



UNIVERSITY OF
PLYMOUTH
Faculty of Health

School of Health Professions

Programme Specification

MOccTh (Hons) Occupational Therapy

**Applying for accreditation by the Royal College of Occupational
Therapists**

**Leading to eligibility to apply for registration with the
Health and Care Professions Council**

Date of approval: 1st July 2020

Date of implementation: September 2020

Year of first award: 2024

A handwritten signature in black ink, appearing to be 'H. L.', written on a light-colored background.

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1. Final Award Title: MOccTh (Hons) Occupational Therapy

Level 4 Intermediate Award title: Certificate in Higher Education

Level 5 Intermediate Award title: Diploma in Higher Education

Level 6 Intermediate Award title: BSc in Health and Social Care

For this generic degree the student must have 320 credits with 80 of the credits from level 6

Level 6 Intermediate Award title: BSc (Hons) Occupational Therapy

UCAS code:

JACS code:

2. Awarding Institution: University of Plymouth

Teaching Institution: University of Plymouth

3. Accrediting Bodies:

Royal College of Occupational Therapists
World Federation of Occupational Therapists
Health and Care Professions Council

Summary of specific conditions/regulations:

Award and assessment governance will be managed in accordance with University of Plymouth regulations and procedures. The normal University regulations in respect of progression and assessment are followed with the exception of additional requirements because of the professional nature of the programme.

Additional requirements because of the professional nature of the programme are listed under 11. Exceptions to Regulations.

Date of re-accreditation:

4. Distinctive features of the Programme and the Student Experience

Occupation (its philosophical, scientific, and experiential domains) is central to the curriculum and emphasis is placed on the unique and individual client-centred dynamic of 'person-environment-occupation-wellbeing' informing the content and configuration of the curriculum.

Spiral curriculum design means concepts are re-visited with increasing complexity in learning continuing throughout the programme. Adult learning theory is incorporated with Problem Based Learning and other teaching and learning strategies offering an inclusive platform for learning and assessment.

Continuing Professional Development (CPD) learning in addition to the academic curriculum is offered with a varied programme of teaching, demonstration and a range of experiential events including outside speakers and service user involvement.

Life cycle is a design focus particularly at level 5 with attention being given to the importance of an inclusive and participatory society.

Contemporary practice which is included in modules particularly at level 6, focuses on the changing workplace and the need for graduates to be 'business ready' for employment in a dynamic health and social care arena. Concepts of innovation, business skills and preparation for practice, considering contemporary practice issues/drivers are critically examined within the Contemporary practitioner module and Innovative practitioner module at level 6. While at Level 7 students have the opportunity to further develop their understanding of contemporary practice as assignments associated with the 'choice' modules; international practice/innovation and the 'Investigating Trends' module require exploration on contemporary professional practice. Assessments include the use of digital resources to maximise digital literacy.

Choice is offered and students are required to explore a specific area of Occupational Therapy practice of their own choice at level 5, enhancing their CV's and allowing further reflection on career direction. In addition, there is scope for student choice within the assessment process. Students also have elements of choice within the assignments in level 6 and 7 enabling them to focus on areas of particular interest to them.

Community engagement/Volunteering is an integral part of level 4 and level 7 creating opportunity for students to experience occupation and reflect on theory during their first year, while at level 7 they are facilitated to explore trends in occupational therapy practice.

Practice grading: Students demonstrate practice skills during their programme which are then recognised within their degree classification. These skills are graded by a Practice Educator on all three of their placements.

Placement schedule has been specifically designed to maximise students employability and enhance opportunities to work as an autonomous practitioner.

Erasmus: a developing Erasmus profile for international exchanges of both staff and students within Europe has the potential to facilitate students completing short periods of study in Europe, subject to relevant mapping of the learning outcomes.

Inter-professional (IP) and Inter-Pathway learning opportunities are incorporated throughout the programme.

Support and guidance available to students through a well established personal tutoring scheme to guide them through the programme considering both their academic and personal development using individual schemes of study.

Students will benefit from engaging with a staff group who value the concept of continuing professional development in their own practice. Students will be learning with staff who have contemporary publication profiles and robust, active research interests in a range of professionally relevant topics including occupational science. They will work alongside staff who engage in professional support and development activities at a local, national and international level, including the work within RCOT, HCPC, other universities (both in the UK and overseas) and in groups that forward professional thinking and discourse such as Occupational Science Europe and the Participation in Everyday Life research group.

The occupational therapy team involve their students in initiatives that embrace the University of Plymouth's internationalisation agenda. Students have enjoyed annual opportunities since 2009 to attend International Occupational Therapy key note lectures with eminent globally respected speakers in occupational therapy or International Conferences organised by the team. In addition the team appoint leading international occupational therapists to honorary professor positions and integrate an international perspective to the teaching and learning experience.

Professional Practice – a series of modules shared with other AHP students in the School (Physiotherapy, Podiatry, Dietetics, Paramedicine, Optometry).

The modules begin by exploring common foundation elements in preparation for professional practice including principles of evidence-based practice, professional responsibility, understanding of the roles of other professional groups and team working. As the programme progresses, further preparation for practice is incorporated into a module at level 6 addressing HCPC registration, career development and continuing professional development. While at Level 7, the

Enhanced Clinical Reasoning module enables students to both consolidate and further develop skills.

Research Studies – These inter-professional modules develop an understanding of the importance of evidence-based practice and the concept of generating evidence in the form of research. Students design/prepare and then execute an individual research project. Shared learning during this process facilitates peer support and fosters the potential for future research collaboration once in practice.

Occupational Studies – A significant number of modules on this programme develop profession specific thinking and skills by examining topical occupational issues. These modules develop the core understanding of theory and skills that characterise the unique contribution of occupational therapy practice within health and social care settings. The modules firstly examine theory and foundational concepts of occupational functioning before moving onto applying occupational theory to people as occupational beings through the life cycle. Level 5 and 6 students can explore a specific area of practice, of their choice, and also address the issues of wellbeing within a community health perspective. At Level 7, students will develop this further with modules designed to enhance their clinical reasoning in relation to the complex professional practice scenarios.

Practice Placement – Placement opportunities at each level enable development of professional practice skills in distinct service settings under supervision.

5. Relevant QAA Subject Benchmark Group(s)

The programme is informed by the Quality Assurance Agency (QAA) Framework for Higher Education qualifications in England, Wales and Northern Ireland (2014). However there is not a current QAA subject benchmark for Occupational Therapy.

6. Programme Structure

Table 1. MOccTh (Hons) Occupational Therapy Module schedule & credits

	Semester 1		Semester 2			
Level 4	SOHP401: Preparation for Practice – 20 credits	OCT406: Occupational Studies: Biological and Psychosocial Foundations for Occupation – 20 credits	OCT408: *Occupational Studies: Foundations for Occupational Therapy Practice 2 – 20 Credits		OCT410: Practice Placement 1 – 20 Credits	
		OCT407: Occupational Studies: Foundations for Occupational Therapy Practice 1 – 20 credits	OCT409: Occupational Studies: Humans as Occupational Beings Through Community Engagement - 20 Credits			
Level 5	OCT528: Occupational Studies: The Young Person – 20 credits	OCT531 Practice Placement 2 – 20 Credits	SOHP502 Relevance to Practice (20) (Integrated M only)	OCT529:* Occupational Studies: Adults; Interruptions and Transitions - 20 credits	OCT530:* Occupational Studies: The Older Person; Interruptions and Transitions - 20 credits	OCT532: Occupational Studies: Exploration into Practice – 20 credits
Level 6	SOHP604 Project Design for research (20) (Integrated M only)	OCT608:* OS: Occupation for Promoting Health and Wellness of Communities – 20 Credits	OCT607: Practice Placement 3 - 20 Credits		SOHP602 Inter-professional working in health and social care – 20 Credits	OCT605: Occupational Studies: The Innovative Practitioner – 20 credits
		OCT605: Occupational Studies: The Contemporary Practitioner – 20 Credits				
Level 7	OCTP720 Contemporary Leadership (20 credits) OCTP715 Enhanced Professional Reasoning (20 credits) (OT only) SOHP703 Research Dissertation (40 credits)		ADV759 International Perspectives (20 credits) OR ADV766 Innovation in an ever changing market place (20 credits) OCTP716 Investigating Trends in Occupational Therapy Practice (20 credits) (OT only) SOHP703 (cont.) Research Dissertation (40 credits)		SOHP703 (Cont.) Research Dissertation (40 credits)	

SOHP codes denote modules offered as inter-professional learning experiences, OCT codes denote modules offered as occupational therapy curriculum modules. *Modules where problem based learning will form part of the teaching and learning schedule are denoted with **

7. Programme Aims

The overarching aim of this programme is to offer a challenging and rewarding study experience to its students in order to prepare them for the working world of health and social care. Developing future practitioners, who are confident in delivering professional and inter-professional practice and contributing to future research. The programme team has developed these aims derived from the evidence base of the occupational nature of people; viewing individuals as being driven to engage in occupation, in order to meet their biological, psychological, social and spiritual needs. Occupational therapy uses the concept of meaningful occupation to help promote and restore health and wellbeing.

The programme aims to develop practitioners who are:

- highly proficient in critically evaluating and synthesising theory in relation to contemporary occupational therapy practice at postgraduate level
- confident in their knowledge and understanding of occupational science and people as occupational beings
- able to understand the contextual factors of occupational engagement throughout the life cycle
- confident in their understanding of the philosophy of the profession and the underpinning sciences that guide practice
- articulate and assured in their professional identity
- able to use research and contribute to the evidence base of the profession
- able to demonstrate critical, reflective, lifelong learning and the reflexivity necessary for effecting change
- fit for purpose and practice, to meet the requirements to be eligible to apply for registration as an Occupational Therapist, with the Health and Care Professions Council
- recognised as having sufficient professional standing satisfying the standards of the World Federation of Occupational Therapists (WFOT) and the Royal College of Occupational Therapists (RCOT)

8. Programme Intended Learning Outcomes (ILO's)

The following learning outcomes are aligned to the above aims of the programme. The aims of the programme have been chosen to coincide with the professional, social, political, ethical and legislative portfolio of an occupational therapist's duties and prospective career. Yet also, embedded too, in the progressive and trans-disciplinary objectives of the Faculty of Health: Medicine, Dentistry and Human Sciences, University of Plymouth. *Italics indicate differences between the BSc (Hons) and MOccTh (Hons) Occupational Therapy programme learning outcomes.*

Programme intended learning outcomes	
<p>8.1 Knowledge and Understanding</p> <ol style="list-style-type: none"> 1) A <i>comprehensive, critical</i> understanding of relevant standards of ethics and professional conduct and the importance of evidence-based practice. 2) Knowledge and understanding of human anatomy, physiology, psychology and sociology, relating these to participation in everyday occupation. 3) Ability to <i>critically evaluate and articulate</i> the philosophical assumptions of occupational science and how this informs understanding of occupational engagement across the life span, including the impact on health and wellbeing. 4) Demonstrate <i>comprehensive, critical</i> understanding of occupational performance components including physical, cognitive, emotional, and spiritual aspects in order to investigate the dynamic interaction between person, occupation and environment in relation to health and wellbeing. 	<p>Teaching/learning methods and strategies</p> <p>The programme utilises a variety of learning and teaching methods. Knowledge is gained through lectures, seminars, practical demonstrations, critique of research papers and guided study. Tutorials are used to provide students with opportunities to develop and clarify their understanding. Problem based learning groups are used in a number of modules to maximise active learning opportunities. All learning is supported by directed study of textbooks, journal articles and other online resources. The research evidence available to occupational therapists is emphasised throughout the programme.</p> <p>Assessment</p> <p>A variety of assessment methods are used to assess knowledge and understanding, these include – essays, home visit report, viva voces, group research project, poster presentations, elevated pitch and practice placements. Formative and Summative assessments are used to help students to develop confidence in the assessment process. Clear criteria are provided for all assessments.</p>
<p>8.2 Cognitive and intellectual skills</p> <ol style="list-style-type: none"> 1) <i>Critically evaluate</i> and synthesise the theoretical and practical elements of the programme using reflective skills. 2) <i>Critically evaluate</i> and synthesise the knowledge of the links between occupation and wellbeing throughout 	<p>Teaching/learning methods and strategies</p> <p>Reflective and critical skills are developed both in the academic and practice environment by seminars, tutorials and practicals.</p> <p>Sessions may be delivered by lecturers,</p>

<p>the life span identifying facilitators and inhibitors to occupational engagement for individuals, groups and communities.</p> <p>3) <i>Critically evaluate</i> policy, legislation and service provision that aims to promote and sustain health and well-being throughout the life span</p> <p>4) <i>Critically evaluate and apply</i> evidence-based practice, including application of research knowledge.</p>	<p>outside specialists, carers or clients. The use of individual schemes of study and portfolios will enable students to take responsibility for their own learning. Problem based learning will be utilised in some modules. The inter-professional modules will encourage students to understand the range of roles in health and social care. Research skills will run throughout the programme in order that students will be able to develop the intellectual skills of analysis, synthesis and evaluation, enabling the student to identify and appraise evidence underpinning occupational therapy practice</p> <p>Assessment</p> <p>The assessment of cognitive skills is achieved by the use of individual project work, essays, practice placement reports, viva voces and inter professional assessments. The students in the second and third years will take responsibility for their own learning through the implementation of a small research project with guidance from a research tutor.</p>
<p>8.3 Key and transferrable skills</p> <p>1) Understand the importance of inter-professional working and the links between effective inter-professional practice and patient outcomes.</p> <p>2) Demonstrate <i>comprehensive</i> understanding of occupational science, and how this underpins practice, with emphasis on the occupational nature of individuals and the factors that have an impact on function.</p> <p>3) Demonstrate continued professional development to be confident lifelong learners with a focus on application of research, reflection and how this ensures quality practice.</p> <p>4) Critically evaluate and identify the implications of global and western concepts of health, wellness and wellbeing, related to the use of cultural, political and ethical issues in contemporary practice.</p>	<p>Teaching/learning methods and strategies</p> <p>Transferable skills are covered in a variety of modules and are developed through collaborative projects, seminars, practicals and on practice placement.</p> <p>Interactive electronic resources and e-learning materials are available through the University Digital Learning Environment DLE</p> <p>Assessment</p> <p>Transferable skills are assessed in a variety of modules by essays, home visit reports, viva voces, individual and group presentations and practice placement reports. The development of digital skills is an essential part of the assessment process, including use of online submission and videos. Formative assessments enable students to develop confidence in assessments.</p>

<p>8.4 Employment related skills</p> <ol style="list-style-type: none"> 1) Demonstrate the skills and knowledge for future professional and personal career development through the use of portfolios and development plans. 2) Appraise current trends for sustainable occupational therapy practice and explore the potential for occupational therapy in future developments and directions informed by relevant policy drivers. 3) Critically analyse, evaluate and synthesise the opportunities and challenges associated with innovation and implementing change within occupational therapy practice. 4) Utilise a range of digital literacy skills that can be applied to professional practice. 	<p>Teaching/learning methods and strategies</p> <p>Employment related skills are covered in a variety of modules and are developed through collaborative projects, seminars, practicals and on practice placement. Interactive electronic resources and e-learning materials are available through the University Digital Learning Environment DLE.</p> <p>Assessment</p> <p>Employment related skills are assessed in a variety of modules by essays, viva voces, individual and group presentations and practice placement reports. The development of digital skills is an essential part of the assessment process, including use of online submission.</p>
<p>8.5 Practical skills</p> <ol style="list-style-type: none"> 1) Understand the expectations of an occupational therapist in terms of autonomy, accountability, legal, ethical and safe practice through knowledge of professional standards and guidelines. 2) Demonstrate communication skills by establishing and maintaining appropriate and effective professional relationships with people accessing occupational therapy services. 3) Synthesise knowledge and practical skills in the delivery of the occupational therapy process through the stages of assessment, planning, intervention and evaluation. 4) Critically apply knowledge and skills, clinical reasoning and ethical principles at an appropriate level to ensure rigorous decision making within practice. 	<p>Teaching/learning methods and strategies</p> <p>Practical and professional skills are key aspects of a professional programme and occur in all years in academic modules studied both at University and on practice placement modules with the link between them constantly emphasised. One third of the programme is spent as practice placement in a range of health and social care settings across the South West peninsula. These will include statutory and private voluntary and independent placements</p> <p>Opportunities to experience both running and working within groups and experiential learning with creative media are created both within the curriculum and within the CPD programme.</p> <p>Inter professional learning takes place at all levels of the programme in order to highlight the importance of effective teamwork in professional practice.</p> <p>Practice educators meet regularly with</p>

	<p>students as part of the supervision process to consider learning needs and placement objectives. Academic and Practice Educators maintain close links in order to help students integrate theory and practice throughout the curriculum.</p> <p>The Practice Placement Educators across the Peninsula will be organising a range of inter-professional learning opportunities in the practice setting.</p> <p>Assessment</p> <p>Professional skills and attributes are assessed in a range of ways including practical demonstrations, viva voces, presentations and on practice placement. Practice educators grade students on a series of competency based criteria. Self-appraisal and reflection are assessed through the CPD portfolio, essays and assignments.</p>
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9. Admissions Criteria, including APCL, APEL and DAS arrangements

In response to market demand and business needs the tariff is set at 136 UCAS points.

qualification	grades	Comments
GCSE	C or above	Preferably minimum of 5 to include Maths, English and Science
NB All applicants must have GCSE Maths and English grade C or equivalent		
A level	AAB	To preferably include B in Biology, Science or Social Science (Psychology, Sociology)
18 Unit BTEC National Diploma/QCF Extended Diploma	DDD	must contain Science, Health or Social Science. BTECs must be offered in conjunction with a science or social science A level
International Baccalaureate	33 overall	include 6 HL subjects preferably coming from Biology/Human Biology, Psychology or Sociology English accepted within If Advanced Level = 4+ (A1) or 5 (A2/B) If Standard Level = 5+ (A1) or 6 (A2/B) If overseas and not studying English within IB – MUST have IELTS IELTS: 7.0 overall with min 6.5 in all elements
European Baccalaureate	80% overall	8 from Biology/Human Biology, Psychology or Sociology. Must have 7.5 in Year 6 in English as the first language or a separate English Language qualification if English is not their first language – see IELTS above
Irish Highers	AABBB	Including A1 in either Biology/Human Biology, Psychology or Sociology. Irish Leaving Cert Ordinary Level Grade C or above for English and Maths.
Scottish Highers and Advanced Highers	136 points	To include AB in Biology/Human Biology, Psychology or Sociology
Welsh Baccalaureate	136 points	To include 2 A levels in Biology/Human Biology, Psychology or Sociology
All Access courses	At least 45 credits level 3	Must be a named Access to HE Diploma. 36 credits at distinction level including 15 L3 credits Biology, Science or Social Science, Psychology. All further credits at L3 must be at Merit level.

Exceptionally, applications may be considered from candidates who may not meet the entry requirements above but can evidence successful completion of recognised academic study within the 5 years e.g. Access course, Open University course, Foundation Degree, GCSE A Level. For these candidates, relevant life experience and attributes since leaving full time education may also be taken into account.

IELTS (International English Language Testing System)

Where English is not a student's first language they are required to achieve an IELTS or equivalent qualification with an overall average score of at least 7.0, with a minimum

score of 6.5 in any sections (Health and Care Professions Council requirement).

Selection Procedure

On receipt of the UCAS form, the admissions team assesses the applicant's achieved or predicted qualifications against the criteria set out above, and, if these are met, the application is passed to the admissions tutor who is a member of the academic team.

The admissions tutor assesses and selects students based on the personal statement and reference of all applications against a set of predetermined criteria appropriate for a professional programme in occupational therapy. The team may wish to clarify details with applicants at interview.

It must be emphasised that the selection procedure encompasses a **total** approach and considers a wide range of factors and not just academic ability. Where any anomalies or queries occur in relation to the application then the admissions tutor makes contact with the applicant in order to seek clarification.

Meeting the academic minimum is the first stage of the application being considered. Applicants must also submit a strong personal statement in order to be considered further. If successful, applicants are invited to attend a VBR (Values Based Recruitment) interview before an offer is made. If selected for interview, international students can be interviewed by Skype.

Offers are made subject to satisfactorily clearing Occupational Health and Enhanced Disclosure and Barring Service (DBS) checks. For those situations where a disclosure is reported via the enhanced DBS check or Occupational Health, the case is discussed by a Professional Issues Committee within the Faculty of Health: Medicine, Dentistry and Human Sciences. Each case is discussed confidentially and a decision made as to whether the application can continue. The applicant is informed of the decision and may be invited to provide information to this committee should they wish. In these cases, consideration will have to be made regarding potential employability and eligibility to apply for registration with the Health and Care Professions Council. The University reserves the right to pass on appropriate information to potential employers when a reference is requested.

Applicants with Special Needs

Throughout the process, applicants are encouraged to disclose any disability without prejudice, so that appropriate adjustments can be made in learning support and their individual needs met. A comprehensive procedure is in place involving Disability Assist Services, the Admissions Team and the admissions tutor to ensure that all applicants are treated equitably (See Programme Handbook).

Conditions of Acceptance

All applicants must also agree in writing to accept practice placements wherever they may be offered and the necessary travel to access the placements.

Applicants are required to sign an agreement to participate in all elements of the programme. This will include anatomy practical sessions, self-development activities such as creative media, moving and handling training. The University undertakes to ensure that these activities are offered in a culturally sensitive way that is respectful of all students and their beliefs. Students may wish to discuss issues arising from this policy with the Programme Lead so that a way forward can be managed that is mindful of their circumstances.

Subsequent to DBS enhanced check on entry to study, students are required to sign an annual declaration at the beginning of each academic year to state that their DBS status has remained unchanged. This is kept on the student's file.

After extended periods of illness that interrupt study, students may be required by the Programme Lead to participate in Occupational Health Screening prior to re-commencing academic or practice placement elements of the programme. Students agree as part of their conditions of acceptance to abide by the decisions of the Occupational Health service.

Full details of the Admissions process can be found on the Occupational Therapy programme pages on the University website.

APEL / APCL

Students may enter the programme with recognition of previous study. Under University Regulation credit for prior learning, whether certified or experiential, may count towards the requirements of a named award up to the following maxima:

Certificate of Higher Education	60 credits
Diploma of Higher Education	160 credits
Foundation Degree	120 credits
Diploma in Professional Studies	160 credits
Ordinary degree	220 credits
Honours degree	240 credits

In line with University policy, applications for APEL / APCL are considered on an individual basis and academic judgement applied to match previous learning with those for this programme. To meet Royal College of Occupational Therapists Standards (2019), no more than one third of the programme may be subject to an APEL / APCL claim. Under RCOT standards, the only exception to this, where University of Plymouth maxims may apply, is when there is a claim from someone transferring in from another pre-registration occupational therapy programme. That said, transfers in from other institutions are generally where a student has completed

the first year of a BSc (Hons) Occupational Therapy degree elsewhere and are considered for the 2nd year subject to comparable learning outcomes, transcripts, and a supportive reference from the student's personal tutor. The integrated design of modules on this programme mean that APEL / APCL claims become increasingly difficult to uphold beyond level 4 learning. Transfers in from other programmes may also be subject to capacity issues in any given cohort.

Direct entry students

Following consultation with local stakeholders, including service providers and higher education establishments, it was identified that there is a demand for University of Plymouth to provide a direct entry route on to Level 5 of the BSc in Occupational Therapy programme. To ensure that the direct entry students meet the above requirements for APEL, a mapping exercise has been carried out for two local foundation degrees. The outcome of this mapping exercise is stated below:-

To enable APEL into Level 5 of the BSc in Occupational Therapy programme individuals needed to have:

- Successfully completed all core modules of the FdSc Healthcare practice
- To ensure students have enough knowledge and understanding of the core philosophy of Occupational Therapy, students will need to gain 40 credits with University of Plymouth, on the following modules
 - OCT 407/OCT 526 Occupational Studies: Foundation for Occupational Therapy Practice 1 (20 credits)
 - OCT 408/OCT 527 Occupational Studies: Foundation for Occupational Therapy Practice 2 (20 credits)
- To ensure the students that are going to APEL in to level 5 meet all the requirements of RCOT and be able to apply to register with the HCPC, the students will need to complete 262.5 hours of placement, under the supervision of a HCPC registered Occupational Therapist and achieve the competencies that are required for level 4 students
- As the FdSc in Healthcare practice is delivered at level 5, the two required occupational specific modules will be assessed at a level 5, see DMR records for OCT 526 and OCT 527
- The direct entry students will also need to go through the VBR admissions process discussed above
- Subject to availability and funding the option to transition onto the MOccTh (Hons) subject to availability and funding

10. Progression Criteria for Final and Intermediate Awards

Subject to successful completion of the programme requirements, students will normally graduate with a MOccTh (Hons) Occupational Therapy after 4 years of full time study.

The programme will offer a range of entry and interim exit awards for candidates who are not able to complete the whole undergraduate curriculum. Entry points will be subject to, and be determined by, University of Plymouth's APEL / APCL procedures. No interim exit award will carry the title of Occupational Therapy. Exit awards will apply to students who decide to leave their study early, those who opt to study to achieve an exit level award, and those students whose studies are terminated due to academic achievement issues or University of Plymouth action following a Fitness to Practise Panel Procedure.

Students enrolling on the MOccTh (Hons) Occupational Therapy route will complete the standard three-year programme requirements of successful completion of 1000 practice placement hours.

- Students who successfully complete year one of the programme and wish to step off are awarded a Certificate in Higher Education.
- Students successfully completing year 2 of the programme who wish to step off are awarded a Diploma in Higher Education.
- Students who complete all academic components of the programme but do not succeed in the final practice element of the third year of study may be awarded a BSc in Health Studies (but not be eligible for registration with HCPC).
- Students who successfully complete year 3 of the programme and wish to step off are awarded a BSc (Hons) in Occupational Therapy with eligibility to apply for registration with the HCPC.

Students enrolled on the MOccTh (Hons) Occupational Therapy will move automatically onto the 4th year of the programme if they meet all progression criteria. There will be opportunity for BSc (Hons) Occupational Therapy students to transfer to the MOccTh (Hons) Occupational Therapy programme dependent on capacity within the programme.

This is managed in two stages:

- At the end of Level 5, students will register their interest in transferring from the BSc (Hons) to the MOccTh (Hons) with their personal tutor. The applicant must be averaging above 60% in assessments at Level 5. Names will be collated by the MOccTh (Hons) Occupational Therapy programme leader who will seek confirmation from the BSc (Hons) Occupational Therapy Programme leader that capacity is available.
- Applicants will be interviewed and transfers will take place before the commencement of Level 6.

A summary of typical step on and step off points is shown below on Table 10.1:

Less than 120 credits Level 4: A transcript of academic achievement for CATS purposes will be issued	If a Certificate in Higher Education has been issued and the candidate has also completed less than 120 credits at Level 5, an additional transcript of Level 5 academic achievement for CATS purposes will be issued	If a Diploma in Higher Education has been issued and the candidate has also completed less than 120 credits at Level 6, an additional transcript of Level 6 academic achievement for CATS purposes will be issued	
120 credits Level 4 Exit Award: Certificate in Higher Education	120 credits Level 4 Plus	120 credits Level 4 Plus	120 credits Level 4 Plus
Can be used to support: <ul style="list-style-type: none"> • APEL / APCL applications for another higher education award • applications for posts in health and social care e.g. assistant AHP / social work/ generic practitioner posts (typically AfC grade 2 or 3 or equivalent), support worker positions, learning support assistants 	120 credits Level 5 Exit Award: Diploma in Higher Education	120 credits Level 5 Plus	120 credits Level 5 Plus
	** Can be used to support: <ul style="list-style-type: none"> • APEL / APCL applications for another higher education award • applications for posts in health and social care e.g. technician AHP / social work / generic practitioner posts (typically AfC grade 3 or 4 or equivalent), assistant practitioners, senior support worker positions, learning support assistants, administrative roles in health and social care 	120 credits Level 6 Exit Award: BSc (Hons) OT – classification based on achievement at Level 5 & Level 6. The precise criteria for calculation can be found on the University Academic Regulations, Notes for Guidance & Procedures for Taught Programmes Handbook (See * for candidates who achieve more than 80 but less than 120 credits)	120 credits Level 6 Exit Award BSc (Hons) OT
			120 credits Level 7 Exit Award: MOccTh (Hons) OT- Classification based on achievement at Level 7. The precise criteria for calculation can be found on the University Academic Regulations, Notes for Guidance & Procedures for Taught Programmes Handbook.

Exit awards after completion of either Level 4 or Level 5 do not confer eligibility to apply for registration with the Health and Care Professions Council.

MOccTh (Hons) Occupational Therapy- Integrated Masters Students:

Students on the integrated masters programme will have the same exit awards as above. However students who progress into year 4 / level 7 but do not complete 120 credits at this level would be awarded a BSc (Hons) Occupational Therapy level as above. However those students successfully achieving a further 120 credits at level 7 will be awarded MOccTh (Hons) Occupational Therapy.

Aegrotat degree

BSc Health and Social Care may be awarded to students who have not achieved the final year of their programme, but have 80 or more Level 6 credits. This award does not confer eligibility to apply for registration with the Health and Care Professions Council.

Professional suitability and fitness for practise

The Faculty of Health: Medicine, Dentistry and Human Sciences uphold their duty on vocational programmes such as this to ensure that student health and social care professionals recognise their obligations under the HCPC Code of Student Conduct (2016) and the RCOT Code of Ethics and Professional Conduct (2015). There are clear policies that are used to investigate and manage student behaviour and performance that is deemed to put the student, School or their chosen profession in question or at risk whether in academic study, practice placement or general behaviour. This process can lead to termination of studies. The Fitness to Practice procedure is detailed on the University website and within the Programme handbook.

<https://www.plymouth.ac.uk/student-life/your-studies/academic-services/placements-and-workbased-learning/poppi/poppi-health/policies-procedures-and-guidelines>

11. Non-Standard Regulations

The following non-standard regulations are applied to this award:

1. All elements and components of assessment within the programme must be achieved, with a minimum of 40% for levels 4, 5 and 6, and a minimum of 50% for level 7 for percentage-weighted assessments.
2. There is no compensation within or across modules.
3. Successful completion of the programme is defined as the achievement of both theory and practice elements, and the completion of the required number of hours: a minimum of 1000 practice hours. Practice hours of

referred placements do not count towards the 1000 hours.

4. Where a student has failed a placement, they are permitted one opportunity to retrieve the placement on a subsequent occasion, in another setting and at a time to be agreed with the placement area and programme lead.
5. Students are required to pass each level of practice education before moving onto the next level of practice education.
6. Students are required to achieve all three placement modules prior to progressing to Stage 4 of the programme.
7. Students are prevented from progressing in the programme if they fail their first attempt at consecutive placements, and will be withdrawn with the appropriate exit award.
8. Recommencement of a practice placement may need to begin before the Award Board is scheduled to enable students the opportunity to progress to the next level of placement.
9. The maximum duration of study for the award of MOccTh (Hons) Occupational Therapy will normally be 6 years (Royal College of Occupational Therapists, 2019).
10. An Aegrotat award of MOccTh (Hons) Occupational Therapy is not permitted as this is a registerable qualification with the HCPC; other aegrotat awards may be considered.
11. The following exit awards are permitted:

Level/credits:	Award:
Less than 120 credits at level 4	Transcript of academic achievement for Credit Accumulation Transfer Scheme (CAT)
120 Credits at Level 4	Certificate of Higher Education
120 Credits at Level 4 plus 120 Credits at Level 5	Diploma of Higher Education
120 Credits at Level 4 plus 120 Credits at Level 5 plus 80 or more Credits at Level 6	BSc Health and Social Care
120 Credits at Level 4 plus 120 Credits at Level 5 plus 120 Credits at Level 6	BSc (Hons) Occupational Therapy
120 Credits at Level 4 plus 120 Credits at Level 5 plus 120 Credits at Level 6 plus at least 60 credits but less than 120 credits at Level 7	BSc (Hons) Occupational Therapy and a Post Graduate Certificate

12. Transitional Arrangements

The new re-approved programme has an anticipated commencement from the 2020/21 academic year with students on the MOccThe (Hons) Occupational Therapy joining the BSc (Hons) Occupational Therapy on the newly approved Level 4 modules.

13. Appendices

Document abbreviations used in the following mapping:

Approval Document: AD

Programme Handbook: PH

Practice Placement Handbook: PPHB

Programme Specification: PS

Operational Specification: OS

Definitive Module Records: DMRs

Appendix 1 Health and Care Professions Council Standards for Education and Training Mapping



Standards of Education and Training (SETs)	How do you meet the SET?	In which document / on which page of the document can this information be found?
1 Level of qualification for entry to the Register		
<p>1.1 The Council normally expects that the threshold entry routes to the Register will be the following: Bachelor degree with honours for:</p> <ul style="list-style-type: none"> occupational therapists; 	<p>Course documentation states the full award of BSc Hons Occupational Therapy allows graduates to apply for eligibility to register with HCPC. Students who achieve a further 120 credits at Level 7 will be awarded the MOccTh (Hons) Occupational Therapy.</p>	<p>AD section 4 PH Section 3.3</p>
2 Programme admissions		
<p>2.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.</p>	<p>In addition to prospectus and website information open days and applicant days provide information to enable applicants to make an informed choice.</p>	<p>PS Section 9 PH Section 2</p>
<p>2.2 The selection and entry criteria must include appropriate academic and professional entry standards.</p>	<p>UCAS Tariff is 112-128 UCAS points, with grades at B/C preferably including Biology, Science or Social Science (Psychology/ Sociology). Plus, English, science and maths GCSE Grade C.</p>	<p>PS section 9 PH section 2.1</p>

Standards of Education and Training (SETs)	How do you meet the SET?	In which document / on which page of the document can this information be found?
2.3 The admissions procedures must ensure that applicants have a good command of English.	Where English is a second language applicants need an IELTS score of 7 or above (minimum 6.5 in all elements).	PS section 9 PH section 2
2.4 The admissions procedures must apply selection and entry criteria, including criminal convictions checks.	All places on the programme are initially provisional until CRB (DBS) checks have been completed.	PS section 9 PH Section 2
2.5 The admissions process must ensure that applicants are aware of and comply with any health requirements.	University will only enrol students who pass selection criteria this includes satisfactory occupational health clearance. Any queries are taken to the Professional Issues Committee of the Faculty where a final decision is made.	PS section 9 PH Section 2
2.6 There must be an appropriate and effective process for assessing applicants' prior learning and experience.	The University has an admissions procedure that includes assessing applicants prior knowledge and requires evidence of this before enrolment. Clear APEL / APCL statements are made in the documentation and adhered to by the University APEL Department.	PS section 9 PH Section 2
2.7 The education provider must ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored.	University Equality and Diversity policies are referenced in the documentation and monitored by the University admissions department and the Occupational Therapy admissions team.	OP section 6.4 PH Section 2, 4.17
3 Programme governance, management and leadership		
3.1 The programme must be sustainable and fit for purpose.	The aims of the programme are designed to offer a challenging and rewarding experience that prepares them for working in the world of health and social care and pursuing further research or study.	PS section 7 PH section 3.1
3.2 The programme must be effectively managed.	Programme management forms part of a robust management structure as part of the School of Health Professions.	AD Section 10 Staff Curriculum Vitae OS section 1
3.3 The education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.	Programme management forms part of a robust management structure as part of the School of Health Professions.	AD Section 10 Curriculum Vitae

Standards of Education and Training (SETs)	How do you meet the SET?	In which document / on which page of the document can this information be found?
3.4 The programme must have regular and effective monitoring and evaluation systems in place.	Each programme in the University holds an Annual Programme Monitoring Committee that produces an Action Plan for the programme team. The team also provides monitoring information to HCPC and RCOT. Students complete annual feedback questionnaires and external examiners actively contribute to all programme monitoring and evaluation systems.	OS Section 1.2.1
3.5 There must be regular and effective collaboration between the education provider and practice education providers.	A link tutor system is used to build effective collaborative relationships between the practice educators and the Occupational therapy team at the University. The practice placement team provide regular training sessions and the academic lead meets regularly with the local service managers. The feedback from educators and managers is used to develop the programme and ensure it meets practice demands.	PPHB section 8 OS section 1
3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.	The Occupational Therapy practice placement team continue to develop new placements that reflects changing practice, this is supported by the school wide lead for placements. Placement offers are managed by the placement team to ensure capacity.	PPH section 5
3.7 Service users and carers must be involved in the programme.	The Occupational Therapy team are represented on a school wide Service User forum where service user's feedback on curriculum development is sought. Service users and carers have been included in module teaching and invited to join our extensive CPD programme delivering both academic and experiential learning opportunities.	AD Section 3.2, section 10 Page 125 PH Section 5.8
3.8 Learners must be involved in the programme.	Learners are involved in the programme, in a variety of ways including seeking feedback.	Year representatives, a peer assisted learning scheme, and an active OT Society. AD section 3.2

Standards of Education and Training (SETs)	How do you meet the SET?	In which document / on which page of the document can this information be found?
3.9 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.	The staff establishment for this programme is 13.6 WTE with 1.2 at Grade 9.	AD Section 8.1, 10
3.10 Subject areas must be delivered by educators with relevant specialist knowledge and expertise.	The programme has been designed with modules led and taught by staff with appropriate expert professional knowledge. This will continue to include lecturer practitioners.	AD Section 10 Staff Curriculum Vitae
3.11 An effective programme must be in place to ensure the continuing professional and academic development of educators, appropriate to their role in the programme.	The University continues to support research, scholarship and professional development activities - these include research, professional liaison and collaboration both in the UK and overseas.	AD Section 8 Staff Curriculum Vitae
3.12 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme, and must be accessible to all learners and educators.	Resources both in the University setting and on placement are highlighted to all students and staff so that they can be effectively used. A wide range of resources are available both at PAHC and on Drake Circus campus. Students are directed to appropriate online learning resources by module teams, including the DLE/Moodle system.	AD Section 8 PH Section 3.6
3.13 There must be effective and accessible arrangements in place to support the wellbeing and learning needs of learners in all settings.	There is a well-established personal tutoring system in place which is well supported by the wider University resources. Personal tutors will direct the students to the appropriate resources/support, this may include University support services including Counselling, Chaplaincy, Finance and Student Union where necessary.	OS section 1 PH appendix 2, section 3.7.3
3.13 There must be a student complaints process in place.	Students will continue to be made aware of the University Students Complaints and Appeals process as set out in University regulations.	AD section 4 PH section 1.2

Standards of Education and Training (SETs)	How do you meet the SET?	In which document / on which page of the document can this information be found?
3.14 The programme must implement and monitor equality and diversity policies in relation to learners.	Provision within of the programme takes into consideration equality and diversity with additional adjustments agreed with students. Disability assist advises were necessary. Staff mandatory training includes equality and diversity.	PH Disclaimer OS Section 6.4
3.15 There must be a thorough and effective process in place for receiving and responding to learner complaints.	Student feedback is sought throughout the programme, each level has student representatives who feedback to year leads and the programme leads, and they are also invited to programme committee meetings. The university has a formal complaints process.	OS section 1.2.2 AD section 4
3.16 There must be thorough and effective processes in place for ensuring the ongoing suitability of learners' conduct, character and health.	Professional suitability will continue to be dealt with through the Personal tutor system and the University Disciplinary Procedures and Fitness to Practice Procedure. Students will be made aware of the professional expectations of their conduct at induction and through the programme informed by RCOT and HCPC Standards.	AD Section 4 PH Section 1.3 PPHB section 17 PS section 8
3.17 There must be an effective process in place to support and enable learners to raise concerns about the safety and wellbeing of service users.	Before placement all students have preparation sessions which includes highlighting the procedure to follow if they have concerns about a service user.	University policy in place – placement incidents and concerns policy
3.18 The education provider must ensure learners, educators and others are aware that only successful completion of an approved programme leads to eligibility for admission to the Register.	This fact is stated throughout the documentation and is part of the reference that they receive from the University.	PH section 1.1 PS front page
4 Programme design and delivery		
4.1 The learning outcomes must ensure that learners meet the standards of proficiency for the relevant part of the Register.	The programme has been carefully designed to ensure that graduates will successfully meet the HCPC OT SOPS.	DMRs PH Section 3.2 and 3.5 PS appendix 3

Standards of Education and Training (SETs)	How do you meet the SET?	In which document / on which page of the document can this information be found?
4.2 The learning outcomes must ensure that learners understand and are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.	Students will be introduced to the HCPC Standards in both profession specific and inter professional learning modules. The Standards will continue to be used as part of the University professional suitability process and procedures	DMR's particularly, SOHP401, OCT410, OCT531, OCT607, SOHP602 and OCTP715 PH section 3.2 PS section 8
4.3 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.	The programme has been mapped against HCPC OT SOPS and SETS And other relevant professional standards RCOT QAA KSF SEEC Level descriptors	PS section 13.2, and appendices
4.4 The curriculum must remain relevant to current practice.	The spiral curriculum remains key to the design of the programme, as it has proved to be an effective method of enabling the curriculum to maintain relevance.	AD sections 1,2,3 and staff cvs PH section 3.2 and DMRs PPHB section 4
4.5 Integration of theory and practice must be central to the curriculum.	The programme spiral curriculum design has been carried forward into this programme as it encourages integration and innovation of thinking and learning.	PS sections 6,7,8 AD Section 5, figure 2 PH section 3.4, 3.5
4.6 The learning and teaching methods used must be appropriate to the effective delivery of the learning outcomes.	The programme uses a range of learning and teaching methods to ensure the effective delivery of the learning outcomes. These include lectures, seminars, workshops, problem based learning, and there is an increase in the use of technology to deliver teaching including recorded lectures and webinars.	OS section 2 AD Section 5 PH section 3.5 DMR's – all DMR's
4.7 The delivery of the programme must support and develop autonomous and reflective thinking.	The programme aims to encourage reflective thinking from the outset. There is a graded emphasis on autonomy as students' progress through the programme, this is reflected in the learning objectives and delivery of learning.	AD section 5 PH – DMRs and section 3.2 OS – section 2.1 PPHB – part 2 section 10
4.8 The delivery of the programme must support and develop evidence-based practice.	Evidence-based practice underpins all teaching and learning delivery of the programme. This is embedded into the programme from level 4 where students are	AD section 5 PH section 3.2 PS section 4, 8.1

Standards of Education and Training (SETs)	How do you meet the SET?	In which document / on which page of the document can this information be found?
	introduced to the concepts and practice. This is followed in level 5 and level 6 as they undertake a small evidence-based practice research project. Reading lists and resources are updated by the module teams each year to ensure that students are made aware of the most up to date evidence	PPHB section 9.13 DMRs – SOHP401, OCT407 and OCT408 practice placements level 4, 5 & 6 – OCT410, OCT531 and OCT607, SOHP502, SOHP604
4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.	Inter professional learning opportunities have been built into the programme to further develop the opportunities for students to learn with and from each other. There are interprofessional learning modules in each level, SOHP 401, SOHP 503, SOHP 605 and SOHP 602.	PS section 6 PH 3.4.2 AD section 5 DMRs
4.10 The programme must include effective processes for obtaining appropriate consent from service users and learners.	Ensuring learners gain informed consent from service users is discussed in both interprofessional modules and profession specific modules. This is emphasised in sessions preparing students for placement and is listed as a competency on all levels.	PPHB assessment forms section A
4.11 The education provider must identify and communicate to learners the parts of the programme where attendance is mandatory, and must have associated monitoring processes in place.	Learners are informed that their attendance will be monitored for all teaching sessions and that an 80% (or above) attendance is expected to ensure they are safe to go out on placement. This is monitored through the University S3 system.	PH section 4.1, Appendix 4
5 Practice-based learning		
5.1 Practice placements must be integral to the programme.	Learner will complete 3 placements within the programme – one at each level of study – students will be placed within a range of settings usually within the South West of England. Placements are integrated into the modular design of the programme	AD section 5, figure 2 PS Section 6
5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.	The 3 placements are of increasing length to encourage increased autonomy and ensure that learning objectives for each level are met. The learning objectives include a section on professional accountability and autonomy to ensure standards of proficiency.	PPHB section 2 PS section 6 AD section 5 PH section 3.4

Standards of Education and Training (SETs)	How do you meet the SET?	In which document / on which page of the document can this information be found?
<p>5.3 The education provider must maintain a thorough and effective system for approving and ensuring the quality of practice-based learning.</p>	<p>All new placements continue to receive a setup visit from the OT team, half way placement contact for students and educators (either face to face or by telephone) Students evaluate placements at the end of their placement. All placements are subject to Faculty HHS Workplace agreement and audit on a regular basis.</p>	<p>PPHB section 2.15 AD section 5 PH section 3.7.2</p>
<p>5.4 Practice-based learning must take place in an environment that is safe and supportive for learners and service users.</p>	<p>The OT Practice Placement Lead and team will continue to support students on practice placements. The OT Team visit on a locality basis in order to develop supportive relationships with practice colleagues and students. All placements have workplace agreements and regular audits.</p>	<p>PPHB section 2.15, part 1 section 5 PH section 3.7.2 OS section 4.2 AD section 5</p>
<p>5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.</p>	<p>This is monitored by the Occupational Therapy placement team and the school placement lead. The OT team as part of their locality based responsibilities meet with placement colleagues to support the development of qualified and experienced educators.</p>	<p>PPHB section 4.6 placement audits AD section 10</p>
<p>5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.</p>	<p>All placements are made aware of the need for staff with relevant knowledge, skills and experience at the practice placement setting and support placement staff to this end. The OT Team continually develop their links with their locality. Annual placement updates are offered across Devon and Cornwall for any PE to attend, alongside smaller bespoke updating and CPD events negotiated with local colleagues. It is expected that named placement educators are HCPC registered as Occupational Therapists. In exceptional circumstances where this may not be provided (eg role emergent settings) this role is fulfilled by staff from the University academic team on a regular basis. In some role emergent settings the OT team work with locally based registered Occupational Therapists to offer students professional supervision and guidance alongside the day to day supervision from the practice</p>	<p>PPHB section 5 PH section 3.5.3</p>

Standards of Education and Training (SETs)	How do you meet the SET?	In which document / on which page of the document can this information be found?
	setting. This process is monitored and supported by the University OT team.	
5.7 Practice educators must undertake regular training which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.	All placement educators continue to be offered a wide range of training according to their learning needs including basic and advanced placement educator training, locality based updates. A website is available for educators.	PPHB Section 5.1, section 6.5
5.8 Learners and practice educators must have the information they need in a timely manner in order to be prepared for practice-based learning.	Learners are prepared for placement through designated teaching time and professional studies modules. All students are required to meet mandatory training standards each year in areas such as basic life support and meet the CRB (DBS) Enhanced and health requirements expected of them. Students are supplied with a placement handbook to outline these expectations and procedures that manage difficulties. Placement providers and Placement educators are provided with the placement handbook and University support to ensure all expectations are met. Placement educators courses and updates discuss these requirements. Electronic copies of all documents are available.	Educators website PPHB Section 5.1
6 Assessment		
6.1 The assessment strategy and design must ensure that those who successfully complete the programme meet the standards of proficiency for the relevant part of the Register.	The assessment strategy for this programme has been very carefully designed to reflect the standards of proficiency required by HCPC for registered occupational therapists.	AD section 5 PS section 13 OS section 2.2 PH Section 3.2, 3.4.3
6.2 Assessment throughout the programme must ensure that learners demonstrate they are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.	Throughout the programme there are assessments at every level that ensure that learners are able to meet professional standards. These include all practice-based learning assessments, interprofessional modules, in particular SOHP 401 and SOHP 602.	PS section 10 PH section 1.2, 4.4 AD section 4 PPHB section 10.17
6.3 Assessments must provide an objective, fair and reliable measure of learners' progression and achievement.	The school assessment policy, which is an extension of the University policy ensures all assessments are fair and reliable. This process includes, blind marking	AD section 5 OS section 2.2

Standards of Education and Training (SETs)	How do you meet the SET?	In which document / on which page of the document can this information be found?
	of written assessment, calibration, first and second marking, internal moderation and external moderation.	
6.4 Assessment policies must clearly specify requirements for progression and achievement within the programme.	The assessment regulations have been clearly designed to identify the programme progression and achievement requirements.	PS section 10 AD section 5.2 PH appendix 3
6.5 The assessment methods used must be appropriate to, and effective at, measuring the learning outcomes.	The assessments have been constructively aligned to meet the learning outcomes of the modules. This will be monitored by the External Examiners, Quality Assurance mechanisms including the Annual APM and visiting tutors. Practice Educators will award placement marks to ensure assessments maintain an integrated theory and practice focus.	PH section 3.5 PS section 7 AD section 5.2 OS section 2.2
6.6 There must be an effective process in place for learners to make academic appeals.	University of Plymouth assessment regulations clearly specify the procedure for the right of appeal for students.	PH Section 1.2 AD section 4 PU website https://www.plymouth.ac.uk/student-life/your-studies/essential-information/complaints-appeals-and-conduct
6.7 The education provider must ensure that at least one external examiner for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.	Programme regulations clearly specify that at least one external examiner is appropriately experienced and qualified and agreed to be from the relevant part of the register.	PH page 5

Appendix ii Health and Care Professions Council Standards of Proficiency Mapping



Standards of proficiency (SOP) mapping – occupational therapist

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
Registrant Occupational Therapists must:	Add in cross ref to docs here
1 be able to practise safely and effectively within their scope of practice	Practice placement DMR's level 4,5,& 6, DMRs particularly placement competencies, SOHP401, OCT606 and OCT605 and OCTP716.
1.1 know the limits of their practice and when to seek advice or refer to another professional	
1.2 recognise the need to manage their own workload and resources effectively and be able to practise accordingly	

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
2 be able to practise within the legal and ethical boundaries of their profession	
2.1 understand the need to act in the best interests of service users at all times	
2.2 understand what is required of them by the Health and Care Professions Council	
2.3 understand the need to respect and uphold, the rights, dignity, values, and autonomy of service users including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing	
2.4 recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility	
2.5 know about current legislation applicable to the work of their profession	DMRs – all OCT DMRs
2.6 understand the effect of legislation on the delivery of care	PPHB placement competency at each level – see assessment form Part A DMRs
2.7 understand the importance of and be able to obtain informed consent	
2.8 be able to exercise a professional duty of care	
3 be able to maintain fitness to practise	DMRs – particularly SOHP401, OCT407, SOHP602 and OCTP716. PH section 4.9
3.1 understand the need to maintain high standards of personal and professional conduct	
3.2 understand the importance of maintaining their own health	

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
3.3 understand both the need to keep skills and knowledge up to date and the importance of career-long learning	AD figure 1, section 5, career development framework PPHB 12.7
4 be able to practise as an autonomous professional, exercising their own professional judgement	DMRs particularly level 6 and OCTP715 and all placement DMRs PPHB Assessment forms part two section 3 – particularly level 6 placement AD section 5.1.6 PH section 5.6
4.1 be able to assess a professional situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem	
4.2 be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately	
4.3 be able to initiate resolution of problems and be able to exercise personal initiative	
4.4 recognise that they are personally responsible for and must be able to justify their decisions	
4.5 be able to make and receive appropriate referrals	
4.6 understand the importance of participation in training, supervision, and mentoring	
5 be aware of the impact of culture, equality and diversity on practice	OS section 4.2
5.1 understand the requirement to adapt practice to meet the needs of different groups and individuals	

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
5.2 understand the specific local context of practice, including the socio-cultural diversity of the community	DMRs – OCT407, OCT608 and ADV759, OCTP716
5.3 recognise the socio-cultural environmental issues that influence the context within which people live and work	AD section 5
5.4 recognise the effect of inequality, poverty, exclusion, identity, social difference and diversity on occupational performance	
6 be able to practise in a non-discriminatory manner	OS section 4.2 DMRs – SOHP 401, OCT407, OCT608 and OCTP715 AD section 5
7 understand the importance of and be able to maintain confidentiality	
7.1 be aware of the limits of the concept of confidentiality	PPHB Placement competency section A
7.2 understand the principles of information governance and be aware of the safe and effective use of health and social care information	PPHB part 1 section 14.7, Safeguarding of children and confidentiality as part of Mandatory training in preparation for practice placement.
7.3 be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users or the wider public	
8 be able to communicate effectively	PH section 3.2

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<p>8.1 be able to demonstrate effective and appropriate verbal and non-verbal skills in communicating information, advice, instruction and professional opinion to service users, carers, colleagues and others</p>	<p>DMRs Placement competencies level 5 & 6 DMRs for SOHP 401, OCT 406 and OCTP716 and ADV766. PPHB part two section 3 – particularly level 5 & 6 assessed competencies</p>
<p>8.2 be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5</p>	<p>PH section 2 PS section 9</p>
<p>8.3 understand how communication skills affect assessment and engagement of service users and how the means of communication should be modified to address and take account of factors such as age, capacity, and learning ability and physical ability</p>	<p>PH section 3.2 DMR's – placement all levels DMRs SOHP 401, OCT 406 and OCTP715 PPHB part two section 3 – particularly level 5 & 6 assessed competencies</p>
<p>8.4 be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users, carers and others</p>	
<p>8.5 be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as age, culture, ethnicity, gender, socio-economic status and spiritual or religious beliefs</p>	
<p>8.6 understand the need to provide service users or people acting on their behalf with the information necessary to enable them to make informed decisions</p>	
<p>8.7 understand the need to assist the communication needs of service users such as through the use of an appropriate interpreter, wherever possible</p>	
<p>8.8 recognise the need to use interpersonal skills to encourage the active participation of service users</p>	

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
8.9 be able to listen to a service user's occupational narrative and analyse the content in order to plan for the future	DMRs – practice placement DMRs levels 4,5,6
8.10 be able, through interview and personal discussion, to understand the values, beliefs and interests of service users, their families and carers	
9 be able to work appropriately with others	DMRs – all placement DMRs, SOHP401, SOHP602 and OCTP715 and OCT716 AD section 5 – working in PBL
9.1 be able to work, where appropriate, in partnership with service users, other professionals, support staff and others	
9.2 understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team	
9.3 understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals	
9.4 be able to contribute effectively to work undertaken as part of a multi-disciplinary team	
9.5 understand the need to work with those who provide services in and across different sectors	DMRs OCT407, OCT528 OCT529 OCT530, OCTP715 and OCT716 All practice placement DMRs AD section 5
9.6 understand the need to adopt an approach which centres on the service user and establish appropriate professional relationships in order to motivate and involve the service user in meaningful occupation	
9.7 understand the value of enabling and empowering service users with the aim of enhancing their access to all services and opportunities which are available to them	

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
9.8 understand group dynamics and roles, and be able to facilitate group work, in order to maximise support, learning and change within groups and communities	DMRs OCT401, OCT608, OCT605 and PBL modules
9.9 understand the need to capitalise, where appropriate, on the dynamics within groups and communities in order to harness the motivation and active involvement of participants	
9.10 be able to work in appropriate partnership with service users in order to evaluate the effectiveness of occupational therapy intervention	
10 be able to maintain records appropriately	DMRs placement level 4, 5 & 6 PPHB part two section 3 – assessed competencies
10.1 be able to keep accurate, comprehensive and comprehensible records in accordance with applicable legislation, protocols, and guidelines	
10.2 recognise the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines	
11 be able to reflect on and review practice	DMRs SOHP401, practice placement DMRs, OCT409, OCT 606, SOHP 602, OCTP715 and OCT716 PPHB part two section 3 – assessed placement competencies PS section 8
11.1 understand the value of reflection on practice and the need to record the outcome of such reflection	
11.2 recognise the value of case conferences, supervision, and other methods of reflecting on and reviewing practice	
11.3 be able to recognise the potential of occupational therapy in new and emerging areas of practice	

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
12 be able to assure the quality of their practice	
12.1 be able to engage in evidence-based practice, evaluate practice systematically, and participate in audit procedures	DMRs SOHP503, SOHP604 PH section 3.2 PPHB part 2 section 3
12.2 be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care	DMRs SOHP502, SOHP604 PPHB part 2 section 3 assessed competencies
12.3 be aware of the role of audit and review in quality management, including quality control, quality assurance, and the use of appropriate outcome measures	DMRs SOHP502, SOHP604 PH section 3
12.4 be able to maintain an effective audit trail and work towards continual improvement	PPHB part 2 section 3
12.5 be aware of, and able to participate in quality assurance programmes, where appropriate	
12.6 be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user	PPHB part 2 section 3
12.7 recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes	
13 understand the key concepts of the knowledge base relevant to their profession	

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
13.1 understand and be able to apply the theoretical concepts underpinning occupational therapy, specifically the occupational nature of human beings and how they function in everyday activities	DMRs all OCT/OCTP modules PS Section 8 PH section 3.4.3
13.2 understand the effect of occupational dysfunction and deprivation on individuals, families, groups and communities and recognise the importance of restoring and facilitating opportunities with the aim of achieving occupational wellness	
13.3 be able to understand and analyse activity and occupation and their relation to and effect on health, wellbeing and function	DMR OCT403 and OCTP715
13.4 understand the theoretical basis of, and the variety of approaches to, assessment and intervention	DMRs particularly OCT528,529,530 and OCTP715
13.5 understand the need to identify and assess occupational, physical, psychological, cultural and environmental needs and problems of service users, their families and carers	PPHB part 2 section 3 assessed competencies
13.6 be aware of social, environmental and work-related policies and services and their effect on human needs within a diverse society	DMRs OCT605, OCT606 OCT608 and OCTP716 PPHB part 2 section 3 assessed competencies
13.7 be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process	DMRs particularly SOHP502, SOHP604, SOHP 401 PH section 3.4.3

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
13.8 recognise the value of the diversity and complexity of human behaviour through the exploration of different physical, psychological, environmental, social, emotional and spiritual perspectives	DMR especially OCT406, OCT407 PH section 3.4.3
13.9 be aware of the origins and development of occupational therapy, including the evolution of the profession towards the current emphasis on autonomy and empowerment of individuals, groups and communities	DMR OCT407
13.10 understand the use of the current philosophical framework for occupational therapy that focuses on service users and the bio-psychosocial model	DMR OCT407
13.11 understand the structure and function of the human body, together with knowledge of health, disease, disorder and dysfunction relevant to their profession	DMR OCT406, OCT528, OCT529, OCT530 PH section 3.4.3
13.12 understand the concept of leadership and its application to practice	
13.13 recognise the role of other professions in health and social care	DMR OCT 606, OCT 601, SOHP604
13.14 understand the structure and function of health and social care services in the UK	AD section 5.0.1 PPHB – PPHB part 2 section 3 assessed competencies
14 be able to draw on appropriate knowledge and skills to inform practice	
14.1 be able to change their practice as needed to take account of new developments or changing contexts	DMRs OCT605, OCT606 and OCTP716 PH section 3.4.3
14.2 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy, or other actions safely and effectively	

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
14.3 be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment	PPHB part 2 section 3 assessed competencies
14.4 be able to gather and use appropriate information	
14.5 be able to undertake or arrange investigations as appropriate	
14.6 be able to select and use appropriate assessment techniques	
14.7 understand the need to consider the assessment of the health, social care, employment, and learning needs of service users	DMRs all OCT modules but particularly levels 5 and 6 DMRs OCT 528, OCT529 and OCT 530, OCT 608 and OCTP715 PPHB part 2 section 3 assessed competencies
14.8 be able to select and use relevant assessment tools to identify occupational performance needs	
14.9 be able to select and use standardised and non-standardised assessments appropriately to gather information about the service user's occupational performance, taking account of the environmental context	
14.10 be able to use observation to gather information about the functional abilities of service users	
14.11 be able to analyse and critically evaluate the information collected	PPHB part 2 section 3 assessed competencies
14.12 be able to demonstrate a logical and systematic approach to problem solving	
14.13 be able to use research, reasoning and problem solving skills to determine appropriate actions	
14.14 be able to formulate specific and appropriate care or case management plans including the setting of timescales	

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
14.15 understand the need to agree the goals and priorities of intervention in relation to occupational needs in partnership with service users, basing such decisions on assessment results	PPHB part 2 section 3 assessed competencies
14.16 be able to select as appropriate, the specific occupations and activities for use as therapeutic media, taking into account the particular therapeutic needs of service users	
14.17 be able to understand and use the relevant sciences and established theories, frameworks and concepts of occupational therapy	DMRs All OCT modules but especially levels 5 and 6
14.18 be aware of the full range of occupations and activities used in intervention and how these should reflect the individual's occupational needs	
14.19 be able to analyse, develop or modify therapeutic media and environments to service users, to build on their abilities and enhance their occupational performance	PPHB part 2 section 3 assessed competencies AD section 5 PH section 3.7
14.20 know how to meet the social, psychological and physical health-based occupational needs of service users across a range of practice areas	
14.21 be able to use information and communication technologies appropriate to their practice	
14.22 recognise the value of research to the critical evaluation of practice	DMRs SOHP503, SOHP605
14.23 be aware of a range of research methodologies	

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
14.24 be able to evaluate research and other evidence to inform their own practice	DMRs SOHP502, SOHP604 All Practice placement DMRs PPHB part 2 section 3 assessed competencies
15 understand the need to establish and maintain a safe practice environment	
15.1 understand the need to maintain the safety of both service users and those involved in their care	
15.2 be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these	PPHB part one section 14 PPHB part 2 section 3 assessed competencies
15.3 be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner and in accordance with health and safety legislation	
15.4 be able to select appropriate personal protective equipment and use it correctly	
15.5 be able to establish safe environments for practice, which minimise risks to service users, those treating them, and others, including the use of hazard control and particularly infection control	

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
15.6 know and be able to apply appropriate moving and handling techniques	Mandatory training includes moving and handling, PH page 10 PPHB part 14.7

Appendix iii Programme Specification Mapping (UG): module contribution to the meeting of Award Learning Outcomes

Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)																		Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical		
		Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills				Employment related skills				Practical skills					
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2			3	4
Level 4	SOHP 401	X				X			X	X			X	X			X	X	X		X	N	C1 – 100%
	OCT 406		X		X		X		X	X			X				X	X	X	X	X	N	E1- 50%, C1 -50%
	OCT 407	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	N	C1 -100%
	OCT 408		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	N	C1 –100%
	OCT 409	X		X	X	X	X	X	X	X	X	X		X	X		X	X	X	X	X	N	C1 -100%
	OCT 410	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	N	P1 -100%
Level 4 LOs																							
Level 5	SOHP 503	X							X	X		X				X	X	X		X	N	C1 -50%, E1 -50%	
	OCT 528	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	N	C1 -100%	
	OCT 529	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	N	P1 -100%	
	OCT 530	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X	X	N	C1 -100%	
	OCT 531	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	N	P1 -100%	
	OCT 532	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	N	P1 -100%	
Level 5 Los																							
Level 6	SOHP 605	X							X	X		X				X	X			X	N	C1- 100%	
	SOHP 602	X				X			X	X		X	X			X	X			X	N	C1 –100%	
	OCT 605					X		X	X			X	X	X		X	X	X	X	X	N	C1 -100%	
	OCT 606	X		X	X	X		X	X		X	X	X	X	X		X	X	X	X	N	C1 -100%	
	OCT 607	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	N	P1 -100%	
	OCT 608		X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	N	C1 -100%	
Level 6 LOs																							
Level 17	OCTP720	X							X	X		X				X	X			X	N	C1- 100%	
	OCTP715	X				X			X	X		X	X			X	X			X	N	C1 –100%	

	SOHP703					X		X	X			X	X	X	X	X		X	x	X	X	N	C1 -100%
	ADV759	X		X	X	X		X	X		X	X	X	X	X	X		X	X	X	X	N	C1 -100%
	ADV766	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	N	P1 -100%
	OCTP716		X	X		X	X	x	X	x	X	X	X	X	X		X	X	X	X	N	C1 -100%	
Level 7 LOs																							

Appendix iv Knowledge and Skills (KSF) framework mapping

Knowledge and Skills Framework Mapping

KSF	SOHP 401	OCT 406	OCT 407	OCT 408	OCT 409	OCT 410 PP1	SOHP 503	OCT 528	OCT 529	OCT 530	OCT 531 PP2	OCT 532	SOHP 605	OCT 605	OCT 606	OCT 607 PP3	SOHP 602	OCT 608
Core 1	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Core 2	√	√	√	√	√	√		√	√	√	√	√		√	√	√	√	√
Core 3	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√
Core 4	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Core 5	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Core 6	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
HWB1	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
HWB2	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√
HWB3	√	√			√	√		√	√	√	√	√	√	√	√	√	√	√
HWB4	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√
HWB5		√				√		√	√	√	√	√		√	√	√	√	
HWB6	√	√				√		√	√	√	√	√	√	√	√	√	√	
KSF	SOHP	OCT	OCT	OCT	OCT	OCT	SOHP	OCT	OCT	OCT	OCT	OCT	SOHP	OCT	OCT	OCT	SOHP	OCT

	401	406	407	408	409	410 PP1	503	528	529	530	531 PP2	532	605	605	606	607 PP3	602	608
HWB7	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
HWB9				√	√	√		√	√	√	√	√	√	√	√	√	√	√
HWB 10	√		√	√	√	√	√				√		√		√	√		√
IK1	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
IK2	√	√				√	√	√	√	√	√	√	√	√			√	
IK3		√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√
G1	√	√	√		√	√	√				√		√		√	√		√
G2	√					√	√	√	√	√	√	√	√	√	√	√	√	√
G5							√				√	√		√	√	√	√	√
G6						√	√	√	√	√	√	√		√		√	√	

KSF	OCTP720	OCTP715	SOHP703	ADV759	ADV766	OCTP716
Core 1	√	√	√	√	√	√
Core 2	√	√		√	√	√
Core 3	√	√	√	√	√	√
Core 4	√	√	√	√	√	√

Core 5	√	√		√	√	√
Core 6	√	√	√	√	√	√
HWB1		√		√	√	√
HWB2		√		√	√	√
HWB3		√			√	√
HWB4		√		√	√	√
HWB5	√	√				√
HWB6	√	√				√
HWB7	√	√		√	√	√
HWB9		√		√	√	√
HWB 10	√	√		√	√	√
IK1			√	√	√	√
IK2			√			√
IK3		√	√		√	√
G1	√	√	√		√	√
G2	√				√	√
G5	√		√		√	√
G6	√				√	√

NHS KSF DIMENSIONS

Core 1:	Communication
Core 2:	Personal and People Development
Core 3:	Health, Safety and Security
Core 4:	Service Improvement
Core 5:	Quality
Core 6:	Equality and Diversity
HWB1	Promotion of Health and Wellbeing and prevention of adverse effects on Health and Wellbeing
HWB2	Assessment and care planning to meet Health and Wellbeing needs
HWB3	Protection of Health and Wellbeing
HWB4	Enablement to address Health and Wellbeing needs
HWB5	Provision of care to meet Health and Wellbeing needs
HWB6	Assessment and treatment planning
HWB7	Interventions and treatments
HWB9	Equipment and devices to meet Health and Wellbeing needs
HWB10	Products to meet Health and Wellbeing needs
IK1	Information Processing
IK2	Information Collection and Analysis
IK3	Knowledge and information resources
G1	Learning and development
G2	Development and innovation
G5	Services and project management
G6	People management

Appendix v Royal College of Occupational Therapists Learning (RCOT) and development Standards for pre-registration Education (2019) Mapping

Domain 1 – Level of award for entry to the profession			
Standard s and criteria		Guidance and evidence	Mapping
Standard 1.1		The threshold entry route to the HCPC Register and the occupational therapy profession is a Bachelor’s Degree with Honours.	
Criteria	1.1.1	<p>Graduates eligible to apply for registration as an occupational therapist with the HCPC and for professional membership with RCOT are those who have completed a pre-registration programme at one of the following award levels:</p> <ul style="list-style-type: none"> - Bachelor’s Degree with Honours - Post-graduate Diploma - Master’s Degree 	<p>Programme documentation states the award conferred on graduates of the pre-registration programme is one of the following:</p> <ul style="list-style-type: none"> - Bachelor’s Degree with Honours - Master’s Degree with Honours
			<p>PS section 1 AD PH section 1.1</p>

Domain 2 – Pre-registration programme admissions			
Standards and criteria		Guidance and evidence	Mapping
Standard 2.1		The admissions process must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a pre-registration programme.	
Criteria	2.1.1	<p>Applicants have sufficient information about the role, responsibilities, professional conduct and expectations of being an occupational therapist and use this information to make an informed choice about enrolling in the pre-registration programme.</p>	<p>Programme documentation includes the information provided to applicants, which describes the role, responsibilities, professional conduct and expectations of occupational therapists. Information provided to applicants also addresses the pre-registration programme’s learning and assessment requirements.</p>
	2.1.2	<p>Applicants have sufficient information about the academic, practice-based learning and assessment requirements to be able to make an informed choice about</p>	<p>Programme documentation includes the details provided to applicants about practice- based learning expectations, such as the range of settings in which they may undertake their learning and the geographical reach of potential practice-based learning providers.</p>
			<p>Website PH section 2 PS page 4</p>
			<p>PH section 3.5 PPH section 4 DMRs for all placement modules</p>

		enrolling in the pre-registration programme		
Standard 2.2		The selection and entry criteria must include appropriate academic and professional entry standards.		
Criteria	2.2.1	The professional standards for practice and the ethical and professional conduct expectations of the profession are reflected in the admission entry standards.	Programme documentation describes how the professional standards for practice and the ethical and professional conduct expectations of the profession are reflected in the admission entry standards. Education providers must regularly review academic and professional standards and provide reasoning for their individual entry requirements. For apprenticeship pre-registration programmes, programme documentation defines the relationship between the employer and the education provider in assessing applications. Programme documentation related to admissions describes how existing employees and newly recruited employees are assessed to determine whether they meet the needs, expectations and criteria of the employer, the education provider and the profession.	PS section 9 PH section 2.1
	2.2.2.	Both existing employees and newly recruited employees offered a place in an apprenticeship pre-registration programme meet the needs, expectations and criteria of the employer, education provider and the profession.		N/A
	2.2.3	A foundation programme designed as an entry route to an occupational therapy pre-registration programme must be a coherent programme of study in its own right and clearly demonstrate alignment with the learning outcomes of the occupational therapy pre-registration programme.	Where foundation programmes are offered, programme documentation describes the progression route from a foundation programme through to a pre-registration programme and demonstrates alignment with the learning outcomes. Programme documentation related to admissions describes how the standard application process applies to applicants who have completed a generic foundation programme.	N/A
	2.2.4	Where a generic foundation programme is used as an entry route to an occupational therapy pre-registration programme, the applicant must undergo the standard admissions process and will be subject to the standard recognition of prior learning requirements for that programme.		PS section 9
Standard 2.3		The admissions process must ensure that applicants have a good command of English.		
Criteria	2.3.1	Applicants are provided with	Programme documentation related to admissions describes how the	PS section 9

		information regarding the English language skills required by learners in the pre-registration programme.	education provider ensures learners have sufficient information about the expected level of written and spoken English language skills at the point of entry to the pre-registration programme. Information provided to applicants about available pre-sessional English language support is described in the programme documentation.	
Standard 2.4		The admissions process must assess the suitability of applicants, including criminal conviction checks.		
Criteria	2.4.1	Applicants offered a place in the pre-registration programme hold the personal and professional attributes suitable for practice as an occupational therapist.	Programme documentation related to admissions describes how the education provider assesses the applicants as being suitable for the occupational therapy profession, with the occupational therapy Admissions Tutor having overall responsibility. Applicants who have previously been enrolled in an occupational therapy pre-registration programme or any other health professional education programme must submit a self-declaration confirming no previous fitness to practise concerns. The process for requesting and confirming criminal record checks on all applicants is described in the programme documentation.	PS section 9
Standard 2.5		The admissions process must ensure that applicants are aware of and comply with any health requirements.		
Criteria	2.5.1	Applicants offered a place in the pre-registration programme have met the health requirements outlined in the admissions process.	Programme documentation related to admissions describes the health requirements that applicants have to meet before being offered enrolment, including occupational health clearance and immunisations.	PS section 9
Standard 2.6		There must be an appropriate and effective process for assessing applicants' prior learning and experience.		
Criteria	2.6.1	Recognition of prior learning should be offered to all learners and must be fair, transparent and involve reasonable academic judgement.	Programme documentation related to the recognition of prior learning must be clear and reasonable and facilitate each application being considered on an individual basis by the occupational therapy Admissions Tutor.	PS section 9
	2.6.2	Applicants must be supported by the education provider through the application process for recognition of prior learning.	For apprenticeship pre-registration programmes, assessment of recognition of prior learning applications must be undertaken through a collaborative process between the education provider and the employer.	N/A
	2.6.3	A maximum of one third of the total pre-registration programme may be considered for recognition of prior learning.	Programme documentation related to recognition of prior learning must include the arrangements made by the education provider to support applicants through this process.	PS section 9

			<p>Programme documentation defines the maximum amount of the pre-registration programme that may be considered through recognition of prior learning. The maximum amount is less than or equal to one third of the total pre-registration programme, and may include practice-based learning. The hours of practice-based learning that may be considered for recognition of prior learning:</p> <ul style="list-style-type: none"> • must not exceed the hours of practice-based learning scheduled for the first year of the receiving education provider's pre-registration programme • must have been assessed; • must have been successfully completed. <p>The process for assessing the achievement of learning outcomes from the recognised practice-based learning is described.</p> <p>In circumstances where a learner is transferring between occupational therapy pre-registration programmes delivered by different education providers, more than one third may be considered for recognition of prior learning. In such cases, the learner must:</p> <ul style="list-style-type: none"> • meet the admission requirements of the receiving education provider; • demonstrate that the teaching, learning and assessment strategy of the releasing pre-registration programme is commensurate with the stage of the pre-registration programme they are seeking admission to; • ensure the releasing education provider details any issues regarding professional misconduct or fitness for the profession, in order for the receiving education provider to make an informed decision. <p>Programme documentation related to the recognition of prior learning outlines the responsibilities of learners, as well as both the receiving and releasing education providers, in circumstances where learners are transferring between occupational therapy pre-registration programmes.</p>	
Standard 2.7		The education provider must ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored.		
Criteria	2.7.1	Potential unconscious biases in the selection process and the assessment of applicants is mitigated by training and support provided by the education provider for all staff involved in admissions.	<p>Initial and ongoing CPD and lifelong learning for all staff involved in admissions is inclusive of the knowledge and skills required to value diversity and to work without discrimination.</p> <p>Programme documentation related to participation and completion of the pre-registration programme explicitly describes how individuals defined by</p>	<p>AD – CVs All staff complete Mandatory training for staff</p>

	2.7.2	If an applicant chooses to disclose a disability or specific learning need during their application process, the education provider responds appropriately and offers reasonable adjustments if the applicant is otherwise eligible for enrolment.	any of the protected characteristics; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (Great Britain. Parliament 2010), are supported throughout their engagement with the education provider. Programme documentation related to admissions describes how admissions policies and procedures were developed with the involvement of learners and people who access occupational therapy services. The flexibility of the education provider in supporting learners with disabilities or specific learning needs is described.	Service user group and student involved in VBR days.
Domain 3 – Pre-registration programme governance, management and leadership				
Standards and criteria		Guidance and evidence		Mapping
Standard 3.1		The pre-registration programme must be sustainable and fit for purpose.		
Criteria	3.1.1	Learners are offered a pre-registration programme that has the commitment of the education provider to be sufficiently resourced throughout the accredited period.	Programme documentation includes the commitment of the education provider's senior management to sufficiently resource the pre-registration programme, to ensure there is quality in the education and learning opportunities throughout the accredited period. Programme documentation includes confirmation of approval against the Standards of education and training (HCPC 2017) and evidence that the curriculum is aligned with the professional standards for practice and the ethical and professional conduct expectations of the profession.	AD section 8 OS section 1.1 Approval event discussion
	3.1.2	Learners are fit for the occupational therapy profession at the point of graduation.		PS mapping appendices
Standard 3.2		The pre-registration programme must be effectively managed.		
Criteria	3.2.1	Learners are provided with a pre-registration programme that has appropriate and sufficient resources, staffing and support to meet the learning outcomes.	Programme documentation describes the roles, responsibilities and expectations of the education provider and learner. Programme documentation related to staffing includes the education provider's workload-planning model that identifies the teaching, research, CPD, administrative and other activities that educators are contracted to undertake. The approach to managing staffing, including staffing shortages, substantive and interim positions and visiting educators is also described.	OS section 1
	3.2.2	Learners undertaking an apprenticeship pre-registration programme are offered the same quality of education and equal opportunities for learning as those enrolled in other pre-registration programmes.	Programme documentation related to resource management demonstrates how the available resources, including library resources, online learning, online learning, teaching materials, specialist equipment and funding are able to meet the needs of learners and educators.	AD section 8

	3.2.3	The roles, responsibilities and expectations of the education provider and learner (and employer, in the case of apprenticeship pre-registration programmes) are upheld.	<p>Programme documentation also justifies the available teaching space, venues for specialist learning activities, storage space and the availability of office space for educators, administration and support staff.</p> <p>Programme documentation related to staffing describes how practice educators will be facilitated to develop the skills needed to support learners during practice-based learning.</p> <p>For apprenticeship pre-registration programmes, programme documentation includes a contract template describing:</p> <ul style="list-style-type: none"> • the organisational responsibilities of the employer, education provider and practice- based learning provider; • the roles and responsibilities of the learner, work-based mentor, educator and practice educator; • the status of learner, as opposed to employee, and the contexts in which this differentiation is important; • the commitment by employers to meet the same expectations as education providers regarding sufficient resourcing to ensure there is quality in the education and learning opportunities provided; • when and how employer and education provider policies will operate and which will take precedence in any given circumstance. <p>The contract should reflect an agreement between the learner, employer and education provider. An additional contract may be required to demonstrate arrangements for the end-point assessment.</p> <p>For apprenticeship pre-registration programmes, programme documentation describes how employee rights (for example, annual leave and bank holidays) and pressure points in the workplace are taken into account when scheduling practice-based learning.</p>	N/A
Standard 3.3		The education provider must ensure that the person holding overall professional responsibility for the pre-registration programme is appropriately qualified and experienced.		
Criteria	3.3.1	The occupational therapy specific suite of pre-registration programmes is led by an occupational therapist in the role of Professional Lead – Strategic Level.	<p>Programme documentation related to staffing describes the role of the Professional Lead – Strategic Level and demonstrates how the individual in this role is appropriately qualified and experienced. RCOT reserves the right to raise objections to any appointment to this role.</p> <p>Programme documentation related to staffing describes the role of the Programme Lead – Operational Level and demonstrates how the individual in this role is appropriately qualified and experienced. The initial and ongoing support (for example, mentoring) offered to aid the induction process of the</p>	AD – CV of academic lead OS- section 1
	3.3.2	Each pre-registration programme offered by the education provider is led by an occupational therapist	<p>Programme documentation related to staffing describes the role of the Programme Lead – Operational Level and demonstrates how the individual in this role is appropriately qualified and experienced. The initial and ongoing support (for example, mentoring) offered to aid the induction process of the</p>	AD – CV of programme lead OS- section 1

		in the role of Programme Lead – Operational Level.	Programme Lead – Operational Level is described.	
Standard 3.4		The pre-registration programme must have regular and effective monitoring and evaluation systems in place.		
Criteria	3.4.1	Quality monitoring and enhancement processes demonstrate rigour and integrity, to enable continuous improvement of the pre-registration programme.	Programme documentation related to quality monitoring and enhancement describes how the pre-registration programme is reviewed continually and revised at least every 5 years. An application to RCOT for an earlier review or an extension to the normal 5-year cycle may be considered.	OS section 1
	3.4.2	Quality monitoring and enhancement processes are aligned with ongoing RCOT Accreditation Process requirements.	<p>Programme documentation related to quality monitoring and enhancement describes the process for the collection and analysis of feedback from educators, practice educators, learners, people who access occupational therapy services, external examiners and current and potential employers of occupational therapists. Feedback should also include information about the performance of pre-registration programme graduates. Programme documentation related to quality monitoring and enhancement describes how the feedback collected is used to inform the ongoing development of the pre-registration programme.</p> <p>Programme documentation related to quality monitoring and enhancement describes the process for continual improvement of facilities and resources and how this is aligned with planned curriculum reviews. It also describes how reviews of educational methods are timely and rigorous.</p> <p>Programme documentation related to quality monitoring and enhancement describes the process for preparing reports required by RCOT's Accreditation Process, for ongoing accreditation. The process for notifying RCOT of major and minor changes to the pre- registration programme is described in the programme documentation.</p> <p>Where an accredited pre-registration programme is not recruited to in the expected timeline, the accreditation will remain in place for 2 years.</p>	<p>RCOT reports OS section 1</p> <p>PH section 3 OS section 1.1</p>
Standard 3.5		There must be regular and effective collaboration between the education provider and practice-based learning providers.		
Criteria	3.5.1	All staff involved in academic and practice-based learning work collaboratively to ensure mutually beneficial and quality experiences for all involved.	<p>Programme documentation outlines the stakeholder engagement approach of the education provider, including how relationships with a range of practice-based learning providers are established and fostered.</p> <p>For apprenticeship pre-registration programmes, programme documentation includes a contract template describing:</p>	<p>AD section 3.2 OS section 4 PPH section 6</p> <p>N/A</p>

			<ul style="list-style-type: none"> the organisational responsibilities of the employer, education provider and practice-based learning provider; the roles and responsibilities of the learner, work-based mentor, educator and practice educator; the status of learner, as opposed to employee, and the contexts in which this differentiation is important; the commitment by employers to meet the same expectations as education providers regarding sufficient resourcing to ensure there is quality in the education and learning opportunities provided; when and how employer and education provider policies will operate and which will take precedence in any given circumstance. <p>The contract should reflect an agreement between the learner, employer and education provider. An additional contract may be required to demonstrate arrangements for the end-point assessment.</p> <p>Programme documentation related to staffing describes how educators and practice educators are facilitated to develop the skills needed to support learners enrolled in pre-registration programmes.</p>	
Standard 3.6		There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.		
Criteria	3.6.1	There is a sufficient range of practice-based learning providers within the education provider's network to ensure learners have practice-based learning opportunities across the full breadth of the profession.	Programme documentation describes how learners apply their knowledge, skills and values across a wide range of practice-based learning opportunities. Learners experience a wide range of practice-based learning opportunities, such as: <ul style="list-style-type: none"> public, independent, private and third sector settings; urban, rural, local or international settings; non-frontline settings, for exposure to strategic and leadership roles and/or within research; departments or organisations; organisations for people who are under-employed, disempowered, dispossessed or socially excluded; organisations caring for people of different ages, from different socioeconomic and cultural contexts, with recently acquired and long-standing occupational needs and with different levels of physical and psychosocial functioning; settings using individual, group, community and population approaches; settings where there are no occupational therapists currently employed. 	PPH section 4 DMRs all placement modules PS section 6
	3.6.2	Practice-based learning is sufficiently resourced and supported.		OS section 1 AD CVs
	3.6.3	There are effective working relationships between the education provider and practice-based learning providers to ensure learners meet the practice-based learning requirements.		PPH section 4 AD CVs

			<p>Programme documentation describes the strategy for managing and co-ordinating practice-based learning elements of the pre- registration programme. Programme documentation outlines the stakeholder engagement approach of the education provider, including how relationships with a wide range of practice-based learning providers are established and fostered.</p> <p>Programme documentation related to staffing describes the role of the individual responsible for the development, implementation, monitoring and evaluation of practice-based learning and the requirement that the individual is an occupational therapist.</p> <p>Programme documentation outlines the expertise, qualifications and current HCPC registration status of the individual responsible.</p> <p>Programme documentation describes how there are a suitable number of occupational therapists co-ordinating practice-based learning and in practice educator roles.</p>	
Standard 3.7		People who access occupational therapy services must be involved in the pre-registration programme.		
Criteria	3.7.1	<p>People who access occupational therapy services are involved in the deliberative and decision-making processes related to admissions criteria, curriculum design, content and practice-based learning across the development, implementation and review process.</p>	<p>Programme documentation related to quality monitoring and enhancement defines the role of people who access occupational therapy services in the deliberative and decision-making processes of the pre-registration programme. Methods for recruiting people who access occupational therapy services to inform the pre-registration programme must be appropriate and clearly defined. Support provided by the education provider for people who access occupational therapy services to engage meaningfully in deliberative and decision-making processes is described.</p>	<p>AD section 3.2 OS section 1.2</p>
Standard 3.8		Learners must be involved in the pre-registration programme.		
Criteria	3.8.1	<p>Learner representatives are involved in the deliberative and decision-making processes related to admissions criteria, curriculum design, content and practice-based learning across the development, implementation and review processes.</p>	<p>Programme documentation related to quality monitoring and enhancement defines the role of learner representatives and graduates in the deliberative and decision-making processes of the pre-registration programme, guided by the ongoing feedback mechanism offered through regular evaluations.</p>	<p>OS section 7 PH section 5</p>

	3.8.2	Graduates are invited to participate in the deliberative and decision-making processes related to admissions criteria, curriculum design, content and practice-based learning across development, implementation and review.		
Standard 3.9		There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective pre-registration programme.		
Criteria	3.9.1	The learners are adequately supported by qualified and experienced educators, practice educators, administration and support staff to undertake all elements of the pre-registration programme.	Programme documentation related to staffing outlines the approach for ensuring there are appropriately qualified educators, practice educators, administration and support staff involved in the delivery of all elements of the pre-registration programme. Programme documentation related to staffing includes the education provider's workload-planning model that identifies the teaching, research, CPD, administrative and other activities that educators are contracted to undertake. The approach to managing staffing, including staffing shortages, substantive and interim positions and visiting educators is also described.	AD CVs
	3.9.2	The number of learners is in proportion with the number of educators.		For discussion at approval event
	3.9.3	The professional backgrounds and experience of educators and practice educators are congruent with the philosophy and purpose of the pre-registration programme	Programme documentation related to staffing demonstrates the educator-to-learner ratio is one full-time equivalent educator for every 15–20 full-time equivalent learners. When calculating full-time equivalent for educators, only time spent directly teaching or supporting the pre-registration programme should be included and the majority of these educators must be occupational therapists. Where an increase in the number of learners or a significant decrease in the number of educators occurs, or is anticipated, it is reported to RCOT as a major change and a clear strategy for developing or supporting the pre-registration programme team and associated resources is provided.	The number of staff is 13.6 WTE, teaching across all the programmes (including post graduate students), with 236 students this is equivalent to a ratio of 1 : 17
	3.9.4	Educators demonstrate active engagement in scholarship and/or research that directly influences the pre-registration programme and the profession.	Programme documentation related to staffing describes: <ul style="list-style-type: none"> • how educators are required to hold qualifications at a level higher than, or equivalent to, the one they are teaching and are able to demonstrate quality and currency in their area of teaching; • the formal qualifications of all educators and evidence of their expertise in the areas they teach; • the roles and responsibilities for all educators; 	OS section 1.1 PH section 3 For discussion at approval event Staff CVs

			<ul style="list-style-type: none"> the workload-planning model in place outlining how the pre-registration programme team distributes their contribution to the pre-registration programme across teaching, research, CPD, administrative and other functions; any other occupational therapy programmes within the suite offered and how the educators are distributed across all programmes, maintaining the educator-to-learner ratio; the professional backgrounds of educators and, where possible, practice educators and how their experience aligns with the philosophy and purpose of the pre-registration programme; how the scholarship and research being undertaken by educators is contributing to the pre-registration programme and the profession. 	OS section 1
Standard 3.10		Subject areas must be delivered by educators with relevant specialist knowledge and expertise.		
Criteria	3.10.1	Elements of the curriculum under the Professional Practice pillar within the <i>Career Development Framework</i> (RCOT 2017b) and all practice-based learning is overseen or supported by occupational therapists with appropriate expertise and qualifications.	<p>Programme documentation related to staffing outlines the expertise, qualifications and current HCPC registration status of all educators teaching the elements of the curriculum under the Professional Practice pillar within the <i>Career Development Framework</i> (RCOT 2017b).</p> <p>Programme documentation related to staffing outlines the expertise and qualifications of all educators teaching the elements of the curriculum under the Facilitation of Learning, Leadership, and Research and Development pillars within the <i>Career Development Framework</i> (RCOT 2017b).</p>	AD CVs AD Cvs
	3.10.2	Elements of the curriculum under the Facilitation of Learning, Leadership, and Research and Development pillars within the <i>Career Development Framework</i> (RCOT 2017b) are taught by educators with appropriate expertise and qualifications.	<p>Programme documentation related to staffing outlines the expectations of the expertise, qualifications and current HCPC registration status of practice educators. For education conducted outside the UK, HCPC registration status may not be relevant, however the equivalent is required.</p> <p>Programme documentation describes how the educators and practice educators use their knowledge of local contexts of practice to inform their teaching. This should include knowledge and understanding of relevant local occupations, social structures, cultural beliefs and practices, health needs, and occupational opportunities.</p> <p>Programme documentation describes how the educators and practice educators use their knowledge of global occupational therapy, health, disability, societal and educational theories and practice to inform their teaching. Methods of strengthening this knowledge include engaging with</p>	PPH section 5
	3.10.3	The educators and practice educators use their knowledge of the local contexts of practice to support learners.		All DMRs
	3.10.4	The educators and practice educators use their knowledge of		AD CVs DMRs- SOHP604

		global occupational therapy, health, disability, societal and educational theories and practice to support learners.	visiting educators and the professional literature (national and international), attending international conferences and professional networking beyond the local context. Programme documentation outlines the stakeholder engagement approach of the education provider, including establishing and maintaining effective working relationships with health, care, society, disability, educational and legislative institutions that influence occupational therapy practice and education.	AD section 3.2
Standard 3.11		An effective strategy must be in place to ensure the continuing professional and academic development of educators, appropriate to their roles in the pre-registration programme.		
Criteria	3.11.1	Educators are supported to engage in teaching, scholarship and/or research in a way that acknowledges and allows for the administrative functions associated with the role.	Programme documentation related to staffing describes the education provider's workload-planning model that identifies the teaching, research, CPD, administrative and other activities that educators are contracted to undertake. Time and activities related to skill development for the purposes of continually improving the pre-registration programme should also be described.	Discussion at the approval event AD CVs
	3.11.2	CPD and lifelong learning activities that educators engage in, directly impact on the design and delivery of a contemporary and evidence-based curriculum.	Programme documentation related to staffing incorporates the principles of CPD and lifelong learning (Broughton and Harris 2019) and the <i>Career Development Framework</i> (RCOT 2017b) into the professional development planning for educators. The CVs of educators demonstrate engagement with CPD and lifelong learning through a range of activities, including research where appropriate. Programme documentation outlines how educators, learners, the pre-registration programme and/ or the education provider benefit from the CPD and lifelong learning undertaken.	AD Table 10 AD CVs
Standard 3.12		The resources to support learning in all settings must be effective and appropriate to the delivery of the pre-registration programme and must be accessible to all learners and educators.		
Criteria	3.12.1	The resources fit well with the philosophy and purpose of the pre-registration programme.	Programme documentation related to resource management: • is aligned with the defined philosophy and purpose of the pre-registration programme; • demonstrates how the available resources, including library resources, online learning, teaching materials, specialist equipment and funding are able to meet the needs of learners and educators;	AD section 8
	3.12.2	Facilities, equipment and resources are accessible, well-maintained, fit for purpose and		AD section 8

		support the achievement of the learning outcomes.	<ul style="list-style-type: none"> justifies the available teaching space, venues for specialist learning activities, storage space and the availability of office space for educators, administration and support staff; describes how equipment and materials for occupational therapy interventions that are available for teaching purposes fit with the local technology, economy, values and geography; demonstrates that the varying needs and capabilities of educators and learners have been considered. It should also describe how any potential issues have been identified and the approach the education provider has taken to address these issues or develop strategies to mitigate their impact. <p>Initial and ongoing CPD and lifelong learning for all staff is inclusive of the knowledge and skills required to value diversity and to work without discrimination.</p>	
	3.12.3	Learning materials, resources and activities are accessible for learners and educators with varying needs and capabilities.		<p>AD section 8</p> <p>AD section 8</p> <p>AD section 8 PH page 3, 4 PH section 4.7</p> <p>Mandatory training</p>
Standard 3.13		There must be effective and accessible arrangements in place to support the wellbeing and learning needs of learners in all settings.		
Criteria	3.13.1	Each learner must be allocated a Tutor who has responsibility for providing general academic advice, as well as mentoring and supporting the professional development of the learner.	Programme documentation describes the processes for allocating a Tutor and how the role effectively supports the needs of the learner, including the development of their profession-specific identity. The Tutor must be an academic member of the pre-registration programme team. Although the Tutor does not need to be an occupational therapist, programme documentation must describe the information provided to learners regarding how to access a member of the pre- registration programme team who is an occupational therapist, if required.	OS section 1, 7 PH section 4.7
	3.13.2	Learners are aware of, and have access to, support services provided by appropriately- qualified professionals.	Programme documentation describes the services available for learners offering the support they may require to successfully complete the pre-registration programme. This may include personal, mental health, physical health, supportive learning, financial or pastoral services. Education providers may provide these services directly or by facilitating their access for learners.	PH section 4.7 OS section 7

Standard 3.14		The pre-registration programme must implement and monitor equality and diversity policies in relation to learners.		
Criteria	3.14.1	Equality and diversity principles are clear, transparent and demonstrated throughout the pre-registration programme.	Programme documentation related to participation and completion of the pre- registration programme explicitly describes how individuals defined by any of the protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation (Great Britain. Parliament 2010), are supported throughout their engagement with the education provider. Programme documentation related to staffing describes how the CPD and lifelong learning available for educators and practice educators is inclusive of equality and diversity principles, with the aim of strengthening the skills needed to develop a more inclusive and participatory profession.	OS section 6.4 PH section 4.7 Mandatory training for educators PPHB section 5
	3.14.2	Educators and practice educators demonstrate the skills and commitment to promote change towards a more inclusive and participatory society.		
Standard 3.15		There must be a thorough and effective process in place for receiving and responding to learner complaints.		
Criteria	3.15.1	Learners are provided with sufficient information about the processes to follow for any complaints related to the pre-registration programme.	Programme documentation related to the grievance and complaints process describes how this information is communicated to learners and defines an appropriate timeline for response by the education provider.	PH appendix 5 PU website https://www.plymouth.ac.uk/student-life/your-studies/essential-information/complaints-appeals-and-conduct
	3.15.2	A timely and appropriate response is provided to learners following a complaint.		
Standard 3.16		There must be thorough and effective processes in place for ensuring the ongoing suitability of learners' conduct, character and health.		
Criteria	3.16.1	The learning strategy and methods assure fitness for the profession.	Programme documentation describes how the pre-registration programme is aligned with the professional standards for practice and the ethical and professional conduct expectations of the profession. Programme documentation describes how the education provider supports and enables progression of professionally suitable learners. Programme documentation includes the process for investigation of alleged fitness to	AD section 5 PH section 4.4 and 4.9 PS appendices mapping of professional standards
	3.16.2	Future employers are confident that graduates are fit for the profession and for employment.		

	<p>3.16.3</p>	<p>Learners maintain the personal and professional attributes suitable for practice as an occupational therapist.</p>	<p>practise concerns and for the potential termination of a learner's enrolment on these grounds.</p> <p>Programme documentation outlines the stakeholder engagement approach of the education provider, including the ongoing engagement with current and potential employers of occupational therapists.</p> <p>Programme documentation related to quality monitoring and enhancement describes the process for the collection and analysis of feedback from educators, practice educators, learners, people who access occupational therapy services, external examiners and current and potential employers of occupational therapists. Feedback should also include information about the performance of pre-registration programme graduates.</p> <p>Programme documentation describes how the education provider ensures all learners continue to be suitable for the occupational therapy profession, throughout their enrolment.</p> <p>Programme documentation includes the process for learners to notify their education provider if they have any changes in their criminal record. Criteria for notifying HCPC about a learner's criminal record at the point of applying for professional registration are described.</p> <p>Programme documentation includes the education provider's policies and procedures regarding academic suspension.</p> <p>Programme documentation describes how discussions about whether a learner is deemed suitable for the profession, and therefore eligible to continue their enrolment, must be entered into as soon as it becomes evident that there is a potential issue. Appropriate and proportionate are in place and applied by the education provider throughout a learner's enrolment in the pre-registration programme.</p>	<p>AD section 3 OS section 1.2</p> <p>OS section 3</p> <p>DMRs placement modules PPH</p> <p>PH page 9</p> <p>PH section 4</p> <p>PS section 9</p>
<p>Standard 3.17</p>	<p>There must be an effective process in place to support and enable learners to raise concerns about the safety and wellbeing of people who access occupational therapy services.</p>			

Criteria	3.17.1	Learners are empowered and supported to raise concerns about the safety and wellbeing of people who access occupational therapy services.	Programme documentation related to practice-based learning describes how learners are empowered and supported to raise concerns about the safety and wellbeing of people who access occupational therapy services. Safeguarding measures for learners and people who access occupational therapy services are evidenced in the programme documentation. For apprenticeship pre- registration programmes, learners are also empowered and supported to raise concerns about the safety and wellbeing of people accessing the occupational therapy services of their employer.	Safeguarding included in mandatory training of all students DMRs of placements
Standard 3.18		The education provider must ensure learners, educators and others are aware that only successful completion of an approved pre-registration programme leads to eligibility for admission to the HCPC Register.		
Criteria	3.18.1	Learners are provided with sufficient information explaining how step-off or other exit awards offered by their education provider may not result in eligibility to apply for registration as an occupational therapist.	In the programme documentation, step-off or other exit awards resulting in eligibility to apply for registration as an occupational therapist with the HCPC must be clearly differentiated from those that provide an award that does not lead to eligibility to apply to register as an occupational therapist. There must be no reference to the title of occupational therapist in aegrotat, step-off or other exit awards that do not provide eligibility for registration as an occupational therapist. Potential aegrotat, step-off or other exit awards must be considered by the education provider in advance and be stated in the programme documentation. Programme documentation describes the information provided to learners about the role of RCOT and the eligibility requirements and benefits of RCOT professional membership.	PS section 9 PH section 2.2 DMRs, SOHP 401, placement modules
	3.18.2	Learners are provided with information about the eligibility requirements of RCOT professional membership.		

Domain 4 – Pre-registration programme design and delivery				
Standards and criteria		Guidance and evidence		Mapping
Standard 4.1		The learning outcomes must ensure that learners meet the standards of proficiency for the relevant part of the HCPC Register.		
Criteria	4.1.1	The learning outcomes prepare learners to meet the professional standards for practice by the end of the pre-registration programme.	Programme documentation describes how the learning outcomes are aligned with the professional standards for practice and how learners will be assessed as meeting the learning outcomes.	DMRs PS mapping of professional standards
	4.1.2	The pre-registration programme is of a sufficient duration to ensure it prepares learners to be fit for the profession.	<p>For apprenticeship pre-registration programmes, programme documentation includes the mapping of the apprenticeship pre-registration programme and end-point assessment to the <i>Apprenticeship standard – occupational therapist (integrated degree)</i> (Institute of Apprenticeships and Technical Education 2018).</p> <p>Programme documentation describes the learning and assessment activities scheduled throughout the pre-registration programme.</p> <p>The duration of the pre-registration programme must be 90 scheduled weeks of learning, at a minimum. An individual period of learning must not exceed the length of the pre-registration programme plus two years. In exceptional circumstances, an extension of an additional six months beyond this maximum period may be requested. In such cases, the written approval of RCOT must be sought prior to any further study, including practice- based learning, commencing.</p> <p>RCOT must be contacted in writing as soon as it becomes apparent that a learner is experiencing difficulties which may extend their period of learning beyond the length of the pre-registration programme plus 2 years.</p>	<p>N/A</p> <p>OS section 2 PH section 5 PS section 8 PH section 3.4.1</p> <p>PH section 2.2</p> <p>PH section 2.2</p>

Standard 4.2		The learning outcomes must ensure that learners understand and are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.		
Criteria	4.2.1	The learning outcomes prepare learners to meet the ethical and professional conduct expectations of the profession.	Programme documentation describes how the learning outcomes are aligned with the ethical and professional conduct expectations of the profession. Programme documentation demonstrates how learners will be assessed as meeting the learning outcomes. Programme documentation defines the responsibilities, roles and expectations of learners across all elements of the pre- registration programme and clearly indicates the consequences of not fulfilling these.	DMRs in particular SOHP 401, and all placement modules, OCT 606 PS mapping of standards OS sec 6.3
Standard 4.3		The pre-registration programme must reflect the philosophy, core values, skills and knowledge base of the profession.		
Criteria	4.3.1	The core principles of occupational therapy and occupation-centred practice are integrated into every part of the pre-registration programme.	Programme documentation demonstrates that a minimum of 60 per cent of the pre- registration programme is focused on occupation and occupational therapy and how the core principles of occupational therapy and occupation-centred practice are embedded throughout. The curriculum describes how learners are prepared to embrace risk and enable choice (RCOT 2018). Programme documentation describes how recommendations for educating learners in public health and prevention concepts have been considered (Council of Deans of Health 2017). Programme documentation describes how the skills and knowledge to respond to occupational issues which arise due to social and health disparities, diversity and human rights issues will be developed by learners. Programme documentation describes the philosophy and purpose statements which include a commitment to educate learners to promote	DMRs AD section 5 DMR OCT 605 DMR OCT 606 DMRs including OCT 606 AD section 5 AD table 3, this framework will be used as part of OCT 606 assessment.
	4.3.2	Learners develop the skills and knowledge necessary to respond to occupational issues which arise due to social and health disparities, diversity and human rights issues for populations, communities and individuals.		
	4.3.3	Learners are committed to processes of change and develop their skills in promoting change towards a more inclusive and participatory society.		
	4.3.4	The pre-registration programme prepares learners to: <ul style="list-style-type: none"> • maintain occupation at the centre of practice; • deliver safe, effective, person-centred and ethical practice; • use professional judgement, 		

		reasoning and decision-making.	change towards a more inclusive and participatory society.	
	4.3.5	The pre-registration programme prepares learners to: <ul style="list-style-type: none"> • teach, mentor, supervise and/or assess others; • facilitate practice-based learning; • create and evaluate learning environments, tools and materials. 	Programme documentation describes how the curriculum is aligned with each of the four Pillars of Practice within the <i>Career Development Framework</i> (RCOT 2017b): <ul style="list-style-type: none"> • Professional Practice • Facilitation of Learning • Leadership • Evidence, Research and Development. 	DMRs in particular SOHP 401, SOHP 503 and SOHP 605, SOHP 602, OCT 606
	4.3.6	The pre-registration programme prepares learners to: <ul style="list-style-type: none"> • identify, monitor and enhance their own knowledge and skills; • guide, direct and/or facilitate teamwork; • design, implement and manage professional and/or organisational change. 		
	4.3.7	The pre-registration programme prepares learners to: <ul style="list-style-type: none"> • influence broader socio-economic and political agendas; • use and translate evidence to inform practice; • design, implement, evaluate and disseminate research. 		
Standard 4.4		The curriculum must remain relevant to current practice.		
Criteria	4.4.1	Learners are prepared to enter the profession with the skills and knowledge reflected in the evidence base, to meet the current and future needs of people who access occupational therapy services.	Programme documentation describes how the pre-registration programme is agile and able to respond to changes and innovation in current practice. Programme documentation related to quality monitoring and enhancement outlines how the curriculum is reviewed and changes to	DMRs in particular OCT 605 OS section 1 AD section 3.2

<p>4.4.2</p>	<p>Learners develop their knowledge of current and predicted health and wellbeing needs and associated occupations relevant to local, national and international communities.</p>	<p>practice are reflected.</p> <p>Programme documentation demonstrates how the recommendations for educating learners to engage in and support a digitally enabled health system have been considered (National Health Service 2019), and contextualised to all other systems in which occupational therapists work.</p> <p>Programme documentation describes how learners develop their knowledge about current and predicted health and wellbeing needs and associated occupations, within the context of local, national and international communities.</p> <p>Programme documentation incorporates the five guiding principles for sustainability in occupational therapy practice, education and scholarship (WFOT 2018).</p>	<p>DMRs PS sec 8</p> <p>DMRs of OCT modules, including OCT 606</p> <p>PS section 8.4 DMRs OCT 409, 528, 529, 530, 532 and 608 and OCTP716</p> <p>DMRs in particular OCT 532, OCT 606, OCT 605</p>
<p>4.4.3</p>	<p>Learners are capable of incorporating current and emerging data on social, economic, organisational, environmental and health disparities into the design and prioritisation of occupational therapy services.</p>	<p>Programme documentation describes how learners are prepared to engage in and contribute to discussions influencing the current and future role of occupational therapists, for example medication management, scopes of practice and service redesign.</p>	<p>DMR OCT 605 and ADV766</p>
<p>4.4.4</p>	<p>Learners are able to identify professional and political influences on the occupational therapy profession and are prepared to shape the future directions of practice and the workforce.</p>	<p>Programme documentation describes how learners are prepared to be entrepreneurial, innovative and enterprising, particularly in service innovation.</p>	
<p>4.4.5</p>	<p>Learners are supported to be entrepreneurial, innovative and enterprising, particularly in their approach to service innovation.</p>		

Standard 4.5		Integration of theory, evidence and practice must be central to the pre-registration programme.		
Criteria	4.5.1	The integrity of the curriculum is reflected in the integration of theory, evidence and practice throughout the pre-registration programme and across academic and practice-based learning elements.	Programme documentation describes how theory, evidence and practice are integrated throughout the curriculum, regardless of the educational method used. Programme documentation defines how learners develop and apply skills related to the use of research evidence in practice.	AD section 5 DMRs PS section 7 and 8 DMRs including SOHP 503 and SOHP 605
	4.5.2	Learners are skilled in finding, appraising and using research evidence to underpin their practice.		
Standard 4.6		The learning and teaching methods used must be appropriate to the effective delivery of the learning outcomes.		
Criteria	4.6.1	Learning and teaching methods are evidence- informed, drawing on appropriate educational theories to ensure effective mapping to the curriculum models.	Programme documentation describes how the learning and teaching methods are evidence-informed and demonstrates how educational theories underpin all learning.	AD section 5 PS section 7 and 8
	4.6.2	Learning and teaching methods utilise a range of techniques and technologies to address the andragogic needs of the learner.	Programme documentation justifies the range of educational techniques and technologies utilised by the education provider, including online and distance-learning where appropriate. Programme documentation describes how any local learning and teaching methods are valued and incorporated.	AD section 5 PS section 7 and 8
	4.6.3	Learners are prepared for each transition point in the pre-registration programme and all associated expectations.	Programme documentation describes how the education provider prepares learners through an induction process prior to each transition point (for example, a new academic year), by setting the associated expectations.	PH appendix 4 – study strategies DMRs
	4.6.4	The learning and teaching methods are transparent to the learner.	Programme documentation describes how the learning and teaching methods are articulated for learners, for the purposes of transparency.	DMRs, including SOHP 401, OCT 407

Standard 4.7		The delivery of the pre-registration programme must support and develop autonomous and reflective thinking.		
Criteria	4.7.1	The learning and teaching methods prepare learners for autonomous practice.	Programme documentation describes how the learning and teaching methods prepare learners for autonomous practice and develops their understanding of scope of practice.	AD section 5 DMRs, including placement modules OS section 2.1
	4.7.2	The learning and teaching methods support learners to value the impact of reflective thinking.	Programme documentation describes how reflective thinking is fostered.	DMRs – starting with SOHP 401 PPHB – part 2 section 10 AD section 5
	4.7.3	The learning and teaching methods are designed to develop critical thinking and decision-making skills.	Programme documentation describes how the learning and teaching methods develop critical thinking and decision-making skills.	AD section 5.0.1
	4.7.4	The learning and teaching methods foster the development of independent learning.	Programme documentation describes how the curriculum is aligned with the principles of CPD and lifelong learning (Broughton and Harris 2019) and utilises the <i>Career Development Framework</i> (RCOT 2017b) as a resource. Programme documentation explains how learners are enabled to document achievements and formulate a future development plan.	
Standard 4.8		The delivery of the pre-registration programme must support and develop evidence-based practice.		
Criteria	4.8.1	Learners develop both quantitative and qualitative research skills and are prepared to apply research skills to support engagement in, and with, research and improvements in practice.	Programme documentation includes an explicit statement describing the aims and objectives of research education and demonstrates how this is embedded throughout the pre-registration programme to develop an evidence-based practitioner. The curriculum describes the acquisition of both quantitative and qualitative research skills and must support methods appropriate to research in occupational therapy. The curriculum is designed to develop graduate confidence in the application of research skills to	DMRs – SOHP 503 and SOHP 605, also included in OCT modules
	4.8.2	Learners apply knowledge and skills they have gained in the pre-registration programme to a research, inquiry, evaluation or innovation project		DMR – SOHP 602 and OCT 605

	4.8.3	Learners develop their knowledge in research ethics and governance principles and can apply them in practice.	support engagement in and with research. Programme documentation describes how the acquisition of research-related knowledge and skills are applied through a research, inquiry, evaluation or innovation project. Programme documentation describes how learners acquire a research-based inquiry approach that encourages them to take part in the research practices of occupational therapy and enables them to engage actively and creatively with research questions and practice issues.	DMRs – SOHP 503 and SOHP 605 DMRs – SOHP 503 and SOHP 605, placement DMRs
	4.8.4	Learners can collect and analyse data and use outcome measures to evaluate the impact of occupational therapy.		
	4.8.5	Learners develop their skills in meaningfully engaging with people who access occupational therapy services in the design and conduct of research.	Programme documentation describes how learners are prepared to be able to select and justify study designs, methods and ethics appropriate to research in occupational therapy. Programme documentation describes how learners acquire the skills to evaluate the impact of occupational therapy interventions. Programme documentation describes how learners develop the skills to be able to meaningfully engage with people who access occupational therapy services in the design and conduct of research.	
Standard 4.9		The pre-registration programme must ensure that learners are able to learn with, from and about professionals and learners in other relevant professions.		
Criteria	4.9.1	Interprofessional learning involving different professions within and beyond the health, wellbeing, social and integrated care systems are embedded in both academic and practice- based learning elements to develop the knowledge, skills and professional conduct necessary for collaborative practice.	Programme documentation describes how learners have interprofessional learning experiences with other health, wellbeing, social and integrated care professions as well as other relevant professions, such as police or teachers, where possible. Professions beyond the health, wellbeing, social and integrated care systems should also be considered, for example, learning from or with	AD section 5 DMRs SOHP 401, SOHP 503, SOHP 605 and 602

	4.9.2	Interprofessional learning must be a productive and relevant educational experience for all learners.	engineering and computer science professionals, as recommended for developing the health workforce to practice in a digitally enabled system (NHS 2019).	AD section 5
	4.9.3	All professions involved in interprofessional learning have equally contributed to both defining the scope of the interprofessional learning and to developing the educational materials.	Programme documentation describes the core principles of interprofessional learning and how they are aligned with the core principles of occupational therapy. There must be a clear rationale for inclusion of interprofessional learning in the pre- registration programme. Any interprofessional learning identified as contributing to the award must contribute to the learning outcomes of that pre-registration programme.	AD table 2, section 5
	4.9.4	Interprofessional learning will constitute no more than one third of the pre-registration programme.	Programme documentation demonstrates that the process of developing the interprofessional learning was collaborative, involved equal contribution and valued each contribution equally. Programme documentation describes the proportion of the pre-registration programme that involves interprofessional learning and the stated proportion is no greater than one third of the whole pre-registration programme.	DMRs SOHP 401, SOHP 503, SOHP 605 and 602 AD section 5 table 2, total of 80 credits of 360
Standard 4.10		The pre-registration programme must include effective processes for obtaining appropriate consent from people who access occupational therapy services, and from learners.		
Criteria	4.10.1	The protection of learners and people who access occupational therapy services is a guiding principle of the pre-registration programme	Programme documentation related to practice-based learning describes the process for obtaining consent from people who access occupational therapy services prior to engagement with learners. The process for obtaining consent from people who access occupational therapy services for their involvement in pre-registration programme development, implementation and review is also documented. Programme documentation describes the process for obtaining consent from learners who take part in learning or assessment activities where they act as people accessing	PPHB – placement assessment forms, section A for each level Safeguarding is completed by all students as part of their mandatory

			<p>occupational therapy services.</p> <p>Safeguarding measures for learners and people who access occupational therapy services are evidenced in the programme documentation.</p> <p>Programme documentation related to staffing describes how the CPD and lifelong learning available for educators and practice educators is inclusive of the skills and knowledge to ensure safeguarding of learners and people accessing occupational therapy services.</p>	<p>training.</p> <p>PPHB section 6</p>
Standard 4.11		The education provider must identify and communicate to learners the parts of the pre- registration programme where attendance is mandatory and must have associated monitoring processes in place.		
Criteria	4.11.1	All assessments within the pre-registration programme leading to eligibility to register as an occupational therapist with the HCPC must be successfully completed.	<p>Programme documentation describes all the assessments that contribute to the award including both academic and practice-based learning components. Programme documentation explicitly states that all assessments contributing to the award must be successfully completed by the learner in order for them to be eligible to register with the HCPC as an occupational therapist and to be eligible for professional membership with RCOT.</p> <p>Programme documentation acknowledges the importance of a process for defining any variation in a learner's progression through the pre-registration programme. The eligibility criteria for when an individual scheme of study is considered and implemented are also outlined in the programme documentation.</p> <p>Programme documentation describes the steps the education provider takes to establish an individual scheme of study, ensuring it is in place at the earliest possible point. For learners enrolled in an apprenticeship pre-registration programme, consideration of the role of the employer in the</p>	<p>DMRs</p> <p>PS section 8</p> <p>PH section 1.3</p> <p>AD section 5.2</p> <p>AD section 1</p> <p>OS section 1.1</p>
	4.11.2	In exceptional circumstances, education providers establish an individual scheme of study with any learner who may not be able to complete, or has failed, a mandatory assessment, but is eligible to undertake a further attempt and progress with the pre- registration programme.		

			implementation of an individual scheme of study is also documented.	
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Domain 5 - Practice-based learning				
Standards and criteria		Guidance and evidence		Mapping
Standard 5.1		Practice-based learning must be integral to the pre-registration programme.		
Criteria	5.1.1	Practice-based learning facilitates the learner's formation of their identity as an occupational therapist and develops learners to meet the professional standards for practice and the ethical and professional conduct expectations of the profession.	<p>Programme documentation describes how practice-based learning is central to the educational process. Practice-based learning includes curriculum content and is an educational method, but is acknowledged separately because specific standards and criteria apply. Practice-based learning must be appropriately integrated throughout the curriculum, ideally within every year.</p> <p>Programme documentation describes how practice-based learning develops the learner's formation of their identity as an occupational therapist. Programme documentation describes how practice-based learning is aligned with the professional standards for practice and the ethical and professional conduct expectations of the profession.</p>	<p>AD section 5 PS section 8 PPHB</p> <p>PPHB</p>
Standard 5.2		The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.		
Criteria	5.2.1	A sufficient number of practice-based learning hours are required to be completed, to produce work-ready graduates.	Programme documentation related to practice-based learning describes how learners are required to successfully complete a minimum of 1000 hours of assessed practice-based learning.	<p>PPHB PH section 4 DMRs – placement modules</p> <p>PS section 9</p>
	5.2.2	Through practice-based learning, the learner is provided with the opportunity to experience or implement the occupational therapy process and gain wider knowledge of service provision.	<p>Across the whole pre-registration programme, this can include any or all of the following:</p> <ul style="list-style-type: none"> • hours recognised as prior learning; • a maximum of 40 hours of simulated practice-based learning; • a maximum of 3.5 hours of self-directed study relevant to practice-based learning every week, or the equivalent pro-rata amount for non-full-time practice-based learning activities. 	
	5.2.3	There is a logical progression and structure to the practice-based learning, to ensure integration of theory into practice.		

	<p>5.2.4</p>	<p>For learners in apprenticeship pre-registration programmes, practice-based learning must be undertaken outside the learners' own work setting, ideally outside their employer's organisation.</p>	<p>The hours of practice-based learning that may be considered for recognition of prior learning:</p> <ul style="list-style-type: none"> • must not exceed the hours of practice-based learning scheduled for the first year of the receiving education provider's pre-registration programme; • must have been assessed; • must have been successfully completed. <p>The process for assessing the achievement of learning outcomes from the recognised practice-based learning is described. Programme documentation includes the arrangements made by the education provider to support applicants through this process.</p> <p>Programme documentation describes how practice-based learning is full time or, where there is a rationale provided, at least 0.5 full-time equivalent.</p> <p>Programme documentation outlines the stakeholder engagement approach of the education provider, including how relationships with a wide range of practice-based learning providers are established and fostered. Programme documentation describes how there are a suitable number of occupational therapists co-ordinating practice-based learning and in practice educator roles.</p> <p>Programme documentation describes how learners apply their knowledge, skills and values across a wide range of practice-based learning opportunities. All practice-based learning opportunities include interventions that focus on the person, the occupation, and the environment. Programme documentation describes how the practice-based</p>	<p>PS section 9 PPHB</p> <p>PPHB OS section 1</p> <p>PPHB</p> <p>PPHB</p> <p>PPHB part 2 section 9</p>
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		<p>learning outcomes are informed by national and international evidence and expectations of service provision.</p> <p>Learners experience a wide range of practice-based learning opportunities, such as:</p> <ul style="list-style-type: none"> • public, independent, private and third sector settings; • urban, rural, local or international settings; • non-frontline settings, for exposure to strategic and leadership roles and/or within research departments or organisations; • organisations for people who are under-employed, disempowered, dispossessed or socially excluded; • organisations caring for people of different ages, from different socioeconomic and cultural contexts, with recently acquired and long-standing occupational needs and with different levels of physical and psychosocial functioning; • settings using individual, group, community and population approaches; • settings where there are no occupational therapists currently employed. <p>Programme documentation includes samples of the learning agreements between a learner and practice educator. Learning agreements should specify progressive learning outcomes for practice-based learning and must be agreed to by an educator who is an occupational therapist.</p> <p>For apprenticeship pre-registration programmes, programme documentation includes a contract template describing:</p> <ul style="list-style-type: none"> • the organisational responsibilities of the employer, education provider and practice-based learning provider; 	<p>N/A</p> <p>PPHB</p> <p>PPHB</p> <p>N/A</p>
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			<ul style="list-style-type: none"> • the roles and responsibilities of the learner, work-based mentor, educator and practice educator; • the status of learner, as opposed to employee, and the contexts in which this differentiation is important; • the commitment by employers to meet the same expectations as education providers regarding sufficient resourcing to ensure there is quality in the education and learning opportunities provided; • when and how employer and education provider policies will operate and which will take precedence in any given circumstance. <p>The contract should reflect an agreement between the learner, employer and education provider. An additional contract may be required to demonstrate arrangements for the end-point assessment.</p> <p>Programme documentation describes how employee rights (for example, annual leave and bank holidays) and pressure points in the workplace are taken into account when scheduling practice-based learning.</p>	N/A
Standard 5.3		The education provider must maintain a thorough and effective system for approving and ensuring the quality of practice-based learning.		
Criteria	5.3.1	Quality practice-based learning is offered to learners, to facilitate continuity and consolidation of the learning experience.	<p>Programme documentation related to quality monitoring and enhancement describes the process for the collection and analysis of feedback related to practice-based learning from educators, practice educators, learners, people who access occupational therapy services, external examiners and current and potential employers of occupational therapists. Feedback should also include information about the performance of pre-registration programme graduates.</p> <p>Programme documentation related to quality monitoring and enhancement describes how the</p>	PPHB section 6

			<p>feedback collected is used to inform the ongoing development of the pre-registration programme, including how education providers can best prepare, develop and support practice educators.</p> <p>Programme documentation includes policies and procedures for managing situations where a learner's education is being negatively affected by the practice-based learning setting.</p>	PPHB
Standard 5.4		The education provider must maintain a thorough and effective system for approving and ensuring the quality of practice-based learning.		
Criteria	5.4.1	Flexible and appropriate models of supervision are used that enable learners to develop the ability to practise safely and effectively.	Programme documentation describes how practice-based learning is managed differently across the range of settings where practice-based learning occurs. This may include, for example, long-arm supervision models where practice-based learning is occurring in an organisation that is unfamiliar with the roles of occupational therapists. To accommodate this, the role of practice educator should include responsibility for facilitating occupational therapy-specific learning through long-arm supervision, rather than support being provided by practice-based learning provider staff unfamiliar with occupational therapy principles.	PPHB section 5 PPBH part 2 section 15 and 16
	5.4.2	All learners undertaking practice-based learning have equivalent support from practice educators, regardless of the setting.		
	5.4.3	The education provider has administrative support in place for the organisation and management of practice-based learning, which includes support for both learners and practice educators.	<p>Programme documentation describes the strategy for managing and coordinating practice-based learning elements of the pre-registration programme. This includes the approach to contacting learners and supporting their practice-based learning needs. Evidence of how this is implemented should also be provided.</p> <p>Programme documentation outlines the stakeholder engagement approach of the education provider, including how relationships with a wide range of practice-based learning providers are established and fostered.</p>	PPHB
	5.4.4	Learners, educators, practice educators and employers (in the case of apprenticeship pre-registration programmes) are supported by the education provider at all times but particularly in circumstances where learners are failing to reach the required learning outcomes or demonstrate fitness for the profession.		PPHB OS section 1
				PPHB OS section 1

			<p>Programme documentation describes how there are a suitable number of occupational therapists coordinating practice-based learning and in practice educator roles.</p> <p>Programme documentation describes the roles and responsibilities of educators, practice educators, and employers and work-based mentors (in the case of apprenticeship pre-registration programmes), in managing learners who are failing to reach the required learning outcomes. The process for investigation of alleged fitness to practise concerns and for the potential termination of a learner's enrolment on these grounds is also described. In cases where there are concerns about a learner's ability to progress in the pre-registration programme, the processes used to inform relevant stakeholders and make a decision about the learner's progression is outlined in the programme documentation.</p> <p>For apprenticeship pre-registration programmes, programme documentation describes the approach taken by the education provider and employer to jointly make a decision about the learner's progression and the efforts to preserve the ongoing relationship between a learner and their employer in such circumstances.</p> <p>Programme documentation describes the support provided by the employer and education provider to learners who are failing to reach the required learning outcomes.</p> <p>Programme documentation acknowledges the importance of a process for defining any variation in a learner's progression through the pre-registration programme. The eligibility criteria for when an individual scheme of study will be</p>	N/A
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			considered and implemented are also documented. Programme documentation describes the steps the education provider takes to establish an individual scheme of study, ensuring it is in place at the earliest possible point. For apprenticeship pre-registration programmes, consideration of the role of the employer in the implementation of an individual scheme of study is also documented.	
Standard 5.5		There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.		
Criteria	5.5.1	An occupational therapist employed by the education provider has overall responsibility for the development, implementation, monitoring and evaluation of practice-based learning within the pre-registration programme.	<p>Programme documentation describes the role of the individual responsible for the development, implementation, monitoring and evaluation of practice-based learning and the requirement that the individual is an occupational therapist.</p> <p>Programme documentation related to staffing outlines the expertise, qualifications and current HCPC registration status of the individual responsible.</p>	<p>AD staff CV – Jen Rolfe and Sarah Reynolds, Associate Head of School for practice learning.</p> <p>Staff CVs</p> <p>Discussion at approval event</p>
	5.5.2	The number of qualified and experienced staff involved in practice-based learning is in proportion to the number of learners.	Programme documentation describes how there are a suitable number of occupational therapists coordinating practice-based learning and in practice educator roles.	
Standard 5.6		Practice educators must have relevant knowledge, skills and experience to support safe and effective learning.		
Criteria	5.6.1	Practice educators are adequately prepared and supported to facilitate practice-based learning.	Programme documentation describes how the education provider supports practice-based learning providers to identify, recruit, prepare, support and retain practice educators. Programme documentation related to staffing describes how practice educators are facilitated to develop the skills needed to support learners.	PPHB
	5.6.2	Education providers facilitate and streamline the process for practice educators to teach and assess learners during practice-based learning.		

Standard 5.7		Practice educators must undertake regular education that is appropriate to their role, learners' needs and the delivery of the learning outcomes of the pre-registration programme.		
Criteria	5.7.1	The education provider works in partnership with practice-based learning providers to support the CPD and lifelong learning of practice educators.	Programme documentation outlines the relationship between the education provider and the practice-based learning provider and describes how they work in partnership to support the CPD and lifelong learning of practice educators.	PPHB section 6
	5.7.2	CPD and lifelong learning activities that practice educators engage in directly impact on the design and delivery of a contemporary practice-based learning experience.	Programme documentation related to staffing incorporates the principles of CPD and lifelong learning (Broughton and Harris 2019) and the <i>Career Development Framework</i> (RCOT 2017b) into the professional development planning for practice educators. Programme documentation outlines how learners benefit from the CPD and lifelong learning undertaken by the practice educators.	PPHB section 6
Standard 5.8		Learners and practice educators must have the information they need in a timely manner in order to be prepared for practice-based learning.		
Criteria	5.8.1	There is a clear induction to all practice-based learning that prepares learners and defines the roles and responsibilities of the practice-based learning provider, education provider, practice educators and learners.	Programme documentation clearly describes the roles and responsibilities of the practice-based learning provider, the education provider, practice educators and learners during practice-based learning.	PPHB
	5.8.2	Learners have completed the training required by the specific practice-based learning provider, prior to commencing in their setting.	Learners and practice educators are provided with this information and are adequately prepared and supported to fulfil their respective roles and responsibilities.	PPHB, educators website
	5.8.3	To ensure a depth of learning, practice educators provide a range of strategies and resources to support learners to embrace how to practise in the specific practice-based learning setting.	Practice-based learning providers may require that learners have completed specific training, such as manual handling, GDPR, resuscitation, infection control or food safety and hygiene. In such cases, programme documentation describes how the education provider supports learners to complete the required training, within reason, before commencing their practice-based learning.	Mandatory training completed prior to practice placement, includes manual handling, BLS

			<p>Education providers may offer the training directly or facilitate access to training for their learners. A local policy for ensuring this training has been undertaken would include defining the responsibilities for training provision, managing the administrative function and following up learners who have not completed the relevant training. Programme documentation describes the range of strategies and resources to support learners in practice-based learning settings and how these may be tailored to suit the specific context of the setting.</p>	<p>PPHB section 12</p>
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Domain 6 - Assessment				
Standards and criteria		Guidance and evidence		Mapping
Standard 6.1		The assessment strategy and design must ensure that those who successfully complete the pre-registration programme meet the professional standards for practice.		
Criteria	6.1.1	<p>The assessment strategy and methods assures graduates meet the professional standards for practice, by the end of the pre-registration programme.</p>	<p>Programme documentation describes how the pre-registration programme learning outcomes are aligned with the professional standards for practice. Programme documentation demonstrates how learners will be assessed as meeting the learning outcomes.</p> <p>Programme documentation includes the process for identifying and managing learners who are less likely to successfully complete the pre-registration programme as early as possible. Programme documentation related to learner progression describes the steps the education provider takes to establish an individual scheme of study, ensuring it is in place at the earliest possible point.</p> <p>For apprenticeship pre-registration programmes, arrangements for the end-point assessment must be documented. An additional contract may be required to demonstrate arrangements for the end-point assessment.</p>	<p>PS section 13.2 and appendices DMRs</p> <p>OS section 1.1 role of personal tutor</p> <p>N/A</p>
Standard 6.2		Assessment throughout the pre-registration programme must ensure that learners demonstrate they are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.		
Criteria	6.2.1	<p>The assessment strategy and methods ensures graduates meet the ethical and professional conduct expectations of the profession.</p>	<p>Programme documentation describes how the pre-registration programme learning outcomes are aligned to the ethical and professional conduct expectations of the profession.</p> <p>Programme documentation includes the process for investigation of alleged fitness to practise concerns and for the potential termination of a learner's enrolment on these grounds.</p> <p>In cases where there are concerns about a learner's ability to progress in the pre-registration</p>	<p>PS appendix mapping of professional standards</p> <p>PPHB section 17 PH section 4.9</p>

			<p>programme, the process used to inform relevant stakeholders and make a decision about the learner's progression are outlined in the programme documentation.</p> <p>For apprenticeship pre-registration programmes, programme documentation describes the approach taken by the education provider and employer to jointly make a decision about the learner's progression and the efforts to preserve the ongoing relationship between a learner and their employer in such circumstances.</p>	N/A
Standard 6.3		Assessments must provide an objective, fair and reliable measure of learners' progression and achievement.		
Criteria	6.3.1	The assessment strategy and methods are transparent to the learner.	Programme documentation describes how the assessment strategy and methods are articulated for learners, for the purposes of transparency.	PH Section 3.2 and Appendix 5 University assessment guide
Standard 6.4		Assessment policies must clearly specify requirements for progression and achievement within the pre-registration programme.		
Criteria	6.4.1	Learners who fail a practice-based learning component on substantiated grounds of fitness to practise concerns must be denied a retrieval attempt.	Programme documentation includes the process for managing learners who are unable to meet the required learning outcomes and/or learners who are not fit for practice.	PH section 4.9 PPHB section 17
	6.4.2	Completed hours of a failed practice-based learning component do not count towards the overall minimum requirement of 1000 practice-based learning hours.	Programme documentation includes the process for investigation of alleged fitness to practise concerns and for the potential termination of a learner's enrolment on these grounds. If the fitness to practise concerns were related to a learner's own health and then their health improved enough to be deemed fit for practise, then a second attempt may be offered.	PH section 4.9 PS section 11 PPHB section 17
	6.4.3	Learners are withdrawn from a pre-registration programme if they fail their second attempt at any practice-based learning component.		PS section 11
	6.4.4	Learners are prevented from progressing in the pre-registration programme if they fail their first attempt at consecutive practice-based learning components.	Programme documentation describes the requirement that only those hours undertaken during successfully completed practice-based learning count towards a learner's overall minimum requirement of 1000 practice-based	PS section 11

			<p>learning hours.</p> <p>Programme documentation states that, if a learner fails the second attempt at a practice-based learning component, they have failed the requirements of the pre-registration programme and must be withdrawn. The process for implementing this requirement is also described.</p> <p>Programme documentation states that if a learner fails the first attempt at consecutive practice-based learning components, they have failed the requirements of the pre-registration programme and must be withdrawn. The process for implementing this requirement is also described.</p>	PS section 11
Standard 6.5		The assessment methods used must be appropriate to, and effective at, measuring the learning outcomes.		
Criteria	6.5.1	The assessment methods utilise a range of techniques and technologies to address the andragogic needs of the learners.	Programme documentation describes the assessment methods used and how they address the andragogic needs of learners. Assessment includes direct observation during practice-based learning.	PS section 8 PPHB DMRs
	6.5.2	The assessment methods support the development of knowledge, skills and professional conduct and are congruent with the educational aims and learning outcomes of the pre-registration programme.	Programme documentation describes how the assessment methods are congruent with the educational aims and learning outcomes.	PS section 8 DMRs
Standard 6.6		There must be an effective process in place for learners to make academic appeals.		
Criteria	6.6.1	Learners are provided with sufficient information about the processes to follow when making an academic appeal.	Programme documentation outlines the academic appeals process and describes how this information is communicated to learners.	University assessment guide Appeal details also on statement of results PH section 1.2
	6.6.2	A timely and appropriate response is provided to learners following academic appeal.	Programme documentation defines an appropriate timeline for responses to academic appeals by the education provider.	

Standard 6.7		The education provider must ensure that at least one external examiner for the pre-registration programme is appropriately qualified and experienced.		
Criteria	6.7.1	All content contributing to the award must be reviewed by a qualified and experienced external examiner.	<p>External examiners must be occupational therapists. Where more than one external examiner is appointed, at least one must have a thorough understanding and experience of assessment principles and methods in higher education.</p> <p>Programme documentation related to staffing outlines the expectations of the expertise, qualifications and current HCPC registration status of external examiners. The appointment of suitable external examiners is the responsibility of the education provider.</p>	OS section 3 PH page 5