LTC17D063

Title:	**Category One low risk course proposal – changes to the BSc Occupational Therapy**
Author:	Julia Jones
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Version:	Final
Status:	Open

Issue

To receive the CP1 and CP4 forms for the low risk course proposal for changes to the HSC BSc Occupational Therapy programme

Recommendation

None.

Resource Implications

Not applicable.

Risk Implications

Not applicable.

Equality and Diversity

Not applicable.

Timing of decisions

Not applicable.

Further Information

Contact details: Julia Jones, Learning and Teaching Coordinator, telephone 01603 593528, email: julia.jones@uea.ac.uk for enquiries about the content of the paper.

Background

Not applicable.

Discussion

Not applicable.

Course Proposal Outline Form (CP1) *for Taught programmes only*

UEA
University of East Angl

Course proposal reference number	**CPHSCU1B920302** BSc Occupational Therapy

Title of course (including award)	BSc Occupational Therapy
Date of first student intake/year of implementation	Sept 17
Duration of degree	3 years
School(s) of Study	HSC
Proposer (Lead Academic)	Nicola Spalding/Sarah Drake

Part 1 – Description of proposal

1.1.1	Provide a brief description of the proposal	**This proposal is for modifications to the existing BSc Occupational Therapy (OT) programme which has been running at UEA since 1991.** **Changes summary are:** Proposed Updates to BSc OT and PT Courses **Teaching and Learning** • Updating of course, level and module learning outcomes in line with outcomes of the Quinquennial review 29th March 2017 • Increase use of EBL integrated only into the professional theory and practice modules • Enhancing themes of leadership and management • Enhancing employability across the 3 years • Greater use of the school lecture capture and live streaming equipment to create on line resources • **Assessment** • Updates to some module assessments to reflect updates in LO • Enhance our student feedback through increased electronic marking • Assessment deadlines (submission dates) evenly spread across the academic year to reduce pinch points for both the student and the staff work load • Ensure the assessment strategy is efficient of ALL resources and does not increase work load for staff, but maintains effective quality assurance mechanisms. • Enhance student feedback to ensure that it is timely and developmental for the students, but delivered in a way that is resource neutral • Where possible reassessment in year for practical and oral assessment to minimise impact on the summer reassessment period. **Enhanced module development** Some of the updates are a name change to the module in the current course, with minor modifications to the content and delivery, others represent movement of teaching from a combination of two old course modules, for example in year 2, the OT Theory and

Practice is a combination of OT Practice and the human sciences. There is no change to student contact hours, and updates are resource neutral (see 1.1.9).

Some modules have had a shift of module credits (as indicated in the table below) to allow greater application of human sciences into professional and clinical skills teaching in the professional and placement education modules.

Present Course (credits)	Proposed Changes (credits)
Year 1 Professional Development (20) Human Sciences (40) OT Practice (40) Placement Education (20) Mandatory Training (0)	**Year 1** Foundations of Prof. Practice (20) Human Sciences (20) OT Theory and Practice (40) Placement Education (40) Mandatory Training (0)
Year 2 Research Skills (20) Human Sciences (20) OT Practice (30) Placement Education (50) Mandatory Training (0)	**Year 2** Evidence Based Practice (20) OT Theory and Practice (60) Placement Education (40) Mandatory Training (0)
Year 3 Context of Practice (20) Professional Development (20) OT Practice (30) Placement Education (50)	**Year 3** Research Policy and Practice (40) OT Theory and Practice (40) Practice Education (40)

1.1.2	What are the unique selling points of the course?	**For people that want to pursue a career as an OT.** The programmes aim to develop therapists who are: • Competent to practice autonomously using their knowledge and skills to make professional judgments that enable individuals and groups to optimise their health and social well-being and educational potential. • Lifelong learners, capable of using reflective practice within a framework of continuing professional development. • Critical in evaluating their practice, active research consumers able to base their practice on high quality research evidence and able to contribute towards the culture of enquiry within their profession. • Flexible, innovative, and responsive to change, able to manage themselves and others within shifting contexts of health, social care, and education, enhancing service development, while ensuring quality and productivity. • Able to work safely and effectively within their scope of practice, understating the impact of culture, equality and diversity so they act in the best interests of service users and the service at all times. • Proactive in leadership and management of others to meet the challenges that exist health and social care. • Skilled team members able to operate in interdisciplinary and multi-agency environments, working effectively with different professionals, organisations, and individuals.
1.1.3	How does the course complement the existing School/Faculty/University portfolio of courses?	**No change as this is already an existing course and thus continues to support the HSC strategic Plan:** *To be 'a leading international, world class academic force in the field of Health Sciences'. Our educational courses exist to 'develop outstanding practitioners and leaders of health care equipped to respond to a rapidly changing external environment'.* The course continues to embrace the interprofessional learning ethos of the school this will be enhanced through increased opportunities of learning within the EBL framework and the continued collaborative working with CIPP.

1.1.4	How does the course join up with the School Plan (including Admissions, Teaching, Employability and Research)?	**No change. The course continues to support the School:**

No change. The course continues to support the School:

'Education is at the heart of the School of Health Sciences. Our educational provision is built on research–informed teaching, innovative curriculum design and an excellent student experience. The graduates we produce are skilled, creative, intellectually adept and employable practitioners, health-care leaders and contributors to future knowledge. Their attributes enable them to make a significant contribution to society, professionally, morally and economically, and to contribute to the global pool of knowledge addressing 21st century health challenges.'

Admissions

The course admissions procedures adhere to the UEA Admissions Code of Practice https://www.uea.ac.uk/documents/598310/1513268/Admissions%2BCode%2Bof%2BPractice%2BMarch%2B2010.pdf/5a3f9937-3e0c-4267-9574-ae18fcf447ab

Full consideration is given to applicants with a range of academic study routes. The particular requirements of both programmes reflect the level of academic study, the features of a professional programme, and the inter-professional nature of the programmes.

Essential requirements are seen as:

- An ability to study at an advanced level.
- A clear understanding of the chosen profession.
- Excellent communication skills.
- Sound time management skills.
- Flexibility and motivation.
- An understanding of disability.
- Ideally with relevant voluntary or paid work in health care.
- An interest in working with people.

The course is committed to valuing diversity and promoting equality. A reasonable adjustments panel exists to ensure that HSC has processes and procedures that are fair, objective and free from unlawful discrimination for HSC students who declare a disability.

Interviews explore a range of issues, including the applicant's suitability for the profession, whether the applicant holds the NHS values as reflected in the NHS constitution the applicant's level of resilience and the applicant's overall communication skills.

Teaching

The updates to the course propose the approach to teaching is student-centred with EBL encouraging students to take responsibility for their own learning needs. Students make links between existing and new learning, building upon knowledge and its application. EBL enhances students' skills in team-working and clinical reasoning, and encourages creative problem-solving leading towards careers as autonomous practitioners. The use of case scenarios as a prompt for learning underpins the teaching and learning strategies of the course and the school, providing a sound educational framework within which students can develop as self-directed learners. Case scenarios are routinely revisited throughout the programme as a focus through which material can be integrated. Thus, for example, as the student develops their knowledge of anatomy, psychology and research methodology, the impact of this on their understanding of the client and their professional role can be articulated, establishing strong, evidence-based clinical reasoning and a clearer professional identity. Establishing this identity within an interprofessional and multidisciplinary context fosters an environment of mutual respect and understanding.

The OT and PT programmes support active learning in their students. The programme already benefits from the interprofessional expertise within the school but also encourages the students to share their past experiences and knowledge from the growing range of academic and cultural backgrounds. Students are expected to be motivated and soon develop insight into their own learning needs. In the first year the students will work in the proposed new module foundations of professional practice and with their advisors to establish their strengths and weaknesses, explore learning styles and needs and establish strategies to maximise their own learning potential.

The School of Health Sciences has a portfolio of high-quality programmes and we are able to draw on the clinical and research expertise of staff from across the school to meet the needs of effective individual programme delivery.

Academic staff are appointed to both Academic Teaching and Research (ATR) or Academic Teaching and Scholarship (ATS) posts. Common to both ATR and ATS staff is an expectation of appropriate contributions to education and related activities and to enterprise and engagement. A number of members of staff on each programme are HCPC-registered in the corresponding discipline. The OT and PT programmes are managed by a Course Director who is on the appropriate HCPC register for their profession.

The school has subject specialists which the courses draw upon such as psychologists, physiologists, anatomists. In addition the interprofessional nature of the school enables the programmes to draw upon other professions to contribute: nursing, paramedics, ODPs and midwives. Associate tutors (clinicians, service users and PGR students) also deliver teaching and assess students and are involved in the admissions process. Staff from the school's local support office and the UEA Learning and Teaching Hub provide administrative support.

Practice educators continue to be an important part of our professional course. In support of the placement process, there is regular communication and effective team working between placement educators, the placement coordinators, the visiting tutors and the students, all forming part of the practice education components of the programme, and supported by the HSC director of practice education and the UEA learning and teaching s

We take every individual student's employability seriously within the School of Health Sciences (HSC) at UEA.

Employability

Students entering our courses usually do so with a specific career plan in mind. The pre-registration Therapy courses in HSC are specifically designed to ensure graduates are fit for purpose and fit for practice as therapists in a range of current and future health and social care environments. On successful completion of the courses students are eligible to apply for HCPC registration to practice as either Occupational Therapists or Physiotherapists.

Academic learning relevant to the workplace is addressed through course modules. Profession specific skills and behaviours, essential for the workplace, are taught and assessed in School, but most importantly in the workplace during Practice Placement modules.

We have a dedicated Director of Employability for HSC whose role includes developing a programme of employability initiatives including curricular and extra-curricular activities in line with school, UEA and wider educational policies. For example, we have an annual employment exchange health fair where a large number of employers attend to give the opportunity to meet with employers. We are continuously developing working relationships with employing and potential employing organisations. We have very close relations with our UEA Careers Service, which in itself offers students a wide range of resources and sessions/events to enhance employability – not just about filling in application forms.

The UEA Award offers students the opportunity to achieve a Bronze, Silver or Gold award for fulfilling employability related activities. Working in conjunction with the UEA Award, as a school we have developed the Employability Development Portfolio (EDP) – which is an evidence based tool for students to use throughout their studies to provide evidence for, and to support employability development. All students are given a copy of the EDP in their first year of studies.

Experts by experience/Service Users

The involvement of service users in learning events is integral to all programmes. Students will have greater opportunities to participate in experiential and simulated learning and to experience the narratives of individuals accessing health and social care services through

		live events and in trigger materials for EBL. Examples include: students preparing for elements of their practice placements through training delivered by "stroke expert" service users; teaching sessions whereby service users share their experiences and "live" assessment and intervention events which student observe and participate in. Service users make a valuable contribution to various aspects of the programme, and this involvement continues to be developed. Examples of the ways in which service users are being progressively more involved with aspects of the programme include: • Coming in as expert informants in case based teaching sessions. • During practice education placements, service users are a pivotal part of the students' understanding of the theory-practice links of health and social care delivery. • In addition, research-based teaching places particular importance on service user involvement in line with current Department of Health policies related to research and planning and delivering services. Therefore, the research that informs teaching has often collaborated with service users on the design, management, analysis and dissemination of research findings. • Experts by experience will also be involved in the proposed EBL teaching • Service users will be invaluable as part of the new assessment strategy, acting as experts in practical assessments
1.1.5	Please provide an estimate of additional student numbers to be included in the School student numbers targets (up to and including steady state)	Previous cohorts over the last 25 years has ranged from 20 to 50 for each profession and have been dependent on commissioned numbers. Post comprehensive spending review we have the opportunity to increase student numbers both nationally and internationally depending on resources in the school and placement capacity, and determined by school leadership at a time when competition will increase as more courses are also wishing to grow their numbers and new courses are being introduced in HEIs. Numbers identified for 2017 - 45
1.1.6	Please include details of market intelligence/market scanning to support the proposal	N.A. This is an existing course already with modifications to modules proposed in this form.
1.1.7	Does the proposal involve collaboration with another school within the University, or another provider external to the UEA?	No
1.1.8	Will the programme require accreditation from a professional, statutory or regulatory body?	The course has already had approval from the HCPC and accreditation from the COT. The HCPC will be notified after the review (29th March) of the changes and they will determine how to take this forward so that we can maintain approval. The COT annual monitoring process is currently being written. They will be notified of the proposed changes.
1.1.9	Will there be any impact on existing teaching patterns, and will any new modules be required or existing modules	EBL is being introduced to this curriculum for the Theory Practice modules only: last term of year one (weekly EBLs) and both years 2 and 3 and is fortnightly. So the EBL facilitation process is 5 hours per group, per fortnight. In year 1 this will be 8 EBL's, year 2 this is 10 EBLs, In year 3 this is 9 EBLs. EBL group sizes will be 15 students. So a cohort of 45 student will require 3 facilitators per cohort.

	changed. If so please detail?	Whilst EBL might be deemed more resource intensive, we have planned strategically to manage our staffing resources in other ways to ensure the updates are staff cost neutral: • EBL will be timetabled on different days to the EBL used on the MSc OT and PT courses to allow spread of resources. (The CDs are currently working together to ensure staff resources are efficiently used.) Joint OT and PT events will also allow sharing of rooms and staff resources. • Staffing resource is neutral: The proposed updates will not change the total number of contact hours for students. Some enhancements have been proposed which will reduce face to face teaching e.g replaced by flipped lectures, increased independent study including through greater use of e learning resources. For example Human Sciences module (year 1) teaching is moving to a flipped lecture approach, enabling contact time for practical application sessions. • In the 2nd and 3rd years, where EBL is being introduced into the uniprofessional modules, the two weekly format of the EBL is replacing the current weekly pattern of teaching: which was small group work with multiple members of staff. **So there is no anticipated change to the teaching staff contact time.** • Also, we are hoping to follow the SLT model of one EBL facilitator across the professional EBL groups, i.e 1 lecturer to two EBL initial inquiry, journal club and resolution. • More shared events across the courses to ensure efficiencies of staffing and rooms. • Increase online material to support more guided independent study • Increase use of clinicians and service users as experts in teaching and assessment. • For non-specific professional teaching, for example human sciences, we have been encouraged by the leadership group to use staffing resources from the whole school, such as physiologists, psychologists, anatomists. This frees up the PT staff to facilitate the EBL groups. • HSCs growing research community including ATR staff and PGR staff, offers us the opportunity to use such expertise for our research and EBP teaching. **Assessment** Assessment changes have led to reduced staff time for marking: A thorough review of our current assessment strategy led us to plan efficiency savings in our assessment methods and schedule. For example, some electronic marking, peer marking, improved, streamlined formative assessments and feedback and working so that dates of assessment were not clashing with MSc OT and PT deadlines for staff marking. Staff training will also be undertaken to ensure they are more efficient and effective throughout the assessment process. This is especially important for new staff.
1.1.10	Outline any key features of the programme e.g. Year Abroad, Year in Industry, placement requirements (including requirement for DBS), off campus delivery, eLearning, outline how this will be delivered and what resource implications are anticipated?	Placement requirements are unchanged. Greater use of eLearning and electronic assessment and marking. Different models of placement visiting is currently being explored to ensure efficient use of resources.

1.1.11	Will any existing degree programmes be affected by this course proposal e.g. change in title, pathways changed, merged or closed? If so please detail.	Same changes are proposed for the BSc Physiotherapy programme. See their CP1. Some module updates will also be reflected on the BSc Speech and Language Therapy course

Head of School Support/Authorisation	
Professor Rosalynd Jowett *Rosalynd M Jowett* Head of School name and signature	Date 21.03.17

On completion of the above, please forward to **Senior Faculty Manager**

Office Use Only – For completion by Associate Dean L&T in consultation LTS Coordinator (who supports the school) and Associate Dean -Admissions Please refer to UEA course proposal and approval process guidance notes to assign a risk category. Risk category agreed, please tick the box below			
Risk category 1 (low risk)	✔	Risk category 2 (standard risk)	

For risk category 1 only CP4 (Academic Design) required **Y/N**. If **Y**, please details <u>which sections.</u> If **N**, proceed direct to completion of CP5 (Notification of Approval and set up – <u>for LTS use only</u>)
Yes – **CP4** **PART 1:** **1-6 as general info and context for reviewers** **Items 12,** **14 (to illustrate HCPC major modification process)** **17 (as per CP1)** **19 to illustrate amendments made to learning outcomes at course and module level** **21 to provide detail regarding the changes to assessment methodology, weighting and associated formative activity** **PART 2:** **4.2.5. re Board to support reassessment activity** **4.2.8. assurance re placement capacity/ strategy in place/ liaison with JJ** ***LTS coordinator involvement and support will be sought by FLTQC so please ensure they are fully briefed and involved.**

Associate Dean (Admissions) Support/Authorisation	
APEmeran Associate Dean (Admissions) name and signature	Date: 23.03.17

Additional comments from Associate Dean (Admissions) **in consultation with ARM.**

Associate Dean (Learning & Teaching) Support/Authorisation

Emma Sutton: Associate Dean (Learning & Teaching)	Date: 21/03/2017

For risk categories 2 only. <u>Upon completion of Business Plan (CP2) and Financial Plan (CP3):</u>

Office Use Only – For completion by Senior Faculty Manager, in consultation with ARM Executive and Faculty Executive	
Comments and recommendations from **ARM Executive**, made to Faculty Executives upon full proposal made.	
Comments and recommendations from SFM, made to Faculty Executives upon proposal made.	
Mark Hitchcock Senior Faculty Manager name and signature	Date: 24.03.2017
Where applicable, comments made by the Faculty Executive on the proposal	
Approved by Faculty Executive (Yes, No, N/A)	Date

CP4 Part 1 - PROGRAMME SPECIFICATION for an award of the University of East Anglia					
4.1.0	**Reference Code**	CPHSCU1B920302			
4.1.1	**Title**	BSc (Hons) Occupational Therapy			
4.1.2	**School (s)**	School of Health Sciences			
4.1.3	**Faculty**	FMH			
4.1.4	**Date of first student intake**	25TH September 2017			
4.1.5	**Award**	BSc (Hons)			
4.1.6	**Interim Award/ degree title**	Standard	Certificate of Higher Education and Diploma of Higher Education (UG); Postgraduate Certificate or Postgraduate Diploma (PG).		/
		Non- standard (detail)	Health Science		
4.1.7	**Level**	Level 6 FHEQ (Bachelors)			/
		Level 7 FHEQ (Masters/Integrated Masters)			
		Other (specify)			
4.1.8	**Award Regulatory Framework**	Bachelors and Integrated Masters			/
		Common Masters Framework			
		Other (specify)			
4.1.9	**Course-specific regulatory requirements**	All modules have to be passed 1,000 assessed and passed placement hours included within programme Existing programme has open ended approval from HCPC and the proposed changes are being sent to the HCPC via their major modification process for approval. Although accreditation by the Royal College of Occupational Therapists (RCOT) is not a requirement it is established practice to have this additional accreditation.			
4.1.10	**Length of course**	3 years			
4.1.11	**Board of Examiners**	As current: exam board for BSc OT, PT, SLT			
4.1.12	**Mode of Attendance**	Full-time	**/**	Part-time	Other

4.1.13	**Professional Accreditation details**	Award leads to eligibility to register with the HCPC. http://www.hcpc-uk.org Major change application is being completed and will be sent off to the HCPC by the 12th June Graduates can apply for professional membership with the RCOT. RCOT educational Rep will been informed as will the programme external examiner. Both will have the opportunity to comment on the developments	

4.1.14	**Placement information**		
		Professional placement	**/**
		Year Abroad	
		Year in Industry	
		Semester Abroad	
		Other	
		None	

4.1.15	**Relevant Subject Benchmark**	http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Health-care-programmes---Occupational-Therapy.pdf

4.1.16	**Course Description**	The BSc Honours Occupational Therapy (OT) programme is a three year undergraduate degree. It is approved and regulated by the Health and Care professions Council (HCPC) and in addition accredited by its professional body, The Royal College of Occupational Therapists (RCOT). Occupational Therapy takes a whole person approach to both mental and physical health and wellbeing, enabling individuals to achieve their full potential. It provides practical support to enable people to facilitate recovery and overcome any barriers that prevent them from doing the activities and occupations that matter to them. The philosophy of the programme is to provide high quality inter-professional education to develop therapists who would meet the health and social care needs of the population. The School remains one of the truly inter-professional establishments in the country which is also committed to the development of evidence-based practice wherein research and practice are integrated through clinical reasoning and reflective practice, within a framework of lifelong learning. The Occupational Therapy programme is modular and contains strong collaborative interprofessional elements embodying the principles that facilitate effective interprofessional team-work, essential to students' future employability. The programme will enable learners to develop an understanding of humans as occupational beings across the lifespan and to support individuals to optimise their functional ability and potential. In this way, they address problems of impairment, activity and participation and manage recovering, stable and deteriorating conditions. Core areas of the programme include the core principles of occupational therapy philosophy, theoretical foundations of practice, and knowledge and skills of professional practice. The programme develops the student's leadership and innovation skills developing a student's knowledge for service improvement. The students will have the opportunity through practice placements to analyse the unique and innovative contribution of their profession in a range of health and social care environments, including physical and mental health and community and acute

		settings. The focus of practice, however, is on the individual needs of each client or client group, taking account of the influence of specific psychological, cultural, and social factors in the context of care. This includes due consideration of the needs and abilities of others involved with the client, including carers and other health and social care workers.
4.1.17	Course Profile details	Details of all courses currently offered by the University are available at https://www.uea.ac.uk/study/undergraduate/degrees and https://www.uea.ac.uk/study/postgraduate/taught-degrees Modules **Year 1** Foundations of Prof. Practice (20) Human Sciences (20) OT Theory and Practice (40) Placement Education (40) Mandatory Training (0) **Year 2** Evidence Based Practice (20) OT Theory and Practice (60) Placement Education (40) Mandatory Training (0) **Year 3** Research Policy and Practice (40) OT Theory and Practice (40) Practice Education (40)
4.1.18	Learning Outcomes	The overarching course and level outcomes are prescribed by the PSRB, this important feature ensures that the professional standards and quality are maintained and that students gain the skills and knowledge required by employers. The programmes aim to develop therapists who are: • Competent to practice autonomously using their knowledge and skills to make professional judgments that enable individuals and groups to optimise their health and social well-being and educational potential. • Lifelong learners, capable of using reflective practice within a framework of continuing professional development. • Critical in evaluating their practice, active research consumers able to base their practice on high quality research evidence and able to contribute towards the culture of enquiry within their profession. • Flexible, innovative, and responsive to change, able to manage themselves and others within shifting contexts of health, social care, and education, enhancing service development, while ensuring quality and productivity. • Able to work safely and effectively within their scope of practice, understating the impact of culture, equality and diversity so they act in the best interests of service users and the service at all times.

- Proactive in leadership and management of others to meet the challenges that exist health and social care.
- Skilled team members able to operate in interdisciplinary and multi-agency environments, working effectively with different professionals, organisations, and individuals.

Each programme aim is subdivided into level outcomes:
These outcomes are approved and mapped to the professional and regulatory bodies.

Competent Practitioner

The programmes aims to develop therapists who are competent to practice autonomously, using their knowledge and skills to make professional judgments that enable individuals and groups to optimise their health and social well-being and educational potential.

Level 4 outcomes
By the end of level 4 students will be able to:
- behave in a manner consistent with an awareness of professional and ethical conduct, demonstrating dignity and respect;
- demonstrate a fundamental understanding of the biopsychosocial processes governing human function;
- apply the components of human sciences (anatomy, physiology and psychology) to understand human function and activity;
- understand the impact of society and the environment on health, well-being and participation;
- demonstrate an understanding of the scientific basis of their professional principles;
- use introductory level theory and knowledge to demonstrate basic clinical reasoning;
- demonstrate competency to practice in a range of skills appropriate for level 4 practice placement.

Level 5 outcomes
By the end of level 5 students will be able to:
- identify and apply profession specific theoretical and practical foundations to OT or PT practice;
- demonstrate appropriate professional and ethical conduct in practice;
- explain the key bio-psychosocial processes governing health and well-being, impairment, and participation;
- select and use a range of standardised and non-standardised assessments;
- assess and prioritise problems and apply appropriate treatment strategies with clients in a variety of practice settings;
- demonstrate an understanding and use of appropriate touch, communication, handling, and human movement skills through practice in both school-based and placement settings;

- articulate the problems associated with common medical, psychological, cognitive and developmental impairments;
- explore clinical reasoning relating to key disorders of function occurring in practice;
- demonstrate competence to practice in a range of skills (including assessment and use of treatment media) appropriate for placement level.

Level 6 outcomes
By the end of level 6 students will be able to:
- demonstrate professional integrity and consider ethical issues impacting on practice;
- synthesize a professional knowledge from university-based study and clinical experience;
- demonstrate competence in a range of professional skills and apply these effectively and safely; assess individuals and plan, implement, evaluate, record interventions and develop effective discharge plans, consistent with the context of care and profession specific judgement;
- demonstrate competence to practice in a range of skills (including assessment and use of treatment media) appropriate for placement level.

Lifelong Learning
The programmes aims to develop therapists who are lifelong learners, competent at using reflective practice within a framework of continuing professional development.

Level 4 outcomes
By the end of level 4 students will be able to:
- utilise a range of study skills fundamental to academic and professional requirements;
- be familiar with information technology skills to support learning, self-development and contemporary healthcare;
- apply skills of reflective practice and begin to build a professional development portfolio;
- engage in self-directed study;
- apply a wide range of strategies to facilitate self-directed learning to support lifelong learning;
- identify core transferable skills;
- show awareness of self as a learner and the implications of this in academic and professional development;
- understand the need for continuing professional development as a requirement for professional practice and conduct.

Level 5 outcomes
By the end of level 5 students will be able to:
- demonstrate increased independence as a reflective practitioner within a CPD framework;
- identify and apply the skills required during a range of student centred teaching and learning activities;

- independently generate problem-solving pathways for practice, learning goals, and research;
- employ the skills of reflection and analysis in processing assessment data and selecting appropriate client management strategies;
- identify learning objectives and demonstrate responsibility for self-directed learning in the academic and placement environment.

Level 6 outcomes
By the end of level 6 students will be able to:
- identify their own learning needs and plan appropriate strategies for addressing these through a framework of CPD;
- initiate and engage in a process of lifelong learning, based upon self-reflection and continuing professional development;
- employ appropriate learning and teaching strategies to support their own learning and that of others within their workplace;
- demonstrate the ability to pursue lifelong learning by critically appraising personal and professional development to date;
- demonstrate clearly the link between theory and practice and utilise this knowledge in new and complex situations;
- justify self-determined professional development in preparation for a post-registration role.

Evidence-Based Practice
The programmes aims to develop therapists who are critical in evaluating their practice, seeking to base their practice on high quality research evidence and able to contribute towards the culture of enquiry within their profession.

Level 4 outcomes
By the end of level 4 students will be able to:
- demonstrate critical thinking in academic essays and problem solving;
- demonstrate an awareness of evidence-based practice;
- identify the need to differentiate between levels of evidence and begin to critically appraise the literature;
- integrate core translatable skills of critical enquiry to all modules of study, including professional practice;
- search for and begin to use appropriate evidence to underpin practice.

Level 5 outcomes
By the end of level 5 students will be able to:
- demonstrate an understanding of the principles of good research and consider applicability to practice;
- be able, as research consumers to engage in evidence-based practice and evaluate practice systematically;
- demonstrate an understanding of the qualities of a range of research methodologies;
- be able to evaluate research and other evidence to inform their own practice;
- undertake reflective analysis of academic and placement experiences;
- critically appraise treatment strategies and adapt practice accordingly.

Level 6 outcomes

By the end of level 6 students will be able to:
- develop a logical and systematic approach to searching literature, in which key published research is identified;
- access appropriate resources to critically evaluate the evidence-base to apply to their practice;
- be competent in synthesizing published research into a cohesive report, evaluating the current state of knowledge;
- contribute to the culture of enquiry;
- justify practice through critical analysis of evidence;
- begin to appropriately challenge existing practice.

Flexibility and Innovation

The programmes aims to develop therapists who are flexible, innovative and responsive to change, able to manage themselves and others within shifting contexts of health, social care, and education, while ensuring quality and productivity.

Level 4 outcomes

By the end of level 4 students will be able to:
- identify the context within which health and social care is delivered;
- identify some of the legislative framework which governs practice;
- demonstrate basic self-management skills, especially in communication and time management;
- demonstrate the ability to access a wide range of resources;
- understand the importance of communication skills in the workplace;
- discuss factors contributing to inequalities in access to health and social care;
- discuss individual and social factors contributing to concepts of health, well-being, and participation.

Level 5 outcomes

By the end of level 5 students will be able to:
- demonstrate flexible practice through a profile of clinical experiences in a variety of settings and contexts;
- apply clinical reasoning and problem solving approaches to wider environments of service delivery, including an understanding of social contexts;
- target therapeutic intervention appropriate to the individual and their unique environment and needs;
- communicate with appropriate individuals and groups to promote good health, wellbeing and participation in society;
- be able to map service provision, to identify areas of potential improvement.

Level 6 outcomes

By the end of level 6 students will be able to:
- work flexibly across a wide range of health and social care environments;

- work with due consideration for the legislative framework that governs practice;
- deliver high quality care, while ensuring high productivity through good resource management;
- employ effective self-management skills and begin to manage others;
- select and justify appropriate media and forms of communication to suit service users and professionals;
- demonstrate the ability to identify and plan improvements in service delivery;
- justify clinical reasoning within an understanding of contemporary health and social care contexts;
- enable individuals and groups to optimise their health and social well-being and participation in life situations;
- promote equality and implement non-discriminatory practice for all;
- plan and deliver therapy in response to individual needs.

Leadership and Management
The programmes aims to develop therapists who are proactive in leadership and management of others to meet the challenges that exist health and social care.

Level 4 outcomes
By the end of level 4 students will be able to:
- assess their own professional development needs to inform their practice;
- identify key principles which shape the organisation and delivery of health and social care services Explore the role of organizational culture in health and social care organisations;
- understand how teams work and demonstrate greater insight into making effective decisions in group settings;
- describe social factors impacting on health and wellbeing;
- understand their own reactions to change.

Level 5 outcomes
By the end of level 5 students will be able to:
- justify why improvement is important in health and social care settings;
- apply their knowledge of health and social care policy and provision to service development;
- identify the values and work styles of others and demonstrate how to effectively utilise them within a team, promoting autonomy and empowerment;
- demonstrate awareness of the challenges of managing and developing people within organisations.

Level 6 outcomes
By the end of level 6 students will be able to:
- understand the relationship between organisational behaviour and management of practice to inform service improvement;
- apply the principles of motivation and inspiration to lead service innovation;
- analyse the complexities of implementing change;

- critically evaluate the approaches used to reduce barriers and enable innovation and change;
- identify the key elements of sustainable change.

Inter-Professional Learning and Inter-Agency Teamwork

The programmes aims to develop therapists, who are able to operate in inter-disciplinary and multi-agency environments, working effectively with different professionals, organisations, and individuals.

Level 4 outcomes

By the end of level 4 students will be able to:
- understand their professional identity as an individual and as a member of the health and social care team;
- begin to articulate the unique perspective of their profession;
- identify and begin to discuss theoretical frameworks pertinent to their profession;
- articulate the theoretical underpinning of their professional practice;
- show awareness of all 'groups' contributing to the health and social well-being of individuals;
- demonstrate an ability to communicate professionally with the service user, carer, and a range of professionals in the practice placement environment.

Level 5 outcomes

By the end of level 5 students will be able to:
- demonstrate an understanding of working with other professionals, agencies, and individuals;
- justify uni-professional treatment strategies and begin to relate these to a wider context of inter-professional practice;
- begin to articulate aspects of their professional identity and role within the inter-professional team;
- recognise the opportunities and limitations to practice within various service delivery environments.

Level 6 outcomes

By the end of level 6 students will be able to:
- articulate their own professional identity within an interprofessional and multi-agency approach to health and social care, education, and other practice environments;
- articulate their understanding of the roles and contributions of other healthcare professionals and agencies;
- work co-operatively with other professionals, agencies, and individuals;
- practice within the context of professional, legal, and ethical frameworks;
- support, educate, and advise individuals and groups, to optimise health and well-being;
- confidently articulate the limits of their practice and know when to seek advice, recognising the expertise of other healthcare professionals, service users and carers

		• work as autonomous practitioners in receipt of HCPC registration
4.1.19	**Graduate Attributes and Employability Skills**	For the occupational therapist to be fit for purpose and fit for practice, as required by UEA and the HCPC Standards of Proficiency, the graduates will demonstrate following personal attributes and employability skills: • Professional identity, autonomy and accountability. • Academic excellence • Competence to practice. • Critical thinker and problem solver • Lifelong learning. • Evidence-based practice. • Flexibility and innovation within changing contexts of care. • Leadership and Management. • Innovation and enterprise • Inter-professional and inter-agency work practices.
4.1.20	**Assessment and Feedback Strategy**	Assessment is an essential part of the learning process and is intrinsic to the design of every module. Students must demonstrate through a range of assessment methods their achievement of the learning outcomes and progression through the programme. The assessment strategy is designed to reflect the rationale and outcomes for each module of teaching and to support student's progression through the programme. Assessment within the programmes has several functions: • It is formative in the sense of enabling students to monitor and improve their own performance; • It provides a vehicle for focused independent study in chosen areas; • It provides reflection of a knowledge base, and of professional competence; • When summative it allows judgements to be made about academic and professional qualities that will determine progression from year to year and final qualification. Each module will be independently assessed both formatively and summatively in ways that test intellectual rigour and evidence of advanced critical thinking in the theory and practice of Occupational Therapy. A variety of assessment formats will be employed, including written work largely based around critical enquiry and professional reasoning including a biopsychosocial case study, journal article; business case, poster presentations, viva voce, and problem-based essay. Other assessments include short answer questions, on line MCQs, practical assessments, portfolio evidence in relation to CPD. Standardised feedback forms, linked to the UEA senate scales, have been developed and reinforce the feed forward mechanism of reflection on learning. Feedback provides guidance to students on their attainment of the assessment specific guidelines and academic writing skills including referencing, structure and grammar. Students can access all assessment details from the beginning of the year, via Blackboard including information about assignment deadlines and the return dates for feedback. Students receive their assessment feedback with the UEA turnaround time of 20 days (30 days for dissertations). The assessment schedule is below.

Assessment Schedule for BSc (Hons) in Occupational Therapy

Year	Module Title	Assignment	Wk submissi
1	Foundations of Professional Practice	Formative – Academic writing essay Summative – Written report on service user resource	3 26
1	Human Sciences	Formative – MCQ Summative - MCQ	13 25
1	OT Theory and Practice	Formative – Occupational Therapy skills practical Summative – OT Theory essay Summative – Professional Reasoning viva and short report	13 18 26
1	Placement Education 1	Formative – Critique of an HCPC profile Introductory placement 1 Summative – CPD Profile Placement 2	12 15 24 36
2	Evidence Based Practice	Formative – qualitative critical appraisal Pitching a quantitative research proposal Summative – 1 Qualitative short answer questions paper 1 Quantitative Short answer questions paper	13 23 15 25
2	OT Theory and Practice	Formative – 2 Case presentations – one on each placement Summative – Biopsychosocial Essay Critique of an Intervention written report	12,32 18 34
2	Placement Education 2	Formative – Self appraisal CPD Summative – Service improvement Poster and Viva Placement 3 (6 weeks) Placement 4 (8 weeks)	18 33 12 32
3	Research Policy and Practice	Formative – Journal article plan Summative – Research dissertation - journal article	12 25
3	OT Theory and Practice	Formative – Creative Project Presentation Summative – Case Presentation form placement 6 Written Business Proposal	12 22 28
3	Placement Education 3	Formative – Written person specification and CPD plan Summative – Service improvement poster presentation Placement 3 (6 weeks) Placement 4 (8 weeks)	8 27 6 20

We aim to provide in-year reassessment where possible for our event/live assessments. These assessment effect the first year students and the final year students.

The rationale for the first year students: the live assessments test the underpinnings of clinical reasoning through MCQ Human sciences summative assessment and the

		occupational therapy professional reasoning VIVA. Students must be able to demonstrate an acceptable level of clinical reasoning prior to their first assessed practice placement. The rationale for the third year student: to enhance employability opportunities through completion of course by July and professional registration with HCPC at the earliest opportunity. This assessment strategy also offers some protection to student's holiday time, opportunity for voluntary overseas work and paid employment. During the month of August staff availability is limited; international students would be required, at great expense, to return to the UK for live assessments. In agreement with the Chair of the board of examiners and the School Director of Teaching and Learning we propose no changes to the board number or frequency. The live assessments can be processed and then pass through the board for approval with the present exam board structure.
4.1. 21	**Additional course- specific costs that students should expect to meet**	From 2017/18, new students on AHP pre-registration courses (which lead on to qualification with one of the health professional regulators) in England will take out maintenance and tuition loans like other students rather than getting an NHS grant. There may be additional costs for : • Placement travel • Placement accommodation • DBS checks • Health screening and vaccinations Students will be able to claim back placement travel and accommodation costs from the DoH.
For Office Use:		
4.1. 22	**Log of annual review - Version and date of productio n/ revision**	The Programme Spec should be reviewed annually and the review logged here: 1) If there is no change, no new version is required. 2) If there are any changes, the version number should be incremented, and a summary of the changes recorded here. This should include a summary of any course profile changes.
	Sept 16/17	NO CHANGE
	March 2017	Proposed changes to be incrementally rolled out from Sept 18. Year 1 sept. 2018 Year 2 sept 2019 Year 3 sept 2020

4.1. 23	**Last active academic year**	NA
4.1. 24	**Date archived**	NA

		CP4 Part 2 - Additional information required to consider approval				
4.2.1			**Course Profile**			
Stage	**Module Range**	**Module Code**	**Module Title**	**Credits**	**Period**	**Timetabling info/slot**
4	COMPULSORY		**Practice Education 1**	**40**	**YEAR LONG**	
4	COMPULSORY		**Foundations of Professional Practice**	**20**	**YEAR LONG**	
4	COMPULSORY		**Occupational Therapy Theory and Practice 1**	**40**	**YEAR LONG**	
4	COMPULSORY		**Human Sciences**	**20**	**YEAR LONG**	
4	COMPULSORY		**Mandatory training 1**	**0**	**YEAR LONG**	
5	COMPULSORY		**Practice Education 2**	**40**	**YEAR LONG**	
5	COMPULSORY		**Evidence Based Practice**	**20**	**YEAR LONG**	
5	COMPULSORY		**OT Theory and Practice 2**	**60**	**YEAR LONG**	
5	COMPULSORY		**Mandatory training 2**	**0**	**YEAR LONG**	
6	COMPULSORY		**Practice Education 3**	**40**	**YEAR LONG**	
6	COMPULSORY		**Research Policy and Practice**	**40**	**YEAR LONG**	
6	COMPULSORY		**OT Theory and Practice 3**	**40**	**YEAR LONG**	
4.2.2	**New Modules**	Changes to module names and credit ratings, rather than new module development. **Module names:** Module names have been enhanced to give more transparency to module content Professional development year 1: becomes foundations of professional practice Professional development year 2: becomes evidence based practice Professional development year 3: becomes research policy and practice **Credit rating** Credit ratings have been changed to reflect the content of modules Practice placement has increased from 20 to a 40 credit module. Reflecting the importance of clinical skills and practice Occupational Therapy practice 2 has increased from 40 to 60 credits to reflect the embedded Human sciences material **Modules have been removed** In year 2 (level 5) the Human sciences module (present HS2) has been embedded into the profession specific module to challenge the student's application of knowledge in the most appropriate ways. This ensures the brightest students are sufficiently challenged and the students that require				

		more support receive the information at an appropriate level. Embedding HS2 into the occupational therapy theory and practice module means we can appropriately develop the correct level of clinical reasoning for occupational therapy graduates.
4.2.3	**External comment**	Consultation events with: Practice partners External examiners Service users Occupational Therapy programmes leads in other HEIs Royal College of Occupational Therapists
4.2.4	**Consultation with existing students**	Student surveys all cohorts SSLC
4.2.5	**Board of Examiners**	No change to the Existing Board of Examiners. No change to present exam board number and frequency
4.2.6	**Cross-Schools delivery details**	NA
4.2.7	**Additional learning resources**	NA
4.2.8	**Placement detail**	Practice education is integrated into the programme through the provision of two periods of practice within each of the three years. In Year 1, students complete a two-week and a four-week placement, focusing on core transferable and profession specific knowledge, skills and behaviours. Year 2 includes a six-week and an eight-week placement, which further develop students' core skills. Year 3 includes a six-week placement, plus an eight-week placement experience, which focuses on the acquisition of more complex skills in preparation for qualified practice. It is proposed that this placement be termed a transitional placement as it will prepare the student for their transition to qualified practitioner. The requirement of both professional bodies (RCOT and CSP) is that students should complete a minimum of 1000 hours of assessed practice placement experience. The placement periods within the programmes enable students to complete 32 weeks of assessed experience, achieving 1100 hours of practice hours. In Year 1, placement 1 is a two-week placement which is formative, and therefore does not contribute to the hours. Placement 2, (four weeks) requires the student to complete a minimum of 30 hours per week. There are 14 weeks of placement experience in both year two and in year three, (each has a six-week and an eight-week placement) enabling the student to complete a further 28 weeks of 35 hours per week. The nature of the programme affords the opportunity for the practice placement experiences in years 2 and 3 to feed into the enquiry based learning sessions to consolidate learning and the subsequent application of theory and practice. All students undertake a range of practice placement experience to enable them to work with different organisational settings, across statutory health and social care providers and the private, voluntary and independent sector. The placements are primarily located within East Anglia, but may extend geographically in response to availability. Occupational Therapy students undertake a range of experiences, which include physical, psychological and occupationally focused interventions across a broad range of health and social care providers. Role emergent placements are used

as appropriate, predominantly in the transitional placement, and students are encouraged to use their transferable skills to enable them to maximise all learning opportunities in a creative and professional manner. Each student accrues an appropriate profile of experience, which is reflected in their CPD portfolio.

Both programmes enable students to organise and undertake a final, transitional placement, (placement 6) which is chosen in regards to location and specialty, through negotiation with their Personal Advisor. This discussion focuses on their placement profile to-date, their identified learning needs, and the practice placement opportunities. Practice placements to be taken overseas or in role emergent settings must be agreed by the relevant Programme Director(overseas) / Personal Advisor (role emergent) respectively. The transitional placement affords the opportunity for the student to recognise and enhance their employability prospects in regards to the acquisition of relevant professional knowledge, skills and attitudes.

A student's performance on practice placement is assessed against the learning outcomes for the placement with a pass/fail criteria. Students are prepared for practice placement learning through specific teaching sessions within the Practice Placement modules, and feedback from the experience is used to facilitate a plenary session to consider developmental needs. All students are required to maintain their CPD portfolio whilst on practice placement, and this activity facilitates the integration of theory and practice. Material from the portfolio is used as the basis for assessed work within the Practice Placement modules.

Practice Educators are supported through a programme of accredited (RCOT only) Placement Educator programmes, which are delivered locally and across the region. The programmes are inter-professional and provide an opportunity for collaborative work and developing professional understanding. Additionally, region wide experienced educator updates are organised by the School. A UEA Faculty of Medicine and Health Sciences open access website for practice educators is available to provide current resources and up to date information.

Practice education is supported by a dedicated University administrative team, a School Director of Practice Education, profession specific Placement Coordinators, Clinical Learning Environment Leads (employed by Health Education England [HEE]) and by academic staff members who act as both Personal Advisors and visiting tutors to students. The Faculty of Medicine and Health Sciences has a Practice Education Lead who addresses issues relating to the practice elements across all health programmes, facilitating Faculty wide procedures where appropriate. Practice education at HSC is also supported by the UEA Code of Practice for Placement Learning and Work-based Learning (under revision). The HSC Practice Education Handbook for educators and students provides details of the organisation, learning outcomes, delivery, and assessment of practice education. The process addresses the standards required by the statutory and professional bodies to ensure a quality experience within a wide range of locations. The experience of practice placement education is regularly reviewed, with feedback mechanisms in place to gather evidence from students, educators, and members of Faculty. Practice Education is also an important element of the HEE annual quality assurance framework.

		In preparation for the role of practice educator, clinicians normally complete a two-day multi-professional programme designed to prepare them for educating students on placement. These are usually hosted at the UEA. The programme is designed to provide theoretical learning and practical experience of student practice placement education. Day one provides the theoretical underpinning for the role of the practice educator; the delegate then undertakes the process of educating a student. Day two uses reflection on this learning experience to introduce further theory and action planning, and also looks at supporting students with additional learning needs. In preparation for day two, delegates will complete a written portfolio. The course has been designed to include interactive content which draws upon personal experience and develops the skills of an effective practice educator. Clinicians applying for the programme should: • Be a minimum of one-year post qualification. • Be Health and Care Professions Council registrants. • Be anticipating taking a student in the near future. • Wish to acquire professional body accreditation (OT only).
4.2.9	**Course Director**	Sarah Drake
4.2.10	**Deputy Course Director**	NA
For office use only – for completion by LTS Coordinator supporting the School		
LTS Coordinator's name, signature and date		Antonia Shorten-Marsh, 11 July 2017

Part 3 - Approval of the academic case			
		Name	**Date of meeting/ decision**
4.3.1	**School (Teaching Director on behalf of the Teaching Committee/Executive)**	Zoe Butterfint	11th July 2017
	Additional School approval (for cross-School delivered courses), if applicable		
4.3.2	**Faculty (Associate Dean on behalf of the Faculty Learning, Teaching and Quality Committee)**		12 September 2017
	Additional Faculty approval, if applicable		
4.3.3	**University (PVC-Academic on behalf of the Learning and Teaching Committee – category 2)**		
4.3.4	**Comments** Any comments regarding approval/refusal of approval to be documented here		