

## Course Specification

<b>A. Course Information</b>											
<b>Final award title(s)</b>	BSc (Hons) Occupational Therapy Integrated Degree Apprenticeship										
<b>Intermediate exit award title(s)</b>	Diploma in Health Studies Certificate in Health Studies										
<b>UCAS Code</b>		<b>Course Code(s)</b>	5810								
<b>Awarding Institution</b>	London South Bank University										
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS School of Allied and Community Health, Institute of Health and Social Care										
<b>Division</b>	Division of Occupational Therapy										
<b>Course Director</b>	Sarah Prior										
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input type="checkbox"/> Other: (please specify)										
<b>Mode(s) of delivery</b>	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> Other (please specify)										
<b>Length of course/start and finish dates</b>	<table border="1"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Part time</td> <td>4</td> <td>September</td> <td>August</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Part time	4	September	August
Mode	Length years	Start - month	Finish - month								
Part time	4	September	August								
<b>Is this course suitable for a Visa Sponsored Student?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No										
<b>Approval dates:</b>	Course validation date	January 2022									
	Course specification last updated and signed off	September 2022									
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	Health and Care Professions Council Royal College of Occupational Therapists Education Skills Funding Agency (Funding) OFSTED Monitoring and Support Education Inspection Framework (EIF)										
<b>Link to Institute for Apprenticeship (IfA) Standard and Assessment Plan (Apprenticeship only)</b>	<a href="https://www.instituteforapprenticeships.org/apprenticeship-standards/occupational-therapist-integrated-degree-v1-0">https://www.instituteforapprenticeships.org/apprenticeship-standards/occupational-therapist-integrated-degree-v1-0</a>										
<b>Reference points:</b>	Internal	<ul style="list-style-type: none"> <li>LSBU Corporate Strategy 2020-2025</li> <li>LSBU Academic Regulations for Taught Programmes</li> <li>Academic Quality and Enhancement Website</li> </ul>									

	External	<ul style="list-style-type: none"> <li>• HCPC Standards of Proficiency for Occupational Therapists (2013)</li> <li>• HCPC Standards of Education and Training (2017)</li> <li>• HCPC Standards of Conduct, Performance and Ethics (2016)</li> <li>• Institute of Apprenticeships, Apprenticeship Standards, Occupational Therapist (Integrated Degree) (2018)</li> <li>• Royal College of Occupational Therapists Learning and Development Standards for Pre-Registration Education (2019)</li> <li>• RCOT Professional Standards for Occupational Therapy Practice, Conduct and Ethics (2021)</li> <li>• QAA The Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies (2014)</li> <li>• QAA Higher Education Credit Framework for England (2018)</li> <li>• QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, Section 3: Disabled Students (2010)</li> <li>• SEEC Credit Level Descriptors (2021)</li> <li>• World Federation of Occupational Therapists Minimum Standards for the Education of Occupational therapists (2016)</li> <li>• OfS Guidance</li> </ul>
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<p>The inclusive curriculum aims to enable the full and equitable participation in and progression through higher education for all prospective and existing apprentices. We are working towards more inclusive policies and educational strategies in teaching and assessment and away from remedial interventions. Inquiry based learning designed with opportunities for blended learning provide an ideal, flexible strategy for all apprentices' needs to be met in an inclusive manner.</p> <p>The distinctive features of the BSc (Hons) Occupational Therapy Integrated Degree Apprenticeship programme include:</p> <ul style="list-style-type: none"> <li>• Conferring the professional qualification in occupational therapy.</li> <li>• Meeting the HCPC Standards of Proficiency (2013) and HCPC Standards of Education and Training (2017), and enabling successful apprentices to be eligible to apply for registration with the Health and Care Professions Council.</li> <li>• Studying alongside BSc (Hons) Occupational Therapy full-time and part-time students on our longstanding and successful courses.</li> </ul>	
<b>Course Aims</b>	<p>The primary aim of the BSc (Hons) Occupational Therapy Integrated Degree Apprenticeship is to produce competent occupational therapy practitioners who are fit for award, practice, purpose, and profession and who are able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate strong professional role identity, autonomy, accountability and resilience and be able to act as ambassadors for the profession;</li> </ul>	

	<ul style="list-style-type: none"> <li>• Work in partnership with peers, colleagues, service users and carers, to promote participation, health and wellbeing;</li> <li>• Respond appropriately and sensitively to the needs of service users in an anti-discriminatory, inclusive and culturally competent way;</li> <li>• Practise occupational therapy in the context of current and emergent services and work effectively within a changing political and socio-economic climate;</li> <li>• Contribute to the evolution of the profession through the implementation of evidence-based practice;</li> <li>• Take professional and personal responsibility for life-long learning.</li> </ul>
<p><b>Course Learning Outcomes</b></p>	<p>The course learning outcomes are based on Institute of Apprenticeships, Apprenticeship Standards, Occupational Therapist (Integrated Degree) (2018).</p> <p><b>Professional practice of occupational therapy</b> Apprentices will be able to:</p> <ul style="list-style-type: none"> <li>• A1 Undertake occupational therapy assessment and interventions that demonstrate an understanding of the relationship between occupation and health and wellbeing.</li> <li>• A2 Select and use appropriate methods to identify occupational strengths and needs, using activity analysis as a core tool of practice. Make use of appropriate standardised and non-standardised assessments and outcome measures to critically analyse the findings.</li> <li>• A3 Assess, prescribe and facilitate use of equipment, assistive technology, and environmental adaptations when required to enhance occupational function.</li> <li>• A4 Use observation, verbal and non-verbal communication to gather information about occupational abilities and barriers.</li> <li>• A5 Use evidence-based research, clinical reasoning and problem solving to formulate management plans in collaboration with the person to support occupational performance e.g. preparing a meal/feeding themselves.</li> <li>• A6 Develop a therapeutic relationship with the person to agree goals, choose specific occupations as therapy, and measure the impact of, and when to cease intervention.</li> <li>• A7 Analyse, develop or modify therapy and environments to build peoples abilities and enhance occupational performance.</li> <li>• A8 Conduct assessment or monitoring procedures, interventions, therapy or other actions safely, e.g. equipment provision, environmental adaptation and access to local community.</li> <li>• A9 Adapt practice to take account of new developments.</li> <li>• A10 Facilitate group work to address occupational needs that respect and reflect learning and change within communities.</li> </ul> <p>Apprentices will know and understand:</p> <ul style="list-style-type: none"> <li>• A11 Key concepts and knowledge base relevant to occupational therapy.</li> <li>• A12 The origins and development of occupational therapy.</li> <li>• A13 The philosophical framework for occupational therapy.</li> <li>• A14 The structure and function of the human body and mind; development, disease, disorder and dysfunction relevant to occupational therapy.</li> <li>• A15 Theoretical concepts underpinning occupational therapy and occupational science, specifically the functional nature of humans.</li> </ul>

- A16 Activity, occupation and their relation to and effect on health, wellbeing and function.
- A17 The occupational therapy process and related terminology, e.g. assessment, intervention and evaluation.
- A18 The analysis and use of activities and occupations as therapy.
- A19 The effects of occupational dysfunction and deprivation on individuals, families, groups and communities; the importance of restoring and facilitating opportunities to achieve health and wellbeing through occupation.
- A20 Social, environmental and work-related policies and legislation and their effect on human needs and services within a diverse society.
- A21 The value of diversity and complexity of human behaviour.
- A22 The range of occupations and activities used in intervention and why these should reflect the individual's occupational needs.
- A23 The value of critical reflection and supervision including the academic underpinning models of critical reflection; the potential of occupational therapy in new and emerging areas of innovative practice.
- A24 The importance of health promotion, prevention and self-management.
- A25 Group dynamics and roles; the importance of capitalising on dynamics within groups and communities to harness motivation and active involvement.

### **Professional values and behaviours**

Apprentices will be able to:

- B1 Practice within the regulated scope of practice for Occupational Therapists as defined by HCPC and the RCOT.
- B2 Practice as an autonomous occupational therapist assessing a situation and exercising professional judgement.
- B3 Practice with a person-centred, strengths-based approach.
- B4 Work safely within their own scope of practice.
- B5 Work within the legislative and governance frameworks in which Occupational Therapy is delivered.
- B6 Recognise and take account of physical, psychological, social, spiritual and cultural needs and diversity of individuals, groups and communities.
- B7 Shape or structure their practice according to recognised theories, frameworks and concepts of occupational therapy, selecting the most appropriate theoretical background.
- B8 Appraise own performance and service delivery, taking account of political, social and economic contexts.
- B9 Demonstrate a commitment to lifelong learning by actively engaging and taking responsibility for on-going professional development.

Apprentices will know and understand:

- B10 The HCPC Standards of Proficiency, HCPC Standards of Conduct, Performance and Ethics, and RCOT Professional Standards for Occupational Therapy Practice, Conduct and Ethics.
- B11 How to identify the nature and level of an occupational need using specific occupational focused enquiry and theoretical models for example the Model of Human Occupation or Person-Environment-Occupational Performance model.

- B12 How to apply occupational therapy knowledge, skills and experience in partnership with the person to improve their occupational balance and performance.
- B13 The relationship between occupation, health and wellbeing and the factors that facilitate or challenge participation in occupation.
- B14 The impact of occupational disruption in relation to the occupational performance of the individual, carers, groups and communities, and the value of restoring and creating opportunities for participation in occupation.
- B15 The importance of the impact of culture, equality and diversity on practice; how to adapt practice in creative ways to meet the needs of individuals and groups within the scope of occupational therapy practice in a respectful and dignified manner.

### **Leadership, management and partnership working**

Apprentices will be able to:

- C1 Act as a leader by sharing a vision of occupational therapy and its value in all that they do to assure the quality of their practice and those for whom they are responsible.
- C2 Use leadership and entrepreneurial qualities to lead, innovate and manage change, marketing and promoting the benefits of occupational therapy.
- C3 Work collaboratively in partnership with others, for example charities, by using occupation to promote participation, health and wellbeing.
- C4 Facilitate learning and awareness through designing and delivering activities for people, groups, partners and communities.
- C5 Contribute to the delivery of effective and efficient services.

Apprentices will know and understand:

- C6 The concept of leadership and management approaches and styles and the importance of using personal initiative.
- C7 The value of participation in training, supervision and mentoring.
- C8 The importance of professional relationships, integrated working and working collaboratively with those who provide and receive services across different sectors and communities.
- C9 How to empower people to take ownership of their care; the importance of person-centred approaches to motivate and involve people in meaningful occupation.
- C10 The role of audit and review in evaluating the quality of occupational therapy practice and service improvement.
- C11 The use of research methodologies used in occupational therapy practice; the principles and applications of scientific enquiry.

### **Communication and information**

Apprentices will be able to:

- D1 Safeguard confidential information and maintain records in accordance with HCPC and RCOT standards, and local policies and procedures.
- D2 Gain informed consent prior to assessment and interventions.
- D3 Apply a range of communication strategies, interpersonal skills, media and technologies to support professional practice.
- D4 Explain occupational therapy tasks clearly and in a way that people can understand (e.g. by using simple, clear language or pictures or other methods reflecting individual needs).
- D5 Be an effective advocate for their profession and the individuals they support and encourage self-advocacy where possible.

Apprentices will know and understand:

- D6 The concept of confidentiality and the principles of information governance.
- D7 The importance of managing records and other information in accordance with legislation, protocols and guidelines found in the regulatory, professional body and organisational standards.
- D8 How communication affects assessment and engagement; how to modify communication to take account of age, gender, capacity, learning and physical ability, culture, ethnicity and religious beliefs.
- D9 The importance of providing people, their families and carers with accessible information to make informed decisions in a way that is sensitive to their needs.

### **C. Teaching and Learning Strategy**

A varied teaching and learning diet is used to allow apprentices to learn in a variety of ways and build competence.

#### Inquiry-Based Learning

The overall approach to teaching and learning is inquiry-based learning (IBL). IBL is used to describe approaches to learning that are based on a process of self-directed inquiry or research. Apprentices conduct small- and large-scale inquiries that enable them to engage actively and creatively with the questions and problems of their discipline, and in collaboration with others. It is a key characteristic of IBL that inquiry tasks facilitate exploration and investigation of issues or scenarios that are open-ended enough for different responses and solutions to be possible (Khan & O'Rourke, 2005). IBL aims to relate theory to practice and actively engages students in the discussion of real-world cases and scenarios.

Inquiry-based approaches include:

- Case study
- Experiential learning
- Problem-based learning

Additional Methods of facilitating learning include:

- Provision of materials online through the virtual learning environment (VLE).
- Lectures, delivered both on campus and online. This is supported with recorded lectures of core materials made available via the VLE.
- Seminars, workshops, and small group sessions.
- Tutorials.
- Critical reflection.
- Debates and discussion.
- Role-play.
- Structured reading/guided study.
- Workbooks to develop and update knowledge.
- Role modelling and direct observation and discussion in practice placement environments.
- Clinical skills sessions.
- Apprentice-directed learning.

#### Apprentice-Directed Learning

Apprentice-directed learning is an important feature. Apprentices receive a high level of direction and structure to support them in developing the skills and abilities to be able to direct their own learning at the beginning of the programme. Over time, the level of support and structure decreases as the programme develops with the apprentice becoming increasingly autonomous through being able to direct and manage their own learning.

#### Work-based learning

For apprentices, learning within and from the workplace can bring advantages. For example, it has been suggested that the gap between learning in higher education and learning at work can be narrowed (Tynjälä, 2008) and learners can develop capable practice, and support personal development.

## Resources

Resources include:

- Large and small teaching spaces.
- Skills laboratories, including four specialist occupational therapy laboratories (Art and Music skills laboratory, Splinting laboratory, and two Assisted Daily Living laboratories).
- Simulation suite laboratories.
- Computer laboratories.
- Library.
- Work-based learning environments.

## Staff

Staff who teach on the course come from the Division of Occupational Therapy, with input from other Divisions in the Institute of Health and Social Care. Service users and people with lived experience also contribute to delivery of the course.

## Apprenticeship Skills Coach (Occupational Therapy)

A Skills Coach post will sit within the Division of Occupational Therapy. The Skills Coach will work alongside academics in the Division of Occupational Therapy, the apprenticeship employer, and our practice partners. Key activities and responsibilities of the Skills Coach include:

- Liaison with employers to support the negotiation of the apprentice's learning needs in the workplace.
- Working with academics and the Apprenticeship Team to provide proactive and reactive coaching and support to develop the knowledge, skills and behaviours apprentices will need to successfully complete their apprenticeship.
- Monitoring apprentice progression against knowledge, skills and behaviour standards and provide feedback to both the apprentice and their employer/line manager.
- Undertaking tripartite progress review meetings with apprentices and employers/mentors.
- Working with academic colleagues to support the agreement of on- and off-job development plans with the apprentices and monitoring and recording progress to ensure that both the University and employer remain compliant.
- Ensuring that all learning activity is recorded and auditable in line with funding regulations and that any University delivery, process and monitoring systems are adhered to within the agreed time limits.

## **D. Assessment**

The programme is based on the following assumptions that assessment:

- Is an integral part of the learning process of the curriculum;
- Encourages apprentices to develop a variety of skills and abilities and build on the strengths they already have;
- Comprises formative assessment in order to provide feedback to apprentices on their progress;
- Provides constructive and detailed summative feedback to apprentices to enable progression on the programme;
- Will promote the integration of theoretical perspectives with professional practice;
- Will promote the principles of inclusive assessment practice;
- Will test the learning outcomes for each module;
- Encourages apprentices to demonstrate excellence;
- Allows apprentices to demonstrate an appropriate level of thinking;
- Client/patient safety is a key requirement for registration as an occupational therapist and as such this is reflected in the assessment profile;
- Enables the apprentice to become an effective and competent practitioner;
- Enables the apprentice to demonstrate skills in evaluating research and other evidence to inform their practice.

In order for the assessment strategy to ensure apprentice success, the following conditions will be in place:

- From the outset of the programme, a clear indication will be given regarding the assessment strategy, university expectations, programme and university regulations and procedures;
- Assessment outlines will be included in module guides;
- Apprentices will have scheduled sessions each in each module of learning, to support their preparation for assessment;
- Criteria and guidelines for all assessed components will be provided to apprentices during modules;
- Formative feedback will be given to apprentices throughout the modules. This will generally be undertaken during the delivery of the module;
- Apprentices with specific learning needs or other difficulties impacting their learning will be identified early in the programme and offered the appropriate educational support to maximise their chance of success.

#### Assessment methods

A variety of approaches will be used in order to balance the assessment methods and to promote different skills/abilities whilst reflecting the nature of the module of learning. The main rationale for choosing the assessment method is helping apprentices in the development of a wide range of professional knowledge and skills. The types of assignments demonstrate progression of skills and abilities as apprentices progress on the programme.

Apprentices will be assessed in each practice placement against specific practice learning outcomes, incorporated within the practice module. In a similar way, practice learning outcomes will necessarily demonstrate differentiation and progression.

The organisation of theory and practice assessment will promote the integration of theory and practice for apprentices. This coherent approach underpins the structure throughout the programme. The proposed strategy aims to help apprentices to:

- Develop key skills such as communication, information technology and professional practice skills
- Develop a range of transferable skills
- Develop an understanding of the complexity of the professional role
- Integrate knowledge from a variety of disciplines to the practice of occupational therapy
- Develop skills of self and peer assessment
- Become competent in the application of the occupational therapy process
- Develop skills in critical reasoning, reflection, analysis, and evaluation
- Develop ability to self-direct and self-manage
- Gain the necessary competencies, knowledge, values and skills to be eligible to apply to register as an occupational therapist with the HCPC.

Specific details of the formative and summative assessments on each module are written in the Module Descriptors.

Assessment types used by the course include:

- Presentations.
- Posters.
- Critical evaluation.
- Examinations.
- Objective Structured Clinical Examination (OSCE).
- Professional development portfolio and profile.
- Reports.
- Essays.
- Critical reflection.
- Placement competencies.

All modules include formative assessments, aimed at supporting students to develop knowledge and skills required for the summative assessment.

Feedback is provided throughout each module through a variety of means e.g. discussion forums, drafts of written work, and assessment tutorials.



## E. Academic Regulations

The University's Academic Regulations apply for this course: <https://www.lsbu.ac.uk/about-us/policies-regulations-procedures>

### PROTOCOL FOR THIRD ATTEMPTS

This to apply on for exceptional third attempt at a single assessment in the final year and may only be considered by the examination board in accordance with both of the following eligibility criteria for a single module.

#### Eligibility criteria

1. Increase in mark between first attempt and second.
2. Second attempt mark to be within 5% of the pass mark.

#### Non-eligibility criteria

3. Post-registration courses
4. CPPD stand alone modules
5. Apprenticeship courses

### PROTOCOL FAILS OR COMPENSATED PASSES

Protocol fails or compensated passes are **NOT** permitted for any course in the Institute of Health and Social Care.

## F. Entry Requirements

### Admission and selection procedures

All admission and selection procedures are based on:

- Fitness for practice, with specific reference to the Royal College of Occupational Therapists (2021) *Professional Standards for Practice, Conduct and Ethics*.
- An imperative to ensure flexibility of entry in accordance with Department of Health and Social Care guidance.
- The course team's commitment to facilitate equal opportunities at the point of entry and throughout the course.
- The university operates an equal opportunities policy where there is no discrimination in view of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.
- Values-based recruitment.

### Admissions process

All offers of places on the programme are conditionally based on:

- Satisfactory outcome of a joint interview with the employer and Higher Education Institution.
- Occupational Health clearance (confirmed from employer).
- Satisfactory outcome of an enhanced Disclosure and Barring Service check.
- Completion of apprenticeship pre-course documentation/contract.
- Applications from candidates with disabilities are considered and assessment of abilities and needs undertaken sensitively. The safety of the potential apprentices is an important consideration.
- Applicants who have previously been enrolled in an occupational therapy pre-registration programme, or any other health professional education programme, must submit a self-declaration confirming no previous fitness to practise concerns.
- All applicants must be 18 years or over at the commencement of the course.

Application is direct to the University.

### Entry requirements

It is anticipated that applicants will have a wide a variety of academic backgrounds, but should possess one of the following:

- 112 UCAS tariff points (e.g. 3 A Levels at grades BBC).
- BTEC Level 3 extended diploma (before 2010 known as BTEC national diploma level 3) DMM in a health-related subject.
- Foundation degree/diploma (or similar), 120 credits.
- International Baccalaureate (26 points).
- NVQ Level 3 plus one year relevant work experience.
- Access to Higher Education course in Science, Health, Social Care or similar (60 credits, of which 45 credits will be at Level 3 including minimum 15 at distinction grade and 30 at merit grade).

Plus English and Maths GCSE (grade A–C or 4-9) or equivalent.

### For candidates whose first language is not English

Candidates must have the following minimum International English Language Test Score (IELTS) results at the time of applying:

- 7.0 overall or equivalent.
- 7.0 in the listening and reading sections.
- 7.0 in the writing and speaking sections.

### Accreditation of prior learning

Potential apprentices may apply for exemption for certain modules on the basis of prior learning and/or experience through the AP(E)L process when applying. A maximum of one third of the total pre-registration programme may be considered for recognition of prior learning. This will be reviewed by the APEL team in the Institute of Health and Social Care for consideration of exemption and following a skills scan administered by the University Central Apprenticeship Team. See LSBU Assessment and Examination Procedure, Transfer of Credit (2.6-2.14) and Accreditation of Prior Experiential Learning (2.15-2.22): [LSBU Assessment and Examinations Procedure](#)

## **G. Course Structure(s)**

### **Course overview**

The BSc (Hons) Occupational Therapy Integrated Degree Apprenticeship is structured around a personal and professional development framework which focuses on five key themes/thresholds required for professional learning in occupational therapy:

- Occupational perspectives of health and wellbeing
- Professional identity, autonomy and accountability
- Person centred practice
- Professional and ethical reasoning
- Occupation centred practice  
(Rodger & Turpin, 2011; COT 2014)

These themes/thresholds are addressed to varying degrees throughout each module, practice placement and year of the programme.

This programme design aims to ensure that future graduates are able to:

- Demonstrate strong professional role identity, autonomy, accountability and resilience;
- Work in partnership with peers, colleagues, service users and carers, to promote participation, health and well-being;

- Practise occupational therapy in the context of current and emergent services and work effectively within a changing political and socio-economic climate.

Evidence-based practice is as integral to course delivery as it is to service delivery and features strongly in the curriculum. Apprentices will gain an understanding of the evidence base of practice through:

- Lecturers drawing on evidence to underpin their sessions
- Apprentices being required to draw upon research being undertaken in their workplace
- Incorporation of evidence-based concepts into practice
- Experienced, active researchers contributing to course delivery
- Learning about the research process
- Skills of retrieval and critical appraisal of research literature.

There are 33 weeks (1,147 hours) of practice placement experience. This is in line with the World Federation of Occupational Therapists (2016) minimum requirements of 1,000 hours of assessed practice placement education and training.

### Course structure

The university programme is based on a 4-year model, taking 48 months to complete. Apprentices will progress through the same course structure as the existing 4-year BSc (Hons) Occupational Therapy part-time course.

There will be one intake a year in September.

Apprentices will attend university for 2 days per week during term time. Outside of this they will be full time in their place of employment undertaking work-based learning. Assessments will be completed during semesters 1 and 2 of each academic year (September-June).

### Course structure overview

Study Year	Semester 1 (September – January)	Semester 2 (January – June)	Summer (June – August)	Credits
<b>Year 1</b> (months 1-12)	LSBU and work-based learning	LSBU and work-based learning	Work-based learning	<b>100</b>
<b>Year 2</b> (months 13-24)	LSBU and work-based learning	LSBU and work-based learning	Work-based learning	<b>100</b>
<b>Year 3</b> (months 25-36)	LSBU and work-based learning	LSBU and work-based learning	Work-based learning	<b>80</b>
<b>Year 4</b> (months 37-48)	LSBU and work-based learning	LSBU and work-based learning	EPA Gateway	<b>80</b>
				<b>360 credits for award</b>

The programme consists of 13 modules:

- 3 Interprofessional Learning modules (IPL, Levels 4, 5 & 6), valued at 20 credits. The modules are shared with diagnostic radiography, therapeutic radiography, operating department practice, physiotherapy, sports rehabilitation, chiropractic, social work, and occupational therapy students.
- 5 profession-specific modules valued at 20 credits.
- 5 profession-specific modules valued at 40 credits, four of which include a practice placement. The fifth 40-credit module occurs in the final year of the programme and focuses on professional identity, autonomy and accountability.

All modules must be passed in order to be awarded the BSc (Hons) Occupational Therapy Integrated Degree Apprenticeship and to be eligible to apply for registration with the Health and Care Professions Council. Apprentices who do not complete the course but have sufficient credits will be awarded a Diploma or Certificate in Health Studies. These awards do not confer eligibility to apply for registration with HCPC.

## Module overview

BSc (Hons) Occupational Therapy Integrated Degree Apprenticeship Pathway	
Semester 1	Semester 2
<b>Year 1</b> (Monday & Tuesday)	
Exploring Occupation (20 Credits)	Concepts of Interprofessional and Collaborative Practice (20 Credits)
Occupational Performance Analysis and Human Function (20 Credits)	
	Occupational Therapy Practice 1 (40 credits)
Progress to Year 2 ↓	
<b>Year 2</b> (Tuesday & Wednesday)	
Introduction to Occupation Focused Practice (20 Credits)	Occupational Therapy Practice 2 (40 credits)
Appraising Evidence for Research Informed Practice (20 Credits)	
Delivering Occupation Focused Practice (20 credits)	
Progress to Year 3 ↓	
<b>Year 3</b> (Wednesday & Thursday)	
Research & Evidence-Based Practice in Occupational Therapy (20 credits)	
Occupational Therapy Practice 3 (40 credits)	
Quality Improvement, Change Management and Leadership (20 Credits)	
Progress to Year 4 ↓	
<b>Year 4</b> (Thursday & Friday)	
Professional Identity, Autonomy & Accountability (40 credits)	

Occupational Therapy Practice 4 (40 credits)

EPA Gateway criteria achieved (360 credits)



Award

### **Placement information**

The primary aim of the BSc (Hons) Occupational Therapy integrated Degree Apprenticeship is to produce competent occupational therapy practitioners who are fit for award, practice, purpose, and profession. On completion of the course successful apprentices will be eligible to apply for registration with the Health and Care Professions Council.

In accordance with this principle, the apprenticeship programme is practice- and work-based centred and directed to achievement of professional competence. Work-based learning is a knowledge-to-competence strategy. It provides learners with real-life, work-related experiences where they can apply behavioural and professional skills and develop their employability.

The theory which underpins safe practice skills will be delivered at the University and supported in the workplace through a variety of work-based learning methods. Some practice skills will be taught in the classroom, and rehearsed in the skills laboratories, but the majority will be demonstrated in actual clinical settings. This will allow apprentices to experience the realities of performing the skills required under real work conditions. Apprentices will continually learn practical skills towards the required competencies within clinical placements, under the direction of practice educators, mentors, and other professionals within the team.

Practice placements are audited annually as part of our quality assurance measures and it is anticipated that the work-based learning environments, as part of the apprenticeship scheme, will be part of the same audit cycle. Information discussed at tripartite reviews will also look at placement quality to ensure the setting meets the requirements of the HCPC Standards of Education and Training.

#### Practice and Work Based Experience

Occupational Therapy is a practice-based profession. Competency is achieved through experiential learning and active participation, supported by the acquisition of a necessary extensive knowledge base. It is therefore essential to provide each apprentice with a structured education based upon their supervised involvement in practice- and service user-orientated activities. Crucial to the success of practice-based education is the successful integration of academic and clinical components of the programme. The relationship between these two areas of learning is a mutually supportive one: the knowledge base underpins practice activities but is itself sustained through reflection upon and critical appraisal of practice experiences. To facilitate the bridging of the theory-practice interface the programme incorporates the use of skills sessions and laboratory workshops in the university and work-based learning materials and tutorial sessions in clinical practice. Apprentices will also have access to a range of web-based resources via the “Moodle” virtual learning environment.

In order to assist personal development and increase motivation, it is considered important for occupational therapy apprentices to develop self-awareness, belief in their own abilities and appreciation

of their own individual cognisance. Practice placements are at the centre of the occupational therapy programmes and are designed to enable apprentices to develop a strong role identity as they become increasingly autonomous, accountable and resilient. Integration between the academic curriculum and the practice placements, at the level of the individual, aims to support apprentices to manage and take responsibility for their professional development over time. Personal support will be offered both collectively by the course team and through the provision of a named skills coach.

To facilitate a robust and effective means of communication, each clinical department or significant placement will have a named skills coach who will visit the apprentices and the departmental manager on a regular basis and maintain links with the clinical staff as part of the apprenticeship tripartite process. To complement this, each department has a named practitioner who takes the role of practice coordinator and a mentor to supplement the support of academic staff and maintain quality standards. To ensure continuity of support, the skills coach will make face-to-face tri-partite reviews three times a year for apprentices as standard.

Ongoing monitoring is available via One-file and if necessary additional meetings could be scheduled.

### Organisation of Compulsory Placements

Practice placements are an integral component of the total curriculum that enables the apprentice to develop, demonstrate and achieve competence to practise (World Federation of Occupational Therapists, 2016). It is therefore undertaken as a requirement of the educational programme leading to a qualification in occupational therapy. Professional standards require apprentices to have completed a minimum 1,000 hours assessed Practice Placement experience as a condition of qualification (World Federation of Occupational Therapists, 2016).

It is necessary for apprentices to gain supervised experience of working with patients, clients, service users and carers who experience different needs and whose care is managed in different service context. By having each Practice Placement experience in a different setting apprentices gain a balance of experience across occupational therapy practice areas, in line with standards set out by the World Federation of Occupational Therapists (2016). Although apprentices will be employed at one specific employer for the duration of their course, they will need to undertake placement in a variety of areas of practice in order to gain the required experience. This needs to be done with reference to both course and service needs, and requires local knowledge to effectively meet all requirements. The following criteria will be taken into consideration to ensure balance of experience:

1. The apprentice must complete at least one physical and one psychosocial placement across practice placements 2, 3 and 4.
2. Apprentices' balance of experience must include working in acute/long-term/in-patient and community settings.
3. Consideration is given to experience of working with people across the lifespan.

The host employer is responsible for organising these placements either within their own organisation or with another provider. A reciprocal arrangement and/or honorary contract basis can facilitate the movement of apprentices into these additional placement settings.

The Practice Coordinator in each employer undertakes the organisation and allocation of individual placements. They provide an interface for apprentices between the university and work-based mentors. The Practice Coordinator will regularly meet with the apprentices based within their clinical area and provide each apprentice with a year-on-year practical training programme, which is designed to make best use of learning and assessment opportunities. They are also responsible for providing regular structured tutorial sessions for their apprentices. They are able to assist apprentices with portfolio construction and management. They are the first point of contact for apprentices who are experiencing difficulties in the workplace environment.

Because of the diverse nature of placements and changing staff, it will be the Practice Coordinator's responsibility in each Trust to support the various individual mentors in that placement. The course team at LSBU will always offer support to individual mentors where necessary, but it is necessary for mentors to have local support on a day-to-day basis.

It is important to stress that these roles are not performed in isolation. The continuous joint cooperation between these key players in the workplace and the course team is a vital component of cohesive apprentice support and one which will ultimately determine the success of course delivery.

#### Integration of Compulsory Placements and the academic curriculum

In order to meet professional requirements, practice experiences are integrated into the academic curriculum. There is one compulsory placement in each year of the programme. These placements total 33 weeks of full-time study and allow apprentices to achieve the minimum 1,000 assessed hours required for their professional qualification. Practice Placement is organised through the programme as illustrated in the table below.

<b>Practice Placement</b>	<b>Focus of Placement</b>	<b>Number of weeks</b>	<b>Time schedule</b>	<b>Placement Hours</b>
One (Module: Occupational Therapy Practice 1)	Introduction to occupational therapy practice	6 weeks  (includes 1 day per week in university)	Year 1 Semester 2	180
Two (Module: Occupational Therapy Practice 2)	Implementing a person- centred, occupation- focused occupational therapy process	7 weeks  (includes 3 days in university)	Year 2 Semester 2	232
Three (Module: Occupational Therapy Practice 3)	Developing competence in application of the occupational therapy process and self- management skills	10 weeks  (includes 1 day in university)	Year 3 Semester 1	367.5
Four (Module: Occupational Therapy Practice 4)	Demonstration of HCPC Standards of Proficiency and RCOT Professional Standards for Occupational Therapy Practice, Conduct and Ethics	10 weeks  (includes 1 day in university)	Year 4 Semester 2	367.5
<b>Total Weeks and hours</b>		<b>33</b>		<b>1147</b>
	Exceptional Leave permitted	1 (37.5)		<b>1110</b>

#### Placement Levels, Learning Outcomes and Assessment

Prior to each placement apprentices will receive university-based placement preparation, which will support their preparation and understanding of the level and their responsibility on the practice placement.

The aims and learning outcomes for all practice placements are structured around the programme's five key themes/thresholds with varying degrees of emphasis on each placement:

- Occupational perspectives of health and wellbeing
- Professional identity, autonomy and accountability
- Person centred practice
- Professional and ethical reasoning
- Occupation centred practice

These themes and thresholds are explicitly stated in the Practice Placement Assessment Forms as learning outcomes which are graded as apprentices progress through the course (placements 1-4). Specific learning outcomes for each placement are detailed in the Practice Placement Handbook. Apprentices keep copies of these in their professional development portfolios as evidence of their personal and professional achievements, which they may reflect upon, and also serve as evidence of achievement of the HCPC Standards of Proficiency and the RCOT Standards of Occupational Therapy practice, Conduct and Ethics (2021).

In order to prepare apprentices to respond flexibly and creatively while working in a range of complex and changing practice environments, it is recognised they need to be able to think, reason and develop progressively along a cognitive continuum (Harries, 2001). Professional reasoning (Eraut 2004, Boyt-Schell and Schell 2008), is a key thread which provides continuity throughout the programme, integrating modules and practice experience.

Each practice placement must be successfully passed. If an apprentice does not meet the expectation for any aspect of the assessed placement components identified on the assessment form, this will result in failure of the placement. Retake of any failed placement is a requirement. Failure at second attempt, or failure at first attempt at two consecutive placements, will result in the apprentice being asked to withdraw from the programme.

The Practice Placement hours are marked on the apprentices' Placement Assessment Form.

#### Apprentice Support in Practice and Work Based Learning

Learning agreements are established between the apprentice and the practice educator early on in the placement and formal supervision time will be used for supporting the apprentice's progressive learning on the agreed outcomes and reviewing and revising objectives and plans for the remainder of the placement in light of this. The weekly records should indicate areas both for recognition of achievement and areas that need specific work. In addition to formal supervision, short feedback and discussion sessions may occur naturally between intervention sessions or at the end of a working day.

As with academic work, it is important for the apprentice to gain feedback on practice and to recognise how he or she is progressing with the acquisition and application of their skills. An assessment strategy that has an integral mechanism for providing apprentices with verbal and written feedback on performance and for making graded judgements using predetermined criteria can support learning and development.

It is important for apprentices to be given feedback on specific strengths and limitations in their practice so that they know where improvements might be made. It is also important for them to be given opportunity to act on the feedback in an attempt to improve performance during the timeframe of the practice experience; apprentices will therefore have a midway and final assessment.

Apprentices, when in their host employer organisations, are employees. A comprehensive system of support for the apprentices should include:

- Library and/or learning resource facilities located within participating employer organisation.
- "Moodle" virtual learning environment and email support from the Skills Coach, Module Leaders or Course Director.
- Clinical education and assessment supported by practice educators and mentors within participating clinical sites.
- Close collaboration between university and clinical sites via regular meetings with service providers at all levels.
- Regular, planned visits to clinical sites to support apprentices, practice educators and mentors.
- All apprentices are allocated a Skills Coach for assistance with personal or pastoral issues.
- Regular, time-tabled sessions for tutorial support, and resolution of issues within the assessment process, in addition to an 'open access' e-tutorial support philosophy.

#### Raising a concern by an apprentice

LSBU and all our placement provider organisations fully support apprentices who raise concerns and/or need to exercise a professional duty of candour. If an apprentice raises a concern with their Trust/care



organisation and/or the University, they will be fully supported by the Trust/care organisation and the University throughout the ensuing process.

Where an apprentice has concerns about the safety or wellbeing of people who access services, is concerned that a member of staff, another student, carer, family member or visitor is behaving inappropriately (this may include concerns about someone being under the influence of alcohol, drugs or other substances), or has witnessed unsafe, unprofessional or poor practice, the apprentice should raise their concern by informing their nominated Practice Educator, Manager, or member of their Trust/care organisation Practice Education Team, and/or a member of staff from the University (e.g. Skills Coach or Course Director).

Where an apprentice is concerned there is an immediate risk of harm to a patient/client the HCPC requires that it is reported immediately to anyone listed above in order to protect the health, wellbeing and safety of a patient/client or others. While it is preferable for the apprentice to raise concerns with someone in the practice learning opportunity, ultimately it is very important that the student raises their concern with somebody within the Trust/care organisation or the University. All Trusts/care organisations will have their own specific policies and guidance regarding raising and escalating concerns and safeguarding patients/clients and others. These policies will be followed when any concern is raised even if it was initially raised through the University.

### Consent

Apprentices must always seek the understanding and cooperation of the patient/client before undertaking any clinical/care activity, while being aware that a patient/client has the right to decline care by a student. If an apprentice has any concerns about the ability of the patient/client to give consent, or is uncertain of their response, they should involve their Practice Educator or a qualified member of staff in establishing effective communication with the patient/client.

### Preparation for Practice Educators

Preparation for Practice Educators and practice learning is fundamental. This is facilitated through a number of forums:

- Practice Educator Training Days (1 day online course) are designed to equip new practice educators with the knowledge and skills to fulfil their role.
- Practice Educators are provided with a copy of a Practice Placement Handbook which gives a brief overview of the Institute of Health and Social Care, School of Allied Health, and the Division of Occupational Therapy, and the relationship between Practice Placement education and the academic curriculum. The handbook also gives information about practice assessment.
- Practice Documentation. This is available online in advance of Practice Placements.
- Refreshers Days for pre-registration Practice Educators are provided to Educators who require an update on their knowledge and skills for taking apprentices.

### Audit of Practice Placement and Management of Data

Quality monitoring of practice placements as part of work-based learning is carried out bi-annually through the National Education and Training Survey (NETS) administered by Health Education England, and through course monitoring processes. Quality monitoring is also undertaken by academic and practice staff as part of the tri-partite reviews. Any areas of concern are discussed with staff and action plans identified.

Through this process ways in which good practice can be supported and any issues arising can be resolved. The Commitment Statement sets out how LSBU, the Employer and the Apprentice will work together to support the Apprentice to complete the Apprenticeship and achieve the Apprenticeship Standard.

The Division of Occupational Therapy at LSBU has always maintained effective quality assurance and monitoring arrangements through robust links with employers and service providers. The Division hosts a "Managers and Practice Placement Coordinators" meeting twice-yearly (January and July). The meeting aims are to maintain and develop links between the University and employers, and provide a forum for feedback on issues relevant to education and practice. The standing agenda covers the

portfolio of courses at LSBU and curricula, practice placement, service updates, innovations in practice, and student recruitment and retention.

These arrangements will remain central to the provision of the BSc (Hons) Occupational Therapy Integrated Degree Apprenticeship framework. Any areas of concern will be discussed and action plans identified. The Placement Quality Monitoring Protocol for practice placements across the Division of Occupational Therapy is in Appendix D4 of the LSBU School of Allied and Community Health, Practice Learning Guidelines, Appendix D: Occupational Therapy Specific Information.

## H. Course Modules

Module Title	Level	Semester/ Year	Credit value	Assessment
Exploring occupation	4	Sem 1, Year 1	20	<p><u>Formative Assessment:</u> In class students will present an aspect of their practical skills-based learning to a small group of peers. Informal feedback will be given but a mark will not be awarded.</p> <p><u>Summative Assessment:</u> CW1 Apprentices will provide a portfolio of two components: an essay discussing the relationship between occupation and health and wellbeing (1,500 words) and an activity analysis of their chosen occupation (e.g. art, craft, sport, etc.) which will include a log of their experience (1,500 words). 3,000 Words, 100% Weighting</p>
Occupational performance analysis and human function	4	Sem 1 & 2, Year 1	20	<p><u>Formative assessment:</u> 1 hour mock examination.</p> <p><u>Summative Assessment:</u> CW1 2 hour written examination – short answer questions. 100% Weighting</p>
Occupational therapy practice 1	4	Sem 2, Year 1	40	<p><u>Formative assessment:</u> A practice for the Objective Structured Clinical Examination (OSCE).</p> <p><u>Summative assessment:</u> CW1 Objective Structured Clinical Examination (OSCE). 100% weighting</p> <p>CW2 Occupation Therapy Practice Placement 1: Pass/Fail</p>
Concepts of Interprofessional and Collaborative Practice (IPL)	4	Sem 2, Year 1	20	<p><u>Formative Assessment:</u> Group presentation by a multi-professional learning set.</p> <p><u>Summative Assessment:</u> CW1 Written reflection on experience of working in multi-professional learning group.</p>

				3,000 words, 100% weighting
Introduction to occupation focused practice	4	Sem 1, Year 2	20	<p><u>Formative Assessment:</u> Small group case-based presentation</p> <p><u>Summative Assessment:</u> CW1 Individual case presentation related to an aspect of the occupational therapy process/occupation-focused practice. 15-minute presentation and 5-minute question and answer session. 100% Weighting</p>
Delivering Occupation Focused Practice	5	Sem 1, Year 2	20	<p><u>Formative assessment:</u> Small group case-based presentations on the application of occupational therapy based on a case study.</p> <p><u>Summative assessment:</u> CW1 Oral presentation demonstrating the application of occupational therapy theory based on a case study. 20-minute presentation followed by 10-minute questions and answers 100% weighting</p>
Appraising Evidence for Research Informed Practice (IPL)	5	Sem 1&2, Year 2	20	<p><u>Formative Assessment:</u> Written draft, 500 words.</p> <p><u>Summative Assessment:</u> CW1 Critical appraisal of research article. 3,000 words 100% weighting</p>
Occupational Therapy Practice 2	5	Sem 2, Year 2	40	<p><u>Formative assessment:</u> Individual peer presentation of a short reflective piece about an aspect of group work (500 words).</p> <p><u>Summative Assessment:</u> CW1 Reflective report on person-centred practice based on placement. Submission after placement. 3,000 Words, 100% Weighting</p> <p>CW2 Occupational Therapy Practice Placement 2: Pass/Fail</p>
Occupational Therapy Practice 3	5	Sem 1&2, Year 3	40	<p><u>Formative Assessment:</u> Peer presentation of an environmental analysis based.</p> <p><u>Summative Assessment:</u> CW1 Essay, based on Practice Placement 3, exploring the impact of the environment and social inclusion on health and wellbeing. 3,000 Words, 100% weighting</p> <p>CW2 Occupational Therapy Practice Placement 3:</p>

				Pass/Fail
Research and evidence-based practice in Occupational Therapy	6	Sem 1, Year 3	20	<p><u>Formative Assessment:</u> 10-minute small group presentation on chosen topic with peer and tutor feedback (5 minutes).</p> <p><u>Summative Assessment:</u> CW1 A critical literature review of an aspect of occupational therapy practice. 3,000 Words, 100% Weighting</p>
Improving quality, change management and leadership (IPL)	6	Sem 1&2, Year 3	20	<p><u>Formative Assessment:</u> Small group discussion based on module content.</p> <p><u>Summative Assessment:</u> CW1 Written change proposal. 3,000 Words, 100% Weighting</p>
Professional Identity, Autonomy and Accountability	6	Sem 1&2, Year 4	40	<p><u>Formative assessment</u> Part 1: Peer review of draft posters with written feedback. Part 2: 10-minute individual reflection presented in small groups on an aspect of their professional development, then 5-minute open peer feedback and discussion to support learning.</p> <p><u>Summative assessments (2):</u> <b>CW1:</b> Poster Presentation based on a critical evaluation of a contemporary topic in Occupational Therapy (20 minutes with an additional 10 minutes for questions &amp; answers) 60% Weighting, 40% Pass Mark &amp; <b>CW2:</b> A reflection critically discussing and evidencing how the student meets specific Standards of Proficiency as outlined by the Health and Care Professions Council. 3,000 words, 40% Weighting, 40% Pass Mark</p>
Occupational Therapy practice 4	6	Sem 1&2, Year 4	40	<p><u>Formative Assessment:</u> Small group presentation of occupational therapy practice with a given complex case study.</p> <p><u>Summative Assessment:</u> CW1 Presentation demonstrating professional reasoning and evaluation of evidence-informed occupation-focused practice. A 20-minute oral presentation followed by 10 minutes of questions and answers. 100% weighting</p> <p>CW2 Occupational Therapy Practice placement 4: Pass/Fail</p>

## I. Timetable Information

An indication of the timetable is included in the Curriculum Maps. Apprentices attend University ('off-the-job' training) 2 days per week during term time. Outside of this they will be full time in their place of employment undertaking work-based learning. The 2 days at University are arranged as follows:

- Year 1: Monday and Tuesday
- Year 2: Tuesday and Wednesday
- Year 3: Wednesday and Thursday
- Year 4: Thursday and Friday

An indicative provisional timetable is available 9 months prior to the start of the academic year. A confirmed timetable is made available at the end of each academic year for the following academic year.

## **J. Costs and Financial Support**

### **Tuition fees/financial support/accommodation and living costs**

- Information on tuition fees/financial support can be found by clicking on the following link:  
<http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>

### **List of Appendices**

- Appendix A: Curriculum Map
- Appendix B: Personal Development Planning (postgraduate courses)
- Appendix C: Terminology

## Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

The letters T for taught, D for developed and A for assessed should be added as appropriate to each Course Outcome.

Module	Level 4 EO	Level 4 OTP1	Level 4 OPAHF	Level 4 IOFP	Level 4 IPL	Level 5 OTP2	Level 5 DOFP	Level 5 OTP3	Level 5 IPL	Level 6 PIAA	Level 6 OTP4	Level 6 REBP	Level 6 IPL
A1		TDA				TDA	TD	DA			DA		
A2	TDA	TDA	TD	TDA		TDA	TDA	DA			DA		
A3		TDA				TDA		TDA			TDA		
A4		TDA	TD			TDA		DA			TDA		
A5		TDA		TDA		TDA	TDA	TDA	TD		TDA	TDA	
A6		TDA				TDA		DA			TDA		
A7		TDA	TD	TDA		DA	TDA	TDA			TDA		
A8		TDA	TD			TDA		TDA			TDA		
A9		TDA				TDA		DA	TD	D	DA	TDA	TDA
A10		TDA			TDA	TDA		DA			DA		
A11	TDA	TDA	TDA	TDA	D	TDA	TDA	TDA	TDA	TDA	DA	TDA	TDA
A12	TDA	TD				D		TDA		TDA	DA	TDA	
A13	TDA	TD			D	TD		TDA		TDA	DA	TDA	
A14		D	TDA			TD	TDA	D			DA		
A15	TDA	TDA	TDA	TDA	D	TDA	TDA	DA			DA		
A16	TDA	TDA	TD	TDA	D	TDA	TDA	DA		D	DA		
A17	TD	TDA		TDA	D	TDA	TDA	DA		D	TDA		
A18	TDA	TDA		TDA		TDA	DA	DA		D	DA		
A19	TDA	TDA		TDA		TDA	TDA	TDA			DA		
A20		TDA		TDA	TD	TDA		TDA	TD	TDA	DA	DA	TDA
A21	TD	TDA		TD	D	TDA	TD	TDA		TDA	DA		DA
A22		TDA		TDA		TDA	TDA	DA			TDA		
A23		TDA			TDA	TDA		DA	TD	TDA	TDA	DA	DA
A24		TD		TDA		TDA	TDA	DA			DA		
A25		TD			TDA	TDA		TDA		D	DA		TDA
B1		TDA			TDA	TDA		DA	TD	TDA	DA		

<b>B2</b>		TD			TD	TDA		DA		TDA	TDA	DA	DA
<b>B3</b>		TDA				TDA		DA		TDA	DA		
<b>B4</b>		TDA			TD	TDA		DA		TDA	DA		DA
<b>B5</b>		TDA			TDA	TDA		DA	TD	TDA	DA		DA
<b>B6</b>		TDA	TD	TDA		TDA	TDA	TDA		DA	DA	D	DA
<b>B7</b>	TD	TDA		TDA		TDA	TDA	TDA		DA	TDA	TDA	
<b>B8</b>		TDA			TDA	TDA		DA		TDA	TDA	DA	TDA
<b>B9</b>		TDA	TD		TDA	TDA		DA	D	TDA	DA	TDA	TDA
<b>B10</b>		TDA			TDA	TDA		DA		TDA	DA		
<b>B11</b>	TD	TDA	TD	TDA		TDA	TDA	TDA		D	TDA		
<b>B12</b>		TDA	TD		TDA	TDA		DA		D	DA	DA	DA
<b>B13</b>	TDA	TDA		TDA		TDA	TDA	TDA			DA		
<b>B14</b>		TDA	TD	TDA		TDA	TDA	TDA			DA		
<b>B15</b>		TDA		TDA		TDA	TDA	TDA		DA	DA	TDA	TDA
<b>C1</b>													
<b>C1</b>	TD				TDA	TD		D		TDA	DA	DA	TDA
<b>C2</b>					TD	TD		D			DA	DA	TDA
<b>C3</b>		TDA		TD	TDA	TDA		DA			DA		TDA
<b>C4</b>		TDA				TDA	TD	TDA			DA		TDA
<b>C5</b>		TDA				TDA		DA			DA	DA	TDA
<b>C6</b>					TDA	TDA		DA		DA	DA		TDA
<b>C7</b>		TDA			TDA	TDA		DA		TDA	DA	D	TDA
<b>C8</b>		TDA			TDA	TDA		DA		TDA	DA		TDA
<b>C9</b>		TDA		TDA	TD	TDA	TDA	DA		TDA	DA		TDA
<b>C10</b>		TDA				TDA		DA	TD	TDA	DA	TDA	TDA
<b>C11</b>	TD	TDA	TD	TD		TDA	TD	DA	TDA		DA	TDA	DA
<b>D1</b>													
<b>D1</b>		TDA				TDA		DA		DA	DA		DA
<b>D2</b>		TDA				TDA		DA			DA		DA
<b>D3</b>		TDA			TD	TDA		DA			TDA	DA	
<b>D4</b>		TDA		TDA	TD	TDA		DA			DA	D	
<b>D5</b>		TDA			TDA	TDA		DA			DA	D	
<b>D6</b>		TDA			TD	TDA		DA		DA	DA		DA
<b>D7</b>		TDA			TD	TDA		DA		DA	TDA		TDA
<b>D8</b>		TDA			TD	TDA	TD	DA		D	DA		DA
<b>D9</b>		TDA			TD	TDA		DA		D	DA	D	TDA

## Appendix B: Terminology

(Please review the definitions and add those according to your own course and context to help prospective students who may not be familiar with terms used in higher education.)

Some examples are listed below:

<b>accelerated degree</b>	accelerated degrees (also known as two-year degrees) are full bachelor's degrees (undergraduate courses) you can complete in a condensed time period
<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extended degree</b>	an extended degree provides a bridging route for students who don't meet the initial entry requirements for the undergraduate degree. The first year provides the necessary knowledge and skills before students begin the degree-level course.
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students
<b>foundation</b>	foundation year programmes are designed to develop skills and subject-specific knowledge to ensure a student can advance to a degree course. They may be offered as stand-alone one-year courses or integrated into degree programmes.



<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>integrated</b>	an integrated Master's degree combines undergraduate and postgraduate study. In relation to Apprenticeships, integrated would usually mean that the End Point Assessment (EPA) is integrated with the academic award
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>pre-registration (HSC only)</b>	a pre-registration course is designed for students who are not already registered with an independent regulator such as the Nursing and Midwifery Council (NMC)
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>top-up degree</b>	A top-up degree is the final year (Level 6) of an undergraduate degree course. It allows students to top-up an existing qualification to a full BA, BSc or BEng.
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions