

# Sheffield Hallam University

## *College of Health, Wellbeing & Life sciences*

### **BSc (Hons) Occupational Therapy Apprenticeship**



## **Apprenticeship Handbook**

**This Handbook is for the Sheffield cohort  
commencing March 2023.**

## **i Purpose:**

Your course is administered from the College of Health, Wellbeing and Life science at Sheffield Hallam University (SHU). We hope you enjoy your period of study. In order to support you we have produced this course handbook containing information about the course and College and University policy and procedures. If you require an alternative format e.g., large print then please could you let your course lead know.

This course handbook makes reference to University information that is available on My Hallam, which is the term used for the university's website. All apprentices will be issued with a login account and information on accessing electronic resources at the time of enrolment.

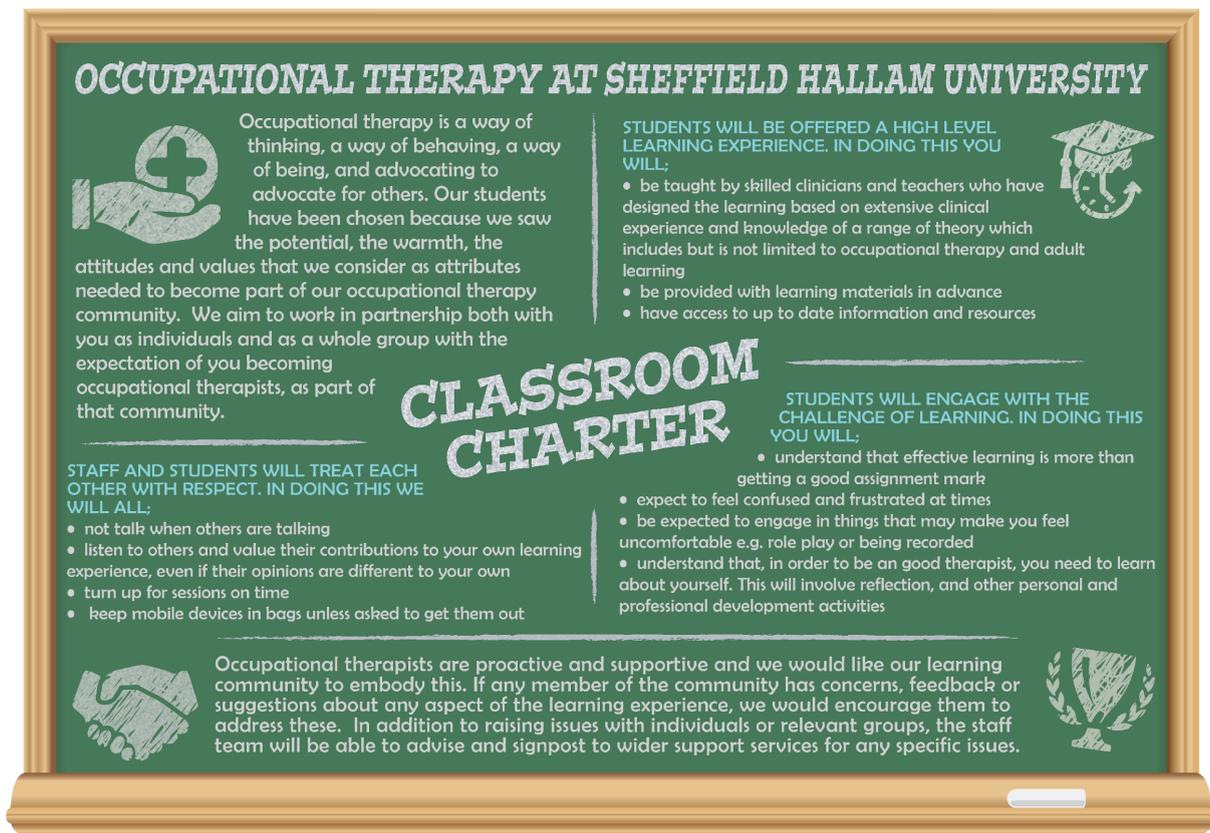
The College of Health & Wellbeing is committed to providing a quality education for all its apprentices. The partnership between academic, administrative, and technical staff focuses on quality assurance and improvement in relation to course delivery. You have a vital role in contributing to quality by:

- Attending and preparing for classes
- Participating in sessions
- Offering feedback especially by completing module evaluations and questionnaires
- Contributing to course committee meetings
- Representing your colleagues as an Apprentice Representative for your year/course.

## **ii Our student Charter**

Our student charter was developed jointly by the University and Sheffield Hallam Students' Union. It is an example of the working partnership which exists between our staff, students, and student representatives. The charter embodies our commitment to delivering a high-quality student/apprentice experience and sets out the expectations and responsibilities we have for our community of students and staff. A copy of the University Student Charter can be found [here](#).

In addition to the student charter, we have developed a classroom charter specifically for occupational therapy students and apprentices. This charter sets out expectations in terms of classroom behaviour for staff, students, and apprentices.



### iii Attendance Statement

The following statement has been agreed to communicate the University's expectations on attendance and to encourage you to gain the most from the planned learning activities on your course.

It is essential that all apprentices take responsibility for their learning by engaging fully with their course and that as a minimum apprentices should:

- attend punctually all scheduled and timetabled learning and teaching activities and sessions, unless unable to do so for reasons of illness or other extenuating circumstances.
- engage with and participate in all learning activities.
- submit all assessments by scheduled hand in dates.
- attend all scheduled assessments (for example, in class tests, presentations, exams);
- reflect on and act on feedback on assessed work.
- undertake independent learning in support of teaching delivery as directed by academic staff.

### iv. University Regulations:

As an apprentice at Sheffield Hallam University, you agree to abide by the University regulations upon enrolment to the University. Please note regulations can change during the year and the latest version can be found on My Hallam. You should therefore read this

handbook in conjunction with these Academic Regulations and Student Policies, which can be found on blackboard at the foot of the page under Rules and Regulations. You log-in to blackboard via [MyHallam](#).

The BSc Occupational Therapy Apprenticeship course has some exemptions from standard University regulations:

- Re-registration on modules is not available for this course. As you are both working and studying at the same time the course follows a different structure than other university courses.
- All modules on the Occupational Therapy BSc (Hons) course have to be passed at the set level of 40%. This course is exempt from the rule that compensation of up to 20 credits at each level is available (in other words that you can carry over a fail of 20 credits to the next level of study).
- Due to the work-based nature 'in module retrieval' is available on this programme.
- In relation to the placement modules, you will need to achieve a pass mark on the clinical aspect of the module as well as an overall mark of 40% for the academic work to pass the module. You can retrieve one placement at each level.

#### **v. Disclaimer:**

While every effort has been made to ensure the accuracy of information contained in this handbook at the time of production, information can change in year. If this is the case these changes will be communicated to you in a timely manner and links are provided where appropriate to sources of current online information.

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1. Welcome
2. Course Information
3. How to get the most from your course
4. Academic Integrity, Assessment, Standards and Fairness
5. What previous apprentices said about the course

## **1. Welcome messages:**

### **1.1 A message from the BSc (Hons) Occupational Therapy Apprenticeship Course Team**

Well done for making it this far and a very warm welcome to the course! I hope you are feeling excited to be starting this new chapter in your life, but I am sure you are also feeling a mixture of other emotions as you embark on the Occupational Therapy Apprenticeship course. This course will involve hard work and does require perseverance, but learning can be fun as well as challenging. There is a dedicated team to help and guide you through. We are here to help support you if you need it. We sincerely hope that you enjoy the course and your time with us. If you wish to get in touch with me then you can contact me via email.

#### **The OT Sheffield DA TEAM**

Tina Guilford  
DA Course Lead  
Email: [m.guilford@shu.ac.uk](mailto:m.guilford@shu.ac.uk)

Elizabeth Wainwright  
DA OT Lecturer  
Email: [elizabeth.wainwright@shu.ac.uk](mailto:elizabeth.wainwright@shu.ac.uk)

Rachel Forrest  
DA OT Lecturer  
Email: [rachel.forrest@shu.ac.uk](mailto:rachel.forrest@shu.ac.uk)

## **2. Course Information: Course Aims and Learning Outcomes**

### **2.1 Course Aims**

#### **To enable you to:**

- develop personally and professionally and attain the level of competence required to meet the UK College of Occupational Therapists professional standards, and the UK Health and Care Professions Council Standards of Proficiency for registration to practice under the protected title of Occupational Therapist.
- become an autonomous, reflective occupational therapy practitioner ready for employment in a wide range of public, voluntary, and independent practice settings.
- develop a critical understanding of your role, and that of others within the health and social care arena and deliver person-centred care through effective communication and inter-professional and inter-agency collaboration.
- develop the skills necessary for lifelong learning and the capacity to maintain and develop professional competence in the changing context of health and social care provision.

The programme learning outcomes are available on the virtual learning environment (blackboard) for Occupational Therapy. You can find the occupational therapy degree standard by clicking on this [link](#).

### **How your programme is designed to meet the Course Aims and Learning Outcomes**

In order for the Health and Social Work systems to change and respond to evolving population's needs and demands, your education and personal development as the workforce of the future is central to this process. Health and Social Work systems require you to function in a variety of environments, and be flexible, responsive leaders, who are able to enter the workforce as collaborative practice ready practitioners, willing and able to engage in new roles with new expectation. The College of Health, Wellbeing and Life science has an established history of success with Inter-professional Education (IPE) and as educators of future health and social work professionals, want to ensure that you are able to work effectively within this changing environment. In order to 'future proof' you as our future graduate we have built on this experience through the development of this apprenticeship route.

Integrated care is the overarching philosophy behind how you will learn 'with, from and about' a range of professionals during your time here at University and in the workplace. There are key elements that make up the foundation of your programme of study. These are 'shared learning', 'Inter-professional Education' and 'specialist learning' and are explained below:

#### *The Integrated Care Element*

The integrated care element is comprised of inter-professional education (IPE) and shared learning which will have specialist (profession specific) elements within them. The learning philosophy is characterised by a rich variety of professional groups coming together at different times throughout your learning journey. There will be integrated approaches in the curriculum to reflect real world synergies between professions and services and address the complexities of real world practice within health and social care services, enabling you to develop relevant graduate capabilities for future employment. The inter-professional worker is a professional who is confident in their professional role but appreciative of the role of the professionals that they work. They are confident to share knowledge and skills and with

overlapping of roles. An integrated curriculum develops your knowledge, skills, and attributes to work in this way.

#### *Inter-professional education (IPE)*

This is where two or more professions learn with, from, and about each other. IPE always requires active interaction between learners from different professional areas.

#### *Shared learning*

Multidisciplinary learning using shared learning resources, and/or shared learning opportunities where learners from different professions learn alongside each other. Where there is interaction between learners it is not characterised by professional area. These modules can be studied in uni or multi-professional groups. The content and resources will be common to all who study the module.

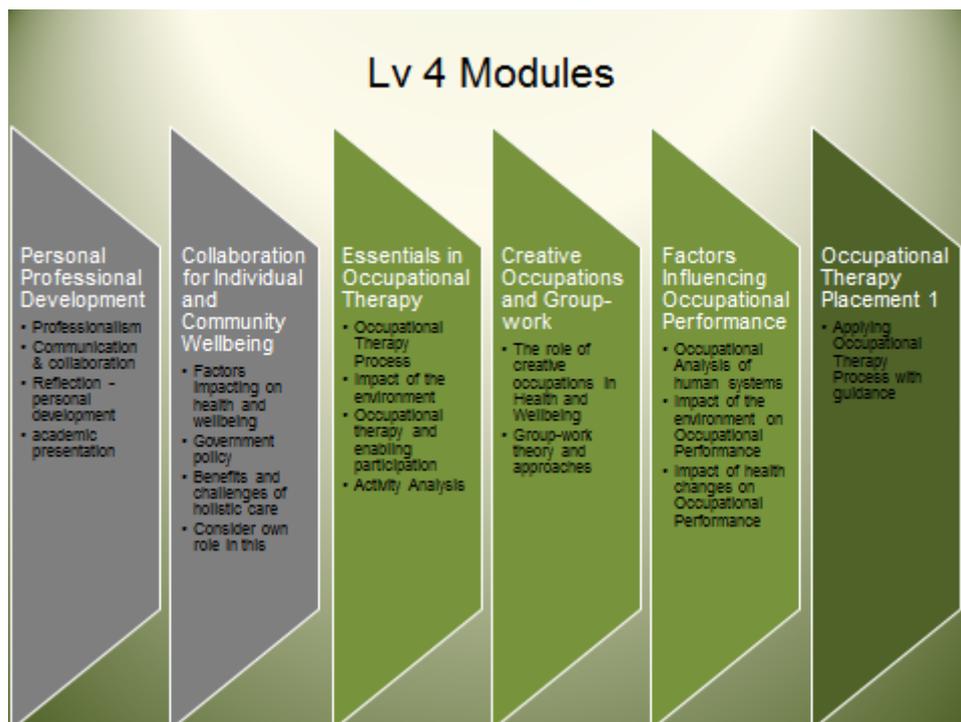
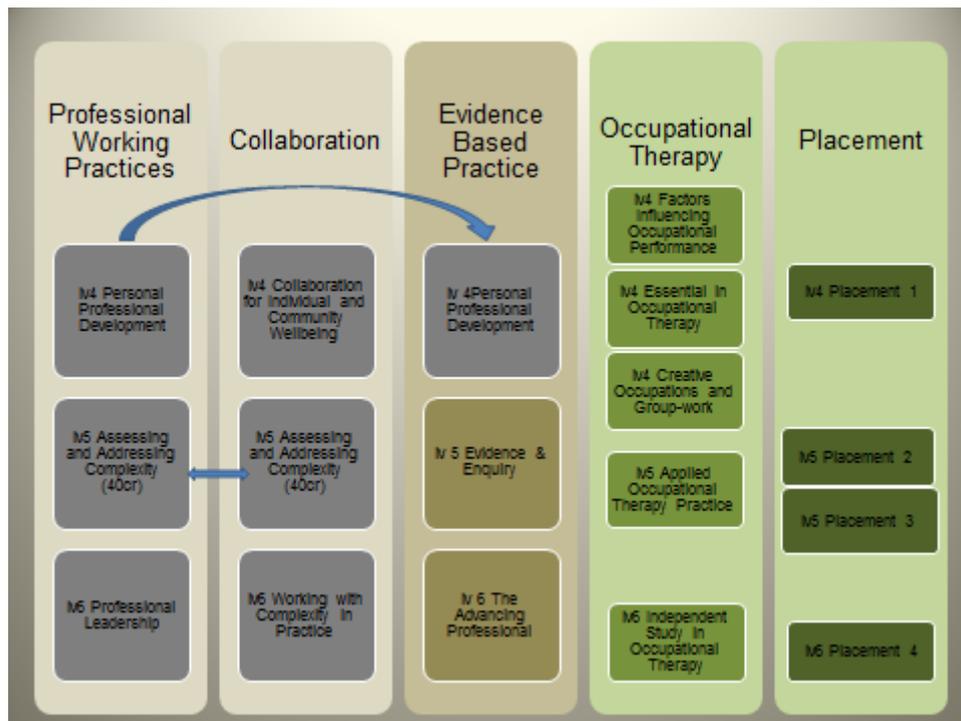
#### *Specialist / profession specific learning*

Profession specific learning about topics that are specialist for your chosen professional area. Some aspects of professional learning will be part of inter-professional learning.

You will see from your Academic course calendar and from within the modules where this philosophy is put into practice, both within the University environment, the workplace and on clinical placements. The module aim, content, learning outcomes and learning/teaching & assessment strategies will give you more detail of how this will be delivered within the programme.

The following gives a more visual overview of the structure of the course. Each module is 20 credits, which equals 200 hours of work. Work which is split between university attendance and the workplace and directed learning activities. Where modules are 40 credits this is indicated, and the overall effort increases to 400 hours of work.

Below is a brief overview of how the programme fits together.



## Lv 4 Assessment

Personal Professional Development	<ul style="list-style-type: none"> <li>Evidenced Portfolio and Action Plan</li> </ul>
Collaboration for Individual and Community Wellbeing	<ul style="list-style-type: none"> <li>Presentation including reflection on collaboration</li> </ul>
Factors Influencing Occupational Performance	<ul style="list-style-type: none"> <li>Resource analysing impact of change in System on Occupation</li> </ul>
Essentials in Occupational Therapy	<ul style="list-style-type: none"> <li>Occupation focussed case study demonstrating OT process</li> </ul>
Creative Occupations and Group-work	<ul style="list-style-type: none"> <li>Reflective account about introducing creative occupation in the workplace</li> </ul>
Occupational Therapy Placement 1	<ul style="list-style-type: none"> <li>Placement Capabilities</li> <li>Reflective account</li> </ul>

## Lv 5 Modules



# Lv5 Assessment

Assessing and Addressing Complexity (40cr)	<ul style="list-style-type: none"> <li>• Case study presentation based on Service User</li> </ul>
Evidence & Enquiry	<ul style="list-style-type: none"> <li>• Critical appraisal of a topic, linked to work place</li> </ul>
Applied Occupational Therapy Practice	<ul style="list-style-type: none"> <li>• Digital Presentation: Critical analysis of the role of Occupational Therapy in a specialist area</li> <li>• Reflection on presentation to start develop relevant skills for EPA</li> </ul>
Occupational therapy Placement 2	<ul style="list-style-type: none"> <li>• Demonstrate capabilities</li> <li>• Reflection on skills</li> </ul>
Occupational Therapy Placement 3	<ul style="list-style-type: none"> <li>• Demonstrate Capabilities</li> <li>• Reflect on role of OT in this area</li> </ul>

# Lv6 Modules



# Lv 6 Assessment

## Professional Leadership

- Portfolio evidence of leadership in practice including actions for further development

## Working with Complexity in Practice

- Reflection based on collaboration and integrated care systems

## The Advancing Professional

- Justified Proposal (where appropriate students may have completed (part of) research or evaluation project)

## Independent Study in Occupational Therapy

- Report based on exploration of the potential role of Occupational Therapy
- Knowledge, skills, behaviour learning reflection for portfolio (not assessed in this module)

## Occupational Therapy Placement 4

- Placement capabilities
- Reflection including actions for further learning and development

## Capstone

- 30min viva where you draw upon your apprenticeship portfolio. You will answer questions from a question bank you have seen as part of preparation for the viva.

## 2.2 Staff Contact Details

F= Robert Winston Building

Name	Role (s)	Email Address
Aimee France	AHP Degree Apprenticeship Portfolio Lead and Principal Lecturer	aimee.france@shu.ac.uk
Tina Guilford	Senior Lecturer DA Lead	M.Guilford@shu.ac.uk
Victoria Cureton-Favager	Senior Lecturer Northwest Lead	V.Favager@shu.ac.uk
Abby Fisher	Lecturer Northwest DA	A.Fisher@shu.ac.uk
Rachel Forrest	Lecturer Sheffield DA	rachel.forrest@shu.ac.uk
Elizabeth Wainwright	Lecturer Sheffield DA	elizabeth.wainwright@shu.ac.uk
Dr Nick Pollard	Senior Lecturer	n.pollard@shu.ac.uk
John Guite	Lecturer	<a href="mailto:jg4232@hallam.shu.ac.uk">jg4232@hallam.shu.ac.uk</a>
Colette Edwards	Senior Lecturer	c.beecher@shu.ac.uk
Maureen Coleman	Senior Lecturer - Admissions & BSc Lead	m.coleman@shu.ac.uk
Angela Oates & Dan Wagstaff	Course Administrators	
Victoria Askham	Placements Officer DA	ahpotplacements@shu.ac.uk
Katherine Garvey	Lecturer	kg9507@exchange.shu.ac.uk
Sarah Lacey	Senior lecturer Course lead SI masters	sl0841@exchange.shu.ac.uk
Annette Trehern-Walker	Lecturer	a.trehern-walker@shu.ac.uk

## **External contacts**

British Association of Occupational Therapists  
Royal College of Occupational Therapists  
106-114 Borough High Street  
London SE1 1LB  
Telephone: 020 7357 6480  
<http://www.cot.co.uk/>

RCOT offers a reduced membership rate for students. This is optional and not something the university pays for. Your employer does not have to pay this, but may offer this to apprentices if they feel this is necessary.

Health and Care Professions Council,  
Park House, 184 Kennington Park Road,  
London, SE11 4BU  
Telephone: 0845 300 6184  
<http://www.hcpc-uk.org.uk/>

## 2.3 Course Calendar

The expectation is that most weeks will have 2 days of on-site delivery with the remainder being online. Any modules in red are modules that are joint with other apprenticeship programmes. These will be delivered fully online.

Overview of:

- Teaching weeks
- Placement blocks
- Expected weeks of progress/3-way reviews

Detailed timetables including assessment and submission dates will be provided for apprentices on the course. Mentor training as well as specific training for our placement documentation will be provided.

### Important dates

#### Level 4 or Year 1

13/14 March 2023 15 <sup>th</sup> -17 <sup>th</sup> & 21 <sup>st</sup> March 2023	Induction & creativity, groupwork and occupation Teaching (ICC: personal professional development)
24 April 2023	Teaching week (OT Essentials)
w/b 29 May 2023	Progress review 1 in this week
5 June 2023 wellbeing)	Teaching week (ICC: collaboration for individual and community)
24 July 2023	Teaching week (creativity, occupation and groupwork)
w/b 21 August 2023	Progress review 2 in this week
4 September 2023	Teaching week (factors influencing occupational performance)
11 September 2023	6-week placement block *
13 November 2023	Progress review 3 in this week
27 November 2023	Teaching week (placement 1 debrief, factors)

#### Level 5 or Year 2

5 February 2024	Progress review 4 in this week
11 March 2024	Teaching week (applied OT practice, placement 2 prep)
22 April 2024	Teaching week (ICC: assessing and addressing complexity, shared: evidence and enquiry for practice)
29 April 2024 w/b 29 April 2024	8-week placement block * Progress review 5 in this week

22 July 2024	Teaching week (ICC: assessing and addressing complexity, shared: evidence and enquiry for practice)
w/b 22 July 2024	Progress review 6 in this week
2 September 2024	8-week placement block (role emerging) *
w/b 14 October 2024	Progress review 7 in this week
4 November 2024	2 days teaching (placement debrief, end of year)
<b>Level 6 or Year 3</b>	
w/b 6 January 2025	Progress review 8 this week
w/b 31 March 2025	Progress review 9 this week
28 April 2025	Teaching week (independent study in OT)
9 June 2025	Teaching week (ICC: the advancing professional and Professional Leadership)
w/b 23 June 2025	Progress review 10 this week
28 July 2025	Teaching week (ICC: the advancing professional and Professional Leadership)
w/b 15 September 2025	Progress review 11 this week
1 September 2025	Teaching week (working with complexity in practice)
29 September 2025	10-week placement block *
w/b 8 December 2025	Progress review 12 this week
19 January 2026	Teaching week (working with complexity in practice & OT capstone)
26 January 2026	Final assessments

\* Placements are outside apprentices' normal workplace and normally are outside their employing organisations. They should include a range of settings which may include: acute, community, mental health or learning disability. Role emerging placements are usually in the private or voluntary sector where there is not an occupational therapy service. Supervision from qualified occupational therapists will be provided.

Please note that this course does not conform to the normal academic calendar due to apprenticeship regulation.

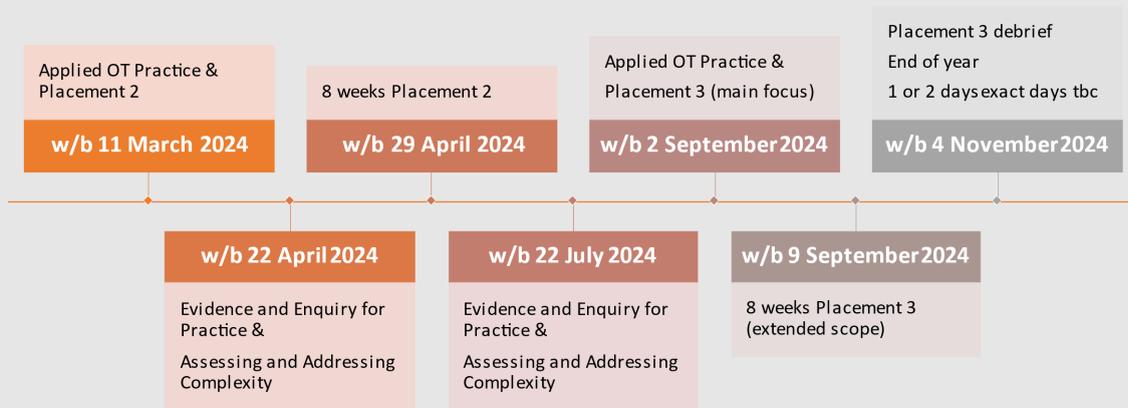
## Teaching weeks – First year



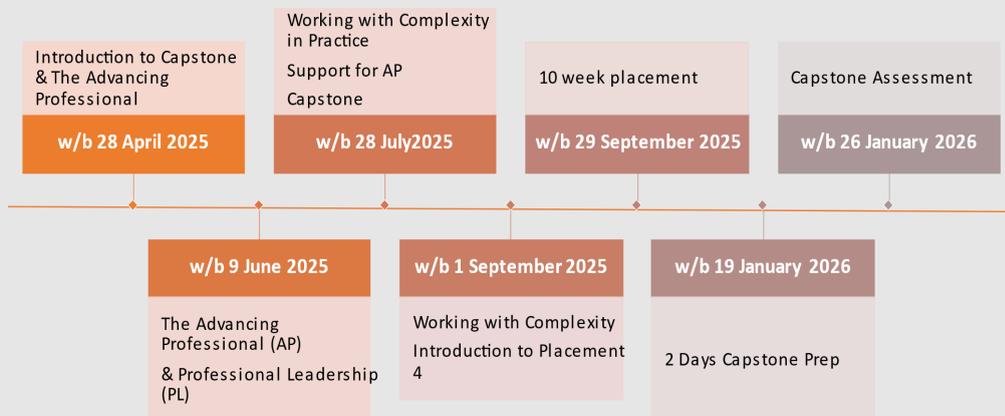
## Assessment hand-in dates – First year



## Teaching weeks – Second Year Hand-in dates will be confirmed later



## Teaching weeks – Third Year Hand-in dates will be confirmed later. PLEASE note that the detail may change based on feedback from other cohorts.



## Abbreviations for modules

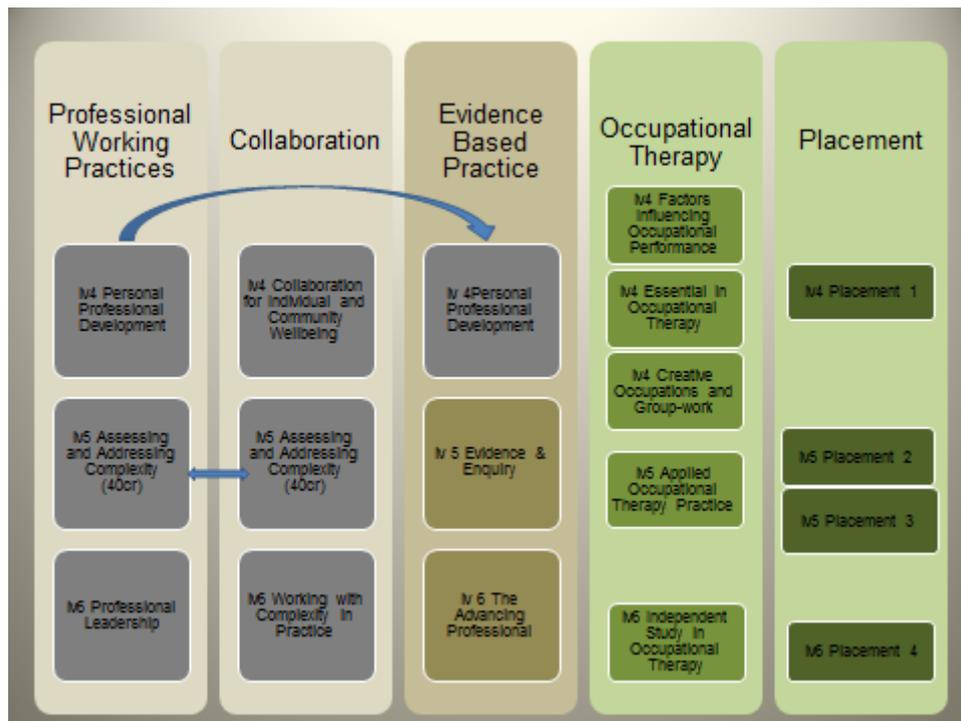
	<b>Module title</b>
	<b>Level 4</b>
PPD	(Apprenticeship) Personal and Professional Development
CICW	(Apprenticeship) Collaboration for Individual and Community Wellbeing
FIOF	(Apprenticeship) Factors Influencing Occupational Performance
Essentials	(Apprenticeship) Occupational Therapy Essentials
COGW	(Apprenticeship) Creative Occupations and Group work
OTPL1	(Apprenticeship) Occupational Therapy Placement 1
	<b>Level 5</b>
AAC	(Apprenticeship) Assessing and Addressing Complexity
EE4P	(Apprenticeship) Evidence & Enquiry in Practice
OTPL2	(Apprenticeship) Occupational Therapy Placement 2
OTPL3	(Apprenticeship) Occupational Therapy Placement 3
AOTP	(Apprenticeship) Applied Occupational Therapy Practice
	<b>Level 6</b>
WWCP	(Apprenticeship) Working with Complexity in Practice
PL	(Apprenticeship) Professional Leadership
AP	(Apprenticeship) Advancing professional
ISOT	(Apprenticeship) Independent Study in Occupational Therapy
OTP4	(Apprenticeship) Occupational Therapy Placement 4
OTCapstone	(Apprenticeship) Capstone module

## 2.4 Course Outline

The course structure is based around the following strands that overlap and complement each other:

- Professional working practices
- Collaboration
- Evidence based practice.
- Occupational therapy modules
- Personal professional development modules
- Practice placement learning (minimum of 1,000hrs required (RCOT 2019))

Further to this basic structure each year of the programme will include each of these thematic strands (with the exception of the supporting sciences), ensuring that both vertical and horizontal progression throughout the programme is clear.



The above diagram (which you have seen before) illustrates this by providing a very brief insight in the themes for each year and each module.

- Occupational Therapy Modules:** These modules will help you to understand the professional practice of occupational therapy. Over the duration of the programme you will progress from understanding the profession in the first year, to application of occupation based interventions to a range of settings. These modules will help you to become articulate occupational therapy practitioners.
- Evidence Based practice modules:** These modules will help you to understand the importance of evidence, how to find evidence and appraise this, and how to ensure that you use evidence to ensure best practice. As part of these modules you will develop an understanding of different research methodologies and the use of these in health and social care and occupational therapy development of evidence to support practice.
- Collaboration Inter-professional Education modules:** In these modules you will learn alongside and in collaboration with apprentices on other health and social care programmes. This mirrors practice where you will be working with a range of professionals. There will be emphasis on communication and collaboration between the different professions.
- Professional Practices Inter-professional Education modules:** These modules will help you to understand and apply professional requirements in terms of:
  - o Professional behaviour
  - o Equality in practice
  - o Team working
  - o Communication

- o Leadership in practice

In the first year the modules will help you to create your unique professional profile via a portfolio. This will be helpful for you in terms of employability by the time you have completed the programme.

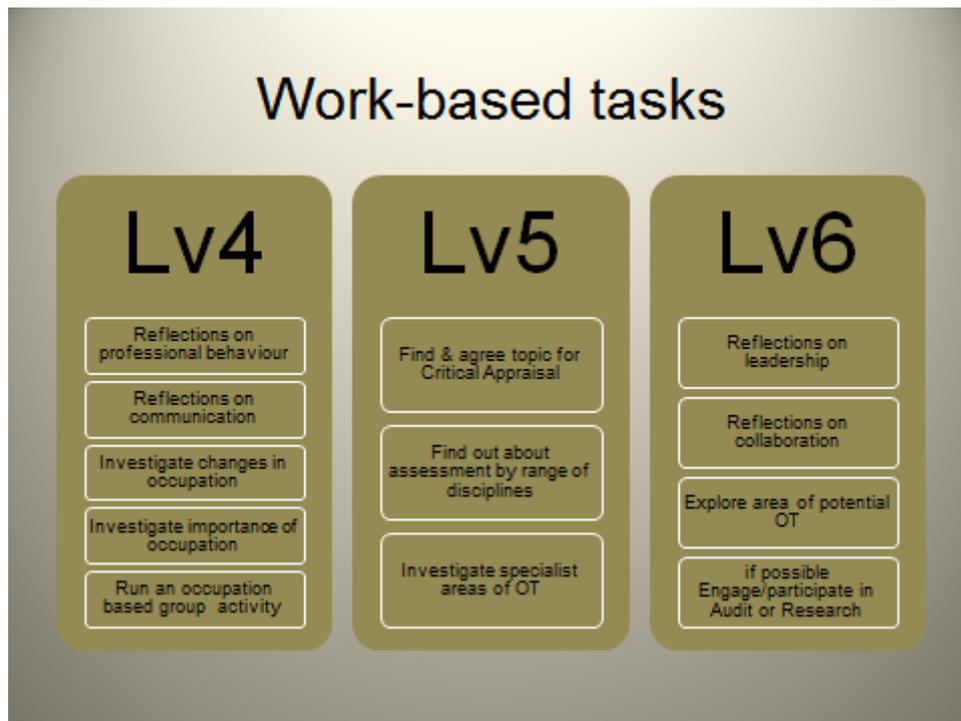
All of these are common across all professions in health and social care. These modules will form the basis of developing your professional identity.

- **Practice Placement Learning:** The practice learning experience blocks are a core element of the programme allowing you to apply professional knowledge and processes acquired up to a certain point in your learning in selected real-world settings. The positioning of these blocks within the overall programme is critical to the integration of theory and practice. Academic modules inform practice learning, and practice learning provide the medium for investigating ways in which theory and practice inter-relate and for applying theory in practice and to practice. The practice learning experiences also provide the foundation for academic discussions around personal stories of people with disabilities and case management. Integration of practice and academic learning is further enhanced by the requirement for the apprentice to evidence their practice learning within the professional development modules.

## 2.5 Opportunities for work-based learning & placement

### **Work based Learning.**

This is an integral aspect and requirement of the apprenticeship programme. You will be expected to apply your learning in the work environment. In addition, you are entitled to designated time during your work practices to engage with specific work based tasks that will inform your university teaching. Examples of these can be found below, this is not an exhaustive list nor a final list. We will be working with you and your employer in terms of feasibility of these activities in your workplace.



### Practice Placement Learning

The practice learning experiences will allow you to complete the required 1000 hours of assessed practice across different services and client groups. There are four practice experiences, one at each of academic level but with the addition of an extended scope placement at level 5. Learning experiences in emerging areas of practice are valuable in helping you gain in-depth understanding of the nature of humans as occupational beings.

### 2.6 End Point Assessment

NOT a real 'assessment' but a series of tasks that have to be completed before you can go through the Gateway and complete your apprenticeship journey. This is done at a specific apprenticeship board.

You NEED:

- To maintain an 'Off the job' training record (Maytass)
- Record Attendance for each teaching session (JISC)
- Keep a portfolio (in Pebble+ and via a workbook demonstrating progress against the apprenticeship standard)
- Attend and actively play a part in progress reviews.
- Provide evidence of Maths & English qualifications or complete functional training
- Regularly repeat Skills scans
- Complete 1,000 placement hours
- Pass 360 module credits (in increments of 20 or 40)

### 2.7 Resources

Physical resources (teaching spaces) will depend on where we deliver on-site training. However, you will be able explore a number of occupational therapy departments as part of placements, as well as client's own homes. We will make use of your experiences as part of our delivery.

## 2.8 Additional Professional, Statutory, Regulatory Body (PSRB) regulations apply to the course.

Apprentices on the course are always required to abide by the current Professional Standards for Occupational Therapy Practice, Conduct and Ethics of the Royal College of Occupational Therapists. The standards apply to all Occupational Therapy personnel including apprentices. The standards are available on the Royal College's website: [RCOT Professional Standards](#). Breaches of the standards may be construed as professional unsuitability.

In addition, you will need to comply with HCPC Standards of Conduct, Performance and Ethics. [HCPC Standards](#)

Apprentices in breach of either of these are dealt with in accordance with the university and College procedures regarding fitness to practice. Detailed information is available via the university webpages.

[Fitness to practise regulations](#)

## 2.9 Support Arrangements

Apprentice support begins from the moment you accept a place on the BSc (Hons) Occupational Therapy apprenticeship programme. Pre-enrolment sessions aim to facilitate your transition into university life and the extended induction programme introduces you to a range of support mechanisms to which you will have access within the occupational therapy team and beyond. The following support mechanisms are available.

Each apprentice will be assigned an **academic advisor**. Their role is key in helping you navigate throughout your study, their role includes:

- Liaising regularly with, guiding, supporting, and encouraging individual apprentices regarding their personal, academic and professional development
- Prompt reflection on the apprentice's performance, support the apprentice in identifying personal goals and development plans.
- Enable apprentices to find ways of managing any personal or professional issues of concern that they identify as interfering with their studies
- Facilitate the apprentice's access to other support services, as necessary.
- Liaising with work-based mentor
- Liaising with the work-based learning coach

Each apprentice will have a **work-based mentor**. This person is responsible for ensuring you have sufficient time and opportunity in the work environment to complete your studies. They will be able to help you locate opportunities as required. If there are problems related to your studies and/or personal life, they are someone to get in contact with.

There are **student support advisors** (SSA) who are available to provide important first contact and support to apprentices. They are available to help with a wide range of personal and academic issues. These can be contacted via [HallamHelp](#)

On placement, you will be assigned a placement educator and a designated university practice liaison tutor who will provide tutorial support, guidance and advice relating to the placement. It is normal for the practice liaison tutor to visit you during certain placements.

The work-based learning coach will be your main contact with the university when you are working. This individual will complete the progress reviews (3-way reviews) with you and your mentor and ensure you are progressing with the implementation of your learning at work. This person will also monitor your engagement and support you in keeping on track with the collection of evidence against the apprenticeship standard in your portfolio.

### **Support for apprentices with additional needs**

Apprentices with disabilities receive ongoing support from their academic advisors, the disability coordinator and the disability team but are nevertheless still required to develop self-reliance as the course progresses and to attain the level of skills and competence to practise as an autonomous practitioner.

Practice educators adhere to guidelines for accommodating apprentices with disabilities. When health problems are disclosed by the apprentice, appropriate arrangements are made by practice tutors, educators and the apprentice to enable the apprentice to participate in practice and fulfil the requirements of the placement and the assessment.

The central disability team supports course tutors and apprentice support officers by providing guidance on the interpretation of the Equality act and appropriate accommodation and support mechanisms. Disability Student Support will also assess for and produce a learning contract for apprentices with additional needs. The learning contract recommends what 'reasonable adjustments' should be made to meet the entitlements of a disabled apprentice.

Signposting to other university support takes place by both student support officers and academic advisors. Support is available around: learning centre, developing academic skills, student well-being (this includes GP services and counselling amongst others), sports activities, student union etc.

If you have a recognised disability and are in need of additional support, you may be entitled to a Learning Contracts to support this. Please contact the course tutor or your academic advisor for further advice.

### **3. How to get the most out of your course:**

The BSc (Hons) in Occupational Therapy apprenticeship educational programme is grounded in the belief that human beings engage in a dynamic process of interactions with the physical, psychological, cultural, spiritual, built and virtual environments (Haynes, 2007).

Alongside the practice learning elements, the academic programme is built upon an occupational philosophy with apprentices learning about the founders of the profession, the concept of occupation, the impact dysfunction, disease and disorder has in a person's life, the meaning of health and ill health to an individual, and the considerable impact that society, politics, culture, belief, and the built environment may have on health and well-being. The curriculum builds on this knowledge by developing your ability to analyse, synthesise, and integrate increasingly complex theory and practice, enabling you to develop the necessary critical reasoning processes utilised by occupational therapists in their day-to-day practice.

The curriculum is designed to enable you to develop attitudes, beliefs, behaviours, values, knowledge, and skills necessary for successful practice within the ever-changing care arena of health, social care, private sector and enterprise. It encourages you to focus on promoting engagement in occupation to enable individuals to fulfil their role and meaning in life. Beyond this you will learn about the value of community engagement and how an individual is part of a wider community and how that influences their sense of worth and well-being.

Self-reflection and self-evaluation are important elements to transformational learning, and you will be continually encouraged to identify opportunities for learning and personal development, and to appreciate the importance of 'doing', and being empowered to take control of your professional development. Engagement with tutors, practitioners, service users and carers, workplace staff and apprentices from other programmes within the College and beyond is essential in creating the behaviours and values necessary for professional practice. You play an important role in this by keeping a record of your personal professional development as the following explains (also available on the course website). There will be tools provided to help you develop this throughout the programme.

When qualified you will have a strong professional identity, and will have the skills, knowledge, values, and clinical reasoning ability to work in a contemporary and dynamic health and social care environment and beyond. Graduates from this programme will understand the importance of, and, have the required skills and knowledge to work as part of an integrated team focused around the needs of the service user.

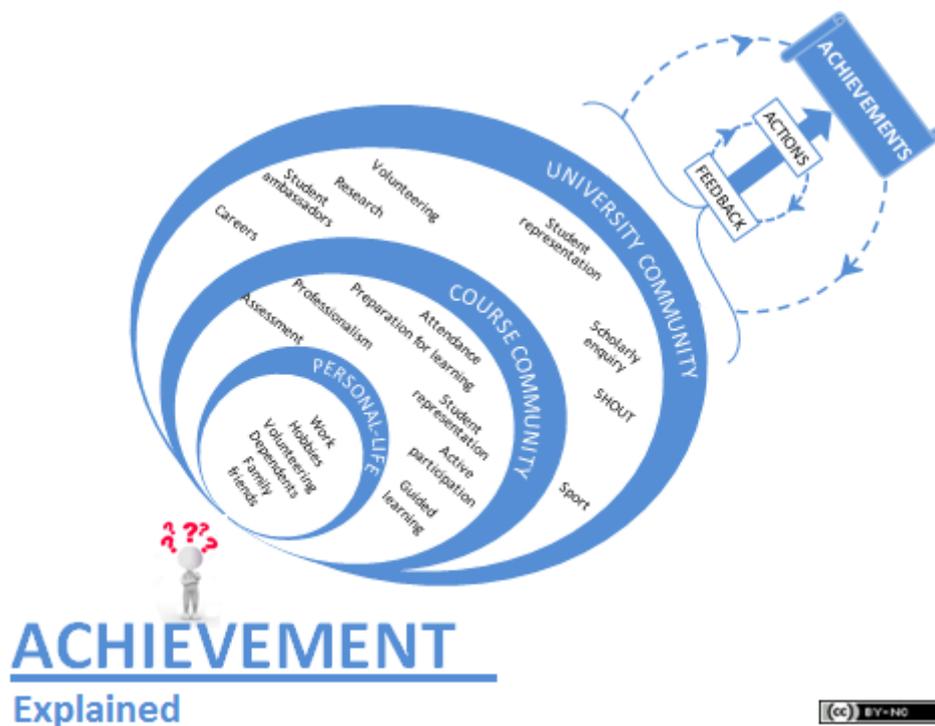
To ensure that the course continues to meet your needs, there is on-going dialogue and feedback with the teaching team. Feedback mechanisms will include year tutor meetings and the apprentice staff committee meetings which are held at the end of each semester. Year representatives are an important part of this feedback process in providing the apprentice point of view. Tutors will also undertake reviews of their modules using your feedback and of the course through semester reviews. We regularly ask for feedback via online surveys if issues arise so that we can act quickly and in a way that reflects your views.

### 3.1 Use of technology

To ensure close links between you and university staff when in the workplace a range of different platforms will be used. The most important ones are listed below:

- **Blackboard** is a virtual learning environment where staff will post learning material, information about modules etc. You will submit your assignments via this.
- **Pebblepad** portfolio is an online portfolio that will be yours individually. Sections of this you will share with your academic advisor, work-based mentor, possibly your placement educator. This is an important aspect of demonstrating your development towards the degree apprenticeship occupational therapy standard. You will use this as evidence for the apprenticeship portfolio you have to maintain demonstrating your progress in development against the apprenticeship standard. You do need to maintain this to be allowed to go through the Gateway and meet End Point Assessment (EPA) requirements that are an integral part of the degree apprenticeship.
- **Zoom** is a platform that allows meetings to take place in an on-line environment. This will be used at times to facilitate meetings between you, your work-based mentor, and the academic advisor.
- **Microsoft Teams** is used to facilitate meetings with your work-based mentor.

To further help you make the most of your time with us we have created an overview of how achievement is related to the other aspects of your life.



### **Course related extracurricular societies and activities.**

SHOUT (Sheffield Hallam Occupational Therapy Undergraduate Team) is led by students for students and apprentices it is a great way for new and existing students and apprentices to have fun promoting OT, network with local practising OTs and boost CPD by attending their regular monthly evening talks. You can keep up to date with their activities and upcoming events on their twitter feed: @shout\_team

### **3.2 The Students' Union and Representative System**

Sheffield Hallam Students' Union represents the views of Sheffield Hallam students/apprentices and aims to make their time at university enjoyable, engaging and rewarding. There is a strong emphasis on developing students/apprentices and providing them with the opportunities to gain new skills and experiences to enhance their employability. Events, clubs and societies have also been established to enable you to meet new people and develop their skills and experiences.

All apprentices of Sheffield Hallam University are members of the Students' Union. Being a member means having unlimited access to all the events, activities, and services we provide. As a not-for-profit organisation, social enterprise, and registered charity, we reinvest our income straight back into improving the services we offer for the 35,000 students of Sheffield Hallam University. We are committed to enhancing the apprentice experience by making a positive difference through the development and delivery of student/apprentice focused activities.

The Students' Union is led by a dedicated and professional staff team. In addition, there are five full-time Officers who support 12 part-time Union Representatives, all of whom have been democratically elected by the student body. Officers help to ensure that everything we do is student/apprentice centred and liaise formally and informally to ensure their views are represented to the University, the community and nationally.

As an apprentice, you can have a voice within your course and University through the Student Representative system. Each course has several Course Representatives (Reps) who provide valuable feedback to the course team about the course from the apprentices' point of view. Course Reps are jointly trained and supported by your College and Sheffield Hallam Students' Union and work together with the course team, Union and University to improve courses and your apprentice experience.

Your course leader will arrange for Course Representatives to be appointed during the first few weeks of your course. Any student can put themselves forward to be a Course Rep. and Course Reps are also eligible to apply for the Hallam Award, to recognise their developed skills, supporting their employability. To find out how to nominate yourself as a Course Rep. speak to your course leader or contact [studentreps@shu.ac.uk](mailto:studentreps@shu.ac.uk).

Once Course Reps have been appointed, it is their role to gather feedback and represent you and the rest of the apprentice body. They will contact you to ask for feedback so make sure that you respond to give your views about your course. You can also contact your Course Reps at any time to ask for feedback or raise issues about your course. If you don't know who your reps are, ask your course leader or contact [studentreps@shu.ac.uk](mailto:studentreps@shu.ac.uk).

Current or former Course Reps can also put themselves forward to become Department Reps. This is an opportunity to represent the apprentice view higher up in the University to enhance the wider SHU experience. Department Reps can participate in University and Students' Union committees and get involved in projects to improve the apprentice experience

For more information on Student Reps, visit:

<https://www.hallamstudentsunion.com/representation/academicinterests/>

### **3.3 Audio Recording lectures and other teaching sessions**

If you have a learning contract which allows you to make audio recordings, you have permission to record any of your lectures, seminars or tutorials using your own equipment. This is allowed on condition that the recording is solely for your own use. The rights belong to the University and the lecturer concerned, it must not be shared, published or otherwise made available to others for any reasons whatsoever.

Should academic staff wish to allow any other apprentice to record their lecture for personal use, then they are free to do so; but there is no obligation to do so in any case other than those authorised by their learning contract. Apprentices without a learning contract must request permission to make an audio recording from the relevant academic member of staff prior to the lecture taking place. Misuse of recording could potentially lead to action under the disciplinary procedure.

## **Academic Integrity, Assessment, Standards and Fairness:**

### **4.1 Designing the Course in Partnership**

The course was designed in partnership with a wide range of relevant parties including current apprentices, recent graduates, practice placement educators, senior occupational therapy managers, service users and carers, practitioner lecturers, OT teaching staff and relevant University reference groups. This helps us to promote apprentice success and to meet the benchmarks set by the Quality Assurance Agency for Higher Education (QAA) as well as the Professional, Statutory and Regulatory Bodies (PSRBs) standards. In the case of the BSc Occupational Therapy course, the College of Occupational Therapists and the Health and Care Professions Council.

The course is taught by a team of qualified, experienced, and accredited staff. All members of the team are HCPC registered, and all members are Fellows of the Higher Education

Academy. The team as a whole has a wide range of expertise across the various areas of occupational therapy practice.

We are also well supported by technicians and administrative and professional services staff within the College and across the University.

#### **4.2 How do we ensure all assessments are appropriate and fair for all apprentices?**

All courses at Sheffield Hallam University are subject to the University's quality assurance processes which begin when courses are designed and approved. An important element in this is the input of external partners and professional bodies with subject expertise that inform course design. Subject experts from other Universities also act external examiners on our courses to ensure your course standards are comparable with other Universities.

Each year, all assessment tasks are reviewed by staff before they are released to apprentices. This ensures they are appropriate and suitable for testing the learning outcomes agreed during course approval. The assessment(s) will be set by the module leader and/or module team subject to approval by both an internal moderator and, if the marks from the assessment contribute to your award classification, an external examiner. This will normally take place before they are given to you at the start of teaching.

Any work you submit for marking will go through a similar process to check and confirm that the standard of our marking and feedback is fair for all apprentices and reflects the quality of the submitted work. Samples of apprentice work for all assessments will again be checked by an internal moderator and, as above, if appropriate, by an external examiner. Project and dissertation modules and those involving a high level of independent research will normally all be marked by two markers and an agreed mark arrived at prior to a sample being seen by an external examiner.

The purpose of these quality assurance processes is to ensure that no apprentice is disadvantaged by our assessment practices, to ensure that our assessments allow all apprentices to meet the learning outcomes of their modules to the best of their abilities, and to ensure that standards of marking and feedback are entirely appropriate and fair to all.

The following maybe helpful in terms of understanding assessment and feedback practices at the university. These will be available in electronic format.

#### **What happens if I submit my work late?**

You will receive a schedule of coursework submission deadlines via your Assessment Statement at the start of the year. You should use this schedule to plan your work programme and should regard coursework submission deadline dates and times as being almost immovable.

However, it is recognised that occasionally some apprentices struggle to meet the deadline due to a range of circumstances. If your medical or personal circumstances (also known as extenuating circumstances) mean that submission by a due deadline becomes a problem,

please talk to Student Support Services or the course leader prior to the deadline. They will then review whether an extension to provide you more time to submit your work can be permitted.

If you submit your coursework late without an approved extension, then your mark will be reduced in line with the University's policy for late submission of coursework:

- Within one working day (i.e., 24 hours) of the deadline, your marks will be capped at the minimum pass mark. For apprentices studying at levels 3-6 this is 40%. For apprentices studying at level 7, this is 50%.
- Any work submitted after this point will receive a zero mark.

24 hours is defined as the same time as the original submission deadline on the next University working day. Weekends and other days the University is not open are not counted as working days.

Please note: there may be some coursework items which cannot support late submission for sound practice or operational reasons, e.g., time bound assessments such as a presentation or where feedback has already been provided to the class. Your Module Leader will make it clear to you in module documentation where this is the case.

### **Academic Conduct**

Academic conduct is an ethical standard by which academic communities operate, and Sheffield Hallam University is committed to the protection and development of this standard. We would consider any attempt to gain an unfair advantage over another apprentice in the completion of an assessment to be a breach of the Code of Academic Conduct and investigated as suspected academic misconduct.

Details about how we may investigate any concerns or allegations regarding the content of your assessments can be found in the Academic Conduct Regulation, which is available to apprentices on MyHallam under Rules and Regulations | Conduct and discipline.

### **4.3 Keeping Your Course Up to date**

Each year your course team review your course, including apprentice achievement and the courses' suitability to meet the needs of its apprentices. Your feedback, changes in teaching practice and the external environment are all used to continually improve your course so it remains up to date and of the highest quality enabling you to fulfil your aspirations.

### **4.4 Extenuating Circumstances and Fitness to Study**

During your studies you may experience sudden or unexpected ill-health or personal issues that have a significant impact on your ability to study, or complete assessments on time or to your usual standard. We define these as **extenuating circumstances**. Such circumstances could include (but are not limited to): illness (other than minor illnesses; hospitalisation; bereavement; acute personal/emotional circumstances; or sudden and unexpected changes in family circumstances).

If you find yourself in this type of situation, then you are strongly encouraged to contact your College Student Services Team as soon as practical. The Students' Union Advice Centre is also able to provide independent, confidential, and free advice to all Sheffield Hallam apprentices.

The College Student Services Team will discuss with you your options which may include (list not extensive): an exceptional extension request (EER) to a coursework deadline; submitting a request to repeat an assessment attempt (RRAA); making reasonable adjustments through a Learning Contract. If your circumstances are felt to be having a significant impact on your studies then we may review how we can support you through the Fitness to Study Procedure.

We are aware that some apprentices may feel embarrassed or uncomfortable to disclose the details of these kinds of circumstances, particularly those of a personal or sensitive nature, to people outside of one's family. We wish to reassure you that the University is fully supportive of apprentices in difficult circumstances and want to assist if at all possible. However, we are only able to do so if you bring these matters to our attention in a timely manner.

Further information on the University's extenuating circumstances and fitness to study policies are available on MyHallam under Rules and Regulations | Illness and Difficult Circumstances.

#### **4.5 Appeals, complaints, and student/apprentice conduct**

**a) Academic appeals:** Apprentices are able to appeal a decision by a Departmental Assessment Board, an Extenuating Circumstances Panel or an Academic Conduct Panel. An appeal can request a review of the decision reached by the board and information submitted in appeals is treated confidentially. You will not be disadvantaged as a result of making an appeal, provided it is made in good faith. The full policy and procedure for appeals are published on SHUSpace under Rules and Regulations | Appeals and complaints. Please note: all appeals should be submitted within 10 working days of the decision being available to you.

**b) Student/apprentice complaints:** The University also operates a formal complaints process to address concerns raised by apprentices. This process encourages early resolution by raising concerns locally with the member of staff most directly involved with the concern you have - this may be your module leader, course leader, academic adviser, or College Student Support team. Early resolution is taken to mean the concern is addressed by agreement with appropriate staff without the need to submit a Student Complaint Form. Complaints will be dealt with promptly and sympathetically with respect for your privacy and confidentiality. The detailed process and guidance on making a formal complaint is published on MyHallam under Rules and Regulations | Appeals and complaints.

**c) Apprentice conduct:** The University recognises that the vast majority of its students behave in a responsible manner and meet the expectations of the Code of Conduct for students. However, on occasions a small minority behave in ways which cause harm to the University, its students or its staff, or the public. In these cases, it is the responsibility of the

University to take action under its Disciplinary Regulations in order to protect the University community and the University's reputation. These regulations are also published on MyHallam under Rules and Regulations | Conduct and discipline.

Further information and advice is available from your College Student Support team. In addition, the Students' Union Advice Centre will also provide free, confidential, and independent advice and support to apprentices.

### **What previous students on our other programmes said about their course:**

'The apprenticeship means that my career is not determined by decisions I made when I was younger. I've been given the opportunity to use my life experience as a tool to help others via occupational therapy.'

'The staff are really approachable, enthusiastic and will go out of their way to help. The course has focused on our employability and given us opportunities to improve this.'

'The team is exceptionally committed to occupational therapy and to equipping us for practice so that we can support our patients effectively and innovatively. I'm proud to have trained here. Thank you'

'The staff are supportive and passionate about occupational therapy and have inspired me to follow my own path in OT.'

The staff are enthusiastic in teaching the course. Having lectures and workshops with service users has been insightful and a useful learning experience.

'The tutors are lovely and will help you in any way they can. And I've really enjoyed being part of Hallam University.'

'Being able to experience and learn so much in a short amount of time has been incredible.'

'Opportunities for practice placements really reinforce theory learning in university and give chance to put in practice.'

'The course introduced me to so many learning opportunities and also gave me freedom to plan and direct my own learning.'

'During the course, I have found placement a valued part of the course to build core skills for practice. The extended scope placement has been incredibly beneficial for skill building and also identifying OT role in non-traditional areas.'

'It is inspiring being taught by people who are so passionate about what they do. The last three years have been a thoroughly positive experience and all I have learnt will remain with me throughout my career.'

'All the modules taken in this course have been relevant to my lifelong learning and teaching has been really effective and creative. The support from my personal tutor and others has helped me develop my own communication style and built on my confidence.'

'Service users and practicing clinicians involved in course content and teaching, providing real life scenarios.'

'I have received excellent support from staff, and I think the quality of the teaching is excellent'

