

Title of Programme: BSc (Hons) Occupational Therapy (Degree Apprenticeship)

Programme Code: HSDAOT

Programme Specification

This programme specification is relevant to students entering:
16 September 2024

Associate Dean of School (Academic Quality Assurance):
Cheryl Holman

Signature



A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme:

Section	Amendment
D	Change to semester for 4 Level 5 modules: 5HSK2009, 5HSK2008, 5HSK0139, 5HSK0140

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification BSc (Hons) Occupational Therapy (Degree Apprenticeship)

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs).

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	College Lane
Programme accredited by	Health and Care Professions Council (HCPC), Royal College of Occupational Therapist
Final Qualification	BSc (Hons)
All Final Award titles	BSc (Hons) Occupational Therapy
(Qualification and Subject)	
FHEQ level of award	6

A. Programme Rationale

The purpose of the Degree Apprentice programme is to prepare learners for a future career as Occupational Therapists. It recognises the diversity of occupational therapy practice and embraces a commitment to produce practitioners who are cognisant of health and social disparities and promotes an inclusive and participatory society. A Degree Apprenticeship is a job which provides work-based learning alongside studying to a BSc (Hons) level, promoting the growth of the employers' existing and future workforces. The programme affords learners the opportunity to acquire the knowledge, skills and competencies to apply for registration as Occupational Therapists with the Health and Care Professions Council (HCPC) and to apply to become members of the Royal College of Occupational Therapists (RCOT). The programme aligns to all required benchmarks and standards including those related to the degree apprenticeship (ST0517).

Occupational therapy encompasses a holistic approach to both mental and physical health and wellbeing, working in partnership with people in a range of health and social care settings to improve health and wellbeing. It facilitates individuals to achieve their full potential through participation in meaningful occupations and activities of everyday life.

The programme philosophy is viewed through the lens of human occupation and an ethos of person-centred care and quality improvement; these concepts are threaded throughout the programme. The programme integrates academic study with practice-based learning across all years of study. Drawing on an enquiry-based approach, learning is designed around scenarios involving individuals, carers, families, groups and communities from birth to end of life. These are used as triggers for discussion of the learning and to plan self-directed study. By delivering curricula using adult learning theories, critical thinking, reflection, problem-solving and decision-making skills that are key to risk assessment and autonomous occupational therapy practice, are enhanced. This enables the graduate to be adaptable, resourceful and responsive to changes in health and social care provision. Active learning methods foster deep learning and encourage professional and personal development enabling the graduate to form a clear identity as an Occupational Therapist. It

also recognises learners' past and current experiences and their value and contribution to the learning process.

This integrated approach embeds knowledge of occupational science and best evidence, thereby leading to the learners' ability to become autonomous, enterprising and innovative practitioners who are active research consumers and evidence-based practitioners. It also fosters leadership skills and enables graduates to work

as part of a multidisciplinary team. The acquisition of the core Occupational Therapy knowledge and skills is facilitated through empowering the learner to be responsible for their learning and to be able to apply this learning to practice. It also encourages, from the outset, a commitment to lifelong learning and continuing professional development. Practice placements are introduced in year 1 and continue throughout the programme. These placements provide a range of experiences in different settings and sectors enabling a broad understanding of the value and contribution of Occupational Therapy.

B. Educational Aims of the Programme

Diversity and Inclusion

Our programmes are purposefully designed to enable all students to engage meaningfully with the curriculum by being accessible and representative. We will support students to shape their learning experience, removing barriers and enabling them to succeed. The curriculum explicitly includes multiple and representative perspectives, valuing collective identities and individual diversity. Learning, teaching and assessment activities help students to understand how they can enhance outcomes both for themselves and for others. All students belong to a learning community, and during their studies we really want to hear their voices, encourage them to listen to others, and express themselves.

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

Additionally this programme aims to:

- are eligible to apply for registration with the Health and Care Professions Council and to apply to become a member of the professional body, the Royal College of Occupational Therapists (RCOT);
- are reflective practitioners with the requisite skills, knowledge and professional attributes and behaviours consistent with those expected of newly qualified graduates and that meet the Degree Apprenticeship standard;
- have an understanding of the political, legislative, social and economic factors that impact upon practice;
- are equipped with the graduate skills and attributes that are necessary to enable them to function effectively in the complex, changing environment of the modern workplace;
- are committed to the enhancement of health and social care through inter-professional collaboration, continuing professional development and lifelong learning.

In summary, the programme aims to produce graduates who will be curious, confident, autonomous practitioners; who are digitally agile with strong inter-personal, leadership and collaborative skills and who can provide compassionate, evidence-based, person-centred care for users across the lifespan.

Graduate Attributes

Our graduates will be capable and professional, creative and enterprising, and will build their social and global awareness throughout. In addition to their subject expertise and proficiency, as a University of Hertfordshire graduate, they will be:

- Professionally focused
- Globally minded
- Sustainability driven
- Digitally capable and confident
- Inclusive and collaborative
- Evidence based and ethical

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for

- The Occupational Therapist Degree Apprenticeship Standard (ST0517) Level 6 Health and Care Professions Council (HCPC):
 - Standards of Proficiency – Occupational Therapists (2013)
 - Standards of Conduct, Performance and Ethics (2016)
 - Standards of Education and Training (2017)
- Royal College of Occupational Therapists Learning and Development Standards for pre-registration education (2019)
- Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student.

and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2021) have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
A1- The philosophical, legal and ethical frameworks that underpin occupational therapy practice A2- The evidence-based theories, concepts and occupational science used in occupational therapy practice A3- The structure and function of the human body and mind that act as a platform for problem-solving; and the effect of occupational dysfunction and deprivation on individuals, families, groups and communities A4- The person-centred, strengths-based approach in enhancing occupational wellness that underpins effective reasoning and assessment skills A5- The principles that underpin occupational therapists as life-long learners and effective teachers in a range of contexts	<p>Acquisition of knowledge and understanding is through understanding (A1-5) is through a blend of lectures, seminars, classroom-based practical sessions and work-based learning. On-line activities and independent study further enhance learning which is informed through the guided learner journey on individual module Canvas sites. The University's VLE is fundamental in supporting apprentice's learning and gives access to the full range of electronic resources and central academic support tools. The programme follows an integrated, scenario-based approach involving individuals, carers, families, groups and communities from birth to end of life so that material studied is relevant and theory informs practice as well as practice informing theory. Additional support is provided through the employer liaison/ personal tutor, module leader and programme leader.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to</p>	<p>Knowledge and understanding are assessed through a combination of coursework and practical examinations: written evidence-based case formulation, analytical reports, e-portfolio, professional discussions, vivas presentations, and a quality improvement project. Placement assessment forms also incorporate the assessment of knowledge and understanding in placement settings.</p>

	<p>broaden their individual knowledge and understanding of the subject.</p>	
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>B1- Relate theory to practice through the application and critical appraisal of scientific evidence and ethical principles in order to make informed decisions about occupational therapy practice</p> <p>B2- Synthesise and evaluate evidence, research and audit using the principles of scientific enquiry to inform and extend occupational therapy knowledge and practice</p> <p>B3- Recognise and adapt occupational therapy provision in response to the changing and diverse context within health and social care, with a focus on autonomy and empowerment of individuals, groups and communities</p> <p>B4- Appreciate the significance of professional self-regulation through adherence to professional, statutory and regulatory codes of practice, conduct, and ethics</p>	<p>Intellectual skills are developed through (B1-5) the programme by the methods and strategies outlined in section A, above. Analysis, problem solving and clinical reasoning skills are introduced through realistic case-scenarios and research-informed teaching practices during which the abilities to synthesise data and to construct and articulate an argument are developed. Skills are further enhanced through completion and discussion of activities within an e-portfolio, work-based learning and a quality improvement activity.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study</p>	<p>Intellectual skills are assessed through individual coursework and practical assessments. These include written evidence-based case formulation, analytical reports, e-portfolio, practical examinations, professional discussions, vivas, presentations, and a quality improvement project. Placement assessment forms also incorporate the assessment of intellectual, profession - specific skills.</p>

B5- Identify personal and professional goals for continuing professional development in order to enhance competence, to extend scope of practice and to maintain registered professional status as an occupational therapist		
Practical skills	Teaching and learning methods	Assessment strategy
<p>C1- Recognise and take account of social, spiritual and cultural needs and the equality and diversity of individuals, groups and communities in order to practice in a non-discriminatory manner</p> <p>C2- Apply a range of communication strategies, interpersonal skills, media and technologies, taking into account factors such as culture, age, gender, physical ability, capacity, learning ability, religious beliefs and socio-economic status</p> <p>C3- Gain informed consent prior to assessment and interventions and safeguard confidential information and maintain records in accordance with HCPC and RCOT standards, and local policies and procedures</p> <p>C4- Develop therapeutic relationships within the context of person-centred care and provide accessible information that is sensitive to individual needs</p> <p>C5- Undertake thorough, detailed and appropriate assessments, safely and effectively using models of occupation and clinical reasoning in order to identify occupational strengths and needs</p> <p>C6- Use evidence-based activity analysis, clinical reasoning and problem solving to formulate management plans, modifying and adapting interventions in</p>	<p>Practical skills are developed through (C1-12) the programme by the methods and strategies outlined in sections A and B above.</p> <p>Practical skills are fundamental to the apprenticeship degree and these are developed, reinforced and consolidated through work-based learning and the scenario-based approach employed in academia.</p> <p>The timing of placements has been chosen purposefully in order to facilitate the integration of theory and practice, to enhance personal and professional development and to aid the development of autonomous, reflective practitioners.</p>	<p>Practical skills are assessed through (C1 to C12) using a combination of the following methods: professional discussion, analytical reports, portfolio, presentations, vivas, reflective writing and through criterion referenced practice education assessment forms for each level of study.</p>

<p>collaboration with the person; using recognised outcome measures to evaluate interventions</p> <p>C7- Meet the social, psychological and physical health-based occupational needs of service users across a range of practice areas, through the analysis and use of activities/occupation as therapy</p> <p>C8- Assess, prescribe and facilitate use of equipment, assistive technology and environmental adaptations to enhance performance</p> <p>C9- Facilitate group work and activities for people, groups, partners and communities to address occupational needs that respect and reflect learning and change within communities</p> <p>C10- Establish and maintain a safe practice environment, minimising risk to service users, having awareness of health and safety legislation, and relevant policies and procedures</p> <p>C11- Act as an effective advocate for the profession, encouraging self-advocacy for individuals where possible and promoting the importance of health promotion, prevention and self-management</p> <p>C12- Practice safely and effectively exercising professional judgement and reflecting critically on performance and practice thereby maintaining fitness to practice as an autonomous occupational therapist</p>		
Transferable skills	Teaching and learning methods	Assessment strategy
D1- Learn effectively and independently recognizing the value of reflection on and in practice	Transferable skills are developed through the programme by the methods and strategies outlined in section A to C above.	Transferable skills are assessed through individual coursework and practical assessments. These include

<p>D2- Use personal influence, teaching and leadership qualities to share a vision of occupational therapy and its value to assure the quality of professional practice</p> <p>D3- Use leadership and entrepreneurial skills to lead, innovate and manage change, marketing and promoting the benefits of occupational therapy</p> <p>D4- Work collaboratively and effectively as part of a team, in partnership with others, including other professionals, support staff and other sectors including charities and voluntary groups</p> <p>D5- Apply problem solving skills and creative and innovative solutions to ensure the delivery of effective and efficient services</p> <p>D6- Demonstrate a commitment to lifelong learning through autonomous practice and sound professional judgement by actively engaging and taking responsibility for ongoing professional development</p>	<p>Certain parts of the programme specifically emphasise the development of one or more of these transferable skills through their overt incorporation in a particular scenario or when on placement. Throughout, the apprentice is encouraged to develop transferable skills by maintaining a portfolio of evidence in which personal and professional progress and achievements are recorded, completed mandatory training activities are listed and domains, knowledge, skills and behaviours of an OT are mapped for the Degree Apprenticeship standard and HCPC SoPs.</p> <p>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</p>	<p>written evidence-based case formulation, e-portfolio, analytical reports, practical examinations, professional discussions, vivas, presentations, and a quality improvement project.</p> <p>Placement assessment forms also incorporate the assessment of transferable, profession - specific skills.</p>
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D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in part time mode (3 years) across three semesters, and leads to the award of a Bachelor of Science Degree with Honours in Occupational Therapy (Degree Apprenticeship). Intake is normally Semester A.

Entry is normally at Level 4 with suitable A-level or equivalent level 3 qualifications. Appropriate Accredited Prior Learning (APCL) or Accredited Prior Experiential Learning (APEL) is possible and would be viewed on a case by case basis. Intake is normally September.

Professional and Statutory Regulatory Bodies

In order to be eligible to apply for registration with the HCPC and membership of the RCOT, all modules must be passed.

Work-Based Learning, including Sandwich Programmes

In order to be eligible for the award at least 1000 hours of practice placement experience across the programme is required for the final award with eligibility for RCOT membership.

Student Exchange programme Incoming Exchange

N/A

Study Abroad

N/A

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study Part time

Entry point Semester A

Level 4

Compulsory Modules Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Transition to Occupational Therapy Apprentice	4HSK0090	15	0	0	50	50	A
Occupational Foundations for Person Centred Care	4HSK0091	15	0	0	100	0	A
Occupational Lifespan Perspectives	4HSK2006	15	0	0	100	0	A
Professional Values and Ethics	4HSK0094	15	0	0	0	100	B
Occupational Perspectives: Adults of Working Age 1	4HSK2007	15	0	0	100	0	B
Occupational Perspectives: Older Adults 1	4HSK2008	15	0	0	0	100	BC
Occupational Perspectives: Children and Young People 1	4HSK2009	15	0	0	70	30	BC
OT Practice Education 1: Respect and Dignity	4HSK0095	15	0	0	0	100	C

Progression to Level 5 normally requires passes in all Level 4 modules.

Level 5

Compulsory Modules Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Occupational Perspectives: Adults of Working Age 2	5HSK2006	15	0	0	0	100	A
Occupational Perspectives: Older Adults 2	5HSK2007	15	0	0	0	100	B
OT Practice Education 2 – Compassion	5HSK0141	15	0	0	0	100	A
Groups and Communities	5HSK0140	15	0	0	0	100	BC
OT Practice Education 3 – Everyone Counts	5HSK0142	15	0	0	0	100	B
Occupational Perspectives – Children and Young People 2	5HSK2008	15	0	0	100	0	C
Occupational Therapy – Contemporary Practice	5HSK2009	15	0	0	50	50	C
Research Methods	5HSK0139	15	0	0	100	0	A

Progression to Level 6 normally requires passes in all Level 5 modules

Level 6

Compulsory Modules Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Practice Education 4 – Working Together	6HSK1095	15	0	0	0	100	A
Quality Improvement	6HSK1094	30	0	0	50	50	AB
Leadership and Autonomous Practice	6HSK1093	30	0	0	100	0	AB
Practice Education 5 – Improving Lives and Quality Care	6HSK1096	30	0	0	0	100	BC
Transition to Practice	6HSK2036	15	0	0	100	0	BC

The award of an Honours degree requires 360 credit points with a minimum of at least 120 at Level 6C

Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in UPR AS14, Section D.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BSc (Hons)	BSc (Hons) Occupational Therapy	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	All programme learning outcomes (see Table 2)

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
University Certificate		45 credit points at level 4	4	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm
Certificate of Higher Education	CertHE Rehabilitation Practice	120 credit points at level 4	4, 5	A1, A2, A3, A4, A5; B2, B4; C1, C2, C3, C4, C7; C10, D1; D4; D5
Diploma of Higher Education	DipHE Rehabilitation Practice	240 credit points including at least 120 at level 5	5, 6	A1, A2, A3, A4, A5; B1, B2, B4; C1 C2, C3, C4, C7, C10; D1; D4; D5
BSc/BA	BSc Rehabilitation Practice	300 credit points including 180 at level 6/5 of which 60 must be at level 6	6	A1, A2, A3, A4, A5; B1, B2, B4; C1 C2, C3, C4; C5, C6, C10; D1; D4; D5; D6

Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, UPR AS11, UPR AS12/UPR AS13 (*delete as applicable*) and UPR AS14) with the exception of those listed below, which have been approved by the University:

- Final compensatory credits (UPR AS14 section D4.4) and/or intra-module compensation is not permitted
- At each academic level, the apprentice will normally be required to have passed 45 credits (at first attempt/referral) to be permitted a re-enrolment opportunity and hence repeat failed modules (i.e. FREN grade) (UPR AS14, section D3)
- The length of apprentice registration is a maximum of five years, aligning to RCOT standards (UPR AS14 section D3.9)
- Placements: are normally full time
- Placements: In order to meet Standard 6.4 of the Learning and Development Standards for Pre-registration Education (RCOT, 2019):
 - Learners who fail a practice placement component on substantiated grounds of fitness to practice concerns must be denied a retrieval attempt and will be withdrawn
 - Completed hours of a failed practice placement do not count towards the overall minimum requirements of 1000 hours of practice placement hours
 - A learner who fails a second attempt at any practice placement component will be withdrawn
 - A learner who fails any component of their first attempt at two consecutive practice placements will be withdrawn

Further programme-specific regulations are given below:

- Failure to achieve the mandatory training requirements prior to the first practice placements in that level of study without serious adverse circumstances, will normally lead to referral in the practice placement
- Failure to fulfil the wider requirements for practice, including undertaking enhanced Disclosure and Barring checks, attending occupational health screening when referred and (where applicable) completing a statutory DBS self-declaration in all subsequent years or use of DBS update service, will normally lead to the apprentice being withdrawn from the programme
- Successful placement periods totaling no less than 1000 hours must be completed. To complete each placement Part 1 and all four sections of Part 2 must be successfully completed
- Apprentices employed part time for 30 hours a week will normally complete practice placements on a 30 hour week pattern. In this instance a further 5 weeks of placement must be completed across the 3 years, one week at Level 4, two weeks at Level 5 and two weeks at Level 6
- The external examiner appointed to the programme must be appropriately experienced and qualified and be from the relevant part of the HCPC Register, in accordance with the HCPC Standards of Education & Training (SETs 2017). Where the programme has more than one external examiner, at least one must be from the relevant part of the HCPC Register
- Fitness to Practise and respect of confidentiality are requirements of the programme and breaches of either may be subject to investigation following the School policies <http://sitem.herts.ac.uk/secreg/upr/SA15.htm>. The outcome of any Fitness to Practise investigation may necessitate sanctions or removal of the apprentice from the programme
- Apprentices are expected to attend all taught sessions of each module undertaken which is monitored through the Check-In system. Attendance may be taken into account by the Board of Examiners
- We will use every reasonable effort to provide your educational and other related services in the manner and to the standards set out in our prospectuses, on our website, and in our other published materials. At times there may be circumstances outside our reasonable control which have a detrimental effect on how we provide our services to you. If circumstances such as these arise, we cannot make an absolute commitment that your studies will not be disrupted, but we will use every reasonable effort to minimise any disruption to you.

- Due to the nature of certain programmes of study, we advise applicants who will be under 18 years of age on or after the date of registration that this may mean there are financial implications and/or an impact on the structure, timing and trajectory of their studies, since the legislative requirements for safeguarding students under the age of 18 may present challenges in securing an appropriate range and scope of practice placements. If you have any concerns, we would be pleased to discuss the issues outlined above with any potential applicants.

E. Management of Programme & Support for student learning.

Management

The programme is managed and administered through:

- A Programme Leader who has overall management responsibility for the programme and is normally Supported by:
- Employer Liaison Tutor/Personal Tutor (EL/PT) (who may be the Programme Leader) and Employer/work-based mentor who work together to monitor the progress of the apprentice and co-ordinate work based learning
- Module leads to support apprentices to understand the individual modules and components of the modules
- An Admissions Tutor who takes responsibility for the selection process and admissions and marketing events
- Apprentice representatives on Programme Committees and the Apprentice-Staff Consultative Committee alongside other forums if required
- A designated administrative team to deal with day-to-day administration associated with the modules within the programme.
- Senior school management

Support

Students are supported by:

- An induction week at the beginning of the programme
- Orientation to practice placements
- Employer liaison tutor/personal tutors (EL/PT) to provide academic and pastoral support as well as supporting the professional development of the apprentice
- Work-based mentor who is an experienced, appropriately qualified occupational therapist who oversees a learning strategy in the work-place
- Practice educators
- A Professional Lead or other senior manager who oversees the OT education at a strategic level and manages the OT team (this may be from another profession initially)
- An open-door policy from academic staff to enable support in a timely manner where needed
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support, etc
- Office of Dean of Students, Student Wellbeing (incorporating Counselling, Mental Health and Disability Support), Chaplaincy, and Day Nursery
- A versatile on-line inter-active intranet and learning environment
- Guided student-centred learning on Canvas module sites
- Access to extensive digital and print collections of information resources
- Attractive modern study environments in 2 Learning Resources Centres
- Student Success Hubs, which include a Mathematics Drop-in Centre
- Medical Centre
- University Disability Advisors
- Careers and Employment
- Hertfordshire Student's Union
- Dedicated programme site

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A dedicated programme site
- A Definitive Module Document (DMD) for each constituent module;
- A Practice Education Handbook with supplements for each level of study;

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

G. Entry requirements

The normal entry requirements for the programme are:

English and maths level 2 credits is an essential requirement for entry onto this programme. Level 2 is equivalent to a GCSE grade 4 (Grade C on the old grading system)

Other **Standard entry Home/EU requirements** for the programme are:

5 GCSEs between grades 9-4 (equivalent to grade *A-C) usually taken at one sitting to include English, Mathematics and a Science normally at grade 4 or above (equivalent to grade C), or equivalent qualifications

And to normally include one of the following:

- **GCE A2s (A-levels):** BCC* equating to 104 UCAS Tariff points
- **BTEC National Extended Diploma** in an appropriate subject: 'D, M, M'
- **BTEC National Diploma** in an appropriate subject: 'D, D' with a GCE A2 at a minimum of a 'C' grade in an appropriate subject studied concurrently
- **BTEC National Extended Certificate:** 'D' with one GCE A2 at a minimum of 'C' grades in appropriate subject studied concurrently and one other GCE.
- **Access Diploma to HE** in an appropriate subject: At least 12 level 3 credits at Distinction and 18 x level 3 credits at Merit. This should normally include at least 24 credits in an appropriate subject with additional subjects where appropriate
- **Extended or Foundation Degree** in an appropriate subject usually with an average of 60%
- **Certificate in Higher Education** in an appropriate subject: 60% average
- **T Level** in an appropriate subject

*All Science and Arts subjects are considered.

- **Other qualifications** - Graduates with an undergraduate degree. The Open University SK299 Human Biology module (or equivalent), will also be considered.
- In addition other equivalent qualifications such as Qualification and Credit Framework (QCF) may be considered on an individual basis.
- Level 3 Apprenticeship in Allied Health or an associated subject will also be considered on an individual basis.

Preference will be normally be given for candidates who have undertaken some formal academic study within the last 5 years.

International Applicants: International qualifications will be considered for equivalency on an individual basis using [NARIC](#). English and maths at level 2 is a requirement for entry to this programme. All applications for whom English is not their first language and are not in possession of a GCSE English Language qualification normally at grade 5 or above will need Academic IELTS:

- Academic IELTS: An average of 7.0 with no element lower than 6.5 is required

In addition, apprentices need to:

- be nominated by their employer and have a permanent or fixed-term contract of employment for 30 hours per week or more. Fixed term contracts must be long enough for apprentices to successfully complete the apprenticeship
- be successful at interview
- demonstrate sufficient understanding of the NHS and/or Social Care Values and the scope of OT practice
- show an understanding of the demands of completing a degree alongside their existing post in the health or social care sector and the resilience to work in health and social care
- demonstrate basic IT skills. For example, applicants will need to be confident using an internet browser, communicating via email and using Microsoft Office tools (e.g. Word, Excel) or equivalent. An ability to learn and adapt to new technologies is also important, for example, they may be asked to participate in a virtual classroom session, contribute to a discussion forum and will be expected to upload assignments to an online portal
- be willing to travel to practice placements in a range of different settings and sectors with diverse patient/client groups that may operate shift patterns and/or 7 day services
- understand that annual leave must be arranged outside of scheduled face to face teaching and placement weeks

All apprentices registered for this programme are expected to:

- register with the Royal College of Occupational Therapists
- comply with the 'Rehabilitation of Offenders Act' 1974 and 'Rehabilitation of Offenders Act 1974 (exceptions) order' 1975, and have a satisfactory Disclosure and Barring Service (DBS) clearance
- be medically fit to undertake the programme and learners will therefore need satisfactory health assessment and clearance and have received the relevant immunisations to work in the NHS

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For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact:
icaq@herts.ac.uk

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

BSc (Hons) Occupational Therapy (Degree Apprenticeship)

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are delivered and assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																												
		Knowledge & Understanding						Intellectual Skills					Practical Skills												Transferable Skills					
Module Title		Module Code	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	D1	D2	D3	D4	D5	D6
Level 4	Transition to OT Apprentice	4HSK0090	X	X		X	X	X	X																X					X
	Occupational Foundations for Person Centred Care	4HSK0091	X	X		X		X	X																X					
	Occupational Lifespan Perspectives	4HSK2006	X	X	X	X		X	X				X															X	X	
	OP: Adults of Working Age 1	4HSK2007	X	X	X	X		X	X				X															X	X	
	OP: Older Adults 1	4HSK2008	X	X	X	X		X	X				X															X	X	
	OP: Children and Young People 1	4HSK2009	X	X	X	X		X	X				X															X	X	
	Professional Values and Ethics	4HSK0094	X			X		X	X				X															X	X	X
	Practice Education 1: Respect and dignity	4HSK0095	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X			X	X	X
Level 5	OP: Adults of Working Age 2	5HSK2006	X	X	X	X		X	X				X															X	X	
	OP: Older Adults 2	5HSK2007	X	X	X	X		X	X				X															X	X	
	OP: Children and Young People 2	5HSK2008	X	X	X	X		X	X				X															X	X	
	OT - Contemporary Practice	5HSK2009	X	X	X	X		X	X				X															X	X	
	Research methods	5HSK0139	X	X		X		X	X				X																	
	Groups and communities	5HSK0140	X	X	X	X	X	X	X				X	X							X									
	Practice Education 2: Compassion	5HSK0141	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X			X	X	X
	Practice Education 3: Everyone Counts	5HSK0142	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X			X	X	X
Level 6	Leadership and autonomous practice	6HSK1093	X	X		X	X	X	X				X													X	X		X	
	Quality improvement	6HSK1094	X	X		X		X	X				X		X											X	X		X	
	Practice Education 4 : Working together	6HSK1095	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Module Title	Module Code	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	D1	D2	D3	D4	D5	D6
Practice Education 5 : Improving lives and quality care	6HSK2096	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Transition to Practice	6HSK2036	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

- A1. The philosophical, legal and ethical frameworks that underpin occupational therapy
- A2. The evidence-based theories, concepts and occupational science used in occupational therapy practice
- A3. The structure and function of the human body and mind that act as a platform for problem-solving; and the effect of occupational dysfunction and deprivation on individuals, families, groups and communities
- A4. The person-centred, strengths-based approach in enhancing occupational wellness that underpins effective reasoning and assessment skills
- A5. The principles that underpin occupational therapists as life-long learners and effective teachers in a range of contexts

Practical Skills

- C1. Recognise and take account of social, spiritual and cultural needs and the equality and diversity of individuals, groups and communities in order to practice in a non-discriminatory manner
- C2. Apply a range of communication strategies, interpersonal skills, media and technologies, taking into account factors such as culture, age, gender, physical ability, capacity, learning ability, religious beliefs and socio-economic status
- C3. Gain informed consent prior to assessment and interventions and safeguard confidential information and maintain records in accordance with HCPC and RCOT standards, and local policies and procedures
- C4. Develop therapeutic relationships within the context of person-centred care and provide accessible information that is sensitive to individual needs
- C5. Undertake thorough, detailed and appropriate assessments, safely and effectively using models of occupation and clinical reasoning in order to identify occupational strengths and needs
- C6. Use evidence-based activity analysis, clinical reasoning and problem solving to formulate management plans, modifying and adapting interventions in collaboration with the person; using recognised outcome measures to evaluate interventions
- C7. Meet the social, psychological and physical health-based occupational needs of service users across a range of practice areas, through the analysis and use of activities/occupation as therapy
- C8. Assess, prescribe and facilitate use of equipment, assistive technology and environmental adaptations to enhance performance
- C9. Facilitate group work and activities for people, groups, partners and communities to address occupational needs that respect and reflect learning and change within communities

- C10 Establish and maintain a safe practice environment, minimising risk to service users, having awareness of health and safety legislation, and relevant policies and procedures
- C11 Act as an effective advocate for the profession, encouraging self-advocacy for individuals where possible and promoting the importance of health promotion, prevention and self-management
- C12 Practice safely and effectively exercising professional judgement and reflecting critically on performance and practice thereby maintaining fitness to practice as an autonomous occupational therapist

Intellectual Skills

- B1. Relate theory to practice through the application and critical appraisal of scientific evidence and ethical principles in order to make informed decisions about occupational therapy practice
- B2. Synthesise and evaluate evidence, research and audit using the principles of scientific enquiry to inform and extend occupational therapy knowledge and practice
- B3. Recognise and adapt occupational therapy provision in response to the changing and diverse context within health and social care, with a focus on autonomy and empowerment of individuals, groups and communities
- B4. Appreciate the significance of professional self-regulation through adherence to professional, statutory and regulatory codes of practice, conduct, and ethics
- B5. Identify personal and professional goals for continuing professional development in order to enhance competence, to extend scope of practice and to maintain registered professional status as an occupational therapist

Transferable Skills

- D1. Learn effectively and independently recognizing the value of reflection on and in practice
- D2. Use personal influence, teaching and leadership qualities to share a vision of occupational therapy and its value to assure the quality of professional practice
- D3. Use leadership and entrepreneurial skills to lead, innovate and manage change, marketing and promoting the benefits of occupational therapy
- D4. Work collaboratively and effectively as part of a team, in partnership with others, including other professionals, support staff and other sectors including charities and voluntary groups
- D5. Apply problem solving skills and creative and innovative solutions to ensure the delivery of effective and efficient services
- D6. Demonstrate a commitment to lifelong learning through autonomous practice and sound professional judgement by actively engaging and taking responsibility for ongoing professional development

Table 3: Development of Graduate Attributes in the Constituent Modules

This map identifies where the Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and (iii) a means to help students monitor their

own personal and professional development as the programme progresses. [Note that there is no requirement for the Graduate Attributes to be assessed through these modules] *NB. Each module should develop at least one of the graduate attributes, and each graduate attribute should be developed in at least one module, ideally more. There should be a good spread across the programme without every attribute being developed in the majority of modules. Delete the D from the boxes where they do not apply. DELETE THIS COMMENT*

D = Delivered

	Module Title	Module Code	Professionally Focused	Globally Minded	Sustainability Driven	Digitally capable & confident	Inclusive and collaborative	Evidenced based and Ethical
Level 4	Transition to OT Apprentice	4HSK0090	D			D	D	D
	Occupational Foundations for Person Centred Care	4HSK0091	D	D	D	D	D	D
	Occupational Lifespan Perspectives	4HSK2006	D			D	D	D
	OP: Adults of Working Age 1	4HSK2007	D	D	D	D	D	D
	OP: Older Adults 1	4HSK2008	D	D	D	D	D	D
	OP: Children and Young People 1	4HSK2009	D	D	D	D	D	D
	Professional Values and Ethics	4HSK0094	D	D	D	D	D	D
	Practice Education 1: Respect and dignity	4HSK0095	D	D	D	D	D	D
Level 5	OP: Adults of Working Age 2	5HSK2006	D	D	D	D	D	D
	OP: Older Adults 2	5HSK2007	D	D	D	D	D	D
	OP: Children and Young People 2	5HSK2008	D	D	D	D	D	D
	OT - Contemporary Practice	5HSK2009	D	D	D	D	D	D
	Research methods	5HSK0139	D	D	D	D	D	D
	Groups and communities	5HSK0140	D	D	D	D	D	D
	Practice Education 2: Compassion	5HSK0141	D	D	D	D	D	D
	Practice Education 3: Everyone Counts	5HSK0142	D	D	D	D	D	D
Level 6	Leadership and autonomous practice	6HSK1093	D	D	D	D	D	D
	Quality improvement	6HSK1094	D	D	D	D	D	D
	Practice Education 4 : Working together	6HSK1095	D	D	D	D	D	D
	Practice Education 5 : Improving lives and quality care	6HSK2096	D	D	D	D	D	D
	Transition to Practice	6HSK2036	D	D	D	D	D	D

Section 2

Programme management

Relevant QAA subject benchmarking statements	None
Type of programme	Undergraduate
Date of validation/last periodic review	February 20
Date of production/ last revision of PS	March 21
Relevant to level/cohort	Level 4 entering Choose an item.
Administrative School	School of Health and Social Work
Language of Delivery	English

Table 4 Course structure

Course details			
Course Code	Course Description	HECOS	UCAS
HSDAOT	BSc (Hons) Occupational Therapy (Degree Apprenticeship)	100249	UCAS Code(s)/N/A