

MSC OCCUPATIONAL THERAPY (PRE REGISTRATION)

Institute of Health

Academic Level:	7	Credits:	180
UCAS Code:	Not applicable		
Awarding Body:	University of Cumbria		
Delivery Site:	Carlisle, Fusehill Street Campus		
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>It is generally expected that you will complete within the normal length of the pre-registration programme plus two years (4 years), and in accordance with university regulations. Learners requiring additional time beyond the normal length of their programme (up to a maximum of 5 years) should be provided with an individual scheme of study to enable successful completion of the programme requirements.</p>		
Mode of Delivery:	<p>Face to face and work integrated learning via practice placements. 1000 hours of assessed practice placements in a variety of settings including; NHS, Social Care, Private, Independent and Voluntary Organisations and simulated practice.</p>		
Pattern of Delivery:	Full time		
	Total weeks of study:	90 weeks	
	Delivery pattern:	45 weeks/year for 2 years	
	Standard semester dates:	No	
Placement:	27 weeks in 4 blocks, plus 40 hours simulation over length of programme		

PSRB:	<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 to apply for professional 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> <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> <p>PGCert in Allied Health Studies 60 credits (no professional qualifications)</p>	
	Date of accreditation: RCOT – July 2024 HCPC – September 2023	Accreditation period: 5 years (September 2024-2029) Ongoing
	<p>Programme Webpage: https://www.cumbria.ac.uk/study/courses/postgraduate/occupational-therapy/</p>	

Entry Criteria
<p>The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. As part of the recruitment process, applicants are required to sit an interview with a member of the occupational therapy academic team to ensure prospective students understand the demands of the programme.</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. 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 be recommended as 'fit for the profession' by the original programme. The Admissions Tutor has oversight of the Admissions process, including APL procedures.</p>

Credit for the first practice placement module can be awarded through APL on evidence of the relevant learning outcomes being met and placement hours have been assessed and passed. The number of practice placement hours recognised through APL will be equivalent to the number of hours normally accredited through module completion.

Detailed criteria for admission to this programme can be found on the [programme webpage](#).

The following additional requirements apply for entry to this programme:

In addition to the University English language requirements, those for whom English is not a first language need to be able to communicate in English to the required standard for an occupational therapist and may be required to provide evidence of IELTS assessment with an overall mark of 7 with no unit scoring less than 6.5.

Prospective students are required to complete a Disclosure and Barring Service (DBS) check before they are cleared to study. In order to be admitted and continue on the course, students must be deemed as medically fit for both practice and theory by the Occupational Health Department. Please see the [programme webpage](#) for further information.

PROGRAMME AIMS AND OUTCOMES

Programme Aims

The aim of this programme is to produce Occupational Therapists at the forefront of an ever changing, complex world of practice who are dynamic, resilient and autonomous global citizens that are solution focussed, digitally competent and creative problem solvers.

By the end of this programme learners will be able to:

1. meet the regulatory standards of the Health and Care Professions Council (HCPC) and the professional standards of the Royal College of Occupational Therapists (RCOT) so that you are eligible to apply for registration and membership with both upon completion of the programme (RCOT 2021; HCPC 2023).
2. display the values, attitudes and behaviours of safe and ethical practitioners. You will have a strong professional identity and be able to confidently advocate for the profession and engage in sustainable practice. You will recognise the impact of culture, equality and diversity on practice and practise in a non-discriminatory and inclusive manner responding to the needs of individuals, groups and communities in the contemporary practice environments both nationally and internationally.
3. be an autonomous, resilient 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 who takes responsibility for their own independent learning, with the knowledge and skills to critically appraise and undertake research 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 and apply these 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 centred 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.

11. be a digitally informed and digitally competent practitioner who can embrace advancements in technology in practice with curiosity and a solution focussed approach.

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

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 line with HCPC's Continuing Professional Development standards and RCOT's Career Development Framework (2021) 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

S4. 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:

S5. 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

PROGRAMME FEATURES

Programme Overview

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 which runs for 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 (Royal College of Occupational therapists (RCOT), 2019).

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 can practice sustainably, and are dynamic, confident, enquiring and adaptable to change in the varied and complex settings where occupation of our clients is addressed. We aim to develop self-reliant, resilient and flexible Occupational Therapists who are digitally informed and digitally competent in their practice and capable of working across disciplines and working well with others. Furthermore, they will be socially responsible and aware of their potential contribution to society, recognising the impact of culture, equality and diversity on practice and practise in a non-discriminatory and inclusive manner. In addition, we aim to create graduates with Masters attributes in 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.

In alignment with the Royal College of Occupational Therapists' Equity, Diversity and Belonging strategy (2023), our programme seeks to foster a welcoming culture of inclusivity and belonging that supports anyone that is aspiring to join the profession to attain their potential.

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, digital enhancement 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. Digital transformation will be a part of your programme to enable you to develop digital literacy skills to meet the demands of health care in an increasingly digitally focused world. You will be encouraged to complete the University of Cumbria's

[Digital Capabilities Pathways](#) and demonstrate evidence of your progression on these pathways within your professional portfolio. 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 others, to enable collaborative approaches to promote healthier activities and lifestyles (Council of Deans, 2021).

Interprofessional learning with other health and care professionals, such as MSc Physiotherapy 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 emphasis on equipping students and graduates with the skills and attributes to be active global citizens with a focus on applied research and people, practices and places (UoC, 2023). Our mission is to “inspire and equip our graduates, communities, economy and environment to thrive” ([Strategic Plan, UoC, 2023](#)). 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.

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 (RCOT 2019, 2021; HCPC 2023). 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 (2024); and the RCOT Professional Standards for occupational therapy practice, conduct and ethics (2021). 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 Practise](#) policy will be instigated.

You will develop skills and knowledge in line with the RCOT Career Development Framework’s (2021) four pillars of practice. This aims to ensure you are able to make links between your learning experiences and your own professional and personal development. You will be expected to develop a professional portfolio which is aligned to these four pillars. The four pillars of practice are:

- Professional Practice
- Facilitation of Learning
- Leadership
- Evidence, Research and Development

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.

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 immersive room, 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, business and arts in health.

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 academic 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 your taught academic modules and Practice Placements is mandatory and the University expects 100% attendance. Attendance monitoring at the University is closely monitored by the programme team through the use of QR codes. All sickness and absence during practice placements and simulated practice is recorded carefully to ensure students have undertaken the required number of assessed practice placement hours (1000 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 and pass 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 placement for any reason you are expected to comply with

sickness/absence reporting procedures and ensure that your placement supervisor is aware. Absences need to be recorded on your PARE placement timesheet. You will be expected to undertake a return to placement discussion with your supervisor following any absences.

Attendance monitoring at the University is tutor led. If you are unable to attend a taught session for any reason you are expected to follow the University's student absence guidance and self-certify the absence. The guidance and procedure can be found on the University's Student Hub website [Student-Absences](#). 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-based Learning:

Practice-based learning is an essential component of the Occupational Therapy programme enabling you to develop the skills required to effectively interact with service users, carers, colleagues and communities. They provide the opportunity to work closely with people in real settings and in real time. Each practice-based learning 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 have the opportunity to apply and develop knowledge; practice, consolidate and transfer existing skills; and learn new skills relevant to each practice setting. You will experience practicing in a safe and ethical manner in a supported environment.

The World Federation of Occupational Therapists (WFOT, 2016) require you to successfully complete a minimum of 1000 hours to be eligible for registration with the Health and Care Professions Council (HCPC) and for professional membership of the Royal College of Occupational Therapists (RCOT). There are 4 practice-based learning placements within the programme which are assessed and 40 hours of assessed Simulation experience which together provide 1052.5 hours enabling you to meet this target.

During the programme, you will experience a variety of practice-based learning 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 (RCOT, 2019) recommends that *"learners experience a wide range of practice-based learning opportunities"*. Our approach to practice-based learning is informed by the joint Chartered Society of Physiotherapy and Royal College of Occupational Therapists principles of practice-based learning (CSP and RCOT, 2022).

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-based learning. Practice-based learning placements are therefore arranged within traditional settings (NHS and Adult Social Care) and non-traditional settings within the Private, Independent, Voluntary Organisations (PIVO). You may have the opportunity to work with: children; older adults; younger people and adults with a physical disability, a learning disability and / or mental health issues. There is the opportunity to undertake diverse role practice-based learning placements i.e.: project; management role, emerging role 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-based learning placements are recognised as *"important learning experiences"* and as *"a means of expanding the boundaries of practice"* (COT, 2006).

During your practice-based learning placements you will be guided, supervised and assessed in your learning and development by a Practice Educator (PE). Practice Educators must be registered as Occupational Therapists with the HCPC. Where this is not the case (i.e. during an emerging role practice-based learning placement) an Occupational Therapist registered with the HCPC will be appointed by the University to undertake your professional guidance, supervision and assessment. Practice-based learning outcomes have been developed to be progressive, to reflect the graded nature of your development, enabling you to transfer knowledge and skills as well as develop new ones during each consecutive practice-based learning placement. Therefore, Practice-based learning placements are timetabled into the programme in a way which enables you to integrate theories learned in the academic setting with the practical experiences gained during placement. 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.

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

Practice-based learning placements are mainly sourced from within Cumbria and Lancashire, South West Scotland and the Isle of Man. You can be expected to travel up to 1.5 hours each way for placement.

Whilst this is a pre-registration MSc programme as learners are new to the profession, all practice-based learning placements are at undergraduate (BSc) level and reflect the outcomes at BSc Level 4, 5 and 6. Each practice-based learning placement is formally assessed and awarded a qualificatory Pass / Fail rather than graded.

Core Skills Framework (e-learning for health (e-lfh):

This is an initiative which aims to decrease duplication and to standardise the delivery of statutory and mandatory skills required for practice-based learning placement and employment. You are required to successfully complete all the core skills modules prior to your first assessed 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 and Handling
- Equality, Diversity and Human Rights
- Conflict Resolution
- Preventing Radicalisation
- Resuscitation of Adults
- Resuscitation of Paediatrics
- Moving & Handling
- Data security awareness
- Newborn resuscitation

Note: The above list is frequently amended and developed.

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

Mandatory Training:

You are required to engage with the University mandatory training requirements for practice. Each year you are required to complete Core Skills modules online through e-learning for health (e-lfh), a national e-learning platform. In addition, you will complete practical sessions as part of your preparation for practice-based learning placements (eg: Basic Life Support, Moving and Handling; Oliver McGowan Mandatory Training on Learning Disability and Autism Parts 1 & 2; Prevention and management of violence and aggression PMVA)

This is regularly reviewed to ensure it reflects current professional and practice requirements.

Interprofessional learning (IPL)

Occupational Therapists do not work in isolation and as such the programme includes a variety of interprofessional learning (IPL) opportunities to prepare you for future practice. There are shared learning opportunities on practice placements as well as within academic modules at university. Interprofessional learning with other health professionals such as MSc Physiotherapy, Mental Health Nursing and Social Work students will be part of your programme. You will also have the opportunity to work with a variety of other health professionals, voluntary groups and organisations, service users, carers and other stakeholders within the programme as well as on practice placement.

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. The Occupational Therapy team alongside their Physiotherapy colleagues aim to hold PPI events with local health and voluntary sector groups, in order to engage

with potential participants in our programme. 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. 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.

Learning and Teaching

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; RCOT, 2019). 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 (RCOT, 2019; WFOT, 2016). This ensures a global perspective and you will be supported if you choose to access an international placement, 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 departmental enrichment programme provides opportunities for you to learn about international perspectives and Occupational Therapy practice.

This face to face programme foregrounds active learning and incorporates a flipped classroom approach. 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. Our teaching has been informed by the Cumbria Blended Learning Framework (Bell, 2017) and the flipped classroom approach aims to promote deep and lifelong learning skills. In addition, the flipped classroom approach aims to allow for active, authentic and practical learning experiences in order to ensure students are ready for practice. Scaffolded support will be provided throughout the programme to enable you to learn and fully engage with a flipped classroom approach. We do this by gradually incorporating flipped classroom opportunities through the programme.

In the programme, you will be expected to engage in both independent and group learning from the beginning; however, mechanisms will be employed to assist you to develop these skills. You will be provided with guide study in the form of pre session work and post session work which is

conducted either independently or in a learning team. These tasks may use digital technology to provide an active learning environment as well as social learning opportunities.

Active, experiential learning is a key part of the learning process. This is carried out on practice placements, as well as within the classroom, learning teams and independent learning activities. By sharing practice placement experiences, case studies, simulated work experiences, practical activities 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 activities. This will be done through joint enrichment sessions and one-off development days, shared research modules and presenting at an end of programme research conference alongside MSc Physiotherapy counterparts to enhance your understanding and learning.

Independent Learning

When not attending scheduled learning activities you will be expected to continue learning independently through self-study. Both guided study and self-directed learning will be required to meet the demands of the programme.

Teaching Staff

The teaching staff on the occupational therapy programme come from a variety of different backgrounds, including but not limited to working in practice areas of neurorehabilitation, children's occupational therapy, mental health services, community rehabilitation, acute hospital and social care. Teaching staff are also engaged in a variety of research projects with a number who have completed or are in the process of completing professional doctorates. Due to this wealth of experience, you can be assured that your teaching is not only contemporary but also developed to equip you for a career as an occupational therapist.

Assessment

The assessments have been designed with authenticity in mind. The aim to provide a creative and balanced strategy across the programme. They endeavour to assess not only academic level but to also include authentic assessment experiences which 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. Some examples include, conducting an occupational analysis, pitching a business proposal idea in a contemporary area of practice, working in a group to deliver an Occupational Therapy intervention for a defined client group and then reflecting on this in the form of a VLOG.

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. They do not contribute towards a summative mark.

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.

Further details of summative assessments are set out below:

Year 1

Semester 1

- 3600-word written assignment
- 1 x 20-hour simulation practical skills assessment (qualificatory)

Semester 2

- 1 x practical skills assessment (Level 4 qualificatory 5 week placement)

Semester 2 Extended

- 30-minute oral assessment
- 3000-word written assignment
- 1 x practical skills assessment (Level 5 qualificatory 8 week placement)

Year 2

Semester 1

- 30-minute oral assessment
- 1 x practical skills assessment (Level 6 qualificatory 6-week placement)

Semester 2

30-minute oral assessment (Mock job interview)

- 60 minute practical skills assessment, plus 10-minute set exercise (VLOG or BLOG)

Semester 2 Extended

5000-word written assessment, plus 15 minute oral assessment (dissertation and conference poster presentation) 1 x practical skills assessment and 1 x set exercise (Level 6 qualificatory 8-week placement plus 20 hours simulation)

Assessment of Practice-based Learning placements:

As this is a pre-registration MSc programme all practice-based learning placements are at undergraduate (BSc) level and reflect the outcomes at BSc Level 4, 5 and 6.

The four practice-based learning placements, plus simulation placement hours are non-credit bearing modules. Each will assess Occupational Therapy and professional skills and understanding as well as different aspects of Occupational Therapy theory in practice. Each placement module is formatively assessed via a half way report and summatively assessed using the final report element of the Common Assessment Tool (CAT document). The assessments are undertaken by your Practice Educator, who awards the final qualificatory grade i.e: Pass / Fail grade. This grade accounts for 100% of the module grade. You are also required to self-assess your own performance at both the formative and summative assessments. Occupational Therapy tutors from

the University support students and Practice Educators in this process throughout the placement period.

Additionally, there is a qualificatory (pass/fail) simulation placement at Level 4 in the first semester of the first year that includes an assessment of practice skills. This assessment needs to be passed before undertaking Occupational Therapy in Practice 1 Placement-1. A further simulation placement is included within Occupational Therapy in Practice 4 at Level 6 in the second semester of second year and includes a set exercise assessment. Both the set exercise and the Occupational Therapy in Practice Placement 4 assessment will need to be passed to pass the module.

In relation to practice-based learning placements the RCOT (2019) standards state that:

- You are only allowed one resit attempt at any practice-based learning placement module.
- If you fail a practice-based learning placement on substantiated grounds of fitness to practise concerns, you will be denied a retrieval attempt. If the fitness to practise concerns were related to your own health and you can demonstrate that your health has improved enough to be deemed fit to practise, then a second attempt may be offered.

The hours completed during a failed placement do not count towards the required 1000 hours of practice-based learning.

You are required to develop your Continuing Professional Development (CPD) portfolio during each practice-based learning placement.

Feedback

Feedback and provisional grades for all academic work 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 aims to avoid the bunching of submission deadlines.

Academic Appeals and Student Complaints Procedure

An Academic Appeal is a request for reconsideration of a decision made by the University Assessment Board. All appeals will be dealt with confidentially, unless disclosure is necessary to progress the appeal.

An appeal may be made in circumstances where a student's performance in examinations or assessment has been adversely affected by serious matters beyond his or her control. Appeals must be submitted within **TEN** working days of the publication of your confirmed results following the University Progression and Award Board. More information can be found Academic Appeals

An Academic Appeal enables you (where there are grounds) to request that a decision about an assessment outcome is reconsidered. This differs to the Complaints Procedure which is concerned with the quality of delivery of programmes and services. If you feel you have been treated unfairly or discriminated against, or that the quality of delivery of your programme has affected the outcome of an assessment, you need to use the **Student Complaints Procedure** as soon as possible.

Graduate Prospects

Upon successful completion of this Master's programme you will be eligible to apply for registration as an Occupational Therapist with the Health and Care Professions Council and to

apply for professional 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, the complexity of health and the changing demographics of the ageing population and multiple vacancies locally, 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.

MODULES

Year 1			
Code	Title	Credits	Status
HROT7001	Fundamentals of Occupational Therapy Practice	40	Core
HROT7002	Project Design	20	Core
HROT7003	Applied Occupational Therapy	20	Core
HROT9005	Practice Based Simulation Placement	n/a	Qualificatory
HROT9006	Occupational Therapy in Practice 1	n/a	Qualificatory
HROT9007	Occupational Therapy in Practice 2	n/a	Qualificatory
Students exiting at this point with 60 credits would receive a PgCert in Allied Health Studies (no professional qualification)			

Year 2			
Code	Title	Credits	Status
HROT7004	Contemporary and Sustainable Occupational Therapy Practice	20	Core
HROT7005	Future Leaders in Practice	20	Core
HROT7006	Occupational and Digital Design	20	Core
HROT7007	Research Project	40	Core
HROT9008	Occupational Therapy in Practice 3	n/a	Qualificatory
HROT9009	Occupational Therapy in Practice 4	n/a	Qualificatory
Students exiting with 60 credits would receive a PgCert in Allied Health Studies (no professional qualification)			
Students exiting with 120 credits would receive a PgDip in Allied Health Studies (no professional qualification)			
Students exiting with 180 credits without passing all QPU components would receive a MSc in Allied Health Studies (no professional qualification)			
Students exiting with 180 credits and successful completion of all QPU components would receive a MSc Occupational Therapy (Pre-registration) (including professional qualification)			

Additional Module Information

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 Standards for Education and Training (2017) and RCOT (2019) Learning and Development Standards for Pre-Registration Education and therefore, the following exceptions apply:

- Modules containing practice placement assessment must be completed in a logical progression due to their developmental nature.
- You are only allowed one reassessment attempt at any practice-based learning placement module
- If you fail a practice-based learning placement on substantiated grounds of fitness to practise concerns, you will be denied a retrieval attempt. If the fitness to practise concerns were related to your own health and you can demonstrate that your health has improved enough to be deemed fit to practise, then a second attempt may be offered.
- The hours completed during a failed placement do not count towards the required 1000 hours of practice-based learning.
- Aegrotat awards do not confer eligibility to apply to the HCPC professional register 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.
- All assessments within the preregistration programme leading to eligibility to apply to register as an occupational therapist with the HCPC must be successfully completed. There is therefore NO condonement for any modules.

Key to Module Statuses

Core modules	Must be taken and must be successfully passed.
Qualificatory practice units (QPU)	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. These units must be successfully completed in order to pass the award but do not affect the final degree classification. An alternate award is available if you are not successful in the QPU element of your programme.

Timetables

Timetables are normally available at the beginning of the academic year. Please note that while we make every effort to ensure timetables are as student-friendly as possible, scheduled learning can take place on any day of the week.

ADDITIONAL INFORMATION

Student Support

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)
- [Library](#)
- [Money Matters](#)
- [Safeguarding](#)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

Course Costs

Tuition Fees

Course fees can be found on the programme website

<https://www.cumbria.ac.uk/study/courses/postgraduate/occupational-therapy/>

The following course-related costs are included in the fees:

- Occupational Health Clearances and any further Occupational Health input during the programme
- Enhanced DBS Clearance
- Uniform

Additional Costs

The following course-related costs are not included in the fees, more detail on which can be found in the Programme and Placement Handbooks. These include but are not limited to:

- Purchase of additional uniform if required
- Completion of additional Enhanced DBS (for example if a student takes a break from study as a second DBS check would be required)
- Travel and accommodation costs related to placement
- Students are able to join the Occupational Therapy Society for a small annual fee, they run events throughout the year, some of these may have fees attached which will be advertised
- Stationery and printing services
- Books
- You are encouraged to join the professional body, RCOT, as a student member. Student members with the RCOT enjoy an array of benefits including access to website resources and professional networks. Please see this [link](#) for further information on student membership.

Exceptions to the Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions.

- For modules containing practice assessment elements, a student will be permitted one reassessment opportunity, the timing of which will be agreed by the placement partner and subsequently approved by the assessment board.
- For modules with no practice assessment elements, where a student fails both the initial assessment and one reassessment opportunity, the assessment board will decide if the student can be offered a 2nd reassessment opportunity (for which the student will be provided the appropriate academic support). If the student subsequently fails this 2nd reassessment, they will be required to exit the programme with the relevant exit award or transcript of awarded credits.
- A student on this programme is not permitted to retake any of the modules following confirmed failure.
- For the target award all core and qualificatory modules must be passed. There is NO condonement / assessment compensation for any modules.

External and Internal Benchmarks

External Benchmarks:

- Chartered Society for Physiotherapy and Royal College of Occupational Therapists (2022) *Principles of Practice-Based Learning: working together to develop our future workforce*. London: CSP. Available at: <https://www.rcot.co.uk/principles-practice-based-learning>
- Health & Care Professions Council (2024). Standards of Conduct, Performance and Ethics. London: HCPC. Available at: <https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/revised-standards/>

- Health & Care Professions Council (2023). *Standards of Proficiency for Occupational Therapists*. London: HCPC. Available at: <https://www.hcpc-uk.org/standards/standards-of-proficiency/occupational-therapists/>
- Health & Care Professions Council (2018). Continuing Professional Development. London: HCPC. Available at: <https://www.hcpc-uk.org/cpd/your-cpd/our-standards-for-cpd/>
- Health and Care Professions Council (2017) *Standards of Education and Training*. London: HCPC Available at: <https://www.hcpc-uk.org/standards/standards-relevant-to-education-and-training/set/>
- Quality Assurance Agency for Higher Education (2014) *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies*. 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 (2020). *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.
- Royal College of Occupational Therapists (2019) *Learning and development standards for preregistration education*. London: RCOT Available at: <https://www.rcot.co.uk/practice-resources/rcotpublications/learning-and-development-standards-pre-registration-education>
- Royal College of Occupational Therapists (2021) *Professional standards for occupational therapy practice, conduct and ethics*. London: RCOT Available at: <https://www.rcot.co.uk/publications/professional-standards-occupational-therapy-practice-conduct-and-ethics>
- Royal College of Occupational Therapists (2021) *Career development framework: Guiding principles for occupational therapy*. 2nd edn. London: RCOT Available at: <https://www.rcot.co.uk/publications/career-development-framework>
- World Federation of Occupational Therapists (2016) *Minimum standards for the education of Occupational Therapists: Revised 2016*. London: WFOT Available at: <https://wfot.org/resources/new-minimum-standards-for-the-education-of-occupational-therapists-2016-e-copy>

Internal Benchmarks:

- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- [UoC Academic Regulations and Academic Procedures and Processes](#)

Additional 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.
- College of Occupational Therapists (2016). *Entry level Occupational Therapy core knowledge and practice skills*. London: RCOT. Available at: www.RCOT.co.uk

- College of Occupational Therapists (now Royal College of Occupational Therapists) (2006) Developing the occupational therapy profession: providing new work-based learning opportunities for students. London: Royal College of Occupational Therapists
- Council of Deans (2021) 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(3), pp. 217 – 220.
- 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(8), pp. 346 –354.
- Jackson, T. (2015). The Elizabeth Casson Memorial lecture 2015: Pushing the boundaries and leading the way. *British Journal of Occupational Therapy*, Vol. 78(9), pp. 556 –562.
- Royal College of Occupational Therapists (2023) *Equity, diversity and belonging strategy* . London: Royal College of Occupational Therapists. Available at: <https://www.rcot.co.uk/equity-diversity-and-belonging>

Disclaimer

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:

<https://www.cumbria.ac.uk/study/courses/postgraduate/occupational-therapy/>