British Association of Hand Therapists (BAHT)

# LEVEL III

# Accreditation of Prior Learning (APL) Guidelines

NOTE: these guidelines are for any candidate who has already commenced or wishes to submit a previously completed piece of work/study/audit (no more than **3 years old**).

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This document replaces all previous versions.

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## 1. Introduction & Rationale

The level III is designed for qualified Occupational Therapists & Physiotherapists with proven knowledge in the field of hand therapy who have successfully completed BAHT level I & BAHT level II, gaining the required number of British Association of Hand Therapists (BAHT) points & are a member of the British Association of Hand Therapists (BAHT).

The learning identified as the outcome of level III & submitted for five BAHT accreditation points must be relevant to the post-qualification Hand Therapy education programme of the British Association of Hand Therapists (BAHT). Level III promotes recognition of professional competence in a specialist aspect of hand therapy to improve the quality of patient care & foster evaluation, audit & research in hand therapy.

This Accreditation of Prior Learning (APL) route to gain BAHT points will be mainly used by experienced Hand Therapists. Occupational Therapists & Physiotherapists with five or more years of practice within the specialty of Hand Therapy already have evidenced based work & prior learning which they have already completed within the field of hand therapy. This route allows them to submit the work retrospectively to be assessed within this APL Level lll route to gain their Level III points. These points can then be utilised to pursue the goal of achieving the Accredited Hand Therapist (AHT) BAHT award.

The work submitted via the APL route must be relevant to the Post-qualification Hand Therapy Education Programme of the British Association of Hand Therapists (BAHT) & follow the guidelines in the APL document. Candidates may be asked, on application, to update their work if it is over three years old. This document provides a summary of how to obtain 5 points at level III via BAHT Level III Accreditation of Prior Learning (APL).

British Association of Hand Therapists (BAHT) Accredited Hand Therapist (AHT) Route

To achieve the award of Accredited Hand Therapist (AHT) clinicians need to have obtained 12 BAHT points. There are a range of different routes at BAHT Level I, Level II & Level III which clinicians can undertake to achieve the 12 BAHT points required for AHT – see table 1.

Please also refer to the British Association of Hand Therapists (BAHT) website, educational section.

British Association of Hand Therapists - Education

Any queries regarding the BAHT level III process please email:
baht.level3@gmail.com

## 2. Post-qualification Hand Therapy Education Programme

### LEVEL I

The Level I Course is designed for therapists with minimal or no experience of hand injuries or conditions, or for therapists who wish to refresh their basic knowledge of, & skills in, the field of hand therapy. It will promote recognition for professional competence & will improve the quality of patient care (BAHT Guidelines Level I Course). For therapists with more than 2 years' experience of hand therapy practice please refer to the Level I APL process (see BAHT level I guidelines).

**One Point is awarded for successful completion of the Level I process.**

### LEVEL II

The Level II Course/Process is designed for therapists with proven experience in the field of hand therapy who have successfully completed an accredited Level I Course or APL route (therapists who have at least 2 years' experience in hand therapy). Level II courses promote recognition for professional knowledge in a specialist aspect of hand therapy; improve the quality of hand care; & foster evaluation & research in hand therapy (BAHT Guidelines Level II Course). BAHT strives to support therapists who wish to increase their experience & knowledge in specialist areas of hand therapy & there are a range of other routes, other than attending a BAHT Level II course, for the acquisition of BAHT Level II points. Routes for BAHT Level II points include: submission of evidence of prior learning (APL), educators points, or non-accredited MSc Modules. For the full range of routes available to gain BAHT Level II points please refer to the BAHT website education section &/or table 1.

**Two points are awarded per BAHT Level II course & for a range of other BAHT Level II Routes on successful completion (see table 1).**
**6 Level II points are required at BAHT Level II.**
**Each two points must be gained in a different specialist area of hand therapy.**

## LEVEL III

This level offers members of BAHT a challenging opportunity to demonstrate their advanced knowledge of hand therapy. Five BAHT points are awarded for successful completion of Level III. Level III points can be gained in a number of ways, see table 1 or refer to the BAHT Education Process on the BAHT website.

**Five Points are awarded for successful completion of the Level III process.**

The structure for education & training is set out in Table 1.

When candidates have achieved 12 points, they can apply to the BAHT Education Sub-committee (ESC) for AHT (see Becoming an Accredited Hand Therapist on the BAHT website) BAHT AHT Process

For ALL BAHT courses & routes see guidelines on the BAHT website

British Association of Hand Therapists - Education

For ALL level III queries please email baht.level3@gmail.com

BAHT Points can be achieved in the following ways:

**TABLE 1: Progression of Post-qualification Education in Hand Therapy (BAHT)**

For all Level I, II & III options in below table please refer to the specific guidelines for more detail on criteria & application process

| Target Population | Content | Assessment Process | Outcome | Sum of points |
|---|---|---|---|---|
| | | Level I | | |
| OT/PT therapist<br><br>** see below | **Introductory course**<br><br>**APL Route** | BAHT exam (short answer/MCQs)<br><br>2 years plus experience full-time hand therapy | Certificate Value = 1 point<br><br>Eligibility-Level II | *1* |
| | | Level II | | |
| OP/PT Therapist Eligibility via Level I<br><br>Or<br><br>Indicative experience via APL process<br><br>** see below | **Specialist BAHT course (17 hours contact teaching)**<br><br>**APL (prior learning less than 3 years since completion)**<br><br>**MSc Module (non-accredited) – completed less than 2 years prior to application**<br><br>**Educational points route**<br><br>**Associate PI Scheme** | Two forms of assessment during/after the course, e.g., examination & written assignment<br><br>Written work assessed by 2 independent reviewers<br><br>Via University assessment process & application to BAHT ESC for recognition of a non-accredited module<br><br>Evidence of teaching / education of others<br><br>Evidence of completion | Certificate Value = 2 points per Level II course / APL topic / Level II Route<br><br>Maximum 6 points.<br><br>Eligibility – Level III | *7* |
| | | Level III | | |
| OT/PT specialist Eligibility via Level II<br><br>Or<br><br>Indicative experience via APL process<br><br>** see below | **In-depth BAHT project**<br><br>**MSc Modules (accredited & non-accredited) – completed less than 2 years prior to application**<br><br>**Hand Therapy Journal article**<br><br>**APL (prior learning less than 3 years since completion** | Written paper assessed by 2 independent reviewers<br><br>Via University assessment process only for accredited modules *or* additional application to BAHT ESC for recognition of a non-accredited module<br><br>Proof of publication & ownership statement<br><br>Written work assessed by 2 independent reviewers | Certificate Value = 5 points | *12* |

** **Note:** therapy students, therapy assistants, nurses & other AHP clinicians may attend BAHT courses at the discretion of the course provider

| Target Population | Summary Of Routes | Assessment Process | Sum of Points |
|---|---|---|---|
| **University route to AHT**<br><br>**Levels 1-3** | **1. Completion of University of Derby MSc in Hand Therapy.**<br>4 modules required:<br>- Assessment of the hand and upper limb<br>- Treatment modalities<br>- Hand conditions and interventions<br>- Hand therapy in practice<br><br>**2. Completion of University of Essex Postgraduate Certificate Advanced Musculoskeletal Assessment and Practice (Hand Therapy)**<br><br>**3. Completion of PhD relating to Hand Therapy at UK University**<br><br>**4. Completion of hand focused Advanced Practice MSc or ePortfolio**<br><br>**5. Completion of Western University Upper Extremity Rehabilitation MClSc Canada** | Enter date of modules,ePortfolio and/or completion of the course.<br><br>Evidence of completion of the course is required plus supporting digital badge or letter/testimony from course tutor<br><br>All modules and courses submitted under this route must be predominantly focused on the hand and wrist to qualify for AHT application. | **12** |

## 3. Accreditation of Prior Learning (APL)

### 3.1 Overview of Level III APL Process

This Accreditation of Prior Learning (APL) route to gain BAHT points will be mainly used by experienced Hand Therapists. Occupational Therapists and Physiotherapists with five or more years of practice within the specialty of Hand Therapy already have evidenced based work and prior learning which they have already completed within the field of hand therapy. This route allows them to submit the work retrospectively to be assessed within this APL Level lll route to gain their Level III points. These points can then be utilised to pursue the goal of achieving the Accredited Hand Therapist (AHT) BAHT award.The work submitted via the APL route must be relevant to the post-qualification Hand Therapy education programme of the British Association of Hand Therapists (BAHT) and follow the guidelines in the APL document. Candidates may be asked, on application, to update their work if it is over three years old. This document provides a summary of how to obtain five points at level III via BAHT Level III Accreditation of Prior Learning (APL).

To claim 5 points at the BAHT level III APL level you are required to produce a Portfolio of Evidence (PoE) which includes:-

- An extended CV
- A written project **completed previously, within the last three years,** which can fit into ONE of the following three Level lll APL assessment categories:
  1. Review of pertinent literature
  2. Employment-based report
  3. Presentation of a research project

The project submitted must not be more than 3000 words & must include recent literature.

When you have achieved 12 BAHT points you may apply for your BAHT AHT award using the application form on the BAHT website.

## IMPORTANT

**Please note:** If you have recently completed a BAHT level III APL application successfully you can use the same extended CV for the AHT process. State this in your email to the AHT Coordinator when you submit your AHT application (baht.aht@gmail.com).

### 3.2 Fee Structure When Applying for the Level III APL Route

- Registration fee £30 (for admin costs)

Once you have paid your registration fee you will be provided with a supervisor to assist you with the process

- For submission & assessment by two independent assessors £170

**Total** **£200**

Application Fee

Please note that payment of the £30 application fee must be made *before* an application can be considered. We are no longer able to accept cheque payment for fees so please provide relevant details for invoicing below & email back to: baht.level3@gmail.com & baht.escfinance@gmail.com

| | |
|---|---|
| Invoice addressee name | |
| Contact e-mail address | |
| Contact phone number | |
| Postal address | |
| PO number (if applicable)*<br>*If a purchase order is required, please ensure this is raised prior to submitting this application and quote the relevant number here. | |

Please contact us if you have any queries regarding this via baht.level3@gmail.com & baht.escfinance@gmail.com

To avoid unnecessary delays in processing your application, please ensure you notify baht.level3@gmail.com & baht.escfinance@gmail.com when you make payment.

Receipts will not routinely be provided, please notify us if this is something you specifically require.

The above payment instructions can be found on the BAHT Level III APL Application Form.

## Submission Fee

Please note that payment of the £170 submission fee must be made *before* a submission can be assessed. We are no longer able to accept cheque payment for fees so please provide relevant details for invoicing below & email back to: baht.level3@gmail.com & baht.escfinance@gmail.com

| | |
|---|---|
| Invoice addressee name | |
| Contact e-mail address | |
| Contact phone number | |
| Postal address | |
| PO number (if applicable)*<br>*If a purchase order is required, please ensure this is raised prior to submitting this application and quote the relevant number here. | |

Please contact us if you have any queries regarding this via baht.level3@gmail.com & baht.escfinance@gmail.com

To avoid unnecessary delays in assessing your submission, please ensure you notify baht.level3@gmail.com & baht.escfinance@gmail.com when you make payment.

Receipts will not routinely be provided, please notify us if this is something you specifically require.

The above payment instructions can be found on the BAHT Level III APL Application Form.

### 3.3 The APL Process for Obtaining BAHT Level III APL Points

The following table should enable the applicant to follow the process.

| No | Action / process |
|---|---|
| 1 | Applicant contacts Educational Sub Committee (ESC) regarding the APL route to gain their Level lll points - baht.level3@gmail.com |
| 2 | Applicant completes **extended CV & BAHT APL application form** with a summary of the work to be submitted & sends to ESC Level III APL coordinator via email baht.level3@gmail.com<br>**£30 application fee** must be paid (see fee structure & payment details).<br>Applications will not be reviewed by the BAHT ESC without payment. |
| 3 | Following ESC committee approval, the Level III APL coordinator will contact the applicant with submission due date & name of supervisor who will support the applicant throughout the process. |
| 4 | Applicant prepares Portfolio of Evidence (PoE); supervisor available for assistance.<br>Supervisor can only give written feedback **once** on each part of written work. |
| 6 | Applicants must submit within 12 months of registration unless an extension has been negotiated with the ESC via the Level III APL coordinator. |
| 7 | **PoE** can now be submitted via email to the BAHT Level III APL coordinator baht.level3@gmail.com<br>Ensure that **"Statement of Ownership / Plagiarism Form"** is submitted.<br>The submitted documents must be in word or PDF format & clearly titled.<br>**£170 submission fee** must be paid (see fee structure & payment details).<br>Submissions will not be assessed without payment. |
| 8 | A copy is sent to each of the Assessors who will evaluate the PoE using the marking criteria for Level III APL found later within this document. |
| 9 | The assessors will be required to return the evaluated work within 6 weeks. |
| 10 | If there is a disparity between assessors, the PoE will be submitted to an External Verifier who has the final decision. |
| 11 | The External Verifier submits his/her independent evaluation to the BAHT ESC & a decision is made as to the number of BAHT points to be awarded. |

| | |
|---|---|
| 12 | Applicants will be notified of the results by BAHT Level III APL Coordinator. This will be either PASS or REFER. The candidate receives feedback (front sheet of the marking criteria). |
| 15 | Those candidates who receive an REFER may resubmit taking into account the feedback provided within 6 weeks of receiving their feedback |
| 16 | The amended PoE will be evaluated by the same assessors & awarded PASS or FAIL. |
| 17 | An applicant whose PoE fails at this stage & who wishes to continue through the APL route will have to return to the start of the process. |

### 3.4 Responsibility of the candidate within APL process

The candidate:

1. Has the responsibility for supporting their claim with appropriate evidence. It is imperative that **reflection** on all learning experiences are visible & clearly demonstrated throughout the Portfolio of Evidence (PoE), as this will be an important element of the assessment.
2. Is responsible for contacting the supervisor allocated to them for feedback & support.
3. Must submit the PoE within the agreed timescale (12 months from approval of the BAHT level III APL application) or request an extension in a timely fashion.
4. Must follow the guidelines within this document & review the marking criteria to ensure that all aspects are covered within their Portfolio of Evidence (PoE).
5. Keep a copy of their submission.

### 3.5 Responsibility of the supervisor within the APL process

The supervisor must:

1. Answer queries on the APL process or refer back to Level III APL coordinator as necessary.
2. Discuss possible information to be included in an extended CV.
3. Discuss their choice of retrospective written paper i.e. review paper, OR employment-based report OR research project. They may be advised that this work needs updating before submission.
4. Check draft copy of extended CV & written paper submitted noting errors & omissions. The advisor is not expected to read & review any further versions.

5. Keep a copy of corrected text & to document issues discussed in case this is required by the Level III APL Coordinator at a later date.
6. The ultimate decision on the final text lies with the candidate; the advisor is not held responsible for the submitted PoE. There is peer support available for advisors through the Level III APL Coordinator if they feel it is necessary.

### 3.6 Responsibility of the assessor within the APL process

The assessor must:

1. Objectively assess PoE claims or other relevant evidence using the assessment criteria provided.
2. Evaluate the PoE within the agreed timescale or to contact the APL Coordinator if this is not possible.
3. Provide written constructive feedback to the candidate on the front sheet of the marking criteria which will be passed to them anonymously by the Level III APL Coordinator regardless of outcome.
4. Be available to reassess the PoE in the event of a refer grading.

It is expected at Level lll that one assessor will be a clinician & one will be in an academic post & therefore the roles reflect the skills & knowledge of these professional experts.

Recognising the two fields of expertise the assessors may communicate during the evaluation process if this is deemed useful.

The role of an assessor cannot be undertaken by that individual's supervisor.

### 3.7 Responsibility of the External Verifier within the APL process

An External Verifier will only be appointed in the event of disparity between assessors which cannot be resolved.

An external verifier will:

1. Independently review the PoE without knowledge of the assessors' comments.
2. Provide a detailed written report to Level III APL coordinator. The External Verifier's decision is final.
3. The External Verifier will not be a member of the current BAHT ESC but will be appointed by this committee.

## 4. Portfolio of Evidence (PoE)

The purpose of the Portfolio of Evidence (PoE) is to provide evidence of the applicant's learning & reflection of this learning in relation to their clinical, research, leadership & education which must be hand therapy related.

The evidence must be : -

- In typed format, word processed in a minimum of 12-point text.
- Professionally presented including subheadings & titles
- Submitted in PDF format to allow ease of evaluation by the assessors.
- Organised into two clear sections: -
    A. Extended Curriculum Vitae (CV)
    B. Previously written project which must be relevant & fit into one of the following:
        - Review paper OR
        - Employment-based report OR
        - Research project

### 4.1 Extended Curriculum Vitae

When completing the extended CV it is wise to use the following headings & the examples of evidence you may wish to use. For a suggested CV layout please see the application form later in this document or in word format in the Level III APL application form.

**1. Professional Experience**

Postgraduate experience in Hand Therapy

- Number of years' experience.
- Previous appointments, location of work, responsibilities &, where requested reflections & evidence must be provided.
- Present post including clinical, educational & managerial responsibilities.

This section gives the candidate the opportunity to reflect on his/her role/s alongside their clinical expertise including assessment & treatment skills.

**2. Courses/Qualifications pertinent to Hand Therapy**

- Qualifications & dates (university, etc.)
- Short courses, with subject/field & date(s) attended within the last 10 years.
- BAHT validated courses (if applicable), with level.

Wherever practicably possible evidence of the above e.g. Certificates, programmes etc. should be included in an appendix to the CV section **with reflection** on the learning gained & how this influenced clinical practice.

The assessors are looking for demonstrations of learning & reflections from any courses attended. These can be included in the appendix alongside the relevant course documentation.

**3. Promotion of specialism/sharing of expertise.**

Evidence can include:

- In-service training planning & involvement.
- Innovation & changes in practice initiated/facilitated/encouraged.
- Teaching both within the Trust & outside.
- Organisation of outside speakers.
- Organisation of BAHT validated courses & teaching input.
- Experience as an External Representative for BAHT.

Wherever practicably possible evidence of the above e.g. programmes, feedback from attendees etc. should be included in an appendix to the CV section.

The assessors are also looking for demonstration of learning/reflection from the above.

4. **Management Skills**

- Experience in day-to-day management/organisation of caseloads within the Hand Therapy services;
- Involvement in quality initiatives;
- Involvement within the wider multi-disciplinary team (MDT);
- Experience of supervising other staff within the service;
- Experience in evaluation & audit pertinent to Hand Therapy.

Wherever practicably possible evidence of the above should be included as an appendix to the CV section.

The assessors are also looking for demonstration of learning/reflection from the above.

**5. Personal Contribution to Development of Hand Therapy**

Personal statement by applicant**.** Evidence could include:-

- Statement of research studies completed;
- Presentations of research findings (publications &/or presentations at conferences).

The assessors are also looking for demonstration of learning/reflection from the above.

## 4.2 Written Project

ALL claims for APL credit points at Level III must be supported by a previously completed written project which broadly fits into ONE of the following three categories. The BAHT level III APL route is for anyone who has already commenced or wishes to submit a previously completed piece of work/study/audit (no more than **three** years old).

**NOTE:** Any new prospective work should be submitted via the Level lll project route not the APL route.

Candidates for APL should review this next section & decide which best fits the work that they have completed.

1. Review of pertinent literature
2. Employment-based report
3. Presentation of a research project

Evidence required in the submitted paper is expected to demonstrate the candidate's:-

- Familiarity with the critical, methodological & theoretical literature associated with their field of enquiry;
- Ability to sustain, from the evidence submitted, a reasoned argument & to draw consistent & coherent conclusions;
- Ability to reflect in a mature fashion upon the outcome/conclusions of the study & to be self-critical in assessing the contribution it makes to learning;
- Review of relevant & appropriate literature which may also argue an alternative to the literature reviewed;
- Augment or provide an argued alternative to the literature associated with the topic of study;
- Show a thorough grounding in appropriate research methodology(ies) & the academic concerns associated with the chosen field of study;
- Ability to collect data & analyse it according to accepted models of analysis;
- Ability to critically evaluate models of analysis;
- Ability, where appropriate, to propose alternative (or hypothetical) models of analysis.

## Presentation

The written paper should:-

- Be professionally presented on numbered pages preceded by a list of contents;
- Provide a cover page stating:
    - Name of the candidate
    - Purpose of the paper e.g. “Evidence in partial support of a claim for BAHT APL credit points at Level III”
    - Word count: **3,000 words** (This should not include reference list, appendices or tables). *The word count must not exceed prescribed length by more than 10%. If exceeded the work will only be assessed up to the 10% excess.*
    - Respective dates of compilation & submission
- Include a reference list - references must conform to the Vancouver system as per BAHT journal
- Include an appendix, if appropriate.

Notes &/or lists may be used to summarise information where appropriate, but care must be taken to avoid ambiguity. All passages of continuous prose must be presented in normal sentences.

## Sources of learning

For each of the categories for the Level III APL written paper it is recognized that the paper may be the result of &/or influenced by either independent study or through taught courses/modules.
It is permissible to use a piece of work which may have been submitted as part of a course e.g. university or Trust, or which has previously been published. Please see Level III guidelines if you have published in the BAHT journal.

If publishing an article in a different journal (i.e. not the BAHT journal) the contents can be used for Level III points but contents must fit the criteria for Level III.

## Evaluation of evidence based on co-authorship/collaborative written papers

In keeping with the policy stated in Level III Guidelines, the BAHT ESC will consider written papers based on joint &/or collaborative work. The BAHT credit points that can be awarded for joint or collaborative work will reflect the level of involvement & responsibility of the author who is applying for APL.

For example, where it can be clearly demonstrated that 50% of the work was undertaken by each of two authors, a maximum of 2.5 BAHT credit points can be awarded. There must be written, signed evidence as to who is the main author.

In the case of group projects, BAHT credit points can be awarded to the first author only, again there must be written & signed evidence as to who is the main author.

## Plagiarism / Statement of Ownership

All sources identified & acknowledged. Plagiarism / Statement of Ownership form completed. The ownership of intellectual labour & its material outcome rests with the candidates.

### 4.2.1 Review Paper

The review paper may be written in a style required for publication by a specific journal. It should be an analytical, critical & evaluative written discussion making use of published & other sources. It is not expected that the preparation of a paper will include original research. It is expected that the paper will:

- Explore & discuss the way the issue under review is analysed in the published literature & unpublished sources.
- Present an overview which evaluates the discussion (own & others) & brings this together in a conclusion.

The review paper should have elements of this framework:

- Literature review.
- Identification of strands of thinking & research.
- Review of topic in light of identified thinking & research.
- Follow-through & evaluation of perspectives.
- Framing of perspectives & research in own thinking.
- Development & argument of own position.
- Review of topic in light of own argument.
- Evaluation of study & placement in context.

### 4.2.2 Employment Based Report

The report may be based on managerial & organisational aspects of hand therapy. It may consider published & unpublished documents, research reports & the author's own investigations.

The employment-based report should have a secure evidence base & aspects of the framework below:

1. Literature review.
2. Other data (including own).
3. Review of areas of information & analysis.
4. Review of issue in light of information & analysis.
5. Review of possible responses/solutions.
6. Evaluation of responses/solutions.
7. Proposal & argument.
8. Evaluation.

### 4.2.3 Research Project

An acceptable written paper will provide an account of original research/investigation carried out by the candidate. The research must be related to hand therapy & the written paper must demonstrate that the applicant has used appropriate investigative design, appropriate methods of data collection & analysis, with discussion & critical evaluation.

The project report should follow this framework:

- Introduction.
- Literature review.
- Method (design, equipment/materials, subjects).
- Results.
- Discussion.
- Evaluation & recommendations.
- Conclusion.

### 4.3 Achieving a Pass for the Portfolio of Evidence (PoE)

The next table of this document illustrates the detailed marking criteria used by the assessors.

In accordance with the Level III marking criteria the candidate must achieve a pass grade of at least 60% within section A & at least 60% in section B (Written paper) to achieve an overall pass grade.

The weighting shown on the marking criteria sheets show the areas in which a pass is essential. It is advised that the candidate assesses their portfolio of evidence themselves before submission to make sure that they haven't missed any important information or sections.

## 5. Criteria for Marking Portfolio of Evidence (PoE)– Level III

| **Name of applicant:-** | | | | |
|---|---|---|---|---|
| **SECTION A** | | | | |
| | | **PASS** | **REFER/FAIL** | **COMMENTS** |
| Presentation of portfolio | E | A well-presented piece of work which follows the required format; is carefully & logically organised into three sections. Grammar & spelling are accurate. | Presentation does not follow the required format; is disorganised with inconsistent use of headings or sections. Language not always clear; grammar & spelling poor. | |
| **Extended CV**<br>Professional Experience | E | Years of experience in each post stated. | Inconsistent statements regarding years in post. | |
| | E | Previous appointments, location of work with responsibilities identified with clear reflections. | Previous appointments, location of work listed. Limited description of work responsibilities with little evidence of reflection. | |

| | | | | |
|---|---|---|---|---|
| | E | Clear description of present post including clinical, educational & managerial responsibilities & roles Evidence of reflection on roles. | Description of present post including clinical, educational & managerial responsibilities & roles is unclear or incomplete. Little evidence of reflection on roles. | |
| | E | Clear evidence of reflection on personal development of clinical expertise. | Little evidence of reflection on personal development of clinical expertise. | |
| 1. **Courses / Qualifications pertinent to Hand Therapy.** | E | Professional qualification/s with date/s & place/s included. Evidence included in the appendix. | Incomplete detail of professional qualification/s with date/s & place/s. Inadequate evidence in the appendix. | |
| | E | Short courses, with subject/field & date(s) attended within the last 10 years logically listed. BAHT validated courses are listed, with level, if applicable. | Short courses, with subject/field & date(s) attended are not logically listed &/or go beyond the last 10 years. BAHT courses are listed but where applicable the Level not identified. | |

| **Name of applicant:-** | | | | |
|---|---|---|---|---|
| | | **PASS** | **REFER/FAIL** | **COMMENTS** |
| | E | Certificates, programmes etc. are included in the appendix to the CV section. | Certificates, programmes etc. are absent from the appendix to the CV section. | |
| | E | Clear demonstration of learning from courses attended is included in the appendix alongside the relevant course. | Learning gained from courses attended is not identified or if included in the appendix is not alongside the relevant course & is more descriptive than reflective. | |
| **2. Promotion of specialism / sharing of expertise.** | E | Examples of at least three of the following are included:-<br>● In-service training planning & involvement.<br>● Teaching both within the Trust & outside through programmes etc in appendix. | Less than three examples are given.<br><br>Examples are not well documented. | |

| | | | | |
|---|---|---|---|---|
| | | ● Organisation of outside speakers.<br>● Organisation of BAHT validated courses & teaching input.<br>● Experience as an External Representative for BAHT.<br><br>Feedback from attendees is included & is positive.<br><br>Evidence of reflection & learning from these activities is clearly stated. | Little evidence of involvement in planning or teaching on courses related to hand therapy.<br><br>OR<br><br>If involved, there is little or no reflection on the learning from the experience. | |

| **Name of applicant:-** | | | | |
|---|---|---|---|---|
| | | **PASS** | **REFER/FAIL** | **COMMENTS** |
| **3. Management Skills** | E | There is clear evidence of:<br>● Experience in day-to-day management/organisation of caseloads within the Hand Therapy services.<br>● Experience in supervising other staff e.g. students, support workers.<br>● Experience in evaluation & audit pertinent to Hand Therapy.<br>Wherever possible further evidence of the above is included in the appendix to the CV section.<br>Demonstration of learning identified. | Evidence of some managerial skills but these are not clearly presented.<br><br>Little or no reflection of learning from the managerial aspects of the post/s held. | |
| **4. Personal contribution to** | E | The personal statement by the applicant demonstrates | The personal statement is more descriptive than reflective & | |

| | | | | |
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| **Development of Hand Therapy.** | | commitment to the specialty of hand therapy.<br><br>Possible evidence included:-<br>● research studies, clinical audit, &/or development of treatment modalities.<br>● If published or presented at conferences etc. evidence of this is included in the appendix.<br>Demonstration of learning from the above. | shows limited contribution to the speciality of hand therapy.<br>Where evidence is presented little or no learning is identified. | |

| **Name of applicant:-** | | | | |
|---|---|---|---|---|
| | | **PASS** | **REFER/FAIL** | **COMMENTS** |
| **Appendix to CV** | E | Logically presented with clear enumeration & headings/title. Supporting documents are easily located in the appendix.<br><br>Appendices to support the extended CV are clearly numbered & logically presented | Disorganised presentation & items are not easily found in relation to the main document. Not all appendices have heading/title.<br>Limited use of appendices to support the CV.<br>Appendices are not numbered or logically presented. | |
| **Number of passes for sections A: /13 (8/13= 60%)**<br><br>**Name of assessor:** | | | | |

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|---|---|---|---|---|
| **Name of applicant:** | | | | |
| **SECTION B** | | | | |
| **Written paper**<br>Please circle which has been presented & use relevant marking criteria. | **Review paper** | | **Employment-based report** | **Research project** |
| | | **PASS** | **REFER/FAIL** | **COMMENTS** |
| **All written papers**<br><br>**Presentation/structural criteria.** | **E** | There is a cover page stating the following: Title, clinical/institutional setting, date of submission, name of author, word count. | Not all required elements are stated. | |
| | **E** | A professionally presented piece of work, carefully & logically organised with numbered pages preceded by a list of contents. | The paper is poorly presented with little to no attention to detail e.g. contents list is incomplete &/or inaccurate, pagination is absent or intermittent. | |
| | **E** | Grammar & spelling are correct, all passages of continuous | Grammar & spelling are not correct, & in sections of prose, at times, the meaning is unclear. | |

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| | | prose are presented in a fluent style, meaning is clear. | | |
| | **E** | Tables &/figures, where used, are clearly labelled & included in the contents page. Tables/figures are used with discretion & their inclusion clearly explained in the text. | Tables &/figures are not systematically labelled & not included in the contents page. Tables/figures are used without explanation & do not aid the reader's understanding of the paper. | |
| | **E** | Abstract or summary 250 words max. includes purpose & outcome/s of study. | Abstract exceeds the word count & /or does not give clear purpose or outcome of the study. | |
| **Statement of ownership** | **E** | Signed by author, countersigned by supervisor OR by representative of steering group | One or both signatures are absent. | |
| **Word count (2 000 – 3 000)** | **E** | Word count is stated, & the work is within the word limit. | Word count not stated / is deemed to be inaccurate. Word limit exceeded by more than 10%. | |

| **Name of applicant:** | | | | |
|---|---|---|---|---|
| | | **PASS** | **REFER/FAIL** | **COMMENTS** |
| **Referencing including bibliography** | **E** | Referencing is consistently & accurately applied & follows a recognised convention (e.g. Vancouver) which is stated. All sources identified & acknowledged. | Referencing is inconsistently &/or inaccurately applied & does not follow a recognised referencing convention. Not all sources are acknowledged in the text. Evidence of plagiarism. | |
| **Appendices** | **E** | Appendices are used as appropriate & follow the reference section. They are clearly numbered & included in the contents page. | Appendices are used inappropriately e.g. to present information which should have been a part of the main text. They are not clearly numbered &/or are not included in the contents page. | |
| **Ethical issues** | **E** | Acknowledgment that ethical issues have been considered & the relevant action taken i.e. ethical approval: consent forms/letters are included. | Ethical issues not addressed / acknowledged. Where consent is deemed necessary, absence of consent forms / letters etc. | |
| **Contribution to the field of Hand Therapy** | **E** | Study augments / provides an argued alternative to the literature associated with the nominated topic of study. | Study provides little support or new knowledge to the nominated topic of study. | |

| | | | | |
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| **Mandatory for all written papers** | E | Evidence of familiarity with the critical, methodological & theoretical literature associated with the field of enquiry. | Little or limited evidence of familiarity with the critical, methodological & theoretical literature associated with the field of enquiry. | |
| | **E** | Able to sustain, from evidence submitted, a reasoned argument & to draw consistent & coherent conclusions. | Limited ability to use the evidence submitted to sustain a reasoned argument & to draw consistent &/or coherent conclusions. | |
| | **E** | Able to reflect in a mature fashion upon the outcomes /conclusions of the study & to be self-critical in assessing the contribution that the study makes. | Little or no evidence of an ability to reflect in a mature fashion upon the outcomes /conclusions of the study &/or to be self-critical in assessing the contribution that the study could make. | |

| **Name of applicant:** | | | | |
|---|---|---|---|---|
| | | **PASS** | **REFER/FAIL** | **COMMENTS** |
| **Review Paper** | | | | |
| **Literature review** | **E** | Wide range of literature is reviewed relevant to the topic with evidence of critical appraisal. | Limited range of literature reviewed, or some is irrelevant to the topic being addressed. | |
| **Strands of thinking & research** | **E** | Evidence of understanding of the various strands of thinking & research in the topic area & an ability to synthesise these. | Little or no evidence of understanding of the various strands of thinking & research in the topic area with limited ability to synthesise these. | |
| **Review of topic** | **E** | Topic is reviewed from a variety of sources of evidence, demonstrating a good knowledge of the topic area. | Topic is reviewed from limited sources of evidence. | |
| **Evaluation of perspectives** | **E** | Demonstration of an ability to critically evaluate different perspectives. | Little evidence of critical evaluation of perspectives &/or tendency to biassed , unsupported viewpoints. | |

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| **Evaluation of study & placement in context.** | **E** | Realistic appraisal & evaluation of study. Implications for future practice are summarised. Clear conclusions made. | Appraisal & evaluation of the study is limited. Inability to recognise/identify implications for future practice. Unsubstantiated or invalid conclusions. | |
| | | **General Comments** | | |

| **Name of applicant:** | | | | |
|---|---|---|---|---|
| **Employment based report** | | | | |
| **Introduction** | | **PASS** | **REFER/FAIL** | **COMMENTS** |
| | **E** | Introduction clearly identifies the issue/topic to be discussed. | Introduction is vague & the topic for discussion is not clearly identifiable. | |
| **Literature review** | **E** | Wide range of literature is reviewed from both published & unpublished sources all of which are relevant to the topic with evidence of good critical appraisal. | Limited range of literature reviewed, or some is irrelevant to the topic being addressed. Little or no evidence of critical appraisal. | |
| **Review of information** | **E** | Other information presented is critically appraised & synthesised & leads the reader logically to the issue for discussion. | The information is presented in a descriptive manner with little or no critical appraisal. The reader is unsure of the final issue for discussion. | |
| **Review of possible responses/solutions.** | **E** | Possible responses/solutions are clearly presented & reviewed. | Possible responses/solutions are unclear & not systematically reviewed. | |

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| **Evaluation of possible responses/solutions.** | **E** | The possible responses/solutions are clearly evaluated & critically appraised. | Little to no evidence of evaluation or critical appraisal of possible responses/solutions. | |
| **Proposed response/ solutions.** | **E** | The proposed response is identified with clear justification for its choice. | The proposed response is described but little to no rationale or justification for its choice. | |
| **Conclusion & Evaluation.** | **E** | Conclusions well argued & substantiated. | Unsubstantiated or invalid conclusions. | |
| | | **General Comments** | | |

| **Name of applicant:** | | | | |
|---|---|---|---|---|
| **Research report** | | | | |
| | | **PASS** | **REFER/FAIL** | **COMMENTS** |
| **Introduction** | **E** | Clear introduction to the project. Topic related to hand therapy identified & focus of study is consistent & maintained throughout. | Introduction is absent or brief. Link to hand therapy is unclear &/or focus of study is not maintained. | |
| **Literature review** | **E** | Wide range of literature is reviewed relevant to the topic with evidence of good critical appraisal. | Limited range of literature reviewed, or some is irrelevant to the topic being addressed. Literature is described rather than appraised. | |
| **Research method** | **E** | Thorough grounding in possible research methods for the topic area with clear justification for the method chosen. | Little evidence of knowledge of research methods & no justification for the method chosen for the study. | |
| | **E** | Able to collect data & analyse it according to accepted models of analysis. | Inappropriate choice of research method – subject/s OR instrument/s OR method/s of data analysis. | |

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| | **E** | Able to briefly critically evaluate available models of analysis & to propose alternative (or hypothetical) models of analysis. | Little or no evidence of critical evaluation of available models of analysis. | |
| **Results** | **E** | Results are clearly & logically presented in a range of appropriate forms for the data collected e.g. tables, graphs etc. | Results are not clearly presented &/or are in inappropriate forms OR with heavy reliance on one format. | |
| **Discussion** | **E** | Discussion reflects the data collected & analysed. There is realistic evaluation of the research method used with possible alternatives if appropriate. | Discussion does not reflect the data collected or analysed. There is little or no evaluation of the research method used. | |
| **Recommendations/ Conclusions** | **E** | There are recommendations for future research related to the topic area. Conclusions well argued & substantiated. | Recommendations are unclear, unrealistic or unrelated to the topic of study. Simplistic or brief conclusion. Unsubstantiated or invalid conclusions. | |

| | | | | |
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| **General appraisal of portfolio of evidence** | **E** | The portfolio demonstrates the applicant's commitment to hand therapy through personal professional development & facilitating good practice in others.<br>Clear evidence of reflective practice. | The portfolio is more descriptive than reflective & professional development is limited in relation to the time in the specialty. Little or no evidence of reflective practice. | |
| | | **General Comments** | | |

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| **Name of applicant:** | **Name of assessor:** |
| **Number of passes for sections A /13 (8/13 = 60%**<br><br>**Number of passes for written paper (60% or more is required for a pass)**<br>● **All written papers /14**<br>● **Review paper /5**<br>● **Employment based report /7**<br>● **Research report / 9**<br><br>**TOTAL: /** | |
| **<u>DECISION & RECOMMENDATIONS</u>** | **PASS/REFER/FAIL (delete as appropriate)** |

**6. BAHT Level III APL Application Form (see word version on BAHT website)**

Please complete this form & tick checklist to ensure you have included all the information required. Return this electronically to the BAHT APL advisor baht.level3@gmail.com after confirming payment of the £30 registration fee. The fee must be processed before the ESC can consider the application (see payment details in the BAHT Level III APL Guidelines).

| |
|---|
| Name of Candidate: |
| BAHT Membership number: |
| Contact email: |
| Contact address: |

| |
|---|
| Title of project to be used for Level III points: |
| Year when project completed: |

| |
|---|
| Summary of project (no more than 500 words) |

I have paid the £30 application fee via (Please tick) □

Date Paid: …… BACS Reference: ……

**Checklist:**

1. Application form for BAHT level III APL Submission □
2. Payment of Application Fee □
3. Extended CV □

Signature of candidate:_____ Date: _____

Name of candidate: _____

## 7. CV (suggested layout)

| |
|---|
| 1. **Summary of current role (250-500 words)**<br>Including where relevant leadership, education, research and clinical practice |
| 2. **Clinical Practice and experience (500 words maximum)**<br>● Postgraduate experience in Hand Therapy<br>● Years of experience<br>● Location of work, responsibilities and, where appropriate, reflections<br>● Present post including clinical knowledge, skills/ experience and practice.<br>● This section gives the candidate the opportunity to **reflect** on their role/s alongside their clinical expertise including assessment and treatment skills<br><br>**Support with evidence referenced to your appendix** |
| 3. **Course Appraisal and Reflection**<br>Please provide two examples of relevant courses you have attended or qualifications you have gained (250 words maximum for each example)<br><br>Assessors are looking for demonstration of evidence-based strategies, critical appraisal and application to practise. |
| Example 1 (250 words maximum) |
| |

Example 2 (250 words maximum)

4. **Education and Promotion of specialism**

**Reflection on sharing of expertise**
Please provide three examples of any two of the following:
(250 words maximum each)

- In-service training planning and involvement
- Teaching to the wider MDT within the workplace or external to the workplace.
- Organisation of outside speakers
- Organisation of hand or profession related courses and teaching input
- Mentorship

Where possible provide evidence of the above e.g. programmes, feedback from attendees etc. should be **scanned and attached as a document "Evidence to support promotion of specialism" to the online application** and cross referenced within this form.

The assessors are looking for demonstration of learning within the last **5 years** in the examples given.

Include reflection and appraisal of what went well, what could be improved and changes for the future to your role and workplace.

Example 1 (250 words)

Example 2 (250 words)

Example 3 (250 words)

5. **Leadership and Management Skills**

Please provide three examples of any of the following:
(250 words maximum each)

Experience in:

- Day-to-day management/organisation of caseloads within Hand Therapy services.
- Supervising other staff (building confidence) e.g. colleagues, students, support workers;
- Evaluation and audit/research pertinent to Hand Therapy.

Where possible evidence and reflection of the above e.g. programmes, feedback from colleagues etc. should be **scanned and downloaded as a document "Evidence to support Leadership and Management Skills" to the online application** as appendices and cross referenced within this form.

**Example 1 (250 words)**

**Example 2 (250 words)**

**Example 3 (250 words)**

6. **Personal contribution to development of hand therapy within the past <u>5 years</u> (500 words approx.)**

This is a personal statement by the applicant, bringing/adding to and enhancing the reflections already provided.

Assessors are looking for demonstration of learning & how this has been used to promote & deliver hand therapy.

This could include but not exclusive to

- Audit / research, teaching (in service &/or external),
- Speaking at conference
- Poster presentations
- Publication of journal articles
- Quality improvement projects

Evidence of the above to support the personal statement e.g. programmes, feedback from colleagues etc. should be **scanned and downloaded as a document "Evidence to support Personal Contribution to Hand Therapy" to the online application** as appendices and cross referenced within this form.

Please remember to complete and download **3 Guided Testimonies, Clinical Log and Course and Qualifications Log to your online application**

## Log of Course and Qualifications

**Courses and Qualifications pertinent to Hand Therapy** (within past **5 years**)

- Qualifications and dates (university, etc.)
- Short courses, with subject/field and date(s)
- BAHT validated courses

Please list below any **relevant** courses attended or qualifications gained (within past **5 years)** and minimum of 100 CPD hours

**Please provide a variety of certificates to evidence CPD** in appendices and cross reference to the list above.

**Minimum 5 Certificates for evidence**

| Date Attended | Hours | Evidence Attached (i.e. certificate) |
|---|---|---|
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## 8. Plagiarism Form / Statement of Ownership

Plagiarism is intellectual theft & is a serious form of cheating. It is the act of presenting as one's own, the ideas (including images & designs), discoveries or judgements of another person. To copy extracts without full acknowledgement (whatever the medium in which the text or image is stored), from someone else's work & to thereby convey the impression that they are one's own is plagiarism. So is the paraphrasing – restating in one's own words – of someone else's ideas without full acknowledgement. We all utilise the ideas of others; we have a most serious obligation to acknowledge them meticulously.

**Plagiarism / Statement of Ownership**

A declaration of academic integrity

"I have read & understood the regulations on plagiarism & the work submitted is my own"

Candidates Name Printed: _____

Signed: _____ Date: _____

**TO BE SUBMITTED WITH COMPLETED PROJECT**

**Submission Checklist:**

1. APL Project □
2. Plagiarism / Statement of Ownership □

Any queries regarding the BAHT level III process email: baht.level3@gmail.com

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