



# Occupational Therapy Degree Apprenticeship

Practice Educator

Briefing

Updated 2025

Link to the Recorded presentation [Click here](#)



# Aims of the briefing

## **1. To Understand the Structure and Process of UWE OT Apprentice Placements:**

- 1. To Understand the role and responsibilities of the UWE OT Practice Educator**
- 2. To be able to use the learning contract for learning and assessment**
- 3. To know how to access support and training**




# Lots of information...

Just google 'UWE Practice Support Net'

- The [UWE Practice Support Net](#) is there to help and can be accessed using this link or Google
- Follow 'Programme Guidance' to get to the OT Apprenticeship Programme information.
- Please be aware this differs from the full-time programme so please make sure you go to the right pages.





# BSc (Hons) Applied Occupational Therapy

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## 4 years full time

- Level 4: Exploring Occupation
- Level 5: Valuing Occupation
- Level 6: Promoting Occupation

## 3 Placements – 1000 hours

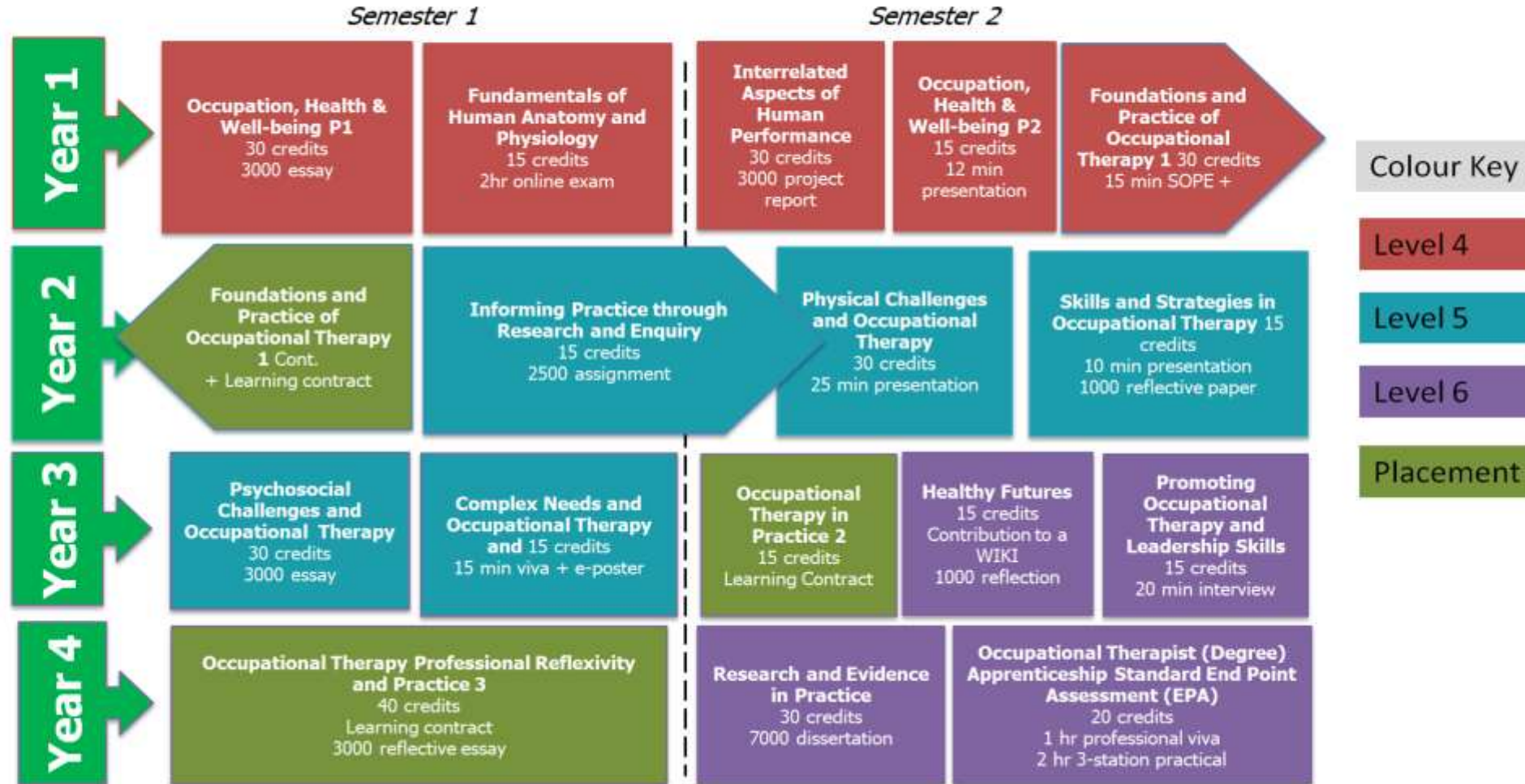
- Placement 1: 9 weeks
- Placement 2: 10 weeks
- Placement 3: 11 Weeks



# BSc Applied Occupational Therapy

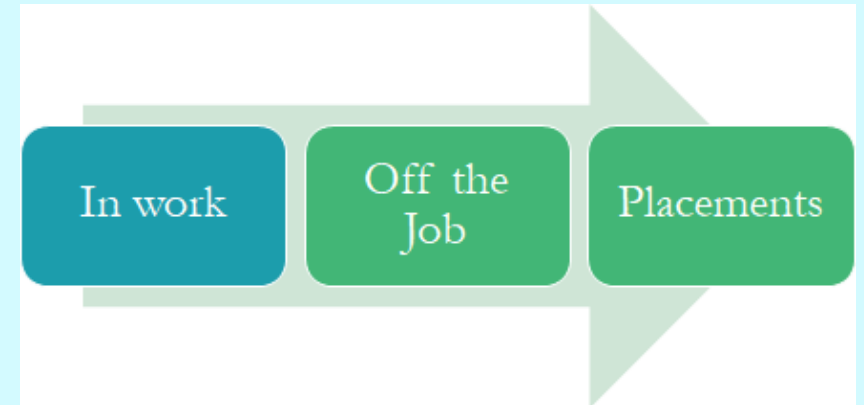


## Student Journey



# Teaching and Learning

- **IN WORK**
- Building a portfolio of evidence, linked to the knowledge, skills and behaviors with support of workplace **assessor and mentor**.
- **OFF THE JOB Academic learning**
- 2 days per week in term time Achievement and **Assessment of 340 credits** – Leading to the **20 credit** end point assessment.
- **Placements**





# Placement Hours and Study

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- Full time although some apprentices are on a 30 hour per week contract
- Normal office hours usually - can include shift patterns not expected to work weekends
- 3.5 hours per week (pro rata) of placement related study that count towards their placement hours.
- Sickness /Absence Reporting
- Students also have an assignment to complete for OTP3

# Placement Process

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UWE will inform each region of the number and type of placements required.  
Employers then source the placement.

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UWE monitors allocation for quality assurance and to ensure it meets RCOT and HCPC standards.

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Apprentice will contact the placement to initiate relationship and gather information.

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Start the placement

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Apprentice arranges midway tutorial (ideally on MS TEAMS)

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Apprentice submits draft learning contract for moderation

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Midway tutorial discussion

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Completion of learning contract work

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PE sign off learning contract, hours record and write final report

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# What is the Role of the Practice Educator?

What qualities do successful Practice Educators need?

Do you recall what qualities you appreciated in your Practice Educators?



# What qualities do successful practice educators need?





# PE Responsibilities....

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1. Understand the learning outcomes (placement competencies)
2. Understand the apprentice's needs / experience / motivations
3. Induct the apprentice to the placement setting
4. Monitor, facilitate and guide learning opportunities
5. Provide regular weekly supervision
6. Support and approve the writing of the learning contract
7. Continually assess and provide feedback to the apprentice
8. Participate in a midway tutorial
9. Sign off the learning contract and hours record
10. Write a final report

How can you ensure that a student experiences the most from your setting?

What do you think Occupational Therapy apprentices need to learn?

What opportunities are there in your placement setting to support learning?



# The Placement Competencies



Each of the three placements OTP1, OTP2 or OTP3 have a distinct set of placement competencies that the apprentice must meet to pass the placement.



These are available to view on the Practice Support Net



Check which placement your apprentice is completing and ensure you familiarise yourself with the relevant placement competencies. Think about how these can be addressed in your setting



The placement competencies are written in such a way that they can be applied and interpreted to be applicable to any setting



Each placement builds on the knowledge skills and behaviours of the last placement.

# Access plans

- Apprentices encouraged to share with PE
- Reasonable adjustments may be required to support learning
- Apprentices with Specific Learning Disabilities may require general adjustments
- Useful guidance found here: [Guidance for students with specific learning difficulties](#)



# The Learning Contract

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- Is an assessment tool for all placements allowing all the UWE, HCPC and RCOT approved set learning outcomes to be achieved
- Considers individual placement settings and the apprentice's previous learning and their personal goals
- It is negotiated and agreed
- Is a professional document and the basis on which the apprentice's performance on placement is mutually understood and assessed.
- The apprentice has the responsibility for writing-up, however you must input and agree to the contents
- It is the tool by which you pass or fail the apprentice

# The Learning Contract- Based on Theories of Adult Learning

- Adults learn best when they take ownership of their own learning
- They are aware of their learning style & the methods by which they learn
- Adults need to know why they need to learn something.
- Acknowledges the learner's previous learning & experience & the importance of relating new learning to current knowledge base
- Apprentices at UWE take responsibility for their own learning through Problem Based Learning (PBL) and the use of learning contracts



Analyse  
learning  
needs and  
opportunities  
available

Discuss  
with  
student

Initial Draft  
Contract  
written and  
discussed  
with PE

Submitted to  
UWE for  
moderation  
and approval  
By week 3

Weekly  
review of  
LC and  
criteria

Final  
signing  
off

Stages in Writing a Learning Contract

# BSC (HONS) APPLIED OCCUPATIONAL THERAPY PRACTICE PLACEMENT LEARNING CONTRACT

<b>Learning Needs</b> What do I need to learn?	<b>Identify related P.C's by number</b>	<b>Learning Resources and Strategies</b> How can I best learn and integrate this? What resources are available to me?	<b>Criteria for evaluation.</b> How will we know when I have learned what I have needed to learn? What will I be able to do that I can't do now?	<b>Supporting Evidence</b> (location and type)
Pass/Fail			Practice Educator Signature	
Pass/Fail			Practice Educator Signature	

# Sample Learning Contract



## BSc (Hons) Occupational Therapy Practice Portfolio

<b>Learning Needs:</b> <b>What do I need to learn?</b>	<b>Related PCs by number:</b>	<b>Learning Resources and Strategies:</b> <b>How can I best learn and integrate this?</b>  <b>What resources are available to me?</b>	<b>Criteria for evaluation:</b> <b>How will we know when I have learned what I need to learn? How will the Practice Educator evaluate my abilities?</b>	<b>Supporting Evidence:</b> <b>Location and type</b>
To demonstrate safe and effective professional practice, including all forms of appropriate communication and organisational skills, when working in an acute health setting.	1	Local policies and procedures HCPC standards of proficiency for OTs and RCOT guidance on professional conduct and ethics Relevant NICE guidelines ( <i>give specifics</i> )	Demonstrated safe and effective professional practice throughout placement including organisation, time keeping, confidentiality, and all forms of communication.  Worked within the standards of proficiency set out by HCPC and adhered to local policies and procedures throughout placement.  Wrote and uploaded service user notes written to a professional standard.  Above as deemed competent by PE.  <b>Timeframe: Throughout the placement</b>	Patient notes Supervision notes  Feedback from staff in written form e.g. in supervision notes / emails

Pass/Fail (please indicate)

Practice Educator Signature:

# Criteria for Evaluation

You will be passing or failing the apprenticeship on these – can you?

Does the evaluation criteria measure achievement of the identified placement competencies?

Are *all* the placement competencies met by the criteria for evaluation?



# Considerations...



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Written by the apprentice but guided by you

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What can realistically be tackled on the placement and in the time available?

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Are you comfortable with all aspects especially the criteria for evaluation?

# Supervision

Should be protected time and weekly

Find out about the apprentice

- Experience
- Preferred learning styles
- Personal goals
- Access Needs
- Any issues that may impact on their performance?

Ask them what they expect from you

Be clear about what you expect from them



# Content

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Reflection

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Teaching

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Support

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Goal setting

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Feedback

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Assessment

# Models of Supervision

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## **Consistent:**

Communication  
Expectations



## **Regular**



## **Clear:**

Responsibilities  
Roles

Midway  
Tutorial  
Support:

role of the  
midway  
tutor

POINT OF CONTACT AND ADVICE

WILL MODERATE, GIVE FEEDBACK AND  
FINALLY APPROVE THE LEARNING CONTRACT

CONDUCT THE MIDWAY TUTORIAL

STEP IN TO PROVIDE SUPPORT AND ADVICE  
IF AN APPRENTICE IS AT RISK OF FAILING

# Assessment and feedback

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Use your professional judgment and feedback from colleagues



Seek feedback from service users



Give regular encouragement



Identify strengths



Provide constructive criticism











Set clear goals and expectations – check for understanding



Use the learning contract

# Supporting Struggling Apprentices

-  Read the Failure Protocol on the Practice Support Net
-  Contact the midway tutor at the earliest signs to set and agree an action plan
-  Be clear about what your concerns are in relation to the learning outcomes and contract
-  Provide plenty of guidance and opportunity for the apprentice to address your concerns.
-  Stay in regular contact with UWE (midway tutor) to review the action plan
-  Be open, supportive and give plenty of feedback and praise
-  Do not formally fail the apprentice until you have discussed this with the midway tutor or their representative at UWE – either face-to-face or by telephone
-  Do use the word fail so the apprentice is fully aware of the situation and need for action

# Final Report and Grading

- The Student needs to pass all aspects of the learning contract to pass the placements
- The placement is either pass or fail. There is no grading of placements.
- If the PE considers the student to have excelled in 3+ areas in relation to the placement competencies they can nominate the apprentice for a Certificate of Excellence. This can support their personal profile, and evidence towards their Knowledge, Skills and Behaviours



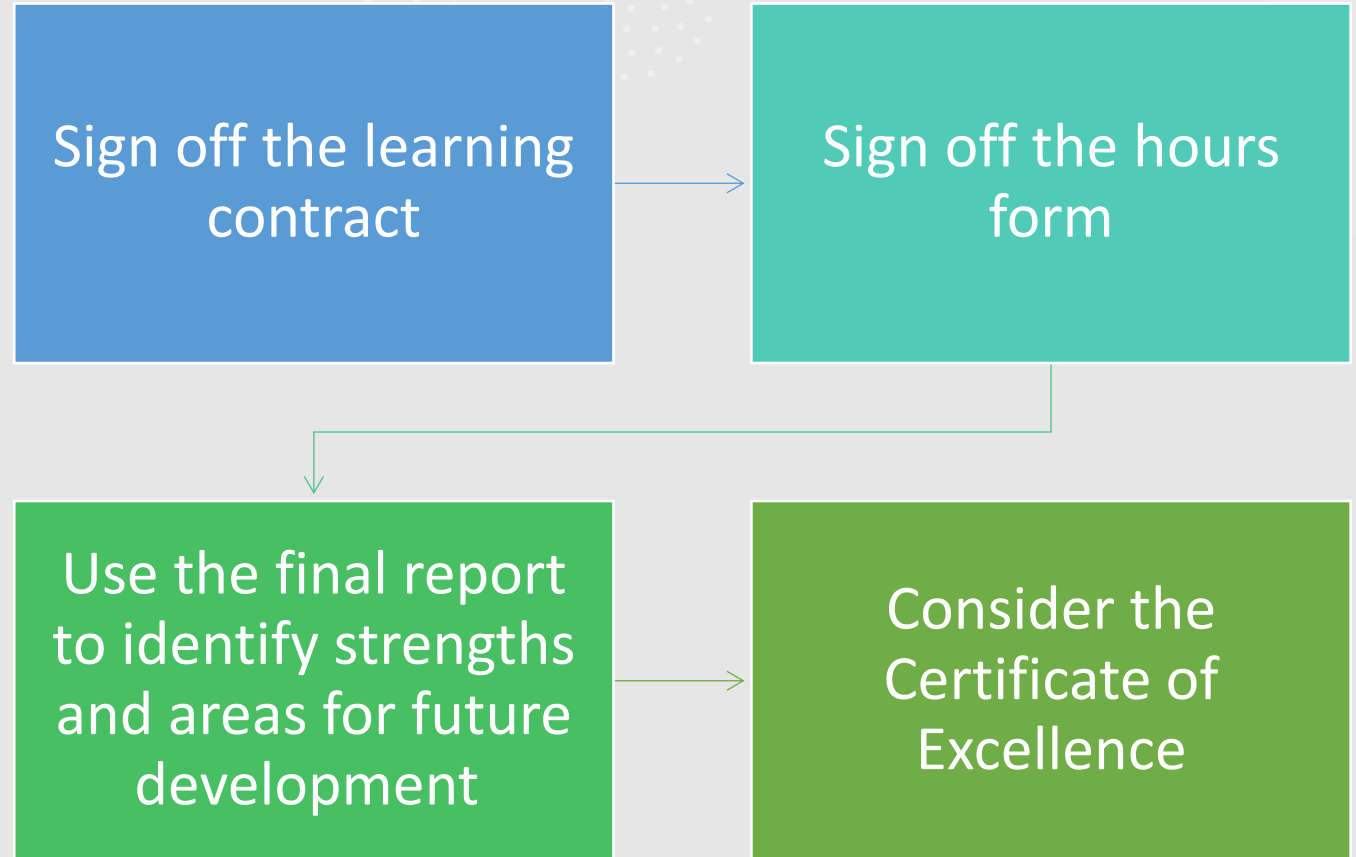
# Final report

Sign off the learning contract

Sign off the hours form

Use the final report to identify strengths and areas for future development

Consider the Certificate of Excellence



# Certificate of Excellence

01

Download nomination form from the Practice Support Net

02

Give specific examples of how the apprentice has excelled against 3 or more of the placement competencies

03

Submit this form: details available on the Practice Support Net

04

You and the apprentices will be notified on awarding of the certificate

# Failing an apprentice

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- It can be appropriate to fail an apprentice
- Sometimes a struggling apprentice can be helped or needs more time
- Apprentices are encouraged to continue the placement to aid their learning in preparation for future placements



# Evaluation

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- Do ask the student to evaluate the placement
  - Ask them to do this after the final report has been given
  - UWE evaluation





# Celebrate Unique and diverse students

- 13% unexplained attainment gap
- Unconscious bias
- White privilege
- Student experience
- White fragility by Robin DiAngelo



Additional training

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# Supporting Students in Practice - SSIP



- The aim of this course is to provide an understanding of the principles of supporting students in practice
- The course is suitable for **all healthcare professionals** who support students in practice. You will be directed to profession specific material during the course
- Free to attend however registration is required

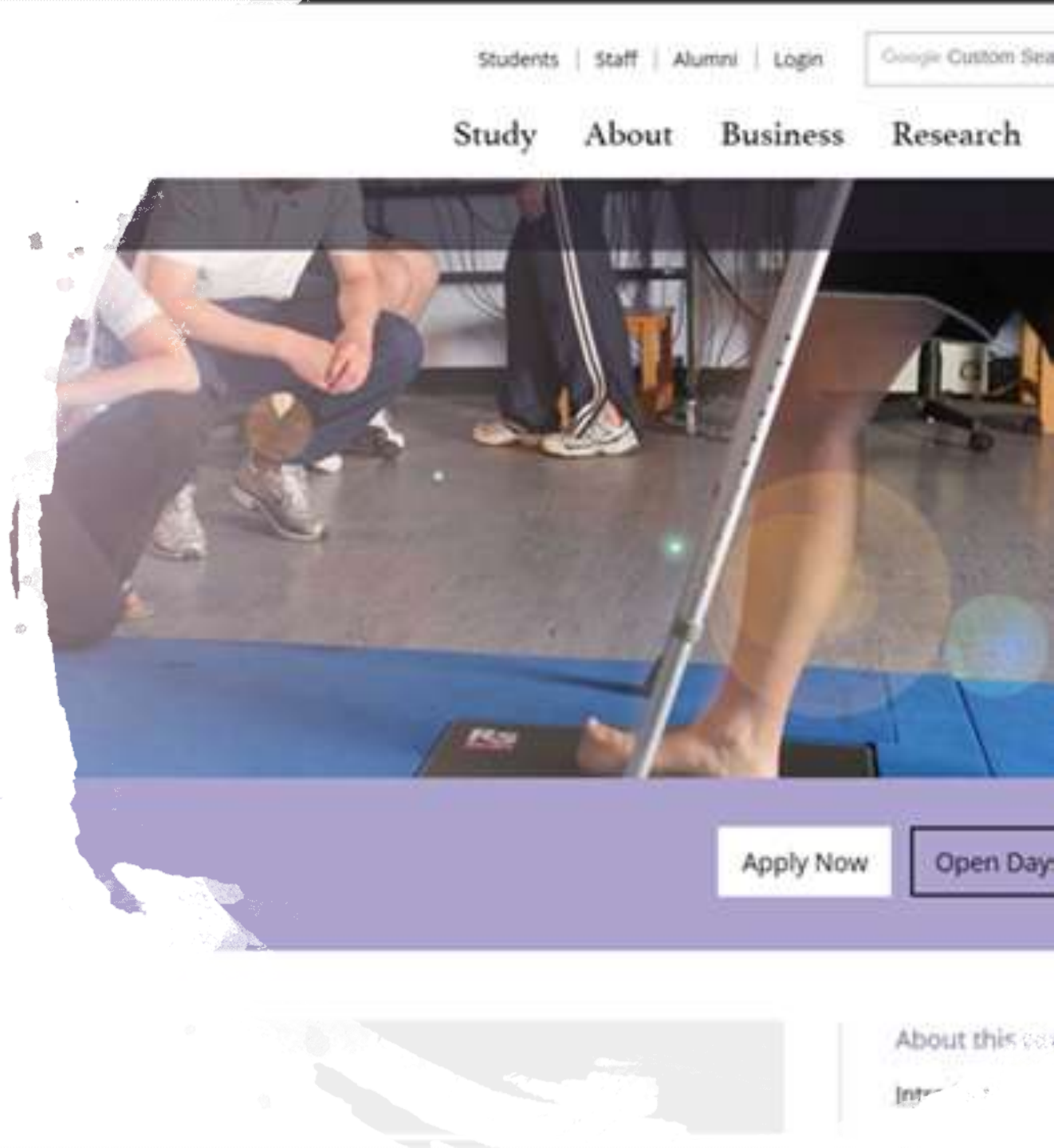
For more details go to:

<https://courses.uwe.ac.uk/Z51000122/supporting-students-in-practice>

# MSc Rehabilitation

A distance learning course with an emphasis on contemporary leadership, this flexible Master's degree will give you the tools needed to design services and successfully implement change

<https://courses.uwe.ac.uk/B99P1/rehabilitation>



# 2:1 Model – two students, same placement.

## What is a 2:1 model?



- Traditionally the primary model of student supervision in allied healthcare (broadly) has been one student to one practice educator (1:1) (Wheeler, et al., 2021)
- Peer learning model **2:1** places two students with one practice educator.
- 2:1 model is sometimes referred to as collaborative learning model or peer/peer assisted learning model.

### Example of 2:1 model using 4 approaches to learning:

#### 1. Incremental exposure to tasks:

Allowing students the opportunity to examine techniques and the decision making.

#### 2. Clinical reasoning framework:

A sequential process for the decision making.

#### 3. Peer group discussion:

Weekly peer discussion to encourage collaborative learning, reflective practice and sharing of knowledge.

#### 4. Peer observation, scripting & feedback:

Students observe and provide feedback on each other's Performance.



2 to 1 supervision framework (Hoberts et al., 2009)

*2:1 or Peer-Assisted Learning  
Placing two students with one  
practice educator.*

Balsianok & Mitchell, University of Brighton  
2021

# Any Questions?

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Prior to each placement block we will hold a synchronous Q and A session on Microsoft Teams

## **To book a place:**

- Check on the Practice Support Net for dates and the booking form
- Turn up with your questions



A close-up photograph of two hands, palms up, holding a small, rectangular piece of white paper with deckled edges. The paper is held between the fingers of both hands. On the paper, the words "Thank You" are written in a black, elegant cursive script. The background is a solid, dark color, making the hands and the paper stand out. The entire image is framed by a white border, which is itself set against a dark brown background.

*Thank You*