Apprenticeships
Portfolio Development: the Key to Success

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Learning Outcomes

1. To demonstrate how a portfolio can be utilised to meet the Apprenticeship Standards

2. To demonstrate how a portfolio can 'bridge' on site learning, off site learning and practice learning within an apprenticeship programme for Occupational Therapy
The Journey

Trailblazer

• Standard setting
• End Point Assessment

Stakeholder Engagement

• identification of need
• programme design
What is an Apprenticeship?
The Apprenticeship is NOT...

- second Best
- inward Looking
- backward Looking
- segregated
- traditional
- dumming Down
- old fashioned
- part Time
- full Time
Sheffield Hallam's Occupational Therapy Degree Apprenticeship

Course Design

- Integrated Delivery
- Block Release
- Placements
- Work-based Learning and Implementation
- Portfolio
- End Point Assessment
"Apprentices will need to be able to 'map' their learning to the skills, knowledge and behaviour laid out in the apprenticeship standard addressing; professional practice in occupational therapy, professional values and behaviours, leadership, management and partnership working and aspects of communication and information management." (apprenticeship standard)
End Point Assessment

Relationship to the Portfolio

• The portfolio will not be assessed as part of the end point assessment and does not need to be submitted prior to the professional discussion taking place.

• It will be used by the apprentice to underpin the discussion, selecting items to inform and enhance their evidence of meeting the standard.

Occupational Therapy Standard
Portfolios are a tool to help capture and store the acquisition and development of skills, knowledge and behaviours. They allow for reflection as well as provision of feedback on development.

As part of the degree apprenticeship we have developed an on-line workbook in Pebblepad 2018 that allows the apprentice, their mentors and academic advisors to support the apprentices learning journey.
Pebblepad

- Online portfolio
  - captures 'assets' in any format
  - useful for reflection
  - action planning
  - interactive - users can give access to their assets
- Workbook
- Webfolio
About this workbook

This workbook has been designed to help you as an apprentice and student on the Occupational Therapy Apprenticeship Degree at Sheffield Hallam University) to track, monitor and record your progress through your degree apprenticeship. It is your responsibility to ensure it is kept up to date and the information within is accurate.

You will be sharing this workbook with your workplace mentor and possibly your line-manager. You may decide to also share this with practice educators.

You will be sharing your workbook with your Academic Advisor and other tutors as you progress through your apprenticeship.

Eventually you will submit part or all of the workbook as part of your End Point Assessment.
Off-the-job training

As part of your apprenticeship your employer has a responsibility to ensure you spend 20% of your working week engaged in off-the-job training.

WHAT IS MEANT BY OFF-THE-JOB TRAINING?

Off-the-job training is defined as learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. This can include training that is delivered at your normal place of work but must not be delivered as part of your normal working duties.

The off-the-job training must be directly relevant to the apprenticeship framework or standard and could include the following:
- The teaching of theory (for example: lectures, role playing, simulation exercises, online learning or manufacturer training),
- Practical training: shadowing, mentoring, industry visits and attendance at competitions,
- Learning support and time spent writing assessments/assignments.

OFF-THE-JOB TRAINING DOES NOT INCLUDE:
- progress reviews or on-programme assessment needed for an apprenticeship framework or standard
- training which takes place outside the your paid working hours.
# Off the Job Weekly Time Record

Please provide a brief list of any activities or modules attended. Activities may include:

- Classroom session
- Self-directed learning

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Activities</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select date</td>
<td></td>
<td>0h 0m</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Placement Activity Log</th>
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Please use the table below to log your learning activities in your placement settings.

<table>
<thead>
<tr>
<th>Name of Placement</th>
<th>Supporting Information</th>
<th>Hours</th>
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</table>

<table>
<thead>
<tr>
<th>hrs</th>
<th>mins</th>
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| 0h 0m |
Personal and Professional Development

In this area you have to attach the following relating to this module:

- Your completed assignment task(s) for this module
- The feedback you have received for on this modules assignment (this can be several places)

You also complete a brief reflection and actions to take forward based on the feedback for this module to ensure you continue your learning.

To make sure you know which part(s) of the apprenticeship standard this module covers the templated with relevant shading for this module is attached here.

Assignment Evidence

Please attach all the assignment evidence for this module here. This includes all the different assignment tasks and feedback for this module. There have to be a minimum of two documents: one your submitted work, and one your feedback.

Modules with more than one task require more evidence to be submitted.

This has not been evidenced
Questions?
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