

| | | | |
|--|---|-----------------------------|---|
| Programme Title and Name of Award | MSc Occupational Therapy (pre-registration) | | |
| Academic Level | Level 7 | Total Credits | 180 |
| Professional Body Accreditation / Qualification | <p>This programme is accredited by The Royal College of Occupational Therapists (RCOT) and approved by The Health and Care Professions Council (HCPC)</p> <p>Completion of the MSc Occupational Therapy (pre-registration) confers eligibility to register as an Occupational Therapist with the Health and Care Professions Council and full membership of the Royal College of Occupational Therapists.</p> <p>[The other exit awards do not provide eligibility to register with the HCPC, neither do they provide eligibility for RCOT professional membership].</p> | | |
| Date of Professional Body Accreditation | HCPC – December 2018 RCOT - February 2019 | Accreditation Period | HCPC - ongoing RCOT – August 2019 - 2025 |
| UCAS Code | Not applicable | | |
| JACS Code | B930 | | |
| HECoS Code | 100249 | | |
| Criteria for Admission to the Programme | <p>The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information.</p> <p>For APL, please refer to the University website.</p> <p>Under APL procedures each application is considered on an individual basis and academic judgement applied.</p> <p>No more than one third of the programme or part of the programme may be subject to APL in accordance with the Royal College of Occupational Therapists current statement on APL. An exception to this requirement is an occupational therapy student who is transferring between education providers. In this instance, the student must meet assessment requirements of the receiving HEI and</p> | | |

| | |
|---|--|
| | <p>be recommended as 'fit for the profession' by the original programme.</p> <p>Credit for the first practice placement module can be awarded through APL on evidence of the relevant learning outcomes being met. The number of practice placement hours recognised through APL will be equivalent to the number of hours normally accredited through module completion.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/postgraduate/occupational-therapy/</p> <p>The following additional requirement applies for entry to this programme:</p> <p>In addition to the University English language requirements, those for whom English is not a first language may be required to provide evidence of IELTS assessment with an overall mark of 7 with no unit scoring less than 6.5.</p> |
| Teaching Institution | University of Cumbria |
| Owning Department | Department of Health, Psychology and Social Studies |
| Programme delivered in conjunction with | In conjunction with NHS, Social Care, Private, Voluntary and Emerging practice placement providers |
| Principal Mode of Delivery | <p>Face to face and blended learning.</p> <p>1000 hours of assessed practice placements in a variety of settings including; NHS, Social Care, Private, Independent and Voluntary Organisations</p> |
| Pattern of Delivery | Full-time |
| Delivery Site(s) | Carlisle (Fusehill Street) |
| Programme Length | <p>Standard registration period (full-time) – 2 years. Each year will be 45 weeks to ensure that students meet the 90 weeks duration required by Royal College of Occupational Therapists Programme curriculum standards</p> <p>Maximum registration period (full-time) - 4 calendar years</p> |
| Higher Education Achievement Report (HEAR) | Upon successful completion of this programme, you may receive a Supplement/Higher Education Achievement Report (HEAR). |
| Exit Awards | <p>You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.</p> <p>MSc Allied Health Studies 180 credits (no professional qualifications)</p> <p>PGDip in Allied Health Studies 120 credits (no professional qualifications)</p> |

| | |
|---------------------------|---|
| | PGCert in Allied Health Studies 60 credits (no professional qualifications) |
| Period of Approval | 1 August 2019 – 31 July 2025 |

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the opportunity to gain mastery of skills and knowledge relevant to the global workplace. As a successful Masters graduate of the University of Cumbria you will be:

- Enquiring, open and adaptable to change
- Self-reliant, resilient and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

The MSc Occupational Therapy (pre-registration) programme at the University of Cumbria is a well-established, progressive postgraduate programme developed and delivered by experienced academic and clinical Occupational Therapists. This is a 2 year accelerated programme over 45 weeks each year. This programme is based on fundamental beliefs in the needs and rights for humans to have meaningful occupation, and the transformational power of occupation in people's lives (COT, 2014). Occupational Therapists view people as occupational beings who need to engage in a balanced range of personally meaningful occupations to sustain health and wellbeing. As an Occupational Therapist you will work with individuals, groups, and communities across the lifespan to use meaningful occupation to regain, maintain and maximise their health and wellbeing. This is an exciting and rewarding profession that is in demand in health, care, voluntary and private practice settings. We aim to create Occupational Therapy practitioners who are confident, enquiring and adaptable to change in the varied settings where occupation of our clients is addressed. We aim to create self-reliant, resilient and flexible Occupational Therapists who are capable of working across disciplines and working well with others. Furthermore, they will be socially responsible and aware of their potential contribution to society and to the Occupational Therapy profession. This is an exciting and rewarding profession that is in demand in health, social care, voluntary and private practice settings. In addition we aim to create graduates with masters attributes so that you display a mastery of specialised knowledge, as well as a level of independence and confidence which will enable you to be both strategic and effective early in your career as an Occupational Therapist

Co-production involves working with service providers, patients and the public to create interventions and services to improve quality of life for people and their communities. You will be active partners in local community projects, research, learning and working with others. We want you to be proud to be members of our community of practice and capable of influencing and leading

future services; as well as contributing to ongoing knowledge development and its application. We have strong partnerships with practice placements, local charities and voluntary services. We involve these partners in our academic and practice placement delivery to create an authentic Occupational Therapy experience. We encourage volunteering as part of the programme to develop your knowledge and understanding of individuals, families and groups.

In order to prepare realistically for the challenge of working in tomorrow's competitive health settings you will be enabled to become confident at using theory, evidence and reasoning to articulate the rationale for interventions and services. We will ensure that your programme enables you to keep up to date and respond to current local, national and global needs and priorities relevant to individuals and populations. For example, you will explore lifestyle factors affecting health and wellbeing and the necessity for health promoting strategies to support positive change both nationally and internationally. The programme will therefore have a strong focus on promoting health through occupation and working with other allied health professionals, to enable collaborative approaches to promote healthier activities and lifestyles (Chief Allied Health Professions Officer's Team 2017; Council of Deans 2017).

Interprofessional learning with other health and care professionals, such as MSc Physiotherapy and Social Work students, will be part of your programme. You will also get the opportunity to work with other professional groups, patients, the public and other stakeholders on the programme and practice placement. Our strategic plan at the University of Cumbria places an emphasis on people, places and partnership (UoC, 2017). Our mission is to *"raise aspirations and educational attainment and contribute to the social, cultural and economic well-being and prosperity of our communities"* (Strategic Plan, UoC, 2017).

The programme has embedded educational and professional practice values, beliefs and standards that are consistent with our accrediting professional and regulatory bodies, the Royal College of Occupational Therapists (RCOT) and the Health and Care Professions Council (HCPC); as well as the University of Cumbria (COT, 2016; HCPC, 2013). As Occupational Therapy students and future practitioners, the highest standards of conduct and professional behaviour must prevail at all times. Therefore, you will adhere to the HCPC Standards of Conduct, Performance and Ethics (2016); and the RCOT Code of Ethics and Professional Conduct (COT 2015). The development of professional behaviour and practice is embedded in all modules and within your practice placement portfolio. If there are any concerns about a student's behaviour, that are incongruent with that expected of a student health professional or may pose a danger to the public for any reason, then the University's [Fitness to Practice](#) policy will be instigated.

The core principles of Occupational Therapy will be delivered using best evidence from Occupational Therapy and or occupational science research via a modular curriculum, where learning and development will be a dynamic and cumulative process. The programme facilitates integration of Occupational Therapy philosophical and theoretical knowledge, values, beliefs, ethics, and practical skills in relation to individual clients, groups and the communities that they live in. To support learning at level 7 we use our own doctoral researched educational framework (Bell, 2017), which provides an effective, evidence-based, student-centred teaching and learning approach; specifically designed to meet the learning needs of pre-registration master's level Occupational Therapy students. Research and evidence-based practice are key skills for future Occupational Therapists. We encourage the development of these skills from the start of the programme by embedding them in every module. In the first year of the programme, you will create a research proposal; this is developed further in the second year when you will carry out your research study. Throughout this process, you will be supported by a staff mentor.

We address professional skills development in each module throughout the programme and use our dedicated practical skills suite and other interprofessional resources, such as our new simulated house, to provide an authentic experience. The programme incorporates innovative, creative areas of practice linked to our location and our University departments; this includes rural health, digital health and arts in health. You will have the opportunity to explore one of these in detail in the independent study module on the programme.

Our strategic plan at the University of Cumbria places an emphasis on people, places and partnership (UoC, 2017). Our mission is to *"raise aspirations and educational attainment and contribute to the social, cultural and economic well-being and prosperity of our communities"* (Strategic Plan, UoC, 2017). You will be part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on practice placement or in the workplace. Facilitated by our expert practitioner programme team, you will experience a learning environment that is well equipped, flexible, and stimulating. Our programme team come from a diverse range of practice settings and incorporate their experiences into the learning environment. The programme team are also actively engaged in research and scholarship activities, which inform learning, teaching and assessment.

As members of the occupational therapy community within university and beyond, we encourage and support you to engage with the student run Occupational Therapy Society that is administered via the University of Cumbria Students Union. This society develops according to the interests and drive of current students and therefore varies in its focus each year. Activities include practical activities and workshops, visiting speakers, CPD events, and the all-important socialising within the world of the student occupational therapist.

You will be expected to take responsibility and ownership of your learning process, ensuring continued development of the skills needed for life-long learning. The expectation is that you will begin the programme with graduate skills already in place and will be motivated to make the transition to level 7 study, with support.

Attendance:

Attendance at taught sessions and Practice Placements is mandatory and the University expects 100% attendance. Attendance monitoring at the University is tutor led. All sickness and absence is recorded carefully to ensure students have undertaken the required number of practice placement hours to meet the requirements of the World Federation of Occupational Therapists (WFOT, 2016) and obtain professional registration with the HCPC. If you have not achieved all of the necessary practice placement hours by the end of the programme, you will be required to complete these hours under the supervision of a practice placement educator (PPE) before you are eligible for professional registration with the HCPC.

If you are unable to attend a session for any reason you are expected to request a leave of absence or to report periods of ill-health. Full details of the University's sickness and absence policies can be found in the University's 'Fitness to Practice' and 'Student Code of Conduct' policies which are available on the University website. Unauthorised absences will be followed up initially via Personal Tutor meetings and, if attendance continues to be a problem, through the University's formal 'Progress Review Framework'. Unauthorised absences and persistent absence will lead to a Student Progress Review with the student's Personal Tutor to decide on an appropriate plan of action. If continued absence occurs following this, further Progress Review meetings will be scheduled and may include the Programme Leader and Principal Lecturer. In cases of complex health and/or disability needs students may be referred to a Professional Practice Case Conference to facilitate reasonable adjustments according to need. More detailed information regarding Practice Placement can be found in the Placement Handbook.

Practice Placements:

Practice placements are an essential component of the Occupational Therapy programme enabling you to develop the skills required to effectively interact with service users, carers and colleagues. They provide the opportunity to work closely with people in real settings and in real time. Each practice placement enables the integration of theory to practice in a realistic, meaningful and reflective manner, to develop the generic and core skills required for professional practice. You will have the opportunity to apply and develop knowledge; practice, consolidate and transfer existing

skills; and learn new skills relevant to each practice setting. The University of Cumbria health and social care programmes all recognise the importance of students from different professions learning together whilst on practice placements. Therefore, you will experience working alongside, for example, students from nursing, other allied health professionals and social work in order to share practice experiences and reflect on your learning from these.

You will experience practicing in a safe and ethical manner in a supported environment. Practice placements are sourced from within Cumbria and Lancashire, South West Scotland and the Isle of Man in the main.

The World Federation of Occupational Therapists (World Federation of Occupational Therapists (WFOT 2016) and in Royal College of Occupational Therapists Standards add date) require you to successfully complete a minimum of 1000 hours of assessed practice placement (to be eligible for professional registration with the HCPC and for professional membership of the RCOT). There are 5 practice placements within the programme in total: 4 are assessed and these provide 1087.5 hours enabling you to easily meet this target.

During the programme you will experience a variety of practice placements in a range of different settings and locations. The HCPC (2017) stipulate that students *"have access to an appropriate range of practice-based learning experiences which reflect the nature of modern practice and the range of practice settings of the profession they are preparing to enter."* The Royal College of Occupational Therapists (2014) states that *"students gain practice experience with a range of people of all ages; from different socio-economic and cultural perspectives; with recently acquired and long-standing occupational needs; and with different aspects of physical and psychosocial functioning."*

The current ongoing changes within health and social care are creating many challenges for Occupational Therapists requiring them to work in ever more flexible and creative ways. These challenges also provide exciting opportunities for practice placements. Practice placements are, therefore arranged within traditional settings (NHS and Social Services) and non-traditional settings within the Private, Voluntary and Independent sector (PVI). This means you may have the opportunity to work with: children; older adults; younger disabled people. Adults and / or children with a physical disability, a learning disability and / or mental health difficulties. There is the opportunity to undertake diverse role practice placements such as project practice placements; management role practice placements, role emerging practice placements. In some organisations it may not be the norm for Occupational Therapists to be employed by the organisation and consequently there is no established Occupational Therapy role. Such practice placements are termed "role emerging placements" and are recognised as *"important learning experiences"* and as *"a means of expanding the boundaries of practice"* (COT 2006). Physical activity centres; day services for people with a learning disability, mental health issues, head injury, Alzheimer's, homeless and so forth; residential and nursing care, social and occupational centres; retirement villages are some examples of the types of role merging placements utilised. The practice placement team source and set up new and exciting practice placement opportunities on an ongoing basis and will continue to look to the future in order to ensure that students have the opportunity to experience placements reflective of contemporary and emerging areas of practice.

The diversity of practice placement opportunities ensures that you are able to apply up to date theoretical perspectives learned at university into the real world of practice, and also to bring back to class based learning your reflections and experiences of contemporary occupational therapy. This two-way scholarship of practice where students, the programme team, and practice placement educators exchange knowledge and skills is a highly valued and important element of our community of occupational therapy.

During your practice placements, you will be guided, supervised and assessed in your learning and development by a Practice Placement Educator (PPE). Practice Placement Educators must be registered as Occupational Therapists with the HCPC. Where this is not the case (i.e. during an emerging role placement) an OT registered with the HCPC will be appointed by the University to undertake your professional guidance, supervision and assessment.

Practice placements are timetabled into the programme in a way that aims to enable you to integrate theories learned in the academic setting with the practical experiences gained during practice placement. Practice placement learning outcomes have been developed to be progressive to reflect the graded nature of student development, enabling you to transfer knowledge and skills, as well as, develop new ones during each consecutive practice placement.

Core Skills Framework:

This is an initiative which aims to decrease duplication and to standardise the delivery of statutory and mandatory skills required for practice placement and employment. You are required to successfully complete all the core skills modules prior to your first assessed practice placement and to update these annually at the appropriate level.

There are a number of Core Skills modules which include:

- Safeguarding Adults
- Safeguarding Children
- Infection Prevention and Control
- Health, Safety & Welfare
- Fire Safety
- Moving & handling
- Equality, Diversity & Human Rights
- Conflict Resolution
- Information Governance
- Preventing Radicalisation
- Resuscitation of Adults
- Resuscitation of Paediatrics

Note: the above list is frequently amended and added to.

Achievement of the learning associated with these topics is entered onto a central Core Skills Register and ultimately the Student Passport.

Interprofessional learning (IPL)

Interprofessional Learning (IPL) is a core element for inclusion across all pre-registration health and care education in line with government and Professional, Statutory and Regulatory Body directives. IPL is embedded in both academic and practice placement modules in the Occupational Therapy and Physiotherapy programmes and is compulsory.

Learning on practice placement provides practical and real-life opportunities for Interprofessional learning. The compulsory learning outcomes have been agreed across six health and care professions and each programme team has flexibility to decide where each learning outcome is met on their programme. These have been embedded in practice placement modules at each level of study.

IPL is also embedded in taught academic modules through the use of case studies from practice and there are 2 compulsory IPL events with other health and care students embedded in HRBO7203 and HRBO7204. These events are designed to enhance understanding of other health and care professional's roles. (see IPL Framework diagram in Appendix 1).

As part of the programme of study and professional development each student completes a portfolio which includes a section on Interprofessional learning.

Additional Interprofessional Learning is scheduled throughout the year as part of the Department of Health, Psychology and Social Care Enrichment programme.

Patient and public involvement (PPI)

Patient and Public Involvement (PPI) is fully embedded within the practice placement elements of the programmes, including PPI feedback on student performance within practice placement assessments. Patients and the public are involved in specific learning opportunities and events within

current programmes. They have also been involved in the development of the programmes through consultation events. Within the HPSS department, Social Work has shared best practice examples across our HCPC accredited programmes. The Occupational Therapy team alongside their Physiotherapy colleagues hold regular PPI events with local health and voluntary sector groups, in order to engage with potential participants in our programme recruitment and in student learning activities. There is an expectation that all modules will include PPI perspectives in person and/or via other means such as audio-visual communications and personal stories. Additional events within our 'Enrichment Programme', that is, sessions outside of scheduled module learning, include patients, the public and volunteers who engage with students and tutors in exploring their perspectives on health, wellbeing and occupation. The University continues to develop PPI within the academic elements of its programmes and this has been identified as a priority for the coming year. Staff within the programme team are committed to PPI and are contributing to the development and implementation of an authentic, university wide PPI strategy. Engagement and consultation with key stakeholders including patients, the public and employers has been a core aspect of the process of preparing for the new programme and their feedback has informed enhancements made.

Mandatory training

You are required to engage with the University mandatory training requirements for practice. Each year you will complete Core Skills online training through a National e-learning platform. In addition, you will complete practical sessions as part of your preparation for practice placement (e.g. manual handling, hoisting, basic life support) and part of specific practice placement induction packages. This is regularly reviewed to ensure it reflects professional and practice requirements.

Aims of the Programme

The overall aims of the Programme are:

To produce Occupational Therapists at the forefront of practice who will be the focussed, resilient and creative problem solvers of the future. You will be able to:

1. meet the entry-level profile of the Royal College of Occupational Therapists (RCOT) and regulatory standards of the Health and Care Professions Council (HCPC) so that you are eligible to apply for registration with both upon completion of the programme (COT 2016; HCPC 2013).
2. display the values, attitudes and behaviours of safe and ethical practitioners. You will be articulate and confident in your professional identity and capable of responding to the needs of individuals, groups and communities in the contemporary health and social care environment.
3. be an autonomous and reflective Occupational Therapy practitioner who understands, values and applies the transformative power of occupation to enabling health and wellbeing for individuals, groups and societies.
4. develop and apply Occupational Therapy specific and inter-professional knowledge, skills, abilities and behaviours in order to respond to the needs of patients, the public and communities within current, diverse and emerging areas of practice.
5. become a highly proficient reflective and life-long scholarly practitioner, with the knowledge and skills to critically appraise and undertake research in order to contribute to your own development and the evidence base for Occupational Therapy practice.
6. focus critical thinking skills in order to evaluate and synthesise evidence-based theoretical perspectives to the practice of contemporary Occupational Therapy.
7. critically evaluate the influence of professional, social and political drivers on your responsibilities for occupational and social justice as an emerging Occupational Therapy practitioner.

8. experience a sense of belonging to local, national and global Occupational Therapy communities, in order that you will be able to lead, innovate, and confidently articulate the unique value and importance of occupation focused practice to patients, the public, providers and policy makers.
9. Demonstrate leadership, marketing, business, and entrepreneurial skills which will enhance your capacity to manage ongoing change, be adaptable and responsive to complex working environments, as well as advance the profession in the future.
10. demonstrate the attributes which are characteristic of master's level study, so that you display a mastery of specialised knowledge, as well as a level of independence and confidence which will enable you to be both strategic and effective early in your career as an Occupational Therapist.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 7 (Usually Master's level), you will be able to demonstrate that you have the ability to:

- display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice.
- employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.
- generate new ideas and support the achievement of desired outcomes
- accept accountability for decision making including the use of supervision
- analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 60 credits of study (PGCert) you will be able to demonstrate:

K1. Advanced level of understanding of the transformational power of occupation and the effects of occupational disruption on individuals, groups & communities

K2. A critical understanding of, and an advanced ability to apply, the broad knowledge base, including Occupational science, that underpins contemporary Occupational Therapy theory and practice

After 120 credits of study (PGDip) you will be able to demonstrate:

K3. High level understanding of diversity, individual difference, cultural beliefs & customs and critical evaluation of their influence on occupation & participation to build effective therapeutic relationships and collaborations

After 180 credits of study (MSc) (and successful completion of all qualificatory components) you will be able to demonstrate:

- K4.** Enhanced ability to critically appraise and synthesise relevant theory and research to underpin highly reasoned professional practice
- K5.** Enhanced information fluency and research capabilities and critical skills of enquiry to contribute to the current and future professional knowledge base, and thus ensure the continued development of the Occupational Therapy profession

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

After 60 credits of study (PGCert) you will be able to demonstrate:

- S1.** Creative and collaborative working to promote, deliver and critically evaluate inclusive, non-discriminatory, evidence-based and person-centred Occupational Therapy services that meet the complex needs of the diverse populations with whom you work
- S2.** The skills required to evaluate and develop your own personal learning needs and professional development in preparation for your professional career and life-long learning

After 120 credits of study (PGDip) you will be able to demonstrate:

- S3.** Key and transferable skills, commensurate with Master's level study; to enhance your employability in a changing healthcare/ workforce environment and enable you to adapt appropriately to changes in policy and in the practice environment
- S5.** A high level of professional verbal & non-verbal communication skills and an ability to engage in critical contemporary professional debate with individuals & groups

After 180 credits of study (MSc) (and successful completion of all qualificatory components) you will be able to demonstrate:

- S4.** Masters level skills in critical enquiry, ensuring expertise in knowledge integration, data analysis, synthesis, evaluation and application of best evidence to practice
- S6.** A strong professional identity incorporating resilience, leadership, entrepreneurship, business skills, resourcefulness and professionalism. You will have the ability to promote the profession (future proofing), and will be dynamic, innovative, collaborative and proactive, and demonstrate an ability to adapt to change

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

- College of Occupational Therapists (2014). *College of Occupational Therapists' learning and development standards for pre-registration education*. London: COT.
- Health & Care Professions Council (2013). *Standards of Proficiency for Occupational Therapists*. London: HCPC.
- Health and Care Professions Council (2017) *Standards of Education and Training*. London: HCPC
- Quality Assurance Agency for Higher Education (2001). [QAA subject Benchmark Statement: Health Care Programmes - Occupational Therapy](#). Gloucester: QAA.

- Quality Assurance Agency for Higher Education (2008). *QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland – Level 7*. Mansfield: Linney Direct.
- Quality Assurance Agency for Higher Education (2010). *Master's Degree Characteristics*. Gloucester: QAA.
- Quality Assurance Agency for Higher Education (2013). *What is Mastersness? Discussion Paper. Report of the Scottish Higher Education Enhancement Committee Learning from International Practice, The Postgraduate Taught Student Experience Working Group*. Gloucester: QAA.
- World Federation of Occupational Therapists (2016) *Minimum standards for the education of Occupational Therapists: Revised 2016*. London: WFOT

Other internal reference points include:

- [UoC Vision, Mission and Values](#)
- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- UoC Department of Health, Psychology and Social Studies Business Plan
- [UoC Academic Regulations and Academic Procedures and Processes](#)

References:

- Bell, J. (2017) *The Development and Evaluation of A Blended Learning Educational Framework for Pre-Registration Master's Level Occupational Therapy Students*. Unpublished Professional Doctorate Thesis. Queen Margaret University. p 272; Figure 17: *Cumbria Blended Learning Framework*.
- College of Occupational Therapists (2016). Entry level Occupational Therapy core knowledge and practice skills. London: COT. Available at: www.RCOT.co.uk
- Council of Deans (2017) *Guidance: Public Health Content within the Pre-Registration Curricula for Allied Health Professions*. London: Council of Deans.
- Fortune, T., Ryan, S., Adamson, L. (2013). Transition to practice in super complex environments: Are Occupational Therapy graduates adequately prepared? *Australian Occupational Therapy Journal*, Vol 60, p 217 – 220.
- Health & Care Professions Council (2013). *Standards of Proficiency for Occupational Therapists*. London: HCPC.
- Health and Care Professions Council (2017) *Standards of Education and Training*. London: HCPC
- Hunter, E.P. (2013). The Elizabeth Casson Memorial Lecture 2013: Transformational leadership in Occupational Therapy – delivering change through conversations. *British Journal of Occupational Therapy*, Vol. 76, no. 8, p346 –354.
- Jackson, T. (2015). The Elizabeth Casson Memorial lecture 2015: Pushing the boundaries and leading the way. *British Journal of Occupational Therapy*, Vol. 78, no. 9, p556 –562.
- Quality Assurance Agency for Higher Education (2013). *What is Mastersness? Discussion Paper. Report of the Scottish Higher Education Enhancement Committee Learning from International Practice, The Postgraduate Taught Student Experience Working Group*. Gloucester: The Quality Assurance Agency for Higher Education. Available at: [postgraduate-student-experience](#). [Accessed 7 July 2017]
- Quality Assurance Agency for Higher Education (2010). *QAA subject Benchmark Statement: Health Care Programmes - Occupational Therapy*. Gloucester: QAA.
- Quality Assurance Agency for Higher Education (2008). *QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland – Level 7*. Mansfield: Linney Direct.
- Royal College of Occupational Therapists (2017) *Career Development Framework: Guiding Principles for Occupational Therapy*. Available at: <https://www.rcot.co.uk/practice-resources/learning-zone/career-development-framework>, accessed 26/06/18
- World Federation of Occupational Therapists (2016) *Minimum standards for the education of Occupational Therapists*. WFOT

Graduate Prospects

Upon successful completion of this Master's programme you will be eligible for registration as Occupational Therapists with the Health and Care Professions Council and to apply for membership of the Royal College of Occupational Therapists. University of Cumbria graduates with a Master's degree in Occupational Therapy have excellent employment prospects. Most graduates gain employment as Occupational Therapists within 6 months of completing the programme. Our previous graduates have secured employment in the UK and abroad and some graduates have gone on to study at PhD level.

Occupational Therapists are in demand with employers such as the NHS and Local Authorities, and increasingly so within voluntary sector organisations and private practice. We are proud of the success our Master's graduates have in gaining employment and we will support you in applying for and securing employment; and in preparing you for the transition from student to qualified practitioner. The world of health and social care is constantly changing and, in addition to well-established employers such as the NHS, this is providing Occupational Therapy graduates with many new opportunities. With the increasing pressure on health and care services and the changing demographics of the ageing population it is anticipated that the demand for Occupational Therapy will increase and the role and work of Occupational Therapists will be needed in emerging and new areas. For example, qualified Occupational Therapy posts have been developed as a direct outcome of our students engaging in role emerging placements in voluntary sector organisations that did not at the time employ an Occupational Therapist. Alternatively, some graduates work in roles that do not carry the title, Occupational Therapist, but fit well with Occupational Therapy knowledge and skills, for example a Case Manager, Disability Needs Assessor, or Mental Health Care Co-ordinator.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

Learning and Teaching

Professional literature has identified that Occupational Therapists of the 21st Century need to have a strong professional identity, as well as enhanced professional, interpersonal, leadership and business skills (Hunter, 2013; Jackson, 2015; COT, 2016). The profession also needs graduates with a vision for the future, who have the confidence to adapt quickly to the global, national and local context. In addition, graduates will work independently and have these skills in place when they start their first post (Fortune et al, 2013; WFOT, 2016). The content of the programme is based on national and international standards for pre-registration education, including those developed by the Royal College of Occupational Therapists, and the World Federation of Occupational Therapists (COT 2014; WFOT 2016). This ensures a global perspective and you will be supported to access international placements, if this is your particular interest. Global perspectives of Occupational Therapy are embedded into the module content throughout the duration of the programme and you will develop your knowledge of population needs and priorities on an international level. The programme also has links with international Occupational Therapy programmes. Additionally, the departmental enrichment programme provides opportunities for you to learn about international perspectives and Occupational Therapy practice.

This programme incorporates blended learning strategies, which will develop mastery of pedagogy, as well as mastery of professional skills. As a graduate you arrive with existing graduate skills and abilities which we will enhance on this master's programme, so that you display a mastery of occupational therapy knowledge by the end of the programme. Both flipped classroom and team-based learning approaches promote deep learning and are utilised in this programme to engage student learning. Research and student feedback has demonstrated that the *Cumbria Blended*

Learning Framework (Bell, 2017) enables the graduates to do this by embedding the principles of employability and entrepreneurialism, as well as fostering professional aspirations and readiness for practice.

The *Cumbria Blended Learning Framework* (Bell, 2017) provides a form of developmental learning that has been created with the assumption that not all students will understand straight away. The Framework provides a variety of learning opportunities and support mechanisms, which are inclusive, and will address a range of learning styles. You will be expected to engage in both independent and group learning from the beginning; however, support mechanisms will be employed to assist you to develop these skills.

The Framework provides a 2-week cycle for each topic area, which incorporates two classroom sessions, two learning set sessions, and two opportunities for independent learning; one being preparation in advance, and one as homework (see Diagram 1, pg 14). The cycle starts with focussed, independent on-line learning prior to any sessions; followed by collaborative, co-production of further understanding and knowledge within learning sets. These tasks use digital technology to provide an active learning environment as well as social learning opportunities. The first lecturer facilitated classroom session is used to test knowledge and understanding, and to apply some of the newly acquired knowledge to practical activities. The second learning set session is used to discuss, and evaluate understanding following the classroom session as well as prepare work for the next classroom session e.g. presentation, debate. The second classroom session involves working as a team to demonstrate knowledge and understanding and to ask questions. The cycle culminates in independent study, where you can consolidate your learning, through revision and reflection. This method of using multiple resources aims to encourage the enhanced development of both academic and professional skills. The topics will also be re-visited in future modules to further develop knowledge and understanding, and the resources remain available to you until the end of the programme.

Experiential learning is a key part of the learning process. This is carried out on practice placements, as well as within the classroom, learning sets and independent learning activities. By sharing practice placement experiences, case studies, simulated work experiences and role-play scenarios, you will be able to practice professional skills, apply theory to practice and evidence-based practice, as well as develop critical thinking, reflection and problem-solving skills. These learning strategies are crucial for the development of professional socialisation and preparing you for the workplace. Professional values are an integral part of developing a professional identity and this is also embedded within the learning and teaching approach used.

Further opportunities to prepare you for practice are provided by inter-professional learning sessions, where you will be working with other health professional students to explore professional roles and settings. This will be done through joint enrichment sessions, shared research modules, practice placement preparation, designated block weeks and one-off days, to enhance your understanding and learning.

Summative and Formative Assessment

The assessments have been designed to provide a creative and balanced strategy across the programme. The aim is to assess not only academic level but to also include authentic assessments that demonstrate the professional skills required for practice. This provides a range of engaging and increasingly challenging opportunities, which not only test the validity of the programme learning outcomes, but are also relevant to the needs of the workplace.

All written assessments will be marked anonymously, and feedback will be provided within 20 working days. This allows you time to consolidate your feedback, prior to beginning the next semester modules, and enables your success. This also avoids the bunching of submission deadlines.

Formative Assessment

Formative assessments are developmental and aim to support learning and help prepare you for the summative assessment. In all cases, this will be an integral part of the assessment process and will provide feedback for you to build upon. Some examples are provided below:

- A review of a 500-word patch as part of a 3000-word portfolio with mentor and peers.
- Discussion of the outline plan for a 30-minute summative oral presentation of a business plan.

Summative Assessment

Summative assessment aims to enable students to demonstrate their learning at the end of each module and must be passed to complete the programme. The summative assessments have been organised in such a way as to provide a practicable workload. The focus will be on two modules per semester, which will be developmental in nature. The first two modules in the first year will be introductory, the second two modules will develop the concepts further. In the second year, you will become increasingly independent and creative in your thinking and this is reflected in the assessment process.

Examples of 1st Year Assessments

- A 20-minute video, which will incorporate several of the module's learning outcomes, and will provide a practical component. This will be produced as a group. There will also be an individual written critical evaluation.
- An individual viva about an aspect of clinical practice. This emulates practice situations where Occupational Therapists may need to answer questions, justify their decisions, and demonstrate professional communication skills. From an academic perspective, this encourages you to practice discussing work in a critical way, consideration of the evidence, which supports your clinical reasoning, as well as meeting level 7 requirements. This also develops the skills expected of graduates as outlined by the professional body (COT, 2016).

Examples of 2nd Year Assessments

- An oral presentation of a business plan for an emerging Occupational Therapy service. This will develop your critical thinking, ability to articulate the role of the Occupational Therapist, and ability to cost the service. It will also increase your awareness of leadership, change management and management skills. Research has suggested that business and management skills are crucial for future development of the profession (Jackson, 2015; Rastrick 2017). This has also been emphasised by the professional body (COT, 2016). This type of assessment is therefore authentic and relevant to the needs of the workplace and allows you to practice essential skills for the future.
- You will be required to work in a group to design, plan, implement and evaluate an Occupational Therapy intervention for a defined client group. Different aspects of the intervention will be assessed, including the planning stage. There will also be an individual 1500-word portfolio to evaluate the group working process. This module encourages professional skills such as team working, communication, evidence-based practice, decision-making, problem solving, reflection, developing a professional identity, leadership and management skills. It also requires critical discussion and critical thinking both collaboratively and independently, which helps to develop mastery of the learning process (QAA, 2010).

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study and promote independence and resilience; enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Induction

Induction will take place in Welcome Week and will give you the opportunity to meet the staff and fellow students as well as familiarise yourself with the campus. This will also offer an introduction to your new life as an Occupational Therapy student and the professional requirements which go alongside this, as well as the general procedures and expectations of the Masters programme.

The transition to Master's level study is challenging and requires practice and support. Knowledge and understanding are developed by using a variety of teaching and learning strategies as well as support mechanisms which include: peer learning activities; engagement with learning sets; online and classroom activities; tutor-led discussions; guided study and reading; reflection on learning and professional practice. This is enhanced with module specific tutorials. Building from formative to summative to assist development and progression.

Personal Tutoring

You will also be allocated a Personal Tutor who will be a registered Occupational Therapist. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

Personal Development Planning

Personal development planning is built into the programme with the development of professional skills. You will be encouraged and supported with the development of a professional portfolio which will record your progress throughout your time on the programme, and into your future career. This is linked to the RCOT career development framework (RCOT, 2017)

Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, e books and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading lists will be made available to you electronically using the University's [online reading list system](#).

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit [skills@cumbria](#) for more details.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it is important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you are not confident about your IT skills, we are available to ensure you get the level of support you need. We have a wealth of information and

support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Staff and Student Services

Staff and Student Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

Preparing for Postgraduate Study

An online pre-entry Master's level course is available free of charge through the Open Education Platform, powered by Blackboard. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended for you before starting your PG qualification.

To access the course simply follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

Mature Students' Events

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

Help is at Hand Events

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and gives you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

Career Ahead

Career Ahead is the University's Employability Award, which gives you the opportunity to make your graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with you to identify any gaps in your skill set, reflect on your experiences and develop further skills. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Your engagement in extra curricula activities such as volunteering, part-time work, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register, email careerahead@cumbria.ac.uk.

| Programme Curriculum Map | | | | | |
|---------------------------------|--------------------|---|----------------|-----------------------|--|
| Academic Level | Module Code | Module Title | Credits | Module Status* | Programme Outcomes achieved |
| 7 | HRBO7200 | Fundamentals of Occupation and Occupational Therapy | 20 | Core | K1, K2, K4, S1, S2, S3 |
| 7 | HRBO7201 | Occupational Science, Health and Wellbeing | 20 | Core | K1, K2, K3, K4 S1, S3 |
| 7 | HRBO7202 | Project Design | 20 | Core | K1, K2, K4, K5 S2, S3, S4, S5, S6 |
| 7 | HRBO7203 | Applied Occupational Therapy | 20 | Core | K1, K2, K3, K4 S1, S3, S4, S5, S6 |
| 7 | HRBO7204 | The Contemporary Occupational Therapist | 20 | Core | K1, K2, K3, K4, K5 S1, S2, S3, S4, S5, S6 |
| 7 | HRBO7205 | Occupational Design | 20 | Core | K1, K2, K3, K5 S1, S3, S4, S5, S6 |
| 7 | HRBO7206 | Independent Exploration of Practice | 20 | Core | K1, K2, K3, K4, K5 S1, S2, S3, S4, S5, S6 |
| 7 | HRBO7207 | Researcher Development | 40 | Core | K4, K5, K6 S2, S3, S4, S5, S6, S7 |
| 7 | HRBO9200 | Occupational Therapy in Practice 1 | 0 | Core | K1, K2, K3, K4, K5 S1, S2, S3, S4, S5, S6 |
| 7 | HRBO9201 | Occupational Therapy in Practice 2 | 0 | Core | K1, K2, K3, K4, K5 |

| | | | | | |
|---|----------|------------------------------------|---|------|--|
| | | | | | S1, S2, S3, S4, S5, S6 |
| 7 | HRBO9202 | Occupational Therapy in Practice 3 | 0 | Core | K1, K2, K3, K4, K5 S1, S2, S3, S4, S5, S6 |
| 7 | HRBO9203 | Occupational Therapy in Practice 4 | 0 | Core | K1, K2, K3, K4, K5 S1, S2, S3, S4, S5, S6 |

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following exceptions due to the requirements of the Health and Care Professions Council and the Royal College of Occupational Therapists:

The programme has been carefully mapped to HCPC (2013) and RCOT (COT 2014) standards and therefore, the following exceptions apply:

- The MSc programme must be completed within 4 years of study (RCOT standard 2 & 3) In exceptional circumstances an extension of no more than six months beyond this maximum period may be requested. In such cases the approval of the Royal College of Occupational Therapists must be sought prior to any further study or professional practice experience being permitted. You must successfully complete all modules and other components before being allowed to enter the next year of study
- Modules containing practice placement assessment must be completed in sequence due to their developmental nature (HCPC SET 5.2; RCOT standard 2 & 5)
- Only one resubmission of modules with a practice placement component is permitted (RCOT standard 3). When the first attempt and retrieval process for the module have been exhausted, the student is deemed to have failed the requirements of the course and therefore must be withdrawn from the named award
- The practice placement hours of a failed placement will not count towards the minimum requirement of 1,000 hours (RCOT standard 3).
- If a practice placement is failed on the grounds of professional unsuitability, there is no resit opportunity (RCOT 2014 standard 3) and the student must leave the programme

Aegrotat awards do not confer eligibility to apply to the HCPC professional register (HCPC SET 6.9) or professional membership of the Royal College of Occupational Therapists. In the event of an aegrotat degree being awarded the title of the award must not include any reference to the protected title of occupational therapist so would be named as Allied Health Studies.

A failed student will not usually be permitted to re-register on the same programme.

For the target award all modules must be passed, there is NO condonement for any modules.

* Key to Module Statuses

| | |
|---------------------|---|
| Core Modules | Must be taken and must be successfully passed |
| Compulsory Modules | Must be taken although it may possible to condone as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed) |
| Optional Modules | Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed) |
| Qualificatory Units | These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme |

| Programme Delivery Structure: Full Time | | | | |
|--|---|---|---|--|
| Module Code | Module Title | Delivery Pattern | Method(s) of Assessment | Approximate Assessment Deadline |
| | | Autumn Semester / Spring Semester / Extended / Year-Long | | |
| HRBO7200 | Fundamentals of Occupation and Occupational Therapy | Autumn (Year 1) | Practical Skills Assessment (50%) Written Assignment (50%) | End of Semester 1 |
| HRBO7201 | Occupational Science, Health and Wellbeing | Autumn (Year 1) | Portfolio (100%) | End of Semester 1 |
| HRBO7202 | Project Design | Year-Long (Year 1) | Written Assignment (100%) | End of Semester 2E |
| HRBO7203 | Applied Occupational Therapy | Spring (Year 1) | Oral Assessment/Presentation (100%) | End of Semester 2E |
| HRBO7204 | The Contemporary Occupational Therapist | Autumn (Year 2) | Oral Assessment/Presentation (100%) | End of Semester 1 |
| HRBO7205 | Occupational Design | Spring (Year 2) | Practical Skills Assessment (50%) Portfolio (50%) | End of Semester 2 |
| HRBO7206 | Independent Exploration of Practice | Spring Extended (Year 2) | Oral Assessment/Presentation (100%) | End of Semester 2E |
| HRBO7207 | Researcher Development | Year-Long (Year 2) | Written Assignment (70%) Portfolio (30%) | End of Semester 2 |
| HRBO9200 | Occupational Therapy in Practice 1 | Autumn (Year 1) | Qualificatory (Pass/Fail) | January /February |
| HRBO9201 | Occupational Therapy in Practice 2 | Spring (Year 1) | Qualificatory (Pass/Fail) | April/May |

| | | | | |
|----------|------------------------------------|--------------------------|---------------------------|-------------------|
| HRBO9202 | Occupational Therapy in Practice 3 | Autumn (Year 2) | Qualificatory (Pass/Fail) | September/October |
| HRBO9203 | Occupational Therapy in Practice 4 | Spring Extended (Year 2) | Qualificatory (Pass/Fail) | August |

You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme including practice placements.

Students exiting with 60 credits would receive a PGCert in Allied Health Studies (no professional qualifications)

Students exiting with 120 credits would receive a PGDip in Allied Health Studies (no professional qualifications)

Students exiting with 180 credits but a failure in any qualificatory unit would receive an MSc in Allied Health Studies (no professional qualifications)

Methods for Evaluating and Improving the Quality and Standards of Learning

Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Programme Validation and Periodic Review
- Programme Annual Monitoring
- Peer Review of Teaching
- External Examiner Reports
- Student Success and Quality Assurance Committee
- Patient and Public Involvement meetings
- Department Annual Monitoring Review
- Student Staff Forum and Cohort meetings

Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, practice placement and work-based learning providers, other stakeholders, etc.

- Student Staff Forum and Cohort meetings
- Module Evaluation Forms
- Programme Evaluation: PTES, UK Engagement Survey
- Module/Programme/Personal tutorials
- Meetings with External Examiners
- Practice Placement Educator meetings and forums
- Patient and Public Involvement meetings

Date of Programme Specification Production:

12/11/18

Date Programme Specification was last updated:

For further information about this programme, refer to the programme page on the University website