             |                          |
|   |   |  |                                 | Teaching of Theory & skills                                 | Self-directed/guided study | Assignments, Projects & Portfolio | 'Away' Practice placements | Mentoring | Total       | RPL <sup>1</sup>         |
| 1   | HS801 – Professional reasoning (30 credits)   | 12 weeks x1 day (7.5hours) per week, consisting of 5 hours taught and 2.5 hours self-directed/guided as indicated per day  | University                      | 60  | 30                         | 0                                 | 0                          | 0         | 90          | <input type="checkbox"/> |
| 2   | HS805 – Developing professional skills: Therapy and occupation (45 credits)         | 14 weeks x1 day (7.5hours) per week and 1 week, x2 days (15hours), including self-directed/guided study as indicated, Practice Placement (PP) Initiate – 6 weeks full time block placement (37.5 hours per week) and PP – Lead – 8 weeks full-time block placement (37.5 hours per week). Note: Placements are allocated by the University Practice placement team outside of apprentice's workplace/organisation. A minimum of 24 hours (2 hours per month across a 12-month period) work-based mentorship will be required to support development of new skills in the workplace and progress of the skills portfolio for this year long module. | Jointly                         | 80  | 40                         | 0                                 | 525                        | 24        | 669         | <input type="checkbox"/> |
| 3   | HS240 - Professional enquiry (15 credits)   | 5 weeks x2 days (15 hours) per week, 2x 1 day (7.5 hours) including allocated self-directed/guided study as indicated  | University                      | 60  | 30                         | 0                                 | 0                          | 0         | 90          | <input type="checkbox"/> |
| 4   | HS806 - Collaboration and leadership in service enhancement (30 credits)            | 8 weeks x2 days (15 hours) per week, including allocated self-directed/guided study as indicated   | University                      | 80  | 40                         | 0                                 | 0                          | 0         | 120         | <input type="checkbox"/> |
| 5   | HS807 - Advancing Occupational therapy practice in Diverse Communities (30 credits) | 11 weeks x 2 days (15 hours) per week, including self-directed/guided study as indicated   | University                      | 110   | 55                         | 0                                 | 0                          | 0         | 165         | <input type="checkbox"/> |
| 6   | HS808 – Becoming a professional: Professional skills.                               | 5 x 2 days per week (15 hours) and 1 x 1 day per week (7.5 hours), including self-directed/guided study as indicated and a 10-week full-time Practice Placement – Manage. Note: Placements are allocated by the University Practice placement team outside of apprentice's workplace/organisation A minimum of 22 hours (2 hours per month for the duration of year 2) work-based mentorship will be required to support development of new skills in the workplace and progress of the skills portfolio for this year long module.  | Jointly                         | 55  | 27.5                       | 0                                 | 375                        | 22        | 479.5       | <input type="checkbox"/> |
| 7   | HS340 – Professional enquiry proposal   | 3 weeks x 2 days (15 hours) per week and 11 weeks x1 day (7.5 hours), including self-directed/guided study as indicated with up to 8 hours research supervision  | University                      | 85  | 42.5                       | 0                                 | 0                          | 0         | 127.5       | <input type="checkbox"/> |
| 8   | HS809 – Autonomous practitioner (OT)  | 12 weeks x1 day (7.5 hours) per week, including allocated self-directed/guided as indicated  | University                      | 60  | 30                         | 0                                 | 0                          | 0         | 90          | <input type="checkbox"/> |
| 9   | Reading week (week 45 – year 2)   | 1 week x 2 days (15 hours)   | University                      | 0   | 15                         | 0                                 | 0                          | 0         | 15          | <input type="checkbox"/> |
| <b>Subtotal:</b>  |   |  |                                 | <b>445</b>  | <b>310</b>                 | <b>0</b>                          | <b>900</b>                 | <b>46</b> |             | <input type="checkbox"/> |
| <b>Total Off the Job Hours</b> (See page 3 for further explanation of what counts and does not count)                       |   |  |                                 |   |                            |                                   |                            |           | <b>1846</b> |                          |



**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 | 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)   |        |   |    |    |        |   |    |    |        |    |    |    |        | Annual Leave |    |    |        |    |    |    |        |    |    |    |        |    | Annual Leave |              |        |    |    |    |        |    |    |    |        |    |    |    |        |    |    |    |        |    |    |    |    |    |    |    |  |
| (pm)  |        |   |    |    |        |   |    |    |        |    |    |    |        | Annual Leave |    |    |        |    |    |    |        |    |    |    |        |    |              | Annual Leave |        |    |    |    |        |    |    |    |        |    |    |    |        |    |    |    |        |    |    |    |    |    |    |    |  |
| Wed (am)  |        |   |    |    |        |   |    |    |        |    |    |    |        | Annual Leave |    |    |        |    |    |    |        |    |    |    |        |    |              |              |        |    |    |    |        |    |    |    |        |    |    |    |        |    |    |    |        |    |    |    |    |    |    |    |  |
| (pm)  |        |   |    |    |        |   |    |    |        |    |    |    |        | Annual Leave |    |    |        |    |    |    |        |    |    |    |        |    |              |              |        |    |    |    |        |    |    |    |        |    |    |    |        |    |    |    |        |    |    |    |    |    |    |    |  |
| Tripartite meetings will occur in these given periods of time |        |   |    |    |        |   |    |    |        |    |    |    |        |              |    |    |        |    |    |    |        |    |    |    |        |    |              |              |        |    |    |    |        |    |    |    |        |    |    |    |        |    |    |    |        |    |    |    |    |    |    |    |  |

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

|  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |                   |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|---|--|--|--|--|--|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|-------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 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)   |        |   |    |    |        |   |    |    |        |    |    |    |        | Annual Leave |    |    |        |    |    |    |        |    |    |    |        |    |    | Annual Leave |        |    |    |    |        |    |    |    |        |    |    |    |        |    |    |    |        |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |
| (pm)  |        |   |    |    |        |   |    |    |        |    |    |    |        | Annual Leave |    |    |        |    |    |    |        |    |    |    |        |    |    | Annual Leave |        |    |    |    |        |    |    |    |        |    |    |    |        |    |    |    |        |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |
| Wed (am)  |        |   |    |    |        |   |    |    |        |    |    |    |        | Annual Leave |    |    |        |    |    |    |        |    |    |    |        |    |    |              |        |    |    |    |        |    |    |    |        |    |    |    |        |    |    |    |        |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |
| (pm)  |        |   |    |    |        |   |    |    |        |    |    |    |        | Annual Leave |    |    |        |    |    |    |        |    |    |    |        |    |    |              |        |    |    |    |        |    |    |    |        |    |    |    |        |    |    |    |        |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |
| Tripartite meetings will occur in these given periods of time |        |   |    |    |        |   |    |    |        |    |    |    |        |              |    |    |        |    |    |    |        |    |    |    |        |    |    |              |        |    |    |    |        |    |    |    |        |    |    |    |        |    |    |    |        |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |

|   |  |  |  |  |  |  |  |  |  |  |  |                   |  |  |  |  |  |  |  |  |  |  |  |                                |  |  |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|--|--|-------------------|--|--|--|--|--|--|--|--|--|--|--|--------------------------------|--|--|--|--|--|--|--|--|--|--|--|
| Term 1 (12 weeks)   |  |  |  |  |  |  |  |  |  |  |  | Term 2 (13 weeks) |  |  |  |  |  |  |  |  |  |  |  | Term 3 (18 weeks)              |  |  |  |  |  |  |  |  |  |  |  |
| HS340 Professional enquiry: 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) |  |  |  |  |  |  |  |  |  |  |  |

**HSC Apprenticeships**

**Structure of a Typical on-Campus University Day**

Brief overview of on campus programme delivery:

[Programme leads to add brief overview here of programme on campus delivery appropriate to their course – for example, of ANA’s delivery is:]

For 1st Year Apprentices a university day is a Wednesday

For 2nd Year Apprentices a university day is a Thursday

University days are allocated as 8 hours (09:00-17:00), which counts as 7.5 hours on your timesheet, as the ½ hour lunch break is not included. The following table explains how this time is broken down into a variety of learning activities throughout a typical day, for apprentices on campus.

| Time          | Activity   | Duration       |
|---------------|--|----------------|
| 09:00 – 10:00 | Self-directed learning for assessment/ assignment preparation  | 1 hr           |
| 10:00 – 13:00 | Morning taught session (see individual module timetable for details)   | 3 hr           |
| 13:00 – 13:30 | LUNCH BREAK  | ½ hr           |
| 13:30 – 14:00 | Self-directed learning for assessment/ assignment preparation  | ½ hr           |
| 14:00 – 17:00 | Afternoon taught session (see individual module timetable for details). This could also include self-directed learning for the last hour of the day for taught sessions which may finish at 4pm. | 3 hr           |
|               | <b>Total hours</b>   | <b>8 hours</b> |

As you will note, there are 1½ hours of self-directed learning time assigned for assessment / assignment preparation on each day. Of this time, 45 minutes is allocated to the module running in the morning and 45 minutes is allocated to the module running in the afternoon. Where a module runs all day, the whole 1½ hours is allocated to that module.

v.2 adapted from Nursing Associate 'structure of a university day'

# Apprentice’s University Day

- Standardised timetable used for all apprentice modules across the University.
- 7.5 hour per day at university = 7.5 hours of OTJT.
- Teaching starts at 10:00-16:00.
- Designated self-directed study (SDS) has been incorporated within the day.
- SDS counts towards OTJT, and apprentices should treat these no differently in terms of working days i.e., if they are unwell, they need to arrange for this to be taken as a sick day or annual leave.

# OTDA Apprenticeship Overview

|   |  |
|---|--|
| <b>BSc Year 1 – Level 4</b>   | <b>AP[E]L equivalent to first year of BSc at Level 4</b>   |
| HS140 (joint with physio)<br>Professional and interprofessional skills for practice                     | <ol style="list-style-type: none"> <li>1. UoE Healthcare Assistant Practitioner Apprenticeship (OT Pathway) which includes 75 hours of taster days, Explore placement.</li> <li>2. HS179 CPD OT Bridging Module, previous Level 5 Foundation Degree, 75 hours of taster days, Explore placement.</li> <li>3. Level 5 or Level 6 Degree, AP[E]L written portfolio, 150 hours of taster days.</li> </ol> |
| HS173 - Informing sciences  |  |
| HS175 - Engagement in occupation  |  |
| HS176 - Concepts of therapy – PP Explore  |  |
| <b>BSc Year 2 – Level 5</b>   | <b>OTDA Year 1 – Level 5</b>   |
| HS240 (joint with OTDA)<br>Professional enquiry   | HS240 (joint with BSc)<br>Professional enquiry   |
| HS272<br>Professional reasoning   | HS801<br>Professional reasoning  |
| HS274 (joint with OTDA) PP Initiate & PP Lead<br>Developing professional skills: Therapy and occupation | HS805 (joint with BSc) PP Initiate & PP Lead<br>Developing professional skills: Therapy and occupation   |
| HS276<br>Collaboration and leadership in service enhancement  | HS806<br>Collaboration and leadership in service enhancement   |
| <b>BSc Year 3 – Level 6</b>   | <b>OTDA Year 2 – Level 6</b>   |
| HS340 (joint with SLT)<br>Professional enquiry proposal   | HS340 (joint with SLT)<br>Professional enquiry proposal  |
| HS371<br>Advancing Occupational therapy practice in Diverse Communities                                 | HS807<br>Advancing Occupational therapy practice in Diverse Communities  |
| HS372 (joint with OTDA) PP Manage<br>Becoming a professional: Professional Skills                       | HS808 (joint with BSc) PP Manage<br>Becoming a professional: Professional Skills   |
| HS374<br>Autonomous practitioner (OT)   | HS809<br>Autonomous practitioner (OT)  |

# OT Degree Apprenticeship Standard

- OTDA Occupational Standard (set out by IfATE) is divided into 10 duties, each with a selection of related KSBs.
- In total the OTDA has 59 items of knowledge, 83 items of skill and 4 items of behaviour that each apprentice must achieve over the two-year programme.
- Link closely to the HCPC Standards of Proficiency for OTs (2023).

| DUTY  | KSBS  |
|---|---|
| Duty 1 Practise safely and effectively within the scope of practice and within the legal and ethical boundaries of the profession.              | K1 K2 K3 K4 K5 K6 K7 K8 K9<br>S1 S2 S3 S4 S5 S6 S7 S8 S9 S10 S11 S12<br>B3 B4   |
| Duty 2 Look after own health and wellbeing, seeking appropriate support where necessary.  | K10 K11<br>S13 S14 S16  |
| Duty 3 Practise as an autonomous professional, exercising professional judgement.   | K12<br>S15 S17 S18 S19 S20 S21<br>B4  |
| Duty 4 Practise in a non-discriminatory and inclusive manner recognising the impact of culture, equality, and diversity.                        | K13 K14 K15 K16<br>S22 S23 S24 S25<br>B1 B2   |
| Duty 5 Communicate effectively, maintaining confidentiality and records appropriately.  | K17 K18 K19 K20 K21 K22 K23 K24<br>S26 S27 S28 S29 S30 S31 S32 S33 S34 S35 S36<br>B1 B2   |
| Duty 6 Work appropriately with others.  | K25 K26 K27 K28 K29 K30 K31 K32 K33 K34<br>S37 S38 S39 S40 S41 S42 S43 S44 S45 S46 S47<br>B1 B2 B4  |
| Duty 7 Reflect on, review, and assure the quality of own practice.  | K35 K36 K37<br>S48 S49 S50 S51 S52 S53 S54<br>B4  |
| Duty 8 Draw on appropriate knowledge and skills to inform practice and apply the key concepts of the knowledge base relevant to the profession. | K38 K39 K40 K41 K42 K43 K44 K45 K46 K47 K48 K49 K50 K51 K52 K53 K54<br>S55 S56 S57 S58 S59 S60 S61 S62 S63 S64 S65 S66 S67 S68 S69 S70 S71 S72 S73 S74 S75 S76<br>B1 B3 |
| Duty 9 Establish and maintain a safe practice environment.  | K55 K56 K57<br>S77 S78 S79 S80 S81<br>B3  |
| Duty 10 Promote public health and prevent ill health.   | K58 K59<br>S82 S83<br>B3  |

# Tripartite Progress Reviews

# Tripartite Progress Reviews

## Why are they important?

- Can motivate apprentices to push themselves to attain their goals.
- Documents the apprentice journey and records goal setting to monitor progress.
- Opportunity for training provider and employer to pick up on and address any challenges the apprentice is facing that may affect successful completion of their apprenticeship.
- Reduce chance of apprentice failing to achieve course completion by the planned end date.
- Provide an opportunity to adjust the training plan e.g., break-in learning.
- Key signifier of quality for Ofsted and ESFA.

**Tripartite Progress Reviews do not replace personal tutor meetings for pastoral support.**



# Tripartite Progress Reviews

**Occur every 12-weeks (minimum requirement)** (Paragraphs 83 and 84, page 48).

Should be reviewing that the apprentice:

- Is making good progress against their KSBs – Skills Scan completed by apprentice prior to tripartite progress review.
- Is considering learning opportunities that they need and want to do to make further progress (appropriate to their role).
- Has the ‘right’ support from the training provider and/or employer to facilitate progress and to be successful. Support needs are being identified and met.
- Is being given their entitled OTJT.
- Summary of discussion must be signed by all 3 parties.
- Need to dedicate time to prepare the documentation as a mentor.

# Tripartite Progress Reviews

## Not a tick box exercise – minimum 60 minutes per meeting

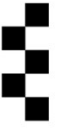
Tripartite Progress Review should be used to:

- Tease out possible learning opportunities from the workplace.
- Link their learning to operational standards i.e., OTDA KSBs.
- Explore and discuss experiences of British Values, Equality, Diversity, and Inclusion, safeguarding, Prevent, and Health and Safety.
- To check overall progress against their training plan e.g., OTJT.
- Ensure successful progress is being made against actions.
- Highlight any support required and how this will be provided.
- Monitor academic/assignment progress and support.
- Highlight concerns/praise achievements.

# Tripartite Progress Reviews

## Terms and definitions within apprenticeships

- **British Values** - set of social attitudes thought to maintain social cohesion and equality.
- **Safeguarding** – keeping people safe in clinical setting and themselves as a learner/employee
- **Maths and English** – embedding and maintaining skills already achieved through their previous qualification.



# OTDA Skills Scan

| Duty  | KSB  | INA    | INA    | Tri 1  | Tri 1  | Tri 2  | Tri 2 | Tri 3 | Tri 3 | Tri 4 | Tri 4 | Tri 5 | Tri 5 | Tri 6 | Tri 6 | Tri 7 | Tri 7 | Tri 8 | Tri 8 |
|---|--|--------|--------|--------|--------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Duty 1 Practise safely and effectively within the scope of practice and within the legal and ethical boundaries of the profession.                            | K1: The importance of continuing professional development throughout own career.   | I have | 2      | I have | 2      | I have | 3     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | K2: The importance of safeguarding, signs of abuse and relevant safeguarding processes.  | I have | 3      | I have | 2      | I have | 3     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | K3: What is required of them by the Health and Care Professions Council, including, but not limited to, the Standards of conduct, performance, and ethics.         | I have | 1      | I have | 1      | I have | 3     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | K4: That relationships with service users, carers and others should be based on mutual respect and trust.  | I have | 2      | I have | 3      | I have | 3     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | K5: The importance of valid consent.   | I have | 3      | I have | 2      | I have | 3     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | K6: The importance of capacity in the context of delivering care and treatment.  | I have | 1      | I have | 3      | I have | 3     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | K7: The scope of a professional duty of care.  | I have | 2      | I have | 2      | I have | 3     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | K8: Legislation, policies, and guidance relevant to own profession and scope of practice.  | I have | 1      | I have | 2      | I have | 3     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | K9: The effect of legislation on the delivery of care.   | I have | 1      | I have | 2      | I have | 3     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | S1: Identify the limits of own practice and when to seek advice or refer to another professional or service.   | I have | 2      | I have | 2      | I have | 2     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | S2: Recognise the need to manage own workload and resources safely and effectively, including managing the emotional burden that comes with working in a           | I have | 3      | I have | 3      | I have | 3     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | S3: Keep own skills and knowledge up to date.  | I have | 3      | I have | 3      | I have | 2     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | S4: Maintain high standards of personal and professional conduct.  | I have | 2      | I have | 3      | I have | 3     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | S5: Engage in safeguarding processes where necessary.  | I have | 2      | I have | 2      | I have | 3     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | S6: Promote and protect the service user's interests at all times.   | I have | 2      | I have | 2      | I have | 3     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | S7: Respect and uphold the rights, dignity, values, and autonomy of service users, including own role in the assessment, diagnostic, treatment and/or therapy      | I have | 2      | I have | 2      | I have | 3     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | S8: Maintain high standards of care in all circumstances.  | I have | 2      | I have | 3      | I have | 3     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | S9: Exercise a duty of care.   | I have | 2      | I have | 3      | I have | 3     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | S10: Obtain valid consent, which is voluntary and informed, has due regard to capacity, is proportionate to the circumstances and is appropriately documented.     | I have | 3      | I have | 2      | I have | 3     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | S11: Apply legislation, policies, and guidance relevant to own profession and scope of practice.   | I have | 3      | I have | 2      | I have | 3     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
| S12: Recognise the power imbalance which comes with being a health care professional, and ensure it is not abused for personal gain.                          | I have   | 1      | I have | 2      | I have | 3      |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       |
| B3: Practice improving the economic, social, and environmental sustainability of health and care services recognising the interdependence and ensuring belong | I have   | 1      | I have | 2      | I have | 2      |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       |
| B4: Be professionally curious and evidence-informed to enable lifelong professional and personal development, including exhibiting leadership behaviours.     | I have   | 1      | I have | 2      | I have | 3      |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       |
| Duty 2 Look after own health and wellbeing, seeking appropriate support where necessary.  | K10: The importance of own mental and physical health and wellbeing strategies in maintaining fitness to practise.   | I have | 2      | I have | 2      | I have | 3     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | K11: How to take appropriate action if own health may affect own ability to practise safely and effectively, including seeking help and support when necessary.    | I have | 1      | I have | 2      | I have | 2     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | S13: Identify own anxiety and stress and recognise the potential impact on own practice.   | I have | 2      | I have | 3      | I have | 2     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | S14: Develop and adopt clear strategies for physical and mental self-care and self-awareness, to maintain a high standard of professional effectiveness and a safe | I have | 2      | I have | 2      | I have | 3     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
| S16: Use own skills, knowledge and experience, and the information available, to make informed decisions and / or take action where necessary.                | I have   | 3      | I have | 2      | I have | 3      |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       |
| Duty 3 Practise as an autonomous professional, exercising professional judgement.   | K12: The need for active participation in training, supervision and mentoring in supporting high standards of practice, and personal and professional conduct, a   | I have | 2      | I have | 3      | I have | 2     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | S15: Recognise that they are personally responsible for, and must be able to, justify their decisions and actions.   | I have | 2      | I have | 2      | I have | 2     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | S17: Make reasoned decisions to initiate, continue, modify, or cease treatment or the use of techniques or procedures, and record the decisions and reasoning      | I have | 3      | I have | 2      | I have | 3     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | S18: Make and receive appropriate referrals, where necessary.  | I have | 2      | I have | 2      | I have | 3     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | S19: Exercise personal initiative.   | I have | 3      | I have | 3      | I have | 3     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | S20: Demonstrate a logical and systematic approach to problem solving.   | I have | 3      | I have | 2      | I have | 3     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
|   | S21: Use research, reasoning and problem-solving skills when determining appropriate actions.  | I have | 2      | I have | 2      | I have | 2     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |
| B4: Be professionally curious and evidence-informed to enable lifelong professional and personal development, including exhibiting leadership behaviours.2    | I have   | 1      | I have | 2      | I have | 2      |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       | 0     |       |

# Mentor's Role in Tripartite Progress Reviews

## What do I need to capture?

- Each Tripartite Progress Review should capture the apprentices' rich and varied learning journey.
- Use examples from work that capture their application of learning – Remember theory to practice link.
- Ask about what they are studying and how they plan to take this learning forward (OT Programme Map)
- Any possible changes to duration of course for that individual apprentice e.g., late or failed submissions/Break-in-Learning needed for health or wellbeing. What is the plan?
- Are OTJT/attendance up-to-date? If not, why not? What's the plan to recover lost learning?
- Any challenges? If so, what are they? What is the plan to overcome this?
- Praise – has the apprentice demonstrated learning over and above expected? How can they continue to maintain this? How could they extend this?
- Agree SMART goals that reflect what the apprentice wants/needs to do to be successful.

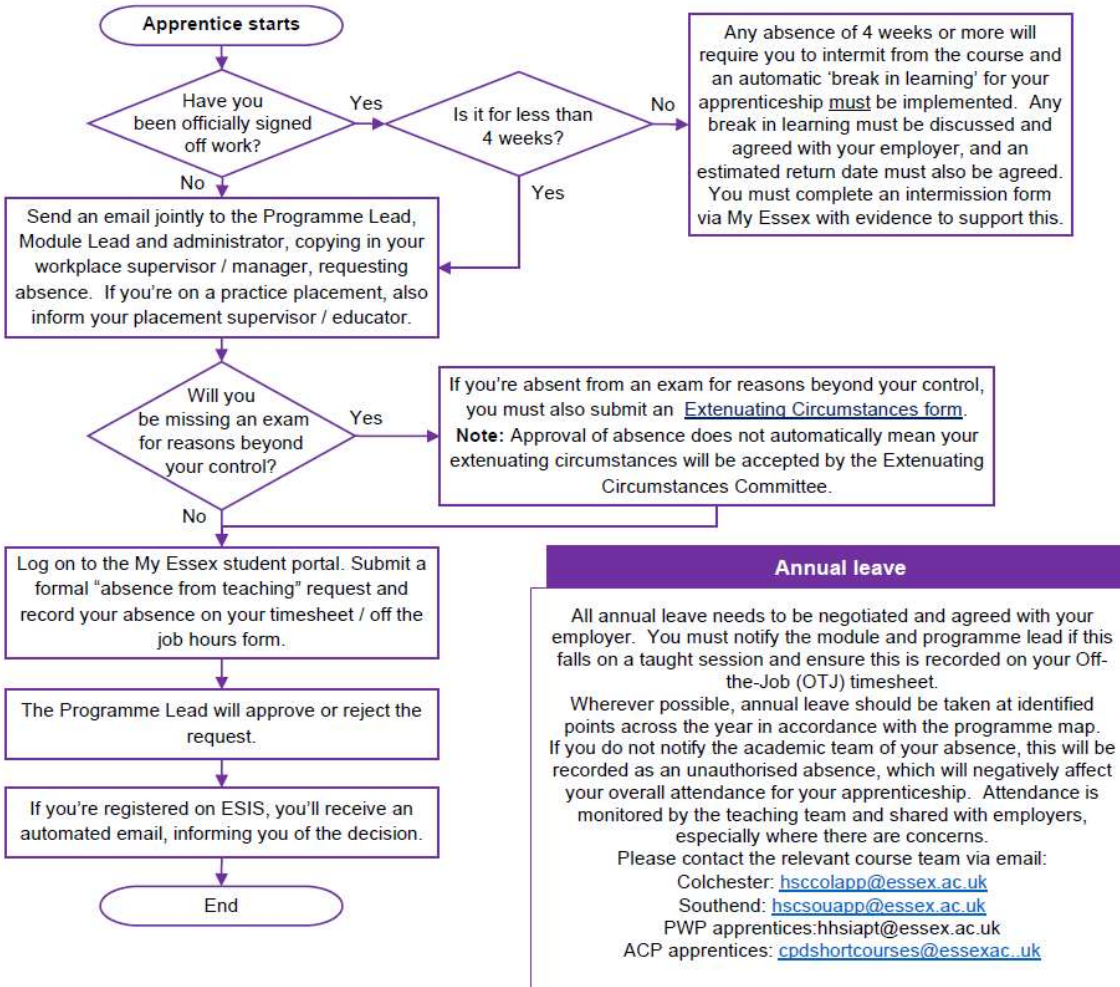
# Off-the-Job Training (OTJT)

## Off-The-Job Training (OTJT)

- According to the Education and Skills Funding Agency (ESFA), all occupational standards must contain a minimum baseline of six hours off-the-job training per week.
- OTJT is learning above and beyond a candidate's normal duties to meet the occupational standards.
- Consequences for getting it wrong – employers or training provider who fall foul of the rules could see their funding clawed back for the current year, and even previous years.
- 1846 OTJT across the two-year programme.
- Any allocated OTJT hours missed across the programme needs to be reimbursed to the apprentice i.e., giving extra day(s) off during suggested annual leave periods or giving extra day(s) off during the working week.
- If an apprentice misses 4 weeks or more consecutively of learning, they will automatically be placed on a Break-in-Learning.

# Absence Reporting

- If you're unable to attend an on-campus session or placement, you **MUST** inform the relevant module lead, programme lead, administrator, your employer (inc. placement setting), and report your absence via My Essex portal.
- All self-directed study days are included in your paid working hours, and you need to treat this in the same way as if you were unable to attend work.
- Therefore, this will need to be taken as agreed leave with your line manager – i.e. sick, bereavement, carer's, emergency, or annual leave – in accordance with your Trust's / organisation's policies.
- Any missed study days **MUST** be given back to you by your employer to meet the training plan requirements and any relevant Professional, Statutory or Regulatory Body (PSRB) requirements.
- If you are off sick from work, you are not allowed to attend any sessions at the university (face to face or virtual) under the apprenticeship regulations.



**Annual leave**

All annual leave needs to be negotiated and agreed with your employer. You must notify the module and programme lead if this falls on a taught session and ensure this is recorded on your Off-the-Job (OTJ) timesheet.

Wherever possible, annual leave should be taken at identified points across the year in accordance with the programme map. If you do not notify the academic team of your absence, this will be recorded as an unauthorised absence, which will negatively affect your overall attendance for your apprenticeship. Attendance is monitored by the teaching team and shared with employers, especially where there are concerns.

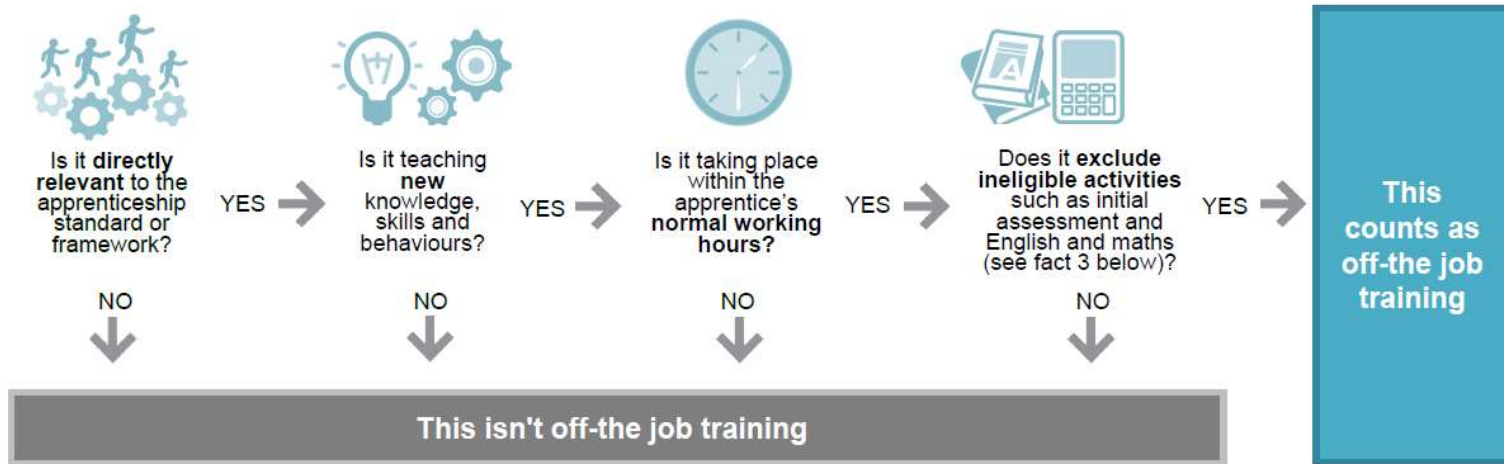
Please contact the relevant course team via email:  
 Colchester: [hsccolapp@essex.ac.uk](mailto:hsccolapp@essex.ac.uk)  
 Southend: [hscsouapp@essex.ac.uk](mailto:hscsouapp@essex.ac.uk)  
 PWP apprentices: [hhsiapt@essex.ac.uk](mailto:hhsiapt@essex.ac.uk)  
 ACP apprentices: [cpdshortcourses@essex.ac.uk](mailto:cpdshortcourses@essex.ac.uk)



# Off-The-Job Training (OTJT)

|   |   |  |  |
|---|---|--|--|
| <p><b>Teaching of directly relevant “Theory”</b><br/> <i>Skill development<br/>         Knowledge development<br/>         Behaviour development<br/>         Teaching activities – class, webinar,<br/>         1-2-1</i></p>  | <p><b>Directly relevant “Practical Training”</b><br/> <i>Skill development<br/>         Knowledge development<br/>         Behaviour development<br/>         Instructional activities – class, webinar,<br/>         1-2-1</i></p>   | <p><b>Assignments, Projects &amp; Portfolio</b><br/> <i>Time spent on relevant apprenticeship projects or portfolio<br/>         Research time, writing time,<br/>         presenting time</i></p> | <p><b>Work Shadowing</b><br/> <i>Watching an experienced person perform skills, knowledge, or behaviour of the apprenticeship</i></p>  |
| <p><b>Learning Support Delivery</b><br/> <i>Attendance in learning support activities<br/>         Time spent working on the support plan<br/>         (excluding general maths and English development tasks)</i></p>  | <p><b>Industry Visits</b><br/> <i>Time spent travelling to and at industry visits linked to the apprenticeship knowledge, behaviour, or skill development</i></p>   | <p><b>Competitions</b><br/> <i>Time spent travelling to or at competitions linked to the apprenticeship</i></p>  | <p><b>Mentoring</b><br/> <i>Time spent away from productive work with the employer or University reflecting on Apprenticeship improvement or behaviour development</i></p>           |
| <p><b>What <u>does not</u> count as off the job training?</b></p>   |   |  |  |
| <p><b>Unnecessary or irrelevant theory</b><br/> <i>Where the subject of the training activity does not benefit the development of the required Apprenticeship Skills, knowledge, or behaviours: e.g., researching a subject not relevant to the apprenticeship subject.</i></p> | <p><b>Irrelevant practical training</b><br/> <i>Where the subject of the training does not benefit the development of the required Apprenticeship Skills, Knowledge or Behaviours: e.g., a training course not relevant to the apprenticeship subject like manual handling in Team Leading.</i></p> | <p><b>Progress Reviews</b><br/> <i>Time spent in Apprenticeship progress reviews though learning activities before and after would count</i></p>   | <p><b>Qualification assessment</b><br/> <i>Examinations or assessments required for the programme’s completion such as End Point Assessment activities or other examinations</i></p> |
| <p><b>Anything not completed in working hours or where time off isn’t given in lieu or remunerated accordingly does not count as off the job training.</b><br/> <b>All Apprenticeship activity should take place in paid time including projects and assignments.</b></p>       |   |  |  |

## Off-the-job training: steps to help you determine whether an activity counts as off-the-job training



### Key facts:

- 1** Off-the-job training must make up at least 20% of the apprentice's normal working hours (normal working hours are capped at 30 hours a week for funding purposes only). For a full-time apprentice, this is an average of 6 hours per week over the planned duration of the apprenticeship.
- 2** Off-the-job training must be away from the productive job role, but this doesn't mean it must be away from the workplace. Training can take place at the employer's premises, off-site (e.g. in a provider classroom) or at home (e.g. distance learning).
- 3** Time spent on initial assessment and onboarding, English and maths, training not required by the apprenticeship standard, progress reviews, examinations and other testing, and training which takes place outside the apprentice's normal working hours does not count towards off-the-job training.



Department for Education

Version: October 2023





# Practice Placements

**Louise Andrews – OT Placement Lead Tutor**

**07825845325 [louisea@essex.ac.uk](mailto:louisea@essex.ac.uk)**

# The Placement Team

- Louise Andrews: Placement Lead for OT [louisea@essex.ac.uk](mailto:louisea@essex.ac.uk)
- Amie Mellersh-Tett: Placement tutor: [Amie.mellersh-tett@essex.ac.uk](mailto:Amie.mellersh-tett@essex.ac.uk)
- Placement Administration Team [practiceplacements@essex.ac.uk](mailto:practiceplacements@essex.ac.uk)
- [hscplacements@essex.ac.uk](mailto:hscplacements@essex.ac.uk)
- [epadhelpdesk@essex.ac.uk](mailto:epadhelpdesk@essex.ac.uk)

# Practice Placements

- An integral part of professional education
- Form an indispensable part of your learning process.
- Vital to your educational and professional development
- An opportunity to acquire new skills and develop core clinical and transferrable skills across many specialities

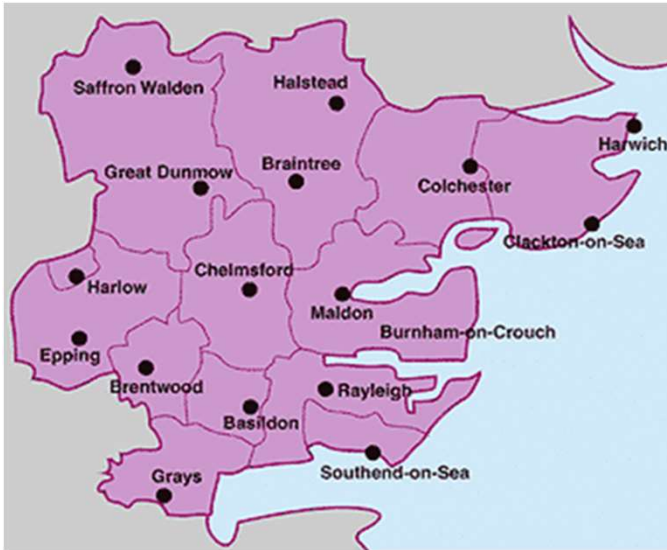
# Placement Requirements: 1000 hours

**Royal College of Occupational Therapists' (RCOT 2019) and the World Federation of Occupational Therapists' (WFOT 2016) standards of education**

- RPL Process: Equivalent of 150 assessed practice hours
- Year 1: 6 weeks AND 8 weeks (level 5)
  - Initiate: 13<sup>th</sup> January – 21<sup>st</sup> February 2025
  - Lead: 26<sup>th</sup> May – 18<sup>th</sup> July 2025
- Year 2: 10 weeks (Level 6)
  - Manage: 19<sup>th</sup> January – 27<sup>th</sup> March 2026
- Pass or Fail

# Placement Hours

- Minimum requirement **33 hours per week** (onsite): 37.5 hours in total each week.
- Employer must reimburse additional hours if apprentice is employed less than 37.5 hours per week.
- Study time is included in placement hours and should be recorded on OTJT as well. Half day study a week but can be taken as one full day fortnightly.
- **7 day working**/shift patterns a possibility - Providers advise the university of this requirement in advance of the placement
- Apprentices are not required to work outside of their employed contracted hours whilst on placement.
- If an apprentice would like to work the shift pattern of their placement, agreement must be gained from employer beforehand, and university informed of this.



## Practice Locations

- Apprentices are expected to travel up to 1.5 hours (From the university campus) each way on placement.
- They cannot access any funding through the university for additional travel.
- Discussion may be needed with your apprentice regarding what reimbursements the employer will provide.





# Sourcing and allocating placements

- All placements will be sourced, allocated and monitored by the placement team.
- You, as the employer representative, must agree to your allocation before this can be shared with the apprentice.
- No elective placements here at the University of Essex.
- Students need to complete a range of placements to register with the HCPC.

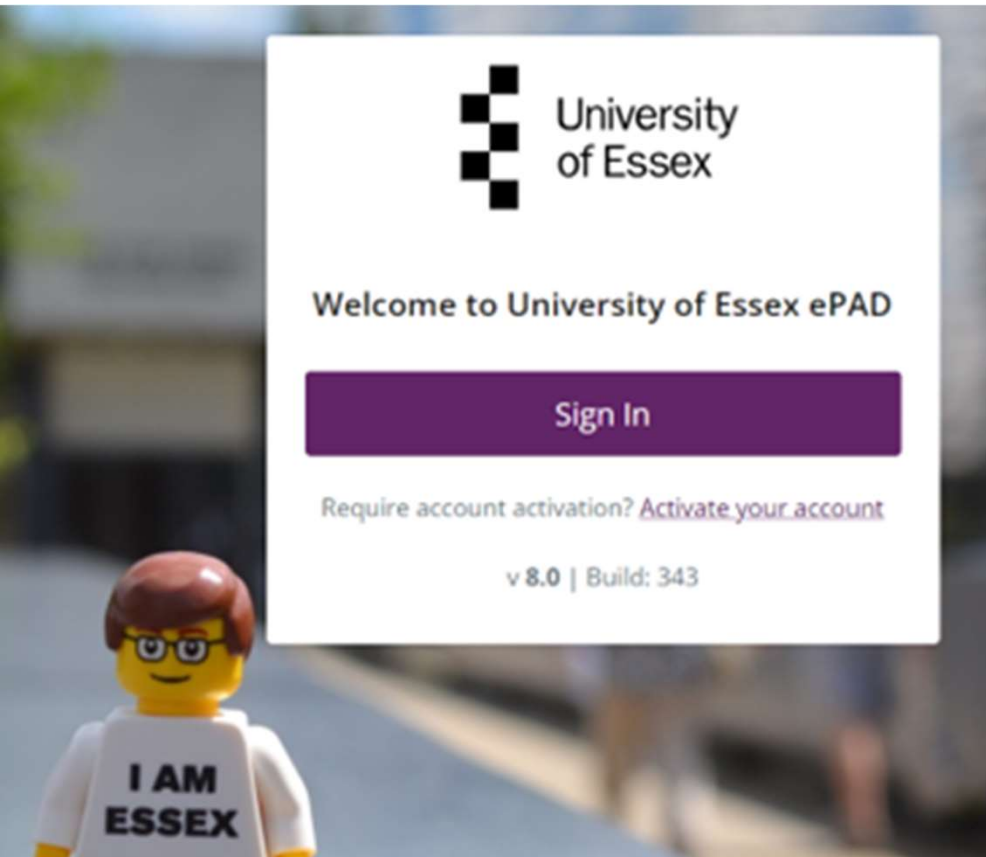


## Placement Opportunities

- Traditional
- Non-traditional
- Role emerging
- Virtual
- Non-Face to Face

# Electronic placement assessment document

- The ePAD is a digital platform designed to support the educational and professional development of occupational therapy students whilst on placement.
- Works as a placement passport database which contains all Placement related documents ( including progress reviews and OTJT timesheets).
- It replaces the traditional paper-based documents, ensuring
- more efficient and accessible management of placement documents.
- [ePAD webpage](#) – guidance and resources.

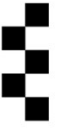


# Placement Assessment

Based on the core components of the RCOT Career Development Framework

Assessed areas:

- Professional Practice
- Facilitation of Learning
- Leadership
- Evidence, research and development



|   |   |
|---|---|
| <b>Professional Practice (P)</b>              | <ul style="list-style-type: none"><li>• Maintain occupation at the centre of practice</li><li>• Deliver safe, effective, person-centred and ethical practice</li><li>• Use professional judgement and evidence-based critical reasoning to make decisions</li></ul>               |
| <b>Facilitation of Learning (F)</b>           | <ul style="list-style-type: none"><li>• Inspire, teach, mentor, supervise and/or assess others</li><li>• Facilitate practice-based and work-based learning</li><li>• Access, create and evaluate contemporary learning environments, methods, tools and materials</li></ul>       |
| <b>Leadership (L)</b>                         | <ul style="list-style-type: none"><li>• Identify, monitor and enhance own and others' knowledge, skills and ways of thinking</li><li>• Lead, guide and/or facilitate teamwork</li><li>• Influence, design, plan and implement professional and/or organisational change</li></ul> |
| <b>Evidence, Research and Development (E)</b> | <ul style="list-style-type: none"><li>• Access, evaluate and implement evidence to inform practice</li><li>• Initiate, design, participate in and disseminate research</li><li>• Engage with and influence broader socio-economic and political agendas</li></ul>                 |

# Supporting an Apprentice in the Team

## Practice Placement Educator

- Apprentices are highly experienced in their employed role but may lack experience of different settings.
- Have more developed skills around communication, employability and patient interactions.
- Can lack self-esteem and confidence to move to a different area.
- Different starting point on course i.e., Assistant Practitioner, CPD Bridging Module, Direct Entry.
- Often mileage is not funded by employer and may not want to use car even if car driver.
- Cannot claim costs for additional residence.

# Fitness to Practice (FtP) – what is this?

To be 'fit to practise' means that your behaviour and health allows you to safely and competently support the care of vulnerable individuals in your care as well as members of the public.

## Training to attend/watch - FtP Webinar for Students

- Apprentices will be invited to attend the annual FTP Webinar for learners on **Friday 4<sup>th</sup> October 10:00-12:00**.
- This will be via Zoom: Join Zoom Meeting <https://essex-university.zoom.us/j/99350199983> (Meeting ID: 993 5019 9983).
- Attendance is not mandatory as this will be a working day. A recording will be available that each apprentice must ensure they watch.
- If possible, please ensure that your apprentice will be able to attend this or have an opportunity to watch the recording.

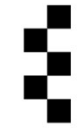


# **Role of the Mentor**



## **Roles and responsibilities of a mentor**

- Normally expect role to be for the length of the apprenticeship
- should be someone who, is sufficiently experienced to support the apprentice to identify appropriate learning opportunities in the workplace
- Minimum of 2 hours dedicated supervision time a month to support ongoing active learning – this may vary per apprentice.
- This does not include involvement in the tripartite progress review meetings and final gateway review.
- 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.



## **Roles and responsibilities of a mentor**

- Familiarise themselves with the Course, Placement, Apprenticeship Handbooks and associated review paperwork.
- 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] for and ensuring any actions highlighted are facilitated.
- 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.
- 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.



University of Essex

# Meet the OTDA Mentor's

**Rachel Wood, Advanced OT, Essex Partnership University NHS Foundation Trust (EPUT) and  
Tom Barnard, OT, Hertfordshire Partnership University NHS Foundation Trust**

## MENTOR

- Have a good understanding of your roles and responsibilities as a mentor.
- Complete Tripartite paperwork in advance of the Tripartite meeting.
- Have an understanding of the KSB's, British values and 10 Duty's.
- If a Tripartite falls near placement then consider using the Apprentice's learning and skills developed on placement for completion of the Tripartite.
- Consider the Apprentice's well-being. Encourage Apprentice to plan ahead for taking AL and consider taking AL when they have a break from uni.
- Look ahead for service provision– consider the impact on the service when the Apprentice is on placement and plan for this accordingly.
- Consider the Apprentice's learning/development needs in relation to the placement that they are about to go on.
- Be flexible and adapt your approach to the Apprentice's learning needs.
- Use your wider team to support the Apprentice in their learning.
- Be aware that some periods of the course may be more stressful for the Apprentice i.e. placement/module hand in times. Increase support when required.
- Link up early on with your manager and the uni if any concern/queries arise.
- Celebrate the achievements of the Apprentice. Give positive feedback.
- Keep in touch with the Apprentice on placement.

## MENTOR & APPRENTICE

- Look ahead and understand module hand in dates & Skills portfolio.
- Plan ahead and consider dates for AL/ mandatory training/ placement.
- Protect time for mentor meetings.
- Set realistic goals so the Apprentice's actions and targets are manageable (SMART)
- Consider Apprentice's work before/after placement.

## APPRENTICE

- Be Organized.
- Look in advance to plan AL/ Mentor meetings /Tripartite preparation meetings
- Protect time for mentor meetings.
- Reflect, Reflect, Reflect!

**Effectively supporting the Apprentice & meeting the mentor responsibilities**

# **Work-Based Mentor Support Meetings**

## **Dates for Academic Year 2024-2025 (to be sent out)**

Thursday 14th November 2024 11:30-13:00 -

- Topic Focus: Skills Portfolio and Reviewing Tripartite Progress Review Process and ePAD.

Thursday 13th February 2025 12:00-13:00 -

- Topic Focus: Revisiting Skills Portfolio and Roles and responsibilities of a work-based mentor.

Tuesday 8th May 2025 12:00-13:00 -

- Topic Focus: Identifying learning opportunities in the workplace.

Wednesday 17th July 2025 12:00-13:00 -

- Topic Focus: Managing an apprenticeship, employee requirements and EPA preparation.

# **Supporting Apprentices in the Workplace Team**

# Supporting an Apprentice in the Team

- Long learning journey – this is the end hurdle.
- Challenging to manage work/study/life balance.
- Time to complete apprenticeship compliance documentation i.e., OTJT, Tripartite Progress Review Preparation and time to attend Tripartite Progress Review Meeting.
- Will be classed as OTDA from start of apprenticeship – no longer an OTA/OTT.
- Learning should be focused on the [apprenticeship occupational standard](#) for OT (knowledge, skills and behaviours – KSBs)
- Mentor, apprentice and university personal tutor will need to attend 12-weekly, 60-minute Tripartite Progress Review 4 times a year.
- Mentor, apprentice and university personal tutor will need to attend a Gateway Review at the end of the programme.

# Supporting an Apprentice in the Team

## Work-based Mentor

- Sufficiently experienced to support the apprentice to identify appropriate learning opportunities in the workplace.
- Become familiar with the [apprenticeship occupational standard](#) for OT (knowledge, skills and behaviours – KSBs) to support learning, including British Values and safeguarding.
- Provide recommended 2 hours of dedicated supervision time a month to support ongoing learning.
- Adapt support to meet the needs of the apprentice.
- Prepare for and attend Tripartite Progress Review meetings.
- Familiarise themselves with the Course, Placement, Apprenticeship Handbooks and associated review paperwork.
- 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.



**Any  
questions?**

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