

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).



Revised October 2020

This document replaces all previous versions.

Copyright British Association of Hand Therapists

SECTION	PAGE
1. Introduction & Rationale	3
2. Achieving BAHT Points	4-5
3. The APL Process for achieving BAHT Level III Points	6-7
3.1 Responsibility of candidate	8
3.2 Responsibility of supervisor	8
3.3 Responsibility of assessor	8
3.4 Responsibility of external verifier	9
4. Portfolio of Evidence (PoE)	10
a) Extended CV	11-12
b) Written Paper	13-15
i) Review Paper	14
ii) Employment based report	15
iii) Research Project	15
c) Achieving a pass for the Portfolio of Evidence (POE)	15
Marking Criteria	16-27
Application form	28
CV (suggested layout)	29-32
Plagiarism / Statement of Ownership Form	33

SECTION 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 & II courses or Accreditation of Prior Learning (APL), gained 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 5 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 III 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).

Any queries regarding the BAHT level III APL process please email:

baht.level3@gmail.com

SECTION 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 & conditions & 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 competence in a specialist aspect of hand therapy; improve the quality of hand care; & foster evaluation & research in hand therapy (*BAHT Guidelines Level II Course*). If a candidate wishes to submit evidence of prior learning to achieve two BAHT level II points information & evidence must meet requirements of the APL level II process (*BAHT Guidelines Level II APL*).

Two points are awarded per course/APL application for successful completion.

6 Level II points are required at 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 can be gained in a number of ways, described in more detail on page 5.

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

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

For ALL level III routes see individual guidelines on the BAHT website - [The BAHT Education Process \(Route to AHT\)](#)

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

IMPORTANT NOTICE:

Candidates should only use this document if they have already commenced or wish to submit a previously completed piece of work/study/audit (no more than 3 years old).

For a summary of the BAHT Level III please see "Level III Summary of Routes Guideline" via the BAHT website.

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

LEVEL	Target population	Content	Assessment	Outcome	Sum of BAHT points
Level I	OT/PT therapist	Introductory course see Course Guidelines	BAHT designed exam. short answer/MCQs 1 hour	Certificate Value = 1 point Eligibility for Level II	1
Level II	OP/PT specialist Eligibility via Level I Or Indicative experience via APL process	Specialist course see Course Guidelines (17 hours contact teaching)	Two forms of assessment during/after the course, e.g. examination during course & written assignment submitted afterwards	Certificate Value = 2 points per Level II course Maximum 6 points. Eligibility – Level III	7
Level III	OT/PT specialist Eligibility via Level II Or Indicative experience via APL process	In-depth study MSc Modules (accredited & non-accredited) Hand Therapy Journal article APL (prior learning less than 3 years since completion)	Written paper assessed by 2 independent reviewers. Via University assessment process only for accredited modules <i>or</i> additional application to BAHT ESC for recognition of a non-accredited module. Proof of publication & ownership statement Written work assessed by 2 independent reviewers	Certificate Value = 5 points	12

SECTION 3

Accreditation of Prior Learning (APL)

Overview of Level III APL Process

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 3 years**, which can fit into ONE of the following three Level III APL assessment categories:
 1. Review of pertinent literature
 2. Employment-based report
 3. Presentation of a research project

This 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.

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

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

Fees must be paid electronically by BACS transfer or over the phone by phoning the BAHT secretary. Details will be provided at time of application by **Eve Dunn** (Clerical & Admin Assistance, BAHT)

WORKING HOURS: Monday to Thursday 1-5.30pm, Friday 12-2pm. **Tel:** [01394 610131](tel:01394610131) Email: bahthandtherapy@gmail.com

Cheques can no longer be accepted by BAHT

The APL Process for obtaining BAHT Level III APL points

The following table with check boxes should enable the applicant to follow this process.

No	Action / process
1	Applicant enquires to ESC regarding following the APL route to gain their Level III points.
2	Applicant completes short CV, summary of the work to be submitted & sends to ESC APL coordinator via E mail baht.level3@gmail.com . £30 application fee must be paid via BACS transfer or on phone to BAHT secretary (see fee structure & payment details page 6). Applications will not be reviewed by the BAHT education sub committee (ESC) without payment.
3	Following ESC committee approval the APL coordinator will contact applicant with submission due date & name of supervisor who will support applicant throughout the process
4	Applicant prepares Portfolio of Evidence (PoE); supervisor available for assistance. Supervisor can only give written feedback once on each part of written work.
6	Applicant must submit within 12 months of registration unless an extension has been negotiated with the ESC via the APL coordinator. £170 submission fee must be paid via BACS transfer or on phone to BAHT secretary (see fee structure & payment details page 6). Submissions will not be assessed without payment.
7	PoE can now be submitted via email to the BAHT APL coordinator baht.level3@gmail.com The documents attached must be in PDF form & clearly titled.
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 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	Applicant is notified of the results by BAHT 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 & wishes to continue through the APL route will have to return to the start of the process

3.1 Responsibility of 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 or request an extension in a timely fashion (12 month from approval of the BAT level III APL application).
4. Must follow the guidelines within this document & review the marking criteria to ensure that all aspects are covered within their Portfolio of Evidence.
5. Keep a copy of their submission

3.2 Responsibility of the supervisor within the APL process

The supervisor must:

1. Answer queries on the APL process or refer back to APL coordinator as necessary.
2. Discuss possible information to be included in 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 further versions.
5. Keep a copy of corrected text & to document issues discussed in case this is required by the 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 APL Coordinator if they feel it is necessary.

3.3 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 APL Coordinator regardless of outcome.
4. Be available to reassess the PoE in the event of a Refer.

It is expected at Level III 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 the supervisor.

3.4 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 Po E without knowledge of the assessors' comments.
2. Provide a detailed written report to 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.

SECTION 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 hand therapy practice.

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

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. See application form below & in word format (level III APL application form) for a suggested CV layout.

1. Professional Experience

Postgraduate experience in Hand Therapy

- Number of years' experience.
- Previous appointments, location of work, responsibilities &, where appropriate. Reflections & evidence must be apparent.
- 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, with level, if applicable

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 demonstration of learning & reflections from any courses attended. These can be included in the appendix alongside the relevant course.

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 in 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.

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 3 years old).

NOTE: Any new prospective work should be submitted via the Level III 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
- Demonstrate the candidate's ability to collect data & analyse them according to accepted models of analysis
- Demonstrate the candidate's ability to evaluate critically models of analysis
- Demonstrate, where appropriate, the candidate's ability 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 has previously been published. Please see Level III guidelines if you have published in the BAHT journal. If publishing in another journal please note that the paper will be reviewed, & needs amending in the light of current literature/research/ practice & needs to fit with 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.

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.

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.

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.

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 sections A & B combined (Extended CV & Testimonies) & at least 60% in section C (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 assessors their portfolio of evidence themselves before submission to make sure that they haven't missed any important information or sections.

Criteria for marking Portfolio of Evidence – Level III

Name of applicant:-				
		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.	
A. Extended CV 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 & are 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	<p>Examples of at least 3 of the following are included:-</p> <ul style="list-style-type: none"> • In-service training planning & involvement. • Teaching both within the Trust & outside through programmes etc in appendix. • Organisation of outside speakers. • Organisation of BAHT validated courses & teaching input. • Experience as an External Representative for BAHT. <p>Feedback from attendees is included & is positive.</p> <p>Evidence of reflection & learning from these activities is clearly stated.</p>	<p>Less than 3 examples are given.</p> <p>Examples are not well documented.</p> <p>Little evidence of involvement in planning or teaching on courses related to hand therapy.</p> <p>OR</p> <p>If involvement there is little or no reflection on the learning from the experience.</p>	

Name of applicant:-				
		PASS	REFER/FAIL	COMMENTS
3. Management Skills	E	<p>There is clear evidence of:</p> <ul style="list-style-type: none"> • Experience in day-to-day management/organisation of caseloads within the Hand Therapy services. • Experience in supervising other staff e.g. students, support workers. • Experience in evaluation & audit pertinent to Hand Therapy. <p>Wherever possible further evidence of the above is included in the appendix to the CV section. Demonstration of learning identified.</p>	<p>Evidence of some managerial skills but these are not clearly presented.</p> <p>Little or no reflection of learning from the managerial aspects of the post/s held.</p>	
4. Personal contribution to Development of Hand Therapy.	E	<p>The personal statement by applicant demonstrates commitment to the speciality of hand therapy.</p> <p>Possible evidence included:-</p> <ul style="list-style-type: none"> • research studies, clinical audit, &/or development of treatment modalities. • If published or presented at conferences etc. evidence of this is included in the appendix. <p>Demonstration of learning from the above.</p>	<p>The personal statement is more descriptive than reflective & shows limited contribution to the speciality of hand therapy. Where evidence is presented little or no learning is identified.</p>	

Accreditation of Prior Learning

Level III – APL Guidelines

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

Accreditation of Prior Learning

Level III – APL Guidelines

Name of applicant:			
B Written paper Please circle which has been presented & use relevant marking criteria.	Review paper	Employment-based report	Research project
	PASS	REFER/FAIL	COMMENTS
All written papers Presentation/structural criteria.	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.	
	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.	
	Grammar & spelling are correct, all passages of continuous prose are presented in a fluent style, meaning is clear.	Grammar & spelling are uncorrected & in sections of prose, at times, the meaning is unclear.	
	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.	
	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	Signed by author, countersigned by supervisor OR by representative of steering group	One or both signatures are absent.	
Word count (2 000 – 3 000)	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		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		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		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		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.	
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.	
		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 & coherent conclusions.	
		Able to reflect in a mature fashion upon the outcomes /conclusions of the study & to be self-critical in	Little or no evidence of an ability to reflect in a mature fashion upon the outcomes /conclusions of the study	

Level III – APL Guidelines

		assessing the contribution that the study makes.	&/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		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		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		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		Demonstration of an ability to critically evaluate different perspectives.	Little evidence of critical evaluation of perspectives &/or tendency to biased, unsupported viewpoints.	
Evaluation of study & placement in context.		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
		Introduction clearly identifies the issue/topic to be discussed.	Introduction is vague & the topic for discussion is not clearly identifiable.	
Literature review		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		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.		Possible responses/solutions are clearly presented & reviewed.	Possible responses/solutions are unclear & not systematically reviewed.	
Evaluation of possible responses/solutions.		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.		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.		Conclusions well argued & substantiated.	Unsubstantiated or invalid conclusions.	
		General Comments		

Name of applicant:				
Research report				
		PASS	REFER/FAIL	COMMENTS
Introduction		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 & focus of study is not maintained.	
Literature review		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		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.	
		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.	
		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		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		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		There are recommendations for future research related to the topic area.	Recommendations are unclear, unrealistic or unrelated to topic of study. Simplistic or brief conclusion.	

Accreditation of Prior Learning

Level III – APL Guidelines

		Conclusions well argued & substantiated.	Unsubstantiated or invalid conclusions.	
General appraisal of portfolio of evidence		The portfolio demonstrates the applicant's commitment to hand therapy through personal professional development & facilitating good practice in others. 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		

Name of applicant:	
Number of passes for sections A & B:	/
Number of passes for written paper:	/
TOTAL:	/
PASS/REFER/FAIL (delete as appropriate)	
Name of assessor:	

BAHT Level III APL Application Form

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 with the BAHT Secretary. The fee must be processed before the ESC can consider the application (see payment details on page 6).

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

I wish to apply for the APL process to complete (please circle)		
Level 2 (2 points)	Level 2 (4 points)	Level 2 (6 points)
Level 3 (5 points)		

Title of project to be used for Level 3 points:

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

Bacs Transfer

Via telephone

Signature of candidate: _____ Date: _____

Name of candidate: _____

Curriculum Vitae (suggested layout)

<p>Summary of current role (250-500 words)</p>	
<p>1. Professional Experience (250 words maximum)</p> <ul style="list-style-type: none"> • Postgraduate experience in Hand Therapy • Years of experience • Location of work, responsibilities &, where appropriate, reflections • Present post including clinical, educational & managerial responsibilities. This section gives the candidate the opportunity to reflect on their role/s alongside their clinical expertise including assessment & treatment skills. 	
<p>2. Courses/Qualifications pertinent to Hand Therapy</p> <ul style="list-style-type: none"> • Qualifications & dates (university, etc.) • Short courses, with subject/field & date(s) • BAHT validated courses 	<p>Please list below any relevant courses attended or qualifications gained with a <u>short</u> reflection for each example</p>

Accreditation of Prior Learning

		Please scan & attach certificates (where relevant) & cross reference to the list above.	
--	--	--	--

Title of Course / Learning experience	Date Attended	Brief reflection	Evidence Attached?

<p>3. Promotion of specialism / sharing of expertise</p> <p>Examples:</p> <ul style="list-style-type: none"> • in-service training planning & involvement • teaching both within the workplace & outside. • organisation of outside speakers • organisation of BAHT validated courses & teaching input • experience as an External Representative for BAHT, assessor / advisor for Level II / Level III projects & APL <p>Wherever practicably possible evidence of the above e.g. programmes, feedback from attendees etc. should be scanned & attached to the application & cross referenced within this form.</p> <p>The assessors are also looking for demonstration of learning from the above in the examples given.</p>	Example 1
	Example 2
	Example 3
<p>4. Management Skills</p> <ul style="list-style-type: none"> • experience in day-to-day management/organisation of caseloads within Hand Therapy services; • experience in supervising other staff e.g. colleagues, students, support workers; • experience in evaluation & audit pertinent to Hand Therapy. <p>Wherever practicably possible evidence of the above e.g. programmes, feedback from colleagues etc. should be scanned & attached to the application & cross referenced within this form.</p>	Example 1
	Example 2

<p>5. Personal contribution to development of hand therapy (500 words approx.)</p> <ul style="list-style-type: none"> personal statement by applicant <p>Other evidence could be:</p> <ul style="list-style-type: none"> statement of research studies completed presentations of research findings (publications &/or presentations at conferences) <p>The assessors are also looking for demonstration of learning from the above.</p> <p>Wherever practicably possible evidence of the above e.g. programmes, feedback from colleagues etc. should be scanned & attached to the application & cross referenced within this form.</p>	<p>Example 3</p> <p>Personal Statement</p>

BAHT Level III APL 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:** _____

Supervisors Name Printed: _____

Signed: _____ **Date:** _____

TO BE SUBMITTED WITH COMPLETED APL PROJECT

Any queries regarding the BAHT level III process email:

baht.level3@gmail.com

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means (electronic, mechanical, photocopying, recording or otherwise, without permission of the British Association of Hand Therapists