



British Association of Hand Therapists (BAHT)

Level II Course Guidelines

Revised April 2026. Version 8

This document replaces all previous versions.

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Introduction and overview

1.1 Rationale

The core aims of The British Association of Hand Therapists (BAHT) are:

1. To advance and promote the study and general knowledge of treatment of the hand.
2. To publicise and promote understanding and information, in order to encourage high standards of care and research in this field.

In order to help realise these aims BAHT established its education sub-committee (ESC). The ESC is made up of BAHT members who are experienced clinicians/academics specialised in the management of hand and upper limb injuries/conditions. Committee members volunteer their time to help develop and promote a post-registration professional development pathway in the specialty of hand therapy for qualified Occupational Therapists (OT's) and Physiotherapists (PT's). This pathway consists of three levels, the second of which (level II) is the subject of these guidelines. Completion of all three levels of the development pathway alongside relevant clinical experience gives therapists eligibility to apply to be recognised as a BAHT Accredited Hand Therapist (AHT). For further information with regards to the education pathway as a whole and the AHT award please refer to the BAHT website www.hand-therapy.co.uk and/or relevant guideline documents which can be downloaded from there.

1.2 Level II course aims

The level II course is designed for qualified OT's and PT's with proven knowledge in the field of hand therapy (equivalent of approximately two years' experience) or for those who have successfully completed a validated BAHT level I – Introduction to Hand Therapy course. The course will promote recognition of specialist knowledge within an area of Hand Therapy; aiming to improve the quality of patient care; and foster evaluation and research in hand therapy.

These guidelines provide a framework for course organisers to follow should they wish the course to be validated by BAHT.

1.3 Level II course objectives

By the end of the course participants should be able to:

- Demonstrate knowledge of the pathology and medical management of the hand and an understanding of the relationship between this and function of the hand.
- Describe the mechanics of deformity and their implications in the upper limb.
- Discuss and evaluate the common methods available to the therapist in the assessment and treatment of the hand.
- Synthesise and analyse relevant surgical options and their therapeutic implications.
- Identify and discuss the complications that may result from surgery and the management of these complications.
- Demonstrate critical and objective evaluation skills in treatment planning.
- Demonstrate appropriate professional attitudes and so respond to the needs of the patient.

Course organisers should specify aims directed specifically to the major topics of individual courses.

1.4 Overview of level II courses

Level II courses are not run directly by BAHT or the ESC – the committee reviews and validates applications from independent providers (who may work within NHS or private healthcare settings, academic institutions or as private companies and may or may not be involved in BAHT in a separate capacity) to run validated level II courses, against the core standards and objectives set out within this document.

Level II courses usually take place across three consecutive days and must contain a minimum of 17 hours teaching with an appropriate balance of theory and practical sessions. Teaching time includes all sessions led by and / or supervised by course tutor(s), unsupervised peer group sessions do not qualify as teaching time. Level II courses must contain an appropriate element of interactive workshops which focus on practical application of skills and knowledge. BAHT level II courses can be delivered face to face or remotely and the content can be delivered in one block across three consecutive days or be spread over a longer period of time. Some asynchronous content can potentially be included so long as there is adequate opportunity for delegates to ask questions relating to this content. However, a course is delivered, hosts and course providers must follow the principles of the BAHT level II guidelines set out in this document and submit all relevant requested paperwork in a timely manner.

Each level II course must be concluded with the completion of at least two appropriate and distinct assessment tasks, which delegates must pass in order to pass the course. Further details about the assessment process can be found in [section 4.2.4](#).

Attendance at a BAHT level II course and successful completion of the examination process are not direct measures of clinical competence and should therefore not be used as such.

1.5 Scope and content of guidelines

Within the remainder of this guideline document, you will find detailed information aimed at individuals interested in completing a level II course ([section 2](#)), parties wishing to host or run a level II course ([sections 3 and 4](#) respectively) and BAHT appointed level II course representatives ([section 5](#)). All course hosts, organisers and BAHT representatives are advised to familiarise themselves with the document in its entirety.

The BAHT level II guidelines have been designed for quality assurance that minimum standards are met across all level II validated courses, so that delegates can register for any level II course of their choice with confidence. The guidelines apply to every level II validated course, and every course provider. Should any individual provider wish to propose a course for validation at level II with one or more aspects (e.g. format or delivery style) which does not fall entirely within the standards detailed within these guidelines, they should apply to the BAHT ESC for consideration on a case-by-case basis.

Individual course providers are responsible for taking all appropriate steps required to ensure their course meets the required standards. Whilst BAHT takes detailed measures to

ensure providers understand the standards required and makes every effort to support them to do so, no responsibility can be taken by BAHT for the ultimate quality of courses delivered by independent providers.

Information for level II delegates

This section contains information relevant to individuals who are interested in completing a BAHT level II course.

2.1 Introduction

A BAHT level II course is a great opportunity for experienced hand therapists to build knowledge and skills in a specialist area of hand therapy, while evaluating the effectiveness of assessments and interventions used within clinical practice.

Some individuals attend a level II course because they are interested in continuation of specialisation in hand therapy and wish to progress through levels II and III of the BAHT professional development pathway and ultimately become a BAHT Accredited Hand Therapist (AHT), whilst others will come from a range of other clinical specialties or more generic practice and find specific level II courses relevant to their practise. Whatever the motivation, delegates generally find BAHT level II courses invaluable learning experiences and feedback received by course providers is overwhelmingly positive. All delegates should be aware of the disclaimer under the 'Statement regarding liability of course leaders' in [section 4.9](#).

2.2 Course content

The content of a level II course is determined by the course organisers but will usually focus on a specialist area of hand therapy incorporating contemporary evidence based practice.

For example:

- Hand trauma
- Tendon conditions
- Rheumatology and the upper limb
- Peripheral nerve conditions
- Burns of the upper limb
- Splinting
- The paediatric upper limb
- Radiographic imaging of the hand and wrist
- Work related upper limb disorders
- PIP joint
- Fractures
- Thumb
- Wrist
- Congenital hand deformities

All BAHT courses include a mixture of content delivery, including more lecture style presentations, interactive workshops and/or practical sessions as relevant to the course learning objectives. Courses may be delivered face to face, online or a combination of both.

2.3 Eligibility to attend a BAHT level II course

(i) BAHT level II courses are designed for qualified OT's and PT's with an interest in hand therapy who have successfully completed a BAHT level I course or have approximately two years of practice within hand therapy.

(ii) Therapy support workers may be eligible to apply with supporting evidence from a senior clinician in their area of work. As with any candidate, the support workers would have to be aware of the disclaimer under the 'Statement regarding liability of course leaders', see [section 4.9](#). Support workers must be made fully aware of the course content and objectives in order to ascertain the appropriateness to attend. Acceptance on the course would be at the discretion of the course organisers, following discussion with the BAHT level II co-ordinator. They may undertake any or all of the assessment components of the course in order to consolidate and demonstrate their learning but are not eligible to formally pass the course or to be awarded BAHT level II points towards becoming an AHT. On completion of the course a support worker would receive a course attendance certificate only. Each course would normally be limited to two places for support workers.

(iii) Overseas therapists and support workers are welcome to attend BAHT level II courses at the discretion of course providers and on the same basis as in each category described above (sections [2.3i](#) and [2.3ii](#) respectively). It is recommended (though not an absolute requirement) that all candidates possess English language skills equivalent to at least IELTS level 5.5 in each of the four categories (reading, writing, speaking and listening) in order to get the most out of a BAHT level II course. This matches the minimum level required to obtain a Student visa ([Student visa : Overview - GOV.UK](#)) to study at degree level or above in the United Kingdom (UK). If overseas candidates attend a virtual BAHT level II course via an online video-conferencing platform, they will normally be expected to attend sessions at UK times and also undertake the assessment at the same time as other candidates. Course providers of virtual courses are not obliged to change course delivery to meet time differences between countries. Where English is not a candidate's first language it is not possible to offer additional time or other allowances in completion of the course assessments.

2.4 Expectations of candidates

(i) Thorough knowledge and understanding of relevant anatomy are essential when treating hand and wrist injuries and conditions. Candidates are expected to undertake detailed pre-reading and revision from a list provided by the course organisers prior to the course start date.

(ii) Candidates are required to attend all sessions, whether delivered face to face or virtually via a video-conferencing platform, on all days of their BAHT level II course programme in order to receive their attendance certificate and become eligible to complete the course assessment process (see [section 2.5](#)). Where unforeseen circumstances lead to a candidate missing part of the course the BAHT representative will assess whether the candidate has attended enough of the course programme for successful completion, whether any additional independent study is required or if the candidate is unable to officially complete the course. As an absolute minimum 80% of taught content must be attended in order to complete the level II course. It is the candidate's responsibility to ensure their attendance, course providers are not obliged to offer candidates who are unable to attend part or all of a course at short notice any refund or transfer onto another course.

(iii) All eligible candidates have the opportunity to undertake the course assessment, which will be in a minimum of two parts (for example an examination and submitted assignment). See [section 2.5](#) for further information regarding the assessment process. The pass grade for the assessment is 60%, successful candidates who are qualified OT's or PT's gain two BAHT level II points towards becoming a BAHT AHT. For a full explanation of the BAHT education process to AHT please look at the BAHT website on www.hand-therapy.co.uk. Any candidate who is initially unsuccessful in achieving 60% in an assessment task will be allowed one opportunity to re-attempt this following feedback from the course organisers.

2.5 BAHT level II assessment process

All delegates on a level II course are assessed via a minimum of two distinct assessment tasks, focusing on different aspects of the course learning objectives or content. The details of these assessment tasks will be set and circulated by course providers and will be tailored to the individual course. Any one assessment task will be worth a maximum of 50% of the overall course grade and all assessment tasks must be passed in order to pass a BAHT level II course. The pass mark is 60% for each assessment task.

Assignments should be supported with contemporary research evidence and referenced using Vancouver style. Principles of academic integrity should be adhered to; use of Artificial Intelligence (AI) is prohibited ([appendix H](#)).

Participants will be informed by their course provider whether they have passed or failed any assessment task within six weeks of its completion or submission. Participants who fail to achieve the required pass mark in any assessment task will be entitled to one re-sit or resubmission opportunity, which must be completed within 6 weeks of notification of the fail grade. Participants can undertake a written resit examination at their own place of work under exam conditions which a manager/ senior colleague will invigilate.

2.6 Choosing a BAHT level II course

As stated previously, BAHT level II courses vary in their topic focus and content. Course providers are required to provide evidence of their suitability to run a level II course before their course can be validated (full details of the application/validation process are available in [section 4](#) of this document). Level II courses also vary in style, delivery, geographical location and cost; therefore, candidates are advised to research the options for upcoming courses and choose a course that will best suit their individual needs. The number of level II courses run in a calendar year varies but the ESC aims to facilitate as diverse a geographical spread across the UK as possible. Every attempt is made to also provide a relatively even spread of level II courses throughout the calendar year to prevent clashes with other BAHT courses and conferences. For BAHT level II courses that are delivered virtually via an online video-conferencing platform it is the responsibility of the candidate to ensure that they have access to the required resources i.e. laptop/computer and good internet connections. Course hosts/ providers are not obliged to provide candidates with IT support.

2.7 Booking/cancellation policies and procedures

(i) Individual course providers set their own course fees, booking procedures and cancellation policies which candidates should ensure they are fully apprised of before registering for a course or making any payment. Any candidate who is a member of BAHT is

eligible for a minimum 10% discount of the full course fees for any stand-alone BAHT validated course. The actual fee discount is set by course providers/ hosts at their discretion. Discounts may also be offered to other groups where appropriate e.g. delegates who attend from outside the UK – members of European or International hand therapy organisations.

(ii) In the event that a course is cancelled by the providers, candidates can expect to receive a full refund of any course fees already paid promptly from the course provider. Should this not occur, candidates should report this to the BAHT ESC so that they can investigate this further.

(iii) BAHT takes no direct role in or responsibility for the financial aspects of validated courses, any queries relating to this should initially be directed towards individual course providers.

Information for level II course hosts

3.1 Definition of a course host

For the purposes of this document course hosts are defined as individuals, groups or organisations that provide a venue for a BAHT level II course. They do not take part in developing or delivering the actual course programme but instead buy it in or utilise services of another group or organisation to plan and deliver teaching of the level II course content. Those who take on the role of planning and delivering the course programme will be referred to as course providers within this document. The primary course provider must be a member of BAHT.

3.2 Rationale for hosting a BAHT validated course

Hand therapy is a developing specialism, and validated courses are an important part of promoting the sharing of skills and knowledge to a high standard. There may be circumstances in which a group or department do not feel equipped or able to plan and deliver a validated course themselves but would like to support the process, to train members of staff internally or generate additional income for their department. In these circumstances departments may wish to consider hosting an external course provider to come and teach a level II course at their venue. Groups may also be interested in developing and delivering their own level II course as providers at a later date but may choose to initially host a course taught by external providers as a precursor to this.

3.3 Course provider options

There are a number of independent providers known to the BAHT ESC who are willing to provide validated courses at host venues. An up-to-date list of these providers can be obtained from the BAHT secretary by contacting bahthandtherapy@gmail.com or 01394 610131. Anyone wishing to be added to this list of providers should similarly contact the BAHT secretary in the first instance.

It is important for course hosts to recognise that different course providers will have their own individual pricing structures, terms and conditions and cancellation policies which they are advised to fully apprise themselves of prior to committing to hosting a course. This information can be obtained directly from individual course providers. Any hosting contract is made between the hosts and providers with no direct involvement from BAHT. As such, BAHT takes no responsibility for the particulars of any agreements made.

3.4 Responsibilities of the course host and associated costs

Full details of all the standards and processes required for the running of a level II course can be found in [section 4](#) of this document. When hosting a validated level II course, it must be agreed between the course hosts and course providers who is taking responsibility for which aspects of the planned course, to ensure it runs smoothly.

As a general guide, it is likely that as a minimum the course hosts will be required to provide suitable lecture and breakout learning spaces for the course as well as refreshments for delegates. Course providers will be responsible for making the application to the BAHT ESC for validation and to run the course, as well as planning and delivering the teaching content.

Many other aspects will depend on the chosen course provider's own terms and conditions so full details should be sought directly from them. Course hosts are strongly advised to read [section 4](#) of this document, as well as the information provided to them by their chosen course provider thoroughly to ensure they are fully aware of their responsibilities. Course hosts should take particular note of any elements of course planning and provision which may involve a financial outlay such as printing of course manuals or covering BAHT representative fees and expenses, so they can budget accordingly. Course hosts/ providers must be clear on the processes and information required to ensure that any financial outlay/ expenses are paid in an efficient and timely manner. Please refer to [appendix D](#) for further useful information regarding areas to consider when budgeting running a level II course.

3.5 Timeframes for course hosts

There are a number of steps required for validation of a level II course and adequate planning time must be allowed in order to ensure that the high standards required on all sides of the process are maintained.

Anyone considering hosting an established BAHT validated course is advised to make initial contact with potential course providers at least 12 months prior to the dates when they are considering hosting a course, in order to allow enough time for initial liaison between the two parties before the course providers are required to make contact with and submit their formal application to the BAHT ESC. This lead in time should be extended further if a host wishes for a course provider to develop a new level II course for them. See sections [4.3](#) and [4.4](#) for further details regarding steps to validation and timeframes for course providers.

Information for level II course providers

4.1 Definition of course provider

For the purposes of this document course providers are defined as groups or organisations that plan the programme and deliver the teaching content of a BAHT level II course. Course providers may be teams from NHS or private healthcare providers, academic institutions or independent companies/groups. In many cases course providers will run their own course 'in-house' and therefore be the only party involved in planning alongside the BAHT ESC whereas in other cases providers will teach their course at an external venue provided by course hosts. See [section 3](#) for further information relating specifically to hosting a level II course. The primary course provider must be a member of BAHT.

4.2 Introduction for course providers

The prospect of planning and delivering a validated BAHT course can be extremely daunting for those without prior (or recent) experience of it. It does take considerable time and commitment to put together a new course, but it can ultimately be an enjoyable and extremely rewarding process experiencing the final result of a successful course, well received by delegates. Running a course for a second time is easier as much of the work and planning put in initially will transfer over into the next course.

Providing a level II course can bring a number of benefits:

- More experienced staff can develop their own knowledge, skills and confidence in teaching on the course programme.
- Provide cost-effective recognised training for your own staff attending as course delegates.
- Income can be generated for a department which can potentially then be used to fund other training opportunities for staff or to buy equipment.

Running a course in-house can also be a great way to show-case your service/hospital to external delegates and may even support staff recruitment at a later date.

The BAHT ESC is always keen to support new/returning and experienced/ongoing course providers through the planning process. Providing a level II course has many advantages as there is more freedom to tailor a course to specific areas of interest or skill within a service and the opportunity to share knowledge and skills at greater depth and detail than at level I (see level I guidelines for full details regarding hosting or developing a level I validated course on www.hand-therapy.co.uk).

All stand-alone BAHT validated courses will have a BAHT representative allocated to attend part or all of each course, a link person will also be allocated to support the representative from the members of the BAHT ESC. Full details regarding the role of the BAHT representative can be found in [section 5](#) of this document.

4.2.1 Course Structure and format

It is recommended that a level II course should be delivered across no less than three (consecutive) days, though it may be delivered across a more extended period where this is practical and useful. Examples of this might include where delivery is online and/or delivered

outside of the normal working day, or where consolidation/application time between sections of course content are warranted. Regardless of the delivery structure, there must be a minimum of 17 hours clear teaching delivery overall, with appropriate balance of theory (lecture) and practical/fully interactive (workshop) sessions. All workshop sessions must be adequately facilitated for the nature of this type of learning. Teaching time includes all sessions led by and/ or supervised by course tutor(s). Unsupervised peer group sessions do not qualify as teaching time.

BAHT level II courses can be delivered face to face or virtually via an online video-conferencing platform. Whichever delivery modality is used, hosts and course providers must follow the BAHT level II guidelines set out in this document and submit all relevant requested paperwork.

For BAHT level II courses being delivered virtually via an online video-conferencing platform, course hosts need to be clear how teaching will be delivered and consider back up options should IT difficulties be experienced by the course provider. Any BAHT level II courses delivered virtually must meet all aspects of the BAHT level II guidelines set out in this document.

The BAHT ESC will assess individual programmes in relation to their learning outcomes, with regards to their proposed structure and delivery.

4.2.2 *Course content*

This will be determined by the course organisers, but each course will usually focus on a specialist aspect of hand therapy incorporating contemporary evidence based practice. For example:

- Hand trauma
- Tendon conditions
- Rheumatology and the upper limb
- Peripheral nerve conditions
- Burns of the upper limb
- Splinting
- The paediatric upper limb
- Radiographic imaging of the hand
- Work related upper limb disorders
- PIP joint
- Fractures
- Thumb
- Wrist
- Congenital hand deformities

The course programme should be developed around a core topic area, designed to meet the course providers' set learning aims and objectives.

4.2.3 *Historical Courses – Evidence based Updates*

Evidence based practice is core to every speciality within healthcare, the field of hand therapy has seen important developments over the last 5 years. All BAHT validated courses should be evidence-based, presenting the latest concepts to delegates to inform their clinical practice.

For courses which have either run in the past and are ongoing (i.e. run yearly), course providers should provide evidence of updates and inclusion of the latest research to inform teaching. These updates are required at a minimum every 5 years, evidence needs to be provided to the ESC before re-validation. Please refer to appendix and use the suggested table format to provide a list of sessions/topics and how these have been updated in line with current evidence. There are some factual based areas of teaching which may not change e.g. anatomy and physiology, however, there are other areas where there has been considerable development over the last few years e.g. tendon rehabilitation regimes.

4.2.4 *Teaching and learning strategies*

The teaching and learning strategies selected for any BAHT level II course should facilitate achievement of course aims and objectives. Course providers are encouraged to adopt strategies which will ensure the integration of theoretical learning into the participants' clinical practice and foster participants' reflection on their learning. A variety of teaching delivery methods should be included in the programme, which may include lecture presentations, seminars, peer learning support, practical demonstration and application, experiential sessions, case studies/case-based discussion, problem-solving exercises. These requirements apply to both face to face and remote delivery of courses. Teaching will generally be designated as either lecture OR workshop format across the course programme. Lecture sessions will be delivered to all candidates as a single group and can be facilitated by a single presenter, whilst workshop sessions are delivered either to smaller groups by a single facilitator or to the whole group with multiple facilitators.

Within teaching content that is designated as lecture format, new information will be delivered primarily in presentation style. These sessions, however, should still include some consideration for interaction, knowledge checking and consolidation within them. Key points should be summarised at the end and time should be made available for course candidates to ask questions on any aspects they are unsure about. It is also useful to check a candidate's knowledge and understanding at the end of lecture sessions by including an interactive task or brief quiz, possibly using polling software for the latter of these to allow anonymous and therefore sometimes more confident participation.

During designated workshop sessions the focus must be on application of knowledge and/or skills on a practical level. These sessions must be interactive and there should be minimal (if any) use of presentation slides or delivery of new information to candidates.

A maximum facilitator: candidate ratio of 1:12 for workshops is permissible whilst the course is relatively new and requires a three-day BAHT representative. This can increase to 1:14 once the course is more established and requires only a one-day representative.

Group sizes for practical sessions should remain appropriate to the learning needs for that particular session. Therefore, a small justification of the proposed facilitator: candidate ratio in relation to the learning objectives of the workshops is required on application (or on provision of the proposed course programme if this is at a later date).

The full course programme detailing content and delivery methods should be available to course candidates at the point of application to a course, for their information.

4.2.5 *Course assessment*

Suitable course assessments should be developed by the course provider to determine whether the overall course learning objectives have been met by each candidate. Each assessment must be submitted to the ESC with the anticipated answers before the course is validated. Please refer to [appendix B](#) for exam question examples and guidance. If an online examination is proposed, depending on its format, an appropriate bank of questions must be provided. If the online exam is undertaken by delegates over an extended time period at a time of their choosing after the course, a large bank of questions and answers will be required to allow randomisation during the examination thereby enabling a unique exam for each delegate. Providers may also choose to design an online exam for delegates to all complete at the same time i.e. at the end of the course, which will take the same format as a 'paper' version and therefore all questions will be the same for each delegate. Providers are required to provide a link to the online exam before validation for the ESC to view. Please refer to [appendix C](#) for online exam development guidance.

Each course must be assessed through (a minimum of) two distinct assessment tasks, each focusing on different aspects of the course learning objectives or content, or on the breadth vs depth of these. Any one assessment task may usually be worth a maximum of 50% of the overall course grade and all assessment tasks must be passed by candidates in order to pass a BAHT level II course overall. The pass mark is 60% for each assessment task and it would normally be expected that each of the two assessment tasks is marked out of 50.

Participants must be informed by their course provider whether they have passed or failed any assessment task within six weeks of its completion or submission. Participants who fail to achieve the required pass mark in any assessment task must be given the opportunity to undertake one reassessment, which must be completed within six weeks of notification of the fail grade. Participants may undertake a written re-sit examination at their own place of work under exam conditions invigilated by a manager/ senior colleague. In the event of a participant failing an online exam, there will be one further opportunity to re-sit the online exam.

Passing all assessment tasks will give eligible candidates two BAHT level II points towards becoming an AHT.

Assessment task 1

This will usually be in the form of an examination, undertaken by candidates either during or shortly after (within two weeks of) course attendance. The examination can be question style (written or online) or practical in nature, appropriate to the course detail and learning objectives, and covering the breadth of the course content as a whole. Written / online examinations will usually be one hour in duration, though additional time (usually 25% i.e. an extra 15 minutes for a 1 hour exam) can be provided to candidates with an evidenced specific learning difference (SpLD) as agreed with the BAHT representative prior to course delivery. Please note that English not being a candidate's first language does not make them eligible for additional time to complete assessments. The planned duration and structure of any practical examination should be appropriate to the course content and learning objectives being assessed. Should course providers feel that an alternative form of initial assessment would be more appropriate for their particular course they should advise the BAHT ESC of the proposed alternative with justification.

Usually, all candidates will complete an examination together (i.e. at the same time) and where this is the case, course providers will develop one main examination paper (and a separate resit paper) which can be presented to all candidates to complete simultaneously, either at the end of the final day of the course or at a later pre-set time. Exam papers presented at the end of a course can be in hard copy (paper) format or electronic including online (in which case suitable devices for completion must also be provided to candidates), whilst exam papers which are presented after a course has concluded must be presented in electronic format only.

Should course providers wish to allow candidates to complete their exam at a time of their choosing over the full two week post-course exam period, they would need to develop a larger bank of examination questions from which a random selection are presented to each candidate ensuring it is unique, thereby maintaining integrity. This type of online exam is only 'allowed' for course providers who are experienced in setting assessments and have already successfully run BAHT validated level II courses. This would generally involve using an online examination software system. See [appendix C](#) for further guidance.

Examination questions must only cover content which has explicitly been taught within the course itself or would otherwise be expected knowledge from having previously completed BAHT level I. Please refer to the BAHT level I course guidelines for full details of expected knowledge at this level. See [appendix B](#) for further in depth guidance on exam question development.

The course provider is responsible for ensuring suitable standard examination conditions for the course assessment, be it a written examination completed remotely or in person, or practical assessment.

Assessment Task 2

This will usually take the form of a written submission of 1000 to 1500 words and be worth 50% of the overall course grade. There are a number of ways in which course providers can structure their written submission task, but the choice must be tailored appropriately to the individual course content and learning objectives. In general, the written submission is not expected to assess the entire content of the course, but rather to assess one or more elements in greater depth. There should also be an expectation for course candidates to complete additional reading to develop their written submission, to show a greater level of reasoning and justification for arguments and also to support these appropriately with contemporary research evidence.

Guidance should be given to candidates regarding expectations for academic integrity, avoiding use of Artificial Intelligence (AI), ensuring paraphrasing and accurate referencing (Vancouver style). Formatting guidance including addition of a delegate statement of declaration at beginning of work should be given. An example template which can be added to delegate instructions is included in [appendix I](#).

Examples of possible suitable written submission tasks:

- A 1500-word essay based around a single prompt question or case scenario,. A clear marking scheme must be provided to the ESC demonstrating the distribution of marks across relevant sections/content. This option is not recommended for course providers (or assessors) who are less experienced in marking and assessment.

- A relevant case scenario broken down into e.g. three x 500-word sections, each worth 15 marks with an additional five marks available for referencing. Each section would have its own prompt information relating to the case scenario, perhaps moving chronologically to ask candidates to discuss management at different time points or perhaps looking initially at assessment, then treatment planning, then identification and management of a possible complication. Expected answers and planned distribution of marks should be set out clearly to the ESC for review and approval.
- A series of e.g. three (up to a maximum of five) short answer questions with equal distribution of the word count (so 300 to 500 words per answer). This option may be appropriate where there are distinct sections to the course content, and if course providers wish to assess each area separately in greater depth. Expected answers and planned distribution of marks should be set out clearly to the ESC for review and approval.

For any written submission a clear assignment brief must be provided to candidates detailing the submission content, format requirements and any trigger questions. Creation of a marking grid or rubric is recommended to assist delegates and enable marking consistency across submissions. Full details of how to submit work and a submission deadline must be given to delegates, the submission deadline for the second assessment task should be six weeks after completion of the first assessment task, to give candidates adequate time to research the topic area further and add greater depth and supporting evidence to their submission.

General criteria for a pass:

- clear writing and argument
- professional standard of presentation and references
- evidence of integration and balance of a range of ideas
- within the word count
- evidence of understanding of the applied theory
- evidence of clear clinical reasoning and discussion of the case

General criteria for a fail:

- poor unprofessional standard of presentation and references
- lacks evidence of understanding of topic/case
- evidence of over-reliance on literature sources/plagiarism
- no or limited clinical reasoning/analysis
- markedly outside of word count

Marking

All assessments should be appraised by two internal assessors (individuals from the course provider team who have the appropriate knowledge and skills) to agree on a mark.

All assessments should be received by the BAHT representative within four weeks of their submission. The BAHT representative then has a further two weeks to review the marking and confirm this back to course organisers.

All fails and borderline cases as well as a further sample of 10% will then be further reviewed by the BAHT representative for moderation purposes.

No marks should be released to candidates prior to moderation by the BAHT rep and in the case of any disagreement over marks the BAHT rep's decision is final.

4.3 The validation process for level II courses

In order to validate a level II course, the BAHT ESC needs to receive, review and approve the following:

- Application form: a completed application to run a BAHT validated level II course (see [appendix A](#)) including;
 - Named primary course organiser contact(s) who must be a member of BAHT.
 - £150 application fee (or completed invoice request details).
 - Brief CVs for course organiser and all proposed speakers.
Having taken advice from the Chartered Society of Physiotherapy (CSP) and The Royal College of Occupational Therapists (RCOT), BAHT considers it to be imperative that each speaker's suitability to speak on the proposed topic(s) is clearly demonstrated within the course application. Therefore, details of each speaker's relevant training and experience should be provided, particularly where the proposed topic is one that might traditionally be considered outside of the normal scope of the individual's professional practice (i.e. PT V's OT). Furthermore, it must be clear that the primary organiser(s) have suitable skills and experience to successfully plan all organisational and logistical details required for the course to run successfully.
 - The proposed course details e.g. venue and geographical location, dates, contact and advertising information, delegate fees – see [appendix A](#) (application to run a validated level II course form) for full details required.
- Course programme: the proposed course programme including start, finish, session and break times as well as identifying who will be delivering or facilitating each session. The type of session and proposed facilitation of any workshop or practical sessions must also be clear, and in line with the requirements set out in [section 4.2.4](#)
- Course aims & objectives: the proposed aims/objectives of the course should be provided.
- Course assessment: the full details of proposed course assessment tasks must be provided;
 - All examination questions (main and resit exam or full question bank as applicable) and expected answers, or details of practical examination or alternative assessment including rationale.
 - Full assignment task with marking schemes and/or expected answers or equivalents for alternative assessment types.
 - Details of assessment set-up/process/environment, including specific details of how assessment will be undertaken to ensure integrity of assessment (particularly for any remote examination completion).
- Pre course reading: this is not essential for validation, but all delegates should receive pre course reading information including course aims/objectives before the course runs.

An editable version of the application form can be downloaded from the [BAHT website](#). Once completed this and all other supporting information should also be returned to the BAHT secretary.

Applications and supporting information are reviewed and validated at BAHT ESC meetings, held approximately every two months. In order to consider an application and/or its supporting information during a specific committee meeting, the BAHT ESC must be in receipt of the information no less than two weeks before that meeting. Dates of upcoming meetings are available on the [BAHT website](#) or by contacting the BAHT secretary via bahthandtherapy@gmail.com. Where all relevant paperwork and accompanying fee has been received in time for a BAHT ESC meeting, course providers should expect to hear the outcome of the meeting review from the BAHT level II course coordinator within two weeks of the meeting date.

4.4 Timeframes for planning a level II course

To ensure that the high standards required on all sides of the planning process are maintained it is important that adequate planning time is allowed. The ESC therefore requests that all course providers adhere to the timeframes set out below when making their application to run a validated level II course.

The ESC requests that course providers make initial contact regarding their intention to run a level II course a minimum of 12 months in advance of their proposed course dates. A formal application to run a level II course may be included at the point of initial contact but if not this must be received by the committee no less than nine months prior to the proposed course dates.

Course providers should be aware that at the time of their initial contact with the ESC there may be other level II courses already in the process of planning, but which have not yet reached the stage of being advertised on the BAHT website. The ESC can only validate a finite number of level II courses within a calendar year and courses with the same topic should not be run too closely in succession, particularly if they are in a similar geographical area. Course providers may therefore be required to consider alternative dates for their proposed level II course when they make their initial contact with the ESC (with or without accompanying formal application). Providers are strongly advised to check their preferred dates with the ESC before making any formal bookings of speakers, venues etc. Preference for dates will always be given on a 'first come, first served' basis upon receipt of a formal application and course application fees, so the earlier that a course provider makes contact with the ESC and submits their application, the greater the likelihood of their preferred dates being available.

A draft proposed programme for the course should be submitted to the ESC as early in the planning and validation process as possible. The full and final programme, including speakers for each session, should be received by the ESC a minimum of nine months prior to the course dates (six months for repeat courses). The course examination documents should also be received by the ESC a minimum of nine months prior to the course dates (six months for repeat courses). No BAHT level II course can be signed off as validated until the final programme and examination documents have been received, reviewed and approved.

Where there is a suitable space in the schedule of upcoming level II courses, experienced course providers (those at the stage of requiring the attendance of a one day BAHT representative only and who ran their last level II course, of the same title, within the preceding two years) may apply to the BAHT ESC to run the same level II course within a shorter time frame than that described above. Applications will be considered on a case-by-case basis and without exception there must always be a minimum of nine months between the date of application and the proposed course dates.

See [appendix F](#) for quick-reference planning checklists relating to gaining validation, as well as liaison with the BAHT representative (see also [section 5](#) for information regarding the BAHT representative).

4.4.1 Policy on re-running of courses

Level II courses may be oversubscribed. There is a temptation by course organisers/hosts to re-run courses in close succession to approximate demand. This leaves little or no time for due consideration of the BAHT reps' feedback from the last course and production of new assessments (exam, re-sit exam and assignment). The ESC considers the feedback from the rep to be of utmost importance when considering re-validation. The re-run course has to undertake the same validation process – see 4.3.

4.5 Requirements for a validated level II course and associated costs

When planning to run a BAHT validated level II course, potential course hosts and providers should consider all requirements ([see appendix F](#) for additional information) and budget carefully in order to provide value for money to those attending the course; whilst also ensuring that the venture is financially worthwhile. There will inevitably be costs associated with running a course, which will be recouped through candidate course fees when successfully recruited to. In order to meet BAHT requirements and be recognised as a validated course, the provisions detailed below must be made and any associated costs met by course providers (or their nominated hosts). Further considerations with respect to budget planning can also be found in [appendix D](#).

When submitting an application to run a BAHT validated level II course, payment of a £150 application fee must be made. This fee covers the following:

- Administration and processing of the application by the BAHT ESC.
- Advertising of the course on the BAHT website, from the time that payment receipt is confirmed until the course runs.
- Provision of electronic BAHT level II course attendance certificates to candidates who attend all elements of the course.

Please note that the £150 application fee is non-refundable, but in the case of a course being cancelled after an initial application has been made, it may be transferable to an alternative course on request at the discretion of the BAHT ESC.

All BAHT validated level II courses must be attended by a representative of BAHT, and there are costs associated with this:

Pre-course

- Payment and booking of BAHT representative travel i.e. train, aeroplane coach, overnight accommodation where the course venue is not within reasonable commutable distance.

Post-course

- Where within reasonable commutable distance BAHT rep to invoice for mileage costs at the current UK standard HMRC mileage rates (currently 45p per mile <https://www.gov.uk/government/publications/rates-and-allowances-travel-mileage-and-fuel-allowances/travel-mileage-and-fuel-rates-and-allowances>).
- £150 per day attended (or otherwise reviewed if the course is running asynchronously and/or remotely) by the BAHT representative.
- £100 assessment moderation fee, payable directly to the BAHT representative.

NOTE: BAHT rep invoices are payable by the **provider** to the rep within a standard 30 days of date of invoicing following the course.

Refer to [section 5](#) for further information regarding the allocation and the role of the BAHT representative, how much of the course they will attend, and the expected costs associated with this. Course hosts/ providers must be clear on what processes and information are required to ensure that any financial outlay/ expenses are paid in an efficient and timely manner.

Course providers (or their hosts, as agreed between the two parties) are also expected to arrange the following for their BAHT validated level II course, which may incur additional costs:

- A suitable course venue, either physical (face to face courses) or virtual (remote/ online courses) including:

For face-to-face courses a main 'lecture' space to accommodate all course candidates, course providers and the BAHT representative seated comfortably and able to take notes as well as breakout spaces for workshop/practical sessions each able to accommodate 12-14 candidates, the facilitator(s) and BAHT rep comfortably as well as any equipment/resources required for the session.

For remote courses a high quality 'virtual' platform, appropriate to the delivery style and learning objectives of the particular course including as a minimum clear presentation of any images/video and high quality audio.

Consider accessibility for any candidates with additional physical or learning needs and comfort of candidates over the duration of the course, as well as any accompanying audio-visual equipment needed for sessions. Course providers/hosts are responsible for ensuring that they comply with the Equality Act (2010) and any other relevant legislation within all aspects of their course. These principles apply to both face to face and remote delivery courses, though course providers are not expected to be responsible for the environment from which candidates access a remote course.

- Refreshments:
It is expected that candidates will be provided with refreshments during breaks within the course programme and during registration on day one of any face-to-face course (selection of hot/cold drinks and snacks such as biscuits/fruit), as well as a suitable area to consume these. It is not essential for lunch to be provided to candidates as long as this is (a) made clear in pre-course literature and (b) there is somewhere suitable locally for candidates to purchase their own lunch. If lunch is not being

provided within the course fees it is expected that course providers will reflect this in the course fees charged to their candidates. It is also expected that the BAHT representative will be reimbursed for the cost of their lunch if this has not been provided (see [section 5](#) for further details of costs relating to the BAHT representative).

- Course manual:
 - Each taught session of the course should have an accompanying handout prepared, as a revision and reference resource for candidates. It should follow the content of the lecture or workshop approximately chronologically and be formatted and fully referenced as per BAHT guidance (see [appendix G](#) for further details). Handouts for all sessions should normally be provided to candidates by registration on day one of the course, in suitable format (normally printed, collated and sectioned in e.g. a ring binder, or comb bound for face-to-face courses, for remote courses handouts can be provided in a suitable electronic format). The full course programme and a course evaluation form should also be provided to candidates at this time (for course evaluation form template see [appendix K](#)). An editable version is available from the BAHT secretary bahthandtherapy@gmail.com). Some blank spaces can be left in the course manual for candidates to fill in additional information during group or individual tasks or resulting from discussion. The BAHT representative should also be provided with a hard copy of the course manual when they arrive at the course venue plus the examination documents.
 - For BAHT level II courses delivered remotely, course providers must advise BAHT ESC how handouts will be provided and in what format.
- Sign-in sheets:

The BAHT representative will need to see that all candidates have signed in on each day of the course in order to issue their attendance certificates. This is particularly important for more established courses when the BAHT representative is only in attendance for one day of the course. Remote and asynchronous delivery of course content also needs to be monitored for attendance or completion as appropriate, course providers should consider ways in which this can be achieved.
- Provide assessment material:

Course providers must provide all assessment materials required for in person course assessments (e.g. printed exam papers for written exams, splinting materials and equipment for practical splinting exams), or suitable electronic versions for any assessments to be completed remotely. All assessment materials must be of sufficient quality whether in physical or digital format to enable the assessment process to be completed fairly. For example, any images used, including radiographic images, must be clear and an appropriate size.

4.6 Course fees and candidate bookings process.

It is at the course provider (or their appointed host's) discretion to set their course fees at an appropriate rate to generate sufficient income to cover their costs and provide suitable profit, whilst also providing value for money to candidates and being competitively priced enough to attract sufficient numbers to be financially viable. BAHT members must be offered a minimum 10% discount off the full course fees for any stand-alone BAHT validated course. Discounts may also be offered to other groups where appropriate e.g. delegates who attend

from outside the UK – members of the European or International hand therapy organisations.

It is up to individual course providers (or their hosts) to set their own booking terms/processes for candidates, which must be explicitly documented for potential candidates when registering to attend the course. It is expected, as a minimum, that course providers (or their appointed hosts) will request the following information from candidates within their bookings process:

- Full contact details as required for ongoing communication with the candidate.
- Details of eligibility to attend a BAHT level II course (see [section 2.3](#)) with evidence as appropriate.
- BAHT membership number (of any candidate claiming the minimum 10% discount on course fees).
- Details of any food allergies, intolerances or preferences (e.g. vegetarian, coeliac) so that these can be accommodated within any refreshments provided.
- Details of any physical or specific learning disabilities for which the candidate requires reasonable adjustments to be made in order for them to participate in the course and/or examination process.

Course providers/hosts must abide by data protection laws with regards to gathering, storage and sharing of course candidate's personal details. Within this it should be made clear to candidates that their name and BAHT membership number (where applicable) will be shared with and stored by BAHT for purposes of registering their successful attendance/completion of the BAHT level II course.

Once a candidate has registered to attend a level II course and paid their course fees it is expected that course providers will provide them with the following information (this can be supplied earlier if appropriate and must always be provided in advance of the course):

- An electronic copy of the (draft) course programme.
- An electronic copy of the pre-course reading
- Information regarding travel to the local area and course venue as well as local accommodation options.

4.7 Course cancellations

Course providers (or their appointed hosts) are advised to set, and publish to prospective candidates:

- A clear cancellation policy including whether candidates can expect a full, partial or no refund should they withdraw from the course after registration and payment but prior to the course running.
- A refund and limited liability statement relating to cancellation of the course by the provider (or host).

In the event that course providers (or their hosts) need to cancel their course they are encouraged to give registered candidates as much notice as possible and must return any course fees already received in a timely manner. BAHT accepts no liability with respect to cancellation of courses by providers. If a course is cancelled with less than one month's notice, then course providers (or their hosts) remain liable to reimburse any expenditure already made by the BAHT representative such as travel or accommodation bookings. This

also applies at greater than one month's notice if course providers (or hosts) had previously given their BAHT representative approval to make bookings. The £150 application fee to run a BAHT validated level II course is non-refundable in the event of cancellation by the course providers but may be transferred to another course upon request at the discretion of the BAHT ESC.

4.8 Course evaluation

All BAHT level II courses will be evaluated by both a representative of BAHT and course candidates. A BAHT representative will attend for either one or all days of any course (see [section 5](#) for further detail) and will then complete and submit a report to BAHT detailing their initial assessment of the course (see [appendices L and M](#) for three day and one day BAHT representative report templates), followed by a final report once all aspects of the examination/assignment process have been completed. All course candidates must also be provided with a course evaluation form at the start of their course (see [appendix K](#) for template, an editable version is available from the BAHT secretary bahthandtherapy@gmail.com). Candidates should be encouraged to complete and return this to the course providers on the final day of the course. The BAHT representative should be given full access to view the feedback forms on the final day of the course, so that they can include any specific comments or concerns in their evaluation report to return to BAHT.

4.9 Statement regarding liability of course leaders

Having taken advice from the CSP and RCOT, BAHT considers that it is vital each lecturer is fully qualified to teach all aspects of their topic. If the subject taught is not in their basic training, e.g. mobilisation for OT's, they must show proof of competency with evidence of training, education or experience in that area. This must be clear in each CV submitted for the lecturers delivering level I or II courses.

In addition, it is important for all delegates to understand that they are being provided with an introduction to a topic and not a recognised level of competency. The BAHT Education Sub-Committee suggests all course organisers place a clause in their hand out material explaining this and disclaiming any liability for a delegate's actions. An example may be: *This course and manual teach you new information and skills. It is important to remember that you are not fully skilled to practise on patients purely by attending this course. Enjoy gaining your skills with each other and have fun!*

4.10 Statement regarding below standard courses

The BAHT ESC makes every effort to ensure that the standard of each BAHT validated course is sufficient, through the validation process and presence of a BAHT representative at every course. However, BAHT is unable to accept any liability for the ultimate quality of a course, its delivery or content.

In the unlikely event that unforeseen circumstances lead to a course falling below the expected standards, it is essential that every effort is made to resolve the issues as soon as possible within the course – as soon as concerns are noted and highlighted (be this by course hosts, providers, candidates or the BAHT representative). If a practical solution cannot be found upon discussion within the group (of course hosts/providers, supported by the BAHT representative) the BAHT representative can seek further advice from their nominated link person within the BAHT ESC. Any issues which arise within a course and are

not sufficiently addressed may result in the course host and/or provider in question (as relevant) not being approved to run future BAHT validated courses.

In the very unlikely event that one or more course candidates should request a refund of their course fees due to feeling that their course was substandard, this should be managed internally by course hosts/providers. The BAHT representative's opinion may be sought with regards to whether the candidate's claims are reasonable, but BAHT's involvement cannot go beyond this as they are not ultimately responsible for the quality of the course delivered.

Information for and about level II course BAHT representatives

5.1 Definition and purpose of the BAHT representative (level II courses) and link person

The BAHT representative is an individual appointed by the BAHT ESC to attend part or all of every BAHT validated course for quality assurance, through assessment against BAHT standards. At BAHT level II this means ensuring that all core content has been covered within the course programme, that the teaching delivered is of sufficient quality and to act as a third marker for the examination/assignment component. The second main purpose of the BAHT representative is to ensure that all candidates receiving an attendance certificate have successfully attended all taught elements of the course.

The link person is a second individual who is appointed by, and from, the ESC to support and guide the BAHT representative as required. In the unlikely event that the BAHT representative is unable to attend a course at short notice, it is normally the link person who will take over the role and attend instead.

5.2 Eligibility to become a BAHT representative

All BAHT representatives must themselves be a member of BAHT. To become a BAHT representative individuals must be nominated to the position and complete an application form demonstrating how their own background and experience qualifies them to work in the role of a BAHT course assessor, both from a clinical perspective and also in terms of knowledge and experience of the BAHT post-graduate education pathway and the expected standards for BAHT level II courses (and BAHT level I courses if also acting as a BAHT representative at level I courses). Ideally they will have attended a BAHT course previously.

Anyone interested in becoming a BAHT representative to assess level II (and/or level I) courses should contact the BAHT secretary via bahthandtherapy@gmail.com in the first instance.

5.3 Appointment of a BAHT representative to a specific course

When the BAHT ESC receives and approves an application from a course provider to run a BAHT validated course, the process of appointing a BAHT representative for that course begins. The ESC aims to appoint a BAHT representative to each course as early in the planning process as possible, the appointment will usually be decided and notified to course organisers a minimum of three months prior to their course.

The choice of BAHT representative for each course will be based on a number of factors including:

- Availability during course dates.
- Course location vs rep location.

The ESC will always aim to appoint the BAHT representative with the least travel distance out of the available representatives, in order to minimise reimbursement costs for course hosts/providers. However, course hosts/providers should be aware that it is not always possible to appoint someone local and it is expected that reasonable travel and accommodation expenses will be reimbursed to the BAHT representative.

- Particular skills/experience required.
The ESC will endeavour to only appoint a representative who has skills/experience relevant to the course subject.

For new or significantly altered courses the BAHT representative will usually be a current/ recently retired member of the ESC, or a more experienced assessor, so that maximum support and advice can be provided to the course providers.

5.4 Duration of BAHT representative attendance.

The appointed BAHT representative will attend either for all three days (the entire duration of the course) or for a single day (normally the final day) of a level II course.

BAHT validated courses will be allocated a three-day representative when:

- They are new or returning (after a significant gap).
Providers should usually expect a new course to be allocated a three-day BAHT representative the first three times that they run. If there has been a significant gap since a provider last ran a particular course then a three-day representative may also be re-allocated, particularly if there have also been changes made to the programme or structure. This is assessed by the ESC on a case-by-case basis.
- They are significantly altered.
If the course programme or structure is changed by a course provider and the ESC deems the changes made to be significant, then a three-day representative may be re-allocated for the first run of the new course.
If a new faculty member is appointed to deliver a significant amount of course content then this may also be considered a significant alteration to the course.
- Concerns have been raised.
If concerns or significant areas for development are raised by the BAHT representative attending a course (either as a one-day representative or what would have been the final three-day attendance) then a three-day representative may be allocated for the next subsequent course.

BAHT validated courses will be allocated a one-day representative when they are:

- Well established.
Courses will normally be allocated a one-day representative once they have run three consecutive times successfully with a three-day representative.
- Consistent.
Where there are no significant changes to course structure, programme or faculty made by the course provider there will usually continue to be a one-day representative allocated. This should not discourage course providers from gradually developing their programme and content over time, taking into account changing practices and new evidence - this is positive and expected and will not normally result in a three-day representative being re-allocated.
- Successful.
Courses will continue to be allocated a one-day representative whilst feedback from the previous BAHT representative and course candidates remains sufficiently positive.

5.5 Role and responsibilities of the BAHT representative

The primary role of the BAHT representative is to attend, assess and report back to the ESC regarding the BAHT validated course to which they are appointed. Templates for the BAHT representative feedback reports can be seen in [appendices M \(one-day\) and L \(three-day\)](#). For both one-day and three-day BAHT reps, initial feedback reports must be submitted within two weeks after the course. Final numbers for the assessments i.e. number of passes re-sits and fails must be submitted within three months of the course or once all aspects are completed.

Though the BAHT representative is there to oversee and assess the course, they will aim to be a supportive influence and can be a useful resource during the planning and running of a course, particularly for newer providers. The aim is not for the BAHT representative to be a cause of additional undue stress or worry for providers – a welcoming attitude from course providers combined with a constructive, positive outlook from the BAHT representative should lead to a positive experience for both parties.

5.6 BAHT representative examination process role

The BAHT representative must be sent **all** marked assessments (e.g. exam papers and assignments) in an appropriate, secure, format. This may be by giving access to an online assessment portal, by scanning and emailing digital versions of papers or where original copies of assessments are posted this must be by **recorded delivery**. The BAHT representative will review all failed and borderline assessments as well as a further sample of at least 10% of assessment papers, with a range of achieved grades (e.g. one paper from the 61-70% bracket, one achieving 71-80%, one graded 81-90% and one in the 91-100% bracket). In any cases of dispute, or uncertainty between the original markers the BAHT representative's decision is final and there is no appeal process.

All assessment tasks should be internally marked and received by the BAHT representative within four weeks of their completion. The BAHT representative then has a further two weeks to review the marking and confirm this back to course organisers.

5.7 BAHT representative fees and expenses.

The BAHT representative is eligible to claim a fee of £150 per day attended (or otherwise reviewed if the course is running asynchronously and/or remotely) from the course provider (or their nominated host, if applicable), as well as for reimbursement of reasonable expenses incurred solely as a result of attending the course as BAHT representative. An additional £100 marking fee can also be claimed from the course provider (or their nominated host) for assessment moderation. The BAHT representative is responsible for declaring their fee to HMRC and making any associated tax payments on the amount received.

In terms of expenses claims, the following should be noted by BAHT representatives and course hosts/providers in terms of what to claim/expect to be claimed respectively:

- Travel/parking.
 - Travel (and accommodation) is to be booked and paid for by course provider in advance, where the course venue is not within a reasonable commutable distance. This should be discussed and agreed with the BAHT rep well in advance of the course.

- The BAHT representative is expected to travel by the cheapest practicable method of transport available to them, and should they choose to travel by a more expensive means of transport they are only eligible to claim for reimbursement of the lesser amount which they could have paid.
- Mileage costs at the UK standard HMRC rates (currently 45p per mile <https://www.gov.uk/government/publications/rates-and-allowances-travel-mileage-and-fuel-allowances/travel-mileage-and-fuel-rates-and-allowances>), plus parking charges if applicable can be claimed.
- Accommodation.
 - If the BAHT representative would need to travel for more than one hour (door to door) on each day to reach the course venue then it is expected that the course provider (or their nominated host) will book and pay for in advance the cost of accommodation the night prior to each course day attended by the BAHT representative (i.e. a one-day rep can claim a maximum of one night's accommodation and a three-day rep a maximum of three night's accommodation).
 - The BAHT representative is not obliged to stay nearer the course venue if it is their preference to travel for more than one hour each day, though their total claim for reimbursement of costs should not exceed that which would have applied had they done so.
 - To avoid possible conflicts of interest, the BAHT representative is not permitted to stay at the home of the course provider or their nominated host during the course.
 - If a course provider/host can secure reduced accommodation rates at a preferred provider then the BAHT representative is expected to either use this accommodation (as long as it is of an acceptable standard) or only claim for reimbursement of up to the same cost as the provider/host's preferred accommodation.
 - The minimum expected standard of accommodation is an en-suite room with access to local facilities such as shops/restaurants nearby and which is also local to the course venue.
- Subsistence.
 - If the BAHT representative is travelling from home on each day of the course then course providers/hosts are expected to accommodate the BAHT representative in their refreshment provisions for candidates and if lunch is not additionally being provided to candidates, to reimburse the cost of the BAHT representative's purchased lunch.
 - If the BAHT representative is staying in local accommodation then the accommodation should be bed and breakfast, or the purchase cost of breakfast provided/reimbursed.
 - Course providers/hosts are not expected to fund an evening meal for the BAHT representative.

In the unlikely event that the BAHT representative cancels their attendance at a validated course for any reason, the BAHT ESC will make every effort to arrange an alternative representative to attend instead, usually the nominated link person from the BAHT ESC.

5.8 Course provider and/or host responsibilities regarding the BAHT representative

Once a BAHT representative and link have been allocated to a course, the level II co-ordinator will notify the rep and provider via email with a letter including representative name and contact details. It is the responsibility of the course provider (or their nominated host as agreed internally) to contact the nominated BAHT representative for a level II course within two weeks of notification to open communication and commence logistical planning as appropriate. To avoid any confusion as to who the representative should be expecting contact from, a named individual must be highlighted on the application to run a BAHT validated level II course form (see [appendix A](#)).

Course providers must also provide the BAHT representative with a copy of all pre-course information sent to delegates, by two weeks prior to the course at the latest.

After this point, course providers are responsible for ongoing communication with the BAHT representative regarding any and all relevant aspects as laid out within the BAHT level II guidelines as a whole; for example regarding any delegates who highlight additional learning needs and request additional time for the post-course examination, or if the course is struggling to attract sufficient delegate numbers and is at risk of cancellation. It is important that course providers / hosts are fully aware and clear how BAHT representatives should submit BAHT course invoices and what is required to ensure an efficient and timely payment.

Summary of roles and responsibilities of BAHT representative**Before the course**

On appointment expect to receive from BAHT secretary:

Confirmation of appointment letter containing;

- Course host/provider contact details,
- Contact details of link person from BAHT ESC,
- Course dates and location,
- Confirmation whether attendance is required for all three days of the course or one day only (usually the final day of the course).

An editable copy of one-day/ three-day BAHT representative report form (as appropriate to attendance).

A copy of the current BAHT level II course guidelines including BAHT representative roles and responsibilities document.

Make necessary arrangements to be able to attend the course throughout the duration required as soon as appointed (e.g. book annual leave, arrange childcare).

Within two weeks of appointment expect to be contacted by your course host or provider nominated contact person to commence planning of logistical arrangements (travel, accommodation if required, etc.).

Receive from course host/provider a copy of all pre-course information and reading sent to course candidates (course programme, pre-course reading list, course aims and objectives, venue location and travel information, local accommodation options on initial contact post appointment or as soon as ready thereafter).

Arrange appropriate travel/accommodation as required in liaison with course hosts/providers (see [section 5](#) of BAHT level II guidelines for full information regarding this).

Respond to any communication from course hosts/organisers in a timely manner (or notify of any period of e.g. holiday in run up to course).

Read all paperwork received thoroughly to ensure up to date with current guidelines and processes.

Expect to be notified by course hosts/organisers of any specific candidate learning or other needs for which extra time to complete the post-course assessment is required.

Contact BAHT level II course coordinator with any queries or concerns not otherwise answered by other relevant parties via baht.level2@gmail.com

During the course

Attend the course throughout the day(s) appointed.

Ensure BAHT rep is introduced to course candidates by course providers on day of arrival with brief description of role given (this introduction can be made by the course providers, or the BAHT representative themselves as agreed between the two parties).

Engage with course candidates, hosts and providers during breaks in the programme to gather comments and feedback from all parties. Any engagement during the programme itself must be appropriate and not detract from course delivery (e.g. support learning and discussion within workshop/practical sessions generally appropriate but not talking over lecture delivery).

Ensure participant attendance in conjunction with the course organiser (check sign-in sheets for each day of course).

Ensure all examination content is included within taught content (either within lectures or at least within the course manual).

Provide constructive and objective feedback verbally to the course providers as appropriate at the end of each day attended. Comments may be with regards to course content, delivery, balance, structure or anything else relevant (any major concerns should be highlighted as soon as practicably possible rather than waiting until the end of the day).

Maintain accurate records of observations and discussions in order to complete BAHT representative evaluation report form.

Review candidate course evaluation forms at the end of the final day of the course.

After the Course

Complete and email representative report (1 or 3 day) within 2 weeks following the course to the level II co-ordinator (baht.level2@gmail.com) and the course provider.

Prepare and submit an invoice to the course provider for their fees and expenses (see [level II guidelines 5.7](#) for eligible fees and expenses).

All assignments should be marked by two course providers within 4 weeks of their submission. These are to be sent securely to the BAHT representative for moderation. All failed and borderline assessments should be reviewed as well as a further sample of at least 10% of assessment papers, with a range of achieved grades. The BAHT representative then has a further two weeks to review the marking and confirm this back to course organisers.

Submit final assessment numbers using the end of the report form via email to baht.level2@gmail.com, once course has been completed and all assessments and re-assessments have been completed and marked within 3 months of the course or once all aspects are completed.

Ensure certificates for all delegates eligible for attendance certificates and those who successfully passed assignments eligible for BAHT points, are emailed to the course provider by the BAHT secretary.

Application to run a BAHT Level II validated course**Provider Details**

Name(s):

Postal address:

Phone Number:

E-mail:

BAHT Membership Number(s):

Course Details (for advert on BAHT website)**Course title:**

Course dates:

Course venue/location:

Course fees: Standard (non-member BAHT); £
 BAHT member (minimum 10% discount from standard); £
 Other (e.g. early bird discounts if applicable); £
 Details:

Contact name(s):

Contact email address(es):

Contact phone number(s):

Is lunch to be included in the course fee?: Yes/No

NB if lunch is not to be included it is expected this would be reflected in the delegate fee. Refreshments during tea/coffee breaks should be provided as standard on all BAHT validated courses.

Any other brief information for website advert:

If you would like your course flyer, registration form or any other relevant documents uploaded onto the BAHT website alongside your course advert please provide a copy with your application.

BAHT level II exam question development guidance

This guidance is designed to assist course providers in the development of appropriate examination questions for BAHT level II assessment. The guidance is not exhaustive and should further information/clarification be required course providers are encouraged to contact the BAHT level II co-ordinator.

General Principles:

- Examination papers which form 50% of the overall course assessment should usually comprise a total of 50 marks.
- Where all candidates are to complete their examination together (i.e. at the same time) course providers will develop one main examination paper for their course as well as a separate and distinct resit paper. Should course providers wish to allow candidates to complete their exam at a time of their choosing, over an agreed period of time once the course delivery has been completed (e.g. within two weeks), they would then need to develop a larger bank of examination questions from which an individual, random selection are presented to each candidate. This would generally involve using an online examination software system and is normally only recommended for more experienced course providers who have previously successfully developed individual examination papers as described above.
- Examination questions must only relate to content that has explicitly been covered within the course and covered in its accompanying resources, or would otherwise be expected knowledge from having completed BAHT level I. Further details of the expected core knowledge at BAHT Level I can be found in the BAHT level I Guidelines. Anything examined must be clearly covered in the course including written information in the course manual.
- Examination questions / question papers must be set out in a clear and coherent structure which is straightforward to navigate, whether provided in physical or electronic format. It should be clear from the outset how many questions there are for delegates to complete during the examination period, and candidates must be able to complete questions in their preferred order and return to earlier questions to review these if they so wish.
- Consideration should be given to the formation of an overall examination paper which covers the breadth of course content, with some variation in difficulty and depth required to overall allow a candidate with sufficient but limited knowledge to achieve a pass mark, whilst stronger candidates will achieve increasingly higher marks overall.

Formation of individual examination questions:

- The mark(s) available for each question must be stated clearly alongside it, including any breakdown of marks where a question is in multiple parts.
- Questions must be written in good English using appropriate grammar and punctuation, and use of abbreviations should generally be avoided unless knowledge of this is something specifically being assessed within the question.

- The wording of each question should be tailored to make the requirements as explicitly clear and unambiguous as possible. For example, it is preferable to use “state four reasons why....” rather than “what are the reasons why....”

Example Exam Questions

Name:

A list of answers e.g. Name the extrinsic flexor tendons of the digits.

Each answer should be worth ½ mark

Flexor digitorum superficialis

Flexor digitorum profundus

Flexor pollicis longus

Describe:

An answer that includes some detail demonstrating factual knowledge.

Each answer should be worth at least 1 mark depending on the level of detail required e.g.

Either

Describe insertion of the FDP tendon – 1 mark

Or

Describe the origin, route and insertion of the FDP tendon – 3 marks

The FDP muscle arises from the anterior surface of ulnar and the interosseous membrane and proceeds distally splitting into 4 tendons which pass beneath the flexor retinaculum at the wrist.

Each tendon progresses to its corresponding finger lying deep to the FDS tendons and emerging between the FDS bifurcation at the level of the PIPJ.

The FDP tendons continue to their insertion at the anterior aspect of the bases of distal phalanges of digits 2-5.

Discuss:

An answer that includes some application of knowledge to practice e.g. discuss how the biomechanics of the FDP tendon and the soft tissue structures of the MCPJs & IPJs of the digits impact on the choice of splinting position following a flexor tendon repair at zone 2.

Each answer should be worth at least 2 marks depending on the level of detail required

The post operative positioning of the hand following repair of the FDP tendon needs to protect the repair site by preventing any undue stretch being applied to the tendon. Therefore, due to the origin / insertion of the FDP muscle the wrist should be positioned in neutral, the MCPJs in flexion and the IPJs in extension.

This combination of joint positions prevents tension on the repaired tendon which may put the repair at risk but also maintains the elongated position of the collateral ligaments in the MCPJs and the volar plates in the IPJs to prevent these vulnerable structures from contracting.

Justify:

An answer that includes evidence e.g. Justify the application of early active motion on a repaired flexor tendon in terms of the pathophysiological effects on healing / tendon strength using a minimum of 2 references to support your answer.

Each answer should be worth at least 4 marks depending on the level of detail required

The application of active motion early in the healing phase of a repaired flexor tendon has been shown to maintain tendon glide within the flexor sheath thereby preventing inter-structural adhesions that can limit recovery of range of motion and dexterity (ref).

Active motion has also been demonstrated to facilitate the “milking” of synovial fluid around the healing tendon, providing nutrition to the tendon and stimulating both intrinsic and extrinsic tendon healing (ref).

A controlled early active mobilization regime will apply some tension to the tendon repair site, but it has been demonstrated by (ref) that the application of controlled stress to a healing tendon increases the tensile strength of the repair therefore improving the recovery.

Current research is being undertaken into the use of relative motion flexion splinting (alongside a wrist splint) using the concepts of early active movement and exploiting the quadriga effect to reduce biomechanical pull on the repaired tendon, with the aim of earlier return to function and reduced stiffness in the digit.

Allocation of marks:

- The number of marks allocated to each question must appropriately reflect the size and difficulty of that question, using the following principles
 - Listing, naming or image labelling questions should be awarded half a mark per correct item (where the answer is equivalent to one word, up to a few words).
 - Stating questions where a single complete sentence is required as the answer should be awarded one mark.
 - Questions asking candidates to describe something should have half a mark per expected minor point or one mark per larger point available (clearly stating the marks available as above will help delegates to know how much they are expected to write. Overall, “briefly describe..” might be used for a question worth two marks, or “describe...” for three marks.
 - Questions asking delegates to discuss, reason or justify something will usually be awarded a greater number of marks due to the added complexity of this requirement.
 - There is no set maximum number of marks that a single question can be awarded (as long as the principles set out above are followed), though course providers should be aware of the potential impact on the overall grade (and therefore ability to pass) should a candidate be unable to answer a particular high value question at all.

Marking guidance and expected answers:

- When submitted to the BAHT ESC for review and validation of the course; course providers must provide clear information relating to how all possible examination questions will be reviewed.
 - Expected or suggested answers must be provided for each examination question (within the main and resit papers or question bank). Where there is one correct answer option or a finite number of likely short answer options these should be provided in full, but where the candidate may choose for example one treatment approach and go on to discuss that in more detail one or two suggested overall answer options is sufficient.
 - Where a question has several marks available it needs to be clear what detail the marker is looking for to account for the allocated marks.

BAHT Level II: Online Exam Development Guidance

Assessment task 1 will usually be in the form of an examination undertaken by candidates either during or shortly after (within two weeks of) course attendance. If candidates are completing an examination together (i.e. *synchronously* / at the same time) course providers will develop one main exam and a separate resit exam in the same way as a written/paper format. A link to the online exam must be provided to the ESC before validation.

Should course providers wish to allow candidates to complete their exam at a time of their choosing (*asynchronously*) over the full two week post-course exam period, they need to develop a larger bank of examination questions from which a random selection are presented to each delegate. Providers wishing to develop this type of exam must ensure adequate randomisation measures are put in place, so each delegate receives a unique exam, thereby maintaining integrity. Note, this type of online exam is more complex in construction, therefore only 'allowed' for course providers who are experienced in setting assessments and who have already successfully run BAHT validated level II courses. This type of exam generally involves using an online examination software system.

Providers may choose to use exam software which is 'self-marking' and therefore is 'fact based'. An entirely self-marking exam would not meet the learning outcomes for a level II course due to the need to demonstrate a level of clinical reasoning and justification within assessment. A combination of fact based, 'self-marking' questions and short answer manually marked questions is the expected.

Questions are usually divided into sections according to topics examined, similarly worded questions or inverse questions can be used, but must be placed within subsections to avoid delegates being asked more than one of these. For example, if 10 questions within a section are to be allocated to delegates, 10 sub-sections may need to be created with similarly worded questions placed in each subsection so that each delegate only ever receives one question from each subsection and therefore cannot be asked the same/similar question twice. Each subsection should ideally contain a similar number of questions.

Variation in question types is advisable, these may include; multiple choice, multiple responses, true/false, image labelling, matching questions. Multiple choice questions with multiple response options need to have an adequate number of incorrect response options for delegates to choose from, to ensure marks are not awarded by default. For example, if 4 response options are given and delegates are asked to choose 3 correct responses, at least 2 responses will always by default be correct, even if delegates do not know the right ones (and make a guess). In this case *at least* 6 response options are needed. Short answer questions (defined responses) may be used but are generally not appropriate for online exams using 'self-marking' software but may be used within online exams which are marked manually. Some online exam software may have the option of incorporating both 'self-marking' and manually marked questions within one exam.

Mark allocation needs to be consistent across all exams, whether paper or online in format as per general instructions, i.e. half a mark available for quick answers and one mark for those involving more thought (see [appendix B](#) for further guidance).

Full randomisation details must be provided to the ESC including numbers of questions from

Appendix C

each section and subsection, marks/value of questions within each section. This may be best presented within a table / excel spreadsheet. Providers must provide a link to the online exam for the ESC to check format and appearance. A document detailing all sections / subsections with questions and all answers must also be provided to the ESC.

Budget considerations

It is the responsibility of course hosts and providers to plan and budget appropriately for their BAHT level II course. This information is intended as a useful guide to assist but is not an exhaustive list and will vary depending on individual circumstances.

Income	Expenditure
<ul style="list-style-type: none"> <li data-bbox="168 411 1075 758"> <p>▪ <u>Candidate course fees.</u> It is at the course provider/host's discretion to set their course fees at an appropriate rate to generate sufficient income to cover costs and provide suitable profit, whilst also providing value for money to candidates and being competitively priced enough to attract sufficient numbers to be financially viable. BAHT does stipulate that members of BAHT should be offered a minimum 10% discount on the standard course fee rate, so it may be advisable to budget around this lower rate when considering the minimum number of candidates required to run a course.</p> <li data-bbox="168 801 1075 1147"> <p>▪ <u>Company sponsorship.</u> Some suppliers of hand therapy related products are keen to attend BAHT validated courses to have an opportunity to showcase their products to candidates and may provide a financial or product incentive to course host/providers in return for this opportunity. BAHT has no objection to course hosts/providers negotiating sponsorship with such companies as long as their involvement is fully transparent and has no impact on teaching delivery or content. It is also advisable for course hosts/providers to consider the additional space requirements needed to accommodate sponsors.</p> 	<ul style="list-style-type: none"> <li data-bbox="1108 411 2083 475"> <p>▪ <u>BAHT.</u> £150 application fee. See section 4.5 for details of what this includes.</p> <li data-bbox="1108 518 2083 687"> <p>▪ <u>BAHT representative.</u> £150 per day attended, plus expenses. See section 5 for full details of permissible expense claims including HMRC travel recommendations. £100 assessment moderation fee</p> <li data-bbox="1108 730 2083 794"> <p>▪ <u>Venue (hire costs if applicable).</u> See section 4.5 for details of venue requirements.</p> <li data-bbox="1108 837 2083 933"> <p>▪ <u>Refreshments.</u> Hot/cold drinks and snacks. Lunch optional. See section 4.5 for further details.</p> <li data-bbox="1108 976 2083 1114"> <p>▪ <u>Technology</u> Audio-visual equipment Technical support Online learning platform or exam portal</p> <li data-bbox="1108 1157 2083 1252"> <p>▪ <u>Printing/Copying.</u> Course manuals – one per candidate and one for BAHT representative. Candidate sign-in sheets (for each day of the course).</p> <li data-bbox="1108 1295 2083 1391"> <p>▪ <u>Other resources/clerical.</u> Stationery Folders</p>

	<p>Name badges Signage (e.g. directions) Postage (examination documents to BAHT rep)</p> <ul style="list-style-type: none">▪ <u>Administration</u> Staff time required to: Register candidates, answer queries and provide pre-course information, etc. Liaise with BAHT and BAHT representative. Prepare teaching materials/sessions.▪ <u>Advertising</u> BAHT website, periodically in e-bulletin and BAHT social media all included by BAHT application fee. Hosts/providers can also circulate via BAHT regional groups at no cost. Dedicated BAHT e-bulletin or magazine/journal advertising at additional cost.▪ <u>Lecturers</u> Appropriate negotiated speaker fees. Also consider preparation time, travel and accommodation expenses as appropriate.
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BAHT level II course planning checklistsValidation requirements checklist

Item	Details	When?	✓
Application form	Editable version available from BAHT website . Complete and return to bahthandtherapy@gmail.com . See also section 4.3 and appendix A	One year in advance of course (new courses) Minimum nine months in advance of course (established courses, must then be accompanied by programme and CVs)	
Application fee	£150 payable on application. If an invoice is requested and subsequently paid ensure baht.escfinance@gmail.com is notified so that payment can be checked and the course then advertised.	With application or asap after – course cannot be advertised, and course application cannot be formally reviewed until payment is received.	
Course Programme	Session titles, formats and durations with start and finish times. Proposed facilitator(s) for each session. See also section 4.3 , appendix A	With application or ASAP after – course cannot be validated without receipt of programme. Six months prior to course absolute minimum.	
Brief CV of course provider(s) and all named speakers/facilitators.	See also section 4.3 .	Ideally with application or ASAP after – course cannot be validated without receipt of all relevant CVs. Must be received minimum six months prior to course.	
Pre-course information: <ul style="list-style-type: none"> • Pre-reading • Aims and Objectives 	See also section 4.3 .	Minimum of six months prior to course.	
Assessment documents	Main exam, re-sit exam and assignment with suggested answers and marking scheme. See also section 4.2.5	Minimum of six months prior to course (N.B. only for established courses/experienced providers). Minimum nine months for all other course providers.	

BAHT representative requirements checklist

Item	Details	When?	✓
Initial contact	BAHT level II co-ordinator to email representative appointment confirmation letter including; BAHT link and provider details, blank one or three day report as appropriate. For repeat courses, previous feedback report will be forwarded to the representative too.	As soon as notified by the BAHT level II co-ordinator of the name and contact details of the BAHT representative.	
Travel +/- accommodation	Providers to discuss with BAHT representative travel and accommodation needs and book as required.	At least 6 weeks prior to course.	
Pre-course information	All pre-course information sent to course candidates should also be copied or forwarded to the BAHT representative.	At the time this information is sent to candidates or once notified of name/contact details of the BAHT rep if this is later.	
Additional learning needs.	If any candidates have highlighted additional learning needs that mean they require additional time to undertake the post-course assessment the BAHT representative should be notified and the candidate's supporting evidence should also be forwarded.	By two weeks prior to the course (supporting evidence can be viewed during the course itself).	
Course manual	The BAHT representative should be provided with a copy of the course handouts/manual being issued to candidates.	On arrival of the BAHT rep at the course (day one for three-day reps, normally day three for one-day reps).	
Examination documents	The BAHT representative should be provided with a copy of all examination documents.	On arrival of the BAHT rep at the course (day one for three-day reps, normally day three for one-day reps).	
Signing-in sheets	In order to issue attendance certificates the BAHT representative will need to have seen that each candidate has signed in for each day of the course.	Once completed on the final day of the course.	
Candidate evaluation forms/collated feedback.	The BAHT representative should be given full access to view the candidate's	Final day of course or within two weeks following an online course.	

	evaluation forms at the end of the course, in order to get an overview of the feedback to inform their own evaluation report.		
BAHT Representative Report	Complete relevant form and return via email to baht.level2@gmail.com and forward to the course provider.	Within two weeks of the course.	
Marked examination documents	Once marked by two course providers (members of BAHT) all examination documents should be sent to the BAHT representative	Exams sent four weeks following exam completion. Assignments sent four weeks after submission date.	
Payment of BAHT representative invoice.	The BAHT representative should prepare their invoice immediately following the course.	Payment should be made within a standard 30 days of receipt, though it may be withheld if course providers are still awaiting receipt of the representative's course evaluation report (due within two weeks of the course).	
Final Assessment Numbers Report	Representative to submit final assessment numbers using end of report form via email to baht.level2@gmail.com , once course has been completed.	Once all assessments and re-assessments have been completed and marked	
Dissemination of certificates to course provider.	Names of delegates eligible for attendance certificates and those who successfully passed assignments eligible for BAHT points, to be emailed by course provider to BAHT representative, bahthandtherapy@gmail.com and copying in baht.level2@gmail.com . BAHT secretary to email certificates to course provider for distribution.	Within 4 weeks of final assessment numbers report.	

BAHT formatting and referencing guidance

Any documents relating to BAHT validated courses, such as course materials provided to candidates, should adhere to the following standards.

Format

In order to comply with the Equality Act¹ and other relevant guidance/legislation it is recommended that course providers consider the following in relation to their published handouts/course manual

Font

BAHT's recommended font for course documentation is Arial, as this is a readily available font which has consistently been suggested to be a good font for readers with dyslexia in terms of both preference and reading ease.^{2, 3} Course providers may use an alternative font for their course documentation, providing they have considered its accessibility for delegates with dyslexia with reference to relevant supporting literature.

Course providers should also note that using capital letters or italics in large amounts may affect the readability of text.

Text size

Under normal circumstances size 11- or 12-point text should be of a reasonable size for the general paragraph text within course documentation in order to be easily legible. Larger print documentation should be provided for any course candidate who requests it on the basis of any physical or learning need.

Spacing

Large paragraphs of single spaced text may be difficult for some to read easily. Consider increasing the spacing between lines and/or breaking up text into smaller paragraphs in order to address this. Also consider using images, tables and bullet points to make your manual more visually interesting and easier to navigate, as well as using larger, underlined or bold fonts for emphasis or to separate sections. Colour can also be useful, though this can significantly increase printing costs.

Citations and referencing

Text citations and reference lists should be formatted according to the SAGE Vancouver style (https://us.sagepub.com/sites/default/files/sage_vancouver_reference_style_1.pdf). This is the same style as used within this document and in the Hand Therapy journal. Detailed instructions are available online.⁴

Copyright considerations

Course providers should be aware of copyright legislation⁵ with regards to any reproduced content in their course documentation, including any images used. Where possible it is recommended that course providers produce their own images and where this is not feasible course providers must ensure that they have permission to use and distribute their chosen content/images. Course providers are welcome to reproduce the images contained in the

'BAHT level I anatomy' document within presentations and accompanying handouts for any BAHT validated course providing these are referenced appropriately to BAHT.

References

1. Equality Act 2010. <https://www.legislation.gov.uk/ukpga/2010/15/contents> (2010, accessed 02/02/2026).
2. Rello L and Baeza-Yates R. Good fonts for dyslexia. In conference: Proceedings of the 15th International ACM SIGACCESS Conference on Computers and Accessibility. https://www.researchgate.net/publication/262320823_Good_fonts_for_dyslexia (2013, accessed 02/02/2026).
3. Bachmann C and Mengheri L. Dyslexia and Fonts: Is a Specific Font Useful? Brain Sci. 2018. 8. 89. doi:10.3390/brainsci8050089
4. SAGE Vancouver reference style. Sage UK Style Guide. https://us.sagepub.com/sites/default/files/sage_vancouver_reference_style_1.pdf (accessed 02/02/2026).
5. Copyright, Designs and Patents Act 1988. <https://www.legislation.gov.uk/ukpga/1988/48/contents> (1988, accessed 02/02/2026).

BAHT Guidance on Academic Integrity

Academic integrity means to act in an honest, fair, respectful and responsible way in academic work. These skills are very familiar to us as health professionals as they form part of the professional standards / codes of conduct we abide by e.g. Health and Care Professions Council.

Breaching academic integrity is also known as an academic offence. This undermines the purpose of assignments; the benefit of learning new knowledge through the course, exploring the evidence base and applying this to clinical practice.

Examples of academic offences include:

- Plagiarism - copying or using other people's work without proper referencing
- Self-plagiarism - submitting work that you have previously submitted for another assessment.
- Cheating in exams.
- Purchasing a pre-written essay
- Use of artificial intelligence programmes or other automated technology to write assignments

Avoiding Academic Offences

Correct **referencing** of all source material which for the purposes of BAHT assignments is **Vancouver style**. Any cited information requires paraphrasing 'put into your own words' thereby demonstrating your understanding and use of information in context. Where paraphrasing is limited due to technical jargon, direct quotes may be used but need to be fully referenced i.e. in speech marks with reference number and page number (where appropriate). There should be limited use of direct quotes within work.

Artificial intelligence (AI) programmes such as ChatGPT and Microsoft Copilot should not be used to produce/write assignments. These programmes are prone to errors and fabrication of information, they often express biased views, giving unbalanced responses which are out of context. AI programmes learn from historic internet-based material which may be outdated or unreliable. Assignments require discussion of contemporary matters and specialist topics drawing upon clinical experience and reasoning; AI therefore has significant limitations as it will only draw upon limited accurate web-based information.

Within assignments, use of AI is very apparent; markers and moderators are aware of the common tell-tale signs (errors in referencing, font changes and formatting inconsistencies, information taken out of context or irrelevant) and ways to detect use of such programmes. If it is noted that delegates have used AI to produce an assignment this will result in a fail being awarded without opportunity to resubmit, therefore delegates will not be eligible for BAHT points.

Statement of Declaration

Please add a statement of declaration at the start of the work to declare that you have maintained academic integrity. You may use the following or an equivalent statement;

'I declare that all the information within this assignment is entirely my own work and has not been submitted previously for any other purposes. Artificial Intelligence tools have not been used in the preparation or writing of this assignment.'

Assignment Front Sheet Suggested Content for Providers

Please ensure the following information is included on the front sheet of the assignment, edit to ensure this is appropriate to the course.

Word Count: (suggested 1000-1500). Tables or figures containing words but in the main body of work will be included within the wordcount.

All appendices including tables within the appendices are not marked and not included within the wordcount. These should be used as supporting information, therefore they need to be labelled and referred to within the main body of work

Format: Arial font size 11 or 12, 1.5 or double spaced suggested (please consider individuals learning requirements and accessibility)

Date for submission: (approx. 6 weeks after exam/assessment component 1)

Method of submission: word document or PDF emailed to.....*INSERT EMAIL*.

Referencing: Vancouver Style. [Sage UK Style Guide](https://us.sagepub.com/sites/default/files/sage_vancouver_reference_style_1.pdf)
https://us.sagepub.com/sites/default/files/sage_vancouver_reference_style_1.pdf

Plagiarism and/or use of Artificial Intelligence to produce the assignment is forbidden (see level II guidelines 'academic integrity'). Please add a statement of declaration at the beginning of the work using this or similar wording;

'I declare that all the information within this assignment is entirely my own work and has not been submitted previously for any other purposes. Artificial Intelligence tools have not been used in the preparation or writing of this assignment.'

Pass Mark: A mark of ...*INSERT MARK*... (60%) must be achieved in this assignment (and 60% in the exam) to achieve a pass.

Feedback of marks will be available approximately 6 weeks after submission via.....

General criteria for a pass:

- clear writing and argument
- professional standard of presentation and references
- evidence of integration and balance of a range of ideas
- within the word count
- evidence of understanding of the applied theory
- evidence of clear clinical reasoning and discussion of the case

General criteria for a fail:

- poor unprofessional standard of presentation and references
- lacks evidence of understanding of topic/case
- evidence of over-reliance on literature sources/plagiarism
- no or limited clinical reasoning/analysis
- markedly outside of word count

Appendix I

British Association of Hand Therapists
Level II Guidelines v.8

Resubmission: If you are required to resubmit, you will have one opportunity (unless otherwise stated) which will be expected six weeks from the date of request. Your course provider will confirm with you a resubmission date.

Level II course assessment feedback forms

Guidance for course organiser and BAHT representative:

The form is designed to provide simple, constructive feedback to the participants and can be included in their CPD portfolio. An example format is provided further down but course organisers should feel free to use their own template as long as all aspects highlighted are covered.

The forms are strictly confidential between the participants, the course organisers and BAHT representatives (not course hosts). The forms should be completed by the course organisers who have marked the examination papers and once completed should be sent electronically to the BAHT representative for review.

The course organisers are responsible for sending the completed feedback forms to the delegates.

The information and feedback on the forms are non-contestable, and the participants should be informed of this.

Information to be included:

- Only an overall percentage score to be given – not specific to each section
- If section(s) are failed this should be identified under the specific section

All feedback should be:

- Constructive
- Objective
- Specific
- Lead the delegate on what/how to improve

Examples:

Incorrect/insufficient feedback:	‘weak answer’, ‘unclear’, ‘good’
Constructive / sufficient feedback:	‘Q2 – incorrect muscle testing for EDC’ ‘Good clinical reasoning with clear discussions’ ‘Answers just ‘listed’ where a brief discussion was needed’

General comments can include:

- Spelling
- Legibility
- Structure/layout

<p>British Association of Hand Therapists</p> <p>Assessment Feedback – Level II</p>

Candidate Name:	Course:
Assessment Task 1 Mark:	Assessment Task 2 mark:
PASS / FAIL	PASS / FAIL

Area	Feedback
<i>Assessment task 1</i>	
<i>Assessment task 2</i>	
<i>Additional Comments</i>	

Overall, Mark:	PASS / FAIL	Date:
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Signature Course Provider:	Name Course Provider:
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Level II course evaluation form

Please complete this form and return at the end of your course in either written or electronic format. Your feedback will be used to inform future developments to this course and the level II course programme in general, so we appreciate you taking the time to complete it. Constructive comments are very welcome.

Your name is not required on the form, but if there were any matter you would like to discuss with the course leaders or with BAHT please note this on the form to facilitate this. You can also contact the level II course coordinator directly via email: baht.level2@gmail.com

Please score each requested section with a number, according to the following scale:

1	2	3	4	5
Very Poor	Poor	Adequate	Good	Very Good

General

	Score /5	Comments
Pre-course information		
Venue		
Refreshments		
Value for money		

Day 1

	Content /5	Presentation /5	Comments
Session 1			
Session 2			
Session 3, etc.			

Day 2

	Content /5	Presentation /5	Comments
Session 1			
Session 2			
Session 3, etc.			

Appendix K

Day 3

	Content /5	Presentation /5	Comments
Session 1			
Session 2			
Session 3, etc.			

Which session/aspect of the course did you find most helpful?

Is there any additional content you think should be included in this course?

Is there any current content which you think should be removed from this course?

Any additional comments?

If you would like to be contacted regarding your feedback please complete the below:

Name:

Contact email/phone number:

Who would you like to be contacted by? BAHT / Course leader

BAHT Rep Three-Day report template**BAHT level II course****BAHT representative's three-day report form**

Course Organiser(s)	
Venue	
Dates of course	
Number of Candidates	
BAHT rep name	

Please complete this form and return via email to baht.level2@gmail.com within two weeks of the course. It is the responsibility of the BAHT representative attending the course to forward the report to the course provider. For repeat courses, the previous feedback report will be forwarded by the level 2 co-ordinator to the appointed BAHT rep. *Please remember to submit (email to baht.level2@gmail.com) final assessment numbers once course has been completed (see end of form).*

Each section of this form should be graded between 1 and 5 where prompted with additional comments added in each free text box.

Grading:

1	2	3	4	5
Very Poor	Poor	Adequate	Good	Very Good

Overall Evaluation

<i>How would you rate:</i>	Score	Comments
The organisation of the course?	1 – 5	
The overall course content?	1 – 5	
The course manual/ handouts?	1 – 5	
The overall quality of teaching?	1 – 5	
How well the BAHT Level II course learning objectives were met?	1 - 5	
The course in its entirety?	1 - 5	

Please comment on the following:

Good features of this course:

How this course could be further developed/improved:

Any specific areas of concern:

If this course has run previously, were any areas for development highlighted in the last BAHT representative report addressed?

Were there any changes to the speakers published in the programme? Yes/No

If YES, please specify details:

Name	Lecture	Replacement
Comments:		

Were there any below average lecturers below grade 3?:- Yes/No

If YES, please specify details:

Name	Lecture	Replacement
Comments:		

Could this course run again? Yes/No

If NO, what are the essential amendments/modifications needed before approval can be given to run again?

Signature of BAHT Representative:

Date: [Click to enter date.](#)

On the following pages please rate and provide specific feedback as requested and for each taught session on the course and its accompanying handout in the course manual.

Consider your scoring and comments in relation to the overall level II course learning objectives (see BAHT level II guidelines) as well as the specific learning objectives provided by course hosts/providers. Comments may relate to the breadth and depth of content (in relation to expectations for BAHT level II), level of course candidate participation and active engagement in learning (particularly within any workshop or practical sessions), timekeeping and anything else that the BAHT representative feels is relevant.

Please ensure all comments made are constructive and objective in nature and if there are areas for development please try to suggest how the aspect of the course could be improved rather than just scoring it negatively.

Each section of this form should be graded between 1 and 5 where prompted with additional comments added in each free text box.

Grading:

1	2	3	4	5
Very Poor	Poor	Adequate	Good	Very Go

Appendix L

British Association of Hand Therapists
Level II Guidelines v.8

1. Objectives - how well was each objective achieved		
Objectives	Grade	Comments
1.1		
1.2		
1.3		
1.4		
1.5		
1.6		

Appendix L

British Association of Hand Therapists
Level II Guidelines v.8

2. Professional standards: A summary of the individual speakers' presentation and material					
Day 1					
Session	Content /5	Presentation /5	Comments	Handout /5	Comments

Signature of BAHT Representative:

Date: [Click to enter date.](#)

Day 2					
Session Title	Content /5	Presentation /5	Comments	Handout /5	Comments

Signature of BAHT Representative:

Date: [Click to enter date.](#)

Appendix L

Day 3					
Session Title	Content /5	Presentatio n /5	Comments	Handout /5	Comments

Signature of BAHT Representative:

Date: [Click to enter date.](#)

Appendix L

British Association of Hand Therapists
Level II Guidelines v.8

3.0 Breadth of material included:	Grade	Comments
3.1 for the topic in general		
3.2 for each subject covered specifically		
3.3 for reference material		
3.4 for pre course reading		
3.5 for course handouts		

4.0 Follow through of topics during the course:	Grade	Comment
4.1 Was it logical?		
4.2 Was there too much repetition?		
4.3 Were there gaps in the coverage of the topic?		
4.4 Areas to be modified prior to another course?		

5.0 Areas of special credit/ concern	Grade	Comments
5.1 In the whole event		
5.2 In the practical work		
5.3 In specific section(s)		
5.4 In organisation		
5.5 In concluding the event		

Appendix L

British Association of Hand Therapists
Level II Guidelines v.8

6.0 ASSESSMENT PROCESS	Grade	Comment
6.1 explanation to participants		
6.2 methodology		
6.3 appropriateness for the course		
6.4 handling of the practical component of the assessment process		
6.5 ability of the organisers to cope with participants anxieties		

Signature of BAHT Representative:

Date: [Click to enter date.](#)

Appendix L

Please complete and email the below to baht.level2@gmail.com the completion and marking of the assessment within 12 weeks of end of course.

Exam		
Exam	Pass	Fail
Resit	Pass	Fail
Final Numbers	Pass	Fail

Assignment		
Assignment	Pass	Fail
Resubmission	Pass	Fail
Final Numbers	Pass	Fail

Overall Course Assessment Outcome	Pass	Fail
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Signature of BAHT Representative:

Date:

BAHT Rep One-day report templateBAHT level II courseBAHT representative's one-day report form

Course Organiser(s)	
Venue	
Dates of course	
Number of Candidates	
BAHT rep name	

Please complete this form and return via email baht.level2@gmail.com within two weeks of the course. It is the responsibility of the BAHT representative attending the course to forward the report to the course provider. For repeat courses, the previous feedback report will be forwarded by the level 2 co-ordinator to the appointed BAHT rep. *Please remember to submit (email to baht.level2@gmail.com) final assessment numbers once the course is complete (see end of form).*

Each section of this form should be graded between 1 and 5 where prompted with additional comments in each free text box.

Grading:

1 2 3 4 5
Very Poor Poor Adequate Good Very Good

Overall Evaluation

<i>Overall, how would you rate:</i>	Score	Comments
The organisation of the course?	1 - 5	
The course content?	1 - 5	
The course manual/ handouts?	1 - 5	
The quality of teaching?	1 - 5	
How well the BAHT Level II course learning objectives were met?	1 - 5	
The course in entirety?	1 - 5	

Please comment on the following:

Good features of this course:

How this course could be further developed/improved:

Any specific areas of concern:

Were any areas for development, highlighted in the last BAHT representative report addressed?

Appendix M

Were there any changes to the speakers published in the programme?: Yes/No
If YES, please specify details:

Name	Lecture	Replacement
Comments:		

Were there any below average lecturers below grade 3?:- Yes/No
If YES, please specify details:

Name	Lecture	Replacement
Comments:		

Could this course run again?: Yes/No
If NO, what are the essential amendments/modifications needed?

Can this course continue to run with a one-day BAHT representative? Yes/No
If NO, please give details of why:

ASSESSMENT PROCESS

	Grade	Comment
1.1 explanation to participants		
1.2 methodology		
1.3 appropriateness for the course		
1.4 handling of the practical component of the assessment process		
1.5 ability of the organisers to cope with participants anxieties		

Signature of BAHT Representative:

Date: Click to enter date.

Appendix M

Please complete and email the below to baht.level2@gmail.com the completion and marking of the assessment within 12 weeks of end of course.

Exam		
Exam	Pass	Fail
Resit	Pass	Fail
Final Numbers	Pass	Fail

Assignment		
Assignment	Pass	Fail
Resubmission	Pass	Fail
Final Numbers	Pass	Fail

Overall Course Assessment Outcome	Pass	Fail
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Signature of BAHT Representative:

Date: Click to enter date.



British Association of Hand Therapists
52 Kingsland
Ipswich, IP9 1NB

Insert Name of Rep:

Insert contact details /email and phone number for Rep.

Insert details of BAHT link

Date:

Dear *'Insert Rep Name'*

Many thanks for agreeing to be the BAHT *1 day/3 day (delete as appropriate)* Representative for the Level II *'insert name of course'* course to be held on *'insert course date'*, at *'insert course address'* attending the final day of the course only. The BAHT 'link' person for the course should you require any support will be *'insert link name'* who can be contacted *'insert link email and phone number'*.

I have attached your Representative pack containing the Level II Guidelines, the Roles and Responsibilities of the Representative, Representative *1 day/3 day (delete as appropriate)* Report form for your feedback to the Education Sub-Committee, *and the previous Representative report for this course (delete as appropriate)*.

The report should be emailed to myself as the level II coordinator (baht.level2@gmail.com) and course provider within 2 weeks following the course. The last page of the report should be completed and emailed detailing final numbers for assessments i.e. passes, re-sits and fails within 3 months of the course or once all aspects are completed.

The course organisers are '*insert name*' who can be contacted at '*insert email and phone number*'. I will ask the organisers to send you any pre-course information that delegates are sent and you will receive the course manual and assessments upon your arrival.

Many thanks

Yours sincerely

Insert Name

Level II Coordinator

BAHT Education Sub-Committee

British Association of Hand Therapy
Registered No. 3191955 - Charity No. 1057831
Registered Address: 66, Lincoln's Inn Field, London WC2A 3LH



**British Association
of Hand Therapists**