Programme Specification

Assistant Practitioner (Occupational Therapy) {Apprenticeship - COBC} [COBC]

Version: 2026-27, v1.0, Validated

Contents

Programme Specification **1**

Section 1: Key Programme Details **2**

Part A: Programme Information 2

Section 2: Programme Overview, Aims and Learning Outcomes **3**

Part A: Programme Overview, Aims and Learning Outcomes 3

Part B: Programme Structure 6

Part C: Higher Education Achievement Record (HEAR) Synopsis 7

Part D: External Reference Points and Benchmarks 8

Part E: Regulations 8

Section 1: Key Programme Details

Part A: Programme Information

Programme title: Assistant Practitioner (Occupational Therapy) {Apprenticeship - COBC} [COBC]

Highest award: FdSc Assistant Practitioner (Occupational Therapy)

Interim award: CertHE Health and Social Care

Awarding institution: UWE Bristol

Affiliated institutions: City of Bristol College

Teaching institutions: City of Bristol College

Study abroad: Yes

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CHSS School of Health and Social Wellbeing, College of Health, Science & Society

Professional, statutory or regulatory bodies:

Department for Education (DfE)

Apprenticeship: ST0215

Modes of delivery: Full-time

Entry requirements: For the current entry requirements see the UWE public website

For implementation from: 01 September 2025

Programme code: B83A13

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: This programme will prepare you to undertake the role of an Assistant Practitioner or other non-registered health and social care worker with a specified range of skills, working in partnership with others in a wide range of health and social care settings. On successful completion of the programme, you are eligible to apply for band 4 positions or equivalent within the NHS and private, voluntary and independent health and social care organisations.

It is delivered at partner institutions in collaboration with UWE which enables you to access services in both organisations, with associated benefits. You will study alongside your established employment, typically studying the classroom element for one day each week.

On successful completion of the programme you may be eligible to apply for advanced entry to the UWE BSc (Hons) Occupational Therapy programme, or top up to a BSc (Hons) non-professionally regulated programme, for example the UWE BSc (Hons) Health and Social Care.

There is a significant work-based learning element in the programme as defined by the Foundation Degree benchmark statements and assessed in the practice modules in years one and two. Learning occurs in the workplace and draws on your current employment experience. This enables you to gain, develop and demonstrate the additional theoretical, practical and professional knowledge and skills required by an Assistant Practitioner working in an Occupational Therapy setting, supporting you to deliver enhanced care to your patients.

This work-based learning focus ensures that the programme meets the specific development needs of both you as a student and your employer. It will increase your confidence in the workplace, enable you to use your increased knowledge to deliver evidence-based practice, and to develop skills in critical reflection.

Features of the programme:

Educational Aims: To prepare an Assistant Practitioner to work with a specified range of skills in partnership with others within national, regional and local employment policies and to health care standards.

To provide opportunities for the study and evaluation of the latest evidence related to practice.

To enhance the quality of the workforce by enabling confidence and competence in new or existing roles. This will enhance a flexible service delivery with learning in parallel.

To offer access and progression to people in the health and social care workforce providing easily identifiable routes to an academic award or career pathway.

The programme also meets the Apprenticeship Standard for Assistant Practitioner (Health).

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

PO1. Demonstrate skills in evaluation; audit; critical appraisal; and research, in order to evaluate professional skills and intervention, enhancing clinical effectiveness; and reflective and evidence based practice.

PO2. Apply professional reasoning and problem-solving skills to underpin safe, effective and ethical interventions; promoting equality and respecting the rights, beliefs and identity of individuals and communities throughout the lifespan.

PO3. Demonstrate understanding of leadership roles and the ability to apply leadership skills in the political and policy context of practice.

PO4. Demonstrate the knowledge, understanding, and application of the fundamental behavioural and scientific principles and theories that underpin and apply to practice.

PO5. Understand and effectively apply principles of quality assurance and/or clinical governance to practice and develop and promote a value base in practice that respects equality, diversity and inclusivity.

PO6. Use skills in management of self; workload; health; and continuing personal and professional development effectively.

PO7. Demonstrate communication and collaborative working skills necessary to practice effectively with service users, carers and members of the interprofessional team.

PO8. Work at an appropriate technical and occupational level, using relevant assessment and diagnostic skills, to meet the fundamental needs of care.

PO9. Develop the key skills and knowledge necessary to practice competently, safely and ethically as an occupational therapy assistant practitioner, including professional reasoning, decision making skills, quality assurance and evidence-based practice.

Assessment strategy: The FdSc Assistant Practitioner (Occupational Therapy) incorporates a range of assessment types based on the programme learning outcomes, resulting in a coherent overall assessment which evaluates the whole range of attributes required of assistant practitioners. As far as possible, assessments are spread through the academic year to allow learners to manage their time, and to minimise anxiety caused by bunching of assessments.

Each assessment provides an opportunity for summative assessment against the learning outcomes of the module, but also as a formative assessment for the various elements of the end point assessment.

Learner engagement is encouraged through the use of authentic assessments which mirror the characteristics of their practice, such as presentations, or encourage them to consider enhancements they could make to their practice.

The requirements of each assessment are clearly defined, to maximise learners' engagement with the programme and to aid learners to recognise the value of

assessment as a form of learning. Staff are strenuous in providing good quality feedback which also incorporates feed-forward advice so that learners build their confidence and competence.

The overall programme assessment considers the competencies, knowledge and attributes required of an assistant practitioner in health and social care, while individual modules contribute varied approaches. Skills such as presentations and digital literacy maximise inclusivity and enables learners with different aptitudes to demonstrate their learning, while transferable skills such as report writing are elements of other assessments.

Student support: Learners are principally aligned to the establishment delivering the programme, who provide academic, pastoral and workplace support. In addition, Learners have access to UWE support mechanisms and facilities.

Learners have the usual support mechanisms associated with employment in their workplace, and in addition, have an identified workplace mentor. Arrangements vary between providers, but learners are also able to access support from the academic team delivering the programme at the partner institution.

Part B: Programme Structure

Year 1
The student must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules
The student must take 120 credits from the modules in Compulsory Modules

Module Code	Module Title	Credit
UZYYMJ-15-1	Communicating in Practice 2026-27	15
UZYYPH-30-1	Developing your Clinical Practice in Occupational Therapy 1 2026-27	30

UZYYMG-30-1	Fundamentals of Anatomy and Physiology 2026-27	30
UZYYMK-30-1	Sociology and Psychology of Health 2026-27	30
UZYYPG-15-1	The Management of Risk for Occupational Therapy 2026-27	15

Year 2
The student must take 120 credits from the modules in Year 2

Year 2 Compulsory Modules
The student must take 120 credits from the modules in Compulsory Modules. Please note: the End-Point Assessment module UZYYMD-40-2 cannot be taken until all the gateway requirements of the apprenticeship standard have been fulfilled, including the successful achievement of all other required modules.

Module Code	Module Title	Credit
UZYYMD-40-2	Assistant Practitioner End-Point Assessment 2027-28	40
UZYYPK-20-2	Developing your Clinical Practice in Occupational Therapy 2 2027-28	20
UZYYMQ-15-2	Enquiry Methods 2027-28	15
UZYYMP-15-2	Principles of Management and Leadership 2027-28	15
UZYYPJ-15-2	The Principles of Professional Assessment in Occupational Therapy 2027-28	15
UZYYMM-15-2	The Principles of Professional Development 2027-28	15

Part C: Higher Education Achievement Record (HEAR) Synopsis

Students will develop the range of skills and competencies required in a health or social care setting, underpinned by broad-based academic knowledge and

understanding. The integration of academic and workplace learning will enable students to develop specific technical knowledge, practical experience in the workplace and supporting academic knowledge to enable them to work as accountable practitioners.

The programme offers access and progression to people in the health and social care workforce providing easily identifiable routes to an academic award or career pathway.

Part D: External Reference Points and Benchmarks

QAA UK Quality Code for Higher Education:
Foundation Degree Characteristics statement (2015)
The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf)

Institute for Apprenticeships & Technical Education:
Apprenticeship Standards
(https://www.instituteforapprenticeships.org/apprenticeship-standards/healthcare-assistant-practitioner/)

Skills for Health:
Career frameworks and qualification pathways
(https://www.skillsforhealth.org.uk/careerframework/?sec=qp)

UWE Strategy 2030
UWE University policies

Part E: Regulations

NB: The following variants to University Academic Regulations have been submitted for approval:

Approved variants to University Academic Regulations and Procedures:

The following are relevant to the End-Point Assessment module - UZYYMD-40-2

Assistant Practitioner End-Point Assessment:

Regulations D5 (Module types) and D6 (Requirements to pass a module):
- This module has two assessment tasks, each with a mark expressed as a grade, not as a percentage:

Task 1: Observation of practice with Q&A session is graded Pass/Fail.

Task 2: Professional Discussion underpinned by a Portfolio of Evidence is graded Distinction/Pass/Fail.

- The overall module outcome is graded Distinction/Pass/Fail in line with the Assistant Practitioner (Health) assessment plan (see left for details).

Regulations D7 (Failure of a Module) and D8 (Retaking a Module):
- IfATE regulations state that the apprentice's employer will need to agree that a resit or retake is an appropriate course of action. UWE's regulations need to align with this.
- A resit or retake will be capped at a Pass, unless the university determines there are personal or exceptional circumstances outside the control of the apprentice and/or employer which mean an uncapped resit or retake is warranted.

Regulation D12 (Requirements for the Award of an Undergraduate Degree):
- The End-Point Assessment module grade will count towards the overall degree classification.