



Programme Specification

Occupational Therapy {Apprenticeship-UWE} [Glenside]

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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.....	10
Part C: Higher Education Achievement Record (HEAR) Synopsis	12
Part D: External Reference Points and Benchmarks	12
Part E: Regulations	15

Section 1: Key Programme Details

Part A: Programme Information

Programme title: Occupational Therapy {Apprenticeship-UWE} [Glenside]

Highest award: BSc (Hons) Occupational Therapy

Default award: BSc (Hons) Health and Social Studies

Interim award: BSc Health and Social Studies

Interim award: DipHE Health and Social Studies

Interim award: CertHE Health and Social Studies

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

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:

Health and Care Professions Council (HCPC)

Royal College of Occupational Therapists (RCOT)

Apprenticeship: ST0517

Modes of delivery: Full-time

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

For implementation from: 01 September 2026

Programme code: B93R00

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: Programme Aim

Our programme prepares occupational therapy apprentices to qualify as safe, ethical, and effective practitioners, ready to work in diverse health and social care settings and emerging areas of practice. Learners graduate with a strong professional identity and an occupational science perspective—a way of understanding both individual lives and broader societal contexts through occupation.

Programme Design

The apprenticeship curriculum is thematic and spiral, introducing core concepts early and building complexity as learners progress. Occupational science forms the foundation, helping learners understand what people do and how occupation can be harnessed therapeutically. Learning is enquiry-based and learner-centred, with a strong commitment to wellbeing. Active research, collaboration, and reflection underpin all learning experiences. Academic study is integrated with workplace learning, creating bidirectional learning opportunities where theory informs practice and workplace experiences enrich classroom discussion—consolidating knowledge through real-world application.

Key Strands

Occupational Science & Therapeutic Use of Occupation, Holistic Client-Centred Practice, Cultural Humility & Global Perspectives, Evidence-Based Practice & Critical Appraisal, Reflection & Lifelong Learning, Collaboration & Leadership, Advocacy & Social Justice, Innovation & Technology, Sustainability & Eco-OT, Community

Engagement & Co-Production, Ethical Reasoning & Professional Accountability, Personal Growth & Wellbeing, Activity Analysis & Systems Thinking.

Our Approach

We use enquiry-based learning to foster curiosity, growth, and autonomy. Learners develop a value base that respects equality, diversity, and inclusion, and commit to lifelong learning—equipping them to thrive in any context and contribute to global health and wellbeing. The integration of academic and workplace learning ensures continuous two-way learning, enabling apprentices to consolidate theory through practice and bring workplace insights back into academic discussion.

Features of the programme: Our programme is built on the science of occupation, ensuring every aspect of learning connects theory to meaningful human activity. The learner will gain practical OT skills early, applying knowledge in real-world contexts through placements and enquiry-based learning. A strong focus on learner wellbeing underpins the design, creating a supportive environment that values reflection, resilience, and personal growth.

The spiral curriculum blends academic rigour with applied learning, integrating evidence-based practice, critical appraisal, and innovation. The learner will explore cultural humility, equality, diversity, inclusion and belonging principles, and global perspectives, preparing the learner to work inclusively and advocate for occupational justice. Sustainability, technology, and leadership are embedded throughout, equipping the learner for contemporary and future practice.

The degree apprenticeship creates a unique bidirectional learning opportunity where apprentices integrate academic knowledge with real-world practice throughout their training. Employers and educators collaborate through tripartite meeting that bring together the learner, employer and university to facilitate shared reflection, goal alignment, and co-produced learning plans that strengthen both professional development and service quality. This collaboration creates a vibrant learning environment for all the programme learners.

Educational Aims: Our programme is designed to prepare learners for professional registration with the Health and Care Professions Council (HCPC) and meet the Royal College of Occupational Therapists' entry-level profile. Learners graduate as confident, ethical, and evidence-informed practitioners, ready to deliver safe and effective occupational therapy across diverse health and social care settings.

Learners develop advanced skills in professional reasoning, decision-making, and evidence-based practice, alongside the ability to critically appraise research and apply quality assurance principles. From the outset, they gain practical OT skills and learn to harness occupation therapeutically, supported by a strong foundation in occupational science and underpinning subjects such as psychology, anatomy and physiology, and sociology.

The programme fosters leadership qualities and equips apprentices to work in entrepreneurial and emerging areas of practice. They develop effective collaboration skills within interprofessional teams and across agencies, while advocating for occupational justice and inclusive environments. Cultural humility, anti-oppressive practice, and equality, diversity, inclusion and belonging principles are embedded throughout, enabling learners to work positively with individuals and communities in global and local contexts.

Bidirectional learning is central to the apprenticeship model, with academic study and workplace experience informing each other. Learners apply theory in real-world settings and bring workplace insights back into academic discussion, consolidating learning through authentic practice. This process is further strengthened by the tripartite approach, ensuring regular dialogue and shared responsibility between the apprentice, employer, and university to support progression and integration of learning.

Through enquiry-based learning and reflective practice, learners engage critically with academic discourse, evaluate theory and practice, and sustain a lifelong commitment to learning. This approach ensures they graduate with the confidence to lead change, innovate, and promote wellbeing through occupation.

Programme Learning Outcomes:

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

Programme Learning Outcomes

- PO1. Evaluate occupational therapy practice using evidence-based practice skills to enhance effectiveness and support reflective, evidence-informed decision-making.
- PO2. Apply professional reasoning to deliver safe, ethical, and effective interventions across diverse contexts, promoting inclusion, equality, and respect for individual and community identities.
- PO3. Deliver health and wellbeing through the therapeutic use of occupation and meaningful activities, considering physical, psychosocial, and social determinants of health.
- PO4. Identify and evaluate occupational needs at individual, family, and societal levels, ensuring holistic, inclusive practice supported by outcome measurement and critical reasoning.
- PO5. Use inclusive communication and teamwork strategies to build partnerships and support shared decision-making with service users, carers, professionals, and communities.
- PO6. Establish strategies to support wellbeing and manage responsibilities while committing to ongoing learning and reflective practice.
- PO7. Integrate principles of quality assurance, clinical governance, and sustainability to lead safe, effective, and environmentally responsible practice.
- PO8. Demonstrate leadership principles to drive service development and foster innovation in existing and emerging occupational therapy contexts.
- PO9. Align to Health and Care Professions Council (HCPC) standards of proficiency, standards of conduct, performance and ethics, and RCOT Learning and Development Standards.

Assessment strategy: The assessments across the levels reflect the learners' developing academic and professional skills. Where possible, assessments offer choice, allowing the learner to work to strengths while developing new skills. The choices can be within an aspect of the assessment or reflect the entire assessment. This flexibility ensures the learner can demonstrate learning in ways that feel

authentic, motivating, and relevant, while building skills that support the learner's future occupational therapy practice.

Level 4: Doing

A variety of written, verbal, and practical formative assessments support the learner's progression toward summative assessments, with study skills and assignment support embedded, especially at Level 4. Summative assessments are designed to evaluate not just knowledge, but the learner's ability to apply learning in authentic, practice-focused ways. Wellbeing is embedded in pedagogy to establish early sound practices.

This diverse assessment approach ensures equality of opportunity, giving the learner multiple ways to demonstrate skills. At Level 4, the learner will also complete a practice placement assessed by practice competencies, grounding their academic learning in real-world occupational therapy from the outset.

Level 5: Becoming

This assessment strategy with embedded choices combines creativity, critical thinking, and applied reasoning through formative and summative assessment activities, key qualities for contemporary occupational therapists. Whilst level 5 increase in opportunities for choice and autonomy, the learners are supported with assignment briefs and peer learning. The learner will design engaging resources to communicate health messages effectively, then demonstrate depth of understanding. Assessments mirror real-world decision-making and professional reasoning. Practice placements and competency documentation ensure the learner will apply theory to practice, with a strong focus on wellbeing and research.

Together, these assessments develop the learner's ability to analyse, innovate, and advocate, skills essential for safe, ethical, and client-centred occupational therapy.

Level 6: Being and Belonging

Level 6 assessments consolidate advanced skills in leadership, research, and

advocacy through formative and summative assignments with assignment support and embedded choice. The learner will undertake research to prepare them to share future research in diverse settings such as publications or in public spaces or at health and social care conferences. The learner will showcase service innovation, advocacy, or sustainability, enabling them to translate practice ideas into tangible concepts people can engage with. Assessments enable the learner's transition from learner to occupational therapy practitioner, in doing so the learner will prepare for practice and how to forge their new career. The final placement will assess the learner's advanced practice competencies, whilst exploring leadership in practice. These assessments ensure the learner graduates as an autonomous, innovative, and ethically grounded occupational therapist.

There are practice placements in all 3 years of the programme. Our practice placements fully adhere to RCOT Learning and Development Standards for Pre-registration Education. The programme requires the learner to successfully complete a minimum of 1000 practice hours in total. Learners who fail a placement on the first attempt can usually retrieve it with a second attempt, but failing the second attempt means withdrawal from the programme.

Student support: At UWE, learner wellbeing and success are at the heart of the learning experience. Learners receive guidance from a dedicated Apprenticeship Progress Training Coordinator, placement support through success coaches and the Practice Placement Office. There is additional access to specialist services for disability, mental health, and international study. . The Apprenticeship Progress Training Coordinator facilitates bidirectional learning by linking academic study with workplace application. Through the tripartite process (apprentice, employer, and university), they monitor progress, support integration of theory and practice, and ensure learning outcomes are achieved collaboratively. Peer-assisted learning schemes, a student OT society, and 'pod' buddy systems help the learner feel connected and supported throughout the programme.

The staff team support groups to share interests, experience or for camaraderie, such as our NeurodiverseOT group, the peri/ menopause support group, and various

platform connection groups. Social and learning events are embedded throughout the programme to support the learner to connect and network, such as 'Equipping OTs' event and the final year OT Research Conference.

For occupational therapy learners, additional tailored support includes placement preparation workshops, practice educator training for the occupational therapists who support in practice learning, and exciting role-emerging placement opportunities. Service users and clinicians contribute to teaching and curriculum development, ensuring authentic learning. Regular forums, apprentice-staff meetings, and focus groups promote inclusion and give the learner a voice in shaping the programme. The learner will also benefit from study skills sessions, formative feedback, and wellbeing resources embedded into the curriculum, helping the learner to thrive academically and personally.

Part B: Programme Structure

Year 1

The programme is themed across the three levels of study to make the progression towards the entry level proficiencies required for occupational therapists clear, within a student centred learning and occupational science underpinned curriculum.

Firstly, equipping the students for academic studies of the theoretical underpinnings of the profession, moving on to equipping them for professional practice. This is approached in a specific, stratified pattern, which allows the students the maximum growth and potential for good achievement across the programme. Students are required to complete their professional practice placements in order, so cannot complete the level 5 placement until they have successfully completed the level 4 placement and cannot complete the level 6 placement until they have successfully completed the level 5 placement.

Condonement and excused credit are not permitted as the professional body, Royal College of Occupational Therapists (RCOT), requires that all modules contributing to the professional qualification must be passed. (RCOT 2019).

The programme will have at least one external examiner appointed who is appropriately experienced and qualified and is from the relevant part of the HCPC register.

There is no aegrotat award with registration available.

Year 1 Compulsory Modules

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

Module Code	Module Title	Credit
UZYW6-30-1	Engaging in Life: Occupational Therapy Across the Healthspan 2026-27	30
UZYW5-30-1	Learning Through Placement: Evidence Informed Occupational Therapy 2026-27	30
UZYW8-30-1	A Science of Doing: Occupation and Wellbeing 2026-27	30
UZYW7-30-1	Integrated Body and Mind 2026-27	30

Year 2

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

Year 2 Compulsory Modules

Module Code	Module Title	Credit
UZYWC-15-2	Wellness in Practice 2027-28	15
UZYWB-30-2	Evolving Practice: Occupational Therapy in Contemporary Contexts 2027-28	30
UZYWD-30-2	Supporting Meaningful Living: Occupation Matters 2027-28	30
UZYWA-30-2	Responsive Occupational Therapy: Meeting Complex Needs 2027-28	30
UZYW9-15-2	Curious Practitioners: Research in Placement Setting 2027-28	15

Year 3

The student must take 120 credits from the modules in Year 3.

Year 3 Compulsory Modules

The student must take 120 credits from the modules in Compulsory modules.

Module Code	Module Title	Credit
UZYWG-30-3	Agents of Change: Occupational Therapy in Action 2028-29	30
UZYWF-30-3	Leading with Purpose: Occupational Therapy in Practice 2028-29	30
UZYWE-30-3	Becoming Autonomous: Pillars of Practice 2028-29	30
UZYWH-30-3	Questions to Impact: Research in Occupational Therapy 2028-29	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

Occupational therapy graduates will apply the theory underpinning the wide-ranging skills used in their practice, with an occupational perspective of health and well-being. Understanding of the issues that affect occupational therapy including health status and socio-economic factors, relevant legislation and social policies, ethics and recognition of diversity of needs will inform their practice.

At point of graduation they will apply the professional framework of practice, which promotes equality, respects the rights, beliefs and identity of others, and will have the skills to evaluate the effectiveness of occupational therapy interventions. They will demonstrate skills in research, clinical audit and evaluation.

Part D: External Reference Points and Benchmarks

The BSc (Hons) Occupational Therapy programme is designed to meet the highest professional and academic standards, ensuring graduates are safe, ethical, and effective practitioners. Each reference point provides a framework that shapes the curriculum, assessment strategy, and learning experience.

Quality Assurance Agency (QAA)

The UK Quality Code for Higher Education and the Frameworks for Higher Education Qualifications ensure academic integrity and progression. They guide the spiral curriculum design, making sure learning outcomes at Levels 4, 5, and 6 align with national expectations for knowledge, skills, and autonomy. Although the QAA Benchmark Statement for Occupational Therapy (2001) is archived, its principles remain embedded through mapping to HCPC and RCOT standards.

Health and Care Professions Council (HCPC)

- Standards of Proficiency (2023) define the core capabilities required for entry-level occupational therapists. These underpin all module learning outcomes and practice placement competencies.
- Standards of Conduct, Performance and Ethics (2024) inform professional behaviour, reflective practice, and ethical reasoning taught throughout the

programme.

- Standards of Education and Training (2017) ensure the programme structure, assessment strategy, and placement provision meet regulatory requirements for safe and effective practice.

Royal College of Occupational Therapists (RCOT)

- Learning and Development Standards for Pre-registration Education (2019) and Professional Standards for Practice, Conduct and Ethics (2021) shape the curriculum's emphasis on cultural humility, EDI&B, and occupational justice.
- Entry Level Core Knowledge and Practice Skills (2016) guide the integration of occupational science, therapeutic use of occupation, and holistic practice across all levels.

Apprenticeship Standard

The Occupational Therapist Degree Apprenticeship Standard (ST0517) ensures the programme is future-ready and aligned with workforce needs, embedding leadership, innovation, and sustainability.

How They Underpin the Programme

These documents collectively:

Guarantee compliance with professional registration requirements (HCPC).

Embed occupational therapy philosophy and values (RCOT).

Ensure academic quality and progression (QAA).

Drive curriculum themes such as enquiry-based learning, cultural humility, and global perspectives.

Inform assessment strategies that develop autonomy, critical reasoning, and readiness for complex practice.

Quality Assurance Agency (QAA)

Quality Assurance Agency for Higher Education (2024) UK Quality Code for Higher

Education. Available at: <https://www.qaa.ac.uk/the-quality-code> (Accessed: 27 October 2025).

Quality Assurance Agency for Higher Education (2024) The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies. Available at: <https://www.qaa.ac.uk/quality-code> (Accessed: 27 October 2025).

Quality Assurance Agency for Higher Education (2001) Benchmark Statement: Health care programmes – Occupational Therapy (archived). Gloucester: QAA.

Health and Care Professions Council (HCPC)

Health and Care Professions Council (2023) Standards of Proficiency: Occupational Therapists. Available at: <https://www.hcpc-uk.org...pational-therapists.pdf> (Accessed: 17 October 2025).

Health and Care Professions Council (2024) Standards of Conduct, Performance and Ethics. Available at: <https://www.hcpc-uk.org...performance-and-ethics/> (Accessed: 17 October 2025).

Health and Care Professions Council (2017) Standards of Education and Training. Available at: <https://www.hcpc-uk.org...education-and-training/> (Accessed: 17 October 2025).

Royal College of Occupational Therapists (RCOT)

Royal College of Occupational Therapists (2019) Learning and Development Standards for Pre-registration Education. Available at: <https://www.rcot.co.uk/...g-development-standards> (Accessed: 17 October 2025).

Royal College of Occupational Therapists (2021) Professional Standards for Occupational Therapy Practice, Conduct and Ethics. Available at: <https://www.rcot.co.uk/...tandards-conduct-ethics> (Accessed: 17 October 2025).

Royal College of Occupational Therapists (2016) Entry Level Occupational Therapy Core Knowledge and Practice Skills. London: RCOT.

Apprenticeship Standard

Institute for Apprenticeships and Technical Education (2025) Occupational Therapist

(Integrated Degree) Standard ST0517. Available at: <https://skillsengland.e...p-standards/st0517-v1-2> (Accessed: 17 October 2025).

Part E: Regulations

Approved to University Regulations and Procedures