

# BSC (HONS) OCCUPATIONAL THERAPY

## Institute of Health

Academic Level:	6	Credits:	360
UCAS Code:	B920		
Awarding Body:	University of Cumbria		
Delivery Site:	Lancaster and Carlisle (Fusehill Street) campus		
Programme Length:	Standard registration period (full-time) – 3 years It is generally expected that you will complete within the normal length of the pre-registration programme. For any learners that do not complete the programme within the standard registration period, an individual scheme of study up to an additional two years may be considered to enable successful completion of the programme requirements and in accordance with university regulations.		
Mode of Delivery:	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.		
Pattern of Delivery:	Full-time		
	Total weeks of study:	90 weeks	
	Delivery pattern:	1 x 12-week semester; 1x 18-week semester for 3 years	
	Standard semester dates:	Yes	
Placement:	29 weeks in four blocks, including 40 hours of simulated placement over the length of the programme		
PSRB:	The Programme is accredited by: <b>Royal College of Occupational Therapists (RCOT)</b> and is approved by: <b>The Health and Care Professions Council (HCPC)</b> Completion of the BSc (Hons) Occupational Therapy confers eligibility to apply to register as an Occupational Therapist with the Health and Care		

	<p>Professions Council and to apply for professional membership of the Royal College of Occupational Therapists.</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><b>BSc Allied Health Studies</b> 300 credits</p> <p><b>DipHE Allied Health Studies</b> 240 credits</p> <p><b>CertHE Allied Health Studies</b> 120 credits</p> <p>The other exit awards <b>do not</b> provide eligibility to register with the HCPC, neither do they provide eligibility for RCOT membership.</p>	
	<p>Date of accreditation:</p> <p>RCOT – July 2024</p> <p>HCPC - September 2023</p>	<p>Accreditation period:</p> <p>5 years (September 2024-2029)</p> <p>Ongoing</p>
<b>Programme Webpage:</b>	<a href="https://www.cumbria.ac.uk/study/courses/undergraduate/occupational-therapy/">https://www.cumbria.ac.uk/study/courses/undergraduate/occupational-therapy/</a>	

## Entry Criteria

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information.

Detailed criteria for admission to this programme can be found on the programme webpage. 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.

The following additional requirements apply for entry to this programme:

For [APL](#), please refer to the University website. 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.

Credit for the first practice placement module can be awarded through AP(E)L 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.

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. 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.

The following aims are designed to reflect the HCPC, RCOT, academic, and practice placement expectations of learning. By the end of this programme learners will:

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 organisations upon completion of the programme (RCOT 2021, HCPC 2023).
2. be autonomous, reflective Occupational Therapy practitioners who understand, value, and apply the transformative power of occupation to enable health and well-being in collaboration with individuals, groups, and communities.
3. display the values, attitudes, and behaviours of safe, legal and ethical practitioners.
4. be articulate and confident in their professional identity, able to confidently articulate the unique value and importance of occupation-focused practice to patients, the public, providers, commissioners, and policy makers.
5. 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 health and social care environment.
6. demonstrate core professional reasoning skills to evaluate and apply evidence-based theoretical perspectives to the practice of contemporary Occupational Therapy.
7. develop into life-long scholarly practitioners with the knowledge and skills required to value, engage with, and undertake research and continuing professional development activities, to enable proactive contribution to their development and the evidence base for Occupational Therapy practice.
8. be attentive to the influence of professional, social, and political drivers on their responsibility for occupational and social justice as an emerging Occupational Therapy practitioner, demonstrating ability to innovate, influence, and lead sustainable practice development in collaboration with stakeholders.
9. develop leadership, marketing and entrepreneurial skills which enable them to manage and respond to ongoing change in response to current and future working environments.
10. engage with local, national, and global Occupational Therapy communities to enhance professional practice.
11. be digitally informed and digitally competent practitioners who can embrace advancements in technology in practice with professional curiosity and a solution focussed approach.

## Programme Outcomes – Knowledge and Understanding

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

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

- K1.** a knowledge and understanding of the Occupational Therapy process, core skills and requirements for professional practice to enhance health and wellbeing.
- K2.** a foundational theoretical knowledge of underpinning sciences (including Occupational Science, Psychosocial and Physical Sciences) and their relevance to understanding humans as occupational beings.
- K3.** an introductory knowledge and understanding of concepts of evidence-based practice and research design and methods.

**After 240 credits of study (DipHE) you will be able to demonstrate:**

- K4.** an application of knowledge and understanding of factors impacting on health and wellbeing and consideration of how they influence occupational performance and engagement.
- K5.** an application of knowledge and understanding of global occupational therapy practice and the social, geographical and political context where everyday occupation takes place.
- K6.** an application of knowledge and understanding of occupational solutions to meet current cultural, societal and health related issues, underpinned by occupational science.
- K7.** an evaluation of how group-work, teamwork, inter-professional partnerships, and patient/public involvement influence Occupational Therapy practice.
- K8.** an application of knowledge and understanding of research methods required to plan a secondary research study that will contribute to the professional evidence base.

**After 360 credits of study (BA/BSc Hons) you will be able to demonstrate:**

- K9.** a critical knowledge to lead, manage change and promote yourself and your profession to respond to cultural, global, societal and health related issues.
- K10.** a critical evaluation of occupational therapy as a complex intervention, including practice challenges and opportunities for practice development.
- K11.** a critical reflection on the knowledge required to prepare you for the transition from student to newly qualified occupational therapist, and its relevance to your personal and professional development.
- K12.** a critical knowledge of how to implement a research study.

## Programme Outcomes – Skills and other Attributes

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

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

- S1.** the skills and abilities in professional reasoning, activity/occupational analysis and applying practical Occupational Therapy interventions.

**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

**S3.** an evaluation of different approaches to gaining and using professional knowledge within Occupational Therapy.

**S4.** fundamental communication skills and professional behaviours

**After 240 credits of study (DipHE) you will be able to demonstrate:**

**S5.** the ability to enable occupational performance and engagement through the planning, design, and justification of relevant and appropriate Occupational Therapy practice.

**S6.** the ability to practice with a person-centred, safe and evidence informed approach.

**S7.** the skills and abilities to reflect on and develop your professional practice and academic performance.

**After 360 credits of study (BA/BSc Hons) you will be able to demonstrate:**

**S8.** the skills and attributes in order to secure employment and carry out the role of an entry level occupational therapy practitioner (HCPC 2023; RCOT 2019, Standards 3.1.2 and 3.18.3).

**S9.** a strong professional identity as an Occupational Therapist and as an ambassador for the profession.

**S10.** the ability to take a leadership role in delegating to and supervising other team members for whom you are responsible.

**S11.** an effective articulation and application of professional reasoning in practice utilising communication skills and evidence informed judgement.

**S12.** the skills required for continuing professional development and lifelong learning as a reflective practitioner.

**S13.** the ability to critique, utilise and generate research knowledge to inform practice.

## PROGRAMME FEATURES

### Programme Overview

The BSc (Hons) Occupational Therapy programme at the University of Cumbria is a pathway to an exciting and rewarding career. Studying here will provide you with a professional qualification recognised world-wide, and a degree that can open many doors to working within health, wellbeing, social care, third sector and diverse settings. We have a well-established and highly regarded reputation within the North-West of England and beyond, that is reflective of our programme team's passion and enthusiasm for enabling students to become the competent and innovative Occupational Therapy practitioners of the future. Fundamental to the programme is the core philosophy, shared by Occupational Therapists and Occupational Scientists world-wide, of the transformative impact of occupation on health and wellbeing. You will learn the fundamental rights and beliefs of all people to take part in the occupations that they need and value, and to enable such engagement through the practice of Occupational Therapy (RCOT 2019, standard 4.3).

The BSc (Hons) Occupational Therapy programme is aligned to the standards and principles of the HCPC, the RCOT, and the University of Cumbria. The programme aims to develop digitally enabled graduates who can practice as autonomous Occupational Therapists, assured in their skills and abilities, and confident in their professional identity. The programme gives renewed prominence to leadership, sustainability, and global citizenship including the effective management of resources and promoting the profession to potential commissioners and users of services (Council of Deans of Health, 2023; World Federation of Occupational Therapists, 2018). Throughout the programme 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 can make links between your learning experiences and your own professional and personal development. You will 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

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 Pathway](#) and demonstrate evidence of your progression on the pathway within your professional portfolio.

Creating confident and adaptable graduates is a focus of the programme. We strive to produce graduates who are secure in their ability to represent the best interests of the diverse population they work with, and of the Occupational Therapy profession (RCOT 2019, standards 4.3 and 4.4).

Learning, Teaching and Assessment strategies use authentic assignments, appropriate to the academic level being studied and relevant to occupational therapy practice. These represent the tasks which you will have to accomplish, both in employment and in contributing to the evidence base of your future profession.

Our vision at the University of Cumbria is to focus on “transforming lives and livelihoods through learning, applied research and practice – for now and for our future generations”. This encompasses our mission *to “inspire and equip our graduates, communities, economy and environment to thrive”* (Towards 2030 Strategy, UoC, 2023).

Our Occupational Therapy programmes are embedded within the wider communities of Cumbria, the Scottish Borders and Lancashire, and consequently offer wide opportunities for experiencing the diverse influences of differing social, cultural, and physical environments on Occupational Therapy practice. These range from our campuses in the two county cities of Carlisle and Lancaster through to culturally varied urban areas, and extensive rural communities. We are particularly alert to the unique opportunities and challenges that our rural environments afford for people’s occupational engagement, varying from experiencing the value of nature and outdoor activities for some, to the impact of social and/or physical isolation for others.

The programme has embedded values that drive our educational practice and are consistent with the values that the University of Cumbria prides itself on (Towards 2030 Strategy; Academic strategy 2023). We are committed to ensuring that our programme demonstrates and enables:

- responsibility in relation to individual clients and the communities that they live in
- inclusion of patient and public involvement in all areas
- communities of practice with our occupational therapy partners
- adherence to ethical standards, practice, and behaviours
- understanding of, and engagement with, wider social and environmental systems including those related to public health
- beliefs in individual practitioners as capable of contributing to ongoing knowledge development and its application
- commitment to the need for constant revision and updating of skills and methods of application in the face of societal and global change

Current health and social care contexts require Occupational Therapists able to use their skills in rehabilitation, and in working with other professionals, to meet the many and diverse needs of patients and the public. You will explore and apply the well-established theoretical and practical skills of Occupational Therapy, whilst also being alert and responding to the ever-changing world of health and social care practice. Therefore, we aim for our future practitioners to be enterprising, innovative and creative, using entrepreneurial skills to work with multiple stakeholders. You will need to adapt to and be involved in actively shaping the many and varied settings where the occupational needs of people are addressed. You will contribute responsibly to individual and community wellbeing.

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.

As proud members of a profession you will actively be part of the Occupational Therapy community of practice, willing and able to be change makers influencing and leading future services. To assist people to be resilient in the face of life's problems, Occupational Therapists need to be resilient themselves. We aim to develop future occupational therapy practitioners who are optimistic about solutions, strong at maintaining focus, able to cope with complex situations and reach out to assist others in doing so.

In alignment with the Royal College of Occupational Therapists' Equity, Diversity and Belonging strategy (2024), our programme seeks to foster a welcoming culture of inclusivity and belonging that supports anyone aspiring to join the profession to attain their potential. We respect and value our students, as we do the people you will work with in the university and in practice. We respect you as individuals who bring a variety of knowledge, skills and life experiences that enhances the collective learning and ultimately the profession of Occupational Therapy. Therefore, we welcome students from traditional routes into higher education and those from more diverse backgrounds. Our recruitment to the programme is based on health and social care values outlined in the NHS Constitution (Department of Health and Social Care 2015) to ensure that students share attitudes and behaviours to support effective team working in delivering excellent patient and public care and experiences.

As Occupational Therapy students and future practitioners, the highest standards of conduct and professional behaviour must always prevail. Therefore, you will adhere to the Health and Care Professions Council (HCPC) Standards of Conduct, Performance and Ethics (HCPC 2024); and the Royal College of Occupational Therapists (RCOT) Professional standards for occupational therapy practice, conduct and ethics (2021). 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 programme has been designed to align with the RCOT (2021) Career Development Framework and embed core principles of Occupational Therapy, Occupational Science, and the promotion of health through occupation, whilst also maintaining currency with contemporary practice. We see people as individuals who have occupational and rehabilitation needs instead of focusing your learning on a diagnosis based or techniques driven structure. Therefore, we prioritise learning and understanding about people, occupation, health, and wellbeing within their social and physical environments. This will enable you to see the holistic picture of patients' and the public's connection to Occupational Therapy and take account of perspectives and needs of others important to them such as carers, family members and others who may be involved in their world.

Principles of Occupational Therapy, Occupational Science and contemporary practice will be delivered 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 in which they live. Knowledge of underpinning sciences such as

anatomy; physiology; pathology; human development; ergonomics; biomechanics; psychology; philosophy and social sciences will also be included.

The University of Cumbria's Learning, Teaching and Assessment Strategy 2017/2022 and Academic Strategy (2023) guide the educational philosophy of the programme. There will be facilitated learning across a range of university contexts including campus-based seminars, lectures, workshops, practical skills and creative sessions, and group activities in addition to your own study activities. We use materials and resources on the Virtual Learning Environment during teaching and learning activities. We aim to enable engaging and deep learning processes, whilst addressing the diverse learning approaches of individual learners. Students are encouraged to become active learners with an expectation to take responsibility for their own progress and development.

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 issues relevant to individuals and populations, nationally and internationally. For example, you will explore lifestyle factors affecting health and wellbeing and the necessity for health promoting strategies to support positive change. 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 (Council of Deans of Health, 2021).

Taught and facilitated content will emphasise application of knowledge and skills. Authentic assessments that mimic real life professional situations and challenges will provide practice opportunities and develop skills. Developing areas of Occupational Therapy such as assistive technology and digital health provision will underpin the modules (Chief Allied Health Professions Officer's Team 2017). Principles of continued learning and development will be embedded through use of active professional portfolios, to enable a continued and adaptive professional approach. Integrated learning approaches that include patients, the public and colleagues from the wider community, are an established part of our programme both within practice placement and University environments. This will enable you to actively consider others' views and perspectives and reflect on the variety of learning and real-life practice situations.

The team have created a structure for delivering programme that is reflective of up to date educational and Occupational Therapy practices to facilitate your learning. A developmental approach to learning throughout the programme will be facilitated based on a plan of EXPLORE in year one; DEVELOP in year two; and APPLY in year three, onwards to graduation as an HCPC registered Occupational Therapist.

In year one, you will EXPLORE the fundamental theoretical and practice perspectives of occupation, health, wellbeing, and the essential nature of people as occupational beings. Year one will be fundamental to acquiring core practical skills and key theoretical concepts relevant to occupation and Occupational Therapy and to start to measure your progress against the four pillars of the Career Development Framework (RCOT 2021) through a professional portfolio. This will continue through years two and three. Foundation principles and behaviours of being a student and future

practitioner will be introduced and applied. Research knowledge, skills, and the centrality of evidence informed learning and practice will be introduced. Work based learning will be embedded to observe the real world of occupational therapy practice and you will have 20 hours of simulated clinical practice in Semester 1 followed by a 5-week practice placement in a clinical setting during Semester 2.

In year two, you will build on year one learning and DEVELOP your knowledge, skills, and abilities, to relate your learning to a range of applications within Occupational Therapy practice. The uniqueness of an occupational approach to enabling people to overcome, adapt to, and/or manage challenges to their health and wellbeing will be emphasised, whilst being supported by rigorous analysis of current theoretical and practice-based evidence. This will also include situating occupational therapy in global perspectives. You will relate your learning of occupational performance and engagement to the real world of practice through a variety of means such as: public and patient involvement and co-production, including input from patients and the public; contributions from practising Occupational Therapists; working on case studies and using digital media. You will have one 8-week practice placement in year two.

In year three you will build on the learning of years one and two and start to APPLY this in taking responsibility for your own learning needs, and in the application of this within Occupational Therapy practice. This will also include finding evidence to apply this to secondary research projects. The skills and knowledge developed will enable graduates to become future leaders for Occupational Therapy. Your practice placement skills will be enhanced and consolidated as you will have two practice placements including a 6-week placement that may take place in a diverse or role emerging setting and an 8-week elective placement with an additional 20 hours of simulated practice experience to underpin your preparation for this final placement. We will support you in developing your employability skills and preparing for your first post as a qualified Occupational Therapist.

### **Practice-based Learning:**

Practice placement environments are a vital part of the learning process, enabling the reflective integration of theory to practice in a meaningful manner. Practice-based learning is therefore 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 will 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 of practice-based learning 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 four 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. If you have not achieved all 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.

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 Standard 5.2, p.56) recommends that *"learners experience a wide range of practice-based learning opportunities"*.

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 needs. There may be the opportunity to undertake a diverse role practice-based learning placement during your final year 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.

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 (or WFOT or equivalent regulatory body if based outside of the UK). 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 are 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 to share practice experiences and reflect on your learning from these.

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

### **Mandatory Training:**

You are required to engage with the University's 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 list is regularly reviewed to ensure it reflects current professional and practice requirements.

It is essential that you complete mandatory training to support your practice on placement. Non-completion may lead to a delay in undertaking placements which could affect progression on the programme.

### **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 several 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
- Information Governance
- 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.

### **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 (PSRB) directives. IPL is embedded in both academic and practice placement modules.

Learning on practice placement provides practical and real-life opportunities for Interprofessional learning. IPL is also embedded in taught academic modules using case studies from practice, clinical simulation and shared IPL events that take place each Semester with other health and care students including social work, children and families, physiotherapy and nursing. These learning opportunities are designed to enhance understanding of other health and care professionals' roles and- include but are not limited to participation in study days and an Institute of Health Equality, Diversity & Inclusion conference-

As part of the programme of study and professional development each occupational therapy student completes a portfolio which includes a section on Interprofessional learning. This forms part of the professional portfolio that you will develop over the course of your programme.

Additional Interprofessional Learning is scheduled throughout the year as part of the Institute of Health Enrichment programme, including invitation to participate in interprofessional Schwartz Round events- .

### **Patient and Public Involvement (PPI)**

PPI is fully embedded within the practice placement elements of the programmes, including PPI feedback on student performance within practice placement assessments. Additionally, some modules have been designed to enable patient and public involvement in student assessment (for example 'Developing Occupational Possibilities'). Experts by experience 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 hold regular PPI events with local health and voluntary sector groups, to engage 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 PPI 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 within our programme development. The programme team 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 PPI and employers has been a core aspect of the process of preparing for this programme and has informed enhancements made.

### **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 to meet the requirements of the World

Federation of Occupational Therapists (1000 hours) (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](#). Unauthorised absences will be followed up initially via Personal Tutor meetings and if attendance continues to be a problem, then through the University's formal [Progress Review Framework](#). Unauthorised absences and persistent absences 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. Persistent absence may lead to removal from modules and delayed or discontinued progression on the programme.

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.

## Learning and Teaching

### Teaching

As a student at the University of Cumbria, you are part of an inclusive learning community that supports equity, diversity and belonging. You will have opportunities to learn by interacting with others in a collegiate, facilitative, and dynamic learning environment. The teaching, assessment and student support is committed to equity, diversity, and inclusion to enable you to optimise your potential and develop autonomy. We seek to create an innovative community of learning, whether encountered on campus or at a distance, on practice placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is modern, well resourced, flexible, and stimulating.

Occupational Therapists of the 21<sup>st</sup> Century need to have a strong professional identity, as well as enhanced professional, interpersonal, leadership, and business skills (Hunter, 2013; Jackson, 2015; RCOT, 2019). Our programme will support you in developing these skills so that they are in place for when you start your first post (Fortune et al, 2013; WFOT, 2016). You will be expected to take responsibility and ownership of your learning process, ensuring continued development of the skills required for life-long learning. The expectation is that you will build on your learning over the three

years to meet the requirements of an entry level Occupational Therapist and measure this against the Career Development Framework (RCOT 2021). The profession also needs digitally enabled graduates with a vision for the future, who have the confidence to quickly adapt to the global, national and local context.

Experiential learning is a key part of the learning process. This is carried out on practice placements, as well as within the classroom, through group work and independent learning activities. By sharing practice placement experiences, case studies, simulated work experiences, and role-play scenarios, you will be able to practise 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.

We use learning technology to promote student learning and achievement. For example, you will develop an e-portfolio over the 3-year programme using a system such as PebblePad, which is compatible with the HCPC requirements for Continuing Professional Development after graduation. All modules are supported by our virtual learning environment, Blackboard, which provides you with online access to all learning resources, teaching materials and assessment guidance. The University library catalogue has a wide range of e-resources, e-books and journals to support individual private study. These resources enable you to study both on the University campuses or at a distance. Digital competence is therefore a key skill that we aim to develop within our community of learners.

On practice placement you will be supported by experienced practice placement educators, and you will still be able to access University of Cumbria digital resources and library facilities. The programme team collaborates with experienced Occupational Therapists throughout the whole programme cycle to help maintain relevance of the programme to contemporary practice.

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). 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 through our new Global Perspectives of Occupational Therapy module. The departmental enrichment programme also provides opportunities for you to learn about international perspectives and Occupational Therapy practice.

Modules are linked and build upon each other to consolidate learning. For example, basic sciences such as anatomy; physiology; pathology; human development; ergonomics; biomechanics; psychology; philosophy and social sciences are integrated throughout and built upon as you progress through the levels of study. Threshold concepts are discipline specific concepts which are integral to the profession, but which are sometimes difficult to grasp (Rodger *et al*, 2015). These concepts, such as occupation and therapeutic use of self, will be embedded throughout the programme to ensure deep understanding so that you will be able to apply this sometimes-complex theoretical knowledge to practice. The learning strategies will enable development of your



professional identity and prepare you for the workplace in terms of professional values; the skills needed to be safe and confident practitioners; and interpersonal, leadership and business skills (RCOT 2019 Standards 4.3, 4.4 and 4.7). Through taking a scaffolding approach to learning, concepts are re-visited in future modules to further develop knowledge and understanding, and the resources remain available to you until the end of the programme.

The programme team are committed to providing a quality educational experience for you and this is supported by our adherence to the University's quality assurance policies. Additionally, the quality and rigour of our module assessments are reviewed by experienced external examiners from other university Occupational Therapy programmes. This confirms that our programme meets the academic standards comparable to other universities and the requirements of professional bodies.

At Level 4 you typically have around 21 contact hours per week, typically consisting of:

- 15 hours of lectures
- 6 hours of workshops or seminars

### **Independent Learning**

The BSc (Hons) Occupational Therapy programme is undertaken on a full-time basis. When not attending scheduled learning activities you will be expected to continue learning independently through directed and self-directed study.

### **Teaching Staff**

All staff are Fellows or Senior Fellows of the Higher Education Authority or are working towards this qualification. There is a range of research expertise from BSc to PhD. Staff bring their expertise from occupational therapy practice in a range of areas including paediatrics, mental health, neurology, including in acute hospital and community-based settings. 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**

### **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 knowledge but to also include authentic assessments that demonstrate the professional skills required for practice, for example report writing, verbal presentations, group work, and a community-based occupational therapy intervention. 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.

### **Formative Assessment**

Formative assessments will be used wherever possible in all modules and are developmental with the aim of supporting learning and to 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. In addition to tutor feedback, we encourage you to evaluate your own work and to give feedback to your student peers.

Examples of formative activities:

- a discussion with student peers to gain feedback on an essay plan
- a practise of a practical assessment or of a presentation
- a group discussion on a project proposal
- discussion with a tutor mentor on an intervention plan
- review of an element of your professional development portfolio.

### **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 to provide a practicable workload across the two semesters of each year's study.

Assessment approaches may include written work in the form of essays, reports, and portfolios; individual and group presentations; academic posters; discussions; practical skills demonstration; and digital media, to provide you with variety and provide opportunities for students with varying strengths and abilities to achieve their potential. Some modules have two components of summative assessment, and it is important to note that *both* elements must be passed for such modules.

Summative assessments within the programme are either credit-bearing or qualificatory. You will receive a grade for credit-bearing assessments that will inform your degree award, and a pass-fail award for qualificatory assessments. All module assessments must be successfully passed to continue progression on the programme, according to the University's academic regulations.

Assessment of academic modules:

#### Year 1

- Presentation (20 mins)
- Group project (500 word-equivalent) and individual portfolio reflection (1000 words)
- Report x 2 (each 2000 words)
- Practical: Individual facilitation of a group (30 mins)
- Practical: skills assessment (up to 10 mins)

#### Year 2

- Written report (2500 words) Group proposal and individual viva (20 minutes)
- Practical: Group intervention (1 hour) and individual critical reflection (10 minutes)
- Research proposal (2500 words)
- Individual Poster Presentation (15 minutes)

#### Year 3

- Critical learning log (2000 words)
- Presentation (30 mins)
- Research article (4500 words) plus defended conference poster (15 mins)

Assessment of Practice-based Learning placements:

The four practice-based learning placements are undertaken on a full-time basis and are 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 numerical grade. This grade accounts for 100% of the module mark. 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 that includes an assessment of practice skills. This assessment needs to be passed before undertaking Occupational Therapy in Practice 1 Placement. A further simulation placement is included within Occupational Therapy in Practice 4 at Level 6 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 the Royal College of Occupational Therapists (2019) standard 6.4 states 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) portfolios during each practice-based learning placement

### **Feedback**

In line with the UoC policy 'Assessment is fair' and the University of Cumbria Academic Regulations Academic Regulations all module assessments are marked against a marking rubric and written feedback is provided consisting of 3 comments of feedback about the assessment item being marked, plus 3 comments for feedforward to future work. All written assessments are usually marked anonymously. Assessment feedback will be provided promptly, within a maximum of 20 working days. This allows you time to consolidate your feedback, prior to beginning the next semester modules, and enables your success.

### **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 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. Our graduates obtain employment as qualified Occupational Therapists on completion of the programme both locally, nationally, and internationally. Occupational Therapists are in demand with employers such as the NHS and Local Authorities, and increasingly so within voluntary sector organisations and private practice. Hence, we are proud of the success our graduates have had 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.

## MODULES

Year 1			
Code	Title	Credits	Status
HROT4001	Exploring Foundations for Practice	20	Core
HROT4002	Exploring Professional Practice	20	Core
HROT4003	Exploring Occupational Beings	20	Core
HROT4004	Exploring Occupational Engagement	20	Core
HROT4005	Exploring Research and Evidence-based Practice	20	Core
HROT9001	Practice-Based Simulation 1	n/a	Qualificatory
HROT4006	Occupational Therapy in Practice 1	20	Core
Students exiting at this point with 120 credits would receive a CertHE Allied Health Studies			

Year 2			
Code	Title	Credits	Status
HROT5001	Developing Professional Practice Skills	20	Core
HROT5002	Developing Occupational Possibilities 1	20	Core
HROT5003	Developing Research Skills	20	Core
HROT5004	Developing Global Occupational Therapy Perspectives	20	Core
HROT5005	Developing Occupational Possibilities 2	20	Core
HROT5006	Occupational Therapy in Practice 2	20	Core
Students exiting at this point with 240 credits would receive a DipHE Allied Health Studies			

Year 3			
Code	Title	Credits	Status
HROT6001	Applied Occupational Therapy	20	Core
HROT6002	Applied Research Skills	40	Core
HROT6003	Future Leaders	20	Core
HROT6004	Occupational Therapy in Practice 3	20	Core

HROT6005	Occupational Therapy in Practice 4	20	Qualificatory and Core
<p><b>Students exiting at this point with 300 credits would receive a BSc Allied Health Studies</b></p> <p><b>Students exiting at this point with 360 credits would receive a BSc (Hons) Occupational Therapy</b></p>			

### 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 (Standards 4.11 and 6.4) 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.
- You must successfully complete all modules [with a practice placement component](#) before being allowed to enter the next year of study.
- 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	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.
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### Timetables

Timetables are normally available by August. 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](http://www.ucsu.me).

You can email at any time on [studentvoice@cumbria.ac.uk](mailto:studentvoice@cumbria.ac.uk).

### Personal Tutoring

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, to prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

You will be allocated a Personal Tutor who is 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. This tutor will stay with you throughout your studies where possible and will work with you on your ongoing personal and professional development and ultimately to prepare for graduation.



## Course Costs

### Tuition Fees

Course fees can be found on our [programme webpage](https://www.cumbria.ac.uk/study/courses/undergraduate/occupational-therapy/):

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

Tuition fees are set annually and are subject to review each year. The University may therefore raise tuition fees in the second or subsequent years of a course, in line with inflation and/or the maximum permitted by law or Government policy. Students will be notified of any changes as soon as possible.

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

- Clothing and equipment: The University provides 3 tunics/polo shirts, 2 pairs of trousers and 1 fleece. If you require additional pieces of uniform, you will need to purchase this yourself.

### Additional Costs

The following course-related costs are not included in the fees:

All students will need to purchase stationery and may wish to purchase some textbooks (approximately £150-£200 per year).

Practice Placement costs: Practice placements can be costly, and it is essential that you plan for this.

Practice Placement costs may include the following:

- Accommodation & Transport: the student meets the cost of accommodation and transport. However, some of these expenses may be reclaimed via expenses claim form. The UoC Placement Unit provides information about this.
- Costs of practice placements Abroad: Students can undertake their Elective placement abroad on agreement from their Personal Tutor and practice placement tutor. Where students undertake practice placements abroad the additional costs for accommodation, transport, medical, personal and liability insurance are met entirely by the student. Reimbursement claims cannot be made.
- Professional Liability Insurance: see note below re RCOT membership.
- Car insurance: The cost of additional insurance cover where a car is required for practice placements is met entirely by the student. You must have business use insurance if you use your car for practice placement activities.

Financial Support: Where a student feels unable to meet the cost of practice placements advice should be sought from UoC student money and finance services.

Disclosure and Barring Service (DBS): The University funds the initial DBS check required for enrolment on the programme. Students who Intercalate or become external students will be required to apply for new DBS prior to their return to the programme. The University will contact students regarding this before return to study. The student meets the cost of this new DBS.

You are encouraged to join the professional body, the Royal College of Occupational Therapists, 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.

Extra costs may also be applicable to cover field trips, although such features are usually options within the course.

You may be eligible for funding through the NHS Learning Support Fund. For more information on the Learning Support Fund please visit the [Learning Support Fund page](#)

Further funding information is available on our [Undergraduate Student Finance](#) page

## 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:

- The BSc (Hons) Occupational Therapy programme has been developed to fit with the Royal College of Occupational Therapists (2019) Learning and Development Standards for pre-registration education
- The programme will prepare learners to meet the Health and Care Professions Council (2023) Standards of Proficiency for Occupational Therapists
- The programme meets the practice placement requirements of the HCPC, RCOT and World Federation of Occupational Therapists (2016)

Internal reference points include:

- [UoC Towards 2030 Strategy](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- [UoC Academic Strategy](#)

- UoC Institutional Business Plans
- UoC Academic Regulations and Academic Procedures and Processes

The development of the programme outcomes and supporting documentation are supported by evidence from these sources:

- Chief Allied Health Professions Officer's Team (2017) *AHPs into Action. Using Allied Health Professions to transform health, care and wellbeing*. London: NHS England
- Council of Deans of Health (2021) *Guidance: Public Health Content within the Pre-Registration Curricula for Allied Health Professions*. London: Council of Deans. Available at: <https://www.councilofdeans.org.uk/wp-content/uploads/2021/09/13092021-Public-Health-Content-Within-the-Pre-Registration-Curricula-for-Allied-Health-Professions.pdf>
- Council of Deans of Health (2023) *Education for sustainable healthcare within UK pre-registration curricula for allied health professions*. London: Council of Deans. Available at: [https://www.councilofdeans.org.uk/wp-content/uploads/2023/12/ES-curricula-guidance-CoDH-version\\_SM-final-no-links.pdf](https://www.councilofdeans.org.uk/wp-content/uploads/2023/12/ES-curricula-guidance-CoDH-version_SM-final-no-links.pdf)
- Department of Health and Social Care (2015) *The NHS Constitution*. London: HMSO
- Fortune, T., Ryan, S. and Adamson, L. (2013) Transition to practice in super complex environments – are occupational therapy graduates adequately prepared? *Australian Journal of Occupational Therapy*, 60, 217-220.
- 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 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/>
- Health and Care Professions Council (2024) *Standards of Conduct, Performance and Ethics*. London: HCPC. Key changes available at: <https://www.hcpc-uk.org/globalassets/education/guidance--unlisted-documents/key-changes-for-education-providers--revised-scpes.pdf>
- Hunter, E.P. (2013) The Elizabeth Casson Memorial Lecture 2013: Transformational leadership in occupational therapy – delivering change through conversations. *British Journal of Occupational Therapy*, 76(8), 346–354.
- Jackson, T. (2015) The Dr Elizabeth Casson Memorial Lecture 2015: Pushing the boundaries and leading the way. *British Journal of Occupational Therapy*, 78(9), 556-562.
- Quality Assurance Agency for Higher Education (2023) *The UK Quality Code for Higher Education*. Gloucester: QAA. Available at: [https://www.qaa.ac.uk/docs/qaa/quality-code/revised-uk-quality-code-for-higher-education.pdf?sfvrsn=4c19f781\\_24](https://www.qaa.ac.uk/docs/qaa/quality-code/revised-uk-quality-code-for-higher-education.pdf?sfvrsn=4c19f781_24)
- Rodger, S., Turpin, M. and O'Brien, M. (2015) Experiences of academic staff in using threshold concepts within a reformed curriculum. *Studies in Higher Education*, 40(4), 545-560.
- 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*. 2<sup>nd</sup> edn. London: RCOT Available at: <https://www.rcot.co.uk/publications/career-development-framework>
- Royal College of Occupational Therapists (2024) *Equity, Diversity and Belonging Strategy* London: RCOT Available at: <https://www.rcot.co.uk/edbstrategy-download-and-accessible-versions>
- 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>
- World Federation of Occupational Therapists (2018) *Sustainability Matters: Guiding Principles for Sustainability in Occupational Therapy Practice, Education and Scholarship*. Geneva: WFOT Available at: <https://wfot.org/resources/wfot-sustainability-guiding-principles>

## 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/cours/undergraduate/occupational-therapy/>