“An occupational perspective includes examining what individuals do every day on their own and collectively; how people live and seek identity; how people organize their habits, routines, and choices to promote health; and how systems support (or do not support) the occupations people want or need to do to be healthy” (p. 67).

From:
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1. Welcome to the University of Brighton

The staff of the occupational therapy programme extends a very special welcome to you as you enter the educational part of your chosen vocation. Other staff from the School of Health Sciences also wish you well. We very much hope you enjoy your two years with us at the University of Brighton.

The accelerated course will be demanding but, we trust, also enjoyable and sociable. We have designed the course very much with your human needs in mind, as befitting a programme in this subject. We have used the principles of human occupation to create a high quality educational experience where all learning has meaning (the most important occupational issue, as you will soon see). Within the philosophy of problem-based learning, you will become a member of a learning ‘team’ and will work collaboratively on different professional situations every one or two weeks. Gradually, you will acquire deep understanding of the occupational nature of human beings, and gather many skills that will enable you to help others enrich their occupational life, in a great variety of settings. You will engage in survival, creative, and productive activities yourself as part of the course, for we believe the experience of doing is as essential as thinking in this subject.

You will be well rewarded for your efforts. This programme is a nice illustration of the old wisdom that the energy put into a project is matched by what comes out. You will be awarded a postgraduate degree simultaneously with your professional qualification, and such opportunities are uncommon worldwide. Your intention to become an occupational therapist will become a reality through giving a lot of attention to the study of many fascinating topics. We know that your period of education here will become a special time of your life, and that you will surely form and come to treasure many long-term friendships.

We hope that you have a lot of fun, during your stay in this beautiful resort town. We believe you have chosen a very worthwhile career indeed, and that the type of work will enrich your lives, by improving those of others. There is an ever-growing demand internationally for occupational therapists, and advances in the UK will, for example, see you taking up vital roles within the multi-professional community teams. The contribution that an occupational perspective of health can make to public health is only just being realised, and your generation will see that fulfilled.

With very best wishes,

Dr Lee Price
Head of Occupational Therapy
University of Brighton
1.1 University of Brighton Ambition and Mission

The University of Brighton is committed to conserving, generating, transmitting and sharing knowledge locally, professionally and globally, with a focus on its application for social purpose. We offer a higher education that contributes critically to citizenship and to the public good. Our model of higher education is based on a spirit of enquiry and the active co-production of knowledge amongst staff and students, in learning, teaching and research. (From the University of Brighton Strategic Plan: http://www.brighton.ac.uk/about-us/governance-and-information/corporate-information/strategic-plan.aspx).

"The corporate goal of the University is to develop an institution, accessible to all who can benefit, which encourages excellence in learning and teaching, research, scholarship and creativity."

Former Vice-Chancellor of the University of Brighton Professor Julian Crampton. A new strategic plan is currently being developed under the leadership of the new Vice-Chancellor Professor Debra Humphris. Further details are here: https://www.brighton.ac.uk/about-us/governance-and-information/corporate-information/strategic-plan-the-next-level.aspx.

1.1 College of Life, Health and Physical Sciences

The College of Life, Health and Physical Sciences at the University of Brighton includes the School of Computing, Engineering and Mathematics, the School of Environment and Technology, the School of Pharmacy and Bio-molecular Sciences, Brighton and Sussex Medical School, as well as the School of Health Sciences, in which the occupational therapy programme is based.

Dean of College of Life, Health and Physical Sciences Professor Andrew Lloyd

1.2 School Of Health Sciences

In September 1998 the Department of Occupational Therapy and Physiotherapy joined with the Department of Podiatry and was renamed the School of Health Professions. In 2014, the School of Health Professions merged with the School of Nursing and Midwifery to form the School of Health Sciences.

The School includes courses on and research into Nursing, Physiotherapy, Podiatry, Midwifery, Community Health and Paramedic Practice, as well as Occupational Therapy. In all of these subject areas a close working relationship has been developed between the academic community of the School and the settings in which health and social care are delivered. Strengths in the applied social and natural sciences provide a framework for a genuinely multi-disciplinary approach to health and social care.

Many of the courses offered by the School of Health Sciences provide preparation for entry to the health and social care professions and are accredited by both professional and registration bodies. Cross-disciplinary learning and research are encouraged within the School and between Schools. Opportunities to participate in shared learning with student physiotherapists, nurses, midwives, doctors, and social workers are created at several points throughout your course.
Selected school staff

Head of School of Health Sciences   Professor Paula Kersten
Deputy Heads of School of Health Sciences  Dr Jane Morris
                                 Dr Kay de Vries

School administrative staff you will have contact with:

Nicky Pont       Team leader
Lisa Harford     Your course administrator
Claire Carvey
Sara Hadland
Melissa Clarke
Marian Allistone

School Technical Staff
Rob Jefford      Rick Scarle

1.3 Occupational Therapy Programme Staff

Occupational Therapy Programme Lead   Dr Lee Price
MSc/PG Dip Occupational Therapy (Pre-Registration) Course Leader Tania Wiseman
BSc (Hons) Occupational Therapy Course Leader    Dr David Haines

Paul Boyle, MSc, PG Dip OT, BA (Hons), Pg Cert HE.
Josh Cameron, PhD, MA, PGDipOT, BA (Hons), FHEA
Channine Clarke, PhD, Msc OT, BSc (Hons) OT
David Haines, PhD, MScOT, PgDipOT, LLB
Victoria Lovell, Ceramic Artist, PGCert, BSc (Hons)
Sarah Mead, MA, MSc HtO, BA (Hons)
Lee Price, PhD, MSc, BSc (Hons), Dip COT, FHEA
Tara Sims, PhD, MSc HtO,
Tracy Szekely, MScO, Dip COT, PGCIDipFT,Dip Ger, Cert Ed
Heidi von Kurthy, MSc, BSc OT, Cert Ed
Sue Wheatley, MA, Dip COT, PG Cert Ed I LT
Tania Wiseman, MSc, PGDipOT, PGCert (Research), PGCert acc, BSc (Hons), ILT
Jon Wright, PhD, MSc, Dip COT, PGCE, ILTM

These tutors are the core team. There are also the following specific roles:

Admissions:     Heidi von Kurthy
Practice Placement Education:   Tracy Szekely, Channine Clarke
Therapeutic Activities Coordinator  Victoria Lovell
Module Leaders: Paul Boyle, Josh Cameron, Sarah Mead, Lee Price, Tracy Szekely, Heidi von Kurthy, Tania Wiseman

The Course Leader is responsible for:
- Course planning and development
- Monitoring, evaluation and review
- Implementation of the programme
- Adherence to course regulations
- Organisation of the various course committees, and working groups
- Representation of the course on relevant committees in the University, NHS and professional bodies.

The course leader has the support of the Occupational Therapy Programme Lead for mentoring and development and the Deputy Head of School and Head of School of Health Sciences.

The Practice Placement Tutor is module leader for placement modules, and is responsible for the organisation of placements. This includes the vetting of new placements, ongoing monitoring of the quality of placements, the maintenance of effective lines of communication between the course and the placement providers, running and organising courses for practice educators, communicating with students about the organisation of placements, providing them and the educators with preparatory workshops, and overseeing practice placement assessments (See Section 7.4).

The Admissions Tutor is responsible for the recruitment and selection of students. As part of this role, he or she updates publicity materials, organises selection events, and ensures that the course is represented at careers conferences and seminars.

Module Leaders organise all aspects of their modules, including communication with visiting lecturers, timetabling, room booking, and are responsible for module assessment, and moderation of marking. They are also responsible for evaluating the quality of their modules through student surveys, staff student consultative committees, and staff meeting.

All members of the course team may also act as personal tutors to students.

In addition to this the course is enriched by the many temporary and visiting lecturers, practising therapists, service users and lecturers from the wider school and university who share their expertise with us.
2. Learning Resources and Other Support

2.1. University Student Handbook

The University Student Handbook can be found on the homepage of studentcentral and it can be downloaded from this web page: http://www.brighton.ac.uk/current-students/my-studies/student-policies-and-regulations/index.aspx. This contains information about your responsibilities and rights as a student. It contains detailed regulations and rights about assessment for example regarding extensions and mitigating circumstances. In addition there is information about the students' complaints procedure and right to appeal against Exam Board decisions.

2.2. Physical Resources

Students have access to dedicated occupational therapy rooms in the Robert Dodd Annexe, namely, the Activities of Daily Living Suite (fully refurbished in 2014), two workshops for creative therapeutic activities, and a student resource room. In addition, pooled teaching rooms in other buildings are used for PBL tutorials and fixed resource sessions.

2.3. Information Services (Library and Computing)

Information Services is a central service department of the University, providing support for the teaching, learning and research activities of staff and students. There are five site libraries within the University which can be used by all Brighton university staff and students.

Queenwood Library serves the Eastbourne campus and provides relevant study resources and support for the School of Health Sciences and the School of Sport & Service Management. There are networked computers, printers, photocopiers and study spaces (including bookable group study rooms) available for students in the library and in the adjacent Computer Poolroom. Wi-Fi access is available throughout the Queenwood site.

All students receive an induction to library and computing facilities in their first week and are also given more subject-specific training in Information Literacy skills and database searching later in the term. The library also offers a face-to-face/telephone/e-mail Enquiry service which provides further assistance to students on a one-to-one basis. Librarians are available to help with queries at any time and one-to-one sessions can be booked for more in depth help. A Learning Technologies Adviser is based at the library to assist with the development and support of learning technologies, and assistance with IT problems is available from the IT technicians in the Computer Pool. A programme of free Library, ICT and Study skills workshops is offered throughout term time.

The Online Library is the gateway to all print and electronic resources available through the University including a range of subject specific electronic indexes and databases, online newspapers and subject guides.

More information about our resources and services can be found on the Online Library which can be accessed via the 'Studies' tab on StudentCentral.
Key information
Online Library: http://library.brighton.ac.uk
Queenwood Library: Tel: 01273 643822
Email: AskQueenwood@brighton.ac.uk

Information Technology
Networked access to the Internet and Studentcentral Intranet is available from terminals in the libraries, computer pools and departmental offices, providing access to a range of electronic indexes and databases including the Allied Health Medical Databases (AMED), Applied Social Sciences Index and Abstracts (ASSIA), British Humanities Index (BHI), BIDS, Infotrac, the Cochrane Databases, Medline, CINAHL, Sports Discus, and Web of Science. A variety of newspapers and electronic journals can also be accessed via the Information Services "Silver" Information Service (http://silver.bton.ac.uk) and some articles can be read and downloaded as full text. The "Catchword", "Emerald" and "Science Direct" e-journals are of particular interest to health care students. Several of these databases are password controlled, using your student central / email login information. Avoid the temptation to change your password straight away, as this has caused problems in the past. They are easier to remember if you say them like a 'nonsense' word.

Access to the library catalogue and the Athens-authenticated databases and e-journals can also be made from outside the University via the Web. However, you must self-register on a university terminal whilst on campus. This process cannot be completed from home.

2.4. Personal tutors

The role of personal tutors is to give academic and personal support to a group of students whom they see regularly. While personal tutors will provide pastoral support it must be within the context of learning and personal tutors aim to direct you to the best sources of help from within the University of Brighton and outside agencies. Access to teaching staff must necessarily be limited because of teaching commitments and other university responsibilities.

The main purpose of personal tutors is to assist you to identify learning gaps, to agree long and short term objectives, and help you to identify learning resources. They will also collaborate with you to monitor progress. This involves practical tasks such as supporting the compilation of your Continuing Professional Development (CPD) Portfolio, and guidance when you are approaching assessments. During each university module you should show your CPD file to your personal tutor.

Personal tutor system

Full details and forms are available on studentcentral 'my course MSc Occupational Therapy (pre-registration)'.

Individual tutorials of approximately 30 minutes will be booked by tutees to review their (CPD). There will be a reminder in modules HEM 51, 53, 56, 60 on the timetables. A notional afternoon will be identified on the timetable in order to remind you to arrange a time with your tutor. This date may be moved by the tutors, but the
amount of time will be the same, and they will let you know the alternative date early in the module.

You should add notes to the personal tutorial form and let your tutor see the agenda before the tutorial, usually by email. Tutors will aim to discuss each area, but focus more time on the areas that you highlight with notes as more important to you. Following the tutorial you should take some time to write a brief reflective report of approximately 250 words. The complete form should be sent electronically or given to your tutor as a hard copy for you both to sign. You should keep a copy for your own CPD file. You should self-edit personal issues which may be discussed; this is a professional CPD document, not a private reflection.

2.5 Practice Placement Educators

The role of Practice Placement Educators is to provide opportunities to apply academic learning and to practice skills within real life situations, to support the development of understanding and skill acquisition, to supervise work, and to assess you against a set of predetermined criteria.

The main purpose of educators is to tutor, to provide supervision, and in collaboration with you, to assess ability and potential. More information about the role of the educator and about placements can be found later in this handbook in the Practice Placement Section.

2.6 ASK Study Guide

In addition to course-specific guidance, online resources to help you study effectively are available through the ASK Study Guide on studentcentral. You will find the link in the “My tools” menu on the homepage. ASK offers advice on how to make the most of seminars and lectures, reading and note-making, preparing for exams, tackling stress, essay writing, oral presentations, group work and many other topics. You will also find information about the weekly Study Support workshops held at all university sites and specialist services such as the Maths & Stats Support Unit and English Language Support Programme.

2.7 Equality Commitment

The University of Brighton is committed to promoting equality of opportunity and fair treatment for students and staff regardless of disability, gender, sexual identity, marital status, family or caring responsibilities, race, colour, ethnic origin, sexual orientation, age, gender identity, national origin, nationality, trade union membership and activity, political or religious beliefs, work or study pattern or contractual status. Information about the Equality and Diversity Policy and Equality Objectives 2012-16 can be found on the Equality website at http://about.brighton.ac.uk/equality/index.php. The development of the course has taken into account University policies, as well as the Equality Act 2010 and Special Education Needs and Disabilities Act 2001. Equality commitment applies to the whole student experience, from pre-entry through to progression, achievement and employment. Information about the course sent out to prospective students makes it clear that applications are welcomed from people with disabilities. Indeed, the programme team very much endorses the increasing
acknowledgement of the value of ‘lived experience’ expertise that can be brought to professional education, practice and research through increased participation of people with disabilities. This policy is reiterated during the selection procedure. Admissions statistics are monitored and students from under-represented groups tracked through the course.

Students with special learning needs are supported both by the course team and via Student Services, with extra tutorials and practical help where necessary. See further 4.1 (Student Services) and 4.2 (Learning Support Plans) below.

The curriculum incorporates reasonable adjustments to meet the needs of students with disabilities such as placing them in appropriate practice settings where reasonable adjustments are made. Since the subject of the course itself is adjustment to disability, tutors are experts at making changes to meet individual needs. For example, during Problem Based Learning (PBL) seminar groups tutors are adept at noticing if a student is experiencing physical or emotional stress, and can offer support and guidance immediately.

We have responded to students’ needs by creating a diverse range of formative and summative assessments, timetabling, and adjusting to the School’s policies on special circumstances. Powerpoint presentations from teaching sessions and course documents are posted on studentcentral, more time is provided for assessments, and ‘reasonable adjustments’ to placements can be made. Personal tutoring ensures that students with special learning needs can be supported even if these were not identified at the start of the course. Please refer to placement section below in relation to supporting students with special needs on placement.

Similarly, when students with special needs go on practice placement we encourage the student to allow us to tell the placement in advance so that reasonable adjustments can be made to help the student successfully complete the placement. Where necessary a pre-placement visit will take place to discuss the needs of the student and any adjustments that may be required. The practice placement tutor will be very happy to assist the placement team, working collaboratively to provide the student with a positive learning environment.

Issues of equality are paramount in the occupational therapy curriculum, for example the HCPC Standards of Proficiency (2013) emphasise the need to uphold the rights, dignity and autonomy of every person. During PBL tutorials, students are presented with a wide range of issues and images within the chosen problems. Indeed, assessments require that students show specifically how they have adapted their approach to meet individual needs, in consideration of a person’s age, race, gender, sexual orientation, culture, religion and disability. The course content constantly addresses anti-discriminatory values and legislation.

2.8. Student Services

Opportunities and support to help you get the most out of your time at university. Student Services is a central department providing a range of services to support you through university and to make sure you get the most from the student experience. We’re separate from your school and are here to help with all kinds of academic and non-academic issues.
Our experienced and supportive staff offer advice on a range of issues, including:
Advice about money worries and how to live on a budget.
Support in finding jobs and volunteering opportunities.
Help accessing academic support if you have a disability, learning difficulty or long-term medical condition.
One to one support for students with worries or concerns in a safe, confidential space. Here for you, whatever the issue.

Below is an outline of some of the ways in which we can help you during your time here.

**Student Support and Guidance Tutors (SSGTs)**
SSGTs are often the best first port of call for a broad range of issues. We have 2 in our school and one of the Heather Duff is based in the Robert Dodd building in Eastbourne. Further details are available here: [https://www.brighton.ac.uk/current-students/my-student-life/student-support-and-guidance-tutors/index.aspx](https://www.brighton.ac.uk/current-students/my-student-life/student-support-and-guidance-tutors/index.aspx).

**Career development**
Build your employability skills and boost your graduate potential, with careers guidance, enterprise skills and employment and volunteering opportunities. [www.brighton.ac.uk/careers](http://www.brighton.ac.uk/careers)

**Chaplaincy**
There’s more to the Chaplaincy than you think with social events, retreats, worship, discussion, support and listening.

**Childcare**
With two Ofsted rated nurseries the University of Brighton is an excellent choice for high quality, affordable and flexible childcare. [www.brighton.ac.uk/childcare](http://www.brighton.ac.uk/childcare)

**Counselling**
The counselling service is free to all Brighton students and provides a safe, confidential environment for you to discuss your concerns and learn some coping strategies. [https://www.brighton.ac.uk/current-students/my-student-life/health-and-wellbeing/need-to-speak-to-someone/index.aspx](https://www.brighton.ac.uk/current-students/my-student-life/health-and-wellbeing/need-to-speak-to-someone/index.aspx)

**Disability and dyslexia support**
If you’ve got a disability, specific learning difficulty or long term-health condition and choose to disclose it in confidence to the Disability and Dylexia team, you’ll discover the wide range of academic and personal support available. [www.brighton.ac.uk/disability](http://www.brighton.ac.uk/disability)

**Health and wellbeing**
Looking after yourself whilst at university helps you to get the most of your experience. Our links to local surgeries give you access to a doctor, while our health and wellbeing workshops and information help you to keep everything in balance – so look after your mind and body.

**Student Advice Service**
When it comes to your finances at university it pays to be money wise; so for expert advice on financial issues, including fees, grants, bursaries, loans, and money management, contact the Student Advice Service. They can also help if you are an international student needing immigration advice, or support if you’re experiencing culture shock and homesickness.

www.brighton.ac.uk/moneymatters

**Get in touch**
You can find further information about our services and answers to your student life queries at
www.brighton.ac.uk/studentlife

You can also access our services at each campus, by visiting our offices or call us to find out more or book an appointment.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>T:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastbourne</td>
<td>Trevin Towers</td>
<td>01273 643845</td>
</tr>
<tr>
<td>Falmer</td>
<td>E354, Checkland Building</td>
<td>01273 643584</td>
</tr>
<tr>
<td>Grand Parade</td>
<td>First Floor, main building</td>
<td>01273 643187</td>
</tr>
<tr>
<td>Moulsecoomb</td>
<td>Manor House, Moulsecoomb Place</td>
<td>01273 642895</td>
</tr>
<tr>
<td>Hastings</td>
<td>Havelock Road Building, Room 6.06</td>
<td>01273 644636</td>
</tr>
</tbody>
</table>

We can also help answer your questions via email at studentservices@brighton.ac.uk

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### 2.9 Learning Support Plans (LSPs)

The University is committed to ensuring that all enrolled students have an equal opportunity to succeed on their course. This includes ensuring that the university’s teaching and assessment processes are as inclusive as possible for disabled students and students who are experiencing temporary conditions (such as pregnancy), to minimize any adverse impact on their access to learning.

Recommendations for adjustments to teaching, assessment and examinations are made by the university’s Disability and Dyslexia Team. You can find further information about groups that may be eligible for Learning Support Plans in Section G of the General Examination and Assessment Regulations, on studentcentral.

**What sort of adjustments are included in a Learning Support Plan?**

Each Learning Support Plan is tailored to the individual needs of a student that arise because of their disability or other condition. For example, it may include recommendations to teaching practices, assessments and examinations. In some cases, more significant Variations to Assessment can be recommended. In these cases, the academic Learning Objectives of your course are fundamental to the decision as to what individual adjustments can be made.

**How can I get a Learning Support Plan?**

If you have a condition that you think might entitle you to a Learning Support Plan, you should contact the Disability and Dyslexia Team in Student Services either in person, by visiting your local Student Services office, or by telephoning 01273 643799 or emailing disability@brighton.ac.uk

The Disability and Dyslexia Team will ask you to provide evidence of your circumstances, such as a note from your doctor or an Educational Psychologist (EP)
Report. They can provide guidance and help you to obtain this evidence if you do not already have it. Once you have this evidence, you should then book an appointment with a Learning Support Coordinator in the team, who will discuss what individual recommendations can be included in your Learning Support Plan and share this information with your school.

The process of implementing a Learning Support Plan can sometimes take time and so it is recommended that you contact the Disability and Dyslexia Team as soon as possible to discuss your requirements. Adjustments for examinations cannot be guaranteed if information is received within 6 weeks of the assessment date. When you meet with the Disability and Dyslexia Team, they will also provide you with information about other elements of disability support – such as funding that is available through the Disabled Students Allowance (DSA) and 1-2-1 support services.

I've told the university about a disability when I applied. Do I need to do anything else?
Even if you disclosed a disability as part of your application, you will still need to contact the Disability and Dyslexia Team to provide evidence and so that your personal Learning Support Plan can be drawn up.

Temporary Conditions
These are usually quite sudden and normally result from physical injury. If time permits, you should make an appointment through your site Student Services Administrator to see the Disability and Dyslexia Team, and take your written evidence (e.g. medical certificate). If there is insufficient time to do this, take the documentary evidence to the School Office, where the administrative staff will be able to check with the Disability and Dyslexia Team. While every effort will be made to help, obviously the closer to the assessment period the more difficult it will be to make alternative arrangements.

What other support is available from the Disability and Dyslexia Team?
As well as helping with Learning Support Plans, the Disability and Dyslexia Team can also help with applications for Disabled Students Allowances and other disability funding. This can help to finance 121 support such as (but not limited to) notetakers, scribes, mentoring and/or learning support tuition. The type of support provided will depend on the impact that your disability has on your studies. More information about the support that the team provides can be found at www.brighton.ac.uk/disability

2.10. Students’ Union
‘Run by students for students’
The University of Brighton Students’ Union (UBSU) provides a wide range of professional services and facilities including: entertainment, sports, societies, student advocacy, wellbeing, commercial outlets and administration. You can view a copy of the Students’ Union handbook in pdf format from the Union’s website https://www.brightonsu.com/ . Other information is sent out via pre-arrival mailings and provided when you join the Students’ Union and collect your Students’ Union card.
The Students’ Union welcomes you to the University of Brighton and hopes you have an enjoyable time here. If you would like to get involved in the running of UBSU or need further information, please contact your nearest Students’ Union office or view the website.
3. The Course

The MSc/Pg Dip Occupational Therapy (Pre-registration) course is validated for 40 students per cohort, though the actual number per cohort will vary principally depending on numbers of places commissioned by Health Education England – Kent, Surrey and Sussex. It is an accelerated full time 90 week course over two years (45 weeks per year). The maximum registration period for the course is four years.

3.1. Course Philosophy

The philosophy of this course reflects current practice while preparing you for work within changing health and social care environments. A close link with practice is highly valued by the course team and an even closer one is desired, especially through the support of continual professional development for practice placement educators and within the development of collaborative research projects. There is emphasis on community care and the delivery of health and social care services within a wide range of contexts and by a diverse spectrum of organisations. The importance of occupational therapy in rehabilitation is acknowledged, as is the role that occupational therapists can now play in many new settings and environments such as health promotion, public health, job centres, prisons, disaster areas, residential homes, schools, and other 3rd sector settings following recent scholarship and research. An occupational perspective of health is advocated, where the importance of purposeful engagement in a balanced range of activities is considered vital to human health and well-being within the larger community.

The idea of a collaborative community of learners is adopted within the course; the life-experience that you bring needs to be activated and new approaches to problems encouraged. Life-long, self-managed learning is considered paramount for staff and students. The philosophy of occupational therapy itself is experienced through the problem-based approach to education: that an individual's positive engagement in the (learning) activity will lead to advanced productivity, increased perception of self-worth, improved quality of life and enjoyment of the course. The nature of active participation by you and the collaborative nature of learning, marries with occupational therapy principles to become a strong feature of the course. Sessions are designed deliberately to stimulate deep approaches to learning, which are associated optimal human experience and personal growth. Maximum personal choice in learning topics and assessment is promoted, within the constraints of a curriculum that leads to a qualification to practice.

A greater emphasis on leadership of teams and entrepreneurial innovation is required within current practice settings, where graduates can guide others towards innovations and developments of services. These concerns are notably addressed in the HEM56, HEM60 and HEM61 modules in the second year. For this an even greater appreciation of the needs of the clients and how the roles of the different professions can address these is required, which places more importance on interprofessional education (IPE). IPE sessions run throughout the course as well as opportunities on practice placement.

The need to integrate knowledge from a diverse range of subject areas and the need to balance this with preparing you for a vocation that uses a range of specific occupational therapy skills is acknowledged. The excellent input from service users,
occupational therapy practice placement colleagues and practice specialists will further enhance learning. Close collaboration with other health and social care professionals and others is anticipated. Inter and intra faculty support will provide important perspectives and expertise.

The centrality of the practice placement experience is shown by the strategies that link experience with university based study. Alternating campus and practice placement studies are intended to maximise conceptual growth, and to assist in the development of professional actions that reflect sound conceptions rather than misconceptions, within the limits of current understanding.

The research culture in occupational therapy grows out of the course philosophy; course participants and staff will participate in activities within the School’s Centre for Health Research to become a focal point for local and international research into human occupation and into the efficacy of problem-based learning.

3.2 Aims of the course

The overall aim of the PG Diploma is to provide a learning experience that will ensure that those who successfully complete the programme will meet the standards of proficiency for consideration of application to the HCPC occupational therapy register.

Through provision of a high quality, fully integrated problem based programme, underpinned by occupational science the general educational aims of the PG Diploma are to:

1. To advance knowledge and understanding of occupational therapy theory and practice.
2. To develop critical reasoning (clinical reasoning) skills for reasoned decision making.
3. To gain self-directed learning skills (for life-long learning).
4. To develop communication and team skills.

The additional aims of the MSc award are to:

5. Promote professional development and expand the intellectual rigour and independent thinking of its students, to the level of ‘mastery’ (level 7 critical evaluation);
6. Enhance the management and research skills of students to ensure reflective, evidence-based practice;
7. To advance the art and science of evaluating occupational therapy through research.
8. To increase proficiency in the ethical implementation of a research project.
9. To improve skills in designing research appropriate to the research question or hypothesis, and in choosing the tools to match the design.
10. To facilitate the refinement of the scientific writing skills and critical appraisal of research findings required for report writing and dissemination of results.

3.3 Learning outcomes

The existing learning outcomes for this programme have been informed by the QAA Subject Benchmark Statements (2001), the HCPC Standards of Proficiency for
Occupational Therapists (2013), and the College of Occupational Therapists Learning and Development Standards for Pre-registration Education (2014). The course has been developed to correlate with the relevant descriptor in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland.

1. **Re Aim: To advance knowledge and understanding of occupational therapy theory and practice**

On completion of the course students will be able to:-

1.1. Critically analyse occupations as potential agents in human health
1.2. Understand the theoretical and philosophical constructs of human occupation and occupational therapy (including occupational theories and science).
1.3. Define the purpose, limitations, and safety issues associated with the range of occupational therapy issues
1.4. Define and discuss the complex relationship between the person, occupation and the environment.
1.5. Know and discuss the factors affecting health and social care policy and the delivery of care (including constraints).
1.6. Understand the principles and methods of scientific inquiry and critical evaluation.
1.7. Synthesise and integrate into practice the legal and ethical implications of health and social care practice.

2. **Re Aim: To develop critical reasoning (clinical reasoning) skills for reasoned decision making**:

On completion of the course students will be able to:-

2.1. Facilitate best practice through developed inquiry, analytical and evaluation skills.
2.2. Demonstrate creativity and imagination to identify need for innovation.
2.3. Critically analyse, evaluate, select, and use safely and effectively occupations and activities as assessment and therapeutic tools.
2.4. Critically analyse and synthesise basic principles of accountability, responsibility, quality assurance, and clinical governance.
2.5. Critically evaluate and develop theories and models of practice relevant to occupational therapy; demonstrate understanding of these through use in the field.
2.6. Use critical, analytical and reflective skills to evaluate and innovate practice, through formal research and critical assessment of daily work.
2.7. Implement occupational programmes for prevention, health maintenance, health promotion and to help people to achieve personal satisfaction within prevailing limitations.

3. **Re Aim: To gain self-directed learning skills (for life-long learning)**:

On completion of the course students will be able to:-
3.1. Show commitment to life-long learning and continuing personal and professional development following graduation.

3.2. Systematically scrutinise the effectiveness of professional practice, using Communication and Information Technology (CIT) to keep up-dated in regarding evidence of best occupational practice.

3.3. Use interdependence skills to function as an effective, facilitatory member of multidisciplinary teams.

4. **Re Aim: To develop communication and team skills to build confidence and facilitate communication:**

On completion of the course students will be able to:-

4.1. Communicate, empathise and collaborate with clients with a variety of needs from a range of cultural backgrounds.

4.2. Work collaboratively with other members of professional teams to achieve a quality service for clients.

4.3. Use personal skills and actions to confidently facilitate communication with colleagues, clients, carers and others.

4.4. Function as a skilled advocate, when necessary, in order to enhance service-users' quality of life and inclusion in society.

4.5. Use interdependence skills to function as an effective, facilitator member of teams in a professional capacity.

4.6. Communicate effectively in writing and oral skills to foster best occupational therapy practice and the development of clinical governance.

5. **With regard to the additional aims of the MSc award:**

On completion of the course students will be able to:

5.1. Plan and conduct a research project within the limits of the structure/time of the course.

5.2. Conduct a literature review to identify gaps in knowledge of human occupation, and justify the research.

5.3. Write a research proposal, including ethical considerations.

5.4. Select and apply appropriate research methods to answer your research question.

5.5. Manage the collection, analysis and display of data.

5.6. Critically evaluate the findings, interpret the results, articulate the implications for the profession and for clinical practice and identify further research questions.

Write a paper suitable for publication in a relevant journal with an extended literature review and critical reflection, or complete a research-by-design research proposal that would be suitable for doctoral study.
### 3.4. Course structure and timetable

**UNIVERSITY OF BRIGHTON  MSc/PgDip Occupational Therapy (Pre-registration) 2016/18 Cohort TIMETABLE  YEAR ONE (2016 - 2017)**

<table>
<thead>
<tr>
<th>Period</th>
<th>Location</th>
<th>Dates</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 wks</td>
<td>CAMPUS</td>
<td>05.09.16-07.10.16</td>
<td>HEM 50 (2 wks)</td>
</tr>
<tr>
<td>2w Placement</td>
<td>10.09.16-16.10.16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 weeks</td>
<td>CAMPUS</td>
<td>24.10.16 – 16.12.16</td>
<td>HEM 50 (2 wks)</td>
</tr>
<tr>
<td>7 wks</td>
<td>PLACEMENT</td>
<td>09.01.17 - 24.02.17</td>
<td>HEM 51 (1 wks)</td>
</tr>
<tr>
<td>10 weeks</td>
<td>CAMPUS</td>
<td>27.02.17 – 5.05.17</td>
<td>HEM 55 (2 wks)</td>
</tr>
<tr>
<td>1 wks vacation</td>
<td>2.01.17</td>
<td>2.01.17 – 6.01.17</td>
<td></td>
</tr>
<tr>
<td>7 weeks</td>
<td>PLACEMENT</td>
<td>15.05.17 - 30.06.17</td>
<td>HEM 55 (3 wks)</td>
</tr>
<tr>
<td>5 weeks</td>
<td>CAMPUS</td>
<td>3.07.17 – 18.08.17</td>
<td></td>
</tr>
<tr>
<td>7 weeks</td>
<td>PLACEMENT</td>
<td>09.01.17 - 24.02.17</td>
<td>HEM 52 Novice Practice</td>
</tr>
<tr>
<td>1 wk vacation</td>
<td>2.01.17</td>
<td>2.01.17 – 6.01.17</td>
<td></td>
</tr>
<tr>
<td>8 weeks</td>
<td>PLACEMENT</td>
<td>15.05.17 - 30.06.17</td>
<td>HEM 54 Novice Practice</td>
</tr>
<tr>
<td>1 wk vacation</td>
<td>2.01.17</td>
<td>2.01.17 – 6.01.17</td>
<td></td>
</tr>
<tr>
<td>7 weeks</td>
<td>CAMPUS</td>
<td>27.02.17 – 5.05.17</td>
<td>HEM 55 (2 wks)</td>
</tr>
<tr>
<td>1 wk vacation</td>
<td>2.01.17</td>
<td>2.01.17 – 6.01.17</td>
<td></td>
</tr>
<tr>
<td>5 weeks</td>
<td>CAMPUS</td>
<td>21.05.18 – 13.07.18</td>
<td>HEM 58 Competent Practice</td>
</tr>
<tr>
<td>3 weeks</td>
<td>CAMPUS</td>
<td>16.07.18 – 3.08.18</td>
<td></td>
</tr>
</tbody>
</table>

Contact weeks = 45 (campus 29; placement 16)

**Year 1 Campus Modules:**
- HEM 50: Human Occupation
- HEM 55: Evaluating Occupational Therapy
- HEM 51: Assessing Occupational Capacities
- HEM 53: Maximising Occupational Capacities
- HEM 61: Achieving Effective Practice

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### YEAR TWO (2017 - 2018)

<table>
<thead>
<tr>
<th>Period</th>
<th>Location</th>
<th>Dates</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 weeks</td>
<td>(7 wks = CAMPUS; 1 wk = PLACEMENT)</td>
<td>4.09.17 - 27.10.17</td>
<td>HEM 60 Occupational Therapy: Settings</td>
</tr>
<tr>
<td>7 weeks</td>
<td>PLACEMENT</td>
<td>30.10.17 – 15.12.17</td>
<td>HEM 60 (1 wk of day release)</td>
</tr>
<tr>
<td>7 weeks</td>
<td>CAMPUS</td>
<td>2.11.17 – 16.2.18</td>
<td>HEM 57 Diverse Practice</td>
</tr>
<tr>
<td>8 weeks</td>
<td>PLACEMENT</td>
<td>19.2.18 – 13.4.18</td>
<td>HEM 57 (1 wk of day release)</td>
</tr>
<tr>
<td>4 weeks</td>
<td>CAMPUS</td>
<td>23.4.18 – 18.5.18</td>
<td>HEM 56 Occupational Therapy: Teams</td>
</tr>
<tr>
<td>8 weeks</td>
<td>CAMPUS</td>
<td>21.5.18 – 30.6.17</td>
<td>HEM 59 Competent Practice</td>
</tr>
<tr>
<td>3 weeks</td>
<td>CAMPUS</td>
<td>16.7.18 – 3.8.18</td>
<td>HEM 58 Achieving Effective Practice</td>
</tr>
</tbody>
</table>

Contact weeks = 45 (campus=29; placement=16)

**Year 2 Campus Modules:**
- HEM 60: Human Occupation
- HEM 57: Evaluating Occupational Therapy
- HEM 56: Assessing Occupational Capacities
- HEM 58: Maximising Occupational Capacities
- HEM 61: Achieving Effective Practice

**HEM 99 Research Project**
### Typical Weekly Timetable, Campus Studies

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>W/E</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00 – 10.15</td>
<td>STUDY DAY</td>
<td>PBL Tutorial</td>
<td>Fixed Resource Session</td>
<td>Fixed Resource/ Practical Session</td>
<td>PBL Tutorial</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.45 – 12.00</td>
<td>PBL Tutorial cont'd</td>
<td>Fixed Resource Session cont'd</td>
<td>Fixed Resource/ Practical Session</td>
<td>PBL Tutorial cont'd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.00– 4.00/5.00</td>
<td>Therapeutic Activities/ STUDY</td>
<td>Personal leisure time</td>
<td>STUDY</td>
<td>STUDY</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Hours per week: Campus**

- 2 x PBL tutorials = 5 hours
- 2 x fixed resource sessions/ Practical sessions = 5 hours
- 1 x skills options = 3 hours
- Maximum contact time = 13 hours
- Self-directed study:
  - Monday = 8 hours
  - Tuesday or Thursday = 4 hours
  - Available Friday = 4 hours
  - Other (minimum) = 8 hours
  - Minimum self-directed time = 24 hours
- Total course commitment = 37 hours

**Hours per week: Practice placement**

Students are expected to carry out the number of hours worked by the staff in the placement setting; this is normally a 37 hour working week. Each week the student has a half day study.

- Total course commitment = 37 hours

<table>
<thead>
<tr>
<th>Learning and Teaching Method</th>
<th>% of Student Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Based tutorials</td>
<td>9%</td>
</tr>
<tr>
<td>Fixed Resource Sessions</td>
<td>9%</td>
</tr>
<tr>
<td>Skills Options</td>
<td>5%</td>
</tr>
<tr>
<td>Self-directed study</td>
<td>41%</td>
</tr>
<tr>
<td>Practice Placement Education</td>
<td>36%</td>
</tr>
</tbody>
</table>
5.1 Learning and teaching strategy

The learning and teaching strategy of the course fits well with the University’s Learning and Teaching Strategy 2012-15. There is an exciting, relevant and up to date curriculum, with the main form of education being problem-based learning (PBL).

The educational philosophy underpinning the design of this course reflects Dewey’s ideas of pragmatism and active learning (Dewey 1916) on which the philosophy of occupational therapy itself was founded: that human beings flourish when they engage in meaningful, challenging activities in a supportive learning environment. The course team also upholds the principle that the learning environment and the whole educational culture must itself be based on research evidence into university teaching, in order to role-model the idea that today’s professional practice needs to be as much based on scientific evidence as possible. Thus, every aspect of the educational framework we offer here has been justified in these terms.

We have adopted the ‘Socio-cultural Model’ of learning and teaching (Renshaw, 1995) where the learner is seen as entering the practices, values, and ways of thinking of occupational therapy research and best practice culture. In this model, in contrast to the transmission approach, which still dominates higher education around the world, the cultural experience and knowledge that students bring to the programme is sought after and highly valued.

By enabling students to shape the direction of their own development, student-centred learning becomes a reality rather than a lip service. Course participants bring issues from their own practice to class and through analysis and dialogue, during small group classes, deep understanding is facilitated (Sadlo 1997). Structured sessions guided by a tutor enable students to identify their own knowledge needs, and actively to direct their own study, preparing for life-long learning (Gibbs & Simpson 2005; Biggs, 2007). We have applied Biggs’ technique of constructive alignment, to build coherence between their objectives, class-work and assessments (Biggs, 2007). For example assignments are designed to develop thinking and skills in a staged, supportive way, and class activities promote practice in these skills.

Elements of curricula known to foster deep approaches to learning underpin the course, such as supportive teaching, student choice of topics, relevance to students’ own practice context, manageable workloads, and work-relevant assessments (Ramsden, 1992). Meyer’s ideas of concept thresholds (Meyer et al 2006) are useful for teachers when defining potentially powerful transformative points of comprehension in the students’ learning within their module. Case-work is related to these defining concepts to foster understanding through discussion, and students can be made more aware their developing concepts through the use of concept mapping. Teachers also realise that changing one’s understanding is often painful, and are alert to support students through these so-called disjunctions (Savin Baden, 2008) through positive, specific feedback on achievements especially during small group work.

Meanwhile, recent research into the relevance of affective and social neuroscience to education (Immordino-Yang & Damasio 2007) confirms that the very close interaction promoted by small group tutorials and action learning sets (McGill & Beatie 2001) are the most effective way of promoting meaningful learning and motivation. The social and emotional aspects of learning are seen as vital along with the cognitive aspects. Classic reflection-in-action theories (Schön, 1983) remain relevant too; students use structured models of reflection in action learning groups to identify important issues for reading and research (Johns, 2004).
5.2 Problem-based Learning

Problem-based learning (PBL) is the over-arching educational process for the whole programme (Sadlo, 1997, Sadlo & Cage 2006, Savin-Baden 2004, Barrett and Moore 2010, Clousten et al 2010). PBL incorporates a variety of learning experiences - small group tutorials (which are central), debates, seminars, lectures, practical work and self-directed study.

Supported by a trained PBL tutor, the small group tutorials (8-10 students) start with a real-life situation, called the trigger, which has been prepared by the module teachers or drawn from students' own experience. This material is analysed in a very specific way. General information is summarised and further data collection needs identified. This activates prior knowledge and Interactive and Procedural Reasoning (Mattingly and Flemming, 1996). The 'problem' is then defined and the possible causes are considered; then possible solutions are thought through. A list of questions that need answering in the domain of further knowledge then fosters self-directed learning and literature searches take place before students meet again to share their new understanding. This cycle usually ends with a 'product', an action underpinned by new understanding.

These activities are complemented by access to experts in the topic, in lectures, workshops, and therapeutic activities/skills sessions, but all these are in intimate relationship with the case in hand. The tutor 'challenges' students in their thinking and 'stretches' them through supportive questioning to achieve the competencies essential to the relevant level of the course.

The below table demonstrates links between PBL and the research process.

<table>
<thead>
<tr>
<th>Problem Based Learning</th>
<th>Research Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify problem through group discussion</td>
<td>Define problem through literature review</td>
</tr>
<tr>
<td>Discuss possible causes of problem</td>
<td>Generate hypotheses</td>
</tr>
<tr>
<td>Identify questions for further study (learning needs)</td>
<td>Identify research questions</td>
</tr>
<tr>
<td>Seek out explanations and answers to questions through self-directed study and input from experts</td>
<td>Implement research project</td>
</tr>
<tr>
<td>Return to problem in attempt to ‘solve’ it using new knowledge</td>
<td>Explain findings, use as evidence for changing practice</td>
</tr>
</tbody>
</table>

5.3 Fixed Resource Sessions and involvement of service users in teaching

Fixed resource sessions might resemble a lecture, though more interactive. They are intended to enrich students' understanding of the issues arising from the current problem-based learning trigger. Usually an expert, who may be a registered occupational therapist or a service user, comes to answer students’ questions and to share their knowledge and experiences with the students. A tutor with the appropriate knowledge and experience of the topic may take the session or a member of other professions where appropriate, to increase students' understanding of multi-professional working.

Many sessions are enhanced by the involvement of service users in teaching, giving opportunity for them to share their lived experience of for example having learning disabilities, having motor neurone disease or Parkinson’s Disease, or having been sectioned under the
Mental Health Act. Some of these people have themselves also experienced occupational therapy. Such sessions are consistently evaluated highly by students.

5.4 Practical sessions

These sessions take a variety of forms to develop practical components of the current case: hands-on assessment; practice of interview skills; use of occupation with a group, moving and handling, use of daily living equipment, bathroom design, for example:

- Collecting data
- Computer analysis of data
- Writing skills
- Preparing research documents
- Scrutinising scientific papers also may be the content of workshops.

Within these practical sessions there is also theoretical discussion.

5.5 Therapeutic activities / Skills options

Occupations can be agents for therapy, but this requires skill. The study of occupational therapy skills that have potential as therapeutic and/or assessment tools is in keeping with the profession’s return-to-roots movement. The course team believes that the very nature of occupations demands that they are experienced, not just discussed. The philosophy of encouraging more frequent participation in creative and productive occupations will infiltrate the course as a whole; you will be encouraged within your life in general to foster reflection and analysis of the effect of this on your own occupational balance.

Occupations are intimately linked with the current problem being tackled at any time. The lead tutor aims to facilitate theoretical analysis of the effects of participation, and evaluation of an activity’s potential as an assessment tool or therapeutic agent. A major purpose is to enable you to experience the effects of participation in occupation, from subjective and objective viewpoints. Sessions have a rigorous theoretical component, in the domains of subjective effect of participating, analysis of occupational form, function and meaning, flow theory and adaptation I modification to meet service users’ individual skill level, culture, age, gender, or sexual orientation. Exploration of cultural issues and equal opportunities will be an essential component of the learning.

In total you will undertake five skill options. Four during campus modules HEM51, HEM53, HEM60 and HEM58 and an independent sports skills option in module HEM56. This independent skills option is carried out in your module assignment groups of 4-6 students. Each group selects a skill which you can justify as enhancing your learning team functioning and as being new to most group members. You are required to provide a learning contract with a statement regarding what you are going to learn, how you are going to learn it, over what time period and how you will evidence your learning (it must also be legal!). Your learning contract must be agreed with a tutor and a written contract signed by of you before the second week of the module.

All of these skills feed directly into the problem based learning case tutorials. Each skills option follows a similar format.
Resources:
- **Time:** One afternoon a week, for six weeks: 18 hours in total.
- **Facilitator:** A tutor with relevant skills and experience will facilitate the group-workplace. Suitable space will be organised in advance. In some cases designated skills rooms will be used.
- **Additional resources will be sought out in partnership with the tutor.**
- Fundamentally the aim of each skill option is for you to experience activity, to reflect on the process as an individual and consider the potential use of specific activities in practice. Hopefully you will learn your limits, but feel confident enough to select some activities as intervention in your fieldwork practice. In addition to this you will have the opportunity to practice one of the CORE SKILLS of occupational therapy – activity analysis, and discuss your progress with your PBL tutor and personal tutor.

**Indicative Specific Therapeutic Activities/Skills (The number running will depend on cohort size).**

**Horticulture**
*Facilitator: Tania Wiseman*

The aim of this skill option is to enable you to experience different types of gardening skills, allowing for creativity, and developing an appreciation of the repetitive nature of the main work, which is concerned with keeping the garden tidy, free of weeds, the plants watered and fed and the grass cut.

Many people enjoy the experience of nurturing living, thriving plants both indoors and out. This meaningful occupation is readily graded and adapted to the needs of those participating, and is related to wide range of client groups. Understanding of the roles of members of the therapeutic team, such as horticultural therapists will be developed.

**Ceramics**
*Facilitator: Victoria Lovell (ceramicist)*

This skills option provides you with the opportunity to explore a range of techniques including modelling, hand building, decoration, throwing pots on a wheel, recycling clay and firing a kiln. You will also be encouraged to explore a range of alternative sculpture materials such as self-hardening clay and play dough.

**Therapeutic cooking skills**
*Facilitator: Tracy Szekely*

Cooking is one of the fundamental skills used as an intervention in OT practice. The cooking skills are coordinated by an OT tutor. Each week a pair of students facilitates a group of peers to cook a dish that would be appropriate for the client currently being studied in PBL. The cooking activity is then analysed using a different form of activity analysis, it is then graded for the client being studied.

**Crafts**
*Facilitator: Heidi von Kurthy*

A forum is created to learn a wide range of arts and craft skills and techniques. Shared learning about a range of media, including paints, mosaic tiles, papier mache, salt dough,
charcoal, pastels, fabric, wood, recycled goods, enamelling, batik and candle making leads to
the creation of pictures, greetings cards, sculpture, furnishing, jewellery, and clothing specific
to the learning needs of the group.

**Communicative Arts**
Facilitator: Visiting Lecturer

The content may include the following:
Music for non-musicians, which aims to introduce you to the notion of music, what constitutes
music, the forms it can take and a range of applications. You are encouraged to be creative
and identify ways in which music can be used for enjoyment and pleasure as well as for
particular therapeutic application.

Sociodrama and Movement and dance, you will choose exercises from appropriate texts and
develop their knowledge of the use of this media mainly in mental health and learning
difficulties. Investigations may include projective techniques, group activities, and the role of
creative arts therapists. Video making is often included in this skill.

Video making and photography.

**Teams Sports Skill**
Chosen by student groups.

This skill is carried out in the Teams HEM 56 module in year 2. Students are in assignment
groups and decide upon and plan a sport related skill they will carry out as a group. The aim
is to select a sports activity that will improve their team functioning.

**Volunteering skill**
Facilitator: Tania Wiseman

From 2017 a Volunteering skill option is being introduced FROM 2017 in partnership with the
University’s Active Student system. This will take place in HEM58.

### 5.6 On-line learning and digital technology

The University of Brighton’s Strategic Plan 2012-15 contains an aim to be a sector leader in
digital technology and this is reflected in the delivery of the course. On-line learning is
essential to since up to 60% of student effort will be independent study, during which time
many students will probably be away from the university.

The course team ensure that students experience and use a range of digital technologies in
their learning. For example, studentcentral is used extensively within every module. Each
tutorial group has its own ‘group’ on studentcentral and students are encouraged to upload
their PBL research to the file exchange of their group, to form a ‘repository’ of information for
them to draw on. Students use Prezi and/or Powerpoint for presentations and all all modules
have an Aspire Reading List from which students can click directly through to the online
library. The staff team are increasingly using Camtasia e.g. for mandatory training sessions,
for example about the Mental Capacity Act and Safeguarding children, along with multiple
choice questions on student central to give formative feedback on knowledge gained. All
assignments are submitted electronically and marked online and mobile technologies such as
iPads are increasingly used in face to face teaching.
As part of a Higher Education Academy funded project, the course team have re-designing paper based problem-based learning ‘triggers’ to ensure they are relevant for current practice and incorporating more digital media. For example, within one module, a new trigger requires students to carry out a literature review to explore the occupational needs of the first generation of people surviving and living with HIV. The ‘trigger’ is brought to life via a web link (a Professor is being interviewed on a news channel about his research).

5.7 Interprofessional Education (IPE)

The course philosophy of interprofessional education is consistent with the Centre for Advancement of Interprofessional education (IPE) definition as ‘when two or more professions learn with, from and about each other to improve collaboration and the quality of care’. To that end we have sought to emphasise service user involvement in the inter-professional education as the unifying purpose of collaborative working. The occupational therapy programme is an active participant in the University of Brighton Health & Social Sciences IPE strategy group which seeks to promote the development of IPE across the School of Health Sciences and the wider university (including education) and in partnership with the Brighton & Sussex Medical School.

There are opportunities for IPE in both University based and placement based modules. Current university based opportunities include: half day IPE sessions with social work students in modules HEM51, HEM53, HEM56 and HEM61 (recent topics have included: supporting people with Parkinson’s Disease; mental health and work; self-harm; dementia; learning disabilities); whole day conference for final year pre-registration students from a range of health and social care disciplines on topics related to team working in practice, “anatomy buddies” sessions with podiatry students. Wherever possible we relate the content of these sessions to the current module and/or PBL theme (eg the IPL sessions in the HEM56 Teams module will explore the process and challenges of interdisciplinary and interagency working). There are additional optional opportunities involving other disciplines which we encourage students to attend (eg in recent years we have been able to offer some spaces for students to gain a Wheel Chair Basketball Association approved one day workshop alongside physiotherapy students and an opportunity to attend a free mental health conference with other students, service users and practitioners). Placements provide opportunities to learn about other professionals in placements settings and to collaborate with students from other disciplines.

Students are required and supported to draw on their knowledge of inter-professional issues especially during second year, notably in HEM 56 (Teams); HEM 60 (Diverse Settings) and HEM 61 (Achieving Effective Practice). Summative assessment in these modules, as well as all placement modules, includes consideration of IPE related issues (e.g. effective team work, leadership, team theory, multi-agency working, service user experiences of teams).

5.8 Peer learning and teaching

Integral to problem-based learning is the value that students are not only responsible for their own learning, but also for the learning of their peers. All students bring a wealth of varying experiences to the course and develop different skills, knowledge and understanding during the course. This is drawn on and shared during problem-based learning tutorials, action learning sets and other timetabled sessions. In addition the course team are in the process of developing peer learning and teaching opportunities between students at different stages of the course and of mutual benefit to both. These are likely to involve sharing of skills,
knowledge and understanding regarding treatment planning, developing placement negotiated learning contracts and research proposals/ literature searching.

5.9 Practice Placement Education

Central to all learning strategies is the need for you to understand the theory-practice link. Practice placements have a number of purposes but they are particularly important to motivate and provoke learning, and to test and try out a variety of skills learned in University. Professional actions reflect the concepts held by the professional. Practice placements are therefore integral to the course; assessments are competency-based with well-defined criteria which evolve over the two year programme, each module is detailed later in the handbook.

The pattern of placement experiences enables you to obtain breadth and depth of experience in health, social care and diverse practice settings. The 32 weeks of practice placements in five blocks, placements give approximately 1,200 hours, which is in excess of the World Federation of Occupational therapists' minimum requirements of 1000 hours. The excess, which results partly from the streamlining of the modular structure, is considered advantageous in terms of valuing the impact of practice placements, and reducing problems if you miss some time due to illness at any point. This flexibility in the system might avoid needing to arrange additional practice placement time.

You must be available to travel anywhere in the region and to live away from home for any of the 32 weeks of placements. Students choose the final eight week placement in negotiation with their personal tutor to ensure that they exit the course having experienced a wide variety of placements. Students who have previously failed a practice placement need to work closely with the Practice Placement Tutor and/or their personal tutor to agree a suitable placement. A suitable placement must include those placements that are within the region to ensure that practice placement educators are familiar with the course and that if the student does experience any difficulty on the course, tutors will be available to visit.

The University supports practice placement educators who take University of Brighton students in many ways. These include placement visits, placement educators' days, CPD days and courses, the provision of postgraduate courses, and invitations to attend university based components of the course. Practice placement educators in turn, contribute to the course by teaching on university based units, helping with assessments, attending Course Boards and Quality Review Meetings as well as by teaching and assessing you on placements. For more information about practice placement education please refer to the Practice Placement sections later in this handbook.

5.10. Research and teaching and learning

The Course is underpinned by research on a number of levels. The problem-based learning design is evidenced-based and was developed by Professor Gaynor Sadlo who is an international expert in the field. Research within the department is carried out under the umbrella of the School of Health Sciences Centre for Health Research and is in line with the centre’s research strategy.

The School of Health Sciences Centre for Health Research Clinical Research (https://www.brighton.ac.uk/healthresearch/index.aspx) is a vibrant research environment for staff and students and embraces research activities of occupational therapists, physiotherapists, podiatrists, osteopaths, nurses, midwives and paramedics. Research activity is in seven core areas: Applied clinical and practice-based research; Resilience; Art and
health; Health promotion policy and practice; Wellbeing health and inequalities; Pedagogy in health and social care; and Professional competence. Occupational therapy staff are active in a number of these hubs and take a key role in the Wellbeing health and inequalities hub.

Six members of the occupational therapy programme team have PhDs and an additional five are in the process of undertaking doctoral study. The whole staff team are actively engaged in either planning research developments or undertaking research. Topics include the theory of flow, boredom and mindfulness, a research development project into topics for health and social care research as identified by older gay men, and vocational issues in mental health. In addition team members have also been involved with the University CUPP programme in the Activity Buddies programme for older people. These projects involve inter-disciplinary collaboration and receive grant funding.

Research activity underpins teaching and learning in a number of ways. Throughout the course, research skills are developed in a logical sequence of learning experiences facilitated during every PBL tutorial.

The occupational therapy programme and wider school of health sciences runs postgraduate courses to which the tutors on this course contribute. These include the European Masters Degree in occupational therapy, and the MSc in Occupational Therapy for qualified practitioners. All members of the course team supervise research at masters’ level, and some at research student level in order to maintain and develop their research skills.

5.11. Membership of the BAOT/COT and Eligibility for Registration with the HCPC

You are encouraged to join the College of Occupational Therapists both for professional reasons and for the insurance cover it provides for placements (NB if you do not join, you will need to confirm that you have made your own alternative insurance arrangements). This is a democratic organisation and you are eligible to stand for council. When you complete the BSc (Hons) Occupational Therapy your student membership of the British Association of Occupational Therapists (BAOT) ends and you are entitled to join as a full professional member. BAOT membership is optional, but the fees cover union subscription, British Journal of Occupational Therapy, OT News, College of Occupational Therapists Library services, reduced rates for conferences and training, and other services. There are also many special interest groups within the College of Occupational Therapists each providing literature, courses, and the opportunity to network. We encourage you to fully participate in professional activities (for example we adjust module timetables to enable our students to act as stewards for the COT conference when it is held in Brighton and see Appendix 29 for some examples of recent publications and presentations by our students in professional fora and journals).

Occupational therapy students who are BAOT members are covered by the BAOT professional indemnity policy while they are on practice placement, regardless of the setting, provided they are under both active and appropriate supervision, whether that supervision is provided locally or remotely.

On completion of the Pg Dip Occupational Therapy (Pre-registration) you will be eligible to apply for registration with the Health and Care Professions Council. Application forms can be downloaded from the following website: [http://www.hcpc-uk.org/apply/uk/forms](http://www.hcpc-uk.org/apply/uk/forms). Registration with the Health and Care Professions Council is essential in order to work in the UK as an occupational therapist.
5.12. Continuing Professional Development

It is anticipated that the structure of the course will help to develop the skills required for the life-long learning that are essential for a rewarding career in occupational therapy. In order to develop these skills a professional portfolio will be developed during your campus and practice placement experience. The portfolio is entirely your responsibility and with the support of your personal tutor should become a valuable resource for reflection and planning developments. CPD is formatively and summatively assessed at the end of module HEM61. You choose for yourself what you would like to put in your portfolio, but it should contain the following essential elements:

• Evidence of education before the start of the course, and CV
• Reflective accounts of significant learning events throughout the course, both within and outside of campus studies
• Course assignments with feedback, own marking and subsequent reflections
• Practice placement feedback, as above
• Records of PBL problems studied, integrating all subjects
• Analysis of practical skills options
• Learning contracts.

5.13. Informed Consent

Since students will be asked to participate as patients/clients in practical, clinical and placement situations such as role play, or moving and handling, they are requested to complete the annual Informed Consent Form, which is used throughout the School.


An International Occupational Therapy Student Exchange - University of Brighton, Robert Gordon University Aberdeen and University of Wisconsin – La Crosse

The programme is for occupational therapy students from The University of Brighton, The University of Wisconsin La-Crosse in the US and The Robert Gordon University Aberdeen. Students from all three institutions both travel and host. Travelling students attend classes and also visit practice placements.

The exchange is designed to help students begin to appreciate the global issues related to society, culture, policy and health care and the effect on occupational therapy practice and culminates in a videoconference between all three organisations.

Aim of the Exchange Programme

• To develop national and international links within occupational therapy education.
• To provide the opportunity for students to gain first-hand experience of occupational therapy in a different culture.
• To provide students with the opportunity to talk with international occupational therapy students about the similarities and differences in their education and practice.

All three institutions provide:

• A host option: First year students host travelling students including lodging and social events for one week.
• A travel option: Second/Final year students travel to a host university and attend classes and job shadowing experiences for one week. Also option of a sight-seeing week.
• **A three way video conference**: All year 1 MSc/PgDip Occupational Therapy attend this as a core session.

What students have to say about hosting:
- As a host, I was able to learn how the culture influences OT services and practices which is vastly different from the states. It was a great way to enhance my inter-professional skills.
- I feel by encouraging this reflection and being asked to justify our choices and opinions it re-instilled our passion for OT and why we choose it.
- It also gave us good insight into how OT works international and encouraged people to think about the options/idea of overseas work and what's involved.

What students have to say about travelling:
- I feel as though I gained more knowledge that I anticipated through traveling. My experiences have helped me gain a **big picture view on health care**. I also gained confidence in my ability to travel independently to another country.
- Despite the huge differences in approach and health care systems, the OT values remain the same, and I have learned to respect these differences knowing that the desired outcome is the same.
- Thank you for giving me an experience I'll definitely treasure forever. I really feel it will inform my practice in the UK.

**Videoconference**
This allows for a variety of levels of student experiences and provides an opportunity for lively discussions regarding occupational therapy practice between the three countries’ differences in health care systems and allows for exploration of cultural similarities and differences.

Comments from videoconference:
- The videoconference was great for background, but to experience it you really learn it.
- If you can’t do the exchange then videoconference is the best way to learn.
- The videoconferences were a great way to gain some knowledge prior to the visiting students to have an idea of things to discuss.
- I learned a lot regarding the differences between the healthcare systems from the videoconferencing.

Examples of projects on return home:
- UWL students: presented on experiences to OT and pre-OT students
- RGU students: developed a web site regarding the experience
- UoB students: presented experience to first year OT students and wrote an article for OT News.

**Euro-masters in Occupational Therapy - student conference**
Students on both the MSc and BSc programmes are invited to join a yearly international conference on the role of occupational therapy within Europe and beyond. This takes place as part of the Euro-masters in Occupational Therapy course which the University of Brighton is a partner of and comprises post registration occupational therapists from across Europe and beyond. This provides UK students the opportunity to hear about and discuss diversity in practice from Occupational Therapists who work worldwide.
European Mobility Week – Exchanges
From 2017 opportunities to take part in European study visits to other occupational therapy institutions is being introduced. You will be told of further details by organising tutors (Heidi von Kurthy and David Haines).

5.15. Sustainability in the curriculum

Sustainability specialist interest group
We have developed an innovative outward facing specialist interest group for sustainability. Membership includes staff, students and community members. We believe the formal structure of a specialist interest group supports and validates our grass roots work. Students today expect the University of Brighton to provide a sound education in all matters. Sustainability has been on the agenda for some years, and contributed to success on the green-league table. Concepts such as sustainability are too often side-lined, or reduced to a box ticking exercise. We are aiming to create and share a sustainable ethos in the way we work, how we teach, what we teach and the kinds of graduates we help develop.

Evidence of our activities include:
A research symposium, which has people from the local community, students, national researchers, and service users presenting on the same platform.

Developing an excellent website to support and encourage engagement with sustainability. [https://blogs.brighton.ac.uk/sustainabilityhealth/special-interest-group/](https://blogs.brighton.ac.uk/sustainabilityhealth/special-interest-group/)

Facilitating green gardening on campus.
As well as student opportunities members of the local community are included in our therapy garden. This approach has led to students sharing their session with community members who are also service users. [http://about.brighton.ac.uk/cupp/component/content/article/41.html](http://about.brighton.ac.uk/cupp/component/content/article/41.html)

Integrating sustainability in the curriculum.
The nature of a Problem Based Learning curriculum supports the philosophy of a sustainable approach to learning. Specific examples include the initiation of interactive electronic triggers for learning to reduce paper use and increase emotional engagement with case studies, assessments that reflect practice, the consideration of workflow for the students and staff, the careful use of resources during therapeutic skills, a new cohort day to introduce students to each other and encourage car sharing, and the use of craft, cooking and gardening to consider economically and environmentally sound interventions in practice such as recycling, vegetarian cooking and growing from saved seed.

In their penultimate module, HEM58, Learning outcome 6, explicitly requires students to demonstrate their sustainability understanding when developing a plan for a person who needs occupational therapy.

Developing volunteering
We are developing a community volunteering programme with Active Student, University of Brighton. The first steps will enable a structural support for students to volunteer in community gardens as part of their therapeutic skills experience. This will take the form of an induction and goal setting session in the Therapy garden, followed by four volunteering sessions over four weeks, followed by a reflection and review in the therapy garden, recorded for CPD purposes.
Working locally and nationally with community organisations
Student and staff research has been developed to support the work of local and national organisations. This work has been presented at the College of Occupational Therapists annual conference. The purposeful nature of the work makes it more exciting for the students, and the resulting work is used by the organisations.
Examples (additional to those student papers listed in Appendix 29) include:


Wiseman, T (2013) Sustainable community gardening in the curriculum Sustainability and health symposium, University of Brighton 6th March 2013


6. Assessment

All modules are assessed both formatively and summatively to help students develop awareness of their strengths and areas for development. **Formative assessment** is feedback, which may be given by either tutors or peers, and does not affect a student’s progress on the course. **Self-assessment** is also used, as this can help students to develop skills of reflection and self-analysis. **Summative assessment** comes in the assignment at the end of each module. This has to be passed to enable the student to progress on the course, but its purpose is also to give feedback, which can be used to develop further.

Assessments together with marking and referencing guidelines are accessible to students on each module area of studentcentral. In addition, module leaders present each assessment to students and answer questions in a tutorial. Additional group/individual tutorials are given on the assessment while it is in progress.

6.1 Assessment Strategy

The assessment strategy has been designed in accordance with the QAA Framework for Higher Education Qualifications in England Wales and Northern Ireland (2009), the HCPC Standards of Education and Training (2009), the University of Brighton’s Assessment Policy and University of Brighton’s General Examination and Assessment Regulations for Taught Courses and the SEEC Credit Level Descriptors (updated 2009).

The course requires engagement in wide variety of innovative assessment methods, which are aligned with the learning outcomes and learning and teaching activities. Closed written examinations are not used in this course due to the underlying philosophy of the PBL, but course work in different forms is used instead to promote learning. University based assessments are % marked at level 7 and grades Distinction, Credit Pass, Refer and Fail are used to marry with the SOLO taxonomy and University of Brighton Grading Descriptors.

Each assessment is clearly explained to the students verbally, in the module handbooks and on studentcentral. The assessment task and hand-in date are introduced to students at the beginning of a module.

Summative assessment methods used on this course include:
- essays, including review and critique of research and literature
- reports
- therapy and assessment plans
- verbal presentations (individual and group)
- reflective statements
- viva voce
- poster presentations
- clinical placement assessment, including examination of practical skills with real case examples
- learning portfolios
- research dissertation

Practice Placement Assessment
Pass/fail grading is used for placements (all at level 6) rather than a percentage grade as for the campus based modules. There are several reasons for this: both students and educators prefer this option, as it takes some of the stress out of the assessment process; qualitative
feedback is felt to be more helpful than a grade; grades for practice placements tend to be unreliable since there are so many different markers. In addition, placement assessments historically have been found to achieve inflated marks, which skew the final classification. On this course the classification is based on campus modules only.

Practice Educators are asked to assess continuously throughout the placement during supervision. In addition they are asked to provide written formative feedback, approximately halfway through the placement using the assessment form, when the student can act to improve their performance. Summative assessment occurs at the end of the placement. The assessment form is divided into ten performance areas, and in order to pass the placement, the student must achieve the relevant level of competency for every performance area by the final assessment. The expectations of student competency for each of the three academic levels have been based on HCPC Standards of Proficiency for Occupational Therapists (2007), the COT Pre-Registration Education Standards (2014), and module outcomes.

In order to meet the above standards and strategy the following approaches are adopted:

- The course team are fully aware of how profoundly assessments can drive students’ learning. All assessments, both formative and summative, are therefore designed to promote learning, being related to module aims and outcomes. Learning is enhanced through tutorial support, and qualitative feedback for each assignment (Biggs & Tang 2007; Olsson 1999)

- Assessments are monitored by course and module leaders through feedback from PBL tutors, internal markers, external examiners and students, through module reports, module reviews, and Course Boards.

- There is a balance of formative and summative assessment, with an emphasis on the former as recommended within PBL. For university based modules formative assessment takes place primarily during PBL tutorials, with feedback on the learning and group process and on the product at the end of each problem (Silen, 1998). For practice placements weekly supervision sessions and half-way reports provide formative feedback

- A range of summative assessment methods is used, in order to allow students with a range of abilities to succeed. These include practice placements, presentations, written assignments and vivas

- The pass mark for summative assessments is 50% (University of Brighton General Examination and Assessment Regulations for Taught Courses (GEAR Section 6.2.3). Criteria for achieving a pass are based on the QAA Framework for Higher Education Qualifications for occupational therapy, HCPC Standards of Education and Training (Appendix 6), and the COT Learning and development Standards for Pre-Registration Education (2014).

- Marking and moderation processes follow the University of Brighton Assessment Policy (2014) with applicable cross marking and moderation procedures for different assessment methods. External examiners scrutinise marking procedures and have found them to be rigorous.
• On practice placements if a student is at risk of failing a placement both student and educator are visited by a university tutor to moderate the decision, and support those concerned.

All assessments are criterion referenced. Students are provided with group/individual tutorials as well as written marking criteria for each assessment in order to clarify their understanding of marking criteria and assignments, in line with the UOB Assessment Policy (2014).

6.2 Electronic submission and marking of assessments

Most of the academic modules have electronic submission and marking procedures in place. To achieve this we use a programme called ‘Turnitin’. This programme also acts as an originally check on your work. This means that assessment marker and module coordinator receive a report of each students work identifying the sources of material the student used assisting us in the detection of plagiarism if this occurs.

You are able to print and/or download electronic copies of your assessment along with marks and feedback. It is your responsibility to keep copies of your assessments and associated feedback. At the end of each year studentcentral is cleared and this material may be removed. In the case where feedback of assessments is not electronic hard copies of the marks and feedback will be sent to you.

Assignments are marked by a member of the teaching team and moderated by the module leader, who looks at a representative sample of submissions across all markers to ensure parity. Provisional marks and comment sheets are returned to students within a maximum of 4 weeks of the hand-in date. Final decisions are made at Examination Boards three times per year, after which results are posted on studentcentral, and letters sent out.

6.3 Requests for Extensions/Mitigating circumstances

The University of Brighton has formal mechanisms for granting extensions and considering mitigating circumstances to ensure rigour in the assessment process. This and other subjects are comprehensively covered in the University of Brighton Handbook under ‘Student regulations and disciplinary procedures’. The relevant module leader or course leader is the designated signatory for granting extensions. In addition to this if you feel your performance in an assessment has been compromised by circumstances beyond your control, and then it is important that you read the regulations about ‘mitigating circumstances’. Evidence such as a doctor’s note or similar will need to be attached; your personal tutor will be able to advise you on this.

6.4 Information to students on summative assessment and academic feedback

This policy has been developed to enhance the student experience of assessment and feedback (from 1st October 2010):

Students should be provided with the following information on assessment tasks:

As students are assessed, the following minimum level of information should be provided on each assessment task i.e. coursework and examination. Some of the information will be generic in nature and will therefore be contained in course handbooks (along with other assessment information e.g. arrangements for mitigating circumstances), other information will be module specific and should be provided in a module
handbook or similar document. The information could also be provided on the assignment brief as it becomes available:

i. the assessment task/title and expected learning outcomes from that task (written in student friendly terms) as per module descriptor;

ii. the name of the module leader and who to contact in case of queries about requesting extensions;

iii. the date the assessment task was set and the submission date (deadline) of the assessment task or the date, time, place and method of examination, where appropriate;

iv. the grading criteria which set out the different levels of attainment within each assessment criterion. The criteria for each assessment should be as clear as possible to students and examiners;

v. the pass mark and weighting of the assessment task within the module, including any threshold information where this is higher than the University norm due to a PSRB requirement;

vi. the word range for the assessment. Markers will not normally consider work beyond the upper limit and students should include a word count on their work (further guidance to be provided by the subject area). There should be no penalty for submitting work under the word limit.

Where a word length is not appropriate, any criteria for the parameters for the assessment e.g. scale or duration of the activity/task should be included;

vii. presentation and referencing guidelines;

viii. a reminder regarding academic misconduct (staff may wish students to provide a statement regarding academic integrity);

ix. guidance on collaborative or group work arrangements, if appropriate;

x. when and where assessment results are to be published;

xi. how (e.g. written, verbal, group) and when feedback to students on the assessment task is to be provided, guided by the following principles.

a) academic feedback on coursework assessment

Timing of feedback

Coursework should normally be marked and made available to students with feedback comments (using whatever media is appropriate) within 20 working days of the deadline for submission of the assessment, subject to the requirements of internal moderation. There is no expectation that work handed in after the date set for submission will be returned within this specified time.

Where the norm cannot be achieved either because the task itself is such that it is not appropriate or where there is a delay in the marking of the work, the member of staff should consult with the course/module/unit leader and explicitly negotiate an alternative arrangement with students.

Students should be informed of the revised date for the return of work.
**Nature and extent of feedback**

The minimum requirement for feedback on coursework will be a provisional mark and comments which should be:

- Related to the learning outcomes and marking criteria of the assessment, to indicate the extent to which the work has met the requirements of the assessment task;
- Constructive, indicating both strengths and areas for improvement which enable the student to take action to improve their learning;
- Provided in clear, accessible language and in an accessible format for the student.

The use of standard assignment feedback sheets/proforma is as an effective and time-efficient way to provide feedback comments.

**Academic feedback on examinations**

The nature and extent of feedback on examinations, in addition to a provisional mark should be determined by the School. This could include, for example, commentary on Studentcentral or workshops.
6.5 University Marking /Grading Descriptors

University of Brighton: University Marking /Grading Descriptors – postgraduate June 2012

These are University generic marking/grade descriptors which provide detail relating to the standard of assessed work.

<table>
<thead>
<tr>
<th>80-100 High Distinction</th>
<th>An outstanding response to the task</th>
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</thead>
<tbody>
<tr>
<td>All learning outcomes/ assessment criteria have been achieved to an exceptionally high level</td>
<td>The work demonstrates most or all of the following characteristics beyond that expected for work at the given level of study within the discipline:</td>
</tr>
<tr>
<td>Exceptional display of understanding, exploration, insight and/or research</td>
<td></td>
</tr>
<tr>
<td>Potential for publication/exhibition3 and/or ability to undertake further research</td>
<td></td>
</tr>
<tr>
<td>All specifications for the assessment task, including word limit where appropriate, have been adhered to</td>
<td></td>
</tr>
<tr>
<td>The organisation, structure and standard of presentation of the work, including any subject-specific conventions4 where appropriate, are exemplary throughout</td>
<td></td>
</tr>
<tr>
<td>Evidence of effective communication of work to specialist and non-specialist audiences</td>
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<tr>
<td>Stimulating and rigorous arguments that are likely to be at the limits of what may be expected at this level</td>
<td></td>
</tr>
<tr>
<td>The work has been approached and/or executed/ performed in an original way</td>
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</tr>
<tr>
<td>Inspirational, innovative and authoritative - evidence of intellectual rigour, independence of judgement and insightful contextualisation, including relevant theory/literature/artefacts/ performance</td>
<td></td>
</tr>
<tr>
<td>Clear evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence</td>
<td></td>
</tr>
<tr>
<td>Evidence of very high quality analysis, synthesis, evaluation and critical appraisal</td>
<td></td>
</tr>
<tr>
<td>Outstanding problem solving skills – suggests alternative approaches</td>
<td></td>
</tr>
<tr>
<td>Ability to address complex issues both systematically and creatively - challenges established knowledge</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>70-79 Distinction</th>
<th>An excellent response to the task</th>
</tr>
</thead>
<tbody>
<tr>
<td>All learning outcomes/ assessment criteria have been achieved to a high standard and many at an exceptionally high level</td>
<td>The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:</td>
</tr>
<tr>
<td>In-depth understanding, exploration, insight and/or research</td>
<td></td>
</tr>
<tr>
<td>Potential for publication/exhibition5 and/or ability to undertake further research</td>
<td></td>
</tr>
<tr>
<td>All specifications for the assessment task, including word limit where appropriate, have been adhered to</td>
<td></td>
</tr>
<tr>
<td>The organisation, structure and standard of presentation of the work, including any subject-specific conventions6 where appropriate, are excellent throughout</td>
<td></td>
</tr>
<tr>
<td>Evidence of effective communication of work to specialist and non-specialist audiences</td>
<td></td>
</tr>
<tr>
<td>Convincing arguments that are likely to be at the limits of what may be expected at this level</td>
<td></td>
</tr>
<tr>
<td>The work has been approached and/or executed/ performed in an original way</td>
<td></td>
</tr>
<tr>
<td>Inspirational contextualisation, including relevant theory/literature/artefacts/ performance</td>
<td></td>
</tr>
<tr>
<td>Clear evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence</td>
<td></td>
</tr>
<tr>
<td>Evidence of high to very high quality analysis, synthesis, evaluation and critical appraisal</td>
<td></td>
</tr>
<tr>
<td>Excellent problem solving skills – suggests alternative approaches</td>
<td></td>
</tr>
<tr>
<td>Ability to address complex issues effectively – challenges established knowledge</td>
<td></td>
</tr>
</tbody>
</table>

| 60-69 Merit | |

---
<table>
<thead>
<tr>
<th>All learning outcomes/assessment criteria have been met fully at a good or very good standard</th>
<th>A good to very good response to the task</th>
<th>The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Good to very good understanding and exploration, some insight and/or thorough research</td>
<td>An adequate to sound response to the task</td>
<td>The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:</td>
</tr>
<tr>
<td>• Some capacity to undertake further research</td>
<td>The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:</td>
<td></td>
</tr>
<tr>
<td>• No significant inaccuracies, misunderstandings or errors</td>
<td>• Good understanding and exploration, some insight and/or thorough research</td>
<td>• Some capacity to undertake further research</td>
</tr>
<tr>
<td>• The specifications for the assessment task, including word limit where appropriate, have been adhered to</td>
<td>• Some capacity to undertake further research</td>
<td>• No significant inaccuracies, misunderstandings or errors</td>
</tr>
<tr>
<td>• The work is well organised, coherent and the standard of presentation including any subject-specific conventions where appropriate, is at least good</td>
<td>• Evidence of effective communication of work</td>
<td>• Ability to present structured, clear and concise arguments</td>
</tr>
<tr>
<td>• Evidence of effective communication of work</td>
<td>• Ability to present structured, clear and concise arguments</td>
<td>• The work has been approached and/or executed/perform in a comprehensive way with some degree of originality</td>
</tr>
<tr>
<td>• The work has been approached and/or executed/perform in a comprehensive way with some degree of originality</td>
<td>• Evidence of contextualisation, including relevant theory/literature/artefacts/performance</td>
<td>• Evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence</td>
</tr>
<tr>
<td>• Appropriate contextualisation, including relevant theory/literature/artefacts/performance</td>
<td>• Evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence</td>
<td>• Evidence of high quality analysis, synthesis, evaluation and critical appraisal</td>
</tr>
<tr>
<td>• Evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence</td>
<td>• Evidence of high quality analysis, synthesis, evaluation and critical appraisal</td>
<td>• Good or at least competent problem solving skills – suggests alternative approaches</td>
</tr>
<tr>
<td>• Evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence</td>
<td>• Good or at least competent problem solving skills – suggests alternative approaches</td>
<td>• Ability to address complex issues competently – explores established knowledge</td>
</tr>
<tr>
<td>• Evidence of high quality analysis, synthesis, evaluation and critical appraisal</td>
<td>• Ability to address complex issues competently – explores established knowledge</td>
<td>50-59 Pass</td>
</tr>
<tr>
<td>• Good or at least competent problem solving skills – suggests alternative approaches</td>
<td>50-59 Pass</td>
<td>All learning outcomes/assessment criteria have been met</td>
</tr>
<tr>
<td>• Ability to address complex issues competently – explores established knowledge</td>
<td>50-59 Pass</td>
<td>An adequate to sound response to the task</td>
</tr>
<tr>
<td>40-49 Fail</td>
<td>40-49 Fail</td>
<td>The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:</td>
</tr>
<tr>
<td>40-49 Fail</td>
<td>40-49 Fail</td>
<td>• Sound understanding and exploration, some insight and/or appropriate research</td>
</tr>
<tr>
<td>40-49 Fail</td>
<td>40-49 Fail</td>
<td>• Some minor inaccuracies and/or misunderstandings – small but not significant errors</td>
</tr>
<tr>
<td>40-49 Fail</td>
<td>40-49 Fail</td>
<td>• Some minor aberrations from the specifications for the assessment task, including word limit where appropriate</td>
</tr>
<tr>
<td>40-49 Fail</td>
<td>40-49 Fail</td>
<td>• The work is suitably organised and the standard of presentation, including any subject-specific conventions where appropriate, is at least sound</td>
</tr>
<tr>
<td>40-49 Fail</td>
<td>40-49 Fail</td>
<td>• Ability to develop an argument but can lack fluency</td>
</tr>
<tr>
<td>40-49 Fail</td>
<td>40-49 Fail</td>
<td>• The work has been approached and/or executed/perform in a standard way with limited evidence of originality</td>
</tr>
<tr>
<td>40-49 Fail</td>
<td>40-49 Fail</td>
<td>• Some contextualisation but with a heavy reliance on a limited number of sources and, in general, the breadth and depth of sources and research are lacking</td>
</tr>
<tr>
<td>40-49 Fail</td>
<td>40-49 Fail</td>
<td>• Evidence of study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence</td>
</tr>
<tr>
<td>40-49 Fail</td>
<td>40-49 Fail</td>
<td>• Some, but limited evidence of analysis, synthesis, evaluation and critical appraisal</td>
</tr>
<tr>
<td>40-49 Fail</td>
<td>40-49 Fail</td>
<td>• Some evidence of problem solving skills</td>
</tr>
<tr>
<td>40-49 Fail</td>
<td>40-49 Fail</td>
<td>• Some evidence of ability to address complex issues adequately</td>
</tr>
</tbody>
</table>
One or more of the learning outcomes/assessment criteria have not been met

<table>
<thead>
<tr>
<th>An unsatisfactory response to the task:</th>
<th>The work may display some strengths but these are outweighed by several weak features in relation to the expectations for the given level of study within the discipline, such as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Limited understanding and/or exploration of major ideas with very little insight and/or minimal research</td>
<td></td>
</tr>
<tr>
<td>• Some significant inaccuracies and/or misunderstandings – gaps in understanding and/or knowledge</td>
<td></td>
</tr>
<tr>
<td>• Insufficient attention paid to some of the assessment criteria and some significant aberrations from the specifications for the assessment task</td>
<td></td>
</tr>
<tr>
<td>• The work is too descriptive, somewhat disorganised and unclear and the standard of presentation, including any subject-specific conventions where appropriate, is inadequate</td>
<td></td>
</tr>
<tr>
<td>• Development of an argument is limited and often flawed</td>
<td></td>
</tr>
<tr>
<td>• The work has been approached and/or executed/performed inadequately</td>
<td></td>
</tr>
<tr>
<td>• The context provided takes the form of description lacking any breadth, depth and accuracy</td>
<td></td>
</tr>
<tr>
<td>• Limited or inappropriate research and demonstrated ability to reach decisions</td>
<td></td>
</tr>
<tr>
<td>• Insufficient evidence of analysis, synthesis, evaluation and critical appraisal</td>
<td></td>
</tr>
<tr>
<td>• Little evidence of problem solving skills</td>
<td></td>
</tr>
<tr>
<td>• Barely addresses complex issues</td>
<td></td>
</tr>
</tbody>
</table>

0-39 Fail

<table>
<thead>
<tr>
<th>Most of the learning outcomes/assessment criteria have not been met</th>
<th>An unsatisfactory response to the task: The work fails to meet the requirements in relation to the discipline, exemplified by most or all of the</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Very limited understanding and/or exploration of major ideas with very little or no insight and/or minimal research</td>
<td></td>
</tr>
<tr>
<td>• Several significant inaccuracies and/or misunderstandings – minimal or no evidence of knowledge and understanding of the subject</td>
<td></td>
</tr>
<tr>
<td>• Insufficient attention paid to several of the assessment criteria and some serious deviations from the specifications for the assessment task</td>
<td></td>
</tr>
<tr>
<td>• The work is descriptive, poorly structured and the standard of presentation, including any subject-specific conventions where appropriate, is inadequate</td>
<td></td>
</tr>
<tr>
<td>• The work lacks supporting evidence or argument</td>
<td></td>
</tr>
<tr>
<td>• The work has been approached and/or executed/performed inadequately</td>
<td></td>
</tr>
<tr>
<td>• Failure to contextualise from sources</td>
<td></td>
</tr>
<tr>
<td>• Little or no evidence of analysis, synthesis, evaluation and critical appraisal</td>
<td></td>
</tr>
<tr>
<td>• Little or no evidence of problem solving skills</td>
<td></td>
</tr>
<tr>
<td>• Failure to address complex issues</td>
<td></td>
</tr>
</tbody>
</table>
### Assessment Schedule Year 1

<table>
<thead>
<tr>
<th>Module code and title</th>
<th>Week given</th>
<th>Week submitted</th>
<th>ASSESSMENTS</th>
<th>Credit Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEM50 Human Occupation</td>
<td>2</td>
<td>5</td>
<td>Human occupation essay (2000 words)</td>
<td>Formative Level 7</td>
</tr>
<tr>
<td>Beginning Practice</td>
<td>Continuous</td>
<td></td>
<td>Practice placement report</td>
<td>Formative.</td>
</tr>
<tr>
<td>HEM51 Assessing Occupational Capacity</td>
<td>8</td>
<td>16</td>
<td>A justified and evidenced assessment plan based on a given case study (3000 words).</td>
<td>10 CATS Level 7</td>
</tr>
<tr>
<td>HEM52 Novice Practice</td>
<td>Continuous</td>
<td></td>
<td>Practice placement assessment</td>
<td>Pass Level 6</td>
</tr>
<tr>
<td>HEM53 Maximising Occupational Capacities</td>
<td>26</td>
<td>34</td>
<td>Oral presentation of an occupational therapy plan supported with a 500 word written plan (non-weighted).</td>
<td>20 CATS level 7</td>
</tr>
<tr>
<td>HEM54 Intermediate Practice</td>
<td>Continuous</td>
<td></td>
<td>Practice placement assessment</td>
<td>Pass Level 6</td>
</tr>
<tr>
<td>HEM55 Evaluating Therapeutic Occupations</td>
<td>24</td>
<td>43</td>
<td>Written research proposal (5000 words).</td>
<td>20 CATS level 7</td>
</tr>
</tbody>
</table>

### Assessment Schedule Year 2

<table>
<thead>
<tr>
<th>Module code and title</th>
<th>Week given</th>
<th>Week submitted</th>
<th>ASSESSMENTS</th>
<th>Credit Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEM50 Occupational Therapy Diverse Settings</td>
<td>1</td>
<td>8</td>
<td>Poster presentation for a service development in a setting of student’s choice with verbal questioning of evidence base. (non-weighted)</td>
<td>20 CATS level 7</td>
</tr>
<tr>
<td>HEM57 Diverse Practice</td>
<td>Continuous</td>
<td></td>
<td>Practice placement assessment</td>
<td>Pass Level 6</td>
</tr>
<tr>
<td>HEM56 Occupational Therapy: Teams</td>
<td>16</td>
<td>22</td>
<td>Oral team presentation &amp; individual structured reflection on the experienced teamwork</td>
<td>20 CATS level 7</td>
</tr>
<tr>
<td>HEM59 Competent Practice</td>
<td>Continuous</td>
<td></td>
<td>Practice placement assessment</td>
<td>Pass Level 6</td>
</tr>
<tr>
<td>HEM58 Occupational Therapy: Service Users</td>
<td>34</td>
<td>41</td>
<td>Viva Voce therapy plan, client-centred</td>
<td>20 CATS level 7</td>
</tr>
<tr>
<td>HEM61 Achieving Best Practice</td>
<td>32</td>
<td>44</td>
<td>HCPC style Professional Development Report demonstrating plans as to how the student will achieve best practice in a setting of the student’s choice (2,000 words equiv.)</td>
<td>10 CATS level 7</td>
</tr>
<tr>
<td>HEM69 Dissertation</td>
<td>Research proposal (submitted end of first year) Research paper or systematic review suitable for publication (5,000 words), plus extended literature and critical review (5,000 words)/Research by Design (15,000 words) (submitted week 34)</td>
<td>60 CATS level 7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL LEVEL 7 CREDITS: 180 (Campus modules 120; dissertation 60)
6.7 Examination Boards

The right to progress on this course is judged at the end of the first academic year. Normally, students are required to pass all modules in an academic year before they may progress to the next – though conditional progression may be granted.

Examination Boards hosted by the School of Health Sciences are:
MSc/PG Dip Occupational Therapy (Pre-registration) Area Exam Board
MSc/PG Dip Occupational Therapy (Pre-registration), Course Exam Board

Area Examination Boards consider the performance of all students on each module and agree final module results. The Course Examination Board receives the marks and any associated recommendations from the Area Examination Board and determines the overall result for each student with regard to progression and award. This Board confirms retrieval arrangements for referred and failed modules. (GEAR Section D 5).

Area Examination Boards take place at the end of each semester, in order to determine the results for the modules studied in that semester.
In addition, a Referral Area and Course Examination Board is held in September. As with any of the professional courses in the School of Health Sciences Extraordinary Progressional Boards can be convened if any issues relating to progression arise mid-stage. The timing of Examination Boards can be seen in Table 5 below.

<table>
<thead>
<tr>
<th>Exam Board</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area &amp; Course Examination Boards</td>
<td>February</td>
<td>August</td>
<td>September</td>
</tr>
</tbody>
</table>

6.8 Academic Awards

The programme offers three stepping off points:

A Postgraduate Certificate in Occupation and Well-being will be awarded if a student leaves after completing at least 60 Level 7 credit points. This award does not confer eligibility to apply to the HCPC for registration as an occupational therapist.

A Post-graduate Diploma Occupational Therapy (Pre-registration) will be awarded on completion and passing of all modules excluding HEM99, 120 Level 7 credit points and of four requisite practice placements. This is the award which confers eligibility to apply to the HCPC for registration as an occupational therapist.

To be awarded the MSc Occupational Therapy (Pre-registration) students who have completed the Post-graduate Diploma will also have to achieve 180 Level 7 credit points. Holders of this award will have gained the Post-graduate Diploma Occupational Therapy as an interim award and that Pg Dip award will confer them eligibility to apply to the HCPC for registration as an occupational therapist.

The award rules for MSc/PG Dip Occupational Therapy (Pre-registration) are in line with University of Brighton regulations from September 2009:
1. Module pass mark is 50%
2. Module assignments marked with a percentage mark
3. MSc awarded with a Merit or Distinction if the average of marks across modules studied and the dissertation fall into the following bands:
   
   **Merit** 60-69
   **Distinction** 70% or more

Pass/fail grading is used for placements rather than a percentage grade as for the campus based modules. There are several reasons for this: both students and educators prefer this option, as it takes some of the stress out of the assessment process; qualitative feedback is felt to be more helpful than a grade; grades for practice placements tend to be unreliable since there are so many different markers. In addition, placement assessments historically have been found to achieve inflated marks, which skew the final classification. On this course the classification is based on campus modules only. All practice placements must be passed. Students who do not pass a practice placement at first attempt will be required to retake a similar placement with attendance. In accordance with the regulations of the College of Occupational Therapists, students who fail the second attempt of a placement module will normally be required to leave the course (this is subject to the University’s General Examination and Assessment Regulations regarding mitigating circumstances).

The overall grade you are awarded of pass, merit or distinction is calculated according to the University’s published assessment regulations. In short for the MSc qualification both the total credit-weighted average across all modules AND the dissertation mark are used – such that your final classification cannot be higher than the classification you receive for the dissertation (though it could be lower).

If for example your average across all modules was 72% but you mark for the dissertation was 62% your final degree classification would be a Merit.
If for example your average across all modules was 72% but you mark for the dissertation was 58% your final degree classification would be a Pass.
If for example your average across all modules was 62% but you mark for the dissertation was 80% your final degree classification would be a Merit.

Pasted below is the relevant regulation from the University’s General Examination and Assessment Regulations for Taught Courses (GEAR).

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5.3 Masters degrees (MA, MSc, MBA, MPA, LLM, MRes)

Classification

Masters degrees are awarded as pass, merit or distinction.

Merit will be awarded to students for the Masters award who have satisfied the requirements of the award and have achieved a credit-weighted mean mark from all modules across the award of at least
60.00 and a mark of at least 60 in the final element.

Distinction will be awarded to students for the Masters award who have satisfied the requirements of the award and have achieved a credit-weighted mean mark from all modules across the award of at least 70.00 and a mark of at least 70 in the final element.

The 'final element' will normally be valued at 60 credits at level 7 and includes the following types of modules; dissertation, research project or completion element of a Masters award, as defined in the programme specification. Where the final element is composed of more than one module, the mark for the final element will be determined as a credit-weighted mean mark over the modules.

Borderline

There are no borderline criteria for Masters awards.

Available from: http://www.brighton.ac.uk/current-students/my-studies/student-policies-and-regulations/index.aspx

This is a University wide regulation and not one we determine as a course.

Successful completion of the Postgraduate Diploma in Occupational Therapy (Pre-registration) entitles the students to Membership of the College of Occupational Therapists and eligibility to apply for registration with the Health and Care Professions Council (HCPC). This means that although students completing the master’s component have an interim award of Postgraduate Diploma in Occupational Therapy (Pre-registration) and are eligible to apply to the HCPC to register and work as an occupational therapist, they have to wait until January/February to receive their MSc.

To receive an MSc does not mean that you get two separate marks or a diploma and an MSc; the academic credits you have accumulated are combine to move you from 120 credits (diploma) to 180 credits (MSc ). So at the graduation ceremony you will receive one certificate of diploma or MSc depending on the route you took.
7. Rules and Regulations

7.1 General regulations

The general regulations of the University of Brighton apply to this course. In addition, the following regulations apply.

- You are normally expected to attend all elements of the course.
- You are required to observe professional dress regulations when in contact with patients.
- When on clinical placement, you are also bound by the regulations of the institution in which they have been placed.

7.2 Academic conduct

‘As part of the wider academic community, the University believes strongly in the importance of the integrity of academic conduct, and supports the development of good academic practice. As such it takes breaches of academic conduct very seriously and all allegations of academic misconduct will be investigated according to the regulations set out in this section and with full regard to the principles of equity and fairness. There can be severe penalties, including the denial of an award, if the charges are proved.’ (General Examination and Assessment Regulations for Taught Courses: GEAR)

7.3 Plagiarism and collusion

“To steal from the writings or ideas of another” Chambers English Dictionary 1989

‘Where a student submits work originated in sum or in part by someone else, with or without their consent but without acknowledgement’ (General Examination and Assessment Regulations for Taught Courses)

Plagiarism occurs when the writing, ideas or diagrams of another author are included in an essay without reference to their original source. Altering the order and/or some of the words of the other author still constitutes plagiarism. Plagiarism, in whatever form it takes is unacceptable and will result in an automatic fail for the piece of work in which it appears. The University uses plagiarism detection services, so you will be required to submit electronic versions of all assessed work. More information and guidance is available on studentcentral.

7.4 Social Networking Policy

With the use of forms of social networking increasing it is important that students adhere to the following School guidelines:

- The standards of behaviour and conduct expected of students in face to face interactions apply equally to the use of social media.
- The language used should adhere to university guidance in relation to equality, diversity, harassment etc. All existing University of Brighton policies (e.g. conduct and discipline) also apply to the use of social media.
- Entries on social networking sites should avoid bringing School of Health Sciences or the University into disrepute and should not compromise university staff or other students.
• Health Sciences students are subject to professional and regulatory codes of conduct. Social networking content (including photos) should adhere to the required standards. Failure to do so may jeopardise future professional registration.
• Students should adhere to any University recommendations for privacy settings.
• Formal consent should be given before photographs of students or staff are displayed on social media. A standard form is available from the administrative office (RD 128) for this.

Students are reminded not to put anything on social networking sites that they would not want university management or prospective employers to have access to.

7.5. Penalty for withdrawal from modules

The General Examination and Assessment Regulations (GEAR) Section B3.1 states that “A student who registers for a module will be deemed to have attempted the module unless notice of withdrawal has been given in writing by the date published by the School for withdrawal from module registration.”

For the School of Health Sciences this deadline is 40% of the module. This means that if you withdraw after 40% of the module has taken place, at the exam board you will be deemed to have failed for non-submission, and this result will stay on your academic record.

PLEASE NOTE that this deadline affects the academic penalty alone.

For students who are responsible for paying their own fees there is a four week grace period at the beginning of the academic year when you can leave without incurring fees whether it be a module or a course. After this point a pro-rata amount is charged based on weeks of attendance. For any modules starting later in the year the charge would again be based on weeks of attendance on a pro rata basis.

This means that in some circumstances, students may still be charged for attending the module even though they withdraw prior to the 40% deadline set by the School in relation to the academic regulations.

7.6. British Association of Occupational Therapist’s Professional Code of Conduct

This code applies to student occupational therapists. Students in breach of the professional code of conduct may be subject to immediate suspension pending enquiry.

7.1 Professional Misconduct and Fitness to Practice

On this course, which leads to a professional qualification and eligibility to apply to register with the Health and Care Professions Council, students are required to conduct themselves in accordance with norms of behaviour acceptable to the University, the College of Occupational Therapists Code of Ethics and Professional Conduct (2015) and HCPC Guidance on conduct and ethics for students (2016).

Procedures for academic misconduct including plagiarism and breaches of confidentiality can be found in Section F of GEAR. Student disciplinary procedures can be found in the University Student Handbook. In addition the School of Health Sciences has a Fitness/Suitability to Practise Procedure (see below) which is applicable to behaviour by a student which is in breach of professional standards, be it in on campus, or on a placement.
7.2 School of Health Sciences Fitness to Practise Procedure

Introduction

This procedure applies to students studying for an award leading to registration with a professional body or who are already registered but continuing a course of study (the term “professional body” includes statutory or regulatory bodies and the term “student” includes prospective students or applicants). The professional standards to be applied in this procedure will be those contained in the codes of conduct set down by the professional body which accredits or approves the course together, where relevant, with any code of conduct issued by the University. This procedure applies to all students on University of Brighton courses, wherever they are based and to all students on other courses but currently based at University of Brighton.

This document is designed to outline a consistent and fair procedure for addressing “Fitness to Practise” (or “Suitability to Practise” in some schools) across the University subject to grounds for referral and sanction as defined by the relevant professional body. Advice should be always sought from the professional body at the outset of this procedure, with clear reference to the appropriate code of conduct/requirements.

Procedures

Initiation of the procedure

Any concerns that a student may have breached professional standards or may suffer from a health problem that might prevent admission to the relevant profession must be reported without delay to the student’s Head of School, with any available evidence enclosed, and a copy sent to the Registrar and Secretary. Members of partner institutions or placement providers may also report such concerns to the appropriate staff in the University.

By reference to the appropriate code of conduct or requirements, the Head of School may at this point decide that there is no case to answer or that the allegation does not relate to a matter of fitness to practise but should properly be considered under another University procedure (e.g. Student Disciplinary Procedure).

If the student is on a placement as part of their course, the Head of School will normally seek the opinion of the person currently responsible for the student, if the alleged action calls into question the student’s suitability to continue on this placement, their own safety or that of others.

Once an allegation is received, the Head of School shall appoint an appropriate member of staff to investigate the allegation. This person shall prepare a written report, which shall be made available to the Head of School, who will make a decision on whether there is a case to answer. The appointed person may interview any witnesses as appropriate, and their report may, if necessary, include signed and dated witness statements. If the person appointed to undertake this investigation is not the professional lead with the most knowledge of the relevant professional code, then this person should be available to advise the Head of School in their consideration of the case. Both the investigation and any resulting hearings should be carried out within a reasonable time.

If the allegation brings into question the student’s fitness to practise on the grounds of physical or mental ill health or disability, the student may be referred to an appropriate occupational health professional or other specialist for preparation of a report for consideration by the Fitness to Practise Panel. An individual assessment of whether reasonable adjustments are appropriate will be undertaken in accordance with the Equality Act 2010. If the student elects not to attend or cooperate with such referral, then a subsequent Panel may draw appropriate inferences.
If, in the judgment of the Head of School, there is no case to answer, he or she will inform the student in writing as soon as possible upon receipt of the report. If, in the judgment of the Head of School, there is a case to answer, the Head of School will convene a formal Fitness to Practise Panel to deal with the case. The Head of School will inform the student in writing of the nature of the allegation which has been made against them, enclosing a copy of this procedure. They may also, if appropriate, inform the professional body that a case has been brought against a potential or existing registrant.

**General provisions for hearings**

In reasonable time before the hearing the student will be given copies of any documents to be considered and will be advised of their right to be accompanied by a friend or adviser. The name and details of this companion should be notified to the Chair of the Panel in good time before the hearing. The Panel will consider the applicable professional code of conduct and/or professional requirements and, where relevant, witness statements. If the student wishes to call any witnesses, they should inform the Chair of the Panel at least 5 days in advance of the date of the hearing. The Panel will also accept any written evidence submitted by the student in advance of the hearing. If the student fails to attend without good reason, a decision will be made in his or her absence.

Normally, the Fitness to Practise panel should consist of:

- a Head of School or Dean (or Deputy) in the University as Chair,
- the Course or Programme leader or professionally qualified member of staff from the same discipline as the student (who has not previously been involved in this matter) and
- any member(s), including senior external practitioners, as required by the relevant professional body or co-opted by the panel.

It is not appropriate for any member of the panel to have held a formal role with direct responsibility for the student (e.g. personal tutor) and members of the panel with prior knowledge of the student should declare their interest to the Chair of the panel as soon as they are invited to attend the hearing. The person appointed to investigate the allegation will present their report to the Panel on the day of the hearing. The University Legal Adviser will advise the panel on procedural matters.

**Outcome of the Fitness to Practise hearing**

At the end of the Fitness to Practise hearing, the student and the student’s friend or adviser will be asked to leave the room while the Panel considers the outcome. The decision will be based on the evidence on the balance of probabilities. The outcome agreed by the Panel may be, but is not limited to, one of the following:

(i) There are no grounds for concern regarding the student’s fitness to practise, in which case the matter will be dismissed and the student receives no warning or sanction.

The student’s fitness to practise is considered to be impaired, and the student receives a sanction; beginning with the least severe, the sanctions are:

(ii) permit the student to continue the course with appropriate advice and guidance;
(iii) permit the student to continue the course but issue the student with a warning;
(iv) permit the student to continue the course but require the student to sign a written undertaking;
(v) permit the student to continue the course subject to specified conditions;
(vi) suspend the studies of the student for a specified time;
(vii) require any other action considered appropriate by the Panel to enable the student’s successful completion of the remainder of the course;
(viii) recommend that the student’s studies on the course leading to a professional qualification be terminated but, if appropriate, permit the student to exit from the programme with an alternative award;
(ix) recommend that the student’s studies on course be terminated and that his/her registration as a student of the Universities should cease.

Notification of the outcome
If the decision cannot be given on the day, the Chair of the Panel will normally confirm the decision in writing as soon as possible after the hearing. A copy of the letter will be sent to the student’s Head of School if he or she has not chaired the hearing.
In the event that the Head of School has informed a professional body or other outside agency of the University’s action under the Fitness to Practise procedure, the Head of School will send a copy of this written notification of outcome to this body.
If the student concerned is taking a University of Brighton award at a partner college, the Head of School will normally send formal notification of the outcome, together with an explanation of the reason for the decision, to the student’s college. If the outcome was a recommendation of permanent exclusion, the notification should be sent to the Principal of the college.
If the student concerned is registered at another institution, for example an exchange student, the Head of School will normally send formal written notification of the outcome, together with an explanation of the reasons for the decision, to the student’s home university.

3 The right of appeal

A student may appeal against the findings of the Fitness to Practise panel. An appeal may be made on one or more of the following grounds only:

(22) that certain evidence was submitted which was not considered by the panel;
(ii) that evidence which was not previously submitted, either because it was not available or because the appellant was for valid reasons unwilling to submit it, has become available; (it is only in exceptional circumstances that evidence which was available previously but not submitted will be allowed at a subsequent appeal);
(22) that a new witness has expressed a readiness to give evidence, where that witness had either not expressed such a willingness before, or where that witness was not known to be in possession of any material evidence;
(iv) that a procedural irregularity is deemed to have occurred before or during the hearing which may have affected the findings of the panel. Appeals in this category must specify the nature of the irregularity which is thought to have occurred.
(v) that the decision is perverse or manifestly against the weight of the evidence.

A simple rehearsal of the arguments from the original investigation and hearing will not be deemed adequate grounds for appeal. In cases where new evidence is to be submitted, or where a new witness is to give evidence, the nature of this evidence must also be stated. Appeals should be made in writing to the Registrar and Secretary within 10 days of the notification of the decision of the Fitness to Practise panel. The Registrar and Secretary will then decide whether the appeal meets any of the grounds listed above.
If the decision is taken that there are no grounds for appeal, the student will be informed in writing as soon as possible after receipt of the appeal by University.

If it is identified that there are grounds for appeal, the Registrar and Secretary will take the appropriate action according to the outcome of the Fitness to Practise panel. This appeal may take one of two routes:

(i) For outcomes short of a recommendation of permanent exclusion, the case may be returned to the original panel for further consideration, following the procedures described in section 2.2. If the grounds of appeal are covered by (iv) or (v) above, and relate to the conduct of the panel, the Registrar and Secretary may be required to form a new panel according to the same procedures, but with a different membership.

(ii) If the outcome is a recommendation of permanent exclusion, an Appeals Panel, whose members were not members of the original Fitness to Practise Panel, will be constituted.

Normally the Appeals Panel will consist of:

- A Dean, Head of School or other member of Senior Management as Chair,
- a professionally qualified member of staff from the same discipline as the student and
- any member(s), including senior external practitioners, as required by the relevant professional body or co-opted by the panel

The decision of the Appeals Panel will be notified as soon as possible following the procedures described in 2.4 above.

**Office of the Independent Adjudicator for Higher Education**

A student may complain about the Appeal Panel’s decision (or any decision short of the Appeals Panel that effectively brings the internal process to an end) to the Office of the Independent Adjudicator. Details of how to complain can be found at: http://www.oiahe.org.uk/index.asp

### 7.3 Attendance regulations

To ensure the essential safety of service users and since success on the programme carries eligibility for professional registration attendance of each PG Dip (campus and placement) module is mandatory. A minimum of 80% attendance for the theoretical components is normally required, plus a minimum of 1,000 hours practice experience at Pass level. Students who do not attend at least 80% of a module (practice and University) will not normally be permitted to take the assessment for that particular module. Because of the professional nature of the course it is essential that the students do not miss elements of the course which will impact on your ability to treat patients safely and effectively. Attendance is monitored by the course team (supported with registers) and absence from classes is noted by individual tutors in students’ files.

Non-attendance means that your PBL group will lose a team member, and be unable to work as efficiently. It will mean that tutors feel that you do not value their hard work. It often results in weak work – usually it is a sign that there are difficulties, and the tutor team will contact you to ensure you are receiving adequate support. In extreme cases the funding body may reclaim part or all of your course fees from you personally.
7.4. Absence Procedures

As this is a professional course procedures are similar to those in the workplace. All absences are recorded and written on your work reference when you graduate.

You are normally expected to attend all elements of the course. Your holiday time is limited and fixed by the intensive nature of the course. The enclosed timetable indicates the holiday periods. This has been clear since before your interview. It is not acceptable to miss elements of the course for additional holiday, as the funding body expects your attendance, and fees and bursaries are dependent upon this.

If you are unable to attend one or more lectures or practical sessions (perhaps through illness) and have not had your absence previously sanctioned you should inform the Programme Assistants before 0900 hrs on your first day of absence (Telephone: 01273 643772). Please also send an email to the module leader, course leader, relevant lecturer and Lisa Harford.

If you know in advance that you may have to be absent from the course for things like hospital appointments then you must have this absence authorised by the course leader. If approved you should inform the relevant module leader and those lecturers whose classes you will miss. The absence will be recorded as ‘agreed absence’ in your attendance record.

The Programme Assistants will also need to be informed of the date on which you return to the University after an absence. A record of all absences is kept and it is very important that you let Lisa Harford know when you return, otherwise your record will show absences when they did not actually occur.

If you are absent without following the procedures set out above your absence will be recorded as ‘Unauthorised Absence’. If this occurs you will be asked to meet with the course leader to explain your absence.

7.5. Dress regulations

Manual handling
Flat closed toe and heel shoes, loose comfortable trousers and top, allowing for ease of movement. No jewellery or clothing that could scratch or get caught on another participant.

Practice Placement Education

7.6 Generic regulations

The assessment and progression regulations will be within the framework provided by the University's General Examination and Assessment Regulations.

7.7. Course-specific regulations:

• A student who refers in more than one module or fails a module at second attempt will need to repeat the year. Students are not be permitted to trial modules into the next year.
• Students who fail any summative Practice Placement Assessment must repeat that period of placement on which they are reassessed. Students who fail the repeated placement are normally required to leave the course. The arrangement for repeating placements is indicated in each of the modules. Students who fail three separate Practice Placement
Modules on the first attempt will normally be considered to be professionally unsuitable and
will be required to leave the course. In the case that a student fails one placement, it will not
be possible for them to complete the course in the specified two year period.

• Students are provided with teaching and learning material for HEM99 throughout the
course and are permitted to start work on their research proposal on successful completion of
HEM55. Formal progression onto HEM99 is dependent on successful completion of the Post
Graduate Diploma.

• In order to be eligible for registration with the HCPC as an occupational therapist,
students must pass in all pieces of assessed course work for the Post Graduate Diploma and
all Practice Placement Assessments. An aegrotat award does not confer eligibility to apply for
HCPC registration.

• To ensure the essential safety of service users and since success on the programme
carries eligibility for professional registration attendance of each PG Dip (campus and
placement) module is mandatory. A minimum of 80% attendance for the theoretical
components is normally required, plus a minimum of 1,000 hours practice experience at Pass
level. Students who do not attend at least 80% of a module (practice and University) will not
normally be permitted to take the assessment for that particular module.
8. Quality assurance

The course complies with a range of standards and benchmark statements (for example the Health and Care Professions Council Standards of Education and Training (2009), and Standards of Proficiency (2013) and the College of Occupational Therapists learning and development standards for pre-registration education (2014). Compliance is monitored through a range of quality assurance procedures as follows:

8.1 Internal and external benchmarks

The course development process has ensured that the course aligns with the requirements of the University Common Academic Framework, Strategic Plan 2012-15, Widening Participation Strategy 2004-2007, Equality and Diversity Policy, and the Faculty of Health and Social Science Strategic Plan 2007-12.

The following external benchmarks were also taken account of during the course development process:

QAA Academic Infrastructure: Framework for Higher Education Qualifications, Subject Benchmark Statements for Healthcare Programmes - Occupational Therapy; Code of Practice for the Assurance of Academic Quality Standards in Higher Education; SEEC Level Descriptors


The course has been correlated with the HCPC Standards of Education and Training and the HCPC Standards of Proficiency, the HCPC being the regulatory body which validates the course.


European Network of Occupational Therapy Educators’ Tuning.

8.2 Staff / student meetings

Module leaders arrange staff / student consultation meetings for each module. Usually two members of the teaching team, (such as the module leader and practice placement tutor or course leader), represent staff. Students are represented by elected representatives who are encouraged to canvas their group for agenda items and students’ views. Meetings are recorded and notes are circulated to students and staff.

8.3 Monthly team meetings

Every month a team meeting is held where course issues are discussed.
8.4 Course Board and School of Health Sciences Board of Study

This course shares a Course Board with the BSc (Hons) Occupational Therapy course. The Course Board is responsible to the Board of Study for the School of Health Sciences. The responsibilities of the Course Board include:

- Monitoring and advising on procedures for the recruitment, selection and admission of students
- Implementation of the approved curriculum
- Monitoring the operation of practice placements
- Monitoring assessment arrangements as required by the Examination Board
- Monitoring and Evaluation of the course
- Making recommendations to the Board of Study on any proposed changes to course content, structure, assessments or regulations.

Members of the Course Board
Course Leader (chairing alternates between the two course leaders)
Occupational Therapy Programme Lead (ex officio)
Head of School of Health Sciences (ex officio)
All lecturers/ module leaders
Service User Representative(s)
Four occupational therapists representing occupational therapy management and/or practice education
One programme administrator
School Technician
Course Resource Officer from Information Services
Two elected student representatives from each year of both courses

The Board meets two times per academic year.

8.5 External examiners

Two external examiners have been appointed for this course in accordance with procedures set out in GEAR and in accordance with HCPC and COT for them to be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register. Their period of office is normally four academic years. External examiners have a monitoring role to ensure that standards are maintained, regulations are applied, and that individual students are treated fairly. External examiners report to the University and these are forwarded to the HCPC and the COT.

Mrs Janice Bell
University of Cumbria
Fusehill Street
Carlisle, Cumbria. CA1 2HH

Miss Helen Bradley
University of Derby
Kedleston Road
Derby
Derbyshire
DE22 1GB
8.6 Module/course evaluations and module reports

At the end of each module students usually complete a module evaluation form. Forms are collected by module leaders who analyse the results together with other relevant module information (results, attendance, module management and assessment, external examiners comments) to compile a module report. This report is presented to the Courses Board and subsequently published on Studentcentral for students to read. Any changes to individual modules made as a consequence of module evaluations are monitored through staff meetings, Course Boards and School Boards.

In addition students are asked to complete a course assessment when they have completed the programme to inform course development. Students are also invited to participate in the Post Graduate Taught Education Survey.

8.7 Placement monitoring and evaluation

Practice placements are monitored and evaluated in several ways:

- The placement tutor monitors all placements through tutor visit reports, students feedback, placement audits and comments from practice educators, (HCPC Standards of Education and Training 5.4)
- Practice Educators are required to be registered Occupational Therapists by the HCPC, with at least 18 months experience of practice. New educators are required to undertake the ‘Preparatory Practice Placement Course’ run by the division of occupational therapy to ensure that placement teaching and supervision is designed to encourage safe and effective practice, independent learning and professional conduct
- Both Occupational Therapy pre-registration courses support the College of Occupational Therapists’ national accreditation scheme for practice placement educators APPLE (Accreditation for Practice Placement Educators). This scheme provides a thorough and effective system for approving and monitoring all placements (HPC Standards of Education and Training 5.4). They are also invited to attend relevant CPD workshops at the university
- Students are required to give feedback on the quality of their educational experience to the university. This feedback is then passed on to the educator to enable them to develop their skills as an educator and the quality of the placement. (see Placement Handbook)
- Tutors visit students on two placements and will report back to the placement tutor. There is a telephone visit for the Intermediate 1 and final placement. The purpose of these visits is to provide support for both student and educator, and to monitor the quality of the placement (see Placement Handbook).
- The placement tutor reports on issues relating to placements at Course Boards.

Please see section 13 (below) for further details of how the quality of practice placements is monitored.

8.8 Course evaluations, reports, review and accreditation.

The course is required to present evidence of its quality to both the University and to the four external bodies, the Quality Assurance Agency, Health and Care Professions Council, College of Occupational Therapists and Health Education England - Kent, Surrey and Sussex (HEEKSS).

The annual Course Academic Health Report is sent to the School Board of Study and incorporated into the School Academic Health Report, which in turn is sent to HEEKSS. The
Course Academic Health Report is also sent to COT and is posted on studentcentral to inform students.

An annual report is also submitted to the HCPC who may decide to arrange follow up visits if major changes are reported or if concerns are raised. The University requires periodic review every 5 years which normally coincides with the COT re-accreditation process too. Changes in the course document which occur between these reviews have to be approved by the Course Board of Study, the School Board of Study.

The most recent joint University Periodic Review and COT re-accreditation was in 2015. The outcome was successful with specific commendations from the COT for the following:

- **Clear commitment to an innovative and occupationally-focused curriculum enhanced by a coherent educational framework.**
- **Supporting and developing students’ transition into professional practice and preparing students well for joining the workforce as confident and able practitioners.**
- **Excellent opportunities for students to develop personally and professionally through the optional skills sessions, which are a valued part of the curriculum.**
- **HEM60 Diverse settings module and HEM57 Diverse Practice placement, provide students with a well-designed placement in contemporary settings that enhances student employability and professional skills.**

The following additional commendations were made by the University:

- **The admissions process was highlighted as an example of good practice and in addition the Panel commended the outstanding retention rates of the courses.**

### 8.9 Staff development

- Staff involved with this programme have many opportunities for professional development, both within and beyond the university, which include:
  - One day a week (or equivalent for part-time staff) allocated for scholarly activity/development time, during which members of the teaching team can reflect, read, carry out research, and write.
  - New staff undergo an extended period of induction to the university. They are offered supervision with the Course Leader, and may be paired with existing members of the School who act as a mentor.
  - Where appointees do not have experience in teaching and do not hold a teaching qualification, attendance on the University Certificate in Learning and Teaching in Higher Education is arranged.
  - Annual Staff Development Reviews.
  - Training workshops for the occupational therapy programme team.
  - Staff development workshops within the School of Health Sciences
  - Research seminars at the Centre for Health Research.
  - University wide lectures, seminars and workshops.
  - The opportunity to attend both national and international conferences and workshops.
  - Practice placement educators are offered induction courses, an annual meeting/workshop, and symposia/workshops on specific topics, such as the teaching of students with dyslexia.
  - Several members of the team have gained PhDs and others are currently involved in doctoral study. In addition, members have achieved publications in their own areas of expertise, and almost all members of the team are currently engaged in research activity.
9. Module Outlines (in order Assessments are submitted)

University of Brighton

**9.1 HEM50 MODULE SPECIFICATION TEMPLATE**

<table>
<thead>
<tr>
<th>MODULE DETAILS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Module title</td>
<td>Human Occupation and Beginning Practice</td>
</tr>
<tr>
<td>Module code</td>
<td>HEM50</td>
</tr>
<tr>
<td>Credit value</td>
<td>0 (Formative)</td>
</tr>
<tr>
<td>Level</td>
<td>Level 4</td>
</tr>
<tr>
<td>Entry criteria for registration on this module</td>
<td>Pre-requisites: Normally a 2:1 Honours (lower classifications will be considered where there is evidence of other relevant skills and experience suggesting capacity to study at Masters' level)</td>
</tr>
<tr>
<td>Co-requisite modules</td>
<td>None</td>
</tr>
<tr>
<td>Module delivery</td>
<td>Mode of delivery: Taught</td>
</tr>
<tr>
<td>Pattern of delivery</td>
<td>Weekly</td>
</tr>
<tr>
<td>When module is delivered</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Brief description of module content and/or aims</td>
<td>Overview (max 80 words): This first formative six week module introduces the concept of humans as occupational beings and explores the relationship between occupation and health/well-being. It also introduces students to occupational professional practice primarily through a two week observational placement. Finally, it introduces students to the course’s Problem Based Learning (PBL) approach and associated learning methods and resources and conventions of writing in the discipline. Whilst the assessment is formative students must submit it and meet course attendance requirements to pass.</td>
</tr>
<tr>
<td>Module team/ author/coordinator(s)</td>
<td>Josh Cameron, Paul Boyle, Sarah Mead, Lee Price, Gaynor Sadlo, Tracy Szekely, Heidi von Kurthy, Tania Wiseman, Jon Wright.</td>
</tr>
<tr>
<td>School</td>
<td>SHS</td>
</tr>
<tr>
<td>Site/ campus where delivered</td>
<td>Eastbourne</td>
</tr>
</tbody>
</table>

**Course(s) for which module is appropriate and status on that course**

Course: MSc/PG Dip Occupational Therapy (Pre-registration) | Status: mandatory.

*Mandatory:* a module that must be taken and passed.

*Compulsory:* a module that must be taken but may be compensated for if failed.

*Optional/mandatory:* used in the Faculty of H&SS where a student has a choice of modules. Once chosen, the module must be passed.

*Optional/compulsory:* used in the Faculty of H&SS where a student has a choice of modules. Once chosen, the module must be taken but may be compensated for if failed.
<table>
<thead>
<tr>
<th>MODULE AIMS, ASSESSMENT AND SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims</strong></td>
</tr>
<tr>
<td>1. To introduce the concept of humans as occupational beings.</td>
</tr>
<tr>
<td>2. To explore the relationship between occupation and health/well-being and promote understanding of the impact of occupational loss/restrictions.</td>
</tr>
<tr>
<td>3. To introduce the process and principles (including professional ethics, compassion and client-centeredness) of occupational therapy and key professional organisations (HCPC, COT, BAOT, WFOT).</td>
</tr>
<tr>
<td>4. To introduce basic principles of manual handling, infection control and basic life support.</td>
</tr>
<tr>
<td>5. To familiarise students with the PBL approach and learning resources.</td>
</tr>
<tr>
<td>6. To orientate, observe and interact with occupational therapy practitioners and clients developing thereby developing understanding of occupational therapy within a particular practice setting.</td>
</tr>
<tr>
<td><strong>Learning outcomes</strong></td>
</tr>
<tr>
<td>On successful completion of the module the student will be able to:</td>
</tr>
<tr>
<td>1. Use relevant literature and experiential knowledge to articulate the relationship between a chosen occupation and health and well-being.</td>
</tr>
<tr>
<td>2. Produce and submit an essay written with reference to the course marking processes.</td>
</tr>
<tr>
<td>3. Define occupation and occupational therapy and critically reflect on its philosophical underpinnings (notably client centeredness, biopsychosocial and occupational perspectives of health).</td>
</tr>
<tr>
<td>4. Analyse and understand the impact of restrictions to leisure, self-care and productive occupations that can arise from physical and mental health problems and the mechanisms by which this occurs.</td>
</tr>
<tr>
<td>5. Demonstrate an ability to actively participate in the PBL approach and use learning resources during University and practice based elements (the latter includes use of professional supervision and reflective practice).</td>
</tr>
<tr>
<td>6. Demonstrate adherence to and understanding of legal, professional and ethical requirements of practice necessary to the observational placement.</td>
</tr>
<tr>
<td>7. Practise safely and effectively within their scope of practice and under supervision.</td>
</tr>
<tr>
<td>8. Maintain the principles and practice of service user confidentiality showing an understanding of the underlying concepts.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
</tr>
<tr>
<td><em>Theory of occupations</em>: definitions and genesis of occupational therapy and science; the form, function, and meaning of occupations; effects of occupational deprivation on health. Some causes of occupational loss; occupational/activity analysis (concepts of productivity, leisure, self-maintenance); occupational therapy process.</td>
</tr>
<tr>
<td><em>Occupational capacities</em> (physical &amp; biologic; information processing; socio-cultural; symbolic-evaluative; transcendental) study of how physical and mental health problems can restrict these capacities.</td>
</tr>
<tr>
<td><em>Clinical reasoning</em>: how occupations and occupational therapy may help overcome restrictions to occupational capacities; introduction to activity analysis; basic reasoning and use of reflection in supervision).</td>
</tr>
<tr>
<td><em>Therapeutic skills</em>: Moving and handling; compassionate, ethical, safe and client-centred practice; forming rapport with clients and colleagues.</td>
</tr>
</tbody>
</table>

For the placement students will be placed in an area which is different from that in which they are working. They will be given opportunities to...
observe occupational therapists at work in this setting, and to identify the standards of practice of professionals in health and social care. Professional and practice issues will be discussed during supervision. It is also anticipated that students will have opportunities to meet service users, and to find out more about their occupational lives. Prior to starting this placement, students will have completed mandatory training in basic life support, infection control, manual handling and fire safety.

<table>
<thead>
<tr>
<th>Learning support</th>
<th>Up-to-date reading lists, suggested websites, journals and online learning resources will be provided on commencement of the module, using Studentcentral.</th>
</tr>
</thead>
</table>

**Indicative Reading**

Latest editions of the following texts:
- Bannigan K, Fieldhouse J, Bryant W. *Creek's occupational therapy and mental health.*
- College of Occupational Therapists. *Code of ethics and professional conduct.*
- College of Occupational Therapists: *Professional Standards for Occupational Therapy Practice.*
- Duncan EAS. *Foundations for practice in occupational therapy.*
- Duncan EAS. *Skills for practice in occupational therapy.*
- Healey J, Spencer *Surviving your placement in health and social care: a student handbook*
- Health and Care Professions Council: *Standards of conduct, performance and ethics.*
- Health and Care Professions Council: *Guidance of conduct and ethics for students.*
- Health and Care Professions Council: *Standards of proficiency for occupational therapists.*
- McMillan M IR, Tyldesley B, Grieve JI *Tyldesley and Grieve's muscles, nerves and movement in human occupation*
- Sumson T. *Client-centred practice in occupational therapy: a guide to implementation.*
- Wilcock A. *An occupational perspective of health.*
- Willard and Spackman's *Occupational Therapy.*

**Key Websites and online resources:**
- College of Occupational Therapists: www.cot.org.uk
- Department of Health: www.dh.gov.uk
- Health and Care Professions Council: www.hcpc.org.uk
- On-line placement blog and practice placement support area on Studentcentral.

**Key Journals:**
- British Journal of Occupational Therapy
- Canadian Journal of Occupational Therapy
- American Occupational Therapy Journal
- Australian Occupational Therapy Journal
- Journal of Occupational Science
- International Journal of Practice-based Learning in Health and Social care
Teaching and learning activities

Details of teaching and learning activities

University-based content will be learned and developed using completed assessments for the following, or similar, situations within a PBL approach:

- Defining occupational therapy to the lay-person.
- A person with Parkinson’s Disease experiencing difficulties with self-care activities.
- A person with a diagnosis of schizophrenia talks about his life, his diagnosis of schizophrenia and his struggles with medication. He would like to go back to work.
- Preparing for placement.

Typically include: PBL tutorials, group discussions, workshops, skills (moving and handling, infection control), fixed resources sessions, Pre-placement sessions with placement tutor, personal tutorials and self-directed learning.

Formative activities: Portfolio of PBL cases. Production of Placement passport (Information about past experience including academic/practical personal strengths; personal areas for development; identification of special needs with points for ‘reasonable adjustment’).

Placement content: to be determined by the nature of the placement setting. Mainly observation of occupational therapy, and discussions with occupational therapists, although there may be opportunities to assist in the therapeutic process, participate in departmental life, and have some contact with service users. Students have assigned occupational therapy practice educator(s) in the setting for the duration of the placement. In weekly supervision students will discuss aspects of occupational therapy that they have observed, including standards of practice. They will start a reflective journal which will form the beginnings of their Professional Development Portfolio. Practice placement records and initial learning objectives will also form part of the Portfolio, which will be developed by each student throughout the course. Whilst the student and educator should discuss the aims and learning opportunities of the placement together with the development needs of the student, it is not expected that a formal learning contract will be completed for this 2 week placement. A tutor will be available to visit the student and/or educator on this placement if requested.

Formative activity:
Placement task to make a diagram of the occupational day of a service user, or staff member where access to service users is not possible.

Allocation of study hours (indicative)

<table>
<thead>
<tr>
<th>Study hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHEDULED</td>
</tr>
<tr>
<td>1) PBL seminars</td>
</tr>
<tr>
<td>2) Practical sessions/orientation to course and study resources</td>
</tr>
<tr>
<td>3) Fixed Resource Sessions</td>
</tr>
</tbody>
</table>
**GUIDED INDEPENDENT STUDY**

All students are expected to undertake guided independent study which includes wider reading/practice, follow-up work, the completion of assessment tasks, and revisions.

<table>
<thead>
<tr>
<th>Placement</th>
<th>2 week block</th>
</tr>
</thead>
</table>

**TOTAL STUDY HOURS** 190

### Assessment tasks

**Details of assessment for this module**

- **University-based formative assessment:**
  - Moving and handling, short answer theoretical questions, regular reviews of understanding, quiz.
  - Written assignment, 2000 words: "Using an activity of your choice (typically one that you enjoy doing yourself), critically discuss the relationship between activity and well-being."

**The beginning practice placement is formatively assessed (at level 6):**

Part 1 of the assessment includes learning outcomes for safe practice, non-discriminatory practice and professional behaviour. If the student does not meet any of these three outcomes at any stage of the placement then the student can be withdrawn from the placement. This section over-rules part 2 where ten competencies for practice are formatively assessed. Students are awarded indicative pass/fail grades for the ten competencies (safe practice; occupational therapy professional standards, behaviour and ethics; client centred practice; occupational therapy process; integration of theory and practice; reflective practice; professional relationships; communication skills; organisational skills; use of supervision). Pass grades for the competencies indicates that the student has good potential. If a student is given a formative fail on part 1, or if they are given a fail grade for one or more competencies in part 2, the student will be placed locally in the next placement (HEMS2 Novice Practice) with an experienced educator and their progress will be monitored closely by the university practice placement tutor.

### Types of assessment task

<table>
<thead>
<tr>
<th>Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.</th>
<th>% weighting (or indicate if component is pass/fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WRITTEN</strong></td>
<td></td>
</tr>
<tr>
<td>Essay (2000 word). Formative but students will be given feedback and a percentage mark marked according to the course level 7 criteria and University grading descriptors. Students must submit the essay to pass the module and progress to HEM 51.</td>
<td>N/A (formative)</td>
</tr>
<tr>
<td><strong>PRACTICAL</strong></td>
<td></td>
</tr>
<tr>
<td>Placement (see above) and quizzes</td>
<td>N/A (formative)</td>
</tr>
</tbody>
</table>

### Examination Information

| Area examination board | MSc/Pg Dip Occupational Therapy (Pre-registration). |

---

1. Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.
Refer to Faculty Office for guidance in completing the following sections

<table>
<thead>
<tr>
<th>External examiners</th>
<th>Position and institution</th>
<th>Date appointed</th>
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<tr>
<td>Janice Bell</td>
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<td>Sept 2012</td>
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<td>Senior Lecturer in Occupational Therapy, University of Derby.</td>
<td>Sept 2014</td>
<td>Aug 2018</td>
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**QUALITY ASSURANCE**

<table>
<thead>
<tr>
<th>Date of first approval</th>
<th>April 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of last revision</td>
<td>May 2012</td>
</tr>
<tr>
<td>Date of approval for this version</td>
<td>The date of SCAC where module is approved.</td>
</tr>
<tr>
<td>Version number</td>
<td>5</td>
</tr>
<tr>
<td>Modules replaced</td>
<td>Specify codes of modules for which this is a replacement</td>
</tr>
</tbody>
</table>

Available as free-standing module? | Yes | No | ✓
### Module Details

<table>
<thead>
<tr>
<th>Module title</th>
<th>Assessing Occupational Capacities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>HEM51</td>
</tr>
<tr>
<td>Credit value</td>
<td>10</td>
</tr>
<tr>
<td>Level</td>
<td>Level 4</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>Attendance at HEM50</td>
</tr>
<tr>
<td>Co-requisite modules</td>
<td>Specify in terms of module codes or equivalent</td>
</tr>
<tr>
<td>Mode of delivery</td>
<td>Taught</td>
</tr>
<tr>
<td>Pattern of delivery</td>
<td>Weekly</td>
</tr>
<tr>
<td>When module is delivered</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Overview (max 80 words)</td>
<td>The module explores and evaluates the purpose and processes involved in initial and ongoing assessments in occupational therapy. Focus is on the theory and strategies of assessment of occupational risk factors, and some causes of occupational loss. Therapists today require a critical overview of assessment tools and outcome measures, to gauge and understand changes in an individual’s occupational life. Appreciation of the clinical reasoning that facilitates this initial collaborative phase between service-user and therapist is needed to inform practice.</td>
</tr>
</tbody>
</table>

### Module Aims, Assessment and Support

#### Aims
- To develop competence in assessing and recording the occupational capacities of service users.
- To discriminate between assessments relating to self-care, productivity and leisure activities by evaluating their validity and reliability.
- To evaluate the potential of activities and occupations themselves as assessment tools and outcome measures, using activity analysis.
- To begin the development of clinical reasoning skills, namely interactive reasoning.

#### Status (mandatory/ compulsory/ optional)
- MSc/Pg Dip Occupational Therapy (Pre-registration) | Mandatory
To expand understanding of occupational capacities within occupational science, in particular the physical, intellectual and socio-cultural domains.

On successful completion of the module students will be able to:
1. Analyse the purpose and process of assessment within the occupational therapy process, including the use of practical activities.
2. Explain the dynamic interaction between human, task, and environmental systems that affect participation in occupation.
3. Assess occupational function, discriminating between alternate assessment inventories and techniques that measure occupational performance.
4. Design, construct, and appraise interviews, questions, and observation strategies ensuring attention to informed consent and risk.
5. Evaluate the reliability and validity of some standardised and non-standardised assessments.

### Content

**Indicative content:**

**Theory of occupation:** concepts of occupation and assessment concepts of occupational imbalance and alienation; occupational performance areas - functional mobility, personal care, home management, work and productive activities; creativity and leisure. Activity analysis (task-focused), dependence, independence, interdependence, occupational science subsystems - physical, biologic, information processing, socio-cultural, symbolic, and transcendental. theory of empathy. Sustainable practice.

**Human subsystems:** musculoskeletal system, immune system, urinary tract infection, confusion, memory, mood, consciousness, social cognition, Downs Syndrome.

**Environmental:** concept of environment affording and pressing occupational behaviours; the physical environment (natural, built, objects), social (groups, form of occupation), cultural, political. Environmental considerations in low impact sustainable assessments.

**Assessments:** a range of locally developed and research based assessments, and a consideration of the models of practice that support them. Therapist and Self assessments/reports. Assessments of function and quality of life measures, outcome measures as baseline tools (reliability, validity, standardisation).

**Clinical Reasoning:** Problem-solving process, interactive reasoning (concepts of collaboration, interdependence, creating choices, individualising treatment, structuring success, exchanging personal stories, interactive behaviours), environmental analysis, including environmental impact of therapy processes, activity analysis.

**Therapeutic Skills:** Interviewing format, planning, and skills (questioning), recording information. Questioning skills, creative skills. Considering recycling and low environmental impact activities.

**Research:** use of assessment measures in research/standardisation/outcome measures.

### Learning support

Up-to-date reading lists, suggested websites, journals and online learning resources will be provided on commencement of the module, using Studentcentral

**Indicative reading**

Latest editions of texts such as the following:
### Teaching and learning activities

#### Details of teaching and learning activities

Each cycle of PBL will introduce a new case study, and each group will use PBL tutorials, fixed resource sessions; role play of skills and workshops, creative skills and self-directed learning to develop a plan for assessment. Fixed resource sessions will include hands-on use of assessment measures, lectures from practitioners and service users. During therapeutic activities sessions: focusing on the activity as an assessment tool, and consideration of the environmental impact of the activities. Students will use personal tutorials to reflect on their learning.

In preparation for the following practice placement students will have a preparatory session on the use of supervision, the use of a reflective diary, and an evaluation of their abilities as a novice student on placement, with areas to develop. They will also be prepared by the
Content of this module, which focuses on the assessment of occupational function, and the writing of assessment plans. Content will be evoked through simulated referrals to the occupational therapy team that typify essential assessments, for example:

- A man with learning difficulties living at home has become increasingly isolated, and frustrated. His parents are in later life, and they all need support.
- An unemployed person with family problems, not able to engage in usual activities, reports suicidal ideas (referred to community mental health team).
- A woman has difficulty in coping with childcare and domestic tasks, due to painful and now very restricted use of hands and arms.

Formative assessments:
A quiz following completion of each assessment plan for the case studies.

<table>
<thead>
<tr>
<th>Allocation of study hours (indicative)</th>
<th>Study hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHEDULED</strong></td>
<td>98</td>
</tr>
<tr>
<td>This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/ studios, fieldwork, and external visits.</td>
<td></td>
</tr>
</tbody>
</table>

| **GUIDED INDEPENDENT STUDY**         | 102         |
| All students are expected to undertake guided independent study which includes wider reading/practice, follow-up work, the completion of assessment tasks, and revisions. |

| **PLACEMENT**                        |             |
| The placement is a specific type of learning away from the University. It includes work-based learning and study that occurs overseas. |

**TOTAL STUDY HOURS** 200

<table>
<thead>
<tr>
<th>Assessment tasks</th>
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</thead>
<tbody>
<tr>
<td><strong>Details of assessment on this module</strong></td>
</tr>
<tr>
<td>Summative: Essay containing a justified and evidenced plan for assessment of an individual in a given case study (3,000 words), demonstrating achievement of all learning outcomes. This assignment will be marked on a percentage basis.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types of assessment task²</th>
<th>% weight</th>
</tr>
</thead>
</table>

² Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.
Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression. (or indicate if component is pass/fail)

<table>
<thead>
<tr>
<th>Written</th>
<th>Written exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>Written assignment/ essay, report, dissertation, portfolio, project output, set exercise</td>
</tr>
<tr>
<td>Practical</td>
<td>Oral assessment and presentation, practical skills assessment, set exercise</td>
</tr>
</tbody>
</table>

**EXAMINATION INFORMATION**

**Area examination board**
MSc/Pg Dip Occupational Therapy (Pre-registration)

Refer to University for guidance in completing the following sections

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<td>Sept 2014</td>
<td>Aug 2018</td>
</tr>
</tbody>
</table>

**QUALITY ASSURANCE**

| Date of first approval | April 2000 |
| Date of last revision | May 2011 |
| Date of approval for this version | The date of SCAC where module is approved. |
| Version number | 4 |
| Modules replaced | HEM51 |

| Available as free-standing module? | Yes | No | X |
### HEM52 Module Specification Template

#### Module Details

<table>
<thead>
<tr>
<th>Module title</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>Hem 52</td>
</tr>
<tr>
<td>Credit value</td>
<td>0</td>
</tr>
<tr>
<td>Level</td>
<td>Level 4</td>
</tr>
<tr>
<td></td>
<td>Level 0 (for modules at foundation level)</td>
</tr>
</tbody>
</table>

**Entry criteria for registration on this module**

<table>
<thead>
<tr>
<th>Pre-requisites</th>
<th>Attendance at Hem 51</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Co-requisite modules</th>
<th>Specify in terms of module codes or equivalent</th>
</tr>
</thead>
</table>

**Module delivery**

<table>
<thead>
<tr>
<th>Mode of delivery</th>
<th>Taught</th>
<th>Distance</th>
<th>Placement</th>
<th>x</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pattern of delivery</th>
<th>Weekly</th>
<th>Block</th>
<th>x</th>
<th>Other</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>When module is delivered</th>
<th>Semester 1</th>
<th>x</th>
<th>Semester 2</th>
<th>Throughout year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Brief description of module content and/or aims**

Overview (max 80 words)

This 7 week placement occurs 15 weeks into the course. It aims to enable students to develop confidence in working with service users, and reinforce their developing assessment skills. Although they have begun to develop theoretical concepts of occupational therapy, and have some skills, they will need assistance from their placement educator to transfer these into the practice context. With assistance, they will develop the ability to assess and identify occupational issues, on which to base principles of intervention.
Module team/ author/coordinator(s) | Tracy Szekely, Paul Boyle, Josh Cameron, Chanine Clarke, Sarah Mead, Lee Price, Gaynor Sadlo, Tracy Szekely, Heidi von Kurthy, Tania Wiseman, Jon Wright.
---|---
School | Health Sciences
Site/ campus where delivered | Eastbourne, Darley Road

**Course(s) for which module is appropriate and status on that course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Status (mandatory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc Occupational Therapy</td>
<td>*Mandatory: a module that must be taken and passed; Compulsory: a module that must be taken but may be compensated for if failed Optional/mandatory: used in the Faculty of H&amp;SS where a student has a choice of modules. Once chosen, the module must be passed. Optional/compulsory: used in the Faculty of H&amp;SS where a student has a choice of modules. Once chosen, the module must be taken but may be compensated for if failed.</td>
</tr>
</tbody>
</table>

**MODULE AIMS, ASSESSMENT AND SUPPORT**

**Aims**

1. To develop professional practice in occupational therapy in one practice area.
2. To develop existing knowledge of and skills in assessing occupational needs of service users.
3. To develop interpersonal skills and collaborative practice with service-users and colleagues.
4. To verify, modify and expand current views of human occupation through working with individuals experiencing occupational loss.
5. To foster an evaluative approach to the occupational therapy process.
6. To reinforce a sense of autonomy and responsibility, using problem-based learning in the practice placement setting.
7. To expand understanding of the environment, bio psychosocial and pathological sciences related to human occupation.
<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of the placement, students will be able to:</td>
<td>To be determined by the nature of the practice placement setting and the learning opportunities offered to the student. There are a range of placements available to the students including physical, mental health paediatrics, social services and learning disability placements that occur in a variety of settings e.g. hospital, community. Professional and practice issues will be discussed during weekly supervision. It is also anticipated that students will have opportunities to actively engage in the assessment process. Prior to this placement, students will have completed mandatory training in manual handling, basic life support, risk assessment, safeguarding vulnerable adults, safeguarding vulnerable children, equality and diversity, information governance, mental capacity, infection control, fire, food hygiene, managing violence and aggression.</td>
</tr>
<tr>
<td>1. Observe and assist occupational therapists with the whole assessment process, gaining consent carry out assessments under observation or independently where deemed appropriate, write up assessment reports as required.</td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate an ability to, gather and evaluate information from a wide range of sources including service users’ records, care plans, referral information, members of the multi-disciplinary teams, other agencies, service users and carers.</td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate the ability to use assessment tools to collect and interpret data in order to provide information that would inform or benefit practice.</td>
<td></td>
</tr>
<tr>
<td>4. Through interview and individual discussion, understand the values, beliefs, interests and narratives of service users, their families and carers, developing a compassionate approach to practice that is in the service user’s best interests.</td>
<td></td>
</tr>
<tr>
<td>5. With support from educator, justify professional reasoning for their chosen assessment process, drawing on theory and evidence base.</td>
<td></td>
</tr>
<tr>
<td>6. Respect and uphold the rights, dignity and autonomy of every service user, including their role in the therapeutic process.</td>
<td></td>
</tr>
<tr>
<td>7. Understand and demonstrate the need to establish and maintain a safe practice environment.</td>
<td></td>
</tr>
<tr>
<td>8. Know the limits of their own practice and when to seek advice. Start to demonstrate reflective practice skills.</td>
<td></td>
</tr>
<tr>
<td>9. Assist other health care professionals, support staff, service users and carers in the assessment of occupational capacities demonstrating an understanding of theoretical knowledge regarding the impact of occupational dysfunction / deprivation on a person’s performance and quality of life.</td>
<td></td>
</tr>
<tr>
<td>10. Listen and pass on relevant information to service users, carers, and colleagues. To contribute to formal and informal reporting processes.</td>
<td></td>
</tr>
<tr>
<td>11. Critically reflect on 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, physical ability, capacity, and learning ability.</td>
<td></td>
</tr>
</tbody>
</table>
Learning support

Pre-placement sessions with placement tutor, Aspire reading list, on-line placement blog, practice placement support area on student central, tutorials with placement or personal tutor as necessary, negotiated learning contract, half way visit to the student and educator. Students also complete mandatory training sessions via practical sessions and on-line Camtasia’s found on student central.

Students have an assigned occupational therapy practice educator(s) in the setting for the duration of the placement. A learning contract is negotiated between the student and practice educator at the start of the placement and reviewed on a regular basis throughout the placement.

- A good range of library resources, specialist websites and online learning resources support student learning
- Up-to-date reading lists, suggested websites, journals and online learning resources will be provided on commencement of the module, using StudentCentral and the module Aspire list.

Indicative Reading

Latest editions of the following texts:
Creek J, Lougher L: Occupational Therapy and Mental Health.
Duncan E: Skills for practice in occupational therapy.

Key Websites:
College of Occupational Therapists www.cot.co.uk
Health and care Professions Council: www.hcpc-uk.org.uk

Key Journals:
British Journal of Occupational Therapy
American Journal of Occupational Therapy
Australian Journal of Occupational Therapy
Journal of Occupational Science
Canadian Journal of Occupational Therapy
International Journal of Practice-based Learning in Health and Social care

Other Resources:
College of Occupational Therapists: Code of Ethics and Professional Conduct
College of Occupational Therapists: Professional Standards for Occupational Therapy Practice.
Health and Care Professions Council: Standards of conduct, performance and ethics.
Health and Care Professions Council: Guidance of conduct and ethics for students.
Health and Care Professions Council: Standards of proficiency for occupational therapists.

See Aspire reading list for further resources.
Details of teaching and learning activities

Students will become involved in the work of the department, and be involved in setting their own goals in collaboration with the educator and in accordance with the type of placement. Formal supervision will be scheduled once a week. Students will be able to manage their own learning for the placement, using the problem-based learning process with each new-found situation.

Formative Placement Tasks:

To choose one assessment commonly used in the placement settings and consider aspects of its reliability and validity.

To carry out at least one assessment of a service user whose situation may have effected their participation in society (for example due to the illness, mental health, learning disability). Ask them about their occupational engagement and any barriers that they experience to this engagement (e.g. socially, physically, environmentally). To present this as a case study to your educator.

One case study which illustrates the treatment planning process in the practice placement area to prepare for the next module highlighting the environmental barriers to occupation.

<table>
<thead>
<tr>
<th>Allocation of study hours (indicative)</th>
<th>Study hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHEDULED</td>
<td></td>
</tr>
<tr>
<td>GUIDED INDEPENDENT STUDY</td>
<td></td>
</tr>
<tr>
<td>PLACEMENT</td>
<td></td>
</tr>
</tbody>
</table>

The placement is a specific type of learning away from the University that is not work-based learning or a year abroad.

TOTAL STUDY HOURS 260
### Assessment tasks

**Details of assessment for this module**

Summative assessment:

This assessment is marked on a pass/fail basis. Students are assessed by a named occupational therapy educator.

Part 1 of the assessment includes learning outcomes for safe practice, non-discriminatory practice and professional behaviour and must be passed. If the student does not meet any of these three outcomes at any stage of the placement then the student will fail the placement. This section over-rules part 2 where ten competencies for practice are assessed. Students must reach a satisfactory (pass) grade in all ten performance areas (safe practice; occupational therapy professional standards, behaviour and ethics; client centered practice; occupational therapy process; integration of theory and practice; reflective practice; professional relationships; communication skills; organisational skills; use of supervision).

A pass indicates that the student has met all learning outcomes. Failure of this placement means that it will have to be repeated and the student assessed again as a Novice Practitioner. A second failure will normally require the student to withdraw from the programme.

### Types of assessment task

<table>
<thead>
<tr>
<th>Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.</th>
<th>% weighting (or indicate if component is pass/fail)</th>
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<tbody>
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<tr>
<td>Written exam</td>
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<td><strong>COURSEWORK</strong></td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>PRACTICAL</strong></td>
<td></td>
</tr>
<tr>
<td>Oral assessment and presentation, practical skills assessment, set exercise</td>
<td>100%</td>
</tr>
</tbody>
</table>

### EXAMINATION INFORMATION

<table>
<thead>
<tr>
<th>Area examination board</th>
</tr>
</thead>
</table>

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**External examiners**
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**QUALITY ASSURANCE**

<table>
<thead>
<tr>
<th>Date of first approval</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Only complete where this is not the first version</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of last revision</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Only complete where this is not the first version</td>
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<table>
<thead>
<tr>
<th>Date of approval for this version</th>
<th>The date of Module Scrutiny Group or FABS where module is approved.</th>
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<table>
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<tr>
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<table>
<thead>
<tr>
<th>Modules replaced</th>
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<tbody>
<tr>
<td>Specify codes of modules for which this is a replacement</td>
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</table>

<table>
<thead>
<tr>
<th>Available as free-standing module?</th>
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<th>No</th>
<th>x</th>
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# Module Details

<table>
<thead>
<tr>
<th>Module title</th>
<th>Maximising Occupational Capacities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>HEM53</td>
</tr>
<tr>
<td>Credit value</td>
<td>20 CATS, 10 ECTS</td>
</tr>
<tr>
<td>Level</td>
<td>Level 7 X Level 8</td>
</tr>
</tbody>
</table>

**Entry criteria for registration on this module**
- Attendance on HEM51
- None

**Module delivery**
- Mode of delivery: Taught X Distance Placement Online Other
- Pattern of delivery: Weekly Block X Other
- When module is delivered: Semester 1 Semester 2 X Throughout year Other

**Brief description of module content and/or aims**
Building on recent practice placement experience where assessment skills were refined, this module focuses on developing goals and plans for occupational therapy. Using scenarios, based on assessments of people with a range of occupational challenges, students select daily living, work or leisure occupations to maximise capacities and foster improved quality of life. Occupations/tasks, the environment and personnel are chosen, graded, and reconsidered. The research, theory and policy base of the chosen therapeutic interventions will be addressed.

**Module team/author/coordinator(s)**
Josh Cameron, Paul Boyle, Sarah Mead, Lee Price, Gaynor Sadlo, Tracy Szekely, Heidi von Kurthy, Tania Wiseman, Jon Wright.

**School**
SHS

**Site/campus where delivered**
Eastbourne

**Course(s) for which module is appropriate and status on that course**
Course: MSc/PG Dip Occupational Therapy (Pre-registration)
Status: mandatory.

**Notes**
- Mandatory: a module that must be taken and passed.
- Compulsory: a module that must be taken but may be compensated for if failed.
- Optional: used in the Faculty of H&SS where a student has a choice of modules. Once chosen, the module must be passed.
- Optional/Compulsory: used in the Faculty of H&SS where a student has a choice of modules. Once chosen, the module must be taken but may be compensated for if failed.

## Module Aims, Assessment and Support

**Aims**
1. To facilitate competence in planning, designing and implementing occupational therapy in a variety of settings – including critical application of related theory evidence and policy.
8. To develop clinical reasoning skills to support tailoring the form, function or meaning of self-maintenance, productive and leisure occupations, according to service-users’ unique needs.
9. To design changes to the environment or task to facilitate improvements in participation or performance.
10. To expand understanding of the environmental, bio-psychosocial, and pathological sciences related to human occupation.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>On successful completion of the module the student will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Identify, select, synthesise and apply evidence and theory based practice knowledge from the field of occupational therapy and related disciplines to creatively plan interventions for given individuals requiring change.</td>
<td></td>
</tr>
<tr>
<td>10. Competently express, verbally and in writing, intervention goals/aims/objectives that incorporate a client-centred approach and which identify and address potential ethical challenges.</td>
<td></td>
</tr>
<tr>
<td>11. Combine knowledge of human and environmental subsystems with the skill of activity analysis to modify/grade activities to ensure successful performance of human occupations.</td>
<td></td>
</tr>
<tr>
<td>12. Justify choice of safe and effective interventions through comprehensive understanding of techniques applicable to the requirements and supported by critical understanding of research, theory and policy.</td>
<td></td>
</tr>
</tbody>
</table>

| Content | Theory of occupations: Effects of occupation on health and well-being; occupations for working, maintenance and pleasure; function and meaning of occupations (purpose); occupational therapy practice models and approaches involving compensation, adaptation, restoration, maintenance; occupational performance areas, techniques, media and modalities; teaching and learning; flow theory; creativity.  
Occupational capacities: Physical & Biologic: Human gait; motor pathways; brain areas (function & dysfunction); blood vessels; cancer; respiration; cerebral vascular accidents; physiology of anxiety & stress including flight or fight response; fatigue. Information processing: intention and attention; memory; cognitive responses to stress; fear; perception; pain; Socio-cultural: the family; social attitudes to death; personality, environment stress; stigma; occupational therapy in diverse ethnic, cultural and geographic (including international) contexts. Symbolic-evaluative: motivation; meaning of occupations as affected by Ill health/disability/health & social care systems; independence & dependence. Transcendental: spirituality and belief systems & therapy; occupational identity at different life stages; actualisation.  
Clinical reasoning: Core processes of occupational therapy; case management; theory and process driven patterns of implementing therapy; conditional reasoning (motive, choosing activities, habits & meaningful experiences, selection of activities); narrative reasoning (imaging, prospective stories, prognosis); supporting clinical decisions and action with theoretical underpinning; activity analysis  
Therapeutic skills: organising/running a therapeutic group; domestic and personal activities of daily living; handling skills in hemiplegia; goal forming; mobility techniques; therapeutic use of self, compassion and rapport; resource management; environmental adaptation; interventions for hypertonus, creative activities.  
Research: Searching for evidence; critical evaluation of evidence; evidence in guidelines; Cochrane date base; transference of evidence. |

| Learning support | Up-to-date reading lists, suggested websites, journals and online learning resources will be provided on commencement of the module, using Studentcentral. |
Indicative Reading

Latest editions of the following texts:
Aveyard H and Sharp P. A beginner's guide to evidence based practice in health and social care professions
Bannigan K, Fieldhouse J, Bryant W. Creek’s occupational therapy and mental health.
Duncan EAS. Foundations for practice in occupational therapy.
Duncan EAS. Skills for practice in occupational therapy.
Iwama MK. The Kawa model: culturally relevant occupational therapy.
Kielhofner G. Model of human occupation
McMillan IR, Tyldesley B, Grieve JI. Tyldesley and Grieve's muscles, nerves and movement in human occupation
Söderback I. International Handbook of Occupational Therapy Interventions.
Townsend E; Polatajko H. Enabling occupation II: advancing an occupational therapy vision for health, well-being, & justice through occupation
Turpin M, Iwama M. Using occupational therapy models in practice: a field guide
Willard and Spackman's Occupational Therapy.

Key Websites:
www.cot.org.uk
www.dh.gov.uk
www.nice.org.uk
www.wfot.org

Key Journals:
British Journal of Occupational Therapy
Canadian Journal of Occupational Therapy
American Occupational Therapy Journal
Australian Occupational Therapy Journal
Journal of Occupational Science

Teaching and learning activities

Details of teaching and learning activities

Content will be learned and developed using completed assessments for the following, or similar, situations within a Problem Based Learning approach:

- Anonymous case study from placement will form the content of the first week study material.
- A 40 year old woman who has cancer of the lung and receiving hospice care.
- A mixed group of persons experiencing anxiety and depression who qualify for attendance at a therapeutic group in the community (results of initial assessment presented).
- A 74 year old man with a history of hypertension and a smoker who is admitted with a stroke and is anxious to return home as soon as possible.
- An 80 year old woman living at home with a diagnosis of dementia who is experiencing limitations to participation social, leisure and domestic activities of daily living.

Typically include: PBL tutorials, group discussions, workshops, skills, therapeutic activities, fixed resources sessions, inter-professional
learning sessions and self-directed learning. During therapeutic activities sessions, focus will be on the activities as treatment tools to improve performance.

Students will be prepared for the next practice placement module through the identification of the potential of occupation, justification of the choice of therapeutic activity, and adaptation of activities. They will explore the use of clinical reasoning and critical consideration of research, theory and policy.

Formative activities: Portfolio of PBL cases reflecting on occupational therapy strategies. Therapy planning during PBL.

### Allocation of study hours (indicative)

<table>
<thead>
<tr>
<th></th>
<th>Study hours</th>
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<tr>
<td><strong>SCHEDULED</strong></td>
<td>75</td>
</tr>
<tr>
<td>Principally (approx. 1/3 of total for the following):</td>
<td></td>
</tr>
<tr>
<td>1) PBL seminars</td>
<td></td>
</tr>
<tr>
<td>2) Therapeutic Activities/Practical sessions</td>
<td></td>
</tr>
<tr>
<td>3) Fixed Resource Sessions (whole group interactive teaching – includes Inter professional Sessions)</td>
<td></td>
</tr>
<tr>
<td><strong>GUIDED INDEPENDENT STUDY</strong></td>
<td>125</td>
</tr>
<tr>
<td>All students are expected to undertake guided independent study which includes wider reading/practice, follow-up work, the completion of assessment tasks, and revisions.</td>
<td></td>
</tr>
<tr>
<td><strong>PLACEMENT</strong></td>
<td>N/A</td>
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<tr>
<td><strong>TOTAL STUDY HOURS</strong></td>
<td>200</td>
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</table>

### Assessment tasks

**Details of assessment for this module**

A 15 minute individual presentation of an occupational therapy plan based on an anonymous client seen in practice to an audience of fellow students and tutor(s) followed by 5 minutes of questions. This should explain the overall plan and justify one of its occupational therapy interventions demonstrating robust clinical reasoning synthesising critically appraised research, theory and policy. (Learning outcomes 1, 2 [verbal aspects], 3 [elaborating upon the written plan], 4).

The presentation should be supported with a 500 word written plan This overview intervention plan should set out goals/aims/objectives and be written in a style suitable for practice and not exceed 500 words. (It will help the student demonstrate written aspects of learning outcomes, and make an introductory contribution to demonstrating learning outcome).

A single mark will be allocated for both elements as they are considered 2 interdependent elements of a single assessment task.

### Types of assessment task

**Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.**

<table>
<thead>
<tr>
<th>% weighting (or indicate if component is pass/fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITTEN</td>
</tr>
<tr>
<td>COURSEWORK</td>
</tr>
</tbody>
</table>

Written therapy plan 100%

---

1 Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.
## PRACTICAL

<table>
<thead>
<tr>
<th>with the presentation</th>
<th>100% (Combined with the written plan)</th>
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</thead>
<tbody>
<tr>
<td>Presentation</td>
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</table>

## EXAMINATION INFORMATION

### Area examination board

Refer to Faculty Office for guidance in completing the following sections.

### External examiners

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and institution</th>
<th>Date appointed</th>
<th>Date tenure ends</th>
</tr>
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<tbody>
<tr>
<td>Janice Bell</td>
<td>Programme Lead for MSc Occupational Therapy (Pre-registration), University of Cumbria.</td>
<td>Sept 2012</td>
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<td>Helen Bradley</td>
<td>Senior Lecturer in Occupational Therapy, University of Derby.</td>
<td>Sept 2014</td>
<td>Aug 2018</td>
</tr>
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</table>

## QUALITY ASSURANCE

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## HEM54 Module Specification Template

### Module Details

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<tr>
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<td>Level 5</td>
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<td>Level 6</td>
</tr>
<tr>
<td></td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Level 7</td>
</tr>
<tr>
<td></td>
<td>Level 8</td>
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</table>

- **Entry criteria for registration on this module**
  - Pre-requisites: Attendance Hem 53, passed Hem 52
  - Co-requisite modules

### Module Delivery

<table>
<thead>
<tr>
<th>Mode of delivery</th>
<th>Taught</th>
<th>Distance</th>
<th>Placement</th>
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<tr>
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</tr>
</tbody>
</table>

- **Pattern of delivery**
  - Weekly
  - Block
  - x
  - Other

- **When module is delivered**
  - Semester 1
  - Semester 2
  - x
  - Throughout year

- **Other**
**Brief description of module content and/or aims**

This 7 week first year placement provides students with an opportunity to participate fully in the occupational therapy process, with a particular focus on intervention planning. They should be able to test their therapeutic skills and knowledge and develop their understanding of teams and group process.

With guidance they should begin to evaluate their interventions and be given opportunities to develop effective communication skills both with service users and members of the multi-professional team. They should demonstrate safe and effective practice.

**Module team/author/coordinator(s)**

Tracy Szekely

**School**

Health Sciences

**Site/campus where delivered**

Eastbourne, Darley Road

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**Course(s) for which module is appropriate and status on that course**

<table>
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<tr>
<td><em>Compulsory:</em> a module that must be taken but may be compensated for if failed</td>
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<tr>
<td><em>Optional/mandatory:</em> used in the Faculty of H&amp;SS where a student has a choice of modules. Once chosen, the module must be passed.</td>
<td></td>
</tr>
<tr>
<td><em>Optional/compulsory:</em> used in the Faculty of H&amp;SS where a student has a choice of modules. Once chosen, the module must be taken but may be compensated for if failed.</td>
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**MODULE AIMS, ASSESSMENT AND SUPPORT**

**Aims**

1To develop assessment and intervention skills appropriate to the occupational therapy process, for a range of service users which develop understanding of human occupation.
2To provide practice in self-management, administrative and organisational tasks.
3To demonstrate professional conduct through safe and ethical practice.
4To continue to link theory with practice.
5Be able to work effectively as part of a multi-disciplinary team
6Develop attitudes that supports the implementation of evidence based practice
7Maintain high standards of personal and professional responsibility and accountability
<table>
<thead>
<tr>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assist the occupational therapist with a caseload, taking responsibility for some aspects of it where appropriate</td>
</tr>
<tr>
<td>2. Demonstrate knowledge and understanding of the role of the occupational therapist within the health or social care setting</td>
</tr>
<tr>
<td>3. Build and sustain professional relationships with service users and as a member of a team. Use interpersonal skills to encourage the active participation of service users</td>
</tr>
<tr>
<td>4. Work with the service user and his/her relatives, carers, and community to consider the range of activities that are appropriate/feasible/acceptable, including the possibility of referral to other members of the health and social care team and agencies</td>
</tr>
<tr>
<td>5. Work closely with service users, respecting their individual needs, values and goals, continuing to demonstrate a compassionate approach to practice that is in the service user’s best interests.</td>
</tr>
<tr>
<td>6. Participate effectively in inter-professional and multi-agency approaches to health and social care where appropriate</td>
</tr>
<tr>
<td>7. Consider assessment information gathered to formulate and modify evidence-based intervention plans for meeting needs/problems, setting these within a timescale, and taking account of finite resources using a range of established techniques</td>
</tr>
<tr>
<td>8. Record professional judgments and decisions taken</td>
</tr>
<tr>
<td>9. Consider and discuss group dynamics in relation to team effectiveness</td>
</tr>
<tr>
<td>10. Demonstrate self-awareness, know the limits of own practice and when to seek advice through reflective practice and supervision</td>
</tr>
<tr>
<td>11. Understand and analyse activity and occupation and their relation to and effect on, health, wellbeing, and function</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be determined by the nature of the practice placement setting and the learning opportunities offered to the student. This placement focuses on consolidation of students existing knowledge and skills in developing their intervention planning skills.</td>
</tr>
<tr>
<td>There are a range of placements available to the students including physical, mental health, paediatrics, social services and learning disability placements that occur in a variety of settings e.g. hospital, community.</td>
</tr>
<tr>
<td>Professional and practice issues will be discussed during weekly supervision. It is also anticipated that students will have opportunities to actively engage in the assessment process.</td>
</tr>
<tr>
<td>Prior to this placement, students will have completed mandatory training in manual handling, basic life support, risk assessment, safeguarding vulnerable adults, safeguarding vulnerable children, equality and diversity, information governance, mental capacity, infection control, fire, food hygiene, managing violence and aggression.</td>
</tr>
</tbody>
</table>
### Learning support

Pre-placement sessions with placement tutor, Aspire reading list, on-line placement blog, practice placement support area on student central, tutorials with placement or personal tutor as necessary, negotiated learning contract, half way phone call from an academic tutor, visit to the student and/or educator will occur if deemed necessary. Students also complete mandatory training sessions via practical sessions and on-line Camtasia’s found on student central.

Students have an assigned occupational therapy practice educator(s) in the setting for the duration of the placement.

A learning contract is negotiated between the student and practice educator at the start of the placement and reviewed on a regular basis throughout the placement.

- A good range of library resources, specialist websites and online learning resources support student learning
- Up-to-date reading lists, suggested websites, journals and online learning resources will be provided on commencement of the module, using Studentcentral and the module Aspire list.

### Indicative Reading

Latest editions of the following texts:

- Atchinson B, Dirette DK: *Conditions in Occupational Therapy: The Effect on Occupational Performance.*
- Duncan E: *Skills for Practice in Occupational Therapy.*
- Long C, Cronin-Davis J (Eds): *Occupational Therapy Evidence in Practice for Mental Health.*
- Molineux M: *Occupation for occupational therapists.*
- Schell BA, Schell JW: *Clinical and professional reasoning in occupational therapy.*
- Plus other texts related to the placement

### Key Websites:

- College of Occupational Therapists [www.cot.co.uk](http://www.cot.co.uk)
- Health and care Professions Council: [www.hcpc-uk.org.uk](http://www.hcpc-uk.org.uk)

### Key Journals:

- British Journal of Occupational Therapy
- American Journal of Occupational Therapy
Australian Journal of Occupational Therapy
Journal of Occupational Science
Canadian Journal of Occupational Therapy
International Journal of Practice-based Learning in Health and Social care
Any occupational therapy or educational journals related to practice education

Other Resources:
College of Occupational Therapists: Code of Ethics and Professional Conduct
College of Occupational Therapists: Professional Standards for Occupational Therapy Practice.
Health and Care Professions Council: Standards of conduct, performance and ethics.
Health and Care Professions Council: Guidance of conduct and ethics for students.
Health and Care Professions Council: Standards of proficiency for occupational therapists.

See Aspire reading list for further resources.
Having set initial objectives, students should be supervised by a practice placement educator but this does not mean that they have to be shadowed by an occupational therapist; liaison with their educator should be on an agreed basis. Students may request to spend time observing their educator or other members of the team to learn new, or reinforce existing skills and techniques.

Students will become involved in the work of the department, and be involved in setting their own goals in collaboration with the educator and in accordance with the type of placement. Formal supervision will be scheduled once a week. Students will be able to manage their own learning for the placement, using the problem-based learning process with each new-found situation.

**Formative Tasks:**

To help prepare for the next campus based ‘Evaluating Therapeutic Occupations’ review the evidence for one assessment or intervention observed on the placement (in collaboration with the practice placement educator). Examine the literature available and critique its application, reflect on using this tool.

Full case study to be presented to educator (format of presentation e.g. written, verbal, 1-1 or to small team to be agreed with educator).

### Allocation of study hours (indicative)

<table>
<thead>
<tr>
<th>Study hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHEDULED</td>
</tr>
<tr>
<td>GUIDED INDEPENDENT STUDY</td>
</tr>
<tr>
<td>PLACEMENT</td>
</tr>
</tbody>
</table>

The placement is a specific type of learning away from the University that is not work-based learning or a year abroad.

<table>
<thead>
<tr>
<th>Study hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL STUDY HOURS 260</td>
</tr>
</tbody>
</table>

Where 10 credits = 100 learning hours
### Summative assessment:

This assessment is marked on a pass/fail basis. Students are assessed by a named occupational therapy educator.

Part 1 of the assessment includes learning outcomes for safe practice, non-discriminatory practice and professional behaviour and must be passed. If the student does not meet any of these three outcomes at any stage of the placement then the student will fail the placement. This section over-rules part 2 where ten competencies for practice are assessed. Students must reach a satisfactory (pass) grade in all ten performance areas (safe practice; occupational therapy professional standards, behaviour and ethics; client centred practice; occupational therapy process; integration of theory and practice; reflective practice; professional relationships; communication skills; organisational skills; use of supervision).

A pass indicates that the student has met all learning outcomes. Failure of this placement means that it will have to be repeated and the student assessed again as an Intermediate Practitioner. A second failure will normally require the student to withdraw from the programme.

### Types of assessment task

<table>
<thead>
<tr>
<th>Types of assessment task</th>
<th>% weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITTEN</td>
<td></td>
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<tr>
<td>Written exam</td>
<td></td>
</tr>
<tr>
<td>COURSEWORK</td>
<td></td>
</tr>
<tr>
<td>PRACTICAL</td>
<td>100%</td>
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</table>
### EXAMINATION INFORMATION

Refer to Faculty Office for guidance in completing the following sections.

#### External examiners

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and institution</th>
<th>Date appointed</th>
<th>Date tenure ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janice Bell</td>
<td>Programme Lead for MSc Occupational Therapy (Pre-registration), University of Cumbria.</td>
<td>Sept 2012</td>
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</tr>
</tbody>
</table>

### QUALITY ASSURANCE

<table>
<thead>
<tr>
<th>Date of first approval</th>
<th>Date of last revision</th>
<th>Date of approval for this version</th>
<th>Version number</th>
<th>Modules replaced</th>
<th>Available as free-standing module?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only complete where this is not the first version</td>
<td>Only complete where this is not the first version</td>
<td>The date of SCAC where module is approved.</td>
<td>Specify codes of modules for which this is a replacement</td>
<td></td>
<td>Yes No</td>
</tr>
</tbody>
</table>
**University of Brighton**

**9.6. HEM55 MODULE SPECIFICATION TEMPLATE**

<table>
<thead>
<tr>
<th>MODULE DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module title</strong></td>
</tr>
<tr>
<td><strong>Module code</strong></td>
</tr>
<tr>
<td><strong>Credit value</strong></td>
</tr>
<tr>
<td><strong>Level</strong></td>
</tr>
<tr>
<td>Mark the box to the right of the appropriate level with an 'X'</td>
</tr>
</tbody>
</table>

**Entry criteria for registration on this module**

| **Pre-requisites** | Attendance of first two weeks of HEMS0 |
| **Co-requisite modules** | None |

**Module delivery**

<table>
<thead>
<tr>
<th><strong>Mode of delivery</strong></th>
<th>Taught</th>
<th>Distance</th>
<th>Placement</th>
<th>Online</th>
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<tr>
<td><strong>Pattern of delivery</strong></td>
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<td>Block</td>
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</tr>
<tr>
<td><strong>When module is delivered</strong></td>
<td>Semester 1</td>
<td>Semester 2</td>
<td>Throughout year</td>
<td>Other</td>
</tr>
</tbody>
</table>

| **Brief description of module content and/ or aims** | The module aims to enable students to develop skills in critical appraisal of research evidence in order to engage in evidence based practice. Through development of a research project students will deepen awareness, judgement and skills in research methods. |
| **Overview (max 80 words)** |  |

| **Module team/ author/ coordinator(s)** | Heidi von Kurthy, Paul Boyle, Josh Cameron, Sarah Mead, Lee Price, Gaynor Sadlo, Tracy Szekely, Tania Wiseman, Jon Wright. |

| **School** | School of Health Sciences |
| **Site/ campus where delivered** | Eastbourne, Darley Rd Site. |

| **Course(s) for which module is appropriate and status on that course** |
| **Course** | **Status (mandatory/ compulsory/ optional)** |
| MSc/Pg Dip Occupational Therapy (Pre-registration) | Mandatory |
## Module Aims, Assessment and Support

<table>
<thead>
<tr>
<th><strong>Aims</strong></th>
<th><strong>Learning outcomes</strong></th>
<th><strong>Content</strong></th>
</tr>
</thead>
</table>
| 1. Appreciate the importance of, and methods for, evaluation of practice  
2. Deepen skills to seek, evaluate and apply evidence to practice  
3. Enhance understanding of research methods and processes  
4. Develop competence (knowledge, skills and judgement) in designing a small research project in either occupational therapy or occupational science | By the end of the module the student will be able to:  
1. Understand the importance of evidence based practice in occupational therapy and apply the principles into a good quality research proposal.  
2. Critically evaluate the findings of occupational therapy research and service evaluations and identify issues related to practice and the need for further research.  
3. Identify, and critically appraise, research evidence, both qualitative and quantitative, and consider how it may be applied to practice and used to develop further research.  
4. Design a small scale research project that addresses an identified occupational issue using their knowledge of research methods, processes and ethics.  
5. Write a systematically organised research proposal. | **Theory of occupation**: use of evidence to support and develop good practice; evaluation of interventions and services; underpinning research for occupational therapy including links between occupation, health and well being; history of occupational therapy; definitions of well-being and quality of life; International Classification of Functioning, Disability and Health (ICF).  
**Occupational capacities**: Physical, biological related to case studies. Socio-cultural: The research culture within occupational therapy; development of occupational science; policy and consumer led research priorities; social systems and culture around aging.  
**Transcendental**: belief systems about knowledge, truth and science.  
**Clinical reasoning**: Research paradigms, processes and methods including ethical considerations.  
**Therapeutic skills**: writing accessible and appropriate information for potential research participants; research interviewing; oral and written presentation skills.  
**Research methods**: literature search and selection strategies using relevant databases; critical evaluation of existing policy, practice and research literature; levels of evidence; service evaluation and audit; formulation of research hypotheses / questions; qualitative and quantitative research designs and methods including data collection, management, analyses and reporting of results; understanding of...
ethical issues and risk management; designing and writing a research proposal.

Up-to-date reading lists, suggested websites, journals and online learning resources will be provided on commencement of the module, using Studentcentral

Indicative reading
Latest editions of texts such as the following:

Clough P, Nutbrown C A student’s guide to methodology: justifying enquiry. Los Angeles, [Calif.]: SAGE.
Creswell J Qualitative inquiry & research design: choosing among five approaches. 2nd ed. Thousand Oaks: Sage
Crotty M The foundations of social research: meaning and perspectives in the research process. London: SAGE.
Finlay L, Ballinger C Qualitative research for allied health professionals: challenging choices. Chichester: John Wiley.
Petticrew M, Roberts H Systematic reviews in the social sciences. Oxford: Blackwell Publishing

Key Websites:

Key Journals:
British Journal of Occupational Therapy
Canadian Journal of Occupational Therapy
American Occupational Therapy Journal
Journal of Occupational Science
Occupational Therapy Journal of Research

### Teaching and learning activities

#### Details of teaching and learning activities

HEM55 is introduced during a week in the first module of the programme in order to help students develop their critical appraisal skills from the beginning. Where the module sits within the year, problem based learning is used with tutorials and fixed resource sessions based around research in relation to 'hot topic' triggers. Fixed resource sessions are delivered by information technology personnel, researchers and tutors. The students also have an opportunity to attend the School’s doctoral student research conference delivered over several days during the module.

The PBL triggers are developed to allow students to develop skills in critical evaluation of research evidence, understanding and application of evidence based practice in order to meet learning aims, for example:

1. Critical evaluation of evidence related to an occupation of the students choice.
2. Critical evaluation of qualitative and quantitative research paper of an occupational issue related to a hot topic.
3. Design a qualitative study in relation to an occupational issue on a hot topic.
4. Designing a quantitative research proposal in relation to an occupational issue with consideration of research governance issues.
5. Planning a research proposal in order to meet requirements of external agents.

<table>
<thead>
<tr>
<th>Allocation of study hours (Indicative)</th>
<th>Study hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where 10 credits = 100 learning hours</td>
<td></td>
</tr>
<tr>
<td><strong>SCHEDULED</strong></td>
<td>75</td>
</tr>
<tr>
<td>Principally (approx. 1/3 of total for the following):</td>
<td></td>
</tr>
<tr>
<td>1) PBL seminars</td>
<td></td>
</tr>
<tr>
<td>2) Learning Groups</td>
<td></td>
</tr>
<tr>
<td>3) Fixed Resource Sessions (whole group interactive teaching – includes Inter professional Sessions)</td>
<td></td>
</tr>
</tbody>
</table>
### GUIDED INDEPENDENT STUDY
All students are expected to undertake guided independent study which includes wider reading/practice, follow-up work, the completion of assessment tasks, and revisions. 125

### PLACEMENT
The placement is a specific type of learning away from the University that is not work-based learning or a year abroad. 0

### TOTAL STUDY HOURS
200

### Assessment tasks
**Details of assessment for this module**
Summative: Submission of a written research proposal into a complete document in the format for submission to the School Research Ethics Panel (learning outcome 1 and 5). It may be designed as a primary research study; a systematic review or research by design (see HEM 99). Maximum 3000 words. (Learning outcomes 1, 2, 3, 4, 5)

### Types of assessment task
Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.

<table>
<thead>
<tr>
<th>% weighting</th>
<th>Written exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Written assignment/ essay, report, dissertation, portfolio, project output, set exercise</td>
</tr>
<tr>
<td></td>
<td>Oral assessment and presentation, practical skills assessment, set exercise</td>
</tr>
</tbody>
</table>

### EXAMINATION INFORMATION
**Area examination board**
MSc/Pg Dip Occupational Therapy (Pre-registration)

Refer to Faculty Office for guidance in completing the following sections

### External examiners

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and institution</th>
<th>Date appointed</th>
<th>Date tenure ends</th>
</tr>
</thead>
</table>

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*Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.*
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Institution</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janice Bell</td>
<td>Programme Lead for MSc Occupational Therapy (Pre-registration), University of Cumbria.</td>
<td>Sept 2012</td>
<td>Aug 2016</td>
</tr>
<tr>
<td>Helen Bradley</td>
<td>Senior Lecturer in Occupational Therapy, University of Derby.</td>
<td>Sept 2014</td>
<td>Aug 2018</td>
</tr>
</tbody>
</table>

**QUALITY ASSURANCE**

| Date of first approval | 2000 |
| Date of last revision  | 2010 |
| Date of approval for this version | 2015 |
| Version number         | 4    |

**Modules replaced**

Specify codes of modules for which this is a replacement

**Available as free-standing module?**

Yes | No
## Module Details

<table>
<thead>
<tr>
<th>Module title</th>
<th>Occupational Therapy: Diverse Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>Hem 60</td>
</tr>
<tr>
<td>Credit value</td>
<td>20</td>
</tr>
<tr>
<td>Level</td>
<td>Level 4</td>
</tr>
</tbody>
</table>

### Entry criteria for registration on this module

- **Pre-requisites**
  - Specify in terms of module codes or equivalent
  - Attendance at Hem 55

- **Co-requisite modules**
  - Specify in terms of module codes or equivalent

### Module delivery

<table>
<thead>
<tr>
<th>Mode of delivery</th>
<th>Taught</th>
<th>Distance</th>
<th>Placement</th>
<th>Online</th>
<th>Other</th>
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<tbody>
<tr>
<td>Pattern of delivery</td>
<td>Weekly</td>
<td>x</td>
<td>Block</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When module is delivered</th>
<th>Semester 1</th>
<th>x</th>
<th>Semester 2</th>
<th>Throughout year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Brief description of module content and/or aims

**Overview (max 80 words)**

This module aims to facilitate students’ deeper understanding of the occupational needs of wider communities and populations (i.e. those outside of traditional services) and to consider the value of, and opportunities for, occupational therapy in diverse areas of practice. Students re-visit their core skills, philosophies and values in the context of political and financial changes in health and social care as well as exploring key drivers within the profession.
### Module team/author/coordinator(s)
Tracy Szekely, Paul Boyle, Josh Cameron, Sarah Mead, Lee Price, Gaynor Sadlo, Tracy Szekely, Heidi von Kurthy, Tania Wiseman, Jon Wright.

### School
School of Health Sciences

### Site/campus where delivered
Eastbourne, Darley Road

### Course(s) for which module is appropriate and status on that course

<table>
<thead>
<tr>
<th>Course</th>
<th>Status (mandatory/ compulsory/ optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc/Pg Dip Occupational Therapy (Pre-registration)</td>
<td>Mandatory</td>
</tr>
</tbody>
</table>

### MODULE AIMS, ASSESSMENT AND SUPPORT

**Aims**

This module will enable students to:

- Evaluate occupational therapy in diverse, settings, analysing the impact of the environment on people’s occupational lives.

- Identify innovative enhancements to occupational therapy services, being mindful of possible future roles in emerging and diverse practice settings.

- Be prepared for students’ future roles as occupational therapists where they may be expected to manage service developments within their work setting in response to the needs of service users.

- Analyses and critically evaluate research, policy and theory to inform the provision of occupational therapy in diverse settings.
## Learning outcomes

On successful completion of the module students will be able to:

1. Critically analyse environmental, political, social and personal factors which impact upon the occupational experiences of individuals and delivery of services.

2. Use a synthesis of research, policy and theory to propose ways facilitating a safe, healthy, non-discriminatory and compassionate therapeutic environment.

3. Explore and critically evaluate the contribution that occupational therapy can make to a diverse practice setting.

4. Demonstrate in depth understanding of the importance of working collaboratively with service users and organisations to evaluate the effectiveness of occupational therapy interventions, using relevant outcome measures, audit tools and quality assurance measures as appropriate.

## Content

**Theory of occupation:** humans need for natural environments; negative effects of urban living; occupational alienation, deprivation, marginalisation, justice; the role of culture on occupational "form, function and meaning" for individuals in wider communities

**Human subsystems:** effects of age on occupational participation, visual impairment, spirituality, loss, and death, learning and behavioural change theory.

**Environment:** environmental exclusion and inclusion; work environments; recreational sites; discrimination; stigma; political systems for community practice.

**Therapeutic skills:** designing environments that promote occupational performance; activity analysis and adaptation.

**Key skills:** managing change, resource planning, marketing skills, organisational structure and culture, brochure content and design, poster and verbal presentations,

**Research skills:** Evidence for therapeutic occupations in diverse settings.
Learning support

Problem Based Learning. Fixed resource sessions with academic or visiting tutors; personal tutorials, skills workshop e.g. poster design, access to library facilities, regularly updated Aspire reading list that includes books, journal articles, Government papers and useful web links.

- A good range of library resources, specialist websites and online learning resources support student learning
- Up-to-date reading lists, suggested websites, journals and online learning resources will be provided on commencement of the module, using Studentcentral and the module Aspire list.

Indicative Reading

Latest editions of the following texts:


Molineux M: Occupation for occupational therapists.
Thew M: Role-emerging occupational therapy: maximising occupation-focused practice.

Plus other texts related to the placement

Key Websites:

College of Occupational Therapists [www.cot.co.uk](http://www.cot.co.uk)

Health and care Professions Council: [www.hcpc-uk.org.uk](http://www.hcpc-uk.org.uk)

Key Journals:

British Journal of Occupational Therapy
American Journal of Occupational Therapy
Australian Journal of Occupational Therapy
Canadian Journal of Occupational Therapy
Journal of Occupational Science

International Journal of Practice-Based Learning in Health and Social Care.

Any occupational therapy or educational journals related to practice education

Other Resources:

College of Occupational Therapists: Developing the occupational therapy profession: providing new work-based learning opportunities for students. London: College of Occupational Therapists.

See Aspire reading list for further resources.
### Teaching and learning activities

<table>
<thead>
<tr>
<th>Details of teaching and learning activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PBL tutorials and other classes are in the usual format (there are 8 PBL sessions during this module).</td>
<td></td>
</tr>
<tr>
<td>Fixed resource sessions enable students to re-visit their core skills, values and philosophy; visits from occupational therapists working in a variety of diverse practice settings e.g. Kids Company, Social Enterprises, vocational rehabilitation; skills session learning how to design a poster using PowerPoint or other media.</td>
<td></td>
</tr>
<tr>
<td>As this module is closely linked to their diverse practice placement (Hem 57), students also engage in action learning sets to develop their understandings and ideas for their role when out on placement. They also attend placement during this module one day a week for 5 weeks leading up to their placement full time at the end of the module.</td>
<td></td>
</tr>
<tr>
<td>Formative assessment: For each PBL trigger students work together in small groups to carry out a particular task, for example:</td>
<td></td>
</tr>
<tr>
<td>Design a poster to promote the role of occupational therapy in a setting of your choice where there is currently no service.</td>
<td></td>
</tr>
<tr>
<td>Design a leaflet that could be used at a conference attended by various different work services to publicise the value to them of recruiting recently qualified occupational therapists.</td>
<td></td>
</tr>
<tr>
<td>Carry out a presentation (pitched at a group of commissioners) that explains the value of an occupational perspective of health for a particular client group.</td>
<td></td>
</tr>
<tr>
<td>Outline a service development plan to implement OT in a specialist youth service.</td>
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</tbody>
</table>

### Allocation of study hours (indicative)

<table>
<thead>
<tr>
<th></th>
<th>Study hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHEDULED</strong></td>
<td>75</td>
</tr>
<tr>
<td>This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/ studios, fieldwork, external visits, and work-based learning.</td>
<td></td>
</tr>
<tr>
<td><strong>GUIDED INDEPENDENT STUDY</strong></td>
<td>125</td>
</tr>
</tbody>
</table>
**Placement**
The placement is a specific type of learning away from the University that is not work-based learning or a year abroad.

Placement days that occur during this module are recorded as part of Hem 57 (Diverse placement).

**Total Study Hours**

- **200**

**Assessment tasks**

**Details of assessment for this module**

**Summative assessment:**
A poster presentation of a proposal for the development of an occupational therapy intervention within a diverse practice setting. This is marked by a tutor with a small student audience who carries out a viva with the student, discussing aspects such as their underpinning reasoning, evidence-base, management plan, evaluation plan and quality assurance strategy.

This assessment is marked on a percentage basis.

**Types of assessment task**

<table>
<thead>
<tr>
<th>Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.</th>
<th>% weighting (or indicate if component is pass/fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITTEN</td>
<td>Written exam</td>
</tr>
<tr>
<td>COURSEWORK</td>
<td>Written assignment/ essay, report, dissertation, portfolio, project output, set exercise</td>
</tr>
<tr>
<td>PRACTICAL</td>
<td>Oral assessment and presentation, practical skills assessment, set exercise</td>
</tr>
</tbody>
</table>
**EXAMINATION INFORMATION**

<table>
<thead>
<tr>
<th>Area examination board</th>
<th>MSc/Pg Dip Occupational Therapy (Pre-registration)</th>
</tr>
</thead>
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Refer to Faculty Office for guidance in completing the following sections

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<th>Position and institution</th>
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<td>Senior Lecturer in Occupational Therapy, University of Derby.</td>
<td>Sept 2014</td>
<td>Aug 2018</td>
</tr>
</tbody>
</table>

### QUALITY ASSURANCE

<table>
<thead>
<tr>
<th>Date of first approval</th>
<th>Date of last revision</th>
<th>Date of approval for this version</th>
<th>Version number</th>
<th>Modules replaced</th>
<th>Available as free-standing module?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes     No   x</td>
</tr>
</tbody>
</table>

Available as free-standing module? Yes No x
**HEM57 MODULE DETAILS**

<table>
<thead>
<tr>
<th>Module title</th>
<th>Diverse Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>Hem 57</td>
</tr>
<tr>
<td>Credit value</td>
<td>20</td>
</tr>
<tr>
<td>Level</td>
<td>Level 4</td>
</tr>
<tr>
<td></td>
<td>Level 5</td>
</tr>
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<td></td>
<td>Level 6</td>
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<td></td>
<td>Level 7</td>
</tr>
<tr>
<td></td>
<td>Level 8</td>
</tr>
<tr>
<td></td>
<td>Level 0 (for modules at foundation level)</td>
</tr>
</tbody>
</table>

**Entry criteria for registration on this module**

- **Pre-requisites**: Passed Intermediate Practice Hem 54 and attended Hem 60

**Co-requisite modules**

- Specify in terms of module codes or equivalent

**Module delivery**

- Mode of delivery: Taught, Distance, Placement, Online, Other

- Pattern of delivery: Weekly, Block, Other

**When module is delivered**

- Semester 1, Semester 2, Throughout year

**Brief description of module content and/or aims**

- Overview (max 80 words): This eight week diverse practice placement occurs in year 2. Students will have the opportunity to promote the role of occupational therapy in a diverse setting and demonstrate how an occupational perspective can be used to improve the health and well-being of individuals, groups / communities. By this stage students should feel confident to promote the role of occupational therapy and carry out appropriate occupational interventions under supervision, including the evaluation of outcomes.
**Module team/ author/ coordinator(s)**
Tracy Szekely

**School**
Health Sciences

**Site/ campus where delivered**
Eastbourne, Darley Road

<table>
<thead>
<tr>
<th>Course(s) for which module is appropriate and status on that course</th>
<th>Status (mandatory/ compulsory/ optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc/Pg Dip Occupational Therapy (Pre-registration)</td>
<td>Mandatory</td>
</tr>
</tbody>
</table>
| Learning outcomes | 1) Demonstrate confidence in promoting the role of occupational therapy for improving the health and well-being of service users / groups/ communities.  
2) Carry out an occupational needs assessment, and in consultation with the service, identify and justify the contribution that an occupational perspective could make to the service / service users / organisation and develop an occupation-focused action plan.  
3) Effectively develop rapport with the service users and team members that enable effective working relationships to be maintained / developed.  
4) Demonstrate an awareness and understanding of global and local factors such as legislation, policy, housing and the environment and their impact on human needs and occupational performance within a diverse society.  
5) Provide occupation-focused reports / feedback to the team that contribute to effective service delivery  
6) Apply and justify a range of OT theories and models, and models of reflection, when undertaking and reflecting on practice  
7) Demonstrate sound understanding and ability to select, develop or modify occupations that enable service users to build on their abilities and limit further dysfunction, using current evidence.  
8) Empower service users to make informed decisions about the development and progress of the occupational therapy intervention plan.  
9) Through reflection know the limits of their practice and when to seek advice or refer to another professional. Work safely within their competency levels.  
10) Use own initiative and manage their own workload and resources effectively, with support from educators, and be able to practise accordingly  
11) Engage service users and carers in planning and evaluating interventions to meet their needs and goals. |
This will be determined by the nature of the practice placement setting and the learning opportunities offered to the student. This placement may involve the student undertaking various aspects of the occupational therapy process such as assessments and intervention programmes but it is likely that much of the emphasis of the placement will be on educating service users, carers, staff and agencies about the role of occupational therapy and the links between occupation, health and well-being. In more traditional settings, the student should be involved in exploring an occupational aspect of service delivery that has not been developed which may enhance service user experience e.g. the use of creative activities to enhance well-being on an acute physical ward.

This placement may therefore differ from other more traditional placements in its content but this will be negotiated between students and educators, depending on the needs of the service. Students will need to be able to demonstrate that they meet the ten competency areas.

At this diverse practice level students should be able to grasp situations quickly, form effective empathetic and professional relationships with service-users and staff, identify constraints to a person’s occupational performance, and be able to respond effectively using a widening range of therapeutic media. Students will not always have the depth of knowledge or range of skills required in a specialist area, but they will be able to use a problem-based approach to new situations, to develop their understanding in that domain of practice.

Prior to this placement, students will have completed mandatory training in manual handling, basic life support, risk assessment, safeguarding vulnerable adults, safeguarding vulnerable children, equality and diversity, information governance, mental capacity, infection control, fire, food hygiene, managing violence and aggression.
Learning support
Pre-placement sessions with placement tutor, Aspire reading list, on-line placement blog, practice placement support area on student central, tutorials with placement or personal tutor as necessary, negotiated learning contract, half way visit from an academic tutor, action learning sets in preparation for the placement (occur in Hem 60). Students also complete mandatory training sessions via practical sessions and on-line Camtasia’s found on student central.

Students have an on-site educator within the diverse setting and an off-site occupational therapy practice educator providing distance supervision for the duration of the placement.
A learning contract is negotiated between the student and practice educators at the start of the placement and reviewed on a regular basis throughout the placement.
• A good range of library resources, specialist websites and online learning resources support student learning
• Up-to-date reading lists, suggested websites, journals and online learning resources will be provided on commencement of the module, using Studentcentral and the module Aspire list.

Indicative Reading
Latest editions of the following texts:
Kronenberg F, Pollard N, Sakellarious D: Occupational Therapy without Borders.

Molineux M: Occupation for occupational therapists.
Thew M: Role-emerging occupational therapy: maximising occupation-focused practice.
Plus other texts related to the placement

Key Websites:
College of Occupational Therapists www.cot.co.uk
Health and care Professions Council: www.hcpc-uk.org.uk

Key Journals:
British Journal of Occupational Therapy
American Journal of Occupational Therapy
Australian Journal of Occupational Therapy
Canadian Journal of Occupational Therapy
Journal of Occupational Science
International Journal of Practice-Based Learning in Health and Social Care.
Any occupational therapy or educational journals related to practice education

Other Resources:
College of Occupational Therapists: Developing the occupational therapy profession: providing new work-based learning opportunities for students. London: College of Occupational Therapists.

See Aspire reading list for further resources.
### Teaching and learning activities

| Details of teaching and learning activities | The students will spend one day a week for five weeks in the placement setting (this occurs in Hem 60) followed by seven weeks full time. This initial day release will enable the student to familiarise themselves with the setting, carry out their induction, to spend time with the team, service users and their educators, to identify their learning needs, role and potential placement projects. It is anticipated that this time will also allow the setting to prepare for the student and allocate any necessary resources as well as identifying any potential issues that may impact on the student or setting and resolving these quickly. During Hem 60 students engage in action learning sets focusing on preparation for this placement. Where possible students will be placed in pairs in the placement and work together to provide an occupational perspective within the setting. Peer learning will be encouraged by the educators and students will be able to manage their own learning for the placement, using the problem-based learning process with each new-found situation. Students will have an on-site educator. Where this is not an occupational therapist an external occupational therapy educator (either a clinician or an academic tutor) will provide long-arm supervision. Students will be involved in setting their own goals in collaboration with the educators, and in accordance with the type of placement. Formative Placement task: Two case studies one of which should analyse the team's contribution to a client's intervention plan. This will from the basis for the first week's study in Hem 56 the teams module. |

### Allocation of study hours (indicative)

<table>
<thead>
<tr>
<th>Study hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHEDULED</strong></td>
</tr>
<tr>
<td><strong>GUIDED INDEPENDENT STUDY</strong></td>
</tr>
<tr>
<td><strong>PLACEMENT</strong></td>
</tr>
</tbody>
</table>

Where 10 credits = 100 learning hours
### Assessment tasks

**Details of assessment on this module**

**Summative assessment:**
This assessment is marked on a pass/fail basis. Part 1 of the assessment includes learning outcomes for safe practice, non-discriminatory practice and professional behaviour and must be passed. If the student does not meet any of these three outcomes at any stage of the placement then the student will fail the placement. This section over-rules part 2 where ten competencies for practice are assessed. Students must reach a satisfactory (pass) grade in all ten performance areas (safe practice; occupational therapy professional standards, behaviour and ethics; client centred practice; occupational therapy process; integration of theory and practice; reflective practice; professional relationships; communication skills; organisational skills; use of supervision).

Students will be assessed jointly by their on-site and occupational therapist practice placement educators. A pass indicates that the student has met all learning outcomes. Failure of this placement means that it will have to be repeated and the student assessed again as a diverse Practitioner. A second failure will normally require the student to withdraw from the programme.

### Types of assessment task

<table>
<thead>
<tr>
<th>Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.</th>
<th>% weighting (or indicate if component is pass/fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WRITTEN</strong></td>
<td></td>
</tr>
<tr>
<td>Written exam</td>
<td></td>
</tr>
<tr>
<td><strong>COURSEWORK</strong></td>
<td></td>
</tr>
<tr>
<td>Written assignment/ essay, report, dissertation, portfolio, project output, set exercise</td>
<td></td>
</tr>
<tr>
<td><strong>PRACTICAL</strong></td>
<td>100%</td>
</tr>
<tr>
<td>Oral assessment and presentation, practical skills assessment, set exercise</td>
<td></td>
</tr>
</tbody>
</table>

### EXAMINATION INFORMATION

**Area examination board:** MSc/Pg Dip Occupational Therapy (Pre-registration)

Refer to University for guidance in completing the following sections

**External examiners**
<table>
<thead>
<tr>
<th>Name</th>
<th>Position and institution</th>
<th>Date appointed</th>
<th>Date tenure ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janice Bell</td>
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<td>Sept 2012</td>
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<td>Senior Lecturer in Occupational Therapy, University of Derby.</td>
<td>Sept 2014</td>
<td>Aug 2018</td>
</tr>
</tbody>
</table>

**QUALITY ASSURANCE**

- **Date of first approval**
  - Only complete where this is not the first version

- **Date of last revision**
  - Only complete where this is not the first version

- **Date of approval for this version**

- **Version number**

- **Modules replaced**
  - Specify codes of modules for which this is a replacement

- **Available as free-standing module?**
  - Yes
  - No
  - X
### University of Brighton

**9.9. HEM56 MODULE SPECIFICATION TEMPLATE**

<table>
<thead>
<tr>
<th>MODULE DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module title</strong></td>
</tr>
<tr>
<td><strong>Module code</strong></td>
</tr>
<tr>
<td><strong>Credit value</strong></td>
</tr>
<tr>
<td><strong>Level</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entry criteria for registration on this module</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-requisites</strong></td>
</tr>
<tr>
<td><strong>Co-requisite modules</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mode of delivery</strong></td>
</tr>
<tr>
<td><strong>Pattern of delivery</strong></td>
</tr>
<tr>
<td><strong>When module is delivered</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Brief description of module content and/or aims</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview (max 80 words)</strong></td>
</tr>
<tr>
<td><strong>Value and differentiate between the roles and responsibilities of the various health and social care professionals.</strong></td>
</tr>
<tr>
<td><strong>Appreciate the multi-layered benefits of multidisciplinary approaches.</strong></td>
</tr>
<tr>
<td><strong>Contextualise the current issues surrounding inter disciplinary working.</strong></td>
</tr>
<tr>
<td><strong>Understand the research/ and theory based knowledge of team working.</strong></td>
</tr>
</tbody>
</table>
Module team/ author/ coordinator(s) | Josh Cameron, Paul Boyle, Sarah Mead, Lee Price, Gaynor Sadlo, Tracy Szekely, Heidi von Kurthy, Tania Wiseman, Jon Wright.
---|---
School | School of Health Sciences
Site/ campus where delivered | Eastbourne
Course(s) for which module is appropriate and status on that course
<table>
<thead>
<tr>
<th>Course:</th>
<th>Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc/Pg Dip Occupational Therapy (pre-registration)</td>
<td>Mandatory</td>
</tr>
</tbody>
</table>
MODULE AIMS, ASSESSMENT AND SUPPORT
Aims
1. To value and differentiate between the roles and responsibilities of the various health and social care professionals (including the occupational therapist).
2. To encourage appreciation of service user, carer and staff related benefits of multidisciplinary approaches (using evidence where it exists).
3. To place in context current issues surrounding multidisciplinary working (e.g., overlapping of professional skills, multi-agency working, key workers and generic workers).
4. To increase skills & research/theory based knowledge of team working.
5. To continue understanding of environmental, bio-psychosocial, and pathological sciences related to human occupation.
Learning outcomes
On completion of the module students will be able to:
1. Collaborate with other members of a learning team to justify, plan and develop a team response to clients’ needs synthesizing critical understanding of relevant team theory, evidence & policy.
2. Critically appraise the contribution of occupational therapy in a particular team setting; show value in sharing that role with other team members.
3. Analyse the role of other team members showing a critical awareness of current problems and new insights and evidencing respect for those roles.
4. Consciously demonstrate use of interpersonal and group skills to foster productive achievement by PBL & assignment groups & critically reflect on individual & team performance with reference to team theory & research.
5. Exercise initiative and personal responsibility in the participation and presentation of a multi professional plan of care for an individual to an audience of tutors and peers.

Content

**Theory of occupations:** Occupations as strategies to enhance team working.

**Occupational capacities:**

- **Physical & Biologic:** Conditions related to Bariatric diagnosis, joints, muscular system, lymphatic system, cardiovascular system, respiratory system, metabolism and nutrition, neurological development, the brain, cranial and spinal nerves, the autonomic system, sensory, motor and integrative systems, pathology of multiple sclerosis.

- **Information processing:** Cognitive and perceptual performance throughout lifespan.

- **Socio-cultural:** The family, attitudes to obesity, social deprivation, client experiences of health & social care professionals including power relations, child education, parents as carers

- **Symbolic-evaluative:** meaning of home/education/leisure occupations; meaning of occupations when capacities are declining/fluuctuating.

- **Transcendental:** Impact of acquired disability on life development; occupational identity throughout lifespan.

**Clinical reasoning:** Integrating occupational perspectives of health & wellbeing with other health & social care perspectives. Formulating team aims and care plans.

**Therapeutic skills:** ADL equipment fitting/teaching, fatigue management, working with children & their families, activity analysis, grading and adaptation, environmental adaptation, person-centred practice, manual handling, frames of reference and approaches related to case studies.

**Teamworking:** Theories/models/evidence/policy re teamwork in health & social care, leadership, the client/carers relationship to teams, professional dynamics & relations within & between teams, group theory & teams, using and reflecting on team/group skills, care co-ordination.

**Research:** Critical evaluation of team evidence (including consideration of differing research paradigms).

Learning support

Up-to-date reading lists, suggested websites, journals and online learning resources will be provided on commencement of the module, using Studentcentral

**Indicative reading**

Latest editions of texts such as the following:

|-----------------------------|----------------------------------------------------------------------------------------------------------|

**Key Websites:**
- [www.cot.co.uk](http://www.cot.co.uk)
- [www.dh.gov.uk](http://www.dh.gov.uk)
- [www.caipe.org.uk](http://www.caipe.org.uk)

**Key Journals:**
- British Journal of Occupational Therapy
- Canadian Journal of Occupational Therapy
- American Occupational Therapy Journal
- Journal of Occupational Science
- Journal of Interprofessional Care

### Teaching and learning activities

<table>
<thead>
<tr>
<th>Details of teaching and learning activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content will be learned and developed using digital case studies with a team problem identified:</td>
</tr>
<tr>
<td>• A critical consideration of placement teamwork experience in relation to research and team theory.</td>
</tr>
<tr>
<td>• The development of a Tier 3 specialist inter-disciplinary Bariatric service with case study example.</td>
</tr>
<tr>
<td>• Development of a multi-professional and multi agency care plan to meet the needs of a child with complex medical and social needs.</td>
</tr>
<tr>
<td>• Issues of providing a service for a woman with Primary Progressive MS within a newly formed integrated Health and Social Care team- Joint Community Rehabilitation (JCR)</td>
</tr>
</tbody>
</table>
Problem Based Learning using triggers from practice; tutorials, fixed resource sessions led by occupational therapists, other professionals, and service users as well as by tutors; independent team sports-related activity; personal tutorials; peer group working on assignment.

<table>
<thead>
<tr>
<th>Allocation of study hours (indicative)</th>
<th>Study hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where 10 credits = 100 learning hours</td>
<td></td>
</tr>
<tr>
<td><strong>SCHEDULED</strong></td>
<td></td>
</tr>
<tr>
<td>Principally (approx. 1/3 of total for the following):</td>
<td>75</td>
</tr>
<tr>
<td>1) PBL seminars</td>
<td></td>
</tr>
<tr>
<td>2) Therapeutic Activities/Practical sessions</td>
<td></td>
</tr>
<tr>
<td>3) Fixed Resource Sessions (whole group interactive teaching – includes Inter professional Sessions)</td>
<td></td>
</tr>
<tr>
<td><strong>GUIDED INDEPENDENT STUDY</strong></td>
<td></td>
</tr>
<tr>
<td>All students are expected to undertake guided independent study which includes wider reading/practice, follow-up work, the completion of assessment tasks, and revisions.</td>
<td>125</td>
</tr>
<tr>
<td><strong>PLACEMENT</strong></td>
<td></td>
</tr>
<tr>
<td>The placement is a specific type of learning away from the University that is not work-based learning or a year abroad.</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL STUDY HOURS</strong></td>
<td>200</td>
</tr>
</tbody>
</table>

**Assessment tasks**

**Details of assessment for this module**

Task 1: Groups of 4-6 students are given a case study. The group analyses the case study and develops an inter-professional care plan. This plan is delivered as a group oral presentation lasting 45 minutes, showing critical understanding of the uni-disciplinary and inter-disciplinary roles. The group answer questions from the audience demonstrating their understanding of their plan and how they have worked together as a team. (Learning outcomes 1, 2, 3 & 5)

Task 2: An individual 2000 word written assignment critically analysing the student’s own and their learning team’s performance. (Learning outcome 4 & 6)

The assignment will be summatively marked by tutors, and formatively marked by students and peers (in the case of the presentation), to agreed criteria.

Assessment tasks are of equal weighting and both must be passed in order to pass the module. If one element is referred the student will be required to resit that element only.
### Types of assessment task

Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.

<table>
<thead>
<tr>
<th>Types of assessment task</th>
<th>% weighting (or indicate if component is pass/fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITTEN</td>
<td>Written Reflective task</td>
</tr>
<tr>
<td>COURSEWORK</td>
<td>Written assignment/ essay, report, dissertation, portfolio, project output, set exercise</td>
</tr>
<tr>
<td>PRACTICAL</td>
<td>Oral assessment and presentation, practical skills assessment, set exercise</td>
</tr>
</tbody>
</table>

### EXAMINATION INFORMATION

<table>
<thead>
<tr>
<th>Area examination board</th>
<th>MSc/Pg Dip Occupational Therapy (Pre-registration)</th>
</tr>
</thead>
</table>

Refer to Faculty Office for guidance in completing the following sections

### External examiners

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</tr>
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</table>

### QUALITY ASSURANCE

<table>
<thead>
<tr>
<th>Date of first approval</th>
<th>2000</th>
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<tbody>
<tr>
<td>Date of last revision</td>
<td>2010</td>
</tr>
<tr>
<td>Date of approval for this version</td>
<td>2015</td>
</tr>
<tr>
<td>Version number</td>
<td>4</td>
</tr>
<tr>
<td>Modules replaced</td>
<td></td>
</tr>
</tbody>
</table>

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5 Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.
<table>
<thead>
<tr>
<th>Specify codes of modules for which this is a replacement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available as free-standing module?</td>
</tr>
</tbody>
</table>

## Module Details

<table>
<thead>
<tr>
<th>Module title</th>
<th>Competent Practice</th>
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</thead>
<tbody>
<tr>
<td>Module code</td>
<td>Hem 59</td>
</tr>
<tr>
<td>Credit value</td>
<td>0</td>
</tr>
<tr>
<td>Level</td>
<td>Level 7</td>
</tr>
<tr>
<td>Entry criteria for registration on this module</td>
<td>Attended Hem 56. Passed Diverse Practice Hem 57</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>Specify in terms of module codes or equivalent</td>
</tr>
<tr>
<td>Co-requisite modules</td>
<td>Specify in terms of module codes or equivalent</td>
</tr>
<tr>
<td>Mode of delivery</td>
<td>Taught</td>
</tr>
<tr>
<td>Pattern of delivery</td>
<td>Weekly</td>
</tr>
<tr>
<td>When module is delivered</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Brief description of module content and/or aims</td>
<td>This final placement occurs in year 2. Students are expected to be independent thinkers, planners, initiators and organisers. It is acknowledged that students still have a lot to learn, but having reached this stage they should be safe to practice, able to function without continual direct occupational therapy support and take an active role in the whole occupational therapy process. It is an opportunity to face real world demands and test out professional skills within a safe environment.</td>
</tr>
<tr>
<td>Module team/author/coordinator(s)</td>
<td>Tracy Szekely</td>
</tr>
</tbody>
</table>
### School
Health Sciences

### Site/campus where delivered
Eastbourne, Darley road

<table>
<thead>
<tr>
<th>Course(s) for which module is appropriate and status on that course</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

### MODULE AIMS, ASSESSMENT AND SUPPORT

<table>
<thead>
<tr>
<th>Aims</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• To work as independently as possible, identifying the occupational therapy needs of service users, implementing and evaluating appropriate intervention programmes and using resources effectively.</td>
<td></td>
</tr>
<tr>
<td>• Reflect on and critically evaluate own practice, identifying and discussing strengths and limitations with practice educator.</td>
<td></td>
</tr>
<tr>
<td>• Uphold the principles and practice of health and social care governance and quality assurance.</td>
<td></td>
</tr>
<tr>
<td>• To develop learning of new skills through observation of, and participation in, interventions carried out by members of the multi-professional team.</td>
<td></td>
</tr>
<tr>
<td>Learning outcomes</td>
<td>Content</td>
</tr>
<tr>
<td>------------------</td>
<td>---------</td>
</tr>
<tr>
<td>On successful completion of the placement, students will be able to:</td>
<td>Students choose this placement in negotiation with their personal tutor to ensure that they exit the course having experienced a wide variety of placements. The student is responsible for organising the placement and informing the placement tutor. A suitable placement must include only organising placements that are within the region to ensure that practice educators are familiar with the course and that if the student does experience difficulties on the placement, tutors will be able to visit. Students should have the opportunity to carry out all aspects of occupational therapy assessment, intervention and evaluation and adhere to all the professional standards expected of a newly qualified occupational therapist. Prior to this placement, students will have completed mandatory training in manual handling, basic life support, risk assessment, safeguarding vulnerable adults, safeguarding vulnerable children, equality and diversity, information governance, mental capacity, infection control, fire, food hygiene, managing violence and aggression.</td>
</tr>
<tr>
<td>1. Take responsibility, showing a level of autonomy and a systematic understanding of key aspects approaching that of a Band 5 occupational therapist, for analysing assessment data and critically implementing and modifying evidence-based occupational therapy with a number of service users and discuss the management of these during supervision.</td>
<td></td>
</tr>
<tr>
<td>2. Through critical reflection know the limits of their practice and when to seek advice or refer to another professional. Work safely within their competency levels.</td>
<td></td>
</tr>
<tr>
<td>3. Contribute as a productive, independent, motivated and organised member of the team.</td>
<td></td>
</tr>
<tr>
<td>4. Actively collaborate with service users and carers in the constructive planning and evaluation of occupational therapy intervention.</td>
<td></td>
</tr>
<tr>
<td>5. Provide occupational therapy intervention, utilising consolidated skills and application of knowledge learned through the course and on previous placements, that is in the best interests of the service user.</td>
<td></td>
</tr>
<tr>
<td>6. Reflect critically on overall personal performance and take responsibility for varying actions in light of this.</td>
<td></td>
</tr>
<tr>
<td>7. Identify, through reflective practice, own strengths and needs as a basis for planning, either formally or informally, CPD and the development of interests.</td>
<td></td>
</tr>
<tr>
<td>8. Gather relevant data and participate in audit and other quality assurance measures where appropriate to evaluate the effectiveness of occupational therapy.</td>
<td></td>
</tr>
<tr>
<td>9. Contribute to risk management procedures, communicating effectively on all levels</td>
<td></td>
</tr>
<tr>
<td>10. Engage in self-directed learning that promotes professional development and acquisition of new competencies</td>
<td></td>
</tr>
</tbody>
</table>
Learning support

Pre-placement sessions with placement tutor, Aspire reading list, on-line placement blog, practice placement support area on student central, tutorials with placement or personal tutor as necessary, negotiated learning contract, half way phone call from an academic tutor, visit to student /educator if required. Students also complete mandatory training sessions via practical sessions and on-line Camtasias found on student central.

Students have a named occupational therapy practice educator for the duration of the placement.

A learning contract is negotiated between the student and practice educators at the start of the placement and reviewed on a regular basis throughout the placement.

- A good range of library resources, specialist websites and online learning resources support student learning
- Up-to-date reading lists, suggested websites, journals and online learning resources will be provided on commencement of the module, using Studentcentral and the module Aspire list.

Indicative Reading
Latest editions of the following texts:

Addy L (Ed): Occupational Therapy Evidence in Practice for Physical Rehabilitation.

Billet S, Henderson A : Developing learning professionals: integrating experiences in University and practice settings.


Johns C: Guided reflection: Advancing practice.

Law M, McColl M: Interventions, effects and outcomes in Occupational Therapy; Adults and Older Adults.

McKay E, Craik C, Lim KH, Richards G:Advancing Occupational Therapy in Mental Health.


Plus other texts related to the placement

Key Websites:
College of Occupational Therapists www.cot.co.uk
Health and care Professions Council: www.hcpc-uk.org.uk

Key Journals:
British Journal of Occupational Therapy
American Journal of Occupational Therapy
Australian Journal of Occupational Therapy
Canadian Journal of Occupational Therapy
Journal of Occupational Science
International Journal of Practice-Based Learning in Health and Social Care.

Any occupational therapy or educational journals related to practice education
See Aspire reading list for further resources.
### Teaching and learning activities

#### Details of teaching and learning activities

Having set initial objectives, students should work as independently as possible under the supervision of the practice placement educator (this does not mean that they have to be shadowed by them). Liaison with the educator should be on an agreed basis. Students may request to spend time observing the practice placement educator or other occupational therapists to learn new or reinforce existing skills and techniques.

**Formative assessment:** A full case study, with evidence for interventions, safe and ethical practice, analysis of outcomes, and recommendations, which should be presented to a small audience of colleagues. This will be used in PBL throughout the HEM58 Service Users model.

---

### Allocation of study hours (indicative)

<table>
<thead>
<tr>
<th>Study hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scheduled</strong></td>
</tr>
<tr>
<td>This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/ studios, fieldwork, and external visits.</td>
</tr>
<tr>
<td><strong>Guided Independent Study</strong></td>
</tr>
<tr>
<td>All students are expected to undertake guided independent study which includes wider reading/ practice, follow-up work, the completion of assessment tasks, and revisions.</td>
</tr>
<tr>
<td><strong>Placement</strong></td>
</tr>
<tr>
<td>The placement is a specific type of learning away from the University. It includes work-based learning and study that occurs overseas.</td>
</tr>
<tr>
<td><strong>Total Study Hours</strong></td>
</tr>
<tr>
<td>300</td>
</tr>
</tbody>
</table>

Where 10 credits = 100 learning hours
**Assessment tasks**

**Details of assessment on this module**

**Summative assessment:**
This assessment is marked on a pass/fail basis. Students are assessed by a named occupational therapy educator. Part 1 of the assessment includes learning outcomes for safe practice, non-discriminatory practice and professional behaviour and must be passed. If the student does not meet any of these three outcomes at any stage of the placement then the student will fail the placement. This section over-rules part 2 where ten competencies for practice are assessed. Students must reach a satisfactory (pass) grade in all ten performance areas (safe practice; occupational therapy professional standards; behaviour and ethics; client centred practice; occupational therapy process; integration of theory and practice; reflective practice; professional relationships; communication skills; organisational skills; use of supervision).

A pass indicates that the student has met all outcomes. Failure of this placement means that it will have to be repeated and the student assessed again as a Competent Practitioner. A second failure will normally require the student to withdraw from the programme.

**Types of assessment task**
Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.

<table>
<thead>
<tr>
<th>Types of assessment task</th>
<th>% weighting (or indicate if component is pass/fail)</th>
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<tbody>
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<td>COURSEWORK</td>
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<td>Written assignment/ essay, report, dissertation, portfolio, project output, set exercise</td>
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</tr>
<tr>
<td>PRACTICAL</td>
<td></td>
</tr>
<tr>
<td>Oral assessment and presentation, practical skills assessment, set exercise</td>
<td>100%</td>
</tr>
</tbody>
</table>

**EXAMINATION INFORMATION**

**Area examination board**
MSc/Pg Dip Occupational Therapy (Pre-registration)

Refer to University for guidance in completing the following sections

**External examiners**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and institution</th>
<th>Date appointed</th>
<th>Date tenure ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Position</td>
<td>Start Date</td>
<td>End Date</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
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**QUALITY ASSURANCE**

<table>
<thead>
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<tbody>
<tr>
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</tr>
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<td></td>
</tr>
<tr>
<td>Modules replaced</td>
<td>Specify codes of modules for which this is a replacement</td>
</tr>
<tr>
<td>Available as free-standing module?</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### Module Title
Person Centred Occupational Therapy

### Module Code
HEM58

### Credit Value

<table>
<thead>
<tr>
<th>Level</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
<th>Level 7</th>
<th>Level 8</th>
</tr>
</thead>
</table>

### Level
X (Level 8)

### Entry Criteria for Registration
- Attendance at HEM56

### Module Delivery
- Mode of delivery: Taught x Distance Placement Online Other
- Pattern of delivery: Weekly Block Placement Online Other
- When module is delivered: Semester 1 Semester 2 X Throughout year Other

### Brief Description of Module Content and/or Aims
Overview (max 80 words)
This module develops further previously acquired skills in designing, analysing, justifying and evaluating person-centred, evidence-based occupational therapy plans. The module aims to enable students to plan sustainable client centred intervention using the students own case studies from occupational therapy practice, and prepared video case studies. All of the skills developed throughout the course are integrated, and the unique perspective of the individuals that receive occupational therapy is deeply explored. Students practice verbally justifying their clinical reasoning in preparation for the workplace.

### Module Team/ Author/coordinator(s)
Tania Wiseman, Josh Cameron, Sarah Mead, Gaynor Sadlo, Tracy Szekely, Heidi Von Kurthy, Jon Wright, Lee Price

### School
School of Health Sciences

### Site/ Campus Where Delivered
Eastbourne, Darley Road

### Course(s) for Which Module is Appropriate and Status on That Course
- Course: MSc/Pg Dip Occupational Therapy (Pre-registration)
- Status: Mandatory

### Module Aims, Assessment and Support

#### Aims
- 1. To cultivate a true client-centred approach to people who use occupational therapy services.
- 2. To increase technical competence in adapting occupations to unique needs.
- 3. To develop critical reflection upon the effects of human culture, and multicultural society, on human occupation.
- 4. To hone clinical reasoning, decision making and problem-solving skills, involving service-users, and considering other professional and the environment.
5. To continue growth in students’ conceptions of human occupation and occupational science.

**Learning outcomes**

On successful completion of the module students will be able to:
1. Show extended knowledge and critical evaluation of the social, medical, biopsychosocial and occupational models of disability and health that service users and colleagues work with.
2. Use an occupational conception of disability to justify a client centred approach to occupational therapy
3. Through systematic understanding of key aspects of theory choose and use assessment tools and models of practice that support a client centred approach, recognising limits of understanding.
4. Critically analyse and evaluate cultural issues and show sensitivity and awareness to variation in any of the following; language, needs, beliefs, custom, diet, sexuality, gender, ethnicity, age, class and lifestyle, and recognise the personal and individual expression of a person’s culture.
5. Creatively modify occupations according to the unique individual’s needs
6. To develop effective plans that are safe and sustainable (in that they meet the needs of the client without jeopardising the needs of future generations).

**Content**

A sample of the students’ own fully anonymised cases, from their practice placements will be used to practice tailoring evidence based plans to the needs of a real individual. These will be from a variety of ages, cultures/sub-cultures and diagnoses, to meet outstanding learning needs of the students.

**Theory of occupation:** Volitional subsystem (effects of personal causation, values, and interests in choosing occupations); Habituation subsystem; function of occupations to warn, protect and reward; sensory pleasure of occupations, self-efficacy Models of Human Occupation, Occupational Science.

**Human subsystems.** Active nature of learning, the role of prior knowledge, Dementia; theories of learning, memory, biological need for creative self-expression; psychosis, developmental delay, culture; social psychology and personality theory in terms of behaviour regulation and change.

**Culture, diversity and socio-political environmental factors:** effects of environment on skill; criminality; institutional living; Mental Health Acts; drug culture Disability/Equality Acts; Humanism; Capacity; Client-centeredness; politics of disablement, culture and sub-cultures, sustainability in practice.

**Clinical Reasoning:** Choice and adaptation of an activity to take into account the service users’ perspectives, lifestyle, capabilities, age, gender, culture, and environment considering sustainability.

**Therapeutic skills:** Validation therapy, reality orientation, and reminiscence activities; open questioning, activity analysis, sustainability and volunteering.

**Research:** Analysis of evidence supporting treatment plans.

**Learning support**

Up-to-date reading lists, suggested websites, journals and online learning resources will be provided on commencement of the module, using Studentcentral.

**Indicative Reading**

Latest editions of texts such as the following: Fulford KWM, Peile E, Carroll H. *Essential values-based practice: clinical stories linking science with people.* Cambridge CUP Mearns D, Thorne, B, McLeod J *Person-centred counselling in action.* London:SAGE
Teaching and learning activities

### Details of teaching and learning activities

- PBL tutorials x 10 plus 5 further student-led sessions without tutors in which students are encouraged to continue to develop activity analysis and synthesis through undertaking activities linked to their PBL case material.
- Students provide PBL triggers based on people they have worked with on their placements. These will be from a variety of ages, cultures/sub-cultures and diagnoses that will allow them to work towards the learning objectives/outcomes of the module.
- Additional large and small group sessions; skills sessions; personal tutorials where CPD portfolio is discussed.
- Supporting fixed resource sessions for example on "Language, community and culture", and "Sexuality: Culture, diversity and the expression of self".
- 5X Therapeutic Activities sessions – for example gardening, craft, ceramics, cooking, community volunteering options.

**Formative assessments:**

- In PBL tutorials, analysis of occupational needs from the service user’s perspective – students practise articulating aspects of occupational therapy treatment plans and receive feedback on this.
- Group tutorials on articulating and justifying treatment plans
- A practise/mock viva including Verbal justification of a sustainable occupational therapy treatment plan for a person with a diagnosis of dementia, with chosen activity adapted to take into account the person’s perspectives, lifestyle, capabilities, age, gender, culture, and environment.
- An outline treatment plan of between 200 to 1000 words to guide the viva voce exam discussion.

### Allocation of study hours (indicative)

<table>
<thead>
<tr>
<th>Study hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHEDULED</td>
<td>75</td>
</tr>
</tbody>
</table>

Where 10 credits = 100 learning hours.
workshops, supervised time in workshops/studios, fieldwork, and external visits.

GUIDED INDEPENDENT STUDY
All students are expected to undertake guided independent study which includes wider reading/practice, follow-up work, the completion of assessment tasks, and revisions.

PLACEMENT
The placement is a specific type of learning away from the University. It includes work-based learning and study that occurs overseas.

TOTAL STUDY HOURS: 200

Assessment tasks
Details of assessment on this module
Summative assessment:
An viva voce exam based on video documentary case studies to assess student’s ability to demonstrate clinical reasoning through verbal justification of the whole occupational therapy process. The occupational therapy treatment plan and chosen activity should be adapted to take into account the service users’ perspectives, lifestyle, capabilities, age, gender, personal culture, environment, and other identity factors; giving examples of critically evaluated evidence to support the plan.

The viva will be marked on a percentage basis.

Types of assessment task
Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.

<table>
<thead>
<tr>
<th>Types of assessment task</th>
<th>% weighting (or indicate if component is pass/fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITTEN</td>
<td>Written exam</td>
</tr>
<tr>
<td>COURSEWORK</td>
<td>Written assignment/ essay, report, dissertation, portfolio, project output, set exercise</td>
</tr>
<tr>
<td>PRACTICAL</td>
<td>Oral assessment and presentation, practical skills assessment, set exercise 100%</td>
</tr>
</tbody>
</table>

EXAMINATION INFORMATION
Area examination board
MSc/Pg Dip Occupational Therapy (pre-registration)
Refer to University for guidance in completing the following sections

External examiners

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and institution</th>
<th>Date appointed</th>
<th>Date tenure ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janice Bell</td>
<td>Programme Lead for MSc Occupational Therapy (Pre-registration), University of Cumbria.</td>
<td>Sept 2012</td>
<td>Aug 2016</td>
</tr>
<tr>
<td>Helen Bradley</td>
<td>Senior Lecturer in Occupational Therapy, University of Derby.</td>
<td>Sept 2014</td>
<td>Aug 2018</td>
</tr>
</tbody>
</table>

* Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.*
<table>
<thead>
<tr>
<th>QUALITY ASSURANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of first approval</td>
</tr>
<tr>
<td>Only complete where this is not the first version</td>
</tr>
<tr>
<td>Date of last revision</td>
</tr>
<tr>
<td>Only complete where this is not the first version</td>
</tr>
<tr>
<td>Date of approval for this version</td>
</tr>
<tr>
<td>Version number</td>
</tr>
<tr>
<td>Modules replaced</td>
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<td>Specify codes of modules for which this is a replacement</td>
</tr>
<tr>
<td>Available as free-standing module?</td>
</tr>
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### Module Details

<table>
<thead>
<tr>
<th>Module title</th>
<th>Achieving Best Practice</th>
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</thead>
<tbody>
<tr>
<td>Module code</td>
<td>HEM 61</td>
</tr>
<tr>
<td>Credit value</td>
<td>10</td>
</tr>
<tr>
<td>Level</td>
<td>Level 4</td>
</tr>
<tr>
<td>Entry criteria for registration on this module</td>
<td>Minimum 80% attendance of HEM56 (for Yr 2 Blocks)</td>
</tr>
<tr>
<td>Module delivery</td>
<td>Taught x</td>
</tr>
<tr>
<td>Pattern of delivery</td>
<td>Weekly</td>
</tr>
<tr>
<td>When module is delivered</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Brief description of module content and/or aims</td>
<td>The skills of managing one’s own practice and developing professional development portfolios are refined during this module in preparation for work. Personal responsibility for implementing Clinical Governance is expected; for example, chosen interventions must reflect the evidence of their effectiveness. This requires an ability to systematically appraise the evidence, and value the research, on which practice is based. Excellent evaluation of the reliability, relevance and significance of learning experiences should be developed to ensure that effective, efficient and acceptable practice is achieved.</td>
</tr>
<tr>
<td>Module team/ author/ coordinator(s)</td>
<td>Sarah Mead, Josh Cameron, Gaynor Sadlo, Tracy Szekely, Heidi Von Kurthy, Tania Wiseman, Jon Wright, Lee Price,</td>
</tr>
<tr>
<td>School</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>Site/ campus where delivered</td>
<td>Eastbourne</td>
</tr>
<tr>
<td>Course(s) for which module is appropriate and status on that course</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Status (mandatory/ compulsory/ optional)</td>
</tr>
<tr>
<td>MSc/Pg Dip Occupational Therapy (Pre-registration)</td>
<td>Mandatory</td>
</tr>
</tbody>
</table>

### Module Aims, Assessment and Support

**Aims**

1. To reflect on and critically evaluate learning experiences from the educational programme.
2. To manage self-identified learning needs autonomously, in preparation for the world of work.
### Learning outcomes

3. To plan the transition into the workplace to ensure the highest quality of safe and ethical practice in the graduate's first position.

4. To recognize the obligation to maintain fitness for practice and the need for continuing professional development

<table>
<thead>
<tr>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reflect on learning experiences</td>
</tr>
<tr>
<td>2. Demonstrate an excellent evaluation of the reliability, relevance and significance of evidence of learning</td>
</tr>
<tr>
<td>3. Critique assessment methods appropriate to a practice setting</td>
</tr>
<tr>
<td>4. Judge evidence base for appropriate therapeutic occupations in the setting, taking account of policies, legislation and guidelines to be applied in the setting</td>
</tr>
<tr>
<td>5. Demonstrate synthesis and analysis of evidence, to develop evaluation strategy, including outcome measures, explaining when and how this will impact on efficiency and acceptability of service</td>
</tr>
<tr>
<td>6. Demonstrate understanding of professional autonomy and accountability</td>
</tr>
<tr>
<td>7. Demonstrate understanding of professional relationships</td>
</tr>
</tbody>
</table>

### Content

- **Theory of occupation**
  Application of theory of occupation to clinical practice, self-maintenance (practitioner resilience and well-being) and continuing professional development

- **Occupational capacities**
  The physical, biological, information-processing, socio-cultural, symbolic-interactive and transcendental capacities appropriate to the occupational performance of individuals within the setting.

- **Continuing professional development**
  Lifelong learning, preceptorship, QAA/HPC/COT standards of practice, appraisal/ performance review, use of supervision, taking initiative, self-management

- **Clinical reasoning**
  Social policy, legislation, practice guidelines (European and national); levels of evidence, assessments, outcome measures and performance indicators, rigorous audit, benchmarking, quality assurance tools; budgets and general resource management; professional autonomy, accountability and other ethical considerations; professional relationships; obstacles to best practice

- **Therapeutic skills**
  Reflection on practice, identifying development needs, synthesising plans for professional and personal development.

- **Research**
  Analysis and evaluation of evidence base, application of evidence to practice; synthesis of evidence to support change of practice in the workplace

### Learning support

- **Up-to-date reading lists, suggested websites, journals and online learning resources** will be provided on commencement of the module, using Studentcentral

#### Indicative reading

Latest editions of texts such as the following:

- Carson, D. *Professional risk and working with people: decision-making in health, social care and criminal justice* London : Jessica Kingsley
Teaching and learning activities

This module helps students prepare for taking responsibility for their own professional development and ease the transition into work. Students will develop their own learning contract in preparation for practice, having identified their own needs at the end of year one and then again at the end of year 2. Independently they will work on their plan to personally achieve best practice in their first position. No PBL ‘problems’ will be presented, but seminars and debates will be held and outside speakers invited to provoke. Peers will form small support groups of their choice. Their personal tutor will agree the learning contract and discuss progress. Development of a continuing professional development file will be supported by fixed resource sessions and personal tutorials throughout the course. Year 1 and Year 2 students will both be studying on this module for one overlapping week providing an opportunity for peer assisted learning which will be designed to benefit students from both cohorts.

Formative assessment will consist of:
A Personal Development Portfolio. Development of this comprehensive portfolio will be supported throughout the programme. This may be electronic or paper based. The process should involve academic experiences, work experience, practice placements, vacation and extracurricular experiences this is reviewed in personal tutorials.

Allocation of study hours (indicative)  

<table>
<thead>
<tr>
<th>Study hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHEDULED</td>
</tr>
</tbody>
</table>

*This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/ studios, fieldwork, external visits, and work-based learning.*
**GUIDED INDEPENDENT STUDY**

All students are expected to undertake guided independent study which includes wider reading/practice, follow-up work, the completion of assessment tasks, and revisions.

**PLACEMENT**

The placement is a specific type of learning away from the University that is not work-based learning or a year abroad.

**TOTAL STUDY HOURS**

100

### Assessment tasks

**Details of assessment for this module**

**Summative**

A 2000 word report to show plans to achieve best standards of practice during the graduate's first appointment. This report will be in 2 sections and will demonstrate understanding of the HCPC’s standards of proficiency married to the setting.

The overall mark is allocated to the two sections.

**Section 1**

Explains the job they plan to do, this will include:

1. Critique of assessment methods appropriate to the setting;
2. Judgment of evidence base for appropriate therapeutic occupations in the setting, and explaining succinctly policies, legislation and guidelines to be applied to the setting;
3. Synthesis and analysis of evidence, to develop evaluation strategy, including outcome measures to be used, explaining when and how this will impact on efficiency and acceptability of service.

**Section 2**

**Personal Statements with supporting evidence**

Clear understanding and analysis of how learning and development activities undertaken during the course will improve the quality of practice and will be of benefit to service users. This must not breach confidentiality. Each statement explains how learning experiences students have had support their professional development and will benefit their clients. One reflective piece should be written for each of the following areas:

1. Professional Autonomy and accountability
2. Professional relationships

Each area should be supported with evidence, and excellent evaluation of the reliability, relevance and significance of that evidence.

The report will be in a form that can be added to during the following years of employment.

### Types of assessment task

<table>
<thead>
<tr>
<th>Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.</th>
<th>% weighting (or indicate if component is pass/fail)</th>
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<tbody>
<tr>
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<td><strong>COURSEWORK</strong></td>
<td>100</td>
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<tr>
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</tr>
<tr>
<td>Oral assessment and presentation, practical skills assessment, set exercise</td>
<td></td>
</tr>
</tbody>
</table>

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7 Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.
EXAMINATION INFORMATION

Area examination board | MSc/Pg Dip Occupational Therapy (Pre-registration)

Refer to Faculty Office for guidance in completing the following sections

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and institution</th>
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<th>Date tenure ends</th>
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<td>Senior Lecturer in Occupational Therapy, University of Derby.</td>
<td>Sept 2014</td>
<td>Aug 2018</td>
</tr>
</tbody>
</table>

QUALITY ASSURANCE

Date of first approval | 2000
Date of last revision  | 2009
Date of approval for this version | April 2015
Version number | 4

Modules replaced
Specify codes of modules for which this is a replacement

Available as free-standing module? | Yes | No | x

137
<table>
<thead>
<tr>
<th><strong>MODULE DETAILS</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Module title</strong></td>
</tr>
<tr>
<td><strong>Module code</strong></td>
</tr>
<tr>
<td><strong>Credit value</strong></td>
</tr>
<tr>
<td><strong>Level</strong></td>
</tr>
<tr>
<td><strong>Entry criteria for registration on this module</strong></td>
</tr>
<tr>
<td><strong>Pre-requisites</strong></td>
</tr>
<tr>
<td>Attendance on modules HEM50 and HEM51.</td>
</tr>
<tr>
<td><strong>Co-requisite modules</strong></td>
</tr>
<tr>
<td>HEM50-HEM61 inclusive</td>
</tr>
<tr>
<td><strong>Module delivery</strong></td>
</tr>
<tr>
<td><strong>Mode of delivery</strong></td>
</tr>
<tr>
<td>Taught</td>
</tr>
<tr>
<td><strong>Pattern of delivery</strong></td>
</tr>
<tr>
<td>Weekly</td>
</tr>
<tr>
<td><strong>When module is delivered</strong></td>
</tr>
<tr>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>Brief description of module content and/or aims</strong></td>
</tr>
<tr>
<td>Theory of occupation: as indicated by the research topic, to be included in the justification of the research, and in the interpretation and implication of the results.</td>
</tr>
<tr>
<td>Research skills: The development of research understanding and skills cumulates and elaborates throughout all modules, including the first. They are the focus of HEM55, when you prepare your research proposal (research design; choice of appropriate data collection methods; display of data [results]; discussion, writing for publication).</td>
</tr>
<tr>
<td><strong>Module team/author/coordinator(s)</strong></td>
</tr>
<tr>
<td>Dr Lee Price (coordinator)</td>
</tr>
<tr>
<td>Team: Prof Gaynor Sadlo, Dr Jon Wright, Dr Josh Cameron, Heidi von Kurthy, Tania Wiseman, Tracy Szekely, David Haines, Dr Marion Martin, Sue Wheatley, Paul Boyle, Dr Channine Clarke</td>
</tr>
<tr>
<td><strong>School</strong></td>
</tr>
<tr>
<td>School of Health Sciences</td>
</tr>
<tr>
<td><strong>Site/campus where delivered</strong></td>
</tr>
<tr>
<td>Darley Road, Eastbourne</td>
</tr>
<tr>
<td><strong>Course(s) for which module is appropriate and status on that course</strong></td>
</tr>
<tr>
<td><strong>Course MSc Occupational Therapy (Pre-registration)</strong></td>
</tr>
<tr>
<td>Mandatory: a module that must be taken and passed;</td>
</tr>
<tr>
<td>Compulsory: a module that must be taken but may be compensated for if failed</td>
</tr>
<tr>
<td>Optional/mandatory: used in the Faculty of H&amp;SS where a student has a choice of modules. Once chosen, the module must be passed.</td>
</tr>
<tr>
<td>Optional/compulsory: used in the Faculty of H&amp;SS where a student has a choice of modules. Once chosen, the module must be taken but may be compensated for if failed.</td>
</tr>
<tr>
<td><strong>MODULE AIMS, ASSESSMENT AND SUPPORT</strong></td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td><strong>Aims</strong></td>
</tr>
<tr>
<td>• To advance the art and science of occupational science or evaluating occupational therapy through research.</td>
</tr>
<tr>
<td>• To increase proficiency in the ethical implementation of a research project.</td>
</tr>
<tr>
<td>• To improve skills in designing research appropriate to the research question or hypothesis, and in choosing the tools to match the design.</td>
</tr>
<tr>
<td>• To facilitate the refinement of the scientific writing skills and the critical appraisal of research findings required for report writing and dissemination of results.</td>
</tr>
<tr>
<td><strong>Learning outcomes</strong></td>
</tr>
<tr>
<td>By the end of the module students will be able to:</td>
</tr>
<tr>
<td>• Plan an occupational science or occupational therapy research project utilising all their knowledge of current research.</td>
</tr>
<tr>
<td>• Critically evaluate theoretical information as well as using this in their practical application in establishing the project.</td>
</tr>
<tr>
<td>• Conduct a literature review critically and with insight into what is applicable to justify their proposal.</td>
</tr>
<tr>
<td>• Design a relevant piece of research using a methodology applicable to the question or hypothesis showing knowledge and conceptual understanding of what is required.</td>
</tr>
<tr>
<td>• Critically evaluate the findings, interpret the results, articulate the implications for the professional and identify further research questions. All with a systematic understanding of the knowledge gained and an advanced awareness of topical subjects relevant to the profession.</td>
</tr>
<tr>
<td>• Write: a paper in a format suitable for publication with an extended literature review showing how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; or a systematic literature review; or conduct research by design.</td>
</tr>
</tbody>
</table>

**Content**
Occupational therapists need to show the efficacy of their interventions, and be able to carry out small research projects within their work setting. The profession also requires a deeper understanding of the processes through which occupations are linked to health, both negatively and positively. The essence of the research project at master’s level is to advance skills in research design and methodology. This module builds on the skills brought from the first degree, and provides the opportunity to manage an in-depth project of special interest. The focus of this scholarly work is human occupation, either basic or applied. Topics may emerge from school staffs’ own research, or from the occupational therapy programme’s collaborations with theorists of international repute, occupational therapists, service user and community groups.

**Learning support**
**Indicative Reading**
Latest editions of the following texts:


Day RA, Gastel B How to write and publish a scientific paper. 6th ed. Cambridge University Press.


Denscombe, M The Good Research Guide: for small scale social research projects. Maidenhead: OU Press


Howell DC Fundamental Statistics for the behavioural sciences. Belmont CA: Thomson Wadsworth

Kielhofner G Research in occupational therapy: methods, of inquiry for enhancing Practice. Philadelphia FA Davis


Key Journals:
British Journal of Occupational therapy
American Journal of Occupational Therapy
Canadian journal of Occupational Therapy
Australian Occupational Therapy Journal
Journal of Occupational Science Australia

Other Resources:
University of Brighton on-line library literature search facilities.
College of Occupational Therapista Library (on-line or site)
Referencing software package (EndNote University of Brighton)
Statistical software packages (SPSS University of Brighton)
Microsoft Excel (University of Brighton)
Qualitative Data management software packages (Nvivo University of Brighton)
MindGenius (University of Brighton)

Teaching and learning activities
Details of teaching and learning activities
The research process and project is integrated within the whole course, although the final planning and implementation takes place primarily in year 2. Students are expected to be independent, largely self-directed, with support from supervisors who will be allocated according to field of interest and experience at the end of year 1. Some group supervision sessions will be held where you can learn from each-others progress. A series of fixed resource sessions with
the module coordinator are available in each University based module in year 2 up to submission.

### Allocation of study hours (indicative)

Where 10 credits = 100 learning hours

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Study hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHEDULED</strong></td>
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</tr>
<tr>
<td>Project supervision 10 hours</td>
<td>18</td>
</tr>
<tr>
<td>Fixed Resource sessions 4x2 hours</td>
<td></td>
</tr>
<tr>
<td><strong>GUIDED INDEPENDENT STUDY</strong></td>
<td>562</td>
</tr>
<tr>
<td>Each of the applicable 7 campus module has at least 64 hours in excess to requirements for the credit points awarded for that module (a total of 448 hours); in addition 80 hours are available within the programme for the writing of the dissertation. The remainder 54 hours are individual independent study time</td>
<td></td>
</tr>
<tr>
<td><strong>PLACEMENT</strong></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
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<tr>
<td><strong>TOTAL STUDY HOURS</strong></td>
<td><strong>600</strong></td>
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</tbody>
</table>

### Assessment tasks

**Details of assessment for this module**

Formative: Building on feedback and marking of the HEM55 assignment (written Research Proposal) students use supervisory support to produce a proposal which is ready for submission to the appropriate level of approval and body(ies). This should include the research question, a brief literature review summarizing the current state of knowledge and providing a context for the study, the methodology and proposed method of analysis, time frame and management for the study ethical considerations and resource implications. One copy of the final research proposal must be submitted with the final dissertation as the proposal is likely to change substantially after feedback and consultation with your supervisor.

Summative: The research may involve collecting original data, or might consist of a systematic review of the data that has been collected by others. You will be required to produce a 12,000 word dissertation which will include:

1. An extended literature review.
2. A research article that is suitable for publication in an occupational therapy, occupational science or related journal of your choice. You must follow the guidelines of that journal.
3. You will also write a critical reflection.

Alternatively, a 'Research by Design and critical reflection' project could be conducted, comprising of a 15,000 word fully justified research project that would be suitable for submission for post-Masters study i.e. where the proposed study is complex and/or requires a large team of collaborators and where the timetable only allows for the project development phase.

### Types of assessment task

<table>
<thead>
<tr>
<th>Types of assessment task</th>
<th>% weighting (or indicate if component is pass/fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITTEN</td>
<td>Dissertation 100%</td>
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</table>

* Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.*
### EXAMINATION INFORMATION

<table>
<thead>
<tr>
<th>Area examination board</th>
<th>Course: MSc/PG Dip Occupational Therapy (Pre-registration)</th>
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</table>

Refer to Faculty Office for guidance in completing the following sections

#### External examiners

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and institution</th>
<th>Date appointed</th>
<th>Date tenure ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janice Bell</td>
<td>Programme Lead for MSc Occupational Therapy (Pre-registration), University of Cumbria.</td>
<td>Sept 2012</td>
<td>Aug 2016</td>
</tr>
<tr>
<td>Helen Bradley</td>
<td>Senior Lecturer in Occupational Therapy, University of Derby.</td>
<td>Sept 2014</td>
<td>Aug 2018</td>
</tr>
</tbody>
</table>

#### QUALITY ASSURANCE

| Date of first approval | Only complete where this is not the first version | 2000 |
| Date of last revision  | Only complete where this is not the first version | 2011 |
| Date of approval for this version | The date of SCAC where module is approved. |
| Version number         | 4 |
| Modules replaced       | Specify codes of modules for which this is a replacement | N/A |

**Available as free-standing module?**

<table>
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<th>Yes</th>
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<th>X</th>
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Section B PRACTICE PLACEMENT EDUCATION

10. Introduction to Professional Practice Placement Education

10.1. Rationale of Professional Practice Placement Education

Central to all learning strategies is the need for students to understand the theory-practice link. Professional Practice Placement Education has a number of purposes but is important to motivate and provoke learning, and to test and try out a variety of skills learned in University. Professional actions reflect the concepts held by the professional. Placements are therefore integral assessments; are competency-based with well-defined criteria which evolve over the four year curriculum.

The number of placement hours a week is the same as that of the service in which the placement is situated, which will usually be a minimum of 37.5. The five blocks of placement give students at least 1,100 hours of practice placement experience, which is in excess of the WFOT requirement of at least 1,000 hours. The excess is considered advantageous in terms of valuing the impact of placements, and reducing problems if students miss some time due to illness at any point; there is some flexibility in the system which might avoid needing to arrange additional placement time.

The following sections have been developed in accordance with College of Occupational Therapists’ guidance for developing new work based learning opportunities (2006a), College of Occupational Therapists’ Professional Standards for Occupational Therapy Practice (2011), College of Occupational Therapists Learning and Development Standards for Pre-registration Education (2014), Health and Care Professions Council Standards of Education and Training (2014) and Standards of Proficiency, Occupational Therapists (2013), Health and Care Professions Council Guidance on Conduct and Ethics for Students (2012). They have also been developed in accordance with the University of Brighton Health and Safety Students Work Placement policy (2016) [http://staffcentral.brighton.ac.uk/safety/codes/stuplacement.shtm]

10.2. Role and Responsibilities of the Professional Practice Placement Tutor in the University

It is the responsibility of the University Placement Tutor to organise aspects of the course related to Professional Practice Placement Education. These include:

1. Arranging placements through liaison with Placement Co-ordinators.
2. Liaison with students in order to organise placements, and to ensure that every student has a balance of experience, as well as fulfilling the requirement to have at least 1,000 hours of placements.
3. Preparing students for their placements and supporting them through the experience.
4. Preparing and supporting Placement Educators through liaison and through the organisation of study days and courses.
5. Regular meetings with placement coordinators to discuss and monitor issues relating to placements.
6. Liaison with the Course Team on issues relating to placements.
7. Monitoring of the quality of Professional Practice Placement Education.
8. Ensure that students are supervised and assessed by an educator with relevant knowledge, skills and experience.
9. Ensure that practice educators have attended appropriate courses about education and reflection upon practice, and continue to engage in professional development.
10. Ensure that practice educators who are not registered occupational therapists demonstrate appropriate experience with the service user group and sufficient understanding of occupational therapy and education to be able to facilitate the student in meeting the learning outcomes for the placement.
11. Ensure that mechanisms are in place to monitor safe, effective, ethical, equitable, and anti-discriminatory practice through the application of the best available evidence, adherence to national practice and service standards, and compliance with the Code of Ethics and Professional Conduct for Occupational Therapists (COT 2015a).
12. Ensure that for diverse practice placements where the on-site educator is not an occupational therapist that additional distance supervision is provided by either an occupational therapy clinician, manager or academic tutor.
13. Ensure placements are organised in accordance with the University of Brighton Student Placement Policy.

10.3. Role and Responsibilities of the Practice Placement Co-ordinator
This may vary according to the organisation for which the co-ordinator works (usually a trust or Social Services Department), but normally includes:
1. Liaison with Placement Educators and potential Placement Educators in order to obtain placements.
2. Support for the Placement Educators and distribution of information from the university to them.
3. Liaison with the university Placement Tutor regarding the organisation of placements.
4. Support of students on placement.
5. Ensure there are an adequate number of appropriately qualified and experienced staff in the placement setting to meet the needs of the student.
6. Ensure that the learning facilities and resources available are up to date, appropriate and demonstrate that the placement is in an organisation committed to lifelong learning, and that the operational policy for caseload management gives due consideration to the practice educator’s responsibility for Pre-registration occupational therapy education.
7. The network of support available for the practice placement educator/s is detailed in the practice resource file. This includes the responsibilities of, the relationship between, and the contact details for, the practice co-ordinator based in the service if relevant, and the professional placement co-ordinator from the Higher Education Institution.

8. Ensure that practice placement educators offer appropriate models of supervision. These may include role emerging with a distance style of supervision, collaborative with one practice placement educator working with two or more students, or when the placement is split between practice placement educators, settings or sectors.

9. Ensure that practice placement educators have sufficient time to provide regular supervision, including formative and summative assessment.

10. Ensure that equality and diversity policies are in place with regards to students and that these are regularly monitored.

11. To assist in the quality monitoring of placements, including completion of the University audit and review of placement student evaluation forms.

12. To contact a member of the university team as early as possible if they are alerted to a difficulty that has arisen with the placement which cannot be resolved by the Placement Educator

10.4. **Role and Responsibilities of the Placement Educator**

The role of the Placement Educator is to facilitate the student’s experience on placement. This will include:

1. Liaison with the Placement Co-ordinator and the Placement Tutor (and for the final placement with the student) and colleagues in the organisation of the placement.

2. Ensure there is adequate cover from an appropriately qualified / experienced staff in cases of sickness or unexpected leave.

3. Sending information to the student before the placement including recommended reading, and practicalities such as time of arrival on the first day, dress code.

4. Organisation of an induction programme, to introduce the student to the unit, and informing the student of who will deputise for the placement educator should he or she be unable to carry out the responsibilities for any reason.

5. Allowing time each week for the student’s independent study, half a day a week.

6. Discussion of the aims of the placement with the student.

7. Giving the student regular feedback on their strengths and areas to develop, and the completion of the assessment form together with the student.

8. The allocation of at least one hour a week of weekly formal supervision time to the student as well as informal supervision as required. A record must be kept of
9. Education of the student using clinical reasoning and Problem-Based Learning.

10. Contact with the Placement Tutor (or any other of the university based tutors) in the event of a problem arising with the placement, or with the student.

11. Ensure that there are appropriate contingency arrangements to ensure service user safety and continuity of learning when the practice placement educator is absent for planned and unexpected reasons.

12. Ensure that a practice placement resource file contains up-to-date policies and procedures about health and safety, equality and diversity, personal security, fire procedures and other topics appropriate for the setting.

13. Ensure that learning opportunities are consistent with the philosophy of the course as articulated in the Practice Placement Handbook.

14. Plan the amount, type and frequency of supervision according to the student’s progression from observing practice to independent practice.

15. For each placement, an individual learning agreement should be negotiated that reflects the student’s learning needs, the module outcomes, and experiences available.

16. Supervisory strategies take cognisance of individual learning styles and use adult learning methods to support the developmental process.

17. Learning, teaching and supervisory strategies are outlined in the placement resource file.

18. When students are working independently or with supervision, all learning, teaching and supervisory methods are designed to assess and manage risks, to assure safety of service users and carers, ensure consent and confidentiality of service users and their carers, and demonstrate respect for others.

19. There is evidence in a placement resource file that a range of learning and teaching methods are identified, which are designed to challenge current knowledge and embrace best practice.

20. There is evidence that opportunities exist for inter-professional learning and team working, as part of the occupational therapy process.

21. Student feedback indicates that there are sufficient educational resources, staff and service support as part of a learning organisation to allow them to explore occupational therapy in a creative way.

22. The requirements for professional conduct and the opportunities for developing professional identity are clearly documented in a practice placement file.
Please refer to the diverse practice protocol (appendix 9) if providing distance supervision.

10.5. **Role and Responsibilities of the Student**

Students should be active in the education process. Their responsibilities include the following:

1. Liaison with the Placement Tutor in the allocation and organisation of placements, ensuring that they have a balance of experience.
2. To inform the Practice Placement Tutor of any important information about any existing health conditions or changes to their health that may put them or their service users at risk during practice placements.
3. Contact with the Placement Educator at least one month before the placement to introduce themselves, and ask for any relevant information by email.
4. To keep student passport up to date and to send this to, and discuss with, practice educator.
5. Students need to discuss their practice placement strengths and learning needs during personal tutorials at the University.
6. To ensure that all mandatory training has been completed as requested by placement tutor.
7. To be active during supervision, formulating their own placement aims, and evaluating their own progress.
8. To be responsible for their own education, asking appropriate questions, and seeking the answers to the questions with guidance from the placement educator.
9. To contact the placement educator in case of sickness. To contact the University if absent for more than three days. When sickness lasts for more than five working days they should obtain a medical certificate which should be sent to the university with a copy for the Placement Educator.
10. To contact a member of the university team as early as possible if a difficulty arises which cannot be resolved by the Placement Educator.
11. To contact placement coordinator in the organisation if they have any concerns about their placement (see later section of this handbook).
12. Completion of the assessment form, together with the Placement Educator, at half way and end of placement and to ensure that the final copy is returned to the university on their first day back at University.
13. Completion of the placement evaluation form and to ensure it is returned to the university as soon as possible after the placement.
14. Organisation of the final placement agreed by Personal Tutor and confirmed by
Placement Tutor to ensure a balance of placement experience. Students must complete their final placement within the local region.

15. An integrative approach to theory, research and practice is evident, for example in the student’s learning agreement, portfolio of learning experiences and assessments.

11. Organisation of Professional Practice Placements

11.1. Allocation of Placements

- Every student needs to have a range of placements, where possible, gaining experience of working with a range of people of all ages, from different socio-economic and cultural perspectives, with recently acquired and long-standing occupational needs, and with health conditions that affect different aspects of physical and psychosocial functioning. Normally at least one of these placements will be with older people, as this has been considered to be an important part of the basic education of students by occupational therapists.
- Students should also, where possible, have experience of a range of environments, such as primary, secondary, tertiary and community care, existing and emerging services, public, voluntary, commercial and private sectors, inner city, urban, and rural communities, and within inter-professional and inter-agency working.
- Students are not permitted to have a placement which is in the same service in which they are already working. Neither are they permitted to undertake a placement where they are known by the educator, family, friends or work colleagues. In addition, they are not allowed to return to the same placement or educator.
- Placements do not take place outside of the region or United Kingdom.
- Approximately two months before the start date of a placement the Placement Tutor will present the students with a list of the available placements, and students will be asked to make their choices in order of preference with reasons (this is with the exception of the first placement which is normally arranged in advance of the students starting the course, and the final placement, which is normally arranged by the students themselves). The final distribution of the placements is made in consultation with the students.
- Whilst the placement tutor will take into consideration issues such as travelling time, distance from commitments, a placement close to home cannot always be guaranteed and students will need to be flexible in relation to placement provision/allocation.
- The Placement Administrator will email confirmation to the practice educator (and a copy to the Placement Co-ordinator), and will include a copy of the assessment form, induction form, negotiated learning contract, supervision record, evaluation form and the Professional Practice Placement Handbook. Students will write to / email the Placement Educator in advance of the placement, with a copy to the Placement Co-ordinator. Students should make this contact within a week of the placement being allocated.

11.2. Progression

Students are expected to act as observers, participants and active learners in all five placements and will be assessed according to five developmental levels: Beginning Practice, Novice Practice, Intermediate Practice, Diverse Practice and Competent Student Practice. These levels are all described in the placement module outline. Students have to pass all of
the placements, and cannot normally progress to the next academic level until all the previous placements have been passed.

All MSc/Pg Dip Occupational Therapy (Pre-registration) placements are at level 6, or undergraduate level.

BSc Student placements are assessed according to their level of training, namely Level 4, 5 or 6 as they progress through the course.

11.3. Accommodation

Normally students will want to commute to placements from their home address as the cost of placement accommodation is not reimbursed on this course, unless students are in receipt of a student bursary. A few students may, however, wish to take up placement accommodation to broaden their placement opportunities. Some students will have to do a placement away from home as we do not always have enough placements to satisfy all students locally. During allocation the placement tutor will try to give every student a fair range of experiences.

Placement accommodation is very variable in price and quality. Details for reimbursing travel or accommodation costs can be found in the clinical placement area on studentcentral.

11.4. Study

Students should be given a half day per week of study during the placement irrespective of the stage of education. The hours taken during this study period are counted towards the final placement hours. The day for this study period should be negotiated between the student and educator. Study may be taken as a whole day every 2 weeks, but this is at the discretion of the placement educator. Study time cannot be accumulated to make a shorter placement.

11.5. Emergency Procedure

This procedure was designed to take care of the very unusual situation of an emergency arising for the student during the placement, such as an accident, where urgent action needed to be taken. A copy of the Emergency form can be found in appendix 5. The responsibilities of the student, the placement educator and the university staff are as follows:

Student

If you are able:

1. Always contact your medical practitioner/call ambulance first when necessary.
2. Contact yourself, or ask someone to telephone on your behalf, either the Occupational Therapy Administration Office (Tel. 01273 643774), or the University Occupational Therapy tutors on the out-of-hours numbers, or your placement educator.

Your placement educator or the Occupational Therapy staff at the University may take action on your behalf, if the situation requires it.

Placement Educator

1. If the student contacts you in a state of medical distress, contact their medical practitioner or call an ambulance.
2. Contact the University and liaise regarding what needs to be done and who is in the best position to take ongoing action.
3. If an emergency occurs out of office hours and you are unable to contact University staff, responsibility is delegated to you to act in whatever way you consider appropriate.
You may need to contact the next of kin.

*University Staff*
We will always respond immediately to an emergency situation and will endeavour to visit within four hours. Teaching commitments will be cancelled if necessary, to allow the emergency to be dealt with.

If contacted by Placement staff:
1. Liaise regarding what needs to be done and by whom (eg. ensure that the next of kin is contacted).
2. Make arrangements to visit.

If contacted by student while on placement:
1. Inform placement educator.
2. Take action on student’s behalf if necessary.
3. Make arrangements to visit.

11.6. **Notes for students – Contacting your practice educator**

When you have been given details about your placement, including the names of the practice educator and the practice coordinator (this is sometimes the same person), you should email him or her in good time. This should certainly be no later than one month before the start of the placement.

As this is your first contact with the placement it is a good moment to demonstrate your professionalism, so take care that you present yourself well. Your email can include some or all of the following:

- Information about yourself, such as where you are employed, the type of work you do.
- Where previous placement experiences have been.
- Any health/social issues that may affect your performance on placement (eg dyslexia, back injury, bereavement, mental health issues)
- Any particular interests that you may have, which are relevant to the placement
- You may want to ask for information, such as the type of service users on the placement, or the setting
- You may want to know practical details, such as travel or parking expenses, uniform policy, how to get there, what time you should arrive, where an whom to report to
- Any useful preparation you can do, such as a reading list
- Accommodation details if necessary

Some of this information will be included in your student passport so it is recommended that you send this to the practice educator before you start and discuss any issues highlighted in the passport with the practice educator as soon as possible, either before or at the start of the placement.
Practice educators will not have been informed of confidential information such as your educational results on the course, about any disability you may have, or any problems you may have encountered, without your permission. However, you are strongly recommended to disclose anything that may affect your performance on the placement to your educator, as he or she may be able to suggest strategies to help you to overcome your difficulties.

12. Rules and Procedures for Practice Placement Education

12.1. General Regulations

Students on this course are bound to comply with the following sets of requirements:

- The University of Brighton’s General Examination and Assessment Regulations for Taught Courses
- The College of Occupational Therapists’ Professional Code of Conduct
- Health and Care Professions Council Guidance on Conduct and Ethics for Students
- Course specific regulations
- Individual professional practice placement’s regulations, during placement education. These should be included in the placement resource file.

12.2. Regulations on Placement

- Students are required to pass all course modules in order to be eligible for the award.
- All practice placements must be passed. Students who do not pass a practice placement at first attempt will be required to retake a similar placement with attendance. Students who fail the second attempt of a placement module will normally be required to leave the course.
- Failure of three placements at the first attempt will normally result in failure of the course.
- On placements students are required to adhere to the regulations of the University of Brighton and the codes of conduct and disciplinary procedures of the organisations where the placement takes place
- All students will be required to negotiate a final learning agreement for the final placement (Competent Student Practice) with their personal tutor. For this placement, students will normally not be permitted to go beyond the local region.
- Normally students will be required to pass all modules in an academic year before they may progress to the next academic year. Exceptionally, and at the discretion of the Examination Board, students may progress to the next year with a module outstanding. Practice Placement modules that are being retaken may have to be scheduled outside the year in which they were originally taken.

12.3. Sick Leave

Follow the guidelines on sickness according to the placement setting. Inform the University if the student has more than 3 days absence. A copy of a GP certificate needs to be sent to the University by the student if they are off sick for more than 5 working days. The student must also keep their educator informed.
12.4. **Professional Misconduct and Fitness to Practice**

On this course, which includes professional practice placements and which leads to a professional qualification and eligibility to register with the Health and Care Professions Council, students are required to conduct themselves in accordance with norms of behaviour acceptable to the University, the relevant professional body and Health and Care Professions Council’s Standards of Proficiency and the Health and Care Professions Council’s Guidance on conduct and ethics for students.

The University has devised a Professional Suitability Policy and Panel that serves the needs of the School of Health Sciences and the Brighton and Sussex Medical School. See Appendix 10.

12.5. **Absence from placements**

Students on placement education must inform their placement educator, according to the local regulations, if they are absent for any reason. Absences should be recorded on the student’s assessment form. Placement educators should provide written guidelines for students.

Students are only given permission for absence from their placement for special circumstances. These include job interviews, and personal reasons which would be regarded as compassionate leave. Students are reminded that they are required to attend a minimum of 80% of their placement in order to meet the learning objectives and pass the placement. Students are not allowed to cumulate study time for the purpose of absence and are only permitted with negotiation with their educator to cumulate a maximum of 1 day study leave every fortnight. Certain placement structures may permit a different arrangement but this occurs only in negotiation with the placement provider and the university.

12.6. **Dress code**

Students are required to observe professional dress regulations when in contact with service users. Placement educators should provide written details on regulations pertaining to dress code/departmental uniform. A standard occupational therapy uniform is provided by the university prior to students’ first placement.

12.7. **Paid work outside of placement hours**

Students are strongly advised not to do night shifts or to do full shifts at week-ends as this may impact on fatigue level and safety to practice on placement.

12.8. **University Student Appeals Procedure**

Students have the right of appeal against examination board decisions, if they consider that they have grounds for this. Full details of the grounds for appeal and the procedure to be followed can be found in the University of Brighton Student Handbook on studentcentral.

12.9. **Procedure for withdrawal of a student from a placement by the University**

If for any reason a student is considering withdrawal from a placement, or has serious concerns about the placement, they should speak to their practice educator about the matter as soon as possible. If they still have concerns following this discussion, they should contact the university placement tutor, or the tutor who has been allocated to visit them. Normally one of the tutors from the university will then visit both student and practice educator as soon as
possible to try to retrieve the situation. It is only as a last resort when the safety or wellbeing of the student is at stake that a student will be withdrawn from a placement. In this situation both the practice educator and the practice coordinator will be fully informed of the reasons for this action.

12.10. **Travel and Accommodation costs incurred whilst on placement**

Only students in receipt of a full NHS Student Bursary are eligible to claim for travel and accommodation costs within the United Kingdom. Full information concerning the way to claim will be given to students as they start the course. Information is also updated regularly in the clinical placement area on student central. Students seconded by their employer do not receive funding for travel and accommodation. These expenses have to be funded by either the student or their employer.

12.11. **Student insurance whilst on placement**

**Liability**

Students are strongly advised to join the professional body (BAOT) to ensure they have professional insurance. Occupational therapy students who are BAOT members are covered by the BAOT professional indemnity policy while they are on practice placement, regardless of the setting, provided they are under both active and appropriate supervision, whether that supervision is provided locally or remotely. Alternative proof of insurance will be required if the student chooses not to join BAOT. They should also be covered by the placement provider.

**Accidents to property**

The University will cover the student for any accidents which he/she causes whilst in the University or on placement.

**Accidents to self**

The University will cover injury to self on university property if it is found to be responsible. Similarly, the trust or other organisation providing the placement should cover the student for injury if they are found to be negligent.

**Use of Car on Placement**

The University requires that each student checks that they have the appropriate level of car insurance in their policy to meet any car use requirements on placement. Students are advised that they must not transport service users in their own vehicle.

13. **Learning and Teaching on Placement**

13.1. **Learning and Teaching Strategies**

Students on this course will be mature adult learners, who will be highly motivated. To achieve the aims of the MSc programme, the educational experiences of students must be cognitively and effectively demanding; their previous education indicates that these students are ready to develop autonomy in learning, to prepare them fully for life-long learning. Some students will bring with them a good deal of practical knowledge and skills which they will quickly be able to apply to the practice placement setting. Prior knowledge can be used to base the development of further understanding and skills upon. To achieve the aims of the
BSc course, educational experiences must be cognitively and effectively demanding, according to the level of the student.

13.2. **Self-Directed Learning**

The philosophy of self-directed learning recognises that with some guidance, adult learners should be able to take responsibility for their own learning. Indeed, the more active they are in determining their own needs and learning goals, the more effective their learning is likely to be. An overall goal is to exercise the student’s capacity to think and discover during the process of acquiring knowledge, and to become lifelong learner.

13.3. **Problem Based Learning**

PBL can be used in Professional Practice Placements as well as in the University (Sadlo 2014). A student selects a person referred, or an issue identified on the placement. The PBL process is used but without group work unless there are several students on the placement. The placement educator acts as the tutor, facilitating the problem-solving process, and the student discusses new understanding with him/her. One tutorial per week is appropriate. This might be incorporated within the weekly supervision session, or it may be as a briefer stand-alone session.

**Selection of problems:**
- Illustrate interesting occupational phenomena or important occupational problems
- Should be able to be managed, or solved, both practically and by using theoretical reasoning
- Should enhance the ability to suggest new solutions and ask new questions
- Should stimulate participants to propose creative ideas

13.4. **Negotiated Learning Contracts**

Learning contracts are a means of managing self-directed learning, and can also be used for self-assessment. These must be utilised during the supervision process. A suggested learning contract can be found in appendix 7. A learning contract is **NOT** required for the 2 weeks beginning practice placement.

13.5. **Supervision**

During the placement students are expected to receive both formal and informal supervision from the placement educators. Students may have more than one educator and where this is the case discussions will need to take place between educators and student as to how supervision will be provided (i.e. with both supervisors, different educators each week). Formal supervision should take place on a regular basis for one hour a week (COT 2006a). This allows the student the opportunity to reflect on issues arising from the week’s work, question the clinical reasoning of the educator, and to receive feedback on their progress. In keeping with the philosophy of the course, students should be required to identify their learning needs, to set their own aims and objectives, and to evaluate their own performance in conjunction with the placement educator. The university requires a supervision log to be kept during the placement (see appendix 6). This should be signed by educator and student and discussed with the half way tutor.
13.6. Reflective Practice

Students are encouraged to be reflective practitioners. A diary of placement experiences may facilitate this aim by allowing students to reflect on its contents, for example during supervision on the placement, or later in the University based components of the course. Students are also encouraged to reflect on and share their placement experiences with each other through the use of placement blogs available to them on studentcentral.

13.7. Case Studies

During professional practice placements students are required to prepare case studies in order to deepen understanding about the service users they have seen. These case studies are not marked by University tutors, but the placement educator may wish to read them and make comments for the student’s benefit and to guide them in their assessment of a student’s competencies. The case studies may be used back at University as the basis for a PBL trigger or assessment task. Therefore the case studies must be signed by the educator and checked for confidentiality.

The content of the case studies should be related to the developmental level of the placement, and the structure can be negotiated between the student and the placement educator. A suggested structure would be: reason for referral to occupational therapy, relevant history, social situation, assessments used, results of assessments, aims of intervention, intervention carried out, other professionals and services involved, and evaluation.

13.8. Visits by University Tutors

Whilst on placement the students normally receive one visit from a member of the course team during their novice and diverse practice placement. Usually no visit is made for beginning practice and for Intermediate Practice and the final competent practice placement the student and educator will receive a half way phone call. Students are encouraged to contact their personal / visiting or placement tutor if they have need for support in the interim periods and tutors can always be asked to visit at any stage of any placement if support is needed by either the student or educator. Usually the visiting tutor will interview the student and the Educator separately. The visit has several purposes:

- Support for the student and Placement Educator, if required.
- To assist in the resolution of any problems which may have arisen, if required.
- To give the student an opportunity to reflect on his/ her learning and achievements.
- To get an interim report from the Educator on the student’s progress
- To become more familiar with the placement and the facilities for learning.
- To find out if either the student or the Educator has any suggestions for improvement in the way in which the course is delivered.
- To evaluate the quality of the learning experience for the student.
The visiting tutor completes a ‘Report on Placement Visit’ form, which can be found in the appendix 3. This is evaluated by the placement tutor and any concerns raised with the placement coordinator / educator.

For the diverse settings placement, the visiting tutor will liaise, with the student, on-site educator and the occupational therapist providing distance supervision to achieve the objectives outlined above.

13.9. **Bridging the Theory-Practice Divide**

Placement educators have contributed to the design and content of this course and will continue to contribute to the delivery, not only in placements but in the University, by, for example, being involved in student selection, teaching, running workshops, being part of symposia, and having representatives on the Course Board, which monitors the course.

14. **Assessment of Professional Practice Placement Education**

The system used to assess students on placements is the same for the MSc/Pg Dip Occupational Therapy (Pre-registration) and BSc (Hons) Occupational Therapy students. However, for the BSc students, the learning outcomes/expectations of student competency have been adapted to the academic level of their training. Following discussion and advice, a decision has been taken to retain the pass/fail grading rather than adopt a percentage grade in line with all the campus based modules. There are several reasons for this: both students and educators prefer this option, as it takes some of the stress out of the assessment process. Qualitative feedback is felt to be more helpful than a grade. Grades for practice placements tend to be unreliable since there are so many different educators/ assessors. In addition, placement assessments historically have been found to achieve inflated marks, which skew the final classification. On both courses the classification is based on campus based modules only.

14.1. **Informal / Half way Assessment**

Placement Educators are encouraged to continually give students feedback on their performance, emphasising both their strengths as well as the areas to develop. In this way students will learn more effectively from their experiences, become more skilled at self-assessment, and should not become overly anxious about their final assessment. A half way assessment is completed by the educator and student (using the half way assessment form) stating if each competency has been ‘achieved’ or ‘not achieved’, the qualitative feedback should state clearly the reasons for each grade and what needs to be achieved in the second half of the placement. Educators are encouraged to seek feedback from other members of the team, services users, carers / family members and to integrate this feedback into the half way assessment. The halfway report does not need to be returned to the University as the final report determines the overall assessment of the placement. However, it is useful for the visiting tutor to discuss the half way assessment with student and educator.

14.2. **Summative assessment**

The placement is marked on a pass/fail basis.

Part 1 of the assessment includes learning outcomes for safe practice, non-discriminatory practice and professional behaviour and must be passed. If the student does not meet any of these three outcomes at any stage of the placement then the student will fail the placement. In
a situation where there is concern relating to safety or professional behaviour a written warning must be completed and must be signed by both student and educator. A written warning does not constitute failure. Educators and / or students should contact the university as soon as concerns are raised with regards to these learning outcomes. This section overrides part 2 where ten competencies for practice are assessed.

Part 2 of the assessment form is divided into ten performance areas, and in order to pass the placement, the student must achieve the relevant level of competency for every competency area by the final assessment. The expectations of student competency for each developmental level are indicated in the competency levels for each course (see appendices), which have been based on the HCPC Standards of Proficiency for Occupational Therapists and the module outcomes. The competencies have been formulated so that both the student and educator may check performance levels for the particular placement; therefore ensuring that’s the student’s level of competency matches that of the stage of education. However, in most cases the placement educator will have an intuitive feeling as to whether or not the student is performing at the required level of competence. A statement will be completed by the educator at the end of each placement, identifying whether the student has passed or failed. Failure to complete the placement (i.e. failure to achieve the necessary hours) or an unsatisfactory report will require the student to re-take the placement.

Additionally, to support and provide evidence of their learning and increased knowledge, students will be required to complete a formative placement task which is discussed and shared with their practice educators. This process will help inform the constructive feedback given by the practice educator in their final assessment of the student.

It is important that Practice Educators and students use the Learning Contract, understand the different academic levels, use the marking criteria (expectations of student competency) and the visiting tutor to help guide their reasoning for awarding marks and record the evidence to support their decision. The assessment is a gradual process linked to supervision. During supervision it is expected that student strengths and areas that need development are discussed. Supervision is expected to occur informally as well as weekly formal supervision. A supervision log is included in appendix 6. As with the half way assessment, educators are encouraged to include feedback from other members of the team, services users, carers / family members and to consider this when making their final assessment judgement.

Students are also required to self-assess, as the course wishes to produce students who are aware of their own abilities and limitations. It is expected that as the course progresses the marks and comments made by both the student and the placement educator would become more similar, reflecting the students increasing ability to use self-assessment.

The student is advised to take a copy of the assessment form and review his/her progress halfway through the placement to facilitate reflective practice. A visiting tutor will be available during the halfway period to assist if there are any queries regarding the student’s progress, reviewing the learning contract or the student’s level of competency.

The final section of the assessment form, which includes the list of performance areas and the final report summary needs to be completed a day or two before the end of the placement, giving the student time to assimilate the information and to discuss it with the Practice Educator.
Guidelines for Awarding a ‘Pass’ or ‘Fail’ in Performance Areas
The Practice Educator needs to decide whether the student has ‘passed’ or has ‘failed’ the learning aims and outcomes in the ten performance areas.

The criteria for deciding achievement are as follows:

<p>| | |</p>
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<tbody>
<tr>
<td><strong>Pass</strong></td>
<td>Evidence demonstrating that the student has fulfilled the requirements stated in the specific learning outcomes for the placement, and the expectations of student competency.</td>
</tr>
<tr>
<td><strong>Fail</strong></td>
<td>Little or no evidence that the student has fulfilled the requirements stated in the specific learning outcomes for the placement, and the expectations of student competency.</td>
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</table>

In order to decide whether a student has met the expectations of student competency, Practice Educators are referred to the competency table for the relevant placement (see appendices).

Practice Educators may assist the student in preparing for their next placement by giving advice and guidance in the final report summary, which the student can use to reflect upon with their Personal Tutor prior to starting the next placement.

The final report may be prepared by the student and placement educator either together or separately. Both student and educator should maintain a copy of the assessment form and a copy returned by the student to University. This must be a hard copy with signature of practice educator with the total number of hours (including study time) included.

14.3 Procedure for students who are not meeting the criteria
In the event that a student is not meeting the required level of competency and there is cause for concern, the placement educator is advised to address this issue with the student as soon as possible. In the event that the student still does not respond in a satisfactory way, the placement educator is advised to contact the placement tutor at the university, or the visiting tutor. The placement tutor, or another tutor from the university will arrange to visit both student and educator as soon as is possible.

Similarly, if the student is dissatisfied with any aspect of the placement, they are advised to address this issue with their practice educator in the first instance. Again, if the problem is not satisfactorily resolved the student is advised to contact the placement tutor or another member of staff as soon as possible and they will arrange a visit as soon as possible.

In the case of a student failing a placement, both the student and educator will be offered support by the university, if necessary in the form of a visit by both the practice placement tutor, and another tutor such as the student’s personal tutor.

The practice hours of a failed placement will not count towards the minimum requirement of 1000 hours (World Federation of Occupational Therapists).
14.3.1. **Re-taking placements**

Students who fail any summative practice placement assessment must repeat that period of placement on which they were assessed. This re-take will normally take place in a similar setting as the original placement (but not the same department). Students who fail the repeated placement are normally required to leave the course. Students who fail three separate placements on their first attempt will normally be considered to be professionally unsuitable and will be required to leave the course. Re-taking placements may mean that the course will take longer to complete than the 2 or 4 year programme.

14.3.2. **Validity and reliability**

Validity of placement assessments is addressed as far as possible by placement educators’ involvement in the discussion and design of the assessment forms and by constant monitoring and evaluation of the assessment process. Reliability and consistency will be an on-going issue and is addressed by placement educators’ study days at the University and during placement visits by university tutors.

15. **Monitoring of the quality of practice placements**

Responsibility for the quality of Professional Practice Placement Education is based on a collaborative system in which placement educators have a key role, both in advising on details of the course content and in facilitation learning and assessment of students during placements. Professional Practice Placement evaluation is undertaken in a number of different ways. Please also refer to the Quality Monitoring chart (appendix 8).

- Practice educators are normally required to be registered as Occupational Therapists by the Health and Care Professions Council, with at least 18 months experience of practice. For placements in diverse practice settings educators must have relevant knowledge, skills and experience.
- New educators are required to undertake the two day ‘Preparatory Practice Placement Course’ run by the division of occupational therapy to ensure that placement teaching and supervision is designed to encourage safe and effective practice, independent learning and professional conduct.
- Students are required to give feedback on the quality of their educational experience to the university. They are asked for feedback during placement visits, on the assessment form, both in writing and verbally when they return to the university (see Professional Practice Placement Feedback Form, appendix 4), on the Student Staff Consultative Committee and during the Course Board. The written feedback is returned to the placement co-ordinator and then passed on to the relevant practice educator to assist them with their CPD and monitoring of the quality of the placement.
- Tutors visit students on the Novice and Diverse Practice placements and report back to the placement tutor (through completion of a half way visit form- see appendix 2). The purpose of this visit is to provide support for both student and educator, and to audit the placement. Phone visits are made for the other placements and where the tutor aims to speak to both the student and educator and a report is again returned to the placement tutor.
- The placement tutor will approve and monitor all placements through visits, audits and by collating information from students, practice educators, and visiting tutors (HCPC Standards of Education and Training).
- Placement educators are encouraged to give their views on the operation of the course and the abilities of the students for whom they are responsible. During the periods that
they are responsible for students they normally receive a visit from a University lecturer which provides the opportunity to offer comments. All educators are invited to attend a Professional Practice Placement Education study day once a year. These events are run by the course team and include a session devoted to obtaining the views of the placement educator.

- The placement tutor carries out an audit of placement sites every two years.
- The placement tutor reports on issues relating to placements at Course Boards.
- The course is required to present evidence of its quality to both the University and to the four external bodies, the QAA, HCPC, COT, and Health Education Kent, Surrey and Sussex in the form of course evaluations and reports.

The School of Health Sciences requires quinquennial periodic reviews. Changes in the course document which occur between these quinquennial reviews have to be approved by the relevant school or Course board.

16. Education and Support for Placement Educators

NB: Information related to occupational therapy placements can be found on the School of Health Sciences University of Brighton website: http://about.brighton.ac.uk/sohp/placements/occupational-therapy.php?PageId=250

This provides links to the latest version of this handbook and forms that are needed for each placement.

The collaboration and involvement of a high standard of Placement educators is essential to this programme. The Occupational Therapy programme and School of Health Sciences is keen to help with professional development and in that respect is able to offer the following:

16.1. Annual Placement Educators Days

An annual update workshop is provided for educators to keep up to date with any changes that have happened with either the BSc Occupational Therapy or MSc/Pg Dip Occupational Therapy (Pre-registration) courses. Junior staff thinking about becoming educators are also welcome to attend these sessions to help them become familiar with the philosophy of the course.

Educator training sessions are provided throughout the region and year. These enable current educational issues within occupational therapy to be debated and for ongoing issues such as assessment, supporting students with special needs, failing students to be considered.

16.2. Postgraduate Modules

Postgraduate Certificate in Transforming Professional Practice for Health Professionals through Education: 60 M level credits. This new interprofessional course has been designed to critically develop the health professional educator’s knowledge, competence and confidence to a strategic level for their educational role at work; both in practice and academic institutions. The aims of the programme are:

- To enable health professionals to critically develop their competence and confidence in a range of teaching, learning, assessment and evaluation strategies in health, social care and higher education practice settings.
- To develop the in-depth knowledge and skills of health professionals with an educational role or interest in teaching and learning so that they may design, plan, lead and manage creative, considered, supportive learning experiences which meet the initial and continuing learning needs of individuals working and learning in health,
To provide the framework for exposure to exciting and comprehensive experiences in teaching, learning, assessment and evaluation that will achieve the UK Professional Standards framework for teaching and supporting learning in higher education requirements.

The certificate forms one of the educational routes of the graduate programme (MSc Occupational Therapy and Education) and is endorsed by the College of Occupational Therapists as a taught route for the Accreditation of Practice Placement Educators (APPLE) Scheme.

Health Professional as an Educator: 20 M level credits. The Health Professional as an Educator is a 20 credit master’s level module focusing on learning and teaching in the practice setting. The module attracts a multi-professional cohort of health professionals including international students and enables senior practitioners to discuss current issues related to the provision of education in the practice setting. Interprofessional learning forms a key component of both the Postgraduate Certificate and the module the Health Professional as an Educator. APPLE accreditation is also achieved through successful completion of this module.

Both the PG Certificate and Health Professional as an Educator module enable participants to become Associate fellows of the Higher Education Academy which offers extra support and training for educators. [https://www.heacademy.ac.uk/](https://www.heacademy.ac.uk/)

Details of the post graduate / CPD in Health Sciences programme can be found: [https://www.brighton.ac.uk/studying-here/applying-to-brighton/postgraduate/index.aspx](https://www.brighton.ac.uk/studying-here/applying-to-brighton/postgraduate/index.aspx)

16.3. Placement Educators’ Preparatory Courses

Two day courses with the purpose of preparing new Placement Educators for having their first student occur throughout the year. The first day includes theory, practical tasks and information related to practice education for both occupational therapy courses at Brighton. Participants are then required to take a student for at least one placement before returning for a second educator’s day which focuses on reflections, group discussions and additional learning related to their experiences of taking students.

16.4. Pedagogy and interprofessional education research group

The University facilitates a research group for those interested in research pertaining to practice based education. This is a supportive group where research ideas can be shared and developed and support and guidance can be sought. Practice educators are welcome to attend this group and to participate in research activity.

16.5. College of Occupational Therapists Accreditation of Practice Placement Educators Scheme (APPLE)

Since 2005 the course has been supporting the College of Occupational Therapists’ national accreditation scheme for practice placement educators APPLE (Accreditation for Practice Placement Educators) (College of Occupational Therapists 2015b). This scheme provides a thorough and effective system for approving and monitoring all placements (HCPC Standards of Education and Training 2009). More information can be found at [www.cot.org.uk/apple](http://www.cot.org.uk/apple).
Educators are able to undertake the accreditation and re-accreditation scheme mentioned above, and to attend relevant CPD workshops at the university (see section 14.1).

APPLE is a voluntary scheme for practice placement educators based on the Accreditation of Clinical Educators Scheme (ACE) launched by the Chartered Society of Physiotherapy in March 2004

This national scheme is supported by the university and is intended for qualified occupational therapists and other health and social care professionals involved in the education of occupational therapy students. It has been designed for those who have normally been employed in their professional role for at least one year. The APPLE scheme will offer practice placement educators a choice of two routes by which they can be eligible to apply for accreditation on the national register:
- Experiential route – with supporting workshops (written profile)
- Programme route – taught course (see 14.2)

16.6. Access to Library

Placement educators and those involved in the course are able to access the Queenwood Library which holds an extensive range of texts, journals and audiovisual material related to health care in general and to occupational therapy in particular. Placement Educators are permitted to become associate members of the library.

16.7. Invitation to Special Events

Placement educators are invited to attend guest lectures and workshops pertaining to current occupational therapy issues and trends, particular specialities, and specific developments in practice. These are circulated via email, flyers and through the University of Brighton Occupational Therapy quarterly Newsletter sent to Coordinators to circulate to all educators.

17. The health and safety of students

- As part of the preparation for practice placements in the university, all students are made aware of the need to assess and manage personal safety. This preparation will not, however, include skills such as breakaway techniques. The placement is responsible for assessing the risks and making the student aware of appropriate strategies as required, as part of the student’s induction programme, including fire risk.
- All students complete a health declaration prior to the start of the course, which is confidential, and is held by the occupational health department.
- The student is responsible to ensure that he/she is fit to undertake a placement. Where there is any doubt about fitness to practise the student is expected to discuss this with his or her GP, and, if necessary, supply a certificate declaring fitness to undertake practice.
- All students are expected to have the following immunisations:
  - Tetanus, hepatitis B, Poliomyelitis, Tuberculosis, Rubella
  - It is the student’s responsibility to notify the placement of any factors which could affect their placement, including illness, disability, or emotional difficulty (HCPC).
With regard to criminal liability under health and safety legislation:

- Primary responsibility for the management of the health and safety for a student while on the placement lies with the placement provider (under section 2.1 of the Health and Safety at Work Act 1974). The student will be treated as equivalent to one of their own employees in relation to health and safety matters.

- The student has responsibilities to follow instructions and act sensibly to protect their own health and safety and that of others (as set out under Section 3 of the Health and Safety at Work Act 1974).

If any policies are applicable to the placement, such as Control of Infections, Sharps, Powered Tools, Security, Use of Workshops, Control of Substances Hazardous to Health, it is the responsibility of the placement to ensure that the student sees and understands them.

Completion of the University of Brighton Health and Safety Questionnaire (Appendix 27) is required from placement providers outside of the NHS or Local Authority settings.

Completion of the induction record that accompanies the student assessment form is required and returned to the University by the student with their assessment form.

Where an incident relating to health and safety occurs for the student on placement a copy of the incident report should be sent to the university by the placement provider.

17.1. **First Aid**

Students carry out Basic Life Support training at the University prior to their first placement. Annual updates are included in each year of the course (apart for year 4 of the BSc programme as students are covered by their update in year 3). If students have for any reason not kept up to date with basic life support, they will notify the placement as soon as possible prior to the start of the placement. The students have been notified that such an omission may delay or prevent the placement. The placement is responsible for informing the student of any local policies as part of the placement’s induction programme.

17.2. **Moving and handling**

These sessions are provided for students throughout the curriculum in preparation for placements. They are taught by a European Union (EU) Accredited Trainer. Students are notified of any changes to EU regulations. The placement is responsible for informing the student of any local policies as part of the placement’s induction programme. Students will not be permitted to go out on placement if they have not completed the University manual handling update, or are unable to produce a current manual handling certificate from their place of work.

17.3. **Mandatory Training**

All students are required to complete annual mandatory training that has been developed in line with requirements of local Trusts and organisations. Prior to their placement in each year, students have to complete training in the following: manual handling, basic life support, risk assessment, safeguarding vulnerable adults, safeguarding vulnerable children, equality and diversity, information governance, mental capacity, infection control, fire, food hygiene, managing violence and aggression. Failure to complete any of the training sessions may impact on their ability to attend the placement. This training is provided through a combination
of practical and theory-based sessions and Camtasia recordings. Whilst students have to complete a multiple choice test for each of these sessions, this is not a test of their competency and, as such, educators need to ensure students are familiar with local policies, procedures in the placement site and help them to link theory to practice. Students will record the latest date of their training on their placement passport (appendix 12).

17.4. Disclosure and Barring System (DBS)

An enhanced DBS (previously CRB) is required for each student prior to admission to the programme and an annual update by self-disclosure will be required during the course before students will be allowed to re-register with the university, in accordance with School policy and HCPC policy.

18. Equality commitment and Equality Act 2010

The programme development team have taken into account the Equality Commitments of the University of Brighton, as well as the Equality Act 2010: http://www.brighton.ac.uk/equality/

- Information about the programme sent out to prospective students makes it clear that applications are welcomed from people with disabilities. Indeed, it is one of the main aims of the BSc (Hons) Occupational Therapy programme to include students who have not followed the traditional route to higher education, possibly due to disabilities or special needs.
- Issues of equality are paramount in occupational therapy, for example the HCPC Standards of Proficiency emphasises the need to uphold the rights, dignity and autonomy of every service user. The content of the programme constantly addresses anti-discriminatory legislation.
- We have incorporated into the design of the curriculum reasonable adjustments to meet the needs of students with disabilities – such as placing students in appropriate practice settings. Since the subject of the programme itself is adjustment to disability, the staff are experts at modifying the environment to meet individual needs. For example, a student with upper limb dysfunction can be shown how to undertake manual tasks required for the profession and student life, using assistive devices.
- Similarly, when students with special needs go on practice placement we encourage the student to allow us to tell the placement in advance so that reasonable adjustments can be made to help the student successfully complete the placement. Where necessary a pre-placement visit will take place to discuss the needs of the student and any adjustments that may be required. The practice placement tutor will be very happy to assist the placement team, working collaboratively to provide the student with a positive learning environment.

19. Raising concerns related to practice/ safeguarding – Whistleblowing

“Whistleblowing” is defined by the HCPC as the disclosure by an individual to the public, or those in authority, of mismanagement, corruption, illegality, or some other form of wrong-doing in the workplace. Their Standards of Performance, Conduct and Ethics (HCPC 2102) state:

**Standard 1** requires you to act in the best interests of your service users. You must act immediately if you become aware of a situation where a service user may be put in danger, and take appropriate action to protect the rights of children and vulnerable adults who are at
risk. You must place the safety of service users before any personal or professional loyalties at all times.

Standard 4 requires you to tell us (or any other relevant regulators) any important information about your own, or other registrants’ or health and care professionals’ conduct or competence.

http://www.hpc-uk.org/registrants/raisingconcerns/whistleblowing/

You must also refer to the College of Occupational Therapists’ Code of Ethics and Professional Conduct (2015a) and the Professional Standards for Occupational Therapy Practice (2011).

Concerns may relate to issues / concerns relating to (for example) poor manual handling / patient safety, a delay in the delivery of care, non-adherence to employer’s policies, hygiene needs not being met etc.

19.1. Reporting practice that causes concern

Student should report immediately or within one working week if they witness practice that causes them concern to one of the below:-

In the practice setting:
- Practice educator
- Departmental Manager
- The Placement Manager or Proprietor
- The named Placement Co-ordinator

In School of Health Sciences
- Their Personal Tutor
- The Course Leader
- Placement Tutor
- An SHS Lecturer.
- The Halfway Visiting Tutor.

In a practice setting the person receiving the information about practice related concerns witnessed by a student will:
- Follow Trust / Employer policy.
- Advise the student to inform their Personal Tutor, Course Leader, a PLL, Placement Tutor or another SHS Lecturer.

In the School of Health Sciences the person receiving the information** about practice related concerns witnessed by a student will:-
- Inform relevant Course Leader and or Placement Tutor without delay (if there is suspicion or witnessing of abuse follow procedure for reporting suspicion and or witnessing of abuse).
- The Course Leader / Placement Tutor must inform the Deputy Head of School responsible for Practice Learning to agree how to proceed.
- The Deputy Head will liaise with the Head of School to agree and communicate
action that needs to be taken.

** When concerns are reported in writing in, for example, a Practice Placement Evaluation, academic written work OR verbally in a Lecturer facilitated session the same reporting process must be followed.

### 19.2. **Reporting suspicion and/or witnessing of abuse.**

For information and guidance go to:-
http://www.hpc-uk.org/registrants/raisingconcerns/whistleblowing/

AND

Local / Trust Policy re Safeguarding Adults at Risk and Safeguarding Children

When reporting suspicion and or witnessing of abuse the following must be followed:-

19.2.1. **In the practice setting:**

A student witnessing, having knowledge of or suspecting an act of abuse by anyone whilst on a practice placement / practice learning opportunity must report this **without delay** to:-

- Departmental Manager
- Practice Educator
- The Placement Manager or Proprietor
- The named Placement Co-ordinator

AND

- Course Leader and or Placement Tutor (or their deputy)
- OR
  - Their Personal Tutor
  - An SHS Lecturer.
  - The Halfway Visiting Tutor.

NB If the student is not able to report the incident and or their suspicions in the practice setting the Course Leader and or Placement Tutor must be informed.

The first recipient of the report / evaluation must inform the Head of School (or Deputy) **without delay.** They should ensure that the other recipients are informed that this has been done.

**Head of School ONLY will decide and communicate any action that needs to be taken.**

19.2.2. **In School of Health Sciences**

**Personal Tutor / Practice Liaison Lecturer / SHS Lecturer / Halfway Visiting Tutor** receiving a verbal / written report or practice placement evaluation in which the student appears to have knowledge of or suspects an act of abuse must inform the Head of School (or Deputy)
without delay. They should ensure that the Course Leader and or Placement Tutor are informed that this has been done.

Head of School ONLY will decide and communicate any action that needs to be taken.

19.2.3. Examples of abuse.

Physical abuse.
Physical abuse is any physical contact which harms clients or is likely to cause them unnecessary and avoidable pain and distress. Examples include handling the client in a rough manner, giving medication inappropriately, and poor application of manual handling techniques or unreasonable physical restraint. Physical abuse may cause psychological harm.

Psychological abuse.
Psychological abuse is any verbal or non-verbal behaviour which demonstrates disrespect for the client and which could be emotionally or psychologically damaging. Examples include mocking, ignoring, coercing, threatening to cause harm or denying privacy.

Verbal abuse.
Verbal abuse is any remark made to or about a client which may be reasonably perceived to be demeaning, disrespectful, humiliating, racist, sexist, homophobic, ageist or blasphemous. Examples include making sarcastic remarks, using a condescending tone of voice or using excessive and unwanted familiarity.

Sexual abuse.
Sexual abuse is forcing, inducing or attempting to induce the client to engage in any form of sexual activity. This encompasses both physical behaviour and remarks of a sexual nature made towards the client. Examples include touching a client inappropriately or engaging in sexual discussions which have no relevance to the client’s care.

Financial / material abuse.
Financial / material abuse involves not only illegal acts such as stealing a client’s money or property but also the inappropriate use of a client’s funds, property or resources. Examples include borrowing property or money from a client or a client’s family member, inappropriate withholding of clients’ money or processions and the inappropriate handling of, or accounting for, a client’s money or processions.

Neglect
Neglect is the refusal or failure on the part of the registered nurse, midwife or health visitor to meet the essential care needs of a client. Examples include failure to attend to the personal hygiene needs of a client, failure to communicate adequately with the client and the inappropriate withholding of food, fluids, clothing, medication, medical aids, assistance or equipment.
20. References


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**10. Bibliography**


## Appendix 1: Placement Offer Form

MSc/Pg Dip Occupational Therapy (Pre-registration)/BSC in Occupational Therapy
Professional Practice Placement Offer Form

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<th>Placement Module No:</th>
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<tr>
<td>Start Date:</td>
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<tr>
<td>End Date:</td>
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<tr>
<td>Name of Practice Educator:</td>
<td></td>
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<tr>
<td>Trust:</td>
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<tr>
<td>Address of Placement:</td>
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<tr>
<td>Tel No.</td>
<td></td>
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<tr>
<td>Email Address</td>
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<tr>
<td>Type of Experience offered on this placement:</td>
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<tr>
<td>Name of Practice Co-ordinator:</td>
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<tr>
<td>Practice Co-ordinator’s Address:</td>
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<tr>
<td>Email Address</td>
<td></td>
</tr>
<tr>
<td>Tel No.</td>
<td></td>
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</table>
Setting (please tick): Hospital based  
Community based

Car: If a car is essential for this placement  
Please delete where appropriate.  
Yes/No  
Preferable but not essential

Accommodation Available  
(please tick)  
Nurses  
Private  
None

Any Special Requirements

In offering this placement I agree to make every effort to find an alternative educator if I am unable to uphold this offer.

Please return this form as soon as possible to Channine Clarke, Practice Placement Tutor, University of Brighton, School of Health Sciences, Robert Dodd Building, 49 Darley Road, Eastbourne, East Sussex BN20 7UR. C.clarke@brighton.ac.uk

Thank you.
Appendix 2: Placement induction record

OCCUPATIONAL THERAPY PRACTICE PLACEMENT STUDENT INDUCTION RECORD

Health & Safety
Duties of Placement Providers
‘Under the Health and Safety (training for employment) Regulations 1990, students participating in work experience are regarded as the placement providers’ employees for the purpose of health and safety. Providers must therefore ensure, so far as it is reasonably practicable, the health, safety and welfare at work of all their employees’. Please note: for any incident affecting the student’s health or safety, please attach a copy of the incident form completed.

On day 1 of the placement the student has been given information relating to:

- The named person to go to in the event of difficulties
- Information about the bleep system (where appropriate)
- and relevant emergency telephone numbers
- Emergency procedures, including Cardiac Resuscitation
- Procedures Fire and Security

Also during their induction period, the following policies and procedures have been made available to the student:

- Incident Reporting
- Health & Safety including COSHH, Lone worker
- Manual Handling, Infection Control & Fire
- Harassment and Bullying
- Equal Opportunities
- Data protection

NB. This should not replace but be in addition to, the student information pack
## Record of contact with University

<table>
<thead>
<tr>
<th>Initiated by:</th>
<th>Person Contacted:</th>
<th>Date and Method:</th>
<th>Response received:</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
Appendix 3: Placement visit report

MSC/PG DIP OCCUPATIONAL THERAPY (PRE-REGISTRATION)
BSC OCCUPATIONAL THERAPY

REPORT ON PLACEMENT VISIT

Address of Placement Centre……………………………………………………………………..

……………………………………………………………………..

Placement Module No. ....................................................................................................

Co-ordinator’s Address .................................................................................................

Co-ordinator’s Telephone ..............................................................................................

Name of Placement Educator .........................................................................................

Educator’s Telephone .....................................................................................................

Educator’s Email ............................................................................................................

Name of Student ............................................................................................................

Date of Placement ........................................................................................................

Date of Visit ..................................................................................................................
Please write brief notes on:

Describe some of the experiences and learning opportunities on this placement including the service users you have been working with.

Identify you strengths and challenges that you have recognised on this placement.

Your development plan for the second half of the placement.

Health and Safety- A chance to raise any concerns you have about your health and well-being on this placement
- Have you witnessed any incidences or unsafe practices that you are concerned about?
- Did you receive induction training?
- Have you been left in charge of any situations where you have felt unprepared or required more support?
- Have these issues been discussed with your educator or the manager?
Did the student feel sufficiently academically prepared for this placement experience?

Evidence of Placement Documentation
- Weekly Supervision Log
- Negotiated Learning Contract
- Halfway Report (Dependent on timing of visit)

Placement Educators Assessment of Student- including academic preparation.

Have there been any clinical or policy changes to your placement setting that you feel could be helpful for the university to be aware of? (Please can visiting tutor bring any updates to team meeting/placement tutor as appropriate.)

- Thank the educator for offering a placement
- What is the educators development plan for taking further students (do they need further information regarding APPLE, courses available at the University of Brighton, placement dates etc)

Visiting Tutors Assessment of Placement

Tutor Signature.................................................................

Action points:
# Appendix 4: Student placement evaluation form

## University of Brighton

### Occupational Therapy

Student Placement Evaluation Form

In order to help monitor standards and the quality of placements students must complete an evaluation form following each placement. We would like you to be as honest and constructive in your feedback as possible. This is important in enabling your educators to identify their strengths and needs in terms of providing good quality placement experiences for students.

The form will be kept here at the University and a copy will be given to your educator to support their CPD. You therefore need to ensure that all feedback is written in a constructive and professional manner. If you experience difficulties with the placement, it is important that you still provide honest feedback but you may want to discuss how you present this feedback with your personal tutor. If you raise specific issues about your placement these may also be discussed with the placement coordinator responsible for that placement to ensure that your feedback is addressed if necessary. Completing this evaluation form is an important learning opportunity for you as the skill of providing constructive feedback is one that you will need to develop for your future role as a therapist.

The completed evaluation must be emailed to S.Hadland@brighton.ac.uk after completion of placement. You may also want to keep a copy of the form for your CPD folder.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Course and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Placement Title:</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Trust name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Placement Setting:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Placement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>From:</td>
</tr>
<tr>
<td>To:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice Educator Name(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice Educator Contact details (email/phone), if different from the contact details you were given on your placement form:</th>
</tr>
</thead>
</table>
Form reviewed by Practice Education Team:  Name and date
Comments from Practice Education Team (if necessary)
<table>
<thead>
<tr>
<th>PREPARATION FOR PLACEMENT</th>
<th>Yes</th>
<th>No</th>
<th>Please briefly state reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I received information from University about how to contact my placement prior to starting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Before going on placement, I understood how the course learning outcomes linked to the practice experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Prior to placement I received preparatory information from my placement setting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>My hospital accommodation was adequate and comfortable (Note: only complete question 4 if you stayed in hospital accommodation).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WELCOME AND ORIENTATION</td>
<td>Yes</td>
<td>No</td>
<td>Please briefly state reason</td>
</tr>
<tr>
<td>5</td>
<td>I was made to feel welcome as part of the team.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>My induction/orientation programme was adequate to prepare me for my placement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>On my first day, I was made aware of my line of support within the placement setting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I negotiated my learning contract with my Practice Educator at the beginning of the placement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Student resources were available outlining placement setting guidelines, policies and procedures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Student resources were current.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Student resources were a valuable learning aid.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional information would have been useful on (please make a note here):

<table>
<thead>
<tr>
<th>Learning Environment</th>
<th>Yes</th>
<th>No</th>
<th>Please briefly state reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>I was made aware of potential learning opportunities within the placement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I was encouraged to participate in discussions and ask questions appropriate to my level of experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>My preferred learning styles were taken into account when planning my placement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>My caseload reflected my level of experience and skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I was assisted to develop my clinical reasoning skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I was provided with opportunities to achieve all my learning objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>My Practice Educator and I discussed the evidence base underpinning treatment approaches.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>I was able to observe and discuss interprofessional approaches to care when appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Any special needs that I have related to my learning on placement were discussed and considered.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I was able to access sufficient academic resources and information for my learning needs whilst on placement.

What did you use? Student Central or other Trust based sources of information?

<table>
<thead>
<tr>
<th>ASSESSMENT OF PRACTICE</th>
<th>Yes</th>
<th>No</th>
<th>Please briefly state reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>My learning objectives were specific, measurable, achievable, realistic and timed.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>My learning was reviewed throughout my placement and my learning contract developed /renegotiated as required.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My Practice Educator understood how to use the assessment documentation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understood how to use my assessment documentation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I had regular opportunities to reflect on my strengths, achievements and areas for development with my Practice Educator.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I received a halfway report on my progress midway through my placement.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SUPPORT AND SUPERVISION</th>
<th>Yes</th>
<th>No</th>
<th>Please briefly state reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Practice Educator and I discussed what I had learned prior to this placement (including information on my passport).</td>
<td></td>
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</tr>
<tr>
<td>My Practice Educator and I discussed their expectations of me while on my placement.</td>
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</tr>
<tr>
<td>My Practice Educator and I discussed how I would be supported and supervised.</td>
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<td></td>
</tr>
<tr>
<td>I was given the opportunity to reflect on my own and share this reflection with my Practice Educator.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My Practice Educator gave me regular constructive informal feedback.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My Practice Educator gave me constructive formal feedback.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My Practice Educator supported me to apply theory to practice.</td>
<td></td>
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</tr>
<tr>
<td>I was encouraged to explore my professional development as a student occupational therapist.</td>
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</tr>
<tr>
<td>I received support from the University whilst on placement.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Please give details of the visit, usefulness, discussion etc.</td>
<td></td>
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</tr>
</tbody>
</table>

I found the support from the University helpful to my learning.

<table>
<thead>
<tr>
<th>MANAGEMENT AND ORGANISATION</th>
<th>Yes</th>
<th>No</th>
<th>Please briefly state reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was part of the team but did not feel under undue work pressure to cover service delivery.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Have you been left in charge of a situation for which you felt more training or closer supervision was required?

40 Risk management procedures were in place to support me to practice safely.

41 Did you have any accidents or unsafe incidents whilst you were on placement?

If you did have an accident or were involved in an unsafe incident, how did it occur? Was it reported? How? And to whom?

42 Do you feel that the placement addressed your well-being during your time there?

43 Overall this was an effective learning experience.

44 Overall I enjoyed the placement

What did you enjoy most about the placement?

What did you enjoy least about the placement?

Please add any additional comments such as strengths of the placement or difficulties you experienced and constructive suggestions for modifications/improvements for future placements in this setting.
Appendix 5: Coping with an emergency on placement information sheet

UNIVERSITY OF BRIGHTON
SCHOOL OF HEALTH SCIENCES
BSc (Hons) Occupational Therapy

COPING WITH AN EMERGENCY WHILE ON PROFESSIONAL PRACTICE PLACEMENT

INFORMATION SHEET

This information is confidential. This form should be kept in a safe place.

This information sheet should be completed by the student on the first day of the placement. Please ensure that a copy is given to the practice placement educator.

If there is anything in the student's behaviour, attitude or state of health that causes concern please contact the University immediately during office hours. Tel.: 01273 643772

Student's name:

Student's placement accommodation address:

Student's daytime tel. number:

Student's out of office hours tel. number:

Next of kin/person to be contacted in an emergency:

Tel. number of next of kin/person to be contacted in an emergency:

Name and address of local General Practitioner:

Details of any medical condition that may affect performance (in the interests of safety, students are strongly advised to give this information to their supervisor):

Occupational Therapy Administration Office, University of Brighton
8.30am – 5.00pm (Monday – Thursday)
8.30am – 4.30pm (Friday)  Tel.: 01273 643772

Placement educators may like to give the following details to the student in confidence on the condition that they are used only in case of an emergency, or they may like to make alternative arrangements

Placement Educator’s name and telephone number (outside office hours):

Add any other relevant information:
Appendix 6: Supervision log

**SUPERVISION LOG**

<table>
<thead>
<tr>
<th>NAME OF EDUCATOR</th>
<th>WEEKLY HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME OF STUDENT</td>
<td>COMPLETED</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Supervision</th>
<th>Duration (Eg. 1 Hour)</th>
<th>Topics Discussed</th>
<th>Signature of both student and educator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
Appendix 7: Negotiated learning contract

**Negotiated Learning Contract**

This Negotiated Learning Contract can be used continuously to develop the student’s abilities throughout their placement education and can inform their educators of historical and current learning developments. Please retain this information for future placements.

A learning contract is not required for beginning practice

<table>
<thead>
<tr>
<th>Development Needs</th>
<th>Learning Resources</th>
<th>Criteria for Evaluation</th>
<th>What do I need to develop on my next placement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I need to develop? (Skills, Knowledge, Experience)</td>
<td>What resources are available to me?</td>
<td>How will I know when I have achieved my learning outcomes? What will I be able to do that I can’t do now? (Include target date for achievement)</td>
<td>What do I need to develop/learn next?</td>
</tr>
</tbody>
</table>

Student’s signature……………………………………… Educator’s Signature………………………………………

185
Appendix 8: Placement monitoring

Current Strategies for Monitoring Occupational Therapy Practice Placements

(Adapted from Morris 2009)

Maintaining the Quality of Practice Education

Placement audit
- OT Audit of all placement sites
- HEKSS audit of placement numbers

Monitoring by University of Brighton
- Course board
- External examiners comments
- Exam boards

Liaison between HEI’s & Placement Sites
- Tutor contact
- Tutor visits
- External Examiner visits
- Clinical representation at HEI course boards

Support and development of practice educators
- Role development & Study Days
- APPLE Accreditation schemes
- Practice educator course
- Practice Education websites/links
- Postgraduate provision

Professional & Regulatory bodies
- COT Practice Placement Tutors Forum
- APPLE accreditation scheme.
- HCPC Standards and COT Guidelines for Practice Education
- Health and safety reviews

Health Education Kent, Surrey, Sussex
Ongoing quality monitoring of practice education as part of the National Benchmark Contract

Evaluation
- Student evaluation
- Debriefing following placements
- Audit
- Tutor half way visits

Data Base
- Database of all coordinators and contacts
- Record of attendance at educators training days
Appendix 9: Diverse Practice Placement Protocol

Diverse Practice Placement Protocol – Occupational Therapy, University of Brighton.

This protocol provides an overview of the aims of diverse practice placements and the rationale for their use within the MSc/Pg Dip Occupational Therapy (Pre-registration) and BSc (Hons) Occupational Therapy courses at the University of Brighton. It also outlines the roles and responsibilities of all parties involved in the placement and provide details of how such placements are operationalised.

Diverse practice placements
These are placements that will take place in one of the following settings:
- Sites where there is not an established occupational therapy role (role-emerging).
- Sites where occupational therapists work in non-traditional roles e.g. vocational services.
- Traditional sites (e.g. within the NHS or Local Authority) but where an area of occupational therapy has not been developed e.g. introducing creative activities on an physical rehab wards.

Examples of diverse practice settings may include schools, homeless shelters, hospices, voluntary organisations, residential homes and health promotion departments. They may also occur within traditional NHS or Local Authority settings where there is not an established OT service e.g. community forensic team, mental health day services, local housing department.

- ‘Role emerging placements’ are defined by the College of Occupational Therapists (2006 p1) as those “which occur at a site where there is not an established occupational therapist role”. Students in these placements are supervised on a daily basis by an employee within that setting (not an occupational therapist) and supported by an off-site occupational therapist.

- ‘Non-traditional’ placements – A term that is often used interchangeably with ‘role-emerging’ is ‘non traditional’. However both terms are different and require separate definitions. Wood (2005: 375) defines non-traditional placements as those which “occur under the supervision of an occupational therapist where the setting is outside of the National Health Service (NHS) or Local Authority Services”. The difference is clear in that, although the setting may be a new area of practice, an occupational therapist is on site and therefore present throughout the student’s placement.

Rationale for students undertaking diverse practice placements.
Practice placements are an essential part of occupational therapy training as highlighted by the World Federation of Occupational Therapists who specifies that students must complete a minimum of 1000 hours in clinical practice as part of their education and training (Hocking and Ness 2002). Traditionally, these placements have taken place in established health or local authority settings. However, concern
is raised in the literature that such settings may not be adequately preparing students for future practice or enabling them to develop the skills and competencies to work in the more diverse settings in which occupational therapists are increasingly working (Bossers et al 1997; College of Occupational Therapists 2006; Cooper and Raine 2009; Overton et al 2009).

Current changes in health and social care, with an increasing emphasis on health promotion, illness prevention, well-being and community practice, mean that occupational therapy students must develop the knowledge and skills in relation to these key areas in order that they are able to remain viable as a future professional. Guidance from the College of Occupational Therapists (2006) suggests that, in order to help students develop such skills and competencies, educational establishments should be looking at ways to provide “new work-based learning opportunities for students”, including role emerging placements. This is reinforced by the Health and Care Professions Council (2008).

Such placements have been reported as an effective part of the practice education of occupational therapy students in countries such as Canada and America for some time (Bossers et al 1997). Here in the United Kingdom literature is also starting to reflect this (Tottent and Pratt 2001; Hook and Kenny 2007; Thew et al 2008; Clarke 2014). This literature suggests that such placements increase a student’s sense of autonomy, confidence, professional relationships, communication, marketing skills and enables them to develop a deep sense of professional identity and belief in the profession (Clarke 2014). Research continues here at the University of Brighton exploring the student, educators and organisations experiences of role emerging placements.

Development of Diverse Practice Placements
To help develop a potential placement the practice placement tutors at the University will meet with personnel from an organisation to discuss the feasibility and appropriateness of a diverse practice placement within that setting. Time and support will be available to help the organisation plan for a student placement. Placement sites are provided with the College of Occupational Therapists guidance (2006), which outlines the roles and responsibilities of all concerned.

Aims for the diverse practice placement
Specific aims for each placement will be dependent on the setting in which the placement takes place. General aims and learning outcomes are provided in the placement module outline (to be found on the placement handbook). The following are also provided to help guide the placement:

- To provide the student with an opportunity to reflect on and identify an occupational perspective in an emerging setting
- To provide an opportunity for the student to consider the role of occupational therapy within an emerging setting.
- To consider how occupation can be used with the general population to promote health and well-being.
- To provide an opportunity for students to develop knowledge, skills and competencies needed in emerging settings such as promotion and marketing of the occupational therapy role and
services, time management, autonomous working, development of sound understanding of occupational therapy philosophy.

Each placement will have a different focus and outcome in terms of what the student can offer but the following are some suggestions for what the OT student can offer:

- An assessment of the occupational needs of your client group: what do people want or need to be able do in everyday life, are they having difficulty carrying out these activities?
- Recommendations for activities that are meaningful to your client group and would improve effectiveness of service delivery
- Practical interventions that enhance a persons life e.g. group work using activities such as art, cooking, ceramics, gardening, community trips, life skills and work with individual clients based on their needs
- Environmental assessment to promote access to meaningful occupations
- Work based assessments and graded interventions for people wanting to access work
- Education for clients and staff about the link between occupation, health and well-being

In addition to the development opportunities for the student it is anticipated that an emerging placement will help an organisation enhance the quality of services and care, encourage greater effectiveness of services, develop an understanding of the role of occupational therapy and enable client groups to carry out meaningful activities that are important to them.

**Position of the Diverse Practice Placement in the OT programme.**

The students would be completing the placement as part requirement of their 2 year fulltime MSc in Occupational therapy or 4 year part time BSc in Occupational Therapy. This is the students’ penultimate placement and is located as follows:

- MSc/Pg Dip Occupational Therapy (Pre-registration) – First semester of the second year
- BSc (Hons) Occupational Therapy – First semester of the third year

The position of the placement has been widely discussed and consultation has taken place with other Universities where such placements are already part of the curriculum. It is believed that by this stage in their training students will have had sufficient opportunity both on campus and placement to develop core occupational therapy skills which they can transfer to a diverse setting. Literature suggests that as a result of having to articulate and promote the role of occupational therapy in a less traditional setting students develop a deeper sense of professional identity, gain a wider perspective of the profession and experience significant personal and professional growth and development (Bossers et.al 1997; Wood 2005; Hook and Kenny 2007; Thew et.al 2008; Clarke 2014).

**Structure of the Diverse Practice Placement.**

The placements are 8 weeks in length and preferably 2 students (although this will depend on the settings capacity and requirements) will go to an organisation one day a week for 5 weeks and then full time for 7 weeks. The initial 5 day visits will enable the student to carry out their induction, become familiar with the setting, team and service users, meet their educators and develop their learning contract. During this lead up to the placement, time will also be allocated by the University for placement
preparation sessions and action learning sets where students can discuss the aims of the placement, roles and responsibilities as well as provide peer support to one another. This 5 day induction period has been recommended in the literature by occupational therapy placement tutors at other Universities (Hook and Kenny, 2007; Thew, 2008).

**Supervision requirements**

For role-emerging placements: These placement require one member of the organisation acting as an ‘on-site’ supervisor for the student, providing 1 hour of supervision per week. This person will be take primary responsibility for the day to day management of the student, induction programmes and on-site supervision (focusing on competencies such as safe practice, behaviour, organisational skills, professional relationships and client centred practice).

An external practising occupational therapist or member of university staff will also liaise with the organisation and on-site educator, providing professional supervision. This educator will mainly focus on aspects of professional practice such as integration of theory and practice, the OT process and reflective practice but is likely to be able to assess/ provide feedback on other competencies. One hour of professional supervision is required each week. This supervision will be provided either through face to face contact, emails or telephone contact (COT 2006). It is suggested that the student, on-site educator and occupational therapy educator meet to agree the leaning contract in the first full week and where possible meet at the half way point (to complete formative assessment) and again at the end of the placement to complete the final summative assessment.

In traditional and ‘non-traditional’ settings the student would be supervised by the on-site occupational therapy educator as normal.

The University also works closely with all parties to prepare the placement prior to the student starting and provide support throughout the placement.

**Assessment**

The assessment process is the same as with all other practice placements. Students have ten competency areas that they must pass. The half way assessment form should be used at half way to discuss the student’s progress and then the final report completed at the end of the placement, which states whether the student has passed or failed the placement. All forms can be found in the placement handbook and on student central. Educators will be sent a copy of all relevant forms, along with the placement handbook, prior to the placement starting.

It is recommended that the on-site and OT supervisor have regular communication regarding the students’ progress and that the half way and final assessment is completed collaboratively.

**Retaking a failed placement**
If a student fails their first attempt at this placement it is anticipated that they will retake the placement in a setting where there is an on-site occupational therapist that is able to provide an opportunity for the student to explore a diverse aspect of practice.

**Risk assessment**
Where the placement takes place outside of the traditional NHS or Local Authority setting the University of Brighton Health and Safety questionnaire will need to be completed. This will be sent to the named contact within the placement organisation and once completed will be returned to the University Practice Placement Tutor. The placement organisation itself will need to consider any Health and Safety issues related to taking a student on placement.

The on-site educator and student are also required to complete the Occupational Therapy Induction Form (to be found in the placement handbook). Any concerns about risk must be highlighted as soon as possible to the Practice Placement Tutor. Health and Safety will also be discussed by the visiting tutor at the half way visit.

**Support and placement preparation**
Prior to the placement taking place the on-site supervisor and external OT supervisor will be invited to attend a training day at the University. This is designed to inform the educators about the occupational therapy courses at the University (content and philosophy), consider the aims and learning outcomes for the placement, discuss assessment / documentation procedures and supervision arrangements and provide an opportunity to network with other organisations and personnel involved in role emerging placements. The student is also invited along at lunchtime on these days to meet with both their educators.

Students will receive a pre-placement preparation session prior to the placement. This session allows students to familiarise themselves with the aims and learning outcomes of the placement. Action learning sets will also take place during the placement induction period where students can discuss the placement visits, ideas they may have and any anxieties they may be experiencing. Students are also encouraged to meet with their personal tutor prior to the placement.

A half way visit will take place with one of the academic tutors to discuss the students progress. However, educators and students can contact either the Practice Placement Tutor or the visiting tutor at any time should they need any support, advice or guidance.

Students are encouraged to maintain links with one another throughout the placement via blogs on student central to provide peer support and learning.

**Roles and responsibilities of University placement coordinator**
- Meet with the contact person (on-site supervisor) from the organisation to discuss the placement aims, supervision arrangements and ensure that the setting will enable student to meet learning outcomes.
- Ensures University health and safety assessment completed prior to placement commencing.
- Acts as link person between the University, Organisation and student - ensures the smooth organisation and running of the placement.
- Provides information to the organisation regarding the OT course that the student is on, details of assessment, forms, policies
- Provides support to the student during the initial placement set up.
- Supports the organisation and student throughout the placement as required
- Arranges a half way visit for the student and educators.
- May act as weekly supervisor for student where there is not an identified practising clinician.
- Provides placement preparation training for the on-site supervisor, OT supervisors and OT student prior to placement commencing.
- Monitoring the quality of the role-emerging placement.

Roles and responsibilities of the on-site placement educator
- Prepares the setting and team for the student placement.
- To complete the University health and safety risk assessment documentation.
- To organise and oversee the student induction (in liaison with OT supervisor and student)
- To be the contact point for the student throughout the placement.
- To support the student with daily or placement setting issues.
- Supports the student in planning their weekly activities / timetable.
- To ensure appropriate learning opportunities for students to enable learning outcomes to be met.
- To provide one hour of weekly supervision for the student.
- To liaise with the University as necessary.
- To liaise regularly throughout the placement with the external OT supervisor
- To contribute to the half way and final assessment of the student (in conjunction with the OT supervisor)
- To evaluate the quality and effectiveness of placement in conjunction with the University.

Roles and responsibilities of the OT Placement Educator
- Liaises with the on-site supervisor to plan student induction
- Ensures they are familiar with the University of Brighton course and attended the pre-placement preparation session.
- Agrees learning contract with student at start of placement, in conjunction with on-site supervisor.
- To support the student in identifying an occupational perspective within the organisation.
- Support the student in identifying the role of the occupational therapist in the organisation
- Supports the student in planning their weekly activities / timetable.
- Support the student in integrating theory and practice within that setting
- Supports and evaluates the students reflective practice.
- Ensures that the aims of the placement and learning outcomes are being met.
Roles and responsibilities of the student
- To liaise with University placement tutor regarding organisation of placement.
- To liaise with the on-site and OT placement educators prior to placement commencing
- Develop learning contract with both educators at start of placement
- To assess and make recommendations regarding the occupational needs within the organisation
- To meet on a weekly basis with on-site educator and OT educator and to take an active role in supervision
- To take responsibility for their own learning needs, education and reflective practice.
- To be proactive in ensuring they have the opportunity / resources to achieve assessment competencies.
- Complete assessment form at half way and end of placement
- To contact the University Placement Tutor if there are any concerns regarding the placement.
- Provide feedback regarding quality and effectiveness of the placement.

Further contact:
Channine Clarke, Practice Placement Tutor, University of Brighton (01273 643771)
Email: cc121@brighton.ac.uk

Tracy Szekely, Practice Placement Tutor, University of Brighton (01273 643947)
Email: T.Szekely@brighton.ac.uk
Appendix 10 School of Health Sciences Fitness to Practise Procedure

Introduction

This procedure applies to students studying for an award leading to registration with a professional body or who are already registered but continuing a course of study (the term “professional body” includes statutory or regulatory bodies and the term “student” includes prospective students or applicants). The professional standards to be applied in this procedure will be those contained in the codes of conduct set down by the professional body which accredits or approves the course together, where relevant, with any code of conduct issued by the University. This procedure applies to all students on University of Brighton courses, wherever they are based and to all students on other courses but currently based at University of Brighton.

This document is designed to outline a consistent and fair procedure for addressing “Fitness to Practise” (or “Suitability to Practise” in some schools) across the University subject to grounds for referral and sanction as defined by the relevant professional body. Advice should be always sought from the professional body at the outset of this procedure, with clear reference to the appropriate code of conduct/requirements.

1 Procedures

Initiation of the procedure

Any concerns that a student may have breached professional standards or may suffer from a health problem that might prevent admission to the relevant profession must be reported without delay to the student’s Head of School, with any available evidence enclosed, and a copy sent to the Registrar and Secretary. Members of partner institutions or placement providers may also report such concerns to the appropriate staff in the University.

By reference to the appropriate code of conduct or requirements, the Head of School may at this point decide that there is no case to answer or that the allegation does not relate to a matter of fitness to practise but should properly be considered under another University procedure (e.g. Student Disciplinary Procedure).

If the student is on a placement as part of their course, the Head of School will normally seek the opinion of the person currently responsible for the student, if the alleged action calls into question the student’s suitability to continue on this placement, their own safety or that of others.

Once an allegation is received, the Head of School shall appoint an appropriate member of staff to investigate the allegation. This person shall prepare a written report, which shall be made available to the Head of School, who will make a decision on whether there is a case to answer. The appointed person may interview any witnesses as appropriate, and their report may, if necessary, include signed and dated witness statements. If the person appointed to undertake this investigation is not the professional lead with the most knowledge of the relevant professional code, then this person should be available to advise the Head of School in their consideration of the
case. Both the investigation and any resulting hearings should be carried out within a reasonable time.

If the allegation brings into question the student’s fitness to practise on the grounds of physical or mental ill health or disability, the student may be referred to an appropriate occupational health professional or other specialist for preparation of a report for consideration by the Fitness to Practise Panel. An individual assessment of whether reasonable adjustments are appropriate will be undertaken in accordance with the Equality Act 2010. If the student elects not to attend or cooperate with such referral, then a subsequent Panel may draw appropriate inferences.

If, in the judgment of the Head of School, there is no case to answer, he or she will inform the student in writing as soon as possible upon receipt of the report. If, in the judgment of the Head of School, there is a case to answer, the Head of School will convene a formal Fitness to Practise Panel to deal with the case.

The Head of School will inform the student in writing of the nature of the allegation which has been made against them, enclosing a copy of this procedure. They may also, if appropriate, inform the professional body that a case has been brought against a potential or existing registrant.

2 General provisions for hearings

In reasonable time before the hearing the student will be given copies of any documents to be considered and will be advised of their right to be accompanied by a friend or adviser. The name and details of this companion should be notified to the Chair of the Panel in good time before the hearing.

The Panel will consider the applicable professional code of conduct and/or professional requirements and, where relevant, witness statements. If the student wishes to call any witnesses, they should inform the Chair of the Panel at least 5 days in advance of the date of the hearing. The Panel will also accept any written evidence submitted by the student in advance of the hearing. If the student fails to attend without good reason, a decision will be made in his or her absence.

Normally, the Fitness to Practise panel should consist of:

- a Head of School or Dean (or Deputy) in the University as Chair,
- the Course or Programme leader or professionally qualified member of staff from the same discipline as the student (who has not previously been involved in this matter) and
- any member(s), including senior external practitioners, as required by the relevant professional body or co-opted by the panel.

It is not appropriate for any member of the panel to have held a formal role with direct responsibility for the student (e.g. personal tutor) and members of the panel with prior knowledge of the student should declare their interest to the Chair of the panel as soon as they are invited to attend the hearing.

The person appointed to investigate the allegation will present their report to the Panel on the day of the hearing.
The University Legal Adviser will advise the panel on procedural matters.

**Outcome of the Fitness to Practise hearing**

At the end of the Fitness to Practise hearing, the student and the student’s friend or adviser will be asked to leave the room while the Panel considers the outcome. The decision will be based on the evidence on the balance of probabilities. The outcome agreed by the Panel may be, but is not limited to, one of the following:

(i) There are no grounds for concern regarding the student’s fitness to practise, in which case the matter will be dismissed and the student receives no warning or sanction.

The student’s fitness to practise is considered to be impaired, and the student receives a sanction; beginning with the least severe, the sanctions are:

(ii) permit the student to continue the course with appropriate advice and guidance;

(iii) permit the student to continue the course but issue the student with a warning;

(iv) permit the student to continue the course but require the student to sign a written undertaking;

(v) permit the student to continue the course subject to specified conditions;

(vi) suspend the studies of the student for a specified time;

(vii) require any other action considered appropriate by the Panel to enable the student’s successful completion of the remainder of the course;

(viii) recommend that the student’s studies on the course leading to a professional qualification be terminated but, if appropriate, permit the student to exit from the programme with an alternative award;

(ix) recommend that the student’s studies on course be terminated and that his/her registration as a student of the Universities should cease.

**Notification of the outcome**

If the decision cannot be given on the day, the Chair of the Panel will normally confirm the decision in writing as soon as possible after the hearing. A copy of the letter will be sent to the student’s Head of School if he or she has not chaired the hearing.

In the event that the Head of School has informed a professional body or other outside agency of the University’s action under the Fitness to Practise procedure, the Head of School will send a copy of this written notification of outcome to this body.

If the student concerned is taking a University of Brighton award at a partner college, the Head of School will normally send formal notification of the outcome, together with an explanation of the reason for the decision, to the student’s college. If the outcome was a recommendation of permanent exclusion, the notification should be sent to the Principal of the college.

If the student concerned is registered at another institution, for example an exchange student, the Head of School will normally send formal written notification of the outcome, together with an explanation of the reasons for the decision, to the student’s home university.
3 The right of appeal

A student may appeal against the findings of the Fitness to Practise panel. An appeal may be made on one or more of the following grounds only:

(ii) that certain evidence was submitted which was not considered by the panel;
(iii) that evidence which was not previously submitted, either because it was not available or because the appellant was for valid reasons unwilling to submit it, has become available; (it is only in exceptional circumstances that evidence which was available previously but not submitted will be allowed at a subsequent appeal);
(iv) that a new witness has expressed a readiness to give evidence, where that witness had either not expressed such a willingness before, or where that witness was not known to be in possession of any material evidence;
(v) that a procedural irregularity is deemed to have occurred before or during the hearing which may have affected the findings of the panel. Appeals in this category must specify the nature of the irregularity which is thought to have occurred.
(vi) that the decision is perverse or manifestly against the weight of the evidence.

A simple rehearsal of the arguments from the original investigation and hearing will not be deemed adequate grounds for appeal. In cases where new evidence is to be submitted, or where a new witness is to give evidence, the nature of this evidence must also be stated.

Appeals should be made in writing to the Registrar and Secretary within 10 days of the notification of the decision of the Fitness to Practise panel. The Registrar and Secretary will then decide whether the appeal meets any of the grounds listed above.

If the decision is taken that there are no grounds for appeal, the student will be informed in writing as soon as possible after receipt of the appeal by University.

If it is identified that there are grounds for appeal, the Registrar and Secretary will take the appropriate action according to the outcome of the Fitness to Practise panel. This appeal may take one of two routes:

For outcomes short of a recommendation of permanent exclusion, the case may be returned to the original panel for further consideration, following the procedures described in section 2.2. If the grounds of appeal are covered by (iv) or (v) above, and relate to the conduct of the panel, the Registrar and Secretary may be required to form a new panel according to the same procedures, but with a different membership.

If the outcome is a recommendation of permanent exclusion, an Appeals Panel, whose members were not members of the original Fitness to Practise Panel, will be constituted.

Normally the Appeals Panel will consist of:
• A Dean, Head of School or other member of Senior Management as Chair,
• a professionally qualified member of staff from the same discipline as the student and
• any member(s), including senior external practitioners, as required by the relevant professional body or co-opted by the panel

The decision of the Appeals Panel will be notified as soon as possible following the procedures described in 2.4 above.

4 Office of the Independent Adjudicator for Higher Education

A student may complain about the Appeal Panel’s decision (or any decision short of the Appeals Panel that effectively brings the internal process to an end) to the Office of the Independent Adjudicator. Details of how to complain can be found at: http://www.oiahe.org.uk/index.asp
Appendix 11: Equality Commitment and Equality Act (2010)

The programme development team have taken into account the UOB Equality and Diversity Policy and Guidance (2009), Widening Participation Strategy (2004-2007), as well as the Equality Act (2010). The university is committed to promoting equality of opportunity and fair treatment for students and staff regardless of disability, gender, sexual identity, marital status, family or caring responsibilities, race, colour, ethnic origin, sexual orientation, age, gender identity, national origin, nationality, trade union membership and activity, political or religious beliefs, work or study pattern or contractual status (UOB Equality and Diversity Policy and Guidance, 2009).

Equality commitment applies to the whole student experience of HE, from pre-entry through to progression, achievement and employment. Information about the course sent out to prospective students makes it clear that applications are welcomed from people with disabilities. Indeed, it is one of the main aims of the programme to include students who have not followed the traditional route to higher education, possibly due to disabilities or special needs (Section 1). This policy is reiterated during the selection procedure. Admissions statistics are monitored and students from under-represented groups tracked through the course. So far no trends have been identified.

During the early stages of the course students with special learning needs are supported both by the course team and via the University Disability Team, with extra tutorials and practical help where necessary. The School of Health Sciences also has a part-time Student Support Tutor available to counsel first year students who are experiencing difficulties with the course. The curriculum incorporates reasonable adjustments to meet the needs of students with disabilities such as placing them in appropriate practice settings where reasonable adjustments are made. Since the subject of the course itself is adjustment to disability, tutors are experts at making changes to meet individual needs. For example, during PBL tutors are adept at noticing if a student is experiencing physical or emotional stress, and can offer support and guidance immediately.

We have responded to students' needs by creating a diverse range of formative and summative assessments, timetabling, and adjusting to the School's policies on special circumstances. Powerpoint presentations from teaching sessions and course documents are posted on studentcentral, more time is provided for assessments, and 'reasonable adjustments' to placements can be made. Personal tutoring ensures that students with special learning needs can be supported even if these were not identified at the start of the course. Please refer to placement handbook (Section 11) in relation to supporting students with special needs on placement.

Issues of equality are paramount in the occupational therapy curriculum, for example the HCPC Standards of Proficiency (2007) emphasise the need to uphold the rights, dignity and autonomy of every person. During PBL students are presented with a wide range of issues and images within the chosen problems. Indeed, assessments require that students show specifically how they have adapted their approach to meet individual needs, in consideration of a person's age, race, gender, sexual orientation, culture, religion and disability. The course content constantly addresses anti-discriminatory values and legislation.

The Career Planning Agreement (Appendix 6) prepares all students for future employment. In addition we have developed a strong relationship with local employers to make sure that the needs of the local workforce are being addressed in the curriculum to ensure that
graduates are fit for purpose and responsive to need. The course has a good employment record to date, with 86% of graduates from the first cohort gaining posts as Occupational Therapists.

Appendix 12: Student Passport

School of Health Sciences
Division of Occupational Therapy

Student passport

Please complete this student passport and keep it up to date. You will need to discuss it with your personal tutor and also send a copy to your placement educator (this will be sent in addition to the introductory phone-call/email you send to your educator(s)). This will help you to identify any developmental or special learning needs that can be addressed with your personal tutor or on placement.

Name and year (cohort) of student:

Email contact:

Student contact number before and whilst on placement:

BAOT number:

Personal statement:

(You might wish to include any information that your placement educator may find useful to know in advance of the placement. Please be aware that if you are emailing this form or posting it then do not include information that you wish to remain confidential.

CRB clearance:

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original clearance received</td>
<td></td>
</tr>
<tr>
<td>Self-declaration (year 2)</td>
<td></td>
</tr>
<tr>
<td>Self-declaration (year 3)</td>
<td></td>
</tr>
</tbody>
</table>

Occupational health clearance:

<table>
<thead>
<tr>
<th>Occupational health visit and reason (you do not have to disclose personal information)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tetanus</td>
<td></td>
</tr>
<tr>
<td>Hepatitis B</td>
<td></td>
</tr>
<tr>
<td>Poliomyelitis</td>
<td></td>
</tr>
<tr>
<td>Tuberculosis (scar check)</td>
<td></td>
</tr>
</tbody>
</table>
MMR or individual vaccines for Measles, Mumps and Rubella
Varicella

Mandatory training:

<table>
<thead>
<tr>
<th>Session</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manual handling theory (201amtasia)</td>
<td></td>
</tr>
<tr>
<td>Manual handling practical</td>
<td></td>
</tr>
<tr>
<td>Basic Life support (theory 201amtasia)</td>
<td></td>
</tr>
<tr>
<td>Basic Life support practical</td>
<td></td>
</tr>
<tr>
<td>Risk assessment</td>
<td></td>
</tr>
<tr>
<td>Safeguarding vulnerable adults camtasia</td>
<td></td>
</tr>
<tr>
<td>Safeguarding vulnerable children camtasia</td>
<td></td>
</tr>
<tr>
<td>Equality and diversity camtasia</td>
<td></td>
</tr>
<tr>
<td>Information governance camtasia</td>
<td></td>
</tr>
<tr>
<td>Mental capacity camtasia</td>
<td></td>
</tr>
<tr>
<td>Infection control theory (201amtasia)</td>
<td></td>
</tr>
<tr>
<td>Infection control practical</td>
<td></td>
</tr>
<tr>
<td>Food hygiene on line</td>
<td></td>
</tr>
<tr>
<td>Fire training camtasia</td>
<td></td>
</tr>
</tbody>
</table>

Signed (student name)

Date:

Special needs (please highlight any special learning needs that you feel may impact on your academic training and placements). Please make the placement tutor aware of any special needs that are likely to impact on your placement:

Placement experiences:

<table>
<thead>
<tr>
<th>Placement</th>
<th>Type of experience</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Novice Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diverse practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competent practice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Strengths and development needs (to be discussed with personal tutor) This should be based on your academic work and the placement assessment forms:

<table>
<thead>
<tr>
<th>Placement</th>
<th>Strengths</th>
<th>Development needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Novice Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diverse practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competent practice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use of car whilst on placement: Yes  No
Appendix 13  Expectations of student competency for Beginning Practice (BSc Occupational Therapy Programme)

At this level students will be expected to have some knowledge of underlying concepts and principles, and begin to evaluate and interpret these within the context of practice.

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Expectations of student competency for OT402 (Beginning Practice)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe Practice</td>
<td>Observe professionals at work and identify the key elements of safe working practice, which influence the process of professional practice. Be aware of the law (such as Health and Safety legislation), policies and guidance notes that influence practice and of HCPC and COT standards of practice. Take into account personal safety, and the safety of others in the working environment.</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>The student will adhere to relevant codes of conduct (COT and HCPC)</td>
</tr>
<tr>
<td>Professional Standards, Behaviour and Ethics</td>
<td>Demonstrate awareness of the current philosophical framework for occupational therapy that focuses on client-centredness. Respect the rights, dignity and autonomy of every service user.</td>
</tr>
<tr>
<td>Client Centred Practice</td>
<td>Observe and discuss the occupational therapists role and the occupational therapy process.</td>
</tr>
<tr>
<td>Occupational Process</td>
<td>Have a basic understanding of the theoretical concepts underpinning occupational therapy, specifically the occupational nature of human beings and how they function in everyday activities. Show an understanding of the role of occupational therapy in the service.</td>
</tr>
<tr>
<td>Integration of Theory and Practice</td>
<td>Understand the importance of clinical reasoning and reflective practice, and demonstrate an ability to reflect on own reactions to experiences.</td>
</tr>
<tr>
<td>Professional Relationships</td>
<td>Demonstrate an ability to develop and maintain professional relationships with service users, carers, occupational therapists, support staff and other members of the multi-professional team. Maintain professional boundaries.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Demonstrate the ability to communicate effectively with service users, carers, occupational therapists, support staff, and other professionals.</td>
</tr>
<tr>
<td>Organisational Skills</td>
<td>Demonstrate the ability to organise personal time, especially when a structure is not provided. Be reliable, punctual, and efficient.</td>
</tr>
<tr>
<td>Use of Supervision</td>
<td>Student understands the concept and principles of supervision. Know the limits of own knowledge and skills, and when to seek advice.</td>
</tr>
</tbody>
</table>
### Appendix 14  Expectations of student competency for Beginning Practice - MSc/Pg Dip Occupational Therapy (Pre-registration) Programme.

<table>
<thead>
<tr>
<th>HEM 50 competency statements</th>
<th>BEGINNING PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAFE PRACTICE</strong></td>
<td>The student will demonstrate awareness of issues pertaining to safe practice and should identify which rules and guidelines guide the interventions appropriate to that specific placement. The student is safe to assist the therapist with certain aspects of service user care (as defined by the placement).</td>
</tr>
<tr>
<td><strong>OCCUPATIONAL THERAPY PROFESSIONAL STANDARDS, BEHAVIOUR &amp; ETHICS</strong></td>
<td>The student will observe the professional code of the college of Occupational Therapist and HCPC student guidelines. This remains constant throughout the training.</td>
</tr>
<tr>
<td><strong>CLIENT CENTERED PRACTICE</strong></td>
<td>The student will discuss the dynamics of the client/therapist relationship and the philosophy of client centred practice. Student communicates and is able to 'establish rapport'.</td>
</tr>
<tr>
<td><strong>OCCUPATIONAL THERAPY PROCESS</strong></td>
<td>Student will discuss with the placement educator the Occupational Therapy Process from assessment through to evaluation having observed elements of the process during the placement.</td>
</tr>
<tr>
<td><strong>INTEGRATION OF THEORY &amp; PRACTICE</strong></td>
<td>Student shows the ability to identify the knowledge he/she requires to justify Occupational Therapy.</td>
</tr>
<tr>
<td><strong>REFLECTIVE PRACTICE</strong></td>
<td>Student will discuss some of the factors which might affect a service user's programme of care. Student able to reflect on Occupational Therapists' input to service user care, with prompts from Placement educator.</td>
</tr>
<tr>
<td><strong>PROFESSIONAL RELATIONSHIPS</strong></td>
<td>Student will discuss with the educator the different types of relationship that Occupational Therapists experience during work (eg relatives, service users, other health staff). Student aware of group dynamics (and multi-Disciplinary Team).</td>
</tr>
<tr>
<td><strong>COMMUNICATION SKILLS</strong></td>
<td>Student will discuss different types of communication eg verbal, non-verbal, written etc. Able to discuss (informally) information with Placement educator, and demonstrate empathy with service users.</td>
</tr>
<tr>
<td><strong>ORGANISATIONAL SKILLS</strong></td>
<td>Student will discuss what organisational skills are needed in order to become an efficient Occupational Therapist. Student able to make effective use of time.</td>
</tr>
<tr>
<td><strong>USE OF SUPERVISION</strong></td>
<td>Student understands the concept and principles of supervision.</td>
</tr>
</tbody>
</table>
### Appendix 15 Expectations of student competency at Novice Practice (BSc Occupational Therapy Programme)

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Expectations of student competency for OT406 (Novice Practice)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safe Practice</strong></td>
<td>The standards outlined in beginning practice remain applicable to the increasing caseload and complexity of problems. Student is safe to assist with a small caseload.</td>
</tr>
<tr>
<td><strong>Occupational Therapy Professional Standards, Behaviour and Ethics</strong></td>
<td>Demonstrate an awareness of the expectations of a health professional in terms of professional autonomy and accountability. Continues to adhere to relevant codes of conduct (COT and HCPC) and discusses implications with placement educator.</td>
</tr>
<tr>
<td><strong>Client Centred Practice</strong></td>
<td>Respect the rights, dignity and autonomy of every service user and demonstrate the application of client-centred practice to assessment in the practice setting. Student understands the therapeutic use of self in relationship to service user care, ensuring and enabling the service user’s involvement in the occupational therapy assessment process.</td>
</tr>
<tr>
<td><strong>Occupational Therapy Process</strong></td>
<td>Discuss the occupational therapists role and the occupational therapy process. Demonstrate skills and knowledge of standardised and/or non-standardised assessment and intervention and demonstrate the ability to assist in the assessment process e.g. carry out basic assessment(s) on a non-complex client. Summarise how occupational therapy assessment is used to evaluate occupational performance.</td>
</tr>
<tr>
<td><strong>Integration of Theory and Practice</strong></td>
<td>Demonstrate an awareness of the need to evaluate evidence and information from a wide range of sources during assessment and demonstrate the ability to use assessment tools where appropriate. Show an understanding of the role of occupational therapy in the service.</td>
</tr>
<tr>
<td><strong>Reflective Practice</strong></td>
<td>Students use reflective practice to identify developmental needs and strengths and develop self-knowledge. Demonstrate use of reflective practice, question own work, accept criticism and use it to develop competency.</td>
</tr>
<tr>
<td><strong>Professional Relationships</strong></td>
<td>Students will continue to maintain professional relationships and boundaries. They will demonstrate an understanding of the role of the multi-disciplinary team and his/ her role within it.</td>
</tr>
<tr>
<td><strong>Communication Skills</strong></td>
<td>Students will discuss appropriateness of communication in various situations and demonstrate ability to report formal information (verbal and written) to educator and / or MDT. Student able to discuss importance/ need for active listening and demonstrate this skill with service users.</td>
</tr>
<tr>
<td><strong>Organisational Skills</strong></td>
<td>Student will liaise with educator in order to organise self so that he / she is able to carry out all activities planned on their timetable.</td>
</tr>
<tr>
<td><strong>Use of Supervision</strong></td>
<td>Demonstrate negotiation skills in developing a learning contract, workload planning, and preparation for assessment and intervention. Student will actively contribute to supervision.</td>
</tr>
</tbody>
</table>
### Appendix 16 Expectations of student competency for Novice Practice - MSc/Pg Dip Occupational Therapy (Pre-registration)

<table>
<thead>
<tr>
<th>NOVICE PRACTICE</th>
<th>HEM 52 competency statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAFE PRACTICE</strong></td>
<td>The standards defined in Beginning Practice remain applicable to the increasing caseload and complexity of problems. Student is safe to regularly assist with a small caseload.</td>
</tr>
<tr>
<td><strong>OCCUPATIONAL THERAPY PROFESSIONAL STANDARDS, BEHAVIOUR &amp; ETHICS</strong></td>
<td>Student understands the need for professional standards, seeks these out and becomes familiar with them. Student will discuss implications with Placement Educator.</td>
</tr>
<tr>
<td><strong>CLIENT CENTERED PRACTICE</strong></td>
<td>The student will form a relationship with the service user or engage him/her in a therapeutic activity in presence of supervisor. Student understands the therapeutic use of him/herself in relationship to service user care, ensuring and enabling the service user’s involvement in the whole process of Occupational Therapy.</td>
</tr>
<tr>
<td><strong>OCCUPATIONAL THERAPY PROCESS</strong></td>
<td>Following discussions with the Placement Educator, the student will actively assist in the selection and implementation of different methods of assessment appropriate to the placement; he/she will assist with other elements of the Occupational Therapy process as directed e.g. carry out basic assessment(s) on a non-complex client.</td>
</tr>
<tr>
<td><strong>INTEGRATION OF THEORY &amp; PRACTICE</strong></td>
<td>Through studying Occupational Therapy themes, the student will support the selection of Occupational Therapy models as the basis of planning intervention.</td>
</tr>
<tr>
<td><strong>REFLECTIVE PRACTICE</strong></td>
<td>Students use reflective practice to identify developmental needs and strengths and develop self-knowledge.</td>
</tr>
<tr>
<td><strong>PROFESSIONAL RELATIONSHIPS</strong></td>
<td>Student will demonstrate an understanding of the role of the Multi-Disciplinary Team and his/her role within it.</td>
</tr>
<tr>
<td><strong>COMMUNICATION SKILLS</strong></td>
<td>Students will discuss appropriateness of communication in various situations and demonstrates ability to report formal information verbally to Placement Educator. Student able to discuss importance/need for active listening, and demonstrate this skill with service users.</td>
</tr>
<tr>
<td><strong>ORGANISATIONAL SKILLS</strong></td>
<td>Student will liaise with Placement Educator in order to organise his/herself so that he/she is able to carry out all activities planned on the timetable.</td>
</tr>
<tr>
<td><strong>USE OF SUPERVISION</strong></td>
<td>Student will begin to use supervision time appropriately including preparation of material for discussion</td>
</tr>
</tbody>
</table>
Appendix 17 Expectations of student competency for Intermediate Practice (BSc Occupational Therapy Programme)

At this level students will be expected to critically apply and analyse knowledge and skills.

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Expectations of student competency for OT502 (Intermediate Practice)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe Practice</td>
<td>Discuss the law (such as Health and Safety legislation), policies and guidance notes that influence practice and demonstrate effective safe working practice taking into account personal safety, colleagues and other professional and support staff’s safety, service user safety in the working environment.</td>
</tr>
<tr>
<td>Occupational Therapy Professional Standards, Behaviour and Ethics</td>
<td>Integrate professional standards into carrying out the process of assessment and intervention and demonstrate high standards of professional practice. Adhere to the HCPC and COT professional standards of behaviour and ethics.</td>
</tr>
<tr>
<td>Client Centred Practice</td>
<td>Develop and maintain relationships with service users that are culturally sensitive and respect their rights and special needs. Draw out and listen to a service user’s story relating empathetically to this situation, and using this rapport to work optimally with them. Empower service users and carers to make informed decisions about the progress of the occupational therapy plan.</td>
</tr>
<tr>
<td>Occupational Therapy Process</td>
<td>Summarise how occupational therapy assessment and intervention impacts on the service users occupational performance and how this may affect the service user’s family, carers and significant others. Demonstrate the ability to carry out assessment, and use data from the assessment process to plan and implement occupational therapy, taking into consideration evidence based practice.</td>
</tr>
<tr>
<td>Integration of Theory and Practice</td>
<td>Demonstrate an understanding of the role of the occupational therapist in the placement setting. Student will identify the Occupational Therapy model being used and demonstrate application of basic human and applied sciences in relation to Occupational Therapy interventions. Students will start to critically appraise the evidence base underpinning their intervention plans.</td>
</tr>
<tr>
<td>Reflective Practice</td>
<td>Critically evaluate and discuss how occupational therapy is implemented in this setting. Reflect on own practice, and demonstrate and ability to act on this when appropriate.</td>
</tr>
<tr>
<td>Professional Relationships</td>
<td>Build and sustain professional relationships collaboratively as a member of a team. Demonstrate how these relationships facilitate the assessment and intervention for the service user and his/her family, carers and significant others to create a seamless service in uniprofessional, multidisciplinary, and inter-disciplinary teams. Compare, contrast and evaluate the different professional roles. Practise in an anti-discriminatory, anti-oppressive manner with service users and carers.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Listen and pass on appropriate information and advice to service users, carers and colleagues, both verbally and through written reports. Demonstrate effective interpersonal skills with service users, the occupational therapy team, and members of other professions.</td>
</tr>
<tr>
<td>Organisational Skills</td>
<td>Continue to demonstrate the self-management skills developed during earlier placements, demonstrate ability to balance workload and make necessary preparation before carrying out an efficient and effective intervention.</td>
</tr>
<tr>
<td>Use of Supervision</td>
<td>Demonstrate use of reflective practice, question own work, accept criticism and use it to develop areas of practice. Know the limits of own practice and when to seek advice.</td>
</tr>
</tbody>
</table>
Appendix 18 Expectations of student competency for Intermediate Practice - MSc/Pg Dip Occupational Therapy (Pre-registration)

<table>
<thead>
<tr>
<th>Category</th>
<th>HEM 54 competency statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTERMEDIATE PRACTICE</strong></td>
<td></td>
</tr>
<tr>
<td>SAFE PRACTICE</td>
<td>As for Novice Practice. Student safe to manage all aspects of the Occupational Therapy process with regular supervision (as defined by placement).</td>
</tr>
<tr>
<td>OCCUPATIONAL THERAPY PROFESSIONAL STANDARDS, BEHAVIOUR &amp; ETHICS</td>
<td>Student incorporates placement standards and professional ethics (without prompting) as an essential feature of service delivery.</td>
</tr>
<tr>
<td>CLIENT CENTERED PRACTICE</td>
<td>Student will form relationships with service users and engage in activity with minimal assistance form Placement Educator. The student will discuss the values of the therapeutic relationship, what is, and the possible abuse thereof.</td>
</tr>
<tr>
<td>OCCUPATIONAL THERAPY PROCESS</td>
<td>Student will actively contribute to the selection and implementation of assessment methods and interventions according to service user needs and abilities and provide justification for this action: will assist with all other aspects of the Occupational Therapy process as directed.</td>
</tr>
<tr>
<td>INTEGRATION OF THEORY &amp; PRACTICE</td>
<td>Student will identify the Occupational Therapy model being used and demonstrate application of basic human and applied sciences in relation to Occupational Therapy interventions.</td>
</tr>
<tr>
<td>REFLECTIVE PRACTICE</td>
<td>Student will reflect on service given in Occupational Therapy Department. Able to assess and improve own performance based on reflective practice.</td>
</tr>
<tr>
<td>PROFESSIONAL RELATIONSHIPS</td>
<td>Student will demonstrate the ability to form professional relationships adapting behaviour as appropriate.</td>
</tr>
<tr>
<td>COMMUNICATION SKILLS</td>
<td>Student will report both verbally, in formal Multi-Disciplinary Team Meetings and written, in Occupational Therapy notes. Student demonstrates active listening skills with both service users and staff.</td>
</tr>
<tr>
<td>ORGANISATIONAL SKILLS</td>
<td>Student demonstrates the ability to balance workload. He/she will make the necessary preparation before carrying out an efficient and effective intervention.</td>
</tr>
<tr>
<td>USE OF SUPERVISION</td>
<td>Student is able to develop the use of supervision to improve personal practice.</td>
</tr>
</tbody>
</table>
Appendix 19: Expectations of student competency for Diverse Practice (BSc Occupational Therapy Programme)

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Expectations of student competency for OT505 (Diverse Practice)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe Practice</td>
<td>The student is safe to work more autonomously with service users with indirect but regular supervision. Demonstrates awareness of organisational policies and procedures and integrates these into their professional reasoning.</td>
</tr>
<tr>
<td>Occupational Therapy Professional Standards, Behaviour and Ethics</td>
<td>Represent self and occupational therapy in a professional manner at all times, adhering to the HCPC and COT professional standards of behaviour and ethics without prompting. Discuss moral and ethical issues in relation to Occupational Therapy practice.</td>
</tr>
<tr>
<td>Client Centred Practice</td>
<td>Continue to develop and maintain relationships with service users that are culturally sensitive and respect their rights and special needs. To ensure client centred assessment and intervention planning and modify professional relationship with service users as appropriate to the situation.</td>
</tr>
<tr>
<td>Occupational Therapy Process</td>
<td>Student demonstrates ability to select most appropriate level/form of assessment for the service user. Student is able to plan, prioritise and implement and justify intervention. Student is then able to critically evaluate by discussing with Placement Educator. The student will need to consider the occupational strengths and needs of the service users and make recommendations for how occupational therapy could be used to improve the health and well-being of the users.</td>
</tr>
<tr>
<td>Integration of Theory and Practice</td>
<td>Demonstrate an understanding of the role of the occupational therapist in the placement setting. Consider how occupational therapy may be used to compliment and enhance existing services. Summarise the impact of legislation, social, housing and environmental policies and services, and their impact on human needs within a diverse society. Use experience, research and professional knowledge and skills to enhance the contribution of occupational therapy to service users.</td>
</tr>
<tr>
<td>Reflective Practice</td>
<td>Student will reflect on overall Occupational Therapy provision within a geographical area, with emphasis on meeting the wider needs of service users. Able to assess own performance and see its place within the developing services. Can use reflective practice to critically evaluate the effectiveness of intervention.</td>
</tr>
<tr>
<td>Professional Relationships</td>
<td>Student will facilitate (form) professional relationships with others, building close working relationships as a member of the team. Student is proactive in forming professional relationships which facilitate good practice.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Student will communicate effectively in all situations, both verbal and written. Student to demonstrate confidence in promoting the role of the occupational therapist in the setting.</td>
</tr>
<tr>
<td>Organisational Skills</td>
<td>Student will prioritise and plan workload efficiently. He/she is able to coordinate the necessary resources to carry out and plan intervention. Student is able to work autonomously with minimal supervision.</td>
</tr>
<tr>
<td>Use of Supervision</td>
<td>Student uses supervision effectively, and can discuss areas for developing the service. Know the limits of own practice and when to seek advice.</td>
</tr>
</tbody>
</table>
## Appendix 20 Expectations of student competency for Diverse Practice - MSc/Pg Dip Occupational Therapy (Pre-registration)

<table>
<thead>
<tr>
<th>HEM 57 competency statements</th>
<th>DIVERSE PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAFE PRACTICE</strong></td>
<td>As for Intermediate Practice. Student is safe to take responsibility for service user care with indirect but regular supervision (as defined by placement).</td>
</tr>
<tr>
<td><strong>OCCUPATIONAL THERAPY PROFESSIONAL STANDARDS, BEHAVIOUR &amp; ETHICS</strong></td>
<td>Student will discuss conflicting moral and ethical issues in relation to Occupational Therapy practice, and will adhere to professional standards without prompting.</td>
</tr>
<tr>
<td><strong>CLIENT CENTERED PRACTICE</strong></td>
<td>Student will both form and modify relationship with service users as appropriate to the situation.</td>
</tr>
<tr>
<td><strong>OCCUPATIONAL THERAPY PROCESS</strong></td>
<td>Student demonstrates ability to select most appropriate level/form of assessment for the service user. Student is able to plan, prioritise, implement and justify intervention. Student is then able to critically evaluate by discussing with Placement Educator. A wider perspective may be required. The student will need to consider the occupational strengths and needs of the service users and make recommendations for how occupational therapy could be used to improve the health and well-being of the users.</td>
</tr>
<tr>
<td><strong>INTEGRATION OF THEORY &amp; PRACTICE</strong></td>
<td>Consider how occupational therapy may be used to compliment and enhance existing services. Summarise the impact of legislation, social, housing and environmental policies and services, and their impact on human needs within the diverse setting. Use experience, research and professional knowledge and skills to enhance the contribution of occupational therapy to service users. Student will describe a range of Occupational Therapy models, be able to use one approach based on the philosophy of the setting, and be able to select, modify and evaluate intervention based on sound knowledge of basic human and applied sciences.</td>
</tr>
<tr>
<td><strong>REFLECTIVE PRACTICE</strong></td>
<td>Student will reflect on overall Occupational Therapy provision within a geographical area, with emphasis on meeting the wider needs of service users. Able to assess own performance and see its place within the developing services. Can use reflective practice to critically evaluate the effectiveness of intervention.</td>
</tr>
<tr>
<td><strong>PROFESSIONAL RELATIONSHIPS</strong></td>
<td>Student will facilitate (form) professional relationships with others, building close working relationships. Student is proactive in forming professional relationships which facilitate good practice.</td>
</tr>
<tr>
<td><strong>COMMUNICATION SKILLS</strong></td>
<td>Student will communicate effectively in all situations, both verbal and written</td>
</tr>
<tr>
<td><strong>ORGANISATIONAL SKILLS</strong></td>
<td>Student will prioritise and plan workload efficiently. He/she is able to co-ordinate the necessary resources to carry out and plan intervention.</td>
</tr>
<tr>
<td><strong>USE OF SUPERVISION</strong></td>
<td>Student uses supervision effectively, and can discuss areas for developing the service. Know the limits of own practice and when to seek advice.</td>
</tr>
</tbody>
</table>
Appendix 21: Expectations of student competency at Competent Practice (BSc Occupational Therapy Programme)

At this level students will be expected to critically analyse and synthesise concepts

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Expectations of student competency for OT602 (Competent Student Practice)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe Practice</td>
<td>Understand and demonstrate the need to maintain the safety of service users and those involved in their care. Be able to assess and manage risk. Know the limits of their practice and when to seek advice. Safe to practise independently with ‘arm’s length’ supervision.</td>
</tr>
<tr>
<td>Occupational Therapy Professional Standards, Behaviour and Ethics</td>
<td>Student will discuss the development of Occupational Therapy standards as well as adhering to existing standards without prompting.</td>
</tr>
<tr>
<td>Client Centred Practice</td>
<td>Student will independently form and maintain appropriate therapeutic relationships with service users and may act as an advocate for the service user if necessary.</td>
</tr>
<tr>
<td>Occupational Therapy Process</td>
<td>Critically analyse and debate the role of the occupational therapist and the occupational therapy process. Demonstrate the ability to gather appropriate information, use appropriate assessment techniques, analyse and evaluate the information collected. Use evidence, reasoning and problem solving skills to determine appropriate intervention plans that are modified and evaluated as appropriate. Draw on appropriate knowledge and skills in order to make professional judgements, and meet the needs of different service user groups. Students will hold their own caseload for duration of the placement.</td>
</tr>
<tr>
<td>Integration of Theory and Practice</td>
<td>Critically analyse and debate how occupational science and occupational therapy theory influence assessment and intervention. Be able to integrate established basic human and applied sciences theories, models, frameworks and concepts of occupational therapy into practice. Debate how theoretical, political, economic, social and legal influences can impact on the process of working with service users, their families, carers and significant others. Critically analyse and discuss how occupational therapy is influenced by evidenced-based practice and clinical health and social care governance.</td>
</tr>
<tr>
<td>Reflective Practice</td>
<td>Student will consider general service provision for all service users in a locality and reflect on how these services (Occupational Therapy or otherwise) could be improved/modified to meet needs. Monitor and review the ongoing effectiveness of intervention and modify it accordingly. Reflect on and critically evaluate own practice. Understand the value of reflection on clinical practice and the need to record the outcome of such reflection. They are competent reflective practitioners who are able to identify lifelong learning needs.</td>
</tr>
<tr>
<td>Professional Relationships</td>
<td>Justify the occupational therapy role and critically analyse its contribution to the team and other services. Student demonstrates understanding of the role of non-Occupational Therapist Managers and management structures. Student will encourage and support effective professional relationships, demonstrating fully developed interpersonal skills, communicating information, advice, instruction and professional opinion to colleagues, service users, and their relatives and carers.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Demonstrate verbal, non-verbal and written skills which articulate clear thinking as well as skills in managing and resolving potentially difficult situations or conflicts. Maintain accurate and legible records to service standards. Demonstrate confidence in managing more challenging...</td>
</tr>
</tbody>
</table>
situations e.g. complex case management and presenting information to other professionals. The student is aware of own communication style and how to modify this in appropriate situations.

**Organisational Skills**

Student will organise all aspects of work in order to give optimum work performance. Recognise the need for the effective self-management of workload and be able to practice accordingly. Understand the importance of caring for oneself, including one’s own health.

**Use of Supervision**

Demonstrate the ability to critically evaluate own practice. Make full and effective use of supervision. Develop and plan for continuing professional development. Student can discuss ways in which Occupational Therapy can be evaluated and developed.
## Appendix 22 Expectations of student competency for Competent Practice - MSc/Pg Dip Occupational Therapy (Pre-registration)

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HEM 59 competency statements</strong></td>
<td>COMPETENT PRACTICE</td>
</tr>
<tr>
<td><strong>SAFE PRACTICE</strong></td>
<td>Student is safe to practice independently. With 'arms length' supervision.</td>
</tr>
<tr>
<td><strong>OCCUPATIONAL THERAPY STANDARDS, BEHAVIOUR &amp; ETHICS</strong></td>
<td>Student will discuss the development of Occupational Therapy standards as well as adhering to existing standards without prompting.</td>
</tr>
<tr>
<td><strong>CLIENT CENTERED PRACTICE</strong></td>
<td>Student will independently form and maintain appropriate therapeutic relationships with service users and may act as an advocate for the service user if necessary.</td>
</tr>
<tr>
<td><strong>OCCUPATIONAL THERAPY PROCESS</strong></td>
<td>Critically analyse and debate the role of the occupational therapist and the occupational therapy process. Demonstrate the ability to gather appropriate information, use appropriate assessment techniques, analyse and evaluate the information collected. Use evidence, reasoning and problem solving skills to determine appropriate intervention plans that are modified and evaluated as appropriate. Draw on appropriate knowledge and skills in order to make professional judgements, and meet the needs of different service user groups. Students will hold their own caseload for duration of the placement.</td>
</tr>
<tr>
<td><strong>INTEGRATION OF THEORY &amp; PRACTICE</strong></td>
<td>Critically analyse and debate how occupational science and occupational therapy theory influence assessment and intervention. Be able to integrate established basic human and applied sciences theories, models, frameworks and concepts of occupational therapy into practice. Debate how theoretical, political, economic, social and legal influences can impact on the process of working with service users, their families, carers and significant others. Critically analyse and discuss how occupational therapy is influenced by evidenced-based practice and clinical health and social care governance.</td>
</tr>
<tr>
<td><strong>REFLECTIVE PRACTICE</strong></td>
<td>Student will consider general service provision for all service users in a locality and reflect on how these services (Occupational Therapy or otherwise) could be improved/modified to meet needs. Monitor and review the ongoing effectiveness of intervention and modify it accordingly. Reflect on and critically evaluate own practice. Understand the value of reflection on clinical practice and the need to record the outcome of such reflection. They are competent reflective practitioners who are able to identify lifelong learning needs.</td>
</tr>
<tr>
<td><strong>PROFESSIONAL RELATIONSHIPS</strong></td>
<td>Justify the occupational therapy role and critically analyse its contribution to the team and other services. Student demonstrates understanding of the role of non-Occupational Therapist Managers and management structures. Student will encourage and support effective professional relationships, demonstrating fully developed interpersonal skills, communicating information, advice, instruction and professional opinion to colleagues, service users, and their relatives and carers.</td>
</tr>
<tr>
<td><strong>COMMUNICATION SKILLS</strong></td>
<td>Demonstrate verbal, non-verbal and written skills which articulate clear thinking as well as skills in managing and resolving potentially difficult situations or conflicts. Maintain accurate and legible records to service standards. Demonstrate confidence in managing more challenging situations e.g. complex case management and presenting information to other professionals. The student is aware of...</td>
</tr>
</tbody>
</table>
own communication style and how to modify this in appropriate situations.

<table>
<thead>
<tr>
<th>ORGANISATIONAL SKILLS</th>
<th>Student will organise all aspects of work in order to give optimum work performance. Recognise the need for the effective self-management of workload and be able to practice accordingly. Understand the importance of caring for oneself, including one’s own health.</th>
</tr>
</thead>
<tbody>
<tr>
<td>USE OF SUPERVISION</td>
<td>Demonstrate the ability to critically evaluate own practice. Make full and effective use of supervision. Develop and plan for continuing professional development. Student can discuss ways in which Occupational Therapy can be evaluated and developed.</td>
</tr>
</tbody>
</table>
Appendix 23: Half Way Assessment Form

University of Brighton

Appendix 24: Half way Assessment of Professional Practice Placement

MODULE:

Name of Student:

Name and address of Fieldwork Setting:

Type of experience:

Date of Placement: to:

Practice Educator’s Signature: Date:

Practice Educator’s Name: (Please print)

This form is only to be used at half way. Please ensure that you use qualitative feedback in each competency box to make explicit why a student has achieved/ has not achieved that competency e.g. not had the opportunity, is not meeting the required standard. If a student is not achieving a competency it should be clearly stated what needs to be done either by the student or educator in order for the competency to be passed at the end of the placement.

Please do not use this form for the final report- please use the final assessment form which still requires a pass / fail grade.
The assessment of the student’s performance is divided into two Parts.

**Part 1:**
The student’s performance must be satisfactory in all three learning outcomes in order to pass the placement. Failure of any objective in Part 1 at any point during the placement will override Part 2 of the assessment and cause the student to fail the placement.

In a situation where there is concern relating to safety or professional behaviour a written warning must be completed and must be signed by both Student and Educator. A written warning does not constitute failure. Please ensure you place a tick in the relevant box and sign and date to indicate pass or fail for each objective in Part 1.

**Part 2:**
This Part contains ten competency areas, each of which must be passed by the end of the placement. At the half way stage these competencies are either achieved or not achieved.

Learning outcomes are outlined in the course / placement handbook for each placement module. The competency statements indicate what the student should have achieved by the end of the placement.

Space is provided for both educator and student comments. Qualitative comments made by the educator should provide the student with clear feedback about their strengths and areas of development (including an action plan in order to achieve the competencies where necessary).
PART 1

Failure of any objective in Part 1 will override Part 2 of the assessment and cause the student to fail the placement. If there are concerns relating to the Student’s performance in Part 1, please contact Tracy Szekely (01273 643947 T.Szekely@brighton.ac.uk) or Channine Clarke (01273 643771 C.Clarke@brighton.ac.uk) as soon as possible.

Record of warnings must be completed in situations where there are concerns relating to safety or professional behaviour and must be signed by both Student and Practice Educator.

<table>
<thead>
<tr>
<th>Learning Outcome 1</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Integrates health and safety legislation into occupational therapy practice taking account of local policy and procedures.</td>
<td>Fails to apply knowledge of departmental health &amp; safety policy to specific patient groups/conditions (e.g. infection control, moving and handling, hazard control and risk management). For example;</td>
</tr>
<tr>
<td></td>
<td>• Persistently fails to protect self or use protective equipment correctly.</td>
</tr>
<tr>
<td></td>
<td>• Is unaware of or disregards the contraindications of treatment.</td>
</tr>
<tr>
<td></td>
<td>• Persistently applies treatment techniques and handling skills in a way which puts patient and/or self at risk.</td>
</tr>
<tr>
<td></td>
<td>• Is unreliable in reporting and often fails to tell the educator about adverse findings and/or patient complaints.</td>
</tr>
<tr>
<td></td>
<td>• Persists in unsafe practice despite verbal instruction and/or warnings.</td>
</tr>
</tbody>
</table>

Record of warnings given:
Any entries should be dated and signed by both the student and the practice educator.

PART 1: LEARNING OUTCOME 1
Signed / dated: ……………………………

<table>
<thead>
<tr>
<th>Learning Outcome 2</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) Demonstrates non-discriminatory practice.</td>
<td>May exploit the mutual trust and respect inherent within a therapeutic relationship. Persistently fails to uphold, the rights, dignity and autonomy of the service user, including their role in the diagnostic and therapeutic process. For example;</td>
</tr>
<tr>
<td></td>
<td>• Shows disrespectful behaviour and prejudice towards an individual’s gender, ethnic background, religion, sexuality, age, diagnosis.</td>
</tr>
<tr>
<td></td>
<td>• Shows consistent disregard for client-centred practice e.g. dismissive of the client / carers needs, values and beliefs.</td>
</tr>
</tbody>
</table>

Record of warnings given:
Any entries should be dated and signed by both the student and the practice educator.

PART 1: LEARNING OUTCOME 2
Signed / dated: ……………………………

Pass | Fail | Fail | Fail
Learning Outcome 3

<table>
<thead>
<tr>
<th>Fail</th>
<th>3) Fulfil all responsibilities related to legal ethical and local considerations of professional practice including clinical information (COT 2015, HCPC 2012, HCPC 2016).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fails to comply with and has inadequate knowledge of the rules of professional conduct. For example: Persistently poor time keeping and fails to implement arrangements and agreed procedures. Persistently demonstrates poor record keeping. Does not respect patient confidentiality. Poor / or inappropriate standards of dress and/or hygiene. Persists in unprofessional behaviour despite verbal instructions and/or warnings.</td>
</tr>
</tbody>
</table>

Record of warnings given:
Any entries should be dated and signed by both the student and the practice educator.

References:
- Health and Care Professions Council (2012) Guidance on conduct and ethics for students. London: HCPC.

PART 1: LEARNING OUTCOME 3

Signed / dated: ……………………………

Pass ☐ Fail ☐

We encourage Practice Placement Educators and Students to actively use this section throughout the placement. A reminder: If there are concerns relating to the Student’s performance in Part 1, please contact Tracy Szekely or Channine Clarke, Placement Tutors ASAP.

Please ensure you have ticked either pass or fail and signed and dated all three learning outcomes in this section. If not completed, you will be contacted by the relevant University to clarify the students pass or fail status for this section.

For any objective failed, please outline the reasons why in the box below:

Reason for Failure

Signatures of:
Practice Placement Educator:……………………… Date………Student:…………………………Date….. .
<table>
<thead>
<tr>
<th><strong>EDUCATOR’S HALF WAY COMMENTS OF STUDENT’S ABILITY</strong></th>
<th><strong>Achieved / Not achieved</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>SAFE PRACTICE</td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL THERAPY PROFESSIONAL STANDARDS BEHAVIOUR &amp; ETHICS</td>
<td></td>
</tr>
<tr>
<td>CLIENT CENTRED PRACTICE</td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL THERAPY PROCESS</td>
<td></td>
</tr>
<tr>
<td>INTEGRATION OF THEORY AND PRACTICE</td>
<td></td>
</tr>
<tr>
<td>REFLECTIVE PRACTICE</td>
<td></td>
</tr>
<tr>
<td>PROFESSIONAL RELATIONSHIPS</td>
<td></td>
</tr>
<tr>
<td>COMMUNICATION SKILLS</td>
<td></td>
</tr>
<tr>
<td>ORGANISATIONAL SKILLS</td>
<td></td>
</tr>
<tr>
<td>USE OF SUPERVISION</td>
<td></td>
</tr>
<tr>
<td>STUDENT'S HALF WAY COMMENTS OF THEIR ABILITY</td>
<td>Achieved / Not achieved</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>SAFE PRACTICE</td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL THERAPY PROFESSIONAL STANDARDS BEHAVIOUR &amp; ETHICS</td>
<td></td>
</tr>
<tr>
<td>CLIENT CENTRED PRACTICE</td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL THERAPY PROCESS</td>
<td></td>
</tr>
<tr>
<td>INTEGRATION OF THEORY AND PRACTICE</td>
<td></td>
</tr>
<tr>
<td>REFLECTIVE PRACTICE</td>
<td></td>
</tr>
<tr>
<td>PROFESSIONAL RELATIONSHIPS</td>
<td></td>
</tr>
<tr>
<td>COMMUNICATION SKILLS</td>
<td></td>
</tr>
<tr>
<td>ORGANISATIONAL SKILLS</td>
<td></td>
</tr>
<tr>
<td>USE OF SUPERVISION</td>
<td></td>
</tr>
</tbody>
</table>
Student
I have identified my strengths as:

Areas to be developed in the second half of the placement:

Additional comments:

Student’s Signature:       Date:

Practice Educator’s half way comments about the placement:

Practice Educator’s Signature:      Date:
Appendix 25: Assessment of Professional Practice Placement

MODULE

Name of Student:

Name and address of Fieldwork Setting:

Type of experience:

Date of Placement: to:

I confirm that …………………………………………………………, student on the BSc (Hons) Occupational Therapy Course has completed …………. hours of supervised professional practice in the above placement setting, with ………….. days absence.

The student’s performance has been assessed against the University of Brighton’s criteria established for the stage of education as detailed in the Professional Practice Educators’ Manual and a Pass ☐ Fail ☐ has been awarded for this placement.

The grounds on which this decision has been made are as follows:

Practice Educator’s Signature: Date: 

Practice Educator’s Name: (Please print)
The assessment of the student's performance is divided into two Parts.

**Part 1:**
The student's performance must be satisfactory in all three learning outcomes in order to pass the placement. Failure of any objective in Part 1 at any point during the placement will override Part 2 of the assessment and cause the student to fail the placement. In a situation where there is concern relating to safety or professional behaviour a written warning must be completed and must be signed by both Student and Educator. A written warning does not constitute failure. **Please ensure you place a tick in the relevant box and sign and date to indicate pass or fail for each objective in Part 1.**

**Part 2:**
This Part contains ten competency areas, each of which must be passed by the end of the placement. At the half way stage these competencies are either achieved or not achieved.

Learning outcomes are outlined in the course / placement handbook for each placement module. The competency statements indicate what the student should have achieved by the **end** of the placement.

Space is provided for both educator and student comments. Qualitative comments made by the educator should provide the student with clear feedback about their strengths and areas of development (including an action plan in order to achieve the competencies where necessary).
PART 1

Failure of any objective in Part 1 will override Part 2 of the assessment and cause the student to fail the placement. If there are concerns relating to the Student’s performance in Part 1, please contact Tracy Szekely (01273 643947 T.Szekely@brighton.ac.uk) or Channine Clarke (01273 643771 C.Clarke@brighton.ac.uk) as soon as possible.

Record of warnings must be completed in situations where there are concerns relating to safety or professional behaviour and must be signed by both Student and Practice Educator.

<table>
<thead>
<tr>
<th>Learning Outcome 1</th>
<th>Fail</th>
</tr>
</thead>
</table>
| 1). Integrates health and safety legislation into occupational therapy practice taking account of local policy and procedures. | Fails to apply knowledge of departmental health & safety policy to specific patient groups/conditions (e.g. infection control, moving and handling, hazard control and risk management). For example;  
- Persistently fails to protect self or use protective equipment correctly.  
- Is unaware of or disregards the contraindications of treatment.  
- Persistently applies treatment techniques and handling skills in a way which puts patient and/or self at risk.  
- Is unreliable in reporting and often fails to tell the educator about adverse findings and/or patient complaints.  
- Persists in unsafe practice despite verbal instruction and/or warnings. |

Record of warnings given:
Any entries should be dated and signed by both the student and the practice educator.

PART 1: LEARNING OUTCOME 1
Signed / dated: ……………………………
Pass ☐ Fail ☐

<table>
<thead>
<tr>
<th>Learning Outcome 2</th>
<th>Fail</th>
</tr>
</thead>
</table>
| 2) Demonstrates non-discriminatory practice. | May exploit the mutual trust and respect inherent within a therapeutic relationship. Persistently fails to uphold the rights, dignity and autonomy of the service user, including their role in the therapeutic process. For example;  
- Shows disrespectful behaviour and prejudice towards an individual’s gender, ethnic background, religion, sexuality, age, diagnosis.  
- Shows consistent disregard for client-centred practice e.g. dismissive of the client / carers needs, values and beliefs. |

Record of warnings given:
Any entries should be dated and signed by both the student and the practice educator.

PART 1: LEARNING OUTCOME 2
Signed / dated: ……………………………
Pass ☐ Fail ☐
Learning Outcome 3

<table>
<thead>
<tr>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>3) Fulfil all responsibilities related to legal ethical and local considerations of professional practice including clinical information (COT 2010, HCPC 2013, HCPC 2012).</td>
</tr>
<tr>
<td>Fails to comply with and has inadequate knowledge of the rules of professional conduct. For example: Persistently poor time keeping and fails to implement arrangements and agreed procedures. Persistently demonstrates poor record keeping. Does not respect patient confidentiality. Poor / or inappropriate standards of dress and/or hygiene. Persists in unprofessional behaviour despite verbal instructions and/or warnings.</td>
</tr>
</tbody>
</table>

Record of warnings given:
Any entries should be dated and signed by both the student and the practice educator.

References:
Health and Care Professions Council (2009) Guidance on conduct and ethics for students. London: HCPC.

PART 1: LEARNING OUTCOME 3
Sign / dated: ……………………………

Pass ☐ Fail ☐

We encourage Practice Placement Educators and Students to actively use this section throughout the placement. A reminder: If there are concerns relating to the Student’s performance in Part 1, please contact Tracy Szekely or Channine Clarke, Placement Tutors ASAP.

Please ensure you have ticked either pass or fail and signed and dated all three learning outcomes in this section. If not completed, you will be contacted by the relevant University to clarify the student’s pass or fail status for this section.

For any objective failed, please outline the reasons why in the box below:

Reason for Failure

Signatures of:
Practice Placement Educator:………………………… Date………Student:………………………… Date………..
<table>
<thead>
<tr>
<th>EDUCATOR’S COMMENTS OF STUDENT’S ABILITY</th>
<th>PASS/FAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAFE PRACTICE</td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL THERAPY PROFESSIONAL STANDARDS BEHAVIOUR &amp; ETHICS</td>
<td></td>
</tr>
<tr>
<td>CLIENT CENTRED PRACTICE</td>
<td></td>
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<tr>
<td>OCCUPATIONAL THERAPY PROCESS</td>
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<tr>
<td>ORGANISATIONAL SKILLS</td>
<td></td>
</tr>
<tr>
<td>USE OF SUPERVISION</td>
<td></td>
</tr>
<tr>
<td>STUDENT’S COMMENTS OF STUDENT’S ABILITY</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>SAFE PRACTICE</td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL THERAPY PROFESSIONAL STANDARDS BEHAVIOUR &amp; ETHICS</td>
<td></td>
</tr>
<tr>
<td>CLIENT CENTRED PRACTICE</td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL THERAPY PROCESS</td>
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<tr>
<td>INTEGRATION OF THEORY AND PRACTICE</td>
<td></td>
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<tr>
<td>REFLECTIVE PRACTICE</td>
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<tr>
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<td>COMMUNICATION SKILLS</td>
<td></td>
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<tr>
<td>ORGANISATIONAL SKILLS</td>
<td></td>
</tr>
<tr>
<td>USE OF SUPERVISION</td>
<td></td>
</tr>
</tbody>
</table>
**Student**

I have identified my strengths as:

Areas to be developed are:

Additional comments:

Student’s Signature:       Date:

Practice Educator’s comments about the placement (including student’s strengths and areas for future development):

Practice Educator’s Signature:      Date:

I confirm that the case study material gathered by this student does not breach the service user/patient confidentiality and is in accordance with the relevant placement organisation policies (e.g. some organisations may require explicit signed consent of individual clients before details about their situation is used in a case study).
Appendix 27: University of Brighton Placement Information Form

The University of Brighton seeks to ensure that all students undertake learning in supportive and appropriate working conditions, supervision and training so as to ensure their Health and Safety and Wellbeing and due consideration of their developing skills. Placements are an extremely valuable part of the learning experience for many students, but this usually involves activities outside of the direct control of the University. This questionnaire is designed to gather information about a placement environment, in order that the university can carry out its Risk Assessment. Please answer all the questions as fully as possible and feel free to contact us if you require further clarification. It would normally be expected that this form is completed and returned to the Placement Coordinator prior to a student commencing a placement. However, it may also be good practice in some cases for employers to involve the student in the completion of this form, and in some cases the student may take overall responsibility for the form’s completion.

Please return completed forms to:
[insert placement office address, fax and email details here]

<table>
<thead>
<tr>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address of Employment</td>
</tr>
<tr>
<td>Placement description / Job title</td>
</tr>
<tr>
<td>Placement Duration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Insurance and Organisational Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the organisation have Employer’s Liability (Compulsory Insurance)?</td>
</tr>
<tr>
<td>Does the organisation have a written Health and Safety policy?</td>
</tr>
<tr>
<td>Does the organisation have Public Liability Insurance?</td>
</tr>
<tr>
<td>Will the organisation contact the University in the case of an accident?</td>
</tr>
<tr>
<td>Are you aware of the legal requirements of the Equality Act (2010) and have appropriate systems in place to prevent unlawful discrimination?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The role</th>
</tr>
</thead>
<tbody>
<tr>
<td>What types and levels of hazard are integral to the placement role? (e.g. Working at height, work with chemicals or animals, low risk office work)</td>
</tr>
</tbody>
</table>
1. Transport
   Will the student being required to travel as part of the job? If so, will appropriate insurance be provided?
   How will the student be supported if they need to travel to and from work under difficult conditions? (e.g. late at night or over long distances)

2. Environmental Health
   Will the student be expected to work under unusual environmental conditions? If so, what training and protection will they receive?

3. The student
   What skills are essential to the student’s ability to work safely in this role? Will you provide training in these?
   1.
   2.
   3.
   4.

4. Are there any skills that you require the student to have **before** starting the placement?
   Are there any health restrictions or medical fitness requirements associated with the role?
FOR OFFICE USE ONLY – RISK ASSESSMENT

Date Received

<table>
<thead>
<tr>
<th>Query</th>
<th>Y / N</th>
<th>Note</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there any causes for concern in, or parts missing from, the information provided?</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the role involve activities of a higher risk nature?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will the job involve significant travel or antisocial hours?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the role based outside the UK?</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the role based in a global region considered to be higher risk?</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes

Yes to any of these may result in the student being informed the placement is not suitable. The safety office will provide support in developing the risk assessment further if there is doubt about what the decision should be.

1. If yes, follow up with further request for information and/or risk assessment with support from the Safety Office
2. If yes, ensure student has received General Safety Briefing, provide Placement Provider with Student Competence Statement and ensure that the employer will carry out location-based induction briefing and training.
3. If yes, support the student in obtaining insurance, advice and guidance on local conditions. (NB It is essential that any medical insurance obtained includes working, as not all countries require an equivalent to Employer’s liability insurance for placement students).
4. If on the Foreign Office restricted list consider advising against the placement, if not follow 3. It may also be helpful to consider the cultural background/experience of the student undertaking the placement since this may influence their approach to managing any risk identified.

CONCLUSIONS

<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
</tr>
</tbody>
</table>

Approved on the basis of prior risk assessment
Approved on the basis of this document
Requires further investigation before approval can be given (e.g. site visit)
Not Approved

Signature

Date

Please note: A copy of this completed form should also be provided to the student undertaking the placement for their information.
Appendix 28: Useful telephone numbers

University of Brighton Main Switchboard (01273) 600900
University homepage also has an excellent directory www.brighton.ac.uk

Direct Line to:

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone (01273)</th>
<th>email</th>
<th>Room in Robert Dodd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Office (Lisa Harford, Sara Hadland, Claire Carvey, Marian Allistone)</td>
<td>643772</td>
<td><a href="mailto:l.e.harford@brighton.ac.uk">l.e.harford@brighton.ac.uk</a></td>
<td>129</td>
</tr>
<tr>
<td>Paul Boyle</td>
<td>643674</td>
<td><a href="mailto:P.Boyle@brighton.ac.uk">P.Boyle@brighton.ac.uk</a></td>
<td>124</td>
</tr>
<tr>
<td>Josh Cameron</td>
<td>643648</td>
<td><a href="mailto:j.cameron@brighton.ac.uk">j.cameron@brighton.ac.uk</a></td>
<td>104</td>
</tr>
<tr>
<td>Channine Clarke</td>
<td>643771</td>
<td><a href="mailto:c.clarke@brighton.ac.uk">c.clarke@brighton.ac.uk</a></td>
<td>G29</td>
</tr>
<tr>
<td>David Haines</td>
<td>643681</td>
<td><a href="mailto:d.haines@brighton.ac.uk">d.haines@brighton.ac.uk</a></td>
<td>G146</td>
</tr>
<tr>
<td>Rob Jefford (technical)</td>
<td>643694</td>
<td><a href="mailto:r.jefford@brighton.ac.uk">r.jefford@brighton.ac.uk</a></td>
<td>123</td>
</tr>
<tr>
<td>Sarah Mead</td>
<td>644543</td>
<td><a href="mailto:S.Mead3@brighton.ac.uk">S.Mead3@brighton.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td>Lee Price</td>
<td>643656</td>
<td><a href="mailto:L.R.Price@brighton.ac.uk">L.R.Price@brighton.ac.uk</a></td>
<td>G15</td>
</tr>
<tr>
<td>Tracy Szekely</td>
<td>643947</td>
<td><a href="mailto:T.Szekely@brighton.ac.uk">T.Szekely@brighton.ac.uk</a></td>
<td>G30</td>
</tr>
<tr>
<td>Heidi von Kurthy</td>
<td>644111</td>
<td><a href="mailto:H.Vonkurthy@brighton.ac.uk">H.Vonkurthy@brighton.ac.uk</a></td>
<td>111</td>
</tr>
<tr>
<td>Sue Wheatley</td>
<td>643953</td>
<td><a href="mailto:S.E.Wheatley@brighton.ac.uk">S.E.Wheatley@brighton.ac.uk</a></td>
<td>G29</td>
</tr>
<tr>
<td>Tania Wiseman</td>
<td>643646</td>
<td><a href="mailto:T.J.Wiseman@brighton.ac.uk">T.J.Wiseman@brighton.ac.uk</a></td>
<td>G8</td>
</tr>
<tr>
<td>Jon Wright</td>
<td>643877</td>
<td><a href="mailto:J.Wright@brighton.ac.uk">J.Wright@brighton.ac.uk</a></td>
<td>G7</td>
</tr>
<tr>
<td>Fax (Department Office)</td>
<td>643652</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Issue Desk &amp; Renewals:</td>
<td>643822</td>
<td>books can be renewed by telephone and online</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 29: Selected Student Publications and Presentations
(MSc/PgDip students in bold)


**Bright H** and Price L (2014) Stroke, occupation and identity: young survivors’ experiences as told online Oral presentation College of Occupational Therapists Annual Conference: Brighton


**Deakin E** (2013) Occupational experiences of long-term sick leave. Vocational Rehabilitation Conference, University of Salford [winner of prize for best student research].


**Grant, R** & Martin, M (2012) Experiences of boredom during leisure time for young working adults. College of Occupational Therapists Annual Conference, Glasgow

**Hunter V** & Sadlo G 2011 A Paradox of occupation: high skill can induce a relaxation effect. College of Occupational Therapists Annual Conference Brighton June

**Hutton S** and Price L (2013) Sex workers’ and adults with physical disabilities. Oral presentation Sussex Community Group research and Development Unit; Brighton General Hospital

**Hutton S** and Price L (2013) Sex workers’ perception of their interaction with adults with physical disabilities. Oral presentation College of Occupational Therapists Annual Conference; Glasgow


**Leaver, R**, Wiseman, T. (Accepted for publication) Garden visiting for leisure in later life; *British Journal of Occupational Therapy*.


**Pedrick J** and **Price L** (2011) ‘The experiences of occupational therapy students with dyslexia during
practice placement’ oral presentation College of Occupational Therapists Annual Conference; Brighton 2011


Usate K and Cameron J (2016) Promoting young people’s resilience through enjoyable structured activities. Brighton Journal of Research in Health Sciences, 2 (1)


Wagner Y and Cameron J (2016) A systematic review of the factors affecting the provision of social support from co-workers during the return-to-work process Brighton Journal of Research in Health Sciences, 2 (1).

