Programme Specification

# 1. Key Information

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| **Programme Title:** | BSc (Hons) Occupational Therapy Integrated Degree Apprenticeship ST0517 |
| **Awarding Institution:** | Buckinghamshire New University |
| **Teaching Institution(s):** | Buckinghamshire New University |
| **Subject Cluster:** | Allied Health & Advanced Practice |
| **Award Title (including separate Pathway Award Titles where offered):** | BSc (Hons) Occupational Therapy |
| **Pathways (if applicable)** | N/A |
| **FHEQ level of final award:** | 6 |
| **Other award titles available (exit qualifications):** | * Certificate of Higher Education in Health Care Studies (CertHE) – (Not eligible to apply for HCPC registration) * Diploma of Higher Education in Health Care Studies (DipHE) (Not eligible to apply for HCPC registration) * Bachelor of Science Health Care Studies (Not eligible to apply for HCPC registration) |
| **Accreditation details:** | * Health and Care Professions Council (HCPC) approval * Royal College of Occupational Therapists (RCOT) accreditation |
| **Length of programme:** | 3 years |
| **Mode(s) of Study:** | Full time |
| **Mode of Delivery:** | Work-based learning |
| **Language of study:** | English |
| **QAA Subject Benchmark(s):** |  |
| **Other external reference points (e.g. Apprenticeship Standard):** | * HCPC Standards of Education (2017) * HCPC Standards of Proficiency Occupation Therapy (2022) * Learning and Development Standards for Pre-registration Education, RCOT (Revised, 2019) |
| **Course Code(s):** |  |
| **UCAS Code(s):** |  |
| **Approval date:** | October 2023 |
| **Date of last update:** |  |

*Note: in this document the terms 'apprentice' and 'learner' are used interchangeably.*

# 2. Programme Summary

The BSc (Hons) Occupational Therapy Integrated Degree Apprenticeship is a three-year undergraduate integrated apprenticeship degree programme. The programme has been designed to align with the skills, requirements, and standards set out by the regulator, the Health and Care Professions Council (HCPC), the Royal College of Occupational Therapists (RCOT) and The Apprenticeship Standard's Knowledge, Skills and Behaviours (KSBs) (Institute for Apprenticeships & Technical Education ‘IfATE’, 2023). Successful completion will enable you to apply to register as an occupational therapist with the Health Care Professions Council and to become a professional member of the Royal College of Occupational Therapists.

The programme enables you to develop a strong professional identity as an occupational therapist and to understand the importance of occupation to the health and well-being of individuals, families and communities. The programme prepares you to think creatively, analyse complex situations effectively to develop tailored and innovative interventions based on occupation in order to facilitate therapeutic change and transformation.

Occupational therapy graduates must recognise and respond to a diverse and challenging service context in which traditional health and social care and associated professional roles are rapidly changing in response to broader political, social, economic and demographic changes. To ensure competence there is an obvious need to support these changes through contemporary and innovative evidence-based occupational therapy education.

This programme will provide the key knowledge and skills to achieve what is both required and expected within the contemporary health and care setting and uses a modern and innovative integrated blended learning approaches to teaching and learning, including simulation, lectures, seminars, group activities and learner-centred approaches using technology to support face-to-face teaching requiring university attendance, virtual access and attendance at clinical practice placement.

To further ensure each individual is deemed clinically competent, clinical placements will be undertaken throughout the length of the programme. Apprentices will receive guidance and support throughout their learning journey from the Apprenticeship Hub through regular reviews and contact. As a graduate from the programme, you will be equipped with the knowledge, skills and attitudes/values commensurate with occupational therapy practice. In addition, you will be a reflective, evidence-based practitioner with potential leadership skills and the ability to promote the unique features of the profession in a modernising health and social care arena.

There is a dedicated space on the Virtual Learning Platform to facilitate communication between the apprentices and the programme team. Blended learning supports digital literacy development, which is essential for working in the current and future health and social care environments.

Professional competence and clinical skills will be addressed during the programme through simulated skills sessions, workshops, problem-based learning and practice-based learning (practice placements) within the local NHS Trusts, independent healthcare providers, social care and education settings. Practice-based learning will provide real experience into the role of the occupational therapist and the range of their scope of professional practice.

# 3. Programme Aims and Learning Outcomes

## Programme Aims

This programme aims to:

1. Produce a graduate who fulfils the requirements to be eligible to apply for registration with the Health and Care Professions Council (HCPC) as an occupational therapist.
2. Provide a stimulating, and academically sound education, enabling graduates to practice within a complex environment effectively, flexibly, and responsively as competent occupational therapists.
3. Develop the skills of critical thinking, professional reasoning and a research informed evidence-based approach to the application of high quality contemporary occupational therapy practice.
4. Produce graduates who are resilient and have the skills of accountability, leadership, entrepreneurship, enterprise and innovation to drive the profession and healthcare forward.
5. Enable graduates to reflect on their practice and exercise professional autonomy following legislation, policies, procedures, and best practice.

## Programme Learning Outcomes

### Knowledge and Understanding (K)

On successful completion of the programme you will be able to:

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| ID | Learning Outcome |
| K1 | Demonstrate a sound understanding of human anatomy, physiology, psychology and sociology, relating these to participation in everyday occupation. |
| K2 | Discuss the relationship between occupation, health and well-being and the factors that facilitate or challenge participation in occupations. |
| K3 | Evaluate the health and social care systems, policy, legislation priorities for the enhancement of occupational therapy services. |
| K4 | Critically discuss the impact of occupational disruption in relation to the occupational performance of individuals, groups and communities, and the value of restoring opportunities for participation in occupation. |
| K5 | Synthesise theories from occupational science and other relevant bodies of knowledge to form the foundation of reasoned professional practice. |

### Analysis and Criticality (C)

On successful completion of the programme you will be able to:

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| ID | Learning Outcome |
| C1 | Critically analyse relevant theoretical frameworks and concepts acknowledging the importance of occupation and participation to the well-being of individuals groups and communities. |
| C2 | Enhance practice through skills of analysis in complex human performance where occupational barriers exist. |
| C3 | Critically reflect upon contemporary theoretical perspectives which provide the underpinning knowledge base for professional practice recognising the importance of participation and occupation. |
| C4 | Critically reflect on and understand the underpinning knowledge necessary to work effectively with individuals with occupational needs. |
| C5 | Analyse health and well-being through the application of occupational science to individuals, groups and communities. |

### Application and Practice (P)

On successful completion of the programme you will be able to:

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| ID | Learning Outcome |
| P1 | Apply critical thinking and leadership skills to support occupational therapy practice, encourage self-development and to promote service improvement. |
| P2 | Critically evaluate and synthesise research, demonstrating the ability to use research to enhance clinical practice. |
| P3 | Communicate in a professional and effective manner with service users, colleagues, and others in accordance with professional standards. |
| P4 | Demonstrate an ability to work in and deliver inclusive, accessible, culturally relevant occupational therapy with complex individuals, groups and communities |
| P5 | Demonstrate comprehensive, systematic occupational therapy assessment skills maintain clear, accurate and complete records. |

### Transferable skills and other attributes (T)

On successful completion of the programme you will be able to:

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| ID | Learning Outcome |
| T1 | Evaluate your own learning needs and plan your own continuing professional development. |
| T2 | Demonstrate the essential skills of negotiation, engagement and facilitation to allow effective team working and partnerships with colleagues, other health and social care professionals, service users, carers and their families to promote participation, health and well-being. |
| T3 | Recognise own values, principles and assumptions and develop self-awareness establishing a non-judgemental and anti-discriminatory attitude, which is sensitive to the values and interests of others. |
| T4 | Demonstrate problem solving skills, critical thinking skills and professional judgement in routine and complex, unpredictable and challenging situations. |
| T5 | Practice as a reflective, critical, evaluative and evidence-based occupational therapist with the entrepreneurial skills required to obtain and further develop employment in traditional or role emerging settings. |

## Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility, and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, face-to-face teaching will utilise teaching equipment and spaces as required, to support practice skills learning within the context of ethical responsibility. Professional competence and practice skills will be addressed during the programme through practical skills sessions, simulated practice, workshops, and problem-based learning with multimedia resources to support reflection. Service users are integral to the programme and will be invited to provide their perspectives on the practice environment. This will be further supported by online content and a minimum of 1000 practice placement hours (approximately 30 weeks). Through project work the attributes of leadership and creativity are fostered and an innovative approach to problem-solving is acquired.

# 4. Entry Requirements

The University's [general entry requirements](https://bucks.ac.uk/applying-to-bucks/general-entry-requirements) will apply to admission to this programme with the following additions:

* 5 GCSE's including Maths, English and a Science at grade 4 / C or above or equivalent

**and**

* 120 -136 UCAS tariff points (e.g. 3 A Levels at grades BBB or above)

**or**

* BTEC Level 3 extended diploma (before 2010 known as BTEC national diploma level 3) DMM in a health-related subject

**or**

* Foundation degree/diploma (or similar), 120 credits

**or**

* International Baccalaureate (26 points)

**or**

* Access to Higher Education course in Science, Health, Social Care or similar (60 credits, of which 45 credits will be at Level 3, including 30 at distinction grade and 30 at merit grade).
* Practical experience relating to occupational therapy, such as shadowing, work, access to virtual practice-based learning (placements) or healthcare work experience. It is recognised that it may be difficult for the prospective apprentice to gain access to appropriate practice experience.
* For apprentices whose first language is not English, there is a requirement to achieve an IELTS tariff of 7 with no individual component below 6.5. This falls in line with the recommendations of the HCPC.
* Satisfactory completion of an Enhanced Disclosure from the Disclosure Barring Service (DBS).

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and/or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](https://www.bucks.ac.uk/current-students/registry-helpdesk-and-academic-advice/managing-your-studies/credit-accumulation) (APL) process.

Applicants who do not fit the typical entry requirements will be considered on an individual basis. In this situation evidence of recent study to A level standard (level 3) alongside a profile of longstanding relevant health or social care experience. Applicants with a previous degree will be considered on an individual basis.

This programme is intended for applicants wishing to become registered occupational therapists identified through an interest in health and social care settings. The entry requirements will include:

* assessment of applicants through a values-based recruitment process based on an interview
* assessment of literacy, numeracy and basic computer skills
* evidence of achievement and/or ability to study at the required academic level
* Apprentices must be in a clinically appropriate role

At interview, applicants will be expected to demonstrate:

* the appropriateness of the programme for their career aspirations
* their awareness of the nature of occupational therapy (those who have no health or social care experience)
* their awareness of the academic, practice and professional requirements of the programme

This will be undertaken during recruitment and selection with professional practice partners and academic staff from within the institute.

Applicants with Disabilities

We take seriously our obligation to make reasonable adjustments to ensure that all learners with disabilities can successfully complete their studies. All applicants will be assessed based on the criteria outlined here regardless of any disability. If you declare a disability, we will invite you to work with us to explore how best we can support your studies.

Additional Apprentice Requirements

There are some specific requirements related to the apprenticeship route listed below. Due to the intense nature of study, it is **strongly recommended** that the achievement of this is completed prior to the start of the programme. This programme is suitable for people already employed within a healthcare environment and who have the support for further development by their employer.

* Apprentices must be employed by a healthcare provider and have a contract signed prior to commencing the programme.
* Evidence of recent academic learning.
* Successful performance at interview.
* Maths and English: Apprentices must normally have either minimum of Level 4/grade C GCSE Maths and English or equivalent such as Functional Skills/ key skills or adult literacy and numeracy at Level 2 in Maths and English prior to commencing the programme. Where this is not the case, the individual apprentice must achieve this within the first year of the programme, supported by their employer with the university functional skills provider.
* Apprentices without Level 2 English and Maths will need to achieve this level during the first year of their course and evidence this prior to completing the end-point assessment. For those with an education, Health and Care Plan (EHCP) or a legacy statement, the apprenticeship English and Maths minimum requirement is Entry Level 3 and British Sign Language qualification is an alternative to English qualifications for whom this is their primary language.
* All apprentices take an online initial assessment - Basic Key Skills Builder (BKSB) to assess and develop skills in English and maths to support functional skills requirements—something all apprentices must achieve before taking their End Point Assessment (EPA).
* The apprentice must meet the 15 standards as set out in the [Care Certificate](https://www.skillsforhealth.org.uk/info-hub/category/the-care-certificate/). Apprentices would normally have completed the Care Certificate prior to commencing the programme. However, it is possible to complete this within the first year of commencing an apprenticeship. This will be arranged by their employer.

Admission requirements

Under UK Government rules, Degree Apprentices must be employed for a minimum of 30 hours per week and must have the right to live and work in the UK (applies only in England). A Degree Apprentice cannot be self-employed. The employer must enter into an Apprenticeship Agreement with the learner.

All candidates must be employed in a role related to the subject matter of the Integrated Degree Apprenticeship and be sponsored by their employer. Applications can only be made through the sponsoring employer. The University will consider all such applications and will have the final decision on whether to accept the candidate for entry to the programme.

Pre-enrolment checks

A satisfactory occupational health assessment will be required by all applicants prior to acceptance on the course. Candidates who fail the occupational health assessment will not be given entry onto the course. Please see further details in the applicant's guide on the University website.

Rehabilitation of Offenders Act 1974 (Exemption Orders 1975)

Admission to the occupational therapy degree programme is subject to the Rehabilitation of Offenders Act (1994) section 4 (2) Exemption Order 1975 and DHSS HC 88 (9) guidelines regarding child protection and police checks. All applicants are required as a condition of acceptance to satisfactorily complete a criminal record disclaimer form and give their permission for us to obtain an enhanced police check with the Disclosure and Barring Screening Service (DBS). Each year after that, learners are required to self-declare any police cautions or convictions before each practice education module.

As these training posts involve or may involve direct contact with people receiving health care, they are exempt from the provision of the above Act, and applicants are required to give details of all previous convictions, all cautions, warnings, binding-overs, or detentions by police, including any spent convictions. Failure to disclose is a serious breach of entry requirements. Progression prior to any year of study will be subject to a self-declaration form being completed by the learner relating to the above statement.

The DBS in the United Kingdom does not currently conduct overseas criminal record checks. Therefore, International applicants, those without British Citizenship and British Citizens with a significant period of overseas residency require a criminal record check or certificate of good conduct from their home/overseas country prior to entry onto the course. International applicants need to obtain a recent criminal record certificate from their home country and ensure that this is still valid by the date of enrolment in addition to the DBS requirements detailed above. A list of admissible certificates can be found on the UK Government website; <https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants.> Where an equivalent check is provided, applicants are required to complete an enhanced police check with the DBS a year later.

All modules are a core component of the programme. Previous study, professional and/or vocational experiences are not recognised as the equivalent learning experience. It does not permit exemption from studying certain modules in accordance with our [accreditation of prior learning](https://www.bucks.ac.uk/current-students/registry-helpdesk-and-academic-advice/managing-your-studies/credit-accumulation) (APL) process.

# 5. Programme Structure

Pathway 1 or stand-alone course

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| Level | Modules (Code, Title and Credits) | Exit Awards |
| Level 4 | **Core modules:**  Becoming a Professional - Integrated Degree Apprenticeship (20 credits)  Occupational Performance Across the Lifespan - Integrated Degree Apprenticeship (20 credits)  Professional Skill for Occupational Therapy Practice - Integrated Degree Apprenticeship (20 credits)  Principles of Occupational Therapy Practice - Integrated Degree Apprenticeship (20 credits)  Working with Older People - Integrated Degree Apprenticeship (20 credits)  Practice-Based Learning (Practice Placement) 1 - Integrated Degree Apprenticeship (20 credits) | **Certificate of Higher Education** (CertHE), awarded on achievement of 120 credits at Level 4  CertHE Health Care Studies (Not eligible to apply for HCPC registration) |
| Level 5 | **Core modules:**  Evidence-Based Practice in Occupational Therapy - Integrated Degree Apprenticeship (20 credits)  Professional Reasoning for Occupational Therapy Practice - Integrated Degree Apprenticeship (20 credits)  Working with People with Mental Health Conditions - Integrated Degree Apprenticeship (20 credits)  Working with Children and Young People - Integrated Degree Apprenticeship (20 credits)  Working with People with Complex Needs - Integrated Degree Apprenticeship (20 credits)  Practice-Based Learning (Practice Placement) 2 - I Integrated Degree Apprenticeship (20 credits) | **Diploma of Higher Education**(DipHE), awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5  DipHE Health Care Studies (Not eligible to apply for HCPC registration) |
| Level 6 | **Core modules:**  Engaging in Research and Evidence in Practice (Dissertation) - Integrated Degree Apprenticeship (40 credits)  Community Engagement - Integrated Degree Apprenticeship (20 credits)  Transition to Professional Practice - Integrated Degree Apprenticeship (20 credits)  The Entrepreneurial and Visionary Occupational Therapist - Integrated Degree Apprenticeship (20 credits)  Practice-Based Learning (Practice Placement) 3 (20 credits) - Therapist - Integrated Degree Apprenticeship | **Ordinary Degree**, awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5  Bachelor of Science Health Care Studies (Not eligible to apply for HCPC registration)  **Honours Degree**, awarded on achievement of 360 credits, including 120 credits at each of Levels, 4, 5 and 6 |

Opportunity modules:

A learner may choose, in addition to their core curriculum detailed above, 2 x 10 credit Level 4 or Level 5 Opportunity modules from the Opportunity module catalogue [www.bnu.ac.uk/oppmodules](http://www.bnu.ac.uk/oppmodules). These are extra-curricular and the completion of an Opportunity module will not contribute any credit value towards the calculation of the registered award.

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage, enabling the programme to respond to changes in the subject area.

# 6. Learning, Teaching and Assessment

## Learning and teaching

This programme adopts a progressive model of learning and teaching, which will support the apprentice to develop autonomy, so that by the end of their studies they will be adept, independent learners with the capacity to think critically, adapt to new situations and work effectively both alone and in teams. As the learner progresses through the programme they will be required to take more responsibility for their learning. The teaching and learning strategies employed will enable learners to take a life-long approach to their learning in order to learn from and through practice.

The development of learning materials and activities that scaffold learning across the different learning environments will enable the apprentices to focus on individual or complementary aspects of the curriculum. Our approach to learning aims to be continuously relevant to practice by utilising experienced service users, registered occupational therapists and other healthcare professionals. This will give apprentices access to a breadth of expertise across a wide variety of professional specialisms throughout the programme.

A blended learning approach is adopted throughout the programme for knowledge and skills acquisition and development. A range of different teaching and learning approaches are used, each designed to support the apprentices learning and development of subject expertise or competence. This includes face-to-face contact made up of practical workshops, seminars, tutorials, and problem-based learning in small groups. As well as face-to-face contact, some of the theoretical components will be delivered online via different mediums, including webinars, videos and discussion forums. A virtual learning environment (VLE) will support the apprentices with online learning content, resources and contemporary technologies enhancing traditional face-to-face teaching. Independent study will be expected under the guidance of the module leader. This will include wider reading, preparation for lectures and reading and planning to prepare for assignment submission.

Clinical skills are key aspects of this professional course and are developed through clinical observations, seminars, tutorials, practical classes, simulated practice, e-learning resources, and clinical practice-based learning (placements). The links between academic and clinical modules are consistently emphasised to enable learners to develop and transfer their knowledge and skills across all aspects of the programme.

Apprentices will be given the opportunity through structured practice-based learning (placements) to develop their knowledge, understanding and skills within the practice setting. This experience will also allow links to be made between theory and practice based on the content of the modules. To ensure apprentices gain the experience required to become competent occupational therapists, practice-based will take place across a variety of NHS Trusts, social care, and independent healthcare providers, including the voluntary sector and education settings within Buckinghamshire, Oxfordshire, Berkshire, London and the surrounding areas. The emphasis is on apprentices learning *through* practice and not learning *to* practise. Apprentices will be encouraged to accept responsibility for their own learning and practice within the confines of governance.

Throughout the programme, every learner will be allocated a personal tutor for their pastoral and academic needs in accordance with the University's personal tutor policy. The tutor will be available to meet with the learners when they are on campus. Also, telephone and online support will be available for every learner.

Content and Structure

Apprentices will be taught alongside the learners enrolled on the BSc (Hons) Occupational Therapy full-time (traditional route) programme. This is to ensure equity in learning and teaching experiences across both programmes. Both apprentices and learners enrolled on the traditional programme route can benefit from peer-to-peer learning and the sharing of experiences.

Interprofessional learning

Learners have opportunities for interprofessional learning (IPL) with learners from other programmes. Three weeks of IPL activities every term. This will include activities such as workshops, simulations, and service user involvement.

Practice Education

The University prides itself on strong links with practice partners. To ensure the programme remains current and responsive to the dynamic reformation of the NHS and social care, practitioners from our partner organisations will be invited to be involved in the delivery and ongoing enhancement of the programme. Our partners have been involved and will continue to be involved in the development of the curriculum, review and monitoring process, engagement in the joint working forum, clinical simulation sessions and the provision of patient pathways and patient scenarios for teaching and learning purposes. The learners will be supported further by practice colleagues, Practice Educators, Practice Supervisors, Mentors and link lecturers. See Programme Handbook.

Practice Placements (Practice-based Learning)

Placements (practice-based learning) will provide opportunities for learners to learn alongside Practice Educators, who will guide their learning and facilitate the development of practice skills. During practice placements, learners will be considered supernumerary to the workforce. Incorporated in the programme from a practice perspective, there will also be various allocations in a variety of settings to allow learners to gain insights into the overall care of patients and to match the evolving nature of practice and the changing healthcare landscape.

Placements are an essential part of the programme, and apprentices must complete a minimum of 1000 hours of practice placement attendance hours (and to meet the HCPC and RCOT requirements) and associated clinical practice assessment and pass all modules and the End-Point Assessment (EPA) to successfully pass the course.

There is one practice-based learning (practice placement) block in each year of the programme. Each clinical week consists of 37.5 hours of practice placement time, including a half-day self-study. The three practice placement modules are each 20 credits, and in Years 1, 2 and 3, apprentices will attend 10 weeks of placement in one block. The hours of clinical attendance in Years 1, 2 and 3 are 375 hours—a total of 1125 hours across the three years of the programme. In Year 1 of the programme, there is a 3-week Introduction to practice-based learning (practice placement). This is not credit-rated and will consist of 2 days of practice, 1 day of reflection and 2 days of simulated practice.

These study blocks are an integral part of the programme. The clinical practice study blocks undertaken by the apprentice are in a variety of practice areas across a variety of NHS Trusts, social care, and independent healthcare providers, including the voluntary sector and education settings within Buckinghamshire, Oxfordshire, Berkshire, London and the surrounding areas. Placements are organised in liaison with a placement coordinator and practice educator.

A dedicated Apprentiship Partnership Manager in the Apprentiship Hub with a Placement Administrator will do all placement-related administration. An allocated member of the Programme Team will act as a Placement Coordinator to oversee the administrative process, ensure that practice educators are up to date with relevant practice educator training, allocate Link Lecturers to apprentices before they go out on placement, and oversee apprentice support while they are on placement. The Placement Coordinator will also lead the pre- and post-clinical lectures. Throughout the placement, Link Lecturers will maintain regular contact with the Practice Educators, and they will visit the apprentices at least once in each placement. This will enable an effective line of communication for feedback regarding the apprentice's performance and ensure the smooth running and coordination of placements for the apprentices.

As occupational therapy apprentices are studying on a professional programme, they are required to sign a 'Student Practice Placement Agreement'. This degree allows apprentices to acquire the essential skills, knowledge and clinical competencies needed to work as an occupational therapist. To gain these and for BNU to be able to facilitate the acquisition of them, a working agreement, rules, and regulations that outline the roles and responsibilities need to be agreed upon.

Pre-clinical Immunisations: learners must have completed all relevant immunisations requested by the Practice Placement Coordinator and Occupational Health. Failure to complete the required Occupational Health requirements will result in a delay in attending practice placement. Continued failure to meet the requirement for immunisations will lead to the apprentices being referred to the Fitness-to-practice panel, which may ultimately withdraw the apprentices from the programme.

Pre-clinical Training

Mandatory clinical training consisting of moving and handling, basic life support and infection control will be delivered in preparation for practice placement attendance. Where an apprentice fails to attend the required training, their placement would be deferred. Usually, this will result in an extension of their programme duration except in cases of extenuating circumstances.

Attendance Requirements on the Programme: Apprentices are expected to attend at least 80% of each module's hours in line with similar programmes in the University and must complete a minimum of 1000 placement hours to successfully meet the clinical learning outcomes of the programme and the requirements of HCPC and RCOT. Attendance, both face-to-face and online sessions will be monitored.

Assessment

The Assessment and Examination webpages provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to apprentices, including our commitment to ensure this is provided to apprentices within 15 working days (the 'three-week turnaround').

A variety of assessment approaches will be used to balance the assessment methods and to promote different knowledge, skills and understanding whilst reflecting the content of the module. The mixed diet of assessments that address practical, intellectual and problem-solving challenges ensures that learners with different types of learning styles can be successful in this learning environment.

Assessment methods used on this programme include:

* Written examinations
* Oral assessments – individual and group
* Poster presentation
* Objective Structured Clinical Examination (OSCE)
* Written assignments

All modules will include online activities for apprentices to engage in, providing them with formative feedback on their work feeding forward into their summative assessments. Other forms of formative feedback include peer feedback, discussions, and in-class (face-to-face) interactions. The use of patient scenarios and the patient pathway will provide a suitable framework for learning and allow learners to demonstrate the application of theory to practice and vice versa. Feedback from exams will be provided to apprentices and will follow the university policy.

Formative assessment will provide learners with development advice and feedback to enable them to prepare for their summative work. It is essential to ensure that learners receive appropriate support throughout the learning process. To this end, we will employ various techniques to cater to diverse learning styles, including visual aids, hands-on activities, and interactive sessions.

Our programme will incorporate formative assessments that will be used to monitor the progress of learners in each session. We will use a range of formative assessment techniques, including observation, questioning, and feedback to ensure that learners are making progress towards meeting the objectives of each session.

To ensure that learning is taking place for all learners, we will provide differentiated support that meets the individual educational needs of each learner. We will use a variety of methods to differentiate instruction, including personalised learning plans, scaffolding, and the use of assistive technology.

Our programme will promote inclusion by adopting a learner-centred approach, providing opportunities for learners to collaborate and learn from each other, and providing a supportive and inclusive learning environment. We will encourage learners to actively engage in their learning process, taking ownership of their learning, and setting personal learning goals.

Learners will be given two attempts at the theoretical element of the module and the practice component of the module. There will be two progression points during the programme: completion of Level Four and again upon completion of Level Five. \*80% minimum clinical placement attendance is required within the programme and is monitored within the Practice Placement Document. The End Point Assessment cannot be accessed until all other modules have been successfully completed.

Assessments on the BSc (Hons) Occupational Therapy Integrated Degree Apprenticeship programme will have a pass mark of 40%. Condonement or compensation of failure in any module is not permitted.

Practice Assessment

Assessment of practice practice-based learning (placements) uses the Adapted Competency Based Fieldwork Education (CBFE) assessment tool. The apprentices' performance on placement will be assessed on placement by the Practice Placement Educator, who will liaise with other members of the team before grading the apprentice; the apprentices' assessment is 100% of the final module mark.

The apprentice is marked against the seven competencies outlined in the Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE-OT) (Bossers et al., 2007).

The seven competencies are:

1. Practice knowledge
2. Clinical reasoning
3. Facilitating change within a practice process
4. Professional interactions and responsibilities
5. Communication
6. Professional development
7. Performance management

Contact Hours

A full breakdown of contact hours can be found in individual module descriptors.

An academic week would usually involve face-to-face attendance on 2 weekdays, followed by self-directed study.

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| --- | --- | --- | --- |
| **Course Stage** | **Scheduled Activities (Hours)** | **Guided Independent Study (Hours)** | **Placement / Study Abroad / Work-based Learning (Hours)** |
| **Year One** | 299 | 701 | 375 |
| **Year Two** | 262 | 738 | 375 |
| **Year Three** | 202 | 798 | 375 |

A clinical placement week would typically consist of 37.5 hours within the clinical setting. This would be achieved through 5 days of attendance (Mon-Fri). Shifts are mainly day shifts that run from 08:00-18:00, although local variations can be seen within varied allocations.

As the learner journey develops from level four towards level six, the focus on independent study becomes greater and additional self-directed learning will be incorporated.

Within the delivery schedule, learners will gain a total of 35 weeks of delivery consisting of 10 weeks of academic content and 10 weeks of clinical placement. This will be delivered through a block of teaching, followed by a block of clinical placement. This can be broken down into 299 hours of academic delivery and 375 hours of clinical placement for each academic year.

Additional costs

There may be additional costs for travel to and from practice placements organised away from the apprentices' employer. Learners are responsible for their own travel, accommodation, and general living costs relating to placements. Learners are responsible for their own travel, accommodation, and general living costs relating to placements. There may be additional costs in regard to the specific clothing, materials or equipment required. The University will provide learners with a standard occupational therapy uniform for practice placement.

The University provides all learners who enrol with a comprehensive reading list and our extensive library holds either material or virtual versions of the key texts that are required to read. However, some learners may prefer to purchase some of these for themselves and learners will be responsible for that cost.

## Personal Development of Education Inspection Framework (EIF) requirements:

The philosophy of the Buckinghamshire New University's BSc (Hons) Occupational Therapy Integrated Degree Apprenticeship is predicated on a community of practice, with learners placed at the heart. The apprenticeship programme is designed in line with Education and Inspection Framework topics such as British Values, Safeguarding and Prevent, ensuring that learners are aware of these themes as well as university processes that provide support and keep our learners safe.

The programme is inclusive and celebrates diversity in the learner population. The School of Health and Social Care Professions is committed to supporting a diverse range of learners with different academic needs. Neurodiversity is well supported with individual learning needs addressed and reasonable adjustments made where appropriate. Improving literacy and numeracy are key objectives for our programme and are incorporated within the learning content through academic feedback and reviews.

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| **Continuous development of English and Mathematics** | | |
| English and mathematics are embedded throughout the programme with several key areas related to the instruction, support and assessment related to these elements. | | |
| **Module Code** | **Module Title** | **Evidence** |
| To be added after internal validation | Becoming a Professional - Integrated Degree Apprenticeship | Support and development of key tasks within the construction of the assessment and mandatory training will contribute to the development of English and academic skills, with additional technology-based approaches being adopted. |
| To be added after internal validation | Becoming a Professional - Integrated Degree Apprenticeship | Reflections related to the 15 Standards of proficiency for occupational therapists will contribute to the development of English and academic skills |
| To be added after internal validation | Evidence Based Practice in Occupational Therapy - Integrated Degree Apprenticeship | Support and development of key tasks in the assessment's construction contribute to the development of English and academic skills, with additional technology-based approaches being adopted. |
| To be added after internal validation | Professional Skills for Occupational Therapy Practice -  Integrated Degree Apprenticeship | Both the formative and summative assessments relating to measurement calculations will support the ongoing development of mathematics and will contribute to the development of English with additional technology-based approaches being adopted. |
| To be added after internal validation | Evidence Based Practice in Occupational Therapy - Integrated Degree Apprenticeship | The creation of an academic article critique is aimed to support the progression of academic skills and English. |
| To be added after internal validation | Engaging in Research and Evidence in Practice - Integrated Degree Apprenticeship | Collating relevant information and constructing the extended independent work will forge the previously acquired skills related to academic development and English. |
| To be added after internal validation | Professional Skills for Occupational Therapy Practice -  Integrated Degree Apprenticeship | Within this module, the consideration of English and mathematics will be considered in relation to the support of other learners undertaking the occupational therapy programme. |

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| **Inclusion and Diversity** | | |
| Inclusion and Diversity are embedded throughout the programme and supported within the academic and clinical settings. | | |
| **Module Code** | **Module Title** | **Evidence** |
| To be added after internal validation | Becoming a Professional - Integrated Degree Apprenticeship | Within this module, all areas related to mandatory training will be delivered, completed and assessed prior to commencing clinical placement |
| To be added after internal validation | Practice-based Learning 1 (Practice Placement 1) - Integrated Degree Apprenticeship | Inclusion and diversity are a core component of delivery and assessment within the clinical placement |
| To be added after internal validation | The Entrepreneurial and Visionary Occupational Therapist -  Integrated Degree Apprenticeship | Inclusivity and diversity are embedded within all core areas related to integrating leadership foundations. |
| To be added after internal validation | Professional Skills for Occupational Therapy Practice -  Integrated Degree Apprenticeship | Inclusivity and diversity are embedded within all core areas related to the integration of professional skills. |
| To be added after internal validation | Becoming a Professional - Integrated Degree Apprenticeship | Throughout the completion of the mandatory training, inclusion and diversity are linked to the Standards of proficiency for occupational therapists that will be reflected upon. |
| To be added after internal validation | Practice-based Learning 2 (Practice Placement 2) - Integrated Degree Apprenticeship | Inclusion and diversity are a core component of delivery and assessment within the clinical placement. |
| To be added after internal validation | Practice-based Learning 3 (Practice Placement 3) - Integrated Degree Apprenticeship | Inclusion and diversity are core components of delivery and assessment within the clinical placement. |
| To be added after internal validation | Principles of Occupational Therapy Practice - Integrated Degree Apprenticeship | Inclusion and diversity are core components of the delivery of learning and teaching within the principles of occupational therapy practice. |

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| **Embedding of Safeguarding** | | |
| The embedding of safeguarding is seen throughout the programme and is supported within both the academic and clinical settings. | | |
| **Module Code** | **Module Title** | **Evidence** |
| To be added after internal validation | Practice-based Learning 1 (Practice Placement 1) - Integrated Degree Apprenticeship | Safeguarding is a core component of delivery and assessment within the clinical placement. |
| To be added after internal validation | Becoming a Professional - Integrated Degree Apprenticeship | Within this module, all areas related to mandatory training will be delivered, completed and assessed prior to commencing clinical placement. |
| To be added after internal validation | Practice-based Learning 1 (Practice Placement 1) - Integrated Degree Apprenticeship | Safeguarding is a core component of delivery and assessment within the clinical placement. |
| To be added after internal validation | The Entrepreneurial and Visionary Occupational Therapist -  Integrated Degree Apprenticeship | Safeguarding is embedded within all core areas related to the integration of leadership foundations. |
| To be added after internal validation | Transition to  Professional Practice - Integrated Degree Apprenticeship | Throughout the completion of the Personal and Professional Development Plan (PPDP), safeguarding is linked to the Standards of proficiency for occupational therapists that will be reflected upon. |
| To be added after internal validation | Practice-based Learning 2 (Practice Placement 2) - Integrated Degree Apprenticeship | Safeguarding is a core component of delivery and assessment within the clinical placement |
| To be added after internal validation | Practice-based Learning 3 (Practice Placement 3) - Integrated Degree Apprenticeship | Safeguarding is a core component of delivery and assessment within the clinical placement |

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| **Embedding of Prevent** | | |
| Prevent is delivered as part of the mandatory training and reviewed within the Tripartite progress review meetings, which are held throughout the programme | | |
| **Module Code** | **Module Title** | **Evidence** |
| To be added after internal validation | Becoming a Professional - Integrated Degree Apprenticeship | Within this module, all areas related to mandatory training will be delivered, completed and assessed prior to commencing clinical placement. |
| To be added after internal validation | Becoming a Professional - Integrated Degree Apprenticeship | The Prevent training will be undertaken at the start of the academic year in line with the expected 2-year review. |
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| **Understanding of British Value** | | |
| **Module Code** | **Module Title** | **Evidence** |
| To be added after internal validation | Becoming a Professional -Integrated Degree Apprenticeship | Within this module, all areas related to mandatory training will be delivered, completed and assessed prior to commencing clinical placement. |
| To be added after internal validation | Becoming a Professional - Integrated Degree Apprenticeship | Reflections related to the 15 Standards of proficiency for occupational therapists will contribute to the fundamental concepts associated with British Values. |
| To be added after internal validation | The Entrepreneurial and Visionary Occupational Therapist -  Integrated Degree Apprenticeship | British values are embedded within all core areas related to the integration of leadership foundations. |
| To be added after internal validation | Practice-based Learning 1 (Practice Placement 1) - Integrated Degree Apprenticeship | British values are an embedded component of delivery and are observed within the clinical placement. |
| To be added after internal validation | Transition to  Professional Practice - Integrated Degree Apprenticeship | Throughout the completion of the Personal and Professional Development Plan (PPDP), British values are linked to the Standards of proficiency for occupational therapists that will be reflected upon. |
| To be added after internal validation | Practice-based Learning 2 (Practice Placement 2) - Integrated Degree Apprenticeship | British values are an embedded component of delivery and are observed within the clinical placement. |
| To be added after internal validation | Practice-based Learning 3 (Practice Placement 3) - Integrated Degree Apprenticeship | British values are an embedded component of delivery and are observed within the clinical placement. |

# 7. Programme Regulations

This programme will be subject to the following assessment regulations:

* Academic Assessment Regulations

Additional programme specific regulations:

* All modules are non-condonable
* Modules cannot be trailed between academic progression points/years
* All assessments must be successfully completed and are non-compensable
* In order to be awarded your apprenticeship you must pass all of the modules on the programme and meet the HCPC and RCOT standards.
* Apprentices on this programme are required to complete a minimum of **1000 hours** of practice-based learning (practice placement) across the three years of the programme prior to completion of their studies.
* Apprentices who fail to meet the standard expected by the Student Code of Conduct or the Standards of Conduct, Performance and Ethics (HCPC, 2016) for Students may be subject to Fitness to Practise proceedings and suspension/removal from the programme.
* Practice partners may withdraw support from any apprentice who does not demonstrate professional behaviour or adherence to the Standards of Conduct, Performance and Ethics (HCPC, 2016). This would normally result in a suspension from practice learning, pending completion of an investigation by the University and/or practice partner.
* The Student Code of Conduct, or the Standards of Conduct, Performance and Ethics (HCPC, 2016) are being assessed in all modules and at all stages of the course – failing to adhere to the Student Code of Conduct, or the Standards of Conduct, Performance and Ethics (HCPC, 2016) may result in students being suspended or withdrawn from the programme, or not progressing to the next academic stage.
* Learners who fail a practice-based learning component on substantiated grounds of fitness to practise concerns will be denied a retrieval attempt (RCOT Standard 6.4.1).
* Completed hours of a failed practice-based learning component do not count towards the overall minimum requirement of 1000 hours practice-based learning hours (RCOT Standard 6.4.2).
* Learners are withdrawn from the course if they fail their second attempt at any practice-based learning component (RCOT Standard 6.4.3).
* Learners are prevented from progressing in the course if they fail their first attempt at consecutive practice-based learning components (RCOT Standard 6.4.4).
* All assessments within the course leading to eligibility to apply to register as an occupational therapist with the HCPC must be successfully completed (i.e. no compensation of assessment is permitted) (RCOT Standard 4.11.1).
* For learners in apprenticeship pre-registration courses, practice-based learning must be undertaken outside the learner’s own work setting, ideally outside their employer’s organisation (RCOT Standard 5.2.4).

*For example, a student may have achieved 120 credits at Level 4. However, serious concerns about their adherence to the Student Code of Conduct, or the Standards of Conduct, Performance and Ethics have been noted in practice and by University staff. Progression to Level 5 may be withheld, pending a full determination of the students' professional behaviour.*

# 8. Support for learners

The following systems are in place to support you to be successful with your studies:

* The appointment of a personal tutor to support you through your programme
* Allocation of an Apprenticeship Partner Manager (APM) or the Apprenticeship Reviewer (AR) who will carry out tripartite reviews with you and your employer to support your journey and progression. The APM/AR will work as a mentor/coach to develop your knowledge, skills and behaviours that will be evidenced in your online reflective journal (Aptem)
* A programme handbook and induction at the beginning of your studies
* Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
* Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
* Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
* Academic Registry staff providing general guidance on University regulations, exams, and other aspects of apprentices and course administration
* Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
* Support from the Bucks Students' Union, including the Students' Union Advice Centre, which offers free and confidential advice on University processes.
* Apprenticeship Partnership Managers will be designated and are responsible for a designated caseload of apprentices on a particular apprenticeship programme to act as key point of contact for and between the apprentice, academic team, Apprenticeship Hub, and the designated employer(s)
* Information, Advice and Guidance will also be provided for career progression purposes
* Regular Tripartite progress meetings\*

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| \*Tripartite progress review meetings take place regularly throughout the apprenticeship, and they are usually held every term or 12 weekly intervals.  At tripartite progress review meetings, the apprentice, their employer and the University representative Apprenticeship Partnership Manager (APM) and the Apprenticeship Reviewer- (AR) formally meet to assess progress.  At tripartite progress review meetings, the apprentice, their employer and the University representative Apprenticeship Partnership Manager (APM) and the Apprenticeship Reviewer (AR) formally meet to assess progress. The review meetings will track progress against the Knowledge, Skills and Behaviours (KSB) gained during an apprenticeship programme, both in terms of their academic programme and work-based learning (Skills Training). They provide an opportunity to agree any changes required to the apprentice's learning plan and identify any actions needed to ensure the success of the apprenticeship. |
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# 9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

* Formal feedback questionnaires and anonymous module 'check-ins'
* Participation in external surveys
* Programme Committees, via appointed student representatives
* Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

* An initial event to approve the programme for delivery
* An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
* The Annual Monitoring process, which is overseen by the University's Education Committee
* Review by the relevant PSRB(s)
* Periodic Subject Review events held every five years
* Other sector compliance and review mechanisms

# 10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

* The Framework for Higher Education Qualifications (FHEQ)
* The PSRB Standards of Proficiency (SoP) for Occupational Therapy (HCPC, 2022)
* Learning and Development Standards for Pre-registration Education, (RCOT, Revised Edition 2019)
* The Apprenticeship Standard
* The BNU Qualifications and Credit Framework
* The BNU Grading Descriptors
* The University Strategy, Thrive 28

## 11. Degree Apprenticeships

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| **Apprenticeship Standard:** | |
| **End Point Assessment (EPA):** | **Integrated EPA: Integrated into the design and assessment of this Degree Apprenticeship** |

Degree Apprenticeships combine university study and work-based learning to enable apprentices to gain a full master's or bachelor's degree qualification. This provision of an academic degree is integrated with experience, practice and learning in the workplace. An apprentice has paid employment status and does not pay any training costs or learner fees. Degree Apprenticeships are co-designed by employers ensuring that apprentices are equipped with the skills employers need and for their own future career.

## The Standard and End Point Assessment Plan (EPA) – Integrated

As well as on programme training and assessment, all apprenticeship standards must contain an end-point assessment (EPA).

Apprentices must undertake an end-point assessment, which is a synoptic assessment of the knowledge, skills and behaviours that have been learnt throughout the apprenticeship.  For integrated EPAs, the training provider must be on the Register of End Point Assessment Organisations (RoEPAO) and approved to undertake the EPA. The assessment's purpose is to ensure the apprentice meets the standard set by employers and is fully competent in the occupation. It is taken by apprentices at the very end of the on-programme phase of training when their employer and training provider is satisfied that they have met the "gateway" criteria to undertake the assessment. Integrated end-point assessments are graded, and the academic qualification and apprenticeship certificate is only awarded after the end-point assessment is successfully completed.

To meet the minimum requirements set out in the apprenticeship standard, an apprentice needs to:

* Display occupational competency
* Have evidence of or pass functional skill level 2 in English and Maths
* Complete mandatory training
* Take any qualifications set out in the standard
* Meet the minimum duration for their apprenticeship training

An integrated end-point assessment must be administered by an independent assessor supplied by an appropriate organisation, Register of End Point Assessment Organisations (RoEPAO) and must not have been involved in on-programme delivery of the apprenticeship.

# Mapping of Programme Learning Outcomes to Modules

| **Programme Learning Outcome** | **Knowledge and understanding (K)** | | | | | **Analysis and Criticality (C)** | | | | | **Application and Practice (P)** | | | | | **Transferable skills and other attributes (T)** | | | | |
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| **Module Code (Core)** | **K1** | **K2** | **K3** | **K4** | **K5** | **C1** | **C2** | **C3** | **C4** | **C5** | **P1** | **P2** | **P3** | **P4** | **P5** | **T1** | **T2** | **T3** | **T4** | **T5** |
| **Level 4** | | | | | | | | | | | | | | | | | | | | |
| Becoming a Professional - Integrated Degree Apprenticeship |  |  | x |  |  |  |  |  | x |  |  |  | x |  |  | x |  |  |  | x |
| Occupational Performance Across the Lifespan - Integrated Degree Apprenticeship | x | x |  | x |  |  |  | x | x |  |  |  | x | x |  |  |  | x |  |  |
| Professional Skills for Occupational Therapy Practice - Integrated Degree Apprenticeship |  |  |  |  | x |  | x |  |  |  |  | x | x |  | x |  | x | x |  |  |
| Principles of Occupational Therapy Practice - Integrated Degree Apprenticeship |  | x |  |  | x | x |  | x |  |  |  |  |  | x |  |  |  | x |  |  |
| Working with Older People - Integrated Degree Apprenticeship | x |  |  | x |  | x | x |  |  | x |  |  | x |  |  |  | x | x | x |  |
| Practice-based Learning 1 (Practice Placement 1) - Integrated Degree Apprenticeship | x | x |  | x |  |  | x |  | x | x |  |  | x | x | x | x | x |  | x |  |
| **Level 5** | | | | | | | | | | | | | | | | | | | | |
| Evidence Based Practice in Occupational Therapy - Integrated Degree Apprenticeship |  |  |  |  |  |  |  | x |  | x |  | x | x |  |  |  | x |  |  | x |
| Working with People with Mental Health Conditions - Integrated Degree Apprenticeship | x |  |  |  |  | x | x |  |  | x |  |  | x |  |  |  | x | x | x |  |
| Professional Reasoning for Occupational Therapy Practice – Integrated Degree Apprenticeship |  |  |  |  | x |  |  | x |  | x | x |  |  | x |  |  | x |  | x |  |
| Working with People with Complex Needs – Integrated Degree Apprenticeship | x |  |  | x |  | x | x |  |  | x |  |  | x |  |  |  | x | x | x |  |
| Working with Children and Young People – Integrated Degree Apprenticeship | x |  |  | x |  | x | x |  |  | x |  |  | x |  |  |  | x | x | x |  |
| Practice-based Learning 2 (Practice Placement 2) – Integrated Degree Apprenticeship | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| **Level 6** | | | | | | | | | | | | | | | | | | | | |
| Engaging in Research and Evidence in Practice – Integrated Degree Apprenticeship |  |  |  |  |  |  |  |  |  | x |  | x | x |  |  |  |  |  |  |  |
| Community Engagement – Integrated Degree Apprenticeship |  |  |  | x |  | x | x |  |  |  | x |  | x |  |  |  | x | x | x |  |
| Transition to Professional Practice – Integrated Degree Apprenticeship |  |  | x |  |  |  |  | x |  |  | x | x |  | x |  | x |  | x |  | x |
| The Entrepreneurial and Visionary Occupational Therapist – Integrated Degree Apprenticeship |  |  | x |  |  |  |  |  |  | x | x | x |  |  |  |  | x | x | x | x |
| Practice-based Learning 3 (Practice Placement 3) – Integrated Degree Apprenticeship | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |