The aims
The aims of this guidance are to:
• Provide further information on the framework and processes of the APPLE scheme
• Highlight specific information for those who are involved in the accreditation process

Target audiences
This guidance provides information for anyone who is interested in taking part in the APPLE scheme. Specific sections of the guidance have been written for:
• Practice Placement Educators (PPEs)
• Higher Education Institutions (HEIs)
• Qualifying Students

Background to the development of the APPLE scheme
In early 2004 a steering group of the Practice Placement Tutors’ Forum (PPTF) in occupational therapy was formed to review and revise COT’s Statement on Fieldwork Education (COT 1994).

The steering group consisted of five practice placement tutors, two COT officers, and 2 members of the Chartered Society of Physiotherapy (CSP). The steering group was aware of the launch of the CSP’s Accreditation of Clinical Educators’ Scheme (ACE) in March 2004 and agreed at their first meeting that there would be a number of benefits in designing a similar scheme which would enable the provision of interprofessional learning for accreditation.

The working group could not simply use the ACE scheme; because the name referred to ‘clinical’ educators, it did not reflect the PPEs working in social care and role-emerging settings. After much debate, the name APPLE was deemed to be the most suitable. In terms of the scheme’s framework, APPLE has the same learning outcomes as ACE and its content and structure is very similar. However, as occupational therapy education has a number of accreditation schemes for PPEs currently in operation, the group wanted to draw on good practice from those as well.

The framework of the scheme was considered and approved in principle by COT’s Education and Practice Board in May 2004 and by the PPTF in July 2004. It was agreed that the new scheme would replace the COT’s Statement on Fieldwork Education (COT 1994).

The APPLE scheme was piloted from April-August 2005 and was officially launched on 26 September 2005.

The APPLE scheme initially included a fasttrack route to accreditation, which expired on 31st October 2006.
Introduction and principles of scheme

The APPLE Scheme\(^1\) has been developed by a working group of the Practice Placement Tutors Forum in order to:

- Provide an opportunity for professional recognition for the role of the Practice Placement Educator (PPE)
- Establish a nationally recognised scheme that is transferable across UK regions and Higher Education Institutions (HEIs)
- Harmonise and standardise the varying practices for accrediting PPEs that were previously offered at a number of occupational therapy programmes
- Enable practice placement educators to count their involvement towards their Continuing Professional Development (CPD).
- Allow the College of Occupational Therapists (COT) to monitor and evaluate the number of PPEs in different areas of the UK to assist in maximising the number of practice placement opportunities for students
- Promote interprofessional learning and standards for practice placements through the development of a scheme with generic learning outcomes
- Quality assure practice placements in health and social care
- Contribute to the maintenance and improvement in standards of client care

APPLE is intended to be a national scheme for qualified occupational therapists and other health and social care professionals involved in the education of occupational therapy students. It has been designed for those who have normally been employed in their professional role for at least one year.

Accredited status is valid for a five-year period, at the end of which it is the responsibility of the PPE to demonstrate their continuing competence through the completion of a re-accreditation application form which details their involvement with students’ education. This would normally involve the supervision and assessment of at least one student per year for a minimum of 4 weeks unless their role in the education of students involved a different function eg a practice placement co-ordinator, or, there were extenuating circumstances that prevented them from regularly taking a student eg leave of absence.

How the scheme works

The APPLE scheme has adopted the six learning outcomes of the CSP’s ACE scheme. HEIs running both schemes may wish to offer joint learning opportunities to their PPEs. As the learning outcomes are generic, other health and social care professions could adopt them. Both the experiential and programme route to accredited status will require the PPE to demonstrate how all the learning outcomes have been achieved.

Learning outcomes

The PPE should provide evidence that s/he is able to:

1. Describe the role and identify the attributes of an effective practice placement educator.
2. Apply learning theories that are appropriate for adult and professional learners.

\(^1\) The APPLE scheme (and its associated documents) is under license from the Chartered Society of Physiotherapy and is based on the Accreditation of Clinical Educators Scheme (ACE).
3. Plan, implement and facilitate learning in the practice placement setting.
4. Apply sound principles and judgement in the assessment of performance in the practice placement setting.
5. Evaluate the learning experience
6. Reflect on experience and formulate action plans to improve future practice.

The learning outcomes of the APPLE scheme have been mapped to the Knowledge and Skills Framework (KSF). This document can be downloaded from the APPLE page on the COT website.

**Accreditation Routes**

The APPLE scheme will offer PPEs a choice of two routes by which they can be eligible to apply for accreditation on the national register:
- Experiential route (guided application form)
- Programme route (taught course)

Routes will be offered and assessed by the HEIs and when a PPE has successfully completed their chosen route to accreditation, the relevant HEI will recognise their status and enter their details on to the APPLE database.

**Experiential Route**

**Criteria**
The experiential route is open to all health and social care professionals who are involved in the education of students. There is no specific entrance criteria but those who wish to become accredited via this route must have had sufficient experience to meet the learning outcomes (eg having supervised two or more occupational therapy students over the last five years). Practice Placement Co-ordinators that have organised cohorts of students are also eligible to apply for the experiential route, as are Practice Placement Tutors at HEIs.

**Application process**
This requires the PPE to evidence how they have met the APPLE learning outcomes through the development of a reflective profile which is assessed by the supporting HEI. The profile will include:
- completed application form containing personal and professional details and six specific reflective statements, each demonstrating how the APPLE learning outcome has been met (max. 500 words each). The experiential application form is available to download from the APPLE page on the COT website;
- supporting evidence eg an anonymised copy of a completed assessment form, student learning contracts, evaluation questionnaires, tutorial programmes.
- two supporting statements from referees with knowledge of the applicant in their role as a PPE (one supporting statement should be from a peer, learner or former learner, the other should either be from a line manager or placement co-ordinator).

The HEI may wish to run workshops to support PPEs who are undertaking the experiential route to accreditation.
Assessment
Each HEI will use a standardised assessment form when evaluating applicants from the experiential route. A copy of the self-assessment form for applicants is available in the experiential route application pack on the COT website.

The purpose of the assessment is to determine whether or not the applicant’s profile demonstrates that s/he has met the APPLE learning outcomes.

Applicants will be assessed in one of two categories:
• Applicant is recommended for entry on the APPLE scheme database held at COT.
• Further development is needed in the sections indicated. Suggestions for improvement, prior to resubmission, are given.

HEIs may determine their own resubmission procedures and deadlines to meet local circumstances.

Programme Route
Criteria
The programme route is a taught course run by a HEI which has been endorsed by the College to demonstrate that it meets the APPLE learning outcomes. In order to apply for accreditation via the programme route, practice educators may have needed to supervise at least one student (or in the case of practice coordinators, have needed to organise at least one cohort) within five years. Contact your nearest HEI for pre-requisite details on their taught course.

Details of process
HEIs will determine whether or not their programme will attract academic credit but the benchmark for all courses leading to accreditation is Level 6 of the National Qualifications Framework for programmes delivered in England, Wales and Northern Ireland and Level 10 of the Scottish Qualifications and Curriculum Authority for programmes delivered in Scotland. Work submitted must show consideration of theoretical underpinning and critical analysis.

The core content of the programme will be determined by the HEIs and will be based around the six learning outcomes of the scheme. COT will receive a copy of the programme details in order that it can give their opinion about standard and suitability. In order to submit the programme documentation to COT for endorsement, the HEI will need to complete a pro-forma which is available from the COT website.

The programme will operate according to a structured timetable and resource implications will be clearly identified.

Interprofessional programmes with physiotherapy, other allied health professions, social work and nursing are encouraged where appropriate, if the learning outcomes are adopted.

Courses that have been approved through the CSP’s ACE scheme can apply for
automatic approval through the APPLE scheme by submitting the course documentation along with evidence of CSP’s approval to COT. COT will notify the HEI in writing to confirm that automatic approval has been given.

Assessment of the APPLE and ACE Schemes
HEIs should consider offering a range of assessment methods eg written assignment or oral presentation for the programme route from which the PPE could choose how they wish to be assessed. If a presentation is the educator’s chosen method of assessment, then copies of their presentation (disc and any handouts) should be submitted for purposes of moderation. All assessment processes should demonstrate how the six learning outcomes have been met.

The programme documentation will be reviewed on a five yearly basis by COT if significant changes to the content and/or delivery of the programme have been made.

Moderation
To ensure a national standard of parity and quality of the learning opportunities provided for PPEs, HEIs should observe the following procedures:

- **Internal moderation**: a range of experiential profiles and assignments/presentation packs from the programme route will be double-marked annually on a peer review basis (preferably interprofessionally where this is possible).

- **External moderation**: each HEI will partner itself with another HEI who is running the APPLE scheme. COT must be notified of the HEI moderation arrangements to ensure that there is no conflict of interest. A minimum of 2 experiential profiles, and 2 programme route assessments\(^2\) will be externally moderated on an annual basis by each partner; all work used for moderation will be anonymised. The partnership should be changed every 3 years in order that it does not become insular. A form for completion by external moderators is available to download from the COT website and should be completed and returned to the HEI for a response. The report and corresponding response from the HEI should then be submitted to COT and will form part of the annual review by the Practice Placement Tutor’s Forum.

Recognising accredited status and the APPLE database
Successful completion of the scheme allows the PPE to receive recognition of their professional status as an accredited practice educator. The HEI will enter the individuals’ details on the national database and the PPE will receive a certificate from COT in acknowledgement of their achievement.

HEIs will need to know the following details for membership purposes:

\(^2\) Only programme assessments that do not attract academic credit need be moderated, as these have not been scrutinised by an external examiner as part of a degree programme.
- Name of Practice Placement Educator
- Employment Name and Address
- PPE Email address
- Strategic Health Authority/Local Authority/Other
- Home address
- BAOT Number (if appropriate)
- Regulatory Body Name and membership number (if applicable)
- Date accreditation starts
- Date accreditation ends
- Accreditation route
- Profession
- Area of work
- Years since qualification
- Grade/Level of current job
- Number of HEIs from which you take students
- Number of students taken in the last five year

At the end of the five-year period, it will be the responsibility of the accredited educator to complete a re-accreditation application form to demonstrate that they still meet the learning outcomes of the scheme. COT will provide a recall process six months and again one month before the accreditation period ceases to be valid. HEIs should provide a support system for those seeking to re-register. The PPE should submit their re-accreditation form to their local participating HEI.

**Data Protection Statement**

The personal data that the practice placement educator (PPE) provides to the accrediting Higher Education Institution (HEI) will be subject to the data processing rules as applied within that institution. By supplying this personal data, the practice educator agrees that the accrediting HEI can forward their data to COT to be held on the APPLE database.

COT will keep the PPE’s data confidential and not use it for any purpose other than to communicate with them about their accreditation for practice placement education and, in aggregate (and therefore anonymously) for research and reporting purposes for local and national statistics and trends.

**Professional unsuitability**

Should a HEI become aware that an accredited educator is failing or finding it difficult to meet the APPLE learning outcomes during their 5-year registration period, the HEI will work with the PPE to suggest strategies for improvement. They may invite the PPE to resubmit an updated profile or attend a short course.

Should an accredited member be found guilty of professional misconduct by the Health Professions Council, their accredited status will be withdrawn and their name removed from the APPLE register.
Guidance for Practice Placement Educators (PPEs)

One of the main objectives of the APPLE scheme is to ensure that as a PPE you get professional and national recognition for your role in educating and developing the occupational therapy profession.

There are two routes to achieving accreditation as a PPE. These are the experiential route and the programme route. You can choose which would be most suitable for you, depending on your own learning style and how you choose to manage your time.

Frequently Asked Questions
1. Why does the profession need an accreditation scheme?
2. Why should I become an accredited PPE?
3. How do I go about becoming accredited?
4. Which route should I choose?
5. I am not an occupational therapist but I do supervise and assess occupational therapy students. Can I still become accredited?
6. What personal details do I need to provide?
7. How long does accreditation last for?

1. Why does the profession need an accreditation scheme?
   - An accreditation scheme is a mechanism which allows the occupational therapy profession to quality assure its practice placements at pre-registration level. It addresses the QAA Code of Practice on Placement learning which requires that “staff who are involved in placement learning are competent to fulfil their role” and that “the development needs of institutional placement staff are met” (QAA 2001).
   - It will formalise current good practice in practice education.
   - It will promote interprofessional learning and standards for practice placements through the development of a scheme with generic learning outcomes
   - An objective of the accreditation scheme is to encourage more occupational therapists to become PPEs and in turn widen the variety of placement opportunities for students.

2. Why should I become an accredited PPE?
The profession will always value your skills and knowledge as a PPE but there are three key reasons for becoming accredited:

- Professional and national recognition of your role
  The role of the PPE is fundamental in the continuous development of the occupational therapy profession. In helping to provide education for the future workforce, the PPE offers a service that is fundamental to the effective development of the future workforce. It is therefore essential that the PPE is providing high quality education and supervision and is in turn valued for this contribution.

The APPLE scheme will offer you national recognition and add value to your role. Once you have achieved accredited status it will be valid in any region of the UK during the five-year timeframe.
Evidence to demonstrate your involvement in Continuing Professional Development (CPD)
The Health Professions Council (HPC) states that registrants (health professionals registered with the HPC) must:
1. maintain a continuous, up to date and accurate record of their CPD activities;
2. demonstrate that their CPD activities are a mixture of learning activities relevant to current or future practice;
3. seek to ensure that their CPD has contributed to the quality of their practice and service delivery;
4. seek to ensure that their CPD benefits the service user;
5. present a written profile containing evidence of their CPD upon request.’
(HPC 2006)
The APPLE scheme therefore is an excellent opportunity to demonstrate your involvement in CPD. Accreditation will demonstrate a high level of evidence of learning and application in the workplace and if you opt to undertake the programme route to accreditation then you may obtain an additional academic credit (depending on the particular scheme at the HEI) to add to your portfolio.

Contribute to the maintenance and improvement in standards of client care
You will be directly helping to ensure high standards of client care by demonstrating that you are a PPE who is committed to developing the profession, and can reflect and evaluate upon your role.

3. How do I go about becoming accredited?
If you are interested in applying for accreditation, information can be found on COT’s website at: www.cot.co.uk.

4. Which route should I choose?
• If you would like to attend a taught course at a local HEI based around the six learning outcomes of the APPLE scheme then you may wish to choose the Programme Route. It is the choice of the HEI as to whether their programme attracts academic credit and some programmes may be run as part of a structured programme as a final year BSc Honours degree module or a Master’s module, while others may be run as a short course. Assessment of this route may be undertaken either by a written assignment or by an oral or poster presentation depending on your own preference and/or the choices of assessment offered by your local HEI.

• If you would rather follow a route that provides a set of questions that prompt you to think about how you reflect on your work as a PPE, then the Experiential Route may be best for you. Each of the six learning outcomes will require a maximum of 500 words in order to complete the application which can be done in your own time and then submitted to your local HEI on their set submission dates*. The HEI may also provide a workshop to help you complete your application. Those who wish to follow this route must have

* In order that the standard of experiential applications are equitable with assessed work undertaken on the programme route, your answers to the stated questions should be at least equal to Level 6 of the National Qualifications Framework for programmes delivered in England, Wales and Northern Ireland and at least equal to Level 10 of the Scottish Qualifications and Curriculum Authority for programmes delivered in Scotland.
had sufficient experience to meet the learning outcomes (having supervised 2 or more occupational therapy students in the last 5 years).

5. What personal details do I need to provide?
Your entry on to the APPLE database will be inputted by the HEI that assessed your application.

The details as listed on page 6 of this document will be provided by you and will be entered on the APPLE database. In providing this information you are giving COT consent to acquire and evaluate your data pertaining to practice placement education in occupational therapy.

You will be allocated a log in address and password which will enable you to keep your personal and employment information up to date. It is your responsibility to keep your personal details current during your accreditation period. The email/postal address will be used to contact you regarding re-accreditation towards the end of your accreditation period.

If you are undertaking the experiential route you will also need to provide anonymised supporting evidence material eg a copy of a completed assessment form, student learning contracts, evaluation questionnaires, or tutorial programmes to support your application. Your application must also include two supporting statements from referees with knowledge of the applicant in their role as a PPE (one supporting statement can be from a learner or former learner; the other should either be from a line manager or placement coordinator).

6. How long does accreditation last?
Accreditation lasts for a period of five years. COT will send you notification about completing the application form six months and again one month before your accreditation period is due to expire. If you wish to become re-accredited at the end of this period, you will need to complete a re-accreditation application form, which will demonstrate evidence of your involvement in student practice education. This would normally involve the supervision and assessment of at least one student per year for a minimum of four weeks unless their role in the education of students involved a different function eg a practice placement co-ordinator, or, there were extenuating circumstances that prevented them from regularly taking a student eg leave of absence.

7. I am not an occupational therapist but I do supervise and assess occupational therapy students. Can I still become accredited?
You do not need to be an occupational therapist to be entered onto the APPLE database. If you supervise and assess occupational therapy students as part of a pre-registration programme then you are eligible to apply for accreditation.
Guidance for Higher Education Institutions (HEIs)

The purpose of the APPLE scheme is to consolidate good practice and harmonise varying methods for accrediting PPEs in occupational therapy across the UK. A key aim of the scheme is to allow the profession to quality assure its own placements and to encourage a new growth of accredited PPEs in occupational therapy.

There are two routes to achieving accreditation as a PPE. These are the **experiential route** and the **programme route**. These routes will be administered and assessed by you, as the participating HEI.

**Frequently Asked Questions**

1. **What do I have to do to set up the APPLE scheme in my HEI?**
   1.1. Visit the APPLE pages on the COT website.
   1.2. If you already run an accreditation programme, you will need to ensure that your learning outcomes and assessment procedures comply with those of the APPLE scheme.
   1.3. Before you run the programme, you will need to send a copy of the programme documentation to COT for endorsement. This will demonstrate that your programme has met the six learning outcomes of APPLE. A pro-forma for endorsement of the programme route is available from the COT website.
   1.4. You may wish to set up workshops to support the experiential route if this is thought appropriate by your HEI.

2. **How are the two routes administered and assessed?**

   **Experiential Route**

   2.1. The experiential route requires the PPE to develop a profile that will be administered and assessed by you. The profile includes:
   - a completed application form containing six reflective statements which demonstrate how the learning outcomes have been met.
   - supporting evidence material
   - two supporting statements from referees

   2.2. Experiential application forms can be downloaded from the COT website. You will be able to determine the best procedures for administering and assessing the experiential profile.

   2.3. It is your responsibility to provide the PPE with details on how to complete the application form including information on referencing, plagiarism, submission, assessment and feedback procedures, and learning and information resources. A workshop for educators is one suggested way of delivering such information.
2.4. Please refer to page 5 above for information on assessment of the experiential route.

**Programme Route**

2.5. You will determine the core content of the programme to be run by your institution.

2.6. The benchmark for courses or modules leading to accreditation in England, Wales and Northern Ireland is Level Six or above in the National Qualifications Framework or in Scotland Level Ten or above in the Scottish Qualifications and Curriculum Authority.

2.7. Your programme will be devised around the six learning outcomes of the APPLE scheme. It is for you to decide whether or not this programme should attract academic credit.

2.8. A copy of the programme documentation should be sent to COT for endorsement.

2.9. The programme documentation will be reviewed every five years by COT if significant changes to the content and/or delivery of the programme have been made.

2.10 Please refer to page 5 above for information on assessment of the programme route.

2.11 Courses that have been approved through the CSP’s ACE scheme may be eligible for automatic approval through the APPLE scheme by submitting the course documentation along with evidence of CSP’s approval to COT. COT will notify the HEI in writing to confirm that automatic approval has been given.

**3. How do I enter accredited PPEs on to the APPLE database?**

3.1. Once the accredited status of the practice placement educator has been successfully recognised, you should enter the details (as listed on page 6 of this document) of the accredited educator(s) onto the APPLE database. You will be provided with a log in and password to access the database. Guidance on using the database is available from the APPLE page on the COT website.

3.2. PPEs can print their own certificate from the APPLE database or request a hard copy printed on certificate paper from the Education Officer (QA & Guidance) at COT.

3.3. You do not need to remind accredited practice placement educators when to seek re-accreditation. COT will send an email/letter six months and again one month before their five-year period has run out to remind them to contact you for re-accreditation.

3.4. To become re-accredited, the PPE will need to complete an application form to demonstrate that they still meet the six learning outcomes of APPLE. It is your responsibility to offer support to the PPE if s/he needs any assistance in completing the form.

3.5. If you are satisfied that the re-accreditation application complies with the six learning outcomes you will need to access the APPLE database to update the PPEs record with the new accreditation period.
4. How do I encourage PPEs to get on board?
Part of your role in administering the APPLE scheme will be to help promote the benefits of accreditation to PPEs. This may be best achieved by arranging visits into Trusts and other practice environments to discuss the details of the scheme with managers and educators. If you are a member of COT, a PowerPoint presentation to assist you in promoting APPLE is available by emailing the Education Officer (QA & Guidance) at clair.parkin@cot.co.uk.
**Guidance for Qualifying Students**

Pursuing status as an accredited educator is something you may wish to begin thinking about. During your qualifying year you will be considering how best to develop your professional role and reflect on your own practice, as well as further contributing to your CPD portfolio. Supporting the learning of others is a significant step in your own professional development.

**Frequently Asked Questions**

1. Why should I become an accredited PPE?
2. What can I do to prepare for taking on students?
3. How long is accreditation valid for?

1. **Why should I become an accredited practice placement educator?**

   There are three key benefits to becoming an accredited PPE which you may wish to consider during your qualifying year:

   - **Professional and national recognition of the PPE’s role**
     
     The role of the PPE is fundamental to the continuous development of the occupational therapy profession. In helping to provide education for students, the practice placement educator provides a service that is fundamental to the effective development of the future workforce. It is therefore essential that the PPE is providing high quality education and supervision and is in turn valued for this contribution.

   The APPLE scheme will offer you national recognition and add value to your role. Once you have achieved accredited status it will be valid in any region of the UK during the five-year timeframe.

   - **Evidence to demonstrate your involvement in Continuing Professional Development (CPD)**
     
     The Health Professions Council (HPC) states that registrants (health professionals registered with the HPC) must:

     ‘1. maintain a continuous, up to date and accurate record of their CPD activities;
     2. demonstrate that their CPD activities are a mixture of learning activities relevant to current or future practice;
     3. seek to ensure that their CPD has contributed to the quality of their practice and service delivery;
     4. seek to ensure that their CPD benefits the service user;
     5. present a written profile containing evidence of their CPD upon request.’
     (HPC 2006)

     In light of this, all allied health professionals should be regularly updating their CPD portfolio.

     The APPLE scheme is an excellent opportunity to demonstrate your involvement in CPD. Accreditation will demonstrate a high level of evidence of learning and application in the workplace and if you opt to undertake the programme route to accreditation then you may
obtain an additional academic credit (depending on the particular scheme at the HEI) to add to your portfolio.

- **Contribute to the maintenance and improvement in standards of client care**
  You will be directly helping to ensure that standards of client care are at a high level by demonstrating that you are a PPE who is committed to taking students and can reflect and evaluate upon your role.

2. **What can I do to prepare for taking on students?**
   During your qualifying year, it is a good idea to talk to some of the PPEs in your Trusts and /or placement provider organisation to find out more about their knowledge and experience of educating students. The advantage of becoming an accredited PPE is that you will be able to demonstrate that you are reflective and evaluative in your professional capacity. It is also worth checking with your local HEI to see whether they offer any study days or inductions on preparing to become a PPE.

   You can also visit the COT’s website at: [www.cot.org.uk](http://www.cot.org.uk) to find out more about the APPLE scheme and which of the routes to accredited status might suit you best.

3. **How long is accreditation valid for?**
   Accreditation lasts for a period of five years. Your entry on to the APPLE database will be submitted to COT by your participating HEI once you have successfully met the learning outcomes. You will be contacted 6 months before the end of the accreditation period with details on the re-accreditation procedure.
References


Health Professions Council (2005) HPC approves CPD standards. Available at: http://www.hpc-uk.org/consultation/cpd.htm Accessed on 30.08.05.

## Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tr>
<td><strong>ACE scheme</strong></td>
<td>Accreditation of Clinical Educators scheme developed by the Chartered Society of Physiotherapy (CSP) upon which the APPLE scheme is based.</td>
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<tr>
<td><strong>Accreditation</strong></td>
<td>Accreditation is a professional and national status awarded to a practice placement educator (PPE) who has demonstrated that s/he has met the APPLE learning outcomes.</td>
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<tr>
<td><strong>APPLE scheme</strong></td>
<td>Accreditation of Practice Placement Educators - the APPLE scheme is a new national voluntary accreditation scheme for PPEs that gives them professional recognition of their role.</td>
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| **BAOT/COT**                      | British Association of Occupational Therapists – the professional body and trade union for occupational therapists in the UK.  
College of Occupational Therapists – a wholly owned subsidiary with charitable status representing the profession on a national and international level. |
| **CPD**                           | Continuing professional development – a range of learning activities undertaken to maintain and develop knowledge and skills for effective and quality practice. (COT & CSP 2004) |
| **DH**                            | Department of Health – supports government in improving the health and well being of the population. Responsible for leading and driving forward change in the NHS and social care, as well as improving standards of public health. |
| **E&P Board**                     | Education and Practice Board - provides strategic guidance to the COT Council on the operational areas of education and practice. |
| **Experiential route**            | The route to accreditation which is based upon a reflective statement around each of the scheme’s six learning outcomes. |
| **HEI**                           | Higher education institution (university or college of higher education). |
| **HPC**                           | Health Professions Council - statutory regulatory body for the twelve allied health professions in the UK. |
| **Learning outcomes**             | The product of learning or the object of achievement by the learner upon completion of study. |
| **PPTF**                          | Practice Placement Tutors Forum – representatives from each HEI that meet on two occasions each year to discuss strategic and operational issues related to practice placements. |
| **Practice Placement Tutor**      | An HEI-based HPC registered member of the academic staff who ensures the quality and provision of practice placements for students in their institution. |
| **Programme route**               | The route to accreditation that is based upon following a formal programme of learning. |
| **Qualifying student**            | A student who is due to successfully complete a pre-registration programme in occupational therapy. |
Acknowledgements

The APPLE scheme was developed by a steering group of the Practice Placement Tutors’ Forum in 2004/05. Membership of this steering group comprised:

Jean Davison  University of Teesside
Patricia McClure  University of Ulster
Helen Martin  University of West England
Karen Newberry  University of Derby
Sara Simons  University College Northampton
Anne Lawson Porter  Group Head of Education, COT
Anna Wood  Chair of APPLE Steering Group, COT
Helen Bristow  CSP representative and ACE Coordinator,
Lynne Caladine  Chair of ACE Steering Group, University of Brighton

The College of Occupational Therapists would like to thank the Chartered Society of Physiotherapy (CSP) for allowing COT to adapt the Accreditation of Clinical Educators scheme (ACE) upon which the APPLE scheme has been based.

COT would also like to thank the following groups for their input into the shape and development of the APPLE scheme:
• Council of Occupational Therapy Education Directors
• Education and Practice Board
• Practice Placement Tutors’ Forum

A special thanks is given to the above steering group for their hard work and ongoing support in the development of the APPLE scheme.