

## Course Information Document: Undergraduate

### For Academic Year 2025/26

#### 1. Course Summary

<b>Names of programme and award title(s)</b>	BSc (Hons) Occupational Therapy (Integrated Degree) Apprenticeship
<b>Award type</b>	Single Honours
<b>Mode of study</b>	Part-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 6
<b>Normal length of the programme</b>	3 years
<b>Maximum period of registration</b>	5 years
<b>Location of study</b>	Keele Campus
<b>Accreditation (if applicable)</b>	Health and Care Professions Council (HCPC), Royal College of Occupational Therapists (RCOT) and World Federation of Occupational Therapists (WFOT); Institute for Apprenticeships and Technical Education (IfATE)
<b>Regulator</b>	Office for Students (OfS)
<b>Tuition Fees</b>	<p>The employer pays all course fees and no fees are charged to apprentice students.</p> <p>Programme price is set at the maximum funding band for this apprenticeship standard set by the Institute for Apprenticeships and Technical Education (IfATE) which is a government non-departmental body sponsored by the Department for Education (DfE). We reserve the right to increase price in future. Fees will be paid by the employer on behalf of the apprentice using Levy or co-funding arrangements. For further information please visit: <a href="https://www.gov.uk/government/publications/apprenticeship-funding-from-may-2017">https://www.gov.uk/government/publications/apprenticeship-funding-from-may-2017</a></p> <p>A full breakdown of costs is set out in the training plan.</p>

**How this information might change:** Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

#### 2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus exclusively on this subject, Occupational Therapy.

All Higher and Degree Apprenticeships combine higher education study and work-based learning to enable apprentices to achieve a higher-level award whilst in work. The provision of an academic award is integrated with experience, practice and learning in the workplace where the apprentice has paid employment status. Higher and Degree Apprenticeships are co-designed by training providers and employers to ensure that apprentices are equipped with the skills employers need and to develop their own careers.

#### 3. Overview of the Programme

This BSc (Hons) Occupational Therapy programme is mapped to deliver the level 6 Occupational Therapy apprenticeship standard. Apprenticeship standards are co-designed by employers and training and education providers to ensure that you are equipped with the skills employers require. All higher and degree apprenticeships combine work-based learning with part-time study and lead to a recognised qualification, BSc (Hons) Occupational Therapy. The programme has been designed for delivery in a work-based learning context, where learning and assessments provide opportunities for you to apply your learning into your workplace context and beyond.

Throughout the programme we will work with you and your employer to ensure that you progress through your apprenticeship. This will involve regular (4 per year) tripartite review meetings, between you, your employer and a member of the programme team. Compliance to apprenticeship requirements will also be monitored and this includes the provision by each employer of 20% (1 day per week) off-the-job academic study, and identifying any changes required to your learning plan. Throughout your apprenticeship, you and your employer will have access to APTEM, our apprenticeships management system, where you will be required to sign and submit documents to demonstrate your progress and adhere to compliance requirements.

Achievement of the apprenticeship is through the End Point Assessment (EPA) and further details are provided in the section titled 'How is the programme assessed?' The End Point Assessment (EPA) for this programme is integrated.

Occupational Therapy is a person-centred profession that promotes health and wellbeing through participation in meaningful occupations and activities of daily life. Occupational Therapists work with individuals, communities and populations to enhance occupational engagement, through modification of occupations and / or the environment (World Federation of Occupational Therapists 2012).

This BSc (Hons) Occupational Therapy programme aims to support the development of your competencies, standards of proficiency and the

knowledge, skills, behaviours and values required to become an Occupational Therapist ready to join a profession which continues to rapidly grow and evolve. Occupation and its dynamic relationship with health and wellbeing will be the focus of the programme, ensuring that you are able to articulate your unique contribution to practice and develop a strong professional identity. The centrality of occupation in human life and the contribution that meaningful occupation has to the physical and mental health and wellbeing of individuals will be at the heart of the programme. The programme has been designed to ensure that its content is current, underpinned by evidence and reflective of contemporary occupational therapy practice nationally and internationally. The curriculum has been designed to reflect local and national workforce demands. You will be prepared for the diversity of occupational therapy practice through your academic studies, your work-based learning and your practice-based learning. The School of Allied Health Professions partners with a diverse range of high-quality practice-based learning settings to deliver the practice-based learning component of the programme. Apprentices will have discrete placement opportunities across the spectrum of public, independent, private, third sector and health, wellbeing, social and integrative care systems.

The University promotes innovative education as a means of developing an individuals' strengths and flexibility for the future, producing graduates who 'stand out in their determination to make a positive difference'. The University is committed to making a 'genuine, measurable difference to the health, culture and economy' of the local region and you will have opportunities during your work-based and discrete practice-based learning to engage in the local community and support this commitment. [Strategic plan and mission - Keele University](#)

The programme has been designed to promote autonomy in learning and practice, as you are encouraged to take responsibility for planning and implementing your continuing professional development. The curriculum is aligned with the principles of CPD and lifelong learning (Broughton and Harris, 2019) and utilises the Career Development Framework (RCOT, 2022) as a resource within teaching and academic mentor sessions. You will have access to a range of methods for recording your CPD achievements and you are encouraged to document these achievements and formulate future development plans within tripartite and academic mentor meetings and within placement briefing and debriefing.

Diversity in learning opportunities within the university and in practice support the development of your confidence, self-efficacy, resilience and adaptability, which are all skills required when working within contemporary occupational therapy practice. The programme aims to support you to develop teamworking and leadership skills and to aspire to become a leader of the future. As an apprentice on the BSc (Hons) Occupational Therapy Apprenticeship programme in the School of Allied Health Professions (SAHP), you will study within the Faculty of Medicine and Health Sciences where other professional groups are represented. These include medicine, paramedical science, nursing and midwifery, radiography, physiotherapy and pharmacy. There are opportunities within the programme for you to engage in high quality multi and interprofessional learning. Interprofessional Education (IPE) is designed to contribute to professional understanding and respect as learners from various professions learn with, from and about each other for the benefit of service user care. This gives you opportunities for inter-professional learning, similar to those you will experience in your workplace.

The Programme will support you to gain the competencies required for occupational therapy practice. The programme aims to support the development of a strong sense of professional identity, professionalism and core professional knowledge and skills which will enable you to support the continued evolution of the occupational therapy profession.

As a professionally regulated programme the BSc (Hons) Occupational Therapy and its learners are subject to the Fitness to Practice regulation (Regulation B5) and Health and Conduct processes if required. Further details of these can be found in the programme handbook and online at [Regulation B5 - Keele University](#).

## 4. Aims of the programme

The programme aims to have the centrality of occupation at its heart whilst providing a work-based and academic learning environment which fosters the development of core knowledge and skills, the implementation of evidence-based practice and reflexivity and creativity to prepare you for lifelong learning and continuing professional development.

The broad aims of the programme are to enable you to:

- safely and effectively practice, working within legal and ethical boundaries, in accordance with professional and governing bodies.
- develop an understanding of the profession's philosophy, values and beliefs, theoretical knowledge base and research underpinning occupational science, therapy and occupation focused practice.
- demonstrate professional competence and confidence in assessment and intervention planning, implementation, evaluation and modification within your scope of practice in changing and diverse complex health and social care systems.
- demonstrate communication, team working and collaboration with others in the best interests, and to improve the health and wellbeing, of the individuals, communities and populations with which you work.
- analyse and evaluate the influence of the environment, legislation, policy, agendas and initiatives on decision making in sustainable and effective occupational therapy practice.
- develop knowledge, skills and values which support accountability, equity, equality, diversity, occupational and social justice, culturally sensitive, person-centred, evidence-based care.
- practice in an inclusive, anti-oppressive manner, reflecting and evaluating your own practice, health and wellbeing and seeking support as necessary to assure the quality of and fitness to practice.
- become a non-discriminatory, non-judgmental advocate and ally for service users and colleagues, promoting change towards a more inclusive and participatory society.
- develop knowledge, skills and behaviours in all forms of communication, leadership and service improvement to influence, innovate, diversify and advance future practice.
- develop a strong professional identity to become a confident advocate of the profession, who embraces the power of occupation to transform lives.
- develop skills in critical thinking, professional reasoning, research and leadership.

## 5. What you will learn

The programme is designed to provide education and training that is approved by the Health and Care Professions Council (HCPC) and accredited by the Royal College of Occupational Therapists (RCOT) and the World Federation of Occupational Therapists (WFOT), therefore allowing the title of 'Occupational Therapist' to be awarded. While the HCPC determines fitness to practice, the RCOT determines fitness for the profession and WFOT set the international minimum standards for occupational therapy practice.

The BSc (Hons) Occupational Therapy apprenticeship programme at Keele will support you to develop your skills in reflection and evidence informed practice. You will be supported to develop the attributes of a competent practitioner underpinned by knowledge, skills, behaviours and a vision of person-centred care which enable the delivery of high quality, safe, integrated and effective care in contemporary practice environments.

The programme is designed to meet the HCPC Standards of Education and Training (2017), therefore graduates of the programme will be equipped to meet the

- HCPC Standards of Proficiency - Occupational Therapy (2023)
- HCPC Standards of Conduct, Performance and Ethics (2024)

The programme is also mapped with the Entry Level Occupational Therapy Core Knowledge and Practice Skills (RCOT 2016), Learning and Development Standards for Pre-registration Education (RCOT 2023), Professional Standards for Occupational Therapy Practice, Conduct and Ethics (RCOT 2021) and WFOT (2016) Minimum Standards for the Education of Occupational Therapists.

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

## Subject knowledge and understanding

Successful students will be able to:

- the history and evolution of the occupational therapy profession, including its unique philosophy, values, beliefs and skills which underpin occupation focused practice.
- the dynamic relationship between the individual, their occupations, the environment and their health and wellbeing.
- the human body and mind, including common pathologies, life choices and life changes and their application to occupational performance and participation.
- the influence of occupational science on human performance and participation.
- the impact of communication skills and the therapeutic use of self on the therapeutic relationship and professional practice.
- relevant professional standards and the importance of professionalism, ethics and governance in relation to contemporary occupational therapy practice.
- the occupational and health needs of individuals, communities and populations, nationally and internationally and identify and address the potential challenges to providing equitable occupational therapy services.
- service development and delivery within the changing and diverse context of occupational therapy practice.
- health, ill-health, health beliefs and health promotion to work effectively in partnership and actively promote health, wellbeing, occupational engagement and participation.

## Subject specific skills

Successful students will be able to:

- demonstrate knowledge of and apply the OT process
- identify, select, justify, competently lead, facilitate and evaluate assessments, occupation focused interventions and outcome measures used in contemporary and diverse occupational therapy practice.
- demonstrate professional reasoning skills relevant to occupational therapy practice.
- apply the use of grading and adaptation in occupation focussed interventions.
- demonstrate application of a variety of Occupational Therapy models which underpin contemporary occupational therapy practice.
- demonstrate safe practice and the assessment and management of risk when working with individuals and groups.
- adhere to legislation, local policy and Royal College of Occupational Therapists Professional Standards for Occupational Therapy Practice, Conduct and Ethics and the Health and Care Professions Council guidance on Conduct and Ethics for Learners and demonstrate professional behaviours, including centralising the service user, equity and equality and anti-oppressive and non-discriminatory practice.
- demonstrate effective, enhanced communication and interpersonal skills with service users, carers and colleagues and evaluate their importance in enhancing professional practice.
- reflect and appraise self, personal practice and service delivery to maintain a focus on occupation and occupational performance.
- articulate a strong sense of professional identity to become a confident advocate of the profession, who embraces the power of occupation to transform lives.
- demonstrate self-management skills including planning organising and prioritising workload in occupational therapy practice.
- analyse the characteristics of effective leadership and apply these skills to facilitate occupational therapy service provision considering the determinants of a healthy workplace and the requirements for effective workforce management.

## Key or transferable skills (including employability skills)

Successful students will be able to:

- use critical reflection skills, CPD and lifelong learning to become an effective practitioner.
- demonstrate critical thinking and high levels of concise written communication.
- demonstrate professional and interprofessional team working skills and discuss the contribution of the interdisciplinary team within the service user's journey.
- effectively search for, identify and critically appraise relevant evidence to support and underpin practice.
- develop research questions, justify and implement appropriate and ethical methods of investigation, data collection, analysis and dissemination of findings.
- develop and use a range of ICT and digital skills to enhance practice.
- demonstrate project management, report writing and effective presentation skills.

## Keele Graduate attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, learner representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social and ethical responsibility**. You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

## 6. How is the programme taught?

The overarching intention and educational philosophy of the programme is to support the development of adult lifelong learners. A wide range of adult learning theories underpin the teaching and education within the programme. The fundamental philosophy and principles of occupational therapy are embedded within the programme when facilitating learning. We creatively use the campus environment including our excellent simulation facilities to consider and promote self-reflection on the dynamic relationship the environment has on participation in occupation to support health and wellbeing. Learning is facilitated within the university, within your workplace and within your discrete practice-based learning placements. The programme is structured and taught to enable you to develop your academic occupational therapy knowledge, understanding, skills and behaviours and apply these within your workplace (through on the job learning) and during your discrete practice-based learning. You will then have opportunities to apply and evaluate your learning from your workplaces and practice-based learning experiences within future academic sessions. The programme is structured so that you are able to build upon previous knowledge, skills and behaviours to deepen your learning, application to practice, reflection on practice, critical thinking and evaluation skills.

The apprenticeship programme has been designed to provide opportunities for you to engage in active social learning with other occupational therapy learners and students from other professions and therefore embraces synchronous scheduled learning activities including interactive lectures, workshops, seminars and practical classes. This offers opportunities for you to engage in real time learning whilst interacting with others in a shared

space and with content as part of a community of learners, thus developing communication, interpersonal and social skills required in occupational therapy practice. Synchronous and asynchronous teaching is designed to encourage and maximise meaningful learner engagement, deep learning and add value to the learning experience. The programme also embraces the integration of academic learning to your workplace through 'on the job' learning activities and workbooks.

Occupational therapists of the future are also required to have enhanced digital technology skills and the programme delivery is designed to support learning and enhance digital skills by deliberate integration of digital technologies to deepen learning, whilst adding flexibility to the ways you learn. Collaborative spaces through the Keele Virtual Learning Environment (KLE) and/or MS Teams will provide opportunities for engagement prior to or following some in-person sessions. The use of lecture capture enables you to revisit sessions at a time that is convenient to you. It also offers additional opportunities to engage with learning where you may be unable to attend sessions because of illness. The integration of universal design for learning strategies within the curriculum also provides you with equal opportunities for success and enhances accessibility. All content and resources are designed to be accessible and promote inclusion.

During discrete practice-based learning placements, you are supported by a qualified occupational therapist (practice educator) and a university-based link tutor. Subject specialists from occupational therapy practice and service users are invited to support the teaching and learning in a number of modules within the programme.

The University based elements of the programme are taught using a variety of blended learning approaches. Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- **Lectures** where the lecturer provides you with a framework and context for further reading and independent study. Various lecture formats will be adopted including for example, interactive lectures designed to engage you actively in your learning, for example the use of audience response systems and a range of other media; at other times external speakers may be invited. These individuals may be patients/ service users, clinicians, active researchers, academics in the field of occupational therapy and related health and social care practice and the private, independent, and voluntary sector organisations; all offer invaluable perspectives designed to enhance your practice. Lectures offer a blended teaching experience with some in-situ, some asynchronous online sessions and some synchronous online sessions.
- **Work based learning** enables you to apply your knowledge, skills and behaviours to your specific workplace. You will be supported to directly apply your learning to your practice through specific 'on the job' learning activities, workbooks and by your work-based mentor.
- **Practice based learning** enables you to develop your practical and professional skills under the supervision of a designated practice educator(s).
- **Simulation and role play**, is embedded in modules and 'on the job' learning activities to allow you to consider scenarios outside of your daily work place that will enhance and balance your experience and practice.
- **Small group workshops** where you will work with others to, for example develop a poster or a presentation which you then may subsequently present and defend or to appraise journal articles relating to some aspect of occupational therapy practice.
- **Individual and group presentations** where you will research and present a topic with relevance to occupational therapy practice to the whole group with time allowed for interactive questions and discussion.
- **Learner and tutor-led tutorials** which encourage topics of interest and relevance to a module to be discussed in-depth within a small group; problem-solving scenarios and case studies may be used as a vehicle for such discussion.
- **Web-based learning** using the KLE: this medium is used by all modules and provides a platform for you to contribute to online discussions and to access a wide range of learning resources. In addition, applications such as MS Teams and web-based audience feedback systems are used to support and monitor learning. Lecture capture and videos are also important adjuncts available to support learners.
- **Independent study** will be required in each module; some study will be guided by tutors where necessary but will also be self-directed in relation to the various demands of each module and its assessment. This type of learning may be facilitated using various resources such as work packages and access to specific web-based programmes. Independent study also forms an important part of the development of the final year research project, which is supported by a designated member of the academic staff.
- **Inter-Professional Education (IPE)** - you will participate in inter-professional learning and education with colleagues from other health and social care disciplines enabling you to learn with, from and about future colleagues. You will also have opportunities to work within multi-disciplinary teams within your workplaces.

As well as these formal activities, you are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs you may have, with your academic mentor or module lecturers on a one-to-one basis. These sessions also offer you the opportunity to receive further feedback related to assessed work and support the development of strategies to manage your learning (e.g. updating learning plans and the use of portfolios).

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

- Lectures and independent study enable you to broaden and deepen your existing professional knowledge and understanding of the core concepts of occupational therapy, and to transfer academic knowledge and understanding from theory into practice.
- Practical skill development in the University, workplace and practice-based learning environments supports you to develop, enhance, and update your learning of new and existing skills under expert supervision. It facilitates the development of safe and competent practice, and the integration of theoretical and practical knowledge, skills and behaviours.
- Small group work, such as seminars, and workshops, provides opportunities for you to clarify understanding and knowledge whilst exchanging ideas with peers and staff. This is also an opportunity to question and challenge professional concepts, enabling you to further develop your critical thinking and evaluation skills.
- Guided independent study, portfolio development and tutorials will help you to explore in depth and evaluate aspects of professional practice.
- Seminars, tutorials, and web-based e-learning activities encourage reflection upon learning and requires you to take responsibility for collaborating and sharing with others whilst exploring and evaluating ideas in greater depth.
- Inter-professional learning develops a culture of effective collaboration and integration across organisations, sectors, and professions (RCOT 2022).

## 7. Teaching Staff

The academic staff contributing to the programme are drawn from the University's School of Allied Health Professions and Pharmacy (SAHPP) along with contributions from specialist experts including service users when appropriate. The school team includes: professors, senior lecturers, lecturers, teaching fellows and academic related staff currently giving a staff student ratio for the programme of 1:15-20 (RCOT, 2019). All current permanent academic staff are Fellows of the Higher Education Academy (HEA) or working towards their fellowship. All current permanent academic staff who teach on the programme hold academic qualifications to at least master's degree level, and many SAHP staff hold or are working towards a doctoral qualification. All staff who are occupational therapists are HCPC registered and have had experience working in the National Health Service (NHS) and other areas of occupational therapy practice. The academic staff group also currently includes physiotherapists, radiographers, prosthetists and orthotists, speech and language therapists, exercise physiologists and a podiatrist. The staff group has extensive experience of teaching at undergraduate and postgraduate level and includes individuals with expertise in learning and teaching as well as research. The work of research-active staff has been widely published and shared via conference presentations.

Several current staff are active members of national clinical specialist interest groups. The current Chair of Staffordshire and Stoke on Trent Allied Health Professions (AHP) Faculty, and Council for Allied Health Professional Research (CAHPR) Regional Hub Lead (Keele Hub) are permanent senior members of academic staff in the School.

The practice-based learning component of the programme is facilitated and assessed by a range of practice educators. These are suitably experienced qualified occupational therapists working across a broad range of practice environments. All practice educators will have undertaken practice educator training prior to supervising you on placement.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient

number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

## 8. What is the structure of the Programme?

The academic taught component of the programme is studied part-time (1 day per week) over three calendar years. There are 4 discrete practice-based learning placements within the programme and these are completed on a full-time basis.

Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of learner effort. An outline of the structure of the programme is provided in the tables below.

Within the BSc (Hons) Occupational Therapy all modules are compulsory modules i.e. modules that you are required to study on this programme. There are no optional modules available within the programme.

Year	Compulsory	Optional	
		Min	Max
Level 4	120	0	0
Level 5	120	0	0
Level 6	120	0	0

## Module Lists

### Level 4

Compulsory modules	Module Code	Credits	Period
Health and Wellbeing	OCT-10003	15	Semester 1
Anatomy, Psychology and Occupational Performance and Participation	OCT-10009	15	Semester 1
Introduction to Occupational Therapy Apprenticeship and Professional Practice (Apprenticeship Programme)	OCT-10015	15	Semester 1
Communication and Interpersonal Skills (Apprenticeship Programme)	OCT-10013	15	Semester 1-2
Practice Based Learning A	OCT-10005	15	Semester 2
Foundations of Human Occupation and the Occupational Therapy Process (Apprenticeship Programme)	OCT-10023	15	Semester 2
Applying Theory to Occupational Performance and Participation (Apprenticeship Programme)	OCT-10025	30	Semester 2-3

### Level 5

Compulsory modules	Module Code	Credits	Period
Evidence Based Occupational Therapy	OCT-20005	15	Semester 1
Professional Reasoning and Influences on Practice	OCT-20007	15	Semester 1
Diversity in Occupational Therapy (Apprenticeship Programme)	OCT-20017	15	Semester 1
Practice Based Learning B	OCT-20003	30	Semester 2
Assessments and Interventions in Occupational Therapy Practice (Apprenticeship Programme)	OCT-20019	30	Semester 2
Research Proposal (Apprenticeship Programme)	OCT-20015	15	Semester 2-3

### Level 6

Compulsory modules	Module Code	Credits	Period
Practice Based Learning C	OCT-30009	15	Semester 1
Professional Identity and Life Long Learning (Apprenticeship Programme)	OCT-30019	15	Semester 1
Leadership and Service Development (Apprenticeship Programme)	OCT-30021	15	Semester 1
Research Project (Apprenticeship Programme)	OCT-30023	30	Semester 1-3
Practice Based Learning D	OCT-30011	30	Semester 2
Addressing the Health and Occupational Needs of Communities and Populations	OCT-30015	15	Semester 2

## 9. Final and intermediate awards

By committing to an apprenticeship, you are committing to work towards achieving the final award for the programme. The End Point Assessment must be passed in order to gain the final award title of BSc (Hons) Occupational Therapy (Integrated Degree) apprenticeship.

Credits required for each level of academic award are as follows:

<b>BSc (Hons) Occupational Therapy</b>	360 credits plus a minimum of 1,000 successfully completed hours of practice-based learning	You will require at least 360 credits plus a minimum of 1,000 successfully completed hours of practice-based learning.  Graduates are eligible to apply for registration with the HCPC and then use the protected title of 'Occupational Therapist'
<b>Diploma in Higher Education</b>	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
<b>Certificate in Higher Education</b>	120 credits	You will require at least 120 credits at level 4 or higher

## 10. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. Assessment methods including direct observation during discrete practice-based learning placements, support the development of your knowledge, skills and professional conduct and are congruent with the programme learning outcomes. The content and variety of assessments utilised within the programme also reflect the knowledge, skills and behaviours that future occupational therapists will require. They are therefore authentic, linked to applied learning and develop skills for future employability. Variety in assessment also offers apprentices with different learning styles opportunities to excel. Assessments have been designed to ensure that workload is balanced, manageable and well-paced during the year.

The following list is representative of the variety of assessment methods used on your programme:

- **Written work / assignments** test the quality and application of subject knowledge. In addition, they allow you to demonstrate your ability to carry out basic literature searches, communicate your ideas effectively in writing and support your arguments with appropriate referencing. Written assessments vary in length depending upon the module.
- **Written examinations** are designed to test your knowledge and ability to apply that knowledge appropriately to professional practice.
- **Reflective assignments** enable you to develop the essential skills of reflective learning and practice and support professional portfolio development. These are fundamental skills used by all health and social care professionals as part of their continuing professional development.
- **Oral exams / presentations / Vivas** assess your subject knowledge and understanding. They may also be used to test your ability to work effectively as a member of a team, to communicate what you know orally and visually, and to reflect on these processes as part of your own personal development. Verbally presenting information is also a key skill required by health and social care professionals in practice and oral presentations offer you the opportunity to practice these skills in preparation for practice-based learning.
- **Research project** is a learner led piece of independent research. Nominated supervisors support you throughout the process, which includes gaining ethical approval from the Student Project Ethics Committee (SPEC) within the School of Allied Health Professions or other appropriate ethics committees. This assessment develops your capacity as an independent learner and your ability to engage in the research process. It also supports the development of digital and IT skills when using software packages for presentation and data analysis (e.g. Word, Excel, SPSS, NVivo, Atlas.ti, Qual coder etc).
- **Practice based learning assessment** is undertaken during discrete practice-based learning modules and enables you to demonstrate safe, competent and effective professional practice. Achievement in practice-based learning is assessed and graded by qualified occupational therapists who have been trained to become a practice educator. You must successfully complete a minimum of 1000 hours of assessed practice-based learning which must be completed outside of your own work setting and ideally outside of your employers organisation (RCOT 2023). As stated by RCOT, learners who fail a second attempt at any practice-based learning experience, will have failed to meet the requirements of the pre-registration programme and will be withdrawn from the programme. In this situation you may be eligible for the award of Certificate in Higher Education. This award does NOT confer eligibility to apply for registration with HCPC and recipients are not entitled to use the title of Occupational Therapist.
- **End Point Assessment (EPA)** assesses whether you have successfully completed the apprenticeship, and is based on the same professional knowledge, skills and behaviours as the occupational standard. This apprenticeship has a fully integrated EPA. The EPA period will start, and the EPA be arranged, once the employer and the University are satisfied that you are consistently working at or above the level set out in the occupational standard and all of the pre-requisite gateway requirements for EPA have been met. It is expected that the gateway will be reached on completion of the final module (Research Project (Apprenticeship Programme)) and before the apprenticeship programme examination board. The University will confirm at an Award Board which learners have met the gateway criteria.

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

Where possible, assessments are marked anonymously. However, where assessments are completed face to face e.g. oral presentations, and consequently anonymity is not possible, a robust system of independent internal moderation and external examiner review of both individual assessment and cohort profiles is completed to reduce the risk of tutor bias.

All assessments that contribute to the award, including practice based learning and academic assessments must be successfully completed in order to be eligible to register with the HCPC as an occupational therapist and to be eligible for professional membership with RCOT.

## 11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

In this apprenticeship programme at Keele, you will experience a mixture of contact time and variety in assessment dependent on the module. The figures below are an example of activities that you may expect, by year stage of study. Contact time includes scheduled activities such as: lectures, seminars, tutorials, project supervision, demonstrations, practical classes, and practice-based learning placements. As part of their apprenticeship agreement, employers must provide apprentices with 20% of their time "off the job" to support their apprenticeship programme of academic study. This equates to 1 day per week throughout the whole year. Occupational Therapy apprentices are also required to attend their practice-based learning placements full time and these will not be within your own work setting and will ideally be outside of your employers organisation (RCOT 2023). Whilst 'on the job' you will be required to apply your knowledge, skills and behaviours to your work practice by complete learning activities, workbooks etc. You will also have to undertake regular tripartite meetings and undertake the gateway meeting to complete your integrated End Point Assessment.

### Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
<b>Year 1 (Level 4)</b>	25.6%	57.1%	17.3%
<b>Year 2 (Level 5)</b>	26.8%	48.3%	24.9%
<b>Year 3 (Level 6)</b>	13.9%	42.6%	43.5%

## 12. Accreditation

This programme seeks approval from the Health and Care Professions Council (HCPC) and accreditation by the Royal Occupational Therapists (RCOT) and the World Federation of Occupational Therapists (WFOT), HCPC determines fitness to practice, the RCOT determines fitness for the profession and WFOT set the international minimum standards for occupational therapy practice.

## 13. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

## 14. Additional Costs

Tuition fees are your paid by employer but you may incur costs not covered by the mandatory components of the apprenticeship e.g. library fines, print costs and costs associated with graduation. During the programme there will be some additional mandatory costs incurred: -

- There may be some associated costs with attending Practice Based Learning modules related to both travel and potential accommodation expenses.
- You may need to continue to fund your own private accommodation whilst accessing additional accommodation when on placement away from your homes.
- Currently, associate apprentice membership of the Royal College of Occupational Therapists costs approximately £5.13 per month and this is a requirement for all years of the programme.
- Clothing for practical sessions - whilst not mandatory there is an option to purchase clothing for practical and placement preparation sessions.

Activity	Estimated Cost
<b>Total estimated additional costs for Membership of the RCOT</b>	<b>£185</b>
The additional costs attributed to placement location and vaccination programme is variable and dependent on individual circumstances and therefore can not be estimated.	
Total estimated additional costs	£185

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

## 15. Annex - Programme-specific regulations

### Programme Regulations: BSc (Hons) Occupational Therapy

<b>Final Award and Award Titles</b>	BSc (Hons) Occupational Therapy
<b>Intermediate Award(s)</b>	Diploma HE Certificate HE
<b>Last modified</b>	n/a
<b>Programme Specification</b>	<a href="https://www.keele.ac.uk/qa/programmespecifications">https://www.keele.ac.uk/qa/programmespecifications</a>



The University's Academic Regulations which can be found on the Keele University website (<https://www.keele.ac.uk/regulations/>)<sup>[1]</sup> apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions**, **variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

## A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

- **No exemptions apply.**

## B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

### Variation 1: This programme varies from Regulation B3

This programme varies from Regulation B3.9.(c).

All assessments in each module must be successfully completed and a score of at least 40% awarded to be able to meet HCPC and RCOT standards.

### Variation 2: This programme varies from Regulation C1

Maximum period of registration - RCOT state an individual period of learning is generally expected to be completed within the normal length of the pre-registration programme (3 years) plus two years and is therefore normally no more than 5 years.

### Variation 3: This programme varies from Regulation D5

As stated by RCOT, all assessments within the pre-registration programme, including both academic and practice-based learning components, that contribute to the award leading to eligibility to apply to register as an occupational therapist with the HCPC and be eligible for professional membership with the RCOT must be successfully completed and therefore:

- compensation of failure is **not** permitted in any academic module and therefore a mark of 40% is required in all academic module assessments to include all components as required.
- only those hours undertaken during successfully completed practice-based learning count towards a learner's overall minimum requirement of 1000 practice-based learning hours.
- if a learner fails the second attempt at a practice-based learning assessment, they have failed the requirements of the pre-registration programme and must be withdrawn.

## Additional Requirements

The programme requirements listed below are in addition to the University's Academic Regulations:

### Additional requirement 1:

Attendance at ALL components of the BSc (Hons) Occupational Therapy programme is compulsory. Designated module leaders may issue permission in writing for attendance in specified cases to be optional. As Occupational Therapy is a professional programme, and learners are expected to demonstrate appropriately responsible behaviour at all times, learners who do not comply with this attendance regulation may be subject to University disciplinary procedures (University regulation B1) and/ or Health and Conduct/ Fitness to Practice procedures (University regulation B5).

Guidance: Attendance will be monitored and learners with a poor attendance record without good cause will normally be subject to disciplinary procedures. Learners with a poor attendance record may be required to withdraw from the programme. Absences may be authorised (at the discretion of the Programme Director) where apprentices comply fully with the procedure for reporting sickness and non-attendance.

### Additional requirement 2: Core Skills for Practice Based Learning

In order to undertake any /all practice-based learning (placement) modules the learner must normally have passed the relevant campus-based module(s) underpinning each placement prior to its start.

Guidance: In the case of failure of an underpinning module, the Programme Director, Director of Practice Education and the academic mentor will consider each individual case and recommend an appropriate course of action to ensure, as far as possible, safe practice in the practice setting. This action may delay the learner's progress on the programme and may result in a delay in graduation. The School reserves the right to prevent a learner from participating in practice based learning if there is reason to demonstrate that they do not have the core skills to be safe in the practice setting.

### Additional requirement 3: Eligibility for Practice Based Learning Assessment

In order to be eligible to be assessed for a practice-based learning module, learners must normally complete a minimum 80% of the anticipated practice-based learning module hours.

### Additional requirement 4: Fitness to Practice

As a professionally regulated programme the BSc (Hons) Occupational Therapy (apprenticeship) and its learners are subject to the Fitness to Practice regulation (Regulation B5) and Health and Conduct processes if required. Further details of these can be found in the programme handbook and online at Regulation B5 -

<https://www.keele.ac.uk/legalgovernancecompliance/governance/actcharterstatutesordinancesandregulations/regulationsandpoliciesindex/regulationb5/>

An apprentice whose behaviour gives cause for concern regarding professional conduct or suitability will in the first instance, be advised of the implications of their behaviour and offered the opportunity to address the concerns raised. This will be undertaken by the University in conjunction with the employer. They will be advised that should there be no change in their behaviour, they will be referred to the School Health and Conduct Committee. Where behaviour that gives cause for concern regarding professional conduct or suitability is repeated, the apprentice may be issued



with a School written warning and may then be referred to the School Health and Conduct Committee. Where apprentice behaviour gives cause for grave concern regarding professional conduct or suitability the learner will be referred directly to the School Health and Conduct Committee. The School of Allied Health Professions has a duty to ensure that apprentices registered on the programme are fit to practise, in order to protect present or future service users and to comply with the requirements of professional / regulatory bodies. Apprentices registered on the programme must comply with the requirements of the Royal College of Occupational Therapists (RCOT) and the Health and Care Professions Council (HCPC).

Apprentices must make known at the first opportunity, any issues which impact upon their ability to study effectively.

Guidance: It is the apprentices obligation to disclose any circumstances that may affect either their capacity to study effectively or their professional conduct and / or suitability. Failure to make such a declaration may constitute an issue of fitness to practise and may limit the grounds an apprentice may invoke to support an appeal. Examples of the types of issues that it may be appropriate to disclose include temporary or permanent changes in health status, adverse personal circumstances or changes in Disclosure and Barring Service (DBS) status (these examples are not exhaustive). Where a learner may be unsure as to whether disclosure is appropriate they must seek advice from their academic mentor or the programme director. Any such advisory discussions will be treated in confidence and it will then be the apprentice's responsibility to disclose information should they be so advised. The School Health and Conduct Committee will monitor issues regarding learner health and conduct that cause concern regarding a learner's fitness to practise in line with the Faculty of Health Fitness to Practise policy and Keele University Fitness to Practise Regulation B5. See: <https://www.keele.ac.uk/regulations/regulationb5/>

#### **Additional requirement 5: Practice Based Learning Opportunities**

The Royal College of Occupational Therapists Learning and Development Standards for Pre-registration Education (RCOT 2023) indicate that for learners in apprenticeship programmes, practice-based learning must be completed outside of the learners own work setting and ideally outside of their employers' organisation.

#### **Additional requirement 6: Entry Requirements**

Apprenticeship applicants will require the support of their employer prior to commencing the application process. Selection will take place through an application and shortlisting process led by the employing organisations. Applicants will have demonstrated satisfactory occupational health clearance, good character through reference(s), and a satisfactory enhanced Disclosure and Barring Service as part of the application process with the employing organisation. These may be required to be checked by the University's Occupational Health Department and, if required, the School's Health and Conduct Committee. Acceptance on the programme is dependent on satisfactory Occupational Health screening. Acceptance on the programme is dependent on satisfactory review of any criminal convictions via the Disclosure and Barring Service (DBS) enhanced disclosure. On commencement of the programme all learners must complete consent and disclosure documentation. These must then be updated annually or sooner if there are changes to an individual learner status. Any learner who is found to have an undisclosed criminal conviction may be asked to leave the programme, even though the conviction is considered to be "spent". On commencement of the programme, all BSc (Hons) Occupational Therapy apprentices are required to register with the Royal College of Occupational Therapists (RCOT). Occupational Therapy learners are, for the duration of their programme, associate apprentice members of the RCOT.

Guidance: As associate apprentice Members of the RCOT, learners have the benefit of professional liability insurance cover for practice based learning in the UK provided they are appropriately supervised. It is the responsibility of each learner to ensure the validity of this insurance outside the UK. Failure to register with the RCOT will impact upon the apprentice's professional liability status and will preclude the apprentice from undertaking the practice based learning modules of the programme. Such action will preclude completion of the programme. In these circumstances the apprentice will be required to withdraw from the programme. All undergraduate occupational therapy apprentices are obliged to comply with the Professional Standards for Occupational Therapy Practice, Conduct and Ethics (RCOT 2021) and must also comply with the HCPC Standards of Conduct, Performance and Ethics (2024) and work towards graduate attributes described in the HCPC Standards of Proficiency - Occupational Therapy (2023). Failure to abide by RCOT and / or HCPC standards may, following an investigation (see previous section), result in the learner being required to withdraw from the programme.

Guidance: As associate apprentice Members of the RCOT, apprentices have responsibilities with regard to their conduct and behaviour. A copy of current documents, and / or electronic access to them, will be provided to each learner on commencement of the programme. All apprentices must comply with the School requirements with regard to immunisation. Failure to comply with this requirement will preclude the apprentice from undertaking the practice based learning modules of the programme. Such action will preclude satisfactory completion of the programme. In these circumstances, the learner will be required to withdraw from the programme. All apprentices must comply with School requirements in respect of ethical procedures and approval for activities related to the research project. Failure to comply with this requirement may constitute an issue of fitness to practise.

#### **Additional requirement 7: Awards**

Programme awards are made under Keele University Regulation C3: <https://www.keele.ac.uk/regulations/regulationc3/>

Apprentices who have successfully completed all assessments (including successfully completing a minimum of one thousand [1,000] hours of practice based learning) and so have obtained full credits for the programme, will be awarded a BSc (Hons) Occupational Therapy. These graduates will then be eligible to apply to register with the Health and Care Professions Council, a pre-requisite for employment as an Occupational Therapist in the UK. Graduates will also be eligible for full membership of the RCOT.

Guidance: In order to achieve a BSc (Hons) Occupational Therapy and be eligible for registration with the Health and Care Professions Council candidates MUST successfully complete all modules and achieve 360 credits.

#### **Additional requirement 8: Practice Based Learning**

The School will provide comprehensive requirements and guidelines for practice based learning to which apprentices must adhere. Failure to comply with these requirements may result in disciplinary action including action under the University Fitness to Practise regulation. Where an apprentice's professional conduct and / or suitability is deemed not to meet professional standards, the Programme Team may deem it inappropriate / unacceptable for the learner to participate in the practice based learning. Subsequently, the learner may be required to withdraw from the programme. An apprentice demonstrating unprofessional / dangerous / unsafe behaviour in the practice setting will be withdrawn from the practice based learning and may, following an investigation, be required to withdraw from the programme (see Fitness to Practise Regulation information).

Guidance: Apprentices are also referred to the BSc (Hons) Occupational Therapy Practice Based Learning handbook for further information.

#### **Additional requirement 9: End Point Assessment**

In order to pass the apprenticeship the integrated end point assessment must be successfully completed.

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[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here <https://www.keele.ac.uk/regulations/>.

## **Version History**

### **This document**

**Date Approved:** 17 March 2025

**Previous documents**

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
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