

BSC (HONS) OCCUPATIONAL THERAPY APPRENTICESHIP

Institute of Health

Academic Level:	6	Credits:	360
Apprenticeship Standard:	Occupational therapist /Apprenticeship Standard (Integrated degree)		
Apprenticeship Standard and Assessment Plan:	Occupational Therapist (Apprenticeship Standard) (Integrated Degree) Occupational therapist / Apprenticeship standards / Institute for Apprenticeships and Technical Education The QAA Characteristic Statement for Apprenticeships can be found here.		
LARS Code of the Apprenticeship Standard:	391	LARS Code of the University Award	TBC
Awarding Body:	University of Cumbria		
Delivery Site:	Lancaster and Carlisle (Fusehill Street) campus		
Programme Length:	Standard registration period (full-time) – 3 years It is generally expected that you will complete within the normal length of the pre-registration programme. For any apprentice learners that do not complete the programme within the standard registration period, an individual scheme of study up to an additional two years may be considered to enable successful completion of the programme requirements and in accordance with university regulations.		
Mode of Delivery:	Blended learning Including the required minimum 1000 hours of assessed practice placement in a variety of settings including NHS, Social Care, Private, Independent and Voluntary Organisations and simulated practice.		
Pattern of Delivery:	Full Time work-based apprenticeship with day release for theory and blocks of practice placement		
	Delivery pattern: Over 3 semesters in each year of the programme.	Day Release	

		From September 2027, weekly theory and full time practice placement blocks.
	Standard semester dates:	No
Placement:	Four practice placements totalling 1032.5 hours. 1st year = 5 weeks; 2nd Year = 8 weeks 3rd year = 1 x 6 weeks, 1 x 20 hours of simulation and 1 x 8 weeks	
PSRB:	The Programme is accredited by: Royal College of Occupational Therapists (RCOT) and is approved by: The Health and Care Professions Council (HCPC) Completion of the BSc (Hons) Occupational Therapy confers eligibility to apply to register as an Occupational Therapist with the Health and Care Professions Council and to apply for professional membership of the Royal College of Occupational Therapists.	
	Date of accreditation: RCOT – May 2025 HCPC – September 2025	Accreditation period: 5 years (September 2025-2030) Ongoing
Employer Organisation	Local NHS organisations and Councils, as well as private voluntary organisations employing occupational therapists.	
End Point Assessment	Integrated	
End Point Assessment Organisation:	University of Cumbria	
External Quality Assurance Body:	OFSTED – Teaching quality OfS – Integrated EPA RCOT HCPC	
Programme Webpage:	https://www.cumbria.ac.uk/study/courses/apprenticeships/occupational-therapy/	

Entry Criteria	
Government funding rules require that an apprentice must: • Have the right to live and work in the UK, • Be resident in the UK for the last 3 years before the start date of the programme,	

- Be in employment, in a role that allows them to develop the competencies in the apprenticeship standard
- Be paid at least the legal minimum wage
- Have a contract of employment covering the full duration of the apprenticeship from start to planned EPA date
- Have a written and signed agreement for the apprenticeship with their employer.

The minimum duration period for an apprenticeship set in each Apprenticeship Standard is based on an apprentice working a minimum of 30 hours per week. Where the apprentice works fewer than 30 hours, the apprenticeship's minimum duration must be increased pro-rata. The shortest duration that an apprenticeship can be from start to gateway is 366 days.

All apprentice learners must be interviewed, assessed, and offered a position by an employer before being admitted to the apprenticeship programme. Although the University may receive direct enquiries and filter these before passing them on to prospective employers, apprentices must apply via an employer. After acceptance by an employer, the University of Cumbria will require a formal application using the APTM system, which will be assessed according to the programme entry criteria.

Apprentices must meet the funding eligibility set out in the DWP rules at the time of application.

Employer selection criteria

Current DWP funding rules for each cohort will apply.

Typically 3 A levels or equivalent access qualifications are required (stipulated within the Apprenticeship Standards).

Individual employers have different application / selection criteria.

Values based interviews are undertaken.

University selection criteria

The University's standard admissions criteria apply. For more information, please refer to the. Please refer to the [Applicant Information](#) pages of the University website

The programme webpage provides detailed admission criteria. As part of the recruitment process, applicants are required to interview with a member of the occupational therapy academic team to ensure prospective students understand the demands of the programme.

Entry Requirements

112-120 UCAS Tariff Points.

GCSEs: GCSE English Language at C/4 or above

A-levels: BBC-BBB

T-levels: M All subjects are accepted however we recommend T level Healthcare Science or Health for entry to this course

Access to HE: 21 Credits at Distinction & 24 at Merit

CACHE Technical Level 3 and Level 3 Extended Diploma: B

OCR Cambridge Technical & Edexcel/Pearson BTEC Level 3 (National) Extended Diploma: DMM

Scottish Highers: BBBB - AAB

Irish LC Highers: B2x2, A2x2 – A2x4

Other entry routes:

- BTEC Diploma in Health and Social Care D*D*
- Foundation Degree Assistant Practitioner Health (leads directly to Year 2 Level 5 entry)

All applicants are interviewed following the NHS Values and Behaviours.

Additional requirements:

The following additional requirements apply for entry to this programme:

DBS and Occupational Health clearances

Prospective apprentice learners must complete a Disclosure and Barring Service (DBS) check before they are cleared to study.

The Occupational Health Department must also deem apprentice learners medically fit for both practice and theory to be admitted and continue on the course. Please see the programme webpage for further information.

English & Maths

For this programme holding level 2 qualification in English, GCSE English Language grade 4/C or above is a pre-entry requirement. Functional Skills Level 2 in English and Maths and Adult Literacy are also accepted.

For those with an education, health and care plan or a legacy statement, the apprenticeship's English minimum is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

For [RPL](#), please refer to the University website. Under RPL procedures, each application is considered on an individual basis, and academic judgment is applied.

Credit for the first practice placement module can be awarded through RP(E)L on evidence of the relevant learning outcomes being met and placement hours have been assessed and passed. The number of practice placement hours recognised through RPL will be equivalent to those generally accredited through module completion.

Examples of Prior learning for this programme.

1. Using practice-based learning and experience to RPL HOTA4005, the first 5 week level 4 placement and academic module subject to mapping, which may lead to RPL of HOTA 4005 or the need to complete it.
2. Completing the University of Cumbria Assistant Practitioner apprenticeship programme allows RPL into level 5. Those with an Assistant Practitioner qualification from a similar programme will have their programme mapped to check if level 5 entry is appropriate.

Where an apprentice learner is granted RPL, they must have a minimum of 12 months/52 weeks learning between the start of the programme and the gateway or they cannot be funded as an apprentice. Each candidate will be dealt with on a case-by-case basis. Each candidate for RPL will be advised how that may affect DWP funding.

Detailed criteria for admission to this programme can be found on the programme webpage.

The following additional requirements apply for entry to this programme:

- Working in a setting with regular contact and working with occupational therapists

Exit from employment

If an apprentice is made redundant during their apprenticeship through no fault of their own, then the employer and University have a legal duty to help the apprentice try to find alternative employment.

If the redundancy is within six months of the planned completion date of the apprenticeship, then DWP will fund 100% of the remaining agreed cost, even if the apprentice cannot find another employer.

If the redundancy is over six months from the planned end date, the DWP will fund the remaining agreed cost for 12 weeks to allow the apprentice to find alternative employment. Where a new employer cannot be found the apprentice will be recorded as having left the programme.

Additional Qualifications

N/A

PROGRAMME AIMS AND OUTCOMES

Programme Aims

The aim of this programme is to produce Occupational Therapists at the forefront of an ever changing, complex world of practice who are dynamic, resilient and autonomous global citizens that are solution focussed, digitally competent and creative problem solvers.

The following aims are designed to reflect the HCPC, RCOT, academic, and practice placement expectations of learning. By the end of this programme Apprentice Learners will:

1. meet the regulatory standards of the Health and Care Professions Council (HCPC) and the professional standards of the Royal College of Occupational Therapists (RCOT) so that you are eligible to apply for registration and membership with both organisations upon completion of the programme (RCOT 2021, HCPC 2023).
2. be autonomous, reflective Occupational Therapy practitioners who understand, value, and apply the transformative power of occupation to enable health and well-being in collaboration with individuals, groups, and communities.
3. display the values, attitudes, and behaviours of safe, legal and ethical practitioners.
4. be articulate and confident in your professional identity, able to confidently articulate the unique value and importance of occupation-focused practice to patients, the public, providers, commissioners, and policy makers.
5. recognise the impact of culture, equality and diversity on practice, and practise in a non-discriminatory and inclusive manner, responding to the needs of individuals, groups and communities in the contemporary health and social care environment.
6. demonstrate core professional reasoning skills to evaluate and apply evidence-based theoretical perspectives to the practice of contemporary Occupational Therapy.
7. develop into life-long scholarly practitioners with the knowledge and skills required to value, engage with, and undertake research and continuing professional development activities, to enable proactive contribution to their development and the evidence base for Occupational Therapy practice.
8. be attentive to the influence of professional, social, and political drivers on their responsibility for occupational and social justice as an emerging Occupational Therapy practitioner, demonstrating ability to innovate, influence, and lead sustainable practice development in collaboration with stakeholders.
9. develop leadership, marketing and entrepreneurial skills which enable you to manage and respond to ongoing change in response to current and future working environments.
10. engage with local, national, and global Occupational Therapy communities to enhance professional practice.
11. be digitally informed and digitally competent practitioners who can embrace advancements in technology in practice with professional curiosity and a solution focussed approach.

Programme Outcomes

Knowledge and Understanding:

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

- K1.** a knowledge and understanding of the Occupational Therapy process, core skills and requirements for professional practice to enhance health and wellbeing.
- K2.** a foundational theoretical knowledge of underpinning sciences (including Occupational Science, Psychosocial and Physical Sciences) and their relevance to understanding humans as occupational beings.
- K3.** an introductory knowledge and understanding of concepts of evidence-based practice and research design and methods.

After 240 credits of study (DipHE) you will be able to demonstrate:

- K4.** an application of knowledge and understanding of factors impacting on health and wellbeing and consideration of how they influence occupational performance and engagement.
- K5.** an application of knowledge and understanding of global occupational therapy practice and the social, geographical and political context where everyday occupation takes place.
- K6.** an application of knowledge and understanding of occupational solutions to meet current cultural, societal and health related issues, underpinned by occupational science.
- K7.** an evaluation of how group-work, teamwork, inter-professional partnerships, and patient/public involvement influence Occupational Therapy practice.
- K8.** an application of knowledge and understanding of research methods required to plan a secondary research study that will contribute to the professional evidence base.

After 360 credits of study (BA/BSc Hons) you will be able to demonstrate:

- K9.** a critical knowledge to lead, manage change and promote yourself and your profession to respond to cultural, global, societal and health related issues.
- K10.** a critical evaluation of occupational therapy as a complex intervention, including practice challenges and opportunities for practice development.
- K11.** a critical reflection on the knowledge required to prepare you for the transition from student to newly qualified occupational therapist, and its relevance to your personal and professional development.
- K12.** a critical knowledge of how to implement a research study.

Skills and other Attributes:

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

- S1.** the skills and abilities in professional reasoning, activity/occupational analysis and applying practical Occupational Therapy interventions.
- S2.** the skills required to evaluate and develop your own personal learning needs and professional development in line with HCPC's Continuing Professional Development standards and

RCOT's Career Development Framework (2021)_in preparation for your professional career and life-long learning

S3. an evaluation of different approaches to gaining and using professional knowledge within Occupational Therapy.

S4. fundamental communication skills and professional behaviours

After 240 credits of study (DipHE) you will be able to demonstrate:

S5. the ability to enable occupational performance and engagement through the planning, design, and justification of relevant and appropriate Occupational Therapy practice.

S6. the ability to practice with a person-centred, safe and evidence informed approach.

S7. the skills and abilities to reflect on and develop your professional practice and academic performance.

After 360 credits of study (BA/BSc Hons) you will be able to demonstrate:

S8. the skills and attributes in order to secure employment and carry out the role of an entry level occupational therapy practitioner (HCPC 2023; RCOT 2019, Standards 3.1.2 and 3.18.3).

S9. a strong professional identity as an Occupational Therapist and as an ambassador for the profession.

S10. the ability to take a leadership role in delegating to and supervising other team members for whom you are responsible.

S11. an effective articulation and application of professional reasoning in practice utilising communication skills and evidence informed judgement.

S12. the skills required for continuing professional development and lifelong learning as a reflective practitioner.

S13. the ability to critique, utilise and generate research knowledge to inform practice.

PROGRAMME FEATURES

Programme Overview

The Apprenticeship Standard and Assessment Plan for the Occupational Therapist Degree Apprenticeship have been designed by employers in the Health and Social Care sector.

The Occupational Therapist Degree Level Apprenticeship for the occupation of Occupational Therapist at the University of Cumbria leads to the academic award of BSc (Hons) Occupational Therapy.

An apprenticeship programme integrates the provision of higher-level academic knowledge, understanding and skills with the opportunity to contextualise this provision in the workplace and thus to develop occupational therapy competency at a professional level in specific job roles.

Key features of the programme

The BSc (Hons) Occupational Therapy Apprenticeship programme at the University of Cumbria is a pathway to an exciting and rewarding career. Studying here will provide you with a professional qualification recognised world-wide, and a degree that can open many doors to working within health, wellbeing, social care, third sector and diverse settings. We have a well-established and highly regarded reputation within the North-West of England and beyond that is reflective of our programme team's passion and enthusiasm for enabling students to become the competent and innovative Occupational Therapy practitioners of the future. Fundamental to the programme is the core philosophy, shared by Occupational Therapists and Occupational Scientists world-wide, of the transformative impact of occupation on health and wellbeing. You will learn the fundamental rights and beliefs of all people to take part in the occupations that they need and value, and to enable such engagement through the practice of Occupational Therapy (RCOT 2019, standard 4.3).

The BSc (Hons) Occupational Therapy Apprenticeship programme is aligned to the standards and principles of the HCPC, the RCOT, and the University of Cumbria. The programme aims to develop digitally enabled apprentice graduates who can practice as autonomous Occupational Therapists, assured in their skills and abilities, and confident in their professional identity. The programme gives renewed prominence to leadership, sustainability, and global citizenship including the effective management of resources and promoting the profession to potential commissioners and users of services (Council of Deans of Health, 2023; World Federation of Occupational Therapists, 2018). Throughout the programme you will develop skills and knowledge in line with the RCOT Career Development Framework's (2021) four pillars of practice. This aims to ensure you can make links between your learning experiences and your own professional and personal development. You will develop a professional portfolio which is aligned to these four pillars. The four pillars of practice are:

- Professional Practice
- Facilitation of Learning
- Leadership
- Evidence, Research and Development

Digital transformation will be a part of your programme to enable you to develop digital literacy skills to meet the demands of health and social care in an increasingly digitally focused world. You

will be encouraged to complete the University of Cumbria's [Digital Capabilities Pathway](#) and demonstrate evidence of your progression on the pathway within your professional portfolio. Digital skills are embedded within modules and use of Simulation will enhance your learning experience. You will further develop digital skills required for practice whilst on placement where you will utilise the digital platforms currently in use.

Creating confident and adaptable apprentice graduates is a focus of the programme. We strive to produce apprentice graduates who are secure in their ability to represent the best interests of the diverse population they work with, and of the Occupational Therapy profession (RCOT 2019, standards 4.3 and 4.4). Learning, Teaching and Assessment strategies use authentic assignments, appropriate to the academic level being studied and relevant to occupational therapy practice. These represent the tasks which you will have to accomplish, both in employment and in contributing to the evidence base of your future profession.

Our vision at the University of Cumbria is to focus on “transforming lives and livelihoods through learning, applied research and practice – for now and for our future generations”. This encompasses our mission *to “inspire and equip our graduates, communities, economy and environment to thrive”* (Towards 2030 Strategy, UoC, 2023).

Our Occupational Therapy programmes are embedded within the wider communities of Cumbria, the Scottish Borders and Lancashire, and consequently offer wide opportunities for experiencing the diverse influences of differing social, cultural, and physical environments on Occupational Therapy practice. These range from our campuses in the two county cities of Carlisle and Lancaster through to culturally varied urban areas, and extensive rural communities. We are particularly alert to the unique opportunities and challenges that our rural environments afford for people’s occupational engagement, varying from experiencing the value of nature and outdoor activities for some, to the impact of social and/or physical isolation for others.

The programme has embedded values that drive our educational practice and are consistent with the values that the University of Cumbria prides itself on (Towards 2030 Strategy; Academic strategy 2023). We are committed to ensuring that our programme demonstrates and enables:

- responsibility in relation to individual clients and the communities that they live in
- inclusion of patient and public involvement in all areas
- communities of practice with our occupational therapy partners
- adherence to ethical standards, practice, and behaviours
- understanding of, and engagement with, wider social and environmental systems including those related to public health
- beliefs in individual practitioners as capable of contributing to ongoing knowledge development and its application
- commitment to the need for constant revision and updating of skills and methods of application in the face of societal and global change

Current health and social care contexts require Occupational Therapists able to use their skills in rehabilitation, and in working with other professionals, to meet the many and diverse needs of patients and the public. You will explore and apply the well-established theoretical and practical skills of Occupational Therapy, whilst also being alert and responding to the ever-changing world of health and social care practice. Therefore, we aim for our future practitioners to be enterprising,

innovative and creative, using entrepreneurial skills to work with multiple stakeholders. You will need to adapt to and be involved in actively shaping the many and varied settings where the occupational needs of people are addressed. You will contribute responsibly to individual and community wellbeing.

Co-production involves working with service providers, patients, and the public to create interventions and services to improve quality of life for people and their communities. You will be active partners in local community projects, research, learning and working with others. We want you to be proud to be members of our community of practice and capable of influencing and leading future services, as well as contributing to ongoing knowledge development, digital enhancement and its application. We have strong partnerships with practice placements, local charities, and voluntary services. We involve these partners in our academic and practice placement delivery to create an authentic Occupational Therapy experience. We encourage volunteering as part of the programme to develop your knowledge and understanding of individuals, families, and groups.

As proud members of a profession you will actively be part of the Occupational Therapy community of practice, willing and able to be change makers influencing and leading future services. To assist people to be resilient in the face of life's problems, Occupational Therapists need to be resilient themselves. We aim to develop future occupational therapy practitioners who are optimistic about solutions, strong at maintaining focus, able to cope with complex situations and reach out to assist others in doing so.

In alignment with the Royal College of Occupational Therapists' Equity, Diversity and Belonging strategy (2024), our programme seeks to foster a welcoming culture of inclusivity and belonging that supports anyone aspiring to join the profession to attain their potential. We respect and value our apprentice learners, as we do the people you will work with in the university and in practice. We respect you as individuals who bring a variety of knowledge, skills and life experiences that enhances the collective learning and ultimately the profession of Occupational Therapy. Therefore, we welcome apprentice learners from traditional routes into higher education and those from more diverse backgrounds. Our recruitment to the programme is based on health and social care values outlined in the NHS Constitution (Department of Health and Social Care 2015) to ensure that students share attitudes and behaviours to support effective team working in delivering excellent patient and public care and experiences.

As Occupational Therapy apprentice learners and future practitioners, the highest standards of conduct and professional behaviour must always prevail. Therefore, you will adhere to the Health and Care Professions Council (HCPC) Standards of Conduct, Performance and Ethics (HCPC 2024); and the Royal College of Occupational Therapists (RCOT) Professional standards for occupational therapy practice, conduct and ethics (2021). If there are any concerns about an apprentice learners behaviour, that are incongruent with that expected of a student health professional or may pose a danger to the public for any reason, then the University's [Fitness to Practice](#) policy will be instigated.

The programme has been designed to align with the RCOT (2021) Career Development Framework and embed core principles of Occupational Therapy, Occupational Science, and the promotion of health through occupation, whilst also maintaining currency with contemporary practice. We see

people as individuals who have occupational and rehabilitation needs instead of focusing your learning on a diagnosis based or techniques driven structure. Therefore, we prioritise learning and understanding about people, occupation, health, and wellbeing within their social and physical environments. This will enable you to see the holistic picture of patients' and the public's connection to Occupational Therapy and take account of perspectives and needs of others important to them such as carers, family members and others who may be involved in their world. Principles of Occupational Therapy, Occupational Science and contemporary practice will be delivered via a modular curriculum where learning and development will be a dynamic and cumulative process. The programme facilitates integration of Occupational Therapy philosophical and theoretical knowledge, values, beliefs, ethics, and practical skills in relation to individual clients, groups and the communities in which they live. Knowledge of underpinning sciences such as anatomy; physiology; pathology; human development; ergonomics; biomechanics; psychology; philosophy and social sciences will also be included.

Underpinning the Towards 2030 Strategy and UoC Academic Strategy, the Learning, Teaching & Assessment (LTA) Plan 2024-2027 sets out a bold vision for the future of learning and teaching across the University and guide the educational philosophy of the programme. There will be facilitated learning across a range of university contexts including campus-based seminars, lectures, workshops, practical skills and creative sessions, and group activities in addition to your own study activities. We use materials and resources on the Virtual Learning Environment during teaching and learning activities. We aim to enable engaging and deep learning processes, whilst addressing the diverse learning approaches of individual learners. Apprentice learners are encouraged to become active learners with an expectation to take responsibility for their own progress and development.

To prepare realistically for the challenge of working in tomorrow's health and social care settings you will be enabled to become confident at using theory, evidence, and reasoning to articulate the rationale for interventions and services. We will ensure that your programme enables you to keep up to date and respond to current issues relevant to individuals and populations, nationally and internationally. For example, you will explore lifestyle factors affecting health and wellbeing and the necessity for health promoting strategies to support positive change. The programme will therefore have a strong focus on promoting health through occupation and working with other allied health professionals, to enable collaborative approaches to promote healthier activities and lifestyles (Council of Deans of Health, 2021).

Taught and facilitated content will emphasise application of knowledge and skills. Authentic assessments that mimic real life professional situations and challenges will provide practice opportunities and develop skills. Developing areas of Occupational Therapy such as assistive technology and digital health provision will underpin the modules (Chief Allied Health Professions Officer's Team 2017). Principles of continued learning and development will be embedded through use of active professional portfolios, to enable a continued and adaptive professional approach. Integrated learning approaches that include patients, the public and colleagues from the wider community, are an established part of our programme both within practice placement and University environments. This will enable you to actively consider others' views and perspectives and reflect on the variety of learning and real-life practice situations.

The team have created a structure for delivering programme that is reflective of up to date educational and Occupational Therapy practices to facilitate your learning. A developmental approach to learning throughout the programme will be facilitated based on a plan of EXPLORE in year one; DEVELOP in year two; and APPLY in year three, onwards to graduation as an HCPC registered Occupational Therapist.

In year one, you will EXPLORE the fundamental theoretical and practice perspectives of occupation, health, wellbeing, and the essential nature of people as occupational beings. Year one will be fundamental to acquiring core practical skills and key theoretical concepts relevant to occupation and Occupational Therapy and to start to measure your progress against the four pillars of the Career Development Framework (RCOT 2021) through a professional portfolio. This will continue through years two and three. Foundation principles and behaviours of being an apprentice learner and future practitioner will be introduced and applied. Research knowledge, skills, and the centrality of evidence informed learning and practice will be introduced. Work based learning will be embedded to apply your theory learning to your employment in occupational therapy setting. You will also apply your developing knowledge, skills and behaviours on a 5-week practice placement in a placement setting during Semester 2.

In year two, you will build on year one learning and DEVELOP your knowledge, skills, and abilities, to relate your learning to a range of applications within Occupational Therapy practice. The uniqueness of an occupational approach to enabling people to overcome, adapt to, and/or manage challenges to their health and wellbeing will be emphasised, whilst being supported by rigorous analysis of current theoretical and practice-based evidence. This will also include situating occupational therapy in global perspectives. You will relate your learning of occupational performance and engagement to the real world of practice through a variety of means such as: public and patient involvement and co-production, including input from patients and the public; contributions from practising Occupational Therapists; working on case studies and using digital media. You will have one 8-week practice placement in year two.

In year three you will build on the learning of years one and two and start to APPLY this in taking responsibility for your own learning needs, and in the application of this within Occupational Therapy practice. This will also include finding evidence to apply this to secondary research projects. The skills and knowledge developed will enable graduates to become future leaders for Occupational Therapy. Your practice placement skills will be enhanced and consolidated as you will have two practice placements including a 6-week placement that may take place in a diverse or role emerging setting and an 8-week elective placement with an additional 20 hours of simulated practice experience to underpin your preparation for this final placement. We will support you in developing your employability skills and preparing for your transition from apprentice learner to apprentice graduate Occupational Therapist.

Practice-based Learning:

Practice placement environments are a vital part of the learning process, enabling the reflective integration of theory to practice in a meaningful manner. Practice-based learning is therefore an essential component of the Occupational Therapy programme, enabling you to develop the skills required to effectively interact with service users, carers, colleagues, and communities. They provide the opportunity to work closely with people in real settings and in real time. Each practice-

based learning placement enables the integration of theory to practice in a realistic, meaningful, and reflective manner to develop the generic and core skills required for professional practice. You will apply and develop knowledge; practice, consolidate and transfer existing skills; and learn new skills relevant to each practice setting. You will experience practicing in a safe and ethical manner in a supported environment.

The World Federation of Occupational Therapists (WFOT, 2016) require you to successfully complete a minimum of 1000 hours of practice-based learning to be eligible for registration with the Health and Care Professions Council (HCPC) and for professional membership of the Royal College of Occupational Therapists (RCOT). There are four practice-based learning placements within the programme which are assessed and 20 hours of assessed Simulation experience which together provide 1032.5 hours enabling you to meet this target. If you have not achieved all the necessary practice placement hours by the end of the programme, you will be required to complete these hours under the supervision of a practice placement educator (PPE) before you are eligible for professional registration with the HCPC.

During the programme, you will experience a variety of practice-based learning placements in a range of different settings and locations. The HCPC (2017) stipulate that students: *"have access to an appropriate range of practice-based learning experiences which reflect the nature of modern practice and the range of practice settings of the profession they are preparing to enter"*. The Royal College of Occupational Therapists (RCOT 2019 Standard 5.2, p.56) recommends that *"learners experience a wide range of practice-based learning opportunities"*.

The current ongoing changes within health and social care are creating challenges for Occupational Therapists requiring them to work in ever more flexible and creative ways. These challenges also provide exciting opportunities for practice-based learning. Practice-based learning placements are therefore arranged within traditional settings (NHS and Adult Social Care) and non-traditional settings within the Private, Independent, Voluntary Organisations (PIVO). You may have the opportunity to work with: children; older adults; younger people and adults with a physical disability, a learning disability and / or mental health needs. There may be the opportunity to undertake a diverse role practice-based learning placement during your final year i.e.: project; management role, emerging role placements. In some organisations, it may not be the norm for Occupational Therapists to be employed by the organisation and consequently there is no established Occupational Therapy role.

During your practice-based learning placements you will be guided, supervised, and assessed in your learning and development by a Practice Educator (PE). Practice Educators must be registered as Occupational Therapists with the HCPC (or WFOT or equivalent regulatory body if based outside of the UK). Where this is not the case (i.e. during an emerging role practice-based learning placement) an Occupational Therapist registered with the HCPC will be appointed by the University to undertake your professional guidance, supervision and assessment. Practice-based learning outcomes have been developed to be progressive, to reflect the graded nature of your development, enabling you to transfer knowledge and skills as well as develop new ones during each consecutive practice-based learning placement. Therefore, practice-based learning placements are timetabled into the programme in a way which enables you to integrate theories learned in the academic setting with the practical experiences gained during placement. This two-

way scholarship of practice where students, the programme team, and practice placement educators exchange knowledge and skills are a highly valued and important element of our community of occupational therapy.

The University of Cumbria health and social care programmes all recognise the importance of students from different professions learning together whilst on practice-based learning placements. Therefore, you will also experience working alongside other students, for example: from nursing; other allied health professionals and social work to share practice experiences and reflect on your learning from these.

Practice-based learning placements are mainly sourced from within Cumbria and Lancashire, Southwest Scotland, and the Isle of Man. You can be expected to travel up to 1.5 hours each way for placement.

Apprentice learners are usually expected to work full-time (37.5 hours per week) whilst on placement and are entitled to the ½ day study each week (timing to be agreed with your Placement Educator). You will be expected to work across NHS Trusts, councils, and other providers to gain a range of work experiences.

If support with placement organisation and administration from the Placement Unit is required from the University, this will be explored and agreed before the Apprentice Learner starts their programme. If support is not required from the University Placement Unit the employer will undertake the organisation of the placements.

Apprentice learners will be assessed formatively at the halfway point of the placement by their practice educator. This also includes a review of progress undertaken by a tutor. The Summative assessment comes at the end of the placement and again is assessed by the practice educator. Both assessments document progress and ability against the domains detailed within the Common Assessment Tool.

The half way contact provides additional quality assurance in relation to the progress and evaluation of apprentice learners' knowledge, skills and behaviour.

Uniforms:

The University provides uniforms for apprentices where appropriate. You are responsible for your own laundry and must provide your own suitable footwear. If you require additional uniforms, then you will need to purchase these yourself.

Mandatory Training:

Usually, you are required to engage with your employers mandatory training requirements for practice. The exception to this is where your employer's mandatory training does not include all of the elements required for practice placements.

Each year you are required to complete Core Skills modules online through e-learning for health (e-lfh), a national e-learning platform. Again, you would usually be expected to complete these as part of your "on the job" work. Where this is not possible you will be required to complete the e-lfh modules through the University.

Other "on the job" expectations would be for you to complete practical sessions as part of your preparation for practice-based learning placements (eg: Basic Life Support, Moving and Handling;

Oliver McGowan Mandatory Training on Learning Disability and Autism Parts 1 & 2; Prevention and management of violence and aggression PMVA). This list is regularly reviewed to ensure it reflects current professional and practice requirements.

Core Skills Framework (e-learning for health (e-lfh):

This is an initiative which aims to decrease duplication and to standardise the delivery of statutory and mandatory skills required for practice-based learning placement and employment. You are required to successfully complete all the core skills modules prior to your first assessed placement and to update these annually at the appropriate level.

There are several Core Skills modules which include:

- Safeguarding Adults
- Safeguarding Children
- Infection Prevention and Control
- Health, Safety & Welfare
- Fire Safety
- Moving and Handling
- Equality, Diversity and Human Rights
- Conflict Resolution
- Information Governance Preventing Radicalisation
- Resuscitation of Adults
- Resuscitation of Paediatrics
- Moving & Handling
- Data security awareness
- Newborn resuscitation

Note: The above list is frequently amended and developed.

Achievement of the learning associated with these topics is entered onto a central Core Skills Register and ultimately the Student Passport.

Interprofessional education (IPE)

Interprofessional Education (IPE) is a collaborative, inclusive and exciting pedagogical approach to encourage collaboration between learners from different professions and programmes, improve student experience and enable true integration to occur. This will equip learners with the skills and values to practice safe and effective interprofessional care and to push boundaries to innovate and grow.

Interprofessional education (IPE) is a core element for inclusion across all pre-registration health and care education in line with government and Professional, Statutory and Regulatory Body (PSRB) directives. Culture of interprofessional collaboration is embedded within practice placements, academic modules and mandatory training opportunities. This enables learners to build a strong professional identity with support to work across professional boundaries and alongside other professionals.

IPE will compliment and build on the interprofessional work you undertake in your “on the job” hours in terms of bringing your experiences of multidisciplinary team working into your academic work and practice placements. It is recognised that apprentice learners will already have

knowledge and experience of interprofessional working in their “on the job” work. The aim of these university-based IPE sessions is to offer you new and different experiences which provide additional benefit and value.

IPE learning includes working with learners from other programmes such as Social Work, Children and Families, Youth Work, Physiotherapy and Nursing. Learning on practice placement provides practical and real-life opportunities for Interprofessional learning in different contexts and within different multidisciplinary teams.

IPE is also embedded in academic modules where case studies are utilised. Simulation experiences and shared IPE events compliment academic and placement learning and experiences. The IPE delivery model on your programme will include 1 face to face session; 1 synchronous and 1 asynchronous digital session in semesters 1 and 2, for example the Institute of Health Equality, Diversity & Inclusion conference held in Semester 1 in the 1st year with an associated asynchronous digital session. Other IPE events are currently being developed for 2nd and 3rd year work, for example Occupational Therapy and Physiotherapy research conference at the end of year 3 but will include face to face, online and Simulation sessions.

Mandatory training is undertaken with a range of other health programmes and also includes a professional focus, e.g.: focus is effective communication.

As part of the programme of study and professional development each occupational therapy apprentice learner will complete a portfolio which includes a section on Interprofessional learning. In this section apprentice learners will record IPL experiences during practice placement, mandatory training and reflections on synchronous and asynchronous sessions. This forms part of the professional portfolio that you will develop over the course of your programme. Additional Interprofessional education is scheduled throughout the year as part of the Institute of Health Enrichment programme.

IPE is an important part of your learning; it is subject to regular review and evaluation, which informs future IPE delivery on the OT apprenticeship programme.

Patient and Public Involvement (PPI)

PPI is fully embedded within the practice placement elements of the programmes, including PPI feedback on apprentice learner performance within practice placement assessments. Additionally, some modules have been designed to enable patient and public involvement in apprentice learner assessment (for example Occupational Therapy in Practice 2). Experts by experience are involved in specific learning opportunities and events within current programmes. They have also been involved in the development of the programme through consultation events. The Occupational Therapy team alongside their Physiotherapy colleagues hold regular PPI events with local health and voluntary sector groups, to engage in student learning activities. There is an expectation that all modules will include PPI perspectives in person and/or via other means such as audio-visual communications and personal stories. Additional events within our ‘Enrichment Programme’, that is, sessions outside of scheduled module learning, include PPI and volunteers who engage with apprentice learners and tutors in exploring their perspectives on health, wellbeing, and occupation. The University continues to develop PPI within its programmes’ academic elements, this is a priority within our programme development.

Delivery Arrangements and Attendance

The Occupational Therapy apprenticeship is completed over a 36-month period. All components of level 4, 5, and 6 study must be successfully completed. After completing the programme, you will be eligible to apply to register with the Health Care and Professions Council (HCPC).

Full attendance at all elements of the programme is expected. Some university taught sessions may be co-taught with the BSc (Hons) Occupational Therapy students and others will be with your apprentice cohort. Module theory will be taught via day release, either face to face, online or hybrid delivery methods. Apprentice learners should also be offered additional 'off the job' study hours each week on top of their taught sessions. There is a minimum expectation of 3 hours weekly and a recommendation equivalent to a working day a week of 'off the job' study.

The table below details the scheduled teaching hours, placement hours and guided independent study hours in each year of the programme.

Course Level	Scheduled Activities (hours)	Guided Independent Study (hours)	Placement hours
Year 1	244	768	187.5
Year 2	190	690	300
Year 3	146	594	525

The Practice Placement week would typically consist of 37.5 hours within the placement setting, which would be achieved through 5 days of attendance including the ½ day study. This would normally be Monday to Friday though weekend / evening shifts are acceptable if this is usual within that placement setting.

As the apprentice learner journey develops from level four towards level six, the focus on the proportion of placement and guided independent study increases to reflect the apprentice learner's professional development.

Within the delivery schedule, learners will have a total of 48 weeks of delivery consisting of three 16 week semesters. This will be delivered through a block of teaching in semesters 1 & 2, followed by a block of practice placement in semester 3.

Your practice placements are expected to be full-time, in a setting outside your employed area (see your Placement handbook for more information). You are required to complete 1000 hours of assessed practice learning before completing the programme, and you cannot proceed to HCPC registration until you have completed all your placement hours. You will be able to record your practice learning hours on PARE and you will also need to record these as off-the-job hours in APTEM. This will be monitored by the University Placement Unit, your practice supervisor/assessor and your personal tutor.

The programme team closely monitors attendance at the university using APTEM. If you cannot attend a taught session, you are expected to follow the University's apprentice learner's absence guidance and self-certify the absence. Attendance and absence are reviewed at the 12-week tripartite meetings and at other times as needed. The guidance and procedure are on the

University's Student Hub website [Student-Absences](#). Unauthorised absences will be followed up initially via Personal Tutor meetings and if attendance continues to be a problem, then through the University's formal [Progress Review Framework](#). Unauthorised and persistent absences will lead to a Student Progress Review with the student's Personal Tutor to decide on an appropriate action plan. If continued absence occurs following this, further Progress Review meetings will be scheduled and may include the Programme Leader and Principal Lecturer. Persistent absence may lead to removal from modules and delayed or discontinued progression on the programme.

In complex health and/or disability needs, students may be referred to a Professional Practice Case Conference to facilitate reasonable adjustments according to need. More detailed information regarding Practice Placement can be found in the Placement Handbook

Refer to **Appendix 1** for further information on apprenticeship delivery models

Learning and Teaching

Teaching

Learning takes place both at the University and in the workplace and uses real work-based activities to inform and provide evidence that learning has taken place. To meet nationally set criteria, the minimum required Off the Job learning hours will be in lectures, seminars, tutorials and independent learning. The minimum requirement and the planned number of hours required will be specified in the Training Plan and Apprenticeship Agreement for each Apprentice. Apprentice learners are responsible for evidence that they have completed the minimum hours set out in the Training Plan before they will be allowed to pass the Gateway for end-point assessment. This is evidenced by the apprentice submitting monthly reports on OTJ hours completed in the APTEM system, which University Staff will assess and approve.

At Level 4 you typically have around 6 contact hours per week, typically consisting of:

- 3 hours of lectures
- 3 hours of seminars / workshops

On Practice Placement, you typically will have around 7.5 hours per day of practice placement and 37.5 hours per week.

Promotion of an inclusive learner experience

We recognise that our programmes attract students with diverse learning needs. We aim to ensure an inclusive learning community that supports equity, diversity and belonging. Apprentice learners can learn by interacting with others in a collegiate, facilitative, and dynamic learning environment. Our teaching, assessment, and student support is committed to equity, diversity, and inclusion to enable students to optimise their potential and develop autonomy. We seek to create an innovative community of learning, whether encountered on campus or at a distance, on practice placement or in the workplace.

Use of learning technologies to promote student learning and achievement

A variety of learning technologies to promote student learning and development are used. Examples of these include using Pebble Pad for the professional portfolio and for some assessments. Teaching and learning materials include various technologies, including

videos/clips, e-learning modules, Padlet's, online quizzes, online discussion boards, etc, to promote student learning and achievement.

Promotion of active learning and social learning opportunities

Experiential engaged learning is a key part of the learning process. This is carried out throughout the apprenticeship programme via taught content, group work, independent learning activities, case studies, and work-based learning. Students can practise professional skills, apply theory to practice, and evidence-based practice, and develop critical thinking, reflection, and problem-solving skills.

These learning strategies are crucial for developing professional socialisation and preparing students for the workplace. Professional values are an integral part of developing a professional identity, which is also embedded within the learning and teaching approach.

Distance, online and flexible learning

This apprenticeship programme will adopt a blended, flexible learning approach, with apprentice learners having face-to-face, online and hybrid delivery of programme content. Apprentice learners will be directed to engage in pre and post-session work via Blackboard and other online platforms. They will have a guided learning plan, which will outline questions and thinking related to their work-based activities so that they can connect and explore their 'off the job' module learning in their work setting.

Some modules in semester 1 of each academic year may be co-taught with the undergraduate BSc (Hons) Occupational therapy students. Within this type of delivery, there will also be the opportunity for apprentice learners to engage with the academic team for academic support or discussion during their day, recognising that they have different learning and work arrangements.

Embedding of global perspectives

This BSc (Hons) Occupational Therapy Apprenticeship is aligned with the World Federation of Occupational Therapists (WFOT) requirements to ensure students meet the professional requirements nationally and internationally. Global perspectives are embedded within the programmes and explicitly written within relevant learning outcomes and module descriptor indicative content, for example, within the BSc Developing Occupational Therapy Perspectives module.

Employability and entrepreneurial skills development

Employability and entrepreneurial skills are embedded in the programme's learning and teaching, particularly in the Developing Occupational Therapy Perspectives module and part of the Practice Placement 4 & Future Leaders module.

Optimisation of modes and patterns of programme delivery

The apprenticeship programme is patterned according to the University's Semesters across 3 semesters. Careful consideration is given to patterning modules within semesters to optimise learning and spread assessments across the academic year as much as possible.

Emphasis on problem-solving and the interaction of theory and practice

Problem-solving and applying theory to practice are key elements of learning and teaching within the apprenticeship programme. These skills are written into learning outcomes, module content and assessment outcomes for the practice placement modules.

These elements underpin academic modules through experiential learning, case study applications and module assessments.

Quality assurance of work-integrated learning / placement activity

All practice placements have preparation sessions, which include placement briefings, dissemination of relevant placement assessment and evaluation, as well as required mandatory training including e-lfh modules. For apprentice learners, it is anticipated that mandatory training will be embedded within their work-based learning; however, if there are elements that are missing due to the work setting, then this will need to be allocated additional time within the 'off the job hours' in university.

Preparation sessions and training for practice-based educators, including content related to assessment methods are held throughout the academic year.

Practice placements consist of 1 x 40-credit module in semester 3 at level 4; 1 x 40-credit module in semester 3 at level 5, 1 x 20-credit module in semester 1 at level 6 and 1 x 40-credit module in semester 3 at level 6. Apprentice learners are usually expected to work full-time (37.5 hours per week) whilst on placement; 7.5 hours per day.

Apprentice learners will be assessed formatively at halfway, including a tutor review of progress against the domains within the Common Assessment Tool document, providing additional quality assurance to the progress and evaluation of apprentice learners' knowledge, skills and behaviour.

An evaluation session is also held after every placement. This ensures quality assurance, manages practice placement requirements, encourages reflective practice and promotes consistency of understanding for apprentice learners.

Reasonable adjustments

Reasonable adjustments were needed can be discussed with the Programme Leader and PT in the first instance. The University is committed to ensuring that reasonable adjustments are made wherever possible and will support you in your studies.

The University of Cumbria is registered under the Data Protection Act 1998 to collect and process your personal data. The University may be required to disclose student data but will only do so within the terms of this Act. Please see the University of Cumbria [website for more information](#).

Independent learning

When not attending the scheduled 'off the job' learning via the university, apprentice learners are expected to continue learning independently through self-study. It is recommended that apprentice learners have at least 3 additional hours per week of 'off the job learning' in addition to the 6 hours expected by the Occupational Therapy Apprenticeship Standard. Three hours is the minimum weekly recommendation, with 6 hours or an equivalent day the standard recommendation.

Both guided and self-directed learning are required to meet the demands of this apprenticeship programme.

Teaching Staff

All staff are Fellows or Senior Fellows of the Higher Education Authority or are working towards this qualification. There is a range of research expertise from BSc to PhD. Staff bring their expertise from occupational therapy practice in a range of areas, including paediatrics, mental health, neurology, and acute hospital and community-based settings. Teaching staff are also engaged in a variety of research projects, with a number of them having completed or are in the process of completing professional doctorates. Due to this wealth of experience, you can be assured that your teaching is not only contemporary but also developed to equip you for a career as an occupational therapist.

Digital Capabilities

The development of digital capability is an essential element of the programme and is embedded within modules and practice placements. This will enable you to develop and practice digital literacy skills which will meet the demands of health and social care in an increasingly digitally focused world.

You will be encouraged to complete the University of Cumbria's [Digital Capabilities Pathway](#) and demonstrate evidence of your progression on the pathway within your professional portfolio.

A variety of digital technologies are utilised within the programme such as: Blackboard; Pebblepad; Padlet, TEAMS, e-lfh modules, video, Sim etc as well as more basic computer skills e.g.: using email; word processing; power point, prezzi, posters. Whilst on placement you will develop the skills required to utilise the digital platforms used in that specific practice area. The HOTA6001 Applied Occupational Therapy module considers a number of different digital options which you may use in practice and encourages you to consider how you might use digital technologies within your practice. All of this is designed to encourage you to consider how digital technologies can be used in practice and to enable you to develop the skills and confidence to use them.

Work-Based Learning

Learning takes place both at the University and in the workplace and uses real work-based activities to inform and evidence that learning has taken place. In order to meet nationally set criteria, apprentices are required to spend a minimum average of 6 hours per week involved in 'off the job' learning between the first and the last day of learning on the programme.

(For apprentices working fewer than 30 hours per week the minimum is 20% of their paid work time. Apprentices working fewer than 30 hours per week will also need to have the duration of their programme extended on a pro rata basis. The 20% applies for the full duration of the extended programme). This is reduced by 5.6 hours statutory leave each year. This 'off the job' learning can involve lectures, seminars, job shadowing and industrial visits. The required hours will be specified in your Training Plan for year. Apprentices are responsible for evidencing that they have completed the minimum set out in the Training Plan before they will be allowed to pass gateway for end point assessment.

Maths and English Development

Where Apprentices already hold the minimum Level 2 qualifications in English and Maths, these skills will be assessed and will be continually developed throughout the apprenticeship programme. This is supported by all apprentices completing an initial assessment of their English and Maths

ability at the start of the programme. This is intended to establish a baseline against which progress should be monitored and reviewed in tripartite review meetings.

Tripartite Reviews

Regular 12-week tripartite reviews between the apprentice, the employer, and the University tutor will take place to review progress and set targets for ongoing learning.

Assessment

Summative and Formative Assessment

The assessments have been designed to provide a creative and balanced strategy across the programme. The aim is to assess not only academic knowledge but to also include authentic assessments that demonstrate the professional skills required for practice, for example report writing, verbal presentations, group work, and a group occupational therapy intervention. This provides a range of engaging and increasingly challenging opportunities, which not only test the validity of the programme learning outcomes but are also relevant to the needs of the workplace.

Formative Assessment

Formative assessments will be used wherever possible in all modules and are developmental with the aim of supporting learning and to help prepare you for the summative assessment. In all cases, this will be an integral part of the assessment process and will provide feedback for you to build upon. They do not contribute towards a summative mark. In addition to tutor feedback, we encourage you to evaluate your own work and to give feedback to your apprentice learner peers.

Examples of formative activities:

- a discussion with student peers to gain feedback on an essay plan
- a practise of a practical assessment or of a presentation
- a group discussion on a project proposal
- discussion with a tutor mentor on an intervention plan
- review of an element of your professional development portfolio.

Summative Assessment

Summative assessment aims to enable apprentice learners to demonstrate their learning at the end of each module and must be passed to complete the programme. The summative assessments have been organised in such a way to provide a practicable workload across the three semesters of each year's study.

Assessment approaches may include written work in the form of essays, reports, and portfolios; individual presentations; academic posters; discussions; practical skills demonstration; and digital media, to provide you with variety and provide opportunities for students with varying strengths and abilities to achieve their potential. Some modules have two components of summative assessment, and it is important to note that *both* elements must be passed for such modules.

Summative assessments within the programme are either credit-bearing or qualificatory. You will receive a grade for credit-bearing assessments that will inform your degree award, and a pass-fail award for qualificatory assessments. All module assessments must be successfully passed to continue progression on the programme, according to the University's academic regulations.

Assessment of academic modules:

Example Assessments:

Year 1

- Presentation
- Reflective Portfolio
- Report
- Practical: skills assessment

Year 2

- Written report
- Practical: Group intervention
- Research proposal
- Individual Poster Presentation

Year 3

- Critical learning log
- Presentation
- Research article

Assessment of Practice-based Learning placements:

The four practice-based learning placements are undertaken on a full-time basis and are credit-bearing modules. Each will assess Occupational Therapy and professional skills and understanding as well as different aspects of Occupational Therapy theory in practice. Each placement module is formatively assessed via a halfway report and summatively assessed using the final report element of the Common Assessment Tool (CAT document). Three out of the four practice placements are 40 credit modules, therefore they have a placement component and an academic component assessed by a written portfolio submission.

The placement component assessments are completed by your Practice Educator, who awards the grade for the placement element. Your portfolio submission for three of the placements will be assessed by the module leader.

Additionally, Occupational Therapy in Practice 4 & Future Leaders at Level 6 includes a simulation placement and a set exercise assessment. To pass the module, both the set exercise, the Occupational Therapy in Practice placement 4 assessment, and the portfolio submission must be passed.

For practice-based learning, the Royal College of Occupational Therapists (2019) standard 6.4 states that:

- You are only allowed one resit attempt at any practice-based learning placement element in a module.
- If you fail a practice-based learning placement element on substantiated grounds of fitness to practise concerns, you will be denied a retrieval attempt. If the fitness to practise concerns were related to your own health and you can demonstrate that your health has improved enough to be deemed fit to practise, then a second attempt may be offered.
- The hours completed during a failed placement do not count towards the required 1000 hours of practice-based learning.
- If you fail or cannot complete HOTA5004 Occupational Therapy in Practice 2 you may be required to take a break from your Apprenticeship programme whilst you complete this before being able to progress into Level 6 (year 3) studies. Please see further details in the Programme Handbook. If this situation arises the situation will be discussed with your work based mentor and University personal tutor.

You are required to develop your Continuing Professional Development (CPD) portfolios during each practice-based learning placement

Feedback

In line with the University of Cumbria Academic Regulations [Academic Regulations](#) all module assessments are marked against a marking rubric and written feedback is provided consisting of 3 comments of feedback about the assessment item being marked, plus 3 comments for feedforward to future work. All written assessments are usually marked anonymously. Assessment feedback will be provided promptly, within a maximum of 20 working days. This allows you time to consolidate your feedback, prior to beginning the next semester modules, and enables your success.

Implications of not meeting requirements for progression points between levels of study.

Assessment for progression is undertaken by the appropriate University Progression Board, advised by any Module Confirmation Board deliberations.

See Academic Regulations p. 32: Student progression

Academic Appeals and Student Complaints Procedure

An Academic Appeal is a request for reconsideration of a decision made by the University Assessment Board. All appeals will be dealt with confidentially, unless disclosure is necessary to progress the appeal. An appeal may be made in circumstances where an apprentice learners' performance in examinations or assessment has been adversely affected by serious matters beyond his or her control. Appeals must be submitted within **TEN** working days of the publication of your confirmed results following the University Progression and Award Board. More information can be found [Academic Appeals](#)

An Academic Appeal enables you (where there are grounds) to request that a decision about an assessment outcome is reconsidered. This differs to the Complaints Procedure which is concerned with the quality of delivery of programmes and services. If you feel you have been treated unfairly or discriminated against, or that the quality of delivery of your programme has affected the

outcome of an assessment, you need to use the [Student Complaints Procedure](#) as soon as possible.

End Point Assessment

All apprentice learners must take an independent assessment at the end of their training to confirm that they have achieved occupational competence. Rigorous, robust and independent end-point assessment (EPA) is essential to give employers confidence that apprentices completing an Apprenticeship Standard can actually perform in the occupation they have been trained in and can demonstrate the duties, and knowledge, skills and behaviours set out in the occupational standard.

The University and the employer are bound by contract to work together to support the apprentice and to carry out the end-point assessment. The end-point assessment takes place at the end of the apprenticeship after all the on-programme and work-integrated learning elements of training have been completed (the practical period) and after the gateway has been passed. It is the employer's decision to put an apprentice forward for end-point assessment, once all gateway criteria have been met and they are confident that their apprentice is ready.

The endpoint assessment for integrated degree apprenticeships that lead to a career in a regulated profession (one where a professional body controls access to the profession, for example, the Nursing and Midwifery Council and Health Care Professions Council) will be set at the same standard as other entry routes into the profession. This means that apprentices who fail to meet the gateway criteria for such an integrated end-point assessment will not be able to complete the university's academic award.

The end-point assessment (EPA) assesses whether you have passed the apprenticeship. It is based on the same professional knowledge, skills and behaviours as the Occupational Therapist Degree Apprenticeship (ST0517) (2023) occupational standard. This apprenticeship has a fully integrated EPA. The EPA will use the existing assessment arrangements at the University and will be completed simultaneously.

The EPA period should only start once all of the pre-requisite gateway requirements (as listed below) have been met. The End-point assessment gateway is reached when:

- Apprentice has met the knowledge, skills and behaviours (KSBs)
- Employer and HCPC Approved Education Provider are satisfied the apprentice has consistently demonstrated they meet the KSBs of the occupational standard.
- Achieved all required modules from the BSc (Hons) degree in Occupational Therapy approved by the Health and Care Professions Council (HCPC) and accredited by the Royal College of Occupational Therapists (RCOT)
- Achieved English and mathematics qualifications in line with the apprenticeship funding rules
- Achieved all required modules, taking into account any recognition of prior learning (RPL) of the Occupational Therapist qualification but before the Approved Education Provider's examination board

- Practice Assessment Document/s (PAD) completed and signed off by their practice and academic assessor.

The EPA period is expected to last a maximum of one month, beginning when you pass the EPA gateway. The EPA will determine the overall apprenticeship standard, and you will be awarded a grade accordingly.

The EPA starts with the examination board and finishes when the University of Cumbria makes the required HCPC declaration to the HCPC. The apprentice is not required to carry out any additional assessments.

Your apprenticeship and practice handbooks will provide specific information about your programme, and you should also refer to your contract of employment.

To qualify for the award of an Honours Degree, you must complete all course requirements and pass all modules.

Career Development Prospects

This BSc (Hons) Occupational Therapy Apprenticeship confers eligibility to register with the Health and Care Professions Council to use the title of Occupational Therapist.

This enables those registered as Occupational Therapists with the Health and Care Professions Council to access a wide range of employment and career opportunities in a range of settings, including, but not limited to, the NHS, social care, private, and voluntary sectors.

During your programme, you will be introduced to our University Careers team. As an apprentice learner, you will receive bespoke career development sessions within modules and the opportunity for individual learner support as needed. We aim to ensure that apprentice graduates are equipped with transferable attributes, knowledge, and skills needed to be effective and autonomous practitioners within and outside the occupational therapy profession.

Practice placements are designed to apply theory to practice and to prepare apprentice learners for employment upon graduation. Employers and practice educators have provided input into the design of the programmes as part of the design and validation process. Occupational therapists will routinely participate in the delivery of programme modules and assessments and support apprentice learners on their assessed practice placements.

MODULES

Year 1 (120 credits)			
Code	Title	Credits	Status
HOTA4001	Exploring Foundations for Practice	20	Core
HOTA4002	Exploring Occupational Beings	20	Core
HOTA4003	Exploring Occupational Engagement	20	Core
HOTA4004	Exploring Research and Evidence-Based Practice	20	Core
HOTA4005	Occupational Therapy in Practice 1	40	Core

Year 2 (120 credits)			
Code	Title	Credits	Status
HOTA5001	Developing Professional Practice Skills	20	Core
HOTA5002	Developing Research Skills	20	Core
HOTA5003	Developing Occupational Therapy Perspectives	40	Core
HOTA5004	Occupational Therapy in Practice 2	40	Core

Year 3 (120 credits)			
Code	Title	Credits	Status
HOTA6001	Applied Occupational Therapy	20	Core
HOTA6002	Applied Research Skills	40	Core
HOTA6003	Occupational Therapy in Practice 3	20	Core
HOTA6004	Occupational Therapy in Practice 4	40	Core
EPAG9017	Gateway QPU (non-credit bearing)	0	Compulsory
Learners exiting at this point with 360 credits would receive a BSc (Hons) Occupational Therapy Degree Apprenticeship			

Key to Module Statuses	
Core modules	Must be taken and must be successfully passed. All modules on the BSc (Hons) Occupational Therapy programme are core and must be passed.

Timetables

Timetables are generally available approximately 4 weeks before the start of the programme. Please note that while we make every effort to ensure timetables are as apprentice-friendly as possible, scheduled learning can take place on any day of the week.

Our Timetabling team works hard to ensure that timetables are available to learners as far in advance as possible. However, there may be occasional exceptions, such as teaching that falls outside of the usual academic calendar. The UoC academic calendar runs from August to July, so timetabling information for programmes that include teaching sessions in August may not be published until closer to the August delivery.

ADDITIONAL INFORMATION

Apprentice Support

Support in your Workplace

At your workplace, you will be supported by your employer. Exact arrangements and terminology are the responsibility of the employer, but typically, you will be supported as follows, where the roles may be combined in one person:

- A Mentor designated by the employer to provide vocational and pastoral support for individual learners, who may or may not be your line manager. In particular support will be provided for work-based learning assignments and the final year project.

The University and the employer are bound by contract to work together to support you as an apprentice. This will include tripartite learner review meetings between the University, the learner, and the employer. The agenda for these learner review meetings will be shared with you in advance but will typically include a summary of your progress on programme, a review of evidence on file, identification of any emerging challenges, tracking the proportion of off-the-job training undertaken, and agreement of an action plan if/where needed. Records of these learner review meetings will be held in your profile on the APTM system and may be audited by the DWP or OFSTED as part of their monitoring and audit processes to ensure provision of high-quality apprenticeships.

Learners are required to maintain their own personal record of off the job learning within their portfolio and make this available to their employer and the University.

Personal Tutoring

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, to prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

You will be allocated a Personal Tutor who is a registered Occupational Therapist. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews, and other support as outlined in the Personal Tutoring Policy. This tutor will stay with you throughout your studies where possible and will work with you on your ongoing personal and professional development and ultimately to prepare for graduation.

University Support

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)

- [International Student Support](#)
- [Library](#)
- [Money Advice Service](#)
- [Safeguarding](#) (plus British Values & EDI)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

As an apprentice at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

Training Hours

DWP's apprenticeships funding rules set the minimum OTJ hours required to an apprenticeship to be considered valid. All apprenticeship programmes must contain the minimum number of off-the-job training hours, set in the Funding Rules that are current at the time the apprentice starts their programme. DWP has defined off-the-job training as *"learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. Training can be delivered at the apprentice's normal place of work but not as part of their normal working duties"*.

Training is distinct from assessment and off-the-job training reinforces practical, work-based learning with technical and theoretical learning. The focus of off-the-job training is on teaching new skills rather than assessing existing skills.

Off the job training must be completed in normal paid working hours. The actual number of hours required for each apprentice will be set out in the apprentice's Training Plan and Apprenticeship Agreement. It is the apprentice's responsibility to maintain an up to date record of off the job learning hours completed by submitting a monthly summary of hours in the APTEM system. The number of hours required in the Training Plan must be completed before an apprentice can pass gateway for end point assessment.

Where it is apparent that an apprentice will be able to demonstrate competence before the planned gateway date and with fewer hours than set out in the Training Plan a separate statement must be produced prior to gateway explaining why this is the case and setting out the number of hours to be completed. This must still be a minimum number of hours required for the duration of the apprenticeship up to that point.

Apprentices must continue to submit monthly records of 'off the job' learning for each month up to the point where their gateway review is signed and approved, even if they have already recorded the minimum and planned number of hours.

Exceptions to the Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following exceptions due to the requirements of the Health and Care Professions Council and the Royal College of Occupational Therapists.

The programme has been carefully mapped to HCPC Standards for Education and Training (2017) and RCOT (2019) Learning and Development Standards for Pre-Registration Education (Standards 4.11 and 6.4) and therefore, the following exceptions apply:

- Modules containing practice placement assessment must be completed in their stated order i.e.: PP1; PP2; PP3; and lastly PP4 due to their developmental nature.
- You are only allowed one reassessment attempt at any practice-based learning placement module
- If you fail a practice-based learning placement on substantiated grounds of fitness to practise concerns, you will be denied a retrieval attempt. If the fitness to practise concerns were related to your own health and you can demonstrate that your health has improved enough to be deemed fit to practise, then a second attempt may be offered.
- The hours completed during a failed placement do not count towards the required 1000 hours of practice-based learning.
- You must successfully complete all modules which include a practice placement component before being allowed to enter the next level of study.
- Aegrotat awards do not confer eligibility to apply to the HCPC professional register or professional membership of the Royal College of Occupational Therapists. In the event of an aegrotat degree being awarded, the title of the award must not include any reference to the protected title of occupational therapist, so it would be named Allied Health Studies.
- A failed student will not usually be permitted to re-register on the same programme.
- All assessments within the preregistration programme leading to eligibility to apply to register as an occupational therapist with the HCPC are Core and therefore must be successfully completed. There is, therefore, NO compensation for any modules.

External and Internal Benchmarks

The programme outcomes are referenced to the [Apprenticeship Standard for Occupational Therapist \(and also the related Assessment Plan\)](#).

External benchmarks:

- The BSc (Hons) Occupational Therapy programme has been developed to fit with the Royal College of Occupational Therapists (2019) Learning and Development Standards for pre-registration education

- The programme will prepare learners to meet the Health and Care Professions Council (2023) Standards of Proficiency for Occupational Therapists
- The programme meets the practice placement requirements of the HCPC, RCOT and World Federation of Occupational Therapists (2016)
- [QAA Subject Benchmark Statement: Health Studies \(2024\)](#)

Internal reference points include:

- [UoC Towards 2030 Strategy](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- [UoC Academic Strategy](#)
- UoC Institutional Business Plans
- [UoC Academic Regulations and Academic Procedures and Processes](#)

The development of the programme outcomes and supporting documentation are supported by evidence from these sources:

- Chief Allied Health Professions Officer's Team (2017) *AHPs into Action. Using Allied Health Professions to transform health, care and wellbeing*. London: NHS England
- Council of Deans of Health (2021) *Guidance: Public Health Content within the Pre-Registration Curricula for Allied Health Professions*. London: Council of Deans. Available at: <https://www.councilofdeans.org.uk/wp-content/uploads/2021/09/13092021-Public-Health-Content-Within-the-Pre-Registration-Curricula-for-Allied-Health-Professions.pdf>
- Council of Deans of Health (2023) *Education for sustainable healthcare within UK pre-registration curricula for allied health professions*. London: Council of Deans. Available at: https://www.councilofdeans.org.uk/wp-content/uploads/2023/12/ES-curricula-guidance-CoDH-version_SM-final-no-links.pdf
- Department of Health and Social Care (2015) *The NHS Constitution*. London: HMSO
- Fortune, T., Ryan, S. and Adamson, L. (2013) Transition to practice in super complex environments – are occupational therapy graduates adequately prepared? *Australian Journal of Occupational Therapy*, 60, 217-220.
- Health & Care Professions Council (2023). *Standards of Proficiency for Occupational Therapists*. London: HCPC. Available at: <https://www.hcpc-uk.org/standards/standards-of-proficiency/occupational-therapists/>
- Health and Care Professions Council (2017) *Standards of Education and Training*. London: HCPC Available at: <https://www.hcpc-uk.org/standards/standards-relevant-to-education-and-training/set/>
- Health and Care Professions Council (2024) *Standards of Conduct, Performance and Ethics*. London: HCPC. Key changes available at: <https://www.hcpc-uk.org/globalassets/education/guidance---unlisted-documents/key-changes-for-education-providers---revised-scpe.pdf>

- Hunter, E.P. (2013) The Elizabeth Casson Memorial Lecture 2013: Transformational leadership in occupational therapy – delivering change through conversations. *British Journal of Occupational Therapy*, 76(8), 346–354.
- Jackson, T. (2015) The Dr Elizabeth Casson Memorial Lecture 2015: Pushing the boundaries and leading the way. *British Journal of Occupational Therapy*, 78(9), 556-562.
- Quality Assurance Agency for Higher Education (2023) *The UK Quality Code for Higher Education*. Gloucester: QAA. Available at: https://www.qaa.ac.uk/docs/qaa/quality-code/revised-uk-quality-code-for-higher-education.pdf?sfvrsn=4c19f781_24
- Rodger, S., Turpin, M. and O'Brien, M. (2015) Experiences of academic staff in using threshold concepts within a reformed curriculum. *Studies in Higher Education*, 40(4), 545-560.
- Royal College of Occupational Therapists (2019) *Learning and development standards for preregistration education*. London: RCOT Available at: <https://www.rcot.co.uk/practice-resources/rcotpublications/learning-and-development-standards-pre-registration-education>
- Royal College of Occupational Therapists (2021) *Professional standards for occupational therapy practice, conduct and ethics*. London: RCOT Available at: <https://www.rcot.co.uk/publications/professional-standards-occupational-therapy-practice-conduct-and-ethics>
- Royal College of Occupational Therapists (2021) *Career development framework: Guiding principles for occupational therapy*. 2nd edn. London: RCOT Available at: <https://www.rcot.co.uk/publications/career-development-framework>
- Royal College of Occupational Therapists (2024) *Equity, Diversity and Belonging Strategy* London: RCOT Available at: <https://www.rcot.co.uk/edbstrategy-download-and-accessible-versions>
- World Federation of Occupational Therapists (2016) *Minimum standards for the education of Occupational Therapists: Revised 2016*. London: WFOT Available at: <https://wfot.org/resources/new-minimum-standards-for-the-education-of-occupational-therapists-2016-e-copy>
- [World Federation of Occupational Therapists \(2018\) *Sustainability Matters: Guiding Principles for Sustainability in Occupational Therapy Practice, Education and Scholarship*. Geneva: WFOT Available at: https://wfot.org/resources/wfot-sustainability-guiding-principles](#)

As an apprenticeship, the programme integrates the learning outcomes required for a higher education qualification with those defined by employers as an occupational standard for specific (but broadly based) job roles.

Disclaimer

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not

reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:

<https://www.cumbria.ac.uk/study/courses/apprenticeships/occupational-therapy/>

Date of Programme Specification Production	May 2025
Date Programme Specification was last updated	August 2026

Appendix 1

Apprenticeship delivery structure

Apprenticeship programmes are designed to be offered for full-time study with delivery at the University. However, as a Higher/Degree Level Apprenticeship, other types of flexible delivery may be required.

This programme can be made available in two modes of study:

a) Standard Mode of Study:

- the initial offer by the University: with the defined curriculum map and programme delivery structure
- flexible duration of 3, 4 or 5 years
- delivered full-time through a mix of day release and block release across all three semesters
- with a cohort open to all employers.

b) Custom Mode of Study:

- determined by negotiation with a particular employer or delivery partner: following the defined curriculum map, but with a bespoke programme delivery structure, not defined in this specification.

