**Learning and development Standards for pre-registration education (2019): Domains, standards and criteria**

Education provider:

Programme(s) being re-/accredited:

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| **Domain 1 – Level of award for entry to the profession** | | | | **Accreditor Comments/Mapping** |
| **Standards and criteria** | | | **Guidance and evidence** |  |
| **Standard 1.1** | | **The threshold entry route to the HCPC Register and the occupational therapy profession is a Bachelor’s Degree with Honours.** | |  |
| **Criteria** | 1.1.1 | Graduates eligible to apply for registration as an occupational therapist with the HCPC and for professional membership with RCOT are those who have completed a pre-registration programme at one of the following award levels:   * Bachelor’s Degree with Honours * Post-graduate Diploma * Master’s Degree. * Doctorate | Programme documentation states the award conferred on graduates of the pre-registration programme is one of the following:   * Bachelor’s Degree with Honours * Post-graduate Diploma * Master’s Degree * Doctorate |  |

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

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

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| **Standard 2.3** | | **The admissions process must ensure that applicants have a good command of English.** | |  |
| **Criteria** | 2.3.1 | Applicants are provided with information regarding the English language skills required by learners in the pre-registration programme. | Programme documentation related to admissions describes how the education provider ensures learners have sufficient information about the expected level of written and spoken English language skills at the point of entry to the pre-registration programme. Information provided to applicants about available pre-sessional English language support is described in the programme documentation. |  |

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| **Standard 2.4** | | **The admissions process must assess the suitability of applicants, including criminal conviction checks.** | |  |
| **Criteria** | 2.4.1 | Applicants offered a place in the pre- registration programme hold the personal and professional attributes suitable for practice as an occupational therapist. | Programme documentation related to admissions describes how the education provider assesses the applicants as being suitable for the occupational therapy profession, with the occupational therapy Admissions Tutor having overall responsibility. Applicants who have previously been enrolled in an occupational therapy pre-registration programme or any other health professional education programme must submit a self- declaration confirming no previous fitness to practise concerns.  The process for requesting and confirming criminal record checks on all applicants is described in the programme documentation. |  |

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| **Standard 2.5** | | **The admissions process must ensure that applicants are aware of and comply with any health requirements.** | |  |
| **Criteria** | 2.5.1 | Applicants offered a place in the pre- registration programme are advised of the health requirements of the pre-registration programme. | Programme documentation related to admissions describes the health requirements that learners have to meet, including occupational health clearance and immunisations. |  |

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| **Standard 2.6** | | **There must be an appropriate and effective process for assessing applicants’ prior learning and experience.** | |  |
| **Criteria** | 2.6.1 | Recognition of prior learning should be offered to all learners and must be fair, transparent and involve reasonable academic judgement. | Programme documentation related to the recognition of prior learning must be clear and reasonable and facilitate each application being considered on an individual basis by the occupational therapy Admissions Tutor.  For apprenticeship pre-registration programmes, assessment of recognition of prior learning applications must be undertaken through a collaborative process between the education provider and the employer.  Programme documentation related to recognition of prior learning must include the arrangements made by the education provider to support applicants through this process.  Programme documentation defines the maximum amount of the pre-registration programme that may be considered through recognition of prior learning. The maximum amount is less than or equal to one third of the total pre-registration programme, and may include practice-based learning.  The hours of practice-based learning that may be considered for recognition of prior learning:   * must not exceed the hours of practice- based learning scheduled for the first year of the receiving education provider’s pre-registration programme; * must have been assessed; * must have been successfully completed.   The process for assessing the achievement of learning outcomes from the recognised practice-based learning is described.  In circumstances where a learner is transferring between occupational therapy pre-registration programmes delivered by different education providers, more than one third may be considered for recognition of prior learning. In such cases, the learner must:   * meet the admission requirements of the receiving education provider; * demonstrate that the teaching, learning and assessment strategy of the releasing pre-registration programme is commensurate with the stage of the pre- registration programme they are seeking admission to; * ensure the releasing education provider details any issues regarding professional misconduct or fitness for the profession, in order for the receiving education provider to make an informed decision.   Programme documentation related to the recognition of prior learning outlines the responsibilities of learners, as well as both the receiving and releasing education providers, in circumstances where learners are transferring between occupational therapy pre-registration programmes. |  |
| 2.6.2 | Applicants must be supported by the education provider through the application process for recognition of prior learning. |  |
| 2.6.3 | A maximum of one third of the total pre- registration programme may be considered for recognition of prior learning. |  |

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| **Standard 2.7**  **Learning and development standards for pre-registration education** | | **The education provider must ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored.** | |  |
| **Criteria** | 2.7.1 | Potential unconscious biases in the selection process and the assessment of applicants is mitigated by training and support provided by the education provider for all staff involved in admissions. | Initial and ongoing CPD and lifelong learning for all staff involved in admissions are inclusive of the knowledge and skills required to value diversity and to work without discrimination.  Programme documentation related to participation and completion of the pre- registration programme explicitly describes how individuals defined by any of the protected characteristics – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (Great Britain. Parliament 2010) – are supported throughout their engagement with the education provider.  Programme documentation related to admissions describes how admissions policies and procedures were developed with the involvement of learners and people who access occupational therapy services. The flexibility of the education provider in supporting learners with disabilities or specific learning needs is described. |  |
| 2.7.2 | If an applicant chooses to disclose a disability or specific learning need during their application process, the education provider responds appropriately and offers reasonable adjustments if the applicant is otherwise eligible for enrolment. |  |

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| **Domain 3 – Pre-registration programme governance, management and leadership** | | | |  |
| **Standards and criteria** | | | **Guidance and evidence** |  |
| **Standard 3.1** | | **The pre-registration programme must be sustainable and fit for purpose.** | |  |
| **Criteria** | 3.1.1 | Learners are offered a pre-registration programme that has the commitment of the education provider to be sufficiently resourced throughout the accredited period. | Programme documentation includes the commitment of the education provider’s senior management to sufficiently resource the pre- registration programme, to ensure there is quality in the education and learning opportunities throughout the accredited period.  Programme documentation includes confirmation of approval against the *Standards of education and training* (HCPC 2017) and evidence that the curriculum is aligned with the professional standards for practice and the ethical and professional conduct expectations of the profession. |  |
| 3.1.2 | Learners are fit for the occupational therapy profession at the point of graduation. |  |

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| **Standard 3.2** | | **The pre-registration programme must be effectively managed.** | |  |
| **Criteria** | 3.2.1 | Learners are provided with a pre-registration programme that has appropriate and sufficient resources, staffing and support to meet the learning outcomes for the required academic level of the content within the pre-registration programme | Programme documentation describes the roles, responsibilities and expectations of the education provider and the learner.  Programme documentation related to staffing includes the education provider’s workload- planning model that identifies the teaching, research, CPD, administrative and other activities that educators are contracted to undertake. The approach to managing staffing, including staffing shortages, substantive and interim positions and visiting educators, is also described.  Programme documentation related to resource management demonstrates how the available resources, including library resources, online learning, teaching materials, specialist equipment and funding, are able to meet the needs of learners and educators.  Programme documentation also justifies the available teaching space, venues for specialist learning activities, storage space and the availability of office space for educators, administration and support staff.  Programme documentation related to staffing describes how practice educators will be facilitated to develop the skills needed to support learners during practice-based learning.  For apprenticeship pre-registration programmes, programme documentation includes a contract template describing:   * the organisational responsibilities of the employer, education provider and practice- based learning provider; * the roles and responsibilities of the learner, work-based mentor, educator and practice educator; * the status of learner, as opposed to employee, and the contexts in which this differentiation is important; * the commitment by employers to meet the same expectations as education providers regarding sufficient resourcing to ensure there is quality in the education and learning opportunities provided; * when and how the policies of employers and education providers will operate and which will take precedence in any given circumstance.   The contract should reflect an agreement between the learner, employer and education provider. An additional contract may be required to demonstrate arrangements for the end-point assessment.  For apprenticeship pre-registration programmes, programme documentation describes how employee rights (for example, annual leave and bank holidays) and pressure points in the workplace are taken into account when scheduling practice-based learning. |  |
| 3.2.2 | Learners undertaking an apprenticeship pre- registration programme are offered the same quality of education and equal opportunities for learning as those enrolled in other pre- registration programmes. |  |
| 3.2.3 | The roles, responsibilities and expectations of the education provider and learner (and employer, in the case of apprenticeship pre- registration programmes) are upheld. |  |

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| **Standard 3.3** | | **The education provider must ensure that the person holding overall professional responsibility for the pre-registration programme is appropriately qualified and experienced.** | |  |
| **Criteria** | 3.3.1 | The occupational therapy-specific suite of pre- registration programmes is led by an occupational therapist in the role of Professional Lead – Strategic Level. | Programme documentation related to staffing describes the role of the Professional Lead – Strategic Level and demonstrates how the individual in this role is appropriately qualified and experienced. RCOT reserves the right to raise objections to any appointment to this role.  Programme documentation related to staffing describes the role of the Programme Lead – Operational Level and demonstrates how the individual in this role is appropriately qualified and experienced. The initial and ongoing support (for example, mentoring) offered to aid the induction process of the Programme Lead – Operational Level is described. |  |
| 3.3.2 | Each pre-registration programme offered by the education provider is led by an occupational therapist in the role of Programme Lead – Operational Level. |  |

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| **Standard 3.4** | | **The pre-registration programme must have regular and effective monitoring and evaluation systems in place.** | |  |
| **Criteria** | 3.4.1 | Quality monitoring and enhancement processes demonstrate rigour and integrity, to enable continuous improvement of the pre- registration programme. | Programme documentation related to quality monitoring and enhancement describes how the pre-registration programme is reviewed continually and revised at least every 5 years. An application to RCOT for an earlier review or an extension to the normal 5-year cycle may be considered.  Programme documentation related to quality monitoring and enhancement describes the process for the collection and analysis of feedback from educators, practice educators, learners, people who access occupational therapy services, external examiners and current and potential employers of occupational therapists. Feedback should also include information about the performance of pre-registration programme graduates. Programme documentation related to quality monitoring and enhancement describes how the feedback collected is used to inform the ongoing development of the pre-registration programme.  Programme documentation related to quality monitoring and enhancement describes the process for continual improvement of facilities and resources and how this is aligned with planned curriculum reviews. It also describes how reviews of educational methods are timely and rigorous.  Programme documentation related to quality monitoring and enhancement describes the process for preparing reports required by RCOT’s Accreditation Process, for ongoing accreditation. The process for notifying RCOT of major and minor changes to the pre- registration programme is described in the programme documentation.  Where an accredited pre-registration programme is not recruited to in the expected timeline, RCOT accreditation will remain in place for 2 years. |  |
| 3.4.2 | Quality monitoring and enhancement processes are aligned with ongoing RCOT Accreditation Process requirements. |  |

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| **Standard 3.5** | | **There must be regular and effective collaboration between the education provider and**  **practice-based learning providers.** | |  |
| **Criteria** | 3.5.1 | All staff involved in academic and practice- based learning work collaboratively to ensure mutually beneficial and quality experiences for all involved. | Programme documentation outlines the stakeholder engagement approach of the education provider, including how relationships with a range of practice-based learning providers are established and fostered.  For apprenticeship pre-registration programmes, programme documentation includes a contract template describing:   * the organisational responsibilities of the employer, education provider and practice- based learning provider; * the roles and responsibilities of the learner, work-based mentor, educator and practice educator; * the status of learner, as opposed to employee, and the contexts in which this differentiation is important; * the commitment by employers to meet the same expectations as education providers regarding sufficient resourcing to ensure there is quality in the education and learning opportunities provided; * when and how the policies of employers and education providers will operate and which will take precedence in any given circumstance.   The contract should reflect an agreement between the learner, employer and education provider. An additional contract may be required to demonstrate arrangements for the end-point assessment.  Programme documentation related to staffing describes how educators and practice educators are facilitated to develop the skills needed to support learners enrolled in pre- registration programmes. |  |

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| **Standard 3.6** | | **There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.** | |  |
| **Criteria** | 3.6.1 | There is a sufficient range of practice-based learning providers within the education provider’s network to ensure learners have practice-based learning opportunities across the full breadth of the profession. | Programme documentation describes how learners apply their knowledge, skills and values across a wide range of practice-based learning opportunities.  Learners experience a wide range of practice- based learning opportunities, such as:   * public, independent, private and third sector settings; * urban, rural, local or international settings; * non-frontline settings, for exposure to strategic and leadership roles and/or within research departments or organisations; * organisations for people who are under- employed, disempowered, dispossessed or socially excluded; * organisations caring for people of different ages, from different socioeconomic and cultural contexts, with recently acquired and long-standing occupational needs and with different levels of physical and psychosocial functioning; * settings using individual, group, community and population approaches; * settings where there are no occupational therapists currently employed.   Programme documentation describes the strategy for managing and co-ordinating practice-based learning elements of the pre- registration programme.  Programme documentation outlines the stakeholder engagement approach of the education provider, including how relationships with a wide range of practice-based learning providers are established and fostered.  Programme documentation related to staffing describes the role of the individual responsible for the development, implementation, monitoring and evaluation of practice-based learning and the requirement that the individual is an occupational therapist. Programme documentation outlines the expertise, qualifications and current HCPC registration status of the individual responsible.  Programme documentation describes how there are a suitable number of occupational therapists co-ordinating practice-based learning and in practice educator roles. |  |
| 3.6.2 | Practice-based learning is sufficiently resourced and supported. |  |
| 3.6.3 | There are effective working relationships between the education provider and practice- based learning providers to ensure learners meet the practice-based learning requirements. |  |

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| **Standard 3.7** | | **People who access occupational therapy services must be involved in the pre-registration programme.** | |  |
| **Criteria** | 3.7.1 | People who access occupational therapy services are involved in the deliberative and decision-making processes related to admissions criteria, curriculum design, content and practice-based learning across the development, implementation and review process. | Programme documentation related to quality monitoring and enhancement defines the role of people who access occupational therapy services in the deliberative and decision- making processes of the pre-registration programme. Methods for recruiting people who access occupational therapy services to inform the pre-registration programme must be appropriate and clearly defined. Support provided by the education provider for people who access occupational therapy services to engage meaningfully in deliberative and decision-making processes is described. |  |

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| **Standard 3.8** | | **Learners must be involved in the pre-registration programme.** | |  |
| **Criteria** | 3.8.1 | Learner representatives are involved in the deliberative and decision-making processes related to admissions criteria, curriculum design, content and practice-based learning across the development, implementation and review process. | Programme documentation related to quality monitoring and enhancement defines the role of learner representatives and graduates in the deliberative and decision-making processes of the pre-registration programme, guided by the ongoing feedback mechanism offered through regular evaluations. |  |
| 3.8.2 | Graduates are invited to participate in the deliberative and decision-making processes related to admissions criteria, curriculum design, content and practice-based learning across the development, implementation and review process. |  |

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| **Standard 3.9** | | **There must be an adequate number of appropriately-qualified and experienced staff in place to deliver an effective pre-registration programme.** | |  |
| **Criteria** | 3.9.1 | The learners are adequately supported by qualified and experienced educators, practice educators, administration and support staff to undertake all elements of the pre-registration programme. | Programme documentation related to staffing outlines the approach for ensuring there are appropriately-qualified educators, practice educators, administration and support staff involved in the delivery of all elements of the pre-registration programme.  Programme documentation related to staffing includes the education provider’s workload- planning model, which identifies the teaching, research, CPD, administrative and other activities that educators are contracted to undertake. The approach to managing staffing, including staffing shortages, substantive and interim positions and visiting educators, is also described.  Programme documentation related to staffing demonstrates the educator-to-learner ratio is one full-time equivalent educator for every 15–20 full-time equivalent learners. When calculating full-time equivalent for educators, only time spent directly teaching or supporting the pre-registration programme should be included and the majority of these educators must be occupational therapists. Where an increase in the number of learners or a significant decrease in the number of educators occurs, or is anticipated, it is reported to RCOT as a major change and a clear strategy for developing or supporting the pre-registration programme team and associated resources is provided.  Programme documentation related to staffing describes:   * how educators are required to hold qualifications at a level higher than, or equivalent to, the one they are teaching and are able to demonstrate quality and currency in their area of teaching; * the formal qualifications of all educators and evidence of their expertise in the areas they teach; * the roles and responsibilities for all educators; * the workload-planning model in place outlining how the pre-registration programme team distributes their contribution to the pre-registration programme across teaching, research, CPD, administrative and other functions; * any other occupational therapy programmes within the suite offered and how the educators are distributed across all programmes, maintaining the educator- to-learner ratio; * the professional backgrounds of educators and, where possible, practice educators and how their experience aligns with the philosophy and purpose of the pre- registration programme; * how the scholarship and research being undertaken by educators are contributing to the pre-registration programme and the profession   For doctoral level studies, pre-registration programmes should:   * provide evidence that educators who do not hold the required qualification are enrolled as doctoral learners and working towards the required qualification and have the relevant skill mix for teaching at doctoral levels where appropriate and in-line with the education provider’s regulations. |  |
| 3.9.2 | The number of learners is in proportion with the number of educators. |  |
| 3.9.3 | The professional backgrounds and experience of educators and practice educators are congruent with the philosophy and purpose of the pre-registration programme. |  |
| 3.9.4 | Educators demonstrate active engagement in scholarship and/or research that directly influences the pre-registration programme and the profession. |  |

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| **y** | | **Subject areas must be delivered by educators with relevant specialist knowledge and expertise.** | |  |
| **Criteriayyy** | 3.10.1 | Elements of the curriculum under the Professional Practice pillar within the *RCOT Career Development Framework* (2021*)* and all practice-based learning are overseen or supported by occupational therapists with appropriate expertise and qualifications. | Programme documentation related to staffing outlines the expertise, qualifications and current HCPC registration status of all educators teaching the elements of the curriculum under the Professional Practice pillar within the *RCOT Career Development Framework* (2021)  Programme documentation related to staffing outlines the expertise and qualifications of all educators teaching the elements of the curriculum under the Facilitation of Learning, Leadership, and Evidence, Research and Development pillars within the *RCOT Career Development Framework* (2021).  Programme documentation related to staffing outlines the expectations of the expertise, qualifications and current HCPC registration status of practice educators. For education conducted outside the UK, HCPC registration status may not be relevant; however, the equivalent is required.  Programme documentation describes how the educators and practice educators use their knowledge of local contexts of practice to inform their teaching. This should include knowledge and understanding of relevant local occupations, social structures, cultural beliefs and practices, health needs, and occupational opportunities.  Programme documentation describes how the educators and practice educators use their knowledge of global occupational therapy, health, disability, societal and educational theories and practice to inform their teaching. Methods of strengthening this knowledge include engaging with visiting educators and the professional literature (national and international), attending international conferences and professional networking beyond the local context.  Programme documentation outlines the stakeholder engagement approach of the education provider, including establishing and maintaining effective working relationships with health, care, disability, educational and legislative institutions that influence occupational therapy practice and education. |  |
| 3.10.2 | Elements of the curriculum under the Facilitation of Learning, Leadership, and Evidence, Research and Development pillars within the *RCOT Career Development Framework* (2021)are taught by educators with appropriate expertise and qualifications. |  |
| 3.10.3 | The educators and practice educators use their knowledge of the local contexts of practice to support learners. |  |
|  | 3.10.4 | The educators and practice educators use their knowledge of global occupational therapy, health, disability, societal and educational theories and practice to support learners. |  |

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| **Standard 3.11** | | **An effective strategy must be in place to ensure the continuing professional and academic development of educators, appropriate to their roles in the pre-registration programme.** | |  |
| **Criteria** | 3.11.1 | Educators are supported to engage in teaching, scholarship and/or research in a way that acknowledges and allows for the administrative functions associated with the role. | Programme documentation related to staffing describes the education provider’s workload- planning model that identifies the teaching, research, CPD, administrative and other activities that educators are contracted to undertake. Time and activities related to skill development for the purposes of continually improving the pre-registration programme should also be described.  Programme documentation related to staffing incorporates the principles of CPD and lifelong learning (Broughton and Harris 2019) and the *RCOT Career Development Framework* (2021)into the professional development planning for educators.  The CVs of educators demonstrate engagement with CPD and lifelong learning through a range of activities, including research where appropriate. Programme documentation outlines how educators, learners, the pre-registration programme and/ or the education provider benefit from the CPD and lifelong learning undertaken |  |
| 3.11.2 | CPD and lifelong learning activities that educators engage in directly impact on the design and delivery of a contemporary and evidence-based curriculum. |  |

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| **Standard 3.12** | | **The resources to support learning in all settings must be effective and appropriate to the delivery of the pre-registration programme and must be accessible to all learners and educators.** | |  |
| **Criteria** | 3.12.1 | The resources fit well with the philosophy and purpose of the pre-registration programme. | Programme documentation related to resource management:   * is aligned with the defined philosophy and purpose of the pre-registration programme at the respective academic level * demonstrates how the available resources, including library resources, online learning, teaching materials, specialist equipment and funding, are able to meet the needs of learners and educators * justifies the available teaching space, venues for specialist learning activities, storage space and the availability of office space for educators, administration and support staff * describes how equipment and materials for occupational therapy interventions that are available for teaching purposes fit with the local technology, economy, values and geography * demonstrates that the varying needs and capabilities of educators and learners have been considered. It should also describe how any potential issues have been identified and the approach the education provider has taken to address these issues or develop strategies to mitigate their impact.   Initial and ongoing CPD and lifelong learning for all staff are inclusive of the knowledge and skills required to value diversity and to work without discrimination. |  |
| 3.12.2 | Facilities, equipment and resources are accessible, well-maintained, fit for purpose and support the achievement of the learning outcomes. |  |
| 3.12.3 | Learning materials, resources and activities are accessible for learners and educators with varying needs and capabilities. |  |

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| **Standard 3.13** | | **There must be effective and accessible arrangements in place to support the wellbeing and learning needs of learners in all settings.** | |  |
| **Criteria** | 3.13.1 | Each learner must be allocated a Tutor who has responsibility for providing general academic advice, as well as mentoring and supporting the professional development of the learner. | Programme documentation describes the processes for allocating a Tutor and how the role effectively supports the needs of the learner, including the development of their profession-specific identity. The Tutor must be an academic member of the pre-registration programme team. Although the Tutor does not need to be an occupational therapist, programme documentation must describe the information provided to learners regarding how to access a member of the pre- registration programme team who is an occupational therapist, if required.  Programme documentation describes the services available for learners offering the support they may require to successfully complete the pre-registration programme. This may include personal, mental health, physical health, supportive learning, financial or pastoral services. Education providers may provide these services directly or by facilitating their access for learners. |  |
| 3.13.2 | Learners are aware of, and have access to, support services provided by appropriately- qualified professionals. |  |

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| **Standard 3.14** | | **There must be equality and diversity policies implemented and monitored in relation to learners.** | |  |
| **Criteria** | 3.14.1 | Equality and diversity principles are clear, transparent and demonstrated throughout the pre-registration programme. | Programme documentation related to participation and completion of the pre- registration programme explicitly describes how individuals defined by any of the protected characteristics – age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation (Great Britain. Parliament 2010) – are supported throughout their engagement with the education provider.  Programme documentation related to staffing describes how the CPD and lifelong learning available for educators and practice educators are inclusive of equality and diversity principles, with the aim of strengthening the skills needed to develop a more inclusive and participatory profession. |  |
| 3.14.2 | Educators and practice educators demonstrate the skills and commitment to promote change towards a more inclusive and participatory society. |  |

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| **Standard 3.15** | | **There must be a thorough and effective process in place for receiving and responding to learner complaints.** | |  |
| **Criteria** | 3.15.1 | Learners are provided with sufficient information about the process to follow for any complaints related to the pre-registration programme. | Programme documentation related to the grievance and complaints process describes how this information is communicated to learners and defines an appropriate timeline for response by the education provider. |  |
| 3.15.2 | A timely and appropriate response is provided to learners following a complaint. |  |

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| **Standard 3.16** | | **There must be thorough and effective processes in place for ensuring the ongoing suitability of learners’ conduct, character and health.** | |  |
| **Criteria** | 3.16.1 | The learning strategy and methods assure fitness for the profession. | Programme documentation describes how the pre-registration programme is aligned with the professional standards for practice and the ethical and professional conduct expectations of the profession. Programme documentation describes how the education provider supports and enables progression of professionally suitable learners. Programme documentation includes the process for investigation of alleged fitness to practise concerns and for the potential termination of a learner’s enrolment on these grounds.  Programme documentation outlines the stakeholder engagement approach of the education provider, including the ongoing engagement with current and potential employers of occupational therapists.  Programme documentation related to quality monitoring and enhancement describes the process for the collection and analysis of feedback from educators, practice educators, learners, people who access occupational therapy services, external examiners and current and potential employers of occupational therapists. Feedback should also include information about the performance of pre-registration programme graduates.  Programme documentation describes how the education provider ensures all learners continue to be suitable for the occupational therapy profession, throughout their enrolment. Programme documentation includes the process for learners to notify their education provider if they have any changes in their criminal record. Criteria for the education provider to notify the HCPC about a learner’s criminal record at the point of application for professional registration are described. Programme documentation includes the education provider’s policies and procedures regarding academic suspension.  Programme documentation describes how discussions about whether a learner is deemed suitable for the profession, and therefore eligible to continue their enrolment, must be entered into as soon as it becomes evident that there is a potential issue. Appropriate and proportionate processes are in place and applied by the education provider throughout a learner’s enrolment in the pre-registration programme. |  |
| 3.16.2 | Future employers are confident that graduates are fit for the profession and for employment and enter the workforce as autonomous yet novice practitioners, irrespective of the level of their pre-registration qualification. |  |
| 3.16.3 | Learners maintain the personal and professional attributes suitable for practice as an occupational therapist. |  |

**Learning and development standards for pre-registration education**

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| **Standard 3.17** | | **There must be an effective process in place to support and enable learners to raise concerns about the safety and wellbeing of people who access occupational therapy services.** | |  |
| **Criteria** | 3.17.1 | Learners are empowered and supported to raise concerns about the safety and wellbeing of people who access occupational therapy services. | Programme documentation related to practice- based learning describes how learners are empowered and supported to raise concerns about the safety and wellbeing of people who access occupational therapy services. Safeguarding measures for learners and people who access occupational therapy services are evidenced in the programme documentation. For apprenticeship pre-registration programmes, learners are also empowered and supported to raise concerns about the safety and wellbeing of people accessing the occupational therapy services of their employer. |  |

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| **Standard 3.18** | | **The education provider must ensure learners, educators and others are aware that only successful completion of an approved pre-registration programme leads to eligibility for admission to the HCPC Register.** | |  |
| **Criteria** | 3.18.1 | Learners are provided with sufficient information explaining how step-off or other exit awards offered by their education provider may not result in eligibility to apply for registration as an occupational therapist. | In the programme documentation, step-off or other exit awards resulting in eligibility to apply for registration as an occupational therapist with the HCPC must be clearly differentiated from those that provide an award that does not lead to eligibility to apply to register as an occupational therapist. There must be no reference to the title of occupational therapist in aegrotat, step-off or other exit awards that do not provide eligibility for registration as an occupational therapist. Potential aegrotat, step-off or other exit awards must be considered by the education provider in advance and be stated in the programme documentation.  Programme documentation describes the information provided to learners about the role of RCOT and the eligibility requirements and benefits of RCOT professional membership. |  |
| 3.18.2 | Learners are provided with information about the eligibility requirements of RCOT professional membership. |  |
|  | 3.18.3 | Learners, educators and others are provided with sufficient information to support them to understand how the programme meets the threshold requirements for eligibility to apply to the HCPC register in order to enter the workforce as a novice practitioner, irrespective of the academic level of study. |  |

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| **Domain 4 – Pre-registration programme design and delivery** | | | |  |
| **Standards and criteria** | | | **Guidance and evidence** |  |
| **Standard 4.1** | | **The learning outcomes must ensure that learners meet the standards of proficiency for the relevant part of the HCPC Register.** | |  |
| **Criteria** | 4.1.1. | The learning outcomes prepare learners to meet the professional standards for practice by the end of the pre-registration programme. | Programme documentation describes how the learning outcomes are aligned with the professional standards for practice and how learners will be assessed as meeting the learning outcomes.  For apprenticeship pre-registration programmes, programme documentation includes the mapping of the apprenticeship pre-registration programme and end-point assessment to the Apprenticeship standard – occupational therapist (integrated degree) (Institute of Apprenticeships and Technical Education 2021a).  Programme documentation describes the learning and assessment activities scheduled throughout the pre-registration programme.  The duration of the pre-registration programme must be 90 scheduled weeks of learning, at a minimum.  An individual period of learning is generally expected to be completed within the normal length of the pre-registration programme plus two years, and in accordance with university regulations. Learners requiring additional time beyond the normal length of their programme should be provided with an individual scheme of study to enable successful completion of the programme requirements.  Programme documentation acknowledges the importance of a process for defining any variation in a learner’s progression through the pre-registration programme. The eligibility criteria for when an individual scheme of study is considered and implemented are also outlined in the programme documentation.  Programme documentation identifies that discussions about whether a learner is deemed suitable for the profession, and therefore eligible to continue their enrolment, must be entered into as soon as it becomes evident there is a potential issue. Appropriate and proportionate processes are in place and applied by the education provider throughout a learner’s enrolment in the pre-registration programme. |  |
| **Criteria** | 4.1.2 | The pre-registration programme is of a sufficient duration to ensure it prepares learners to be fit for the profession. |

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| **Standard 4.2** | | **The learning outcomes must ensure that learners understand and are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.** | |  |
| **Criteria** | 4.2.1 | The learning outcomes prepare learners to meet the ethical and professional conduct expectations of the profession. | Programme documentation describes how the learning outcomes are aligned with the ethical and professional conduct expectations of the profession. Programme documentation demonstrates how learners will be assessed as meeting the learning outcomes.  Programme documentation defines the responsibilities, roles and expectations of learners across all elements of the pre- registration programme and clearly indicates the consequences of not fulfilling these. |  |

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| **Standard 4.3** | | **The pre-registration programme must reflect the philosophy, core values, skills and knowledge base of the profession.** | |  |
| **Criteria** | 4.3.1 | The core principles of occupational therapy and occupation-centred practice are integrated into every part of the pre- registration programme. | Programme documentation demonstrates that a minimum of 60 per cent of the pre- registration programme is focused on occupation and occupational therapy and how the core principles of occupational therapy and occupation-centred practice are embedded throughout. The curriculum describes how learners are prepared to embrace risk and enable choice (RCOT 2018). Programme documentation describes how recommendations for educating learners in public health and prevention concepts have been considered (Council of Deans of Health 2017).  Programme documentation describes how the skills and knowledge to respond to occupational issues which arise due to social and health disparities, diversity and human rights issues will be developed by learners.  Programme documentation describes the philosophy and purpose statements which include a commitment to educate learners to promote change towards a more inclusive and participatory society.  Programme documentation describes how the curriculum is aligned with each of the four Pillars of Practice within the *Career Development Framework* (RCOT 2021):   * Professional Practice * Facilitation of Learning * Leadership * Evidence, Research and Development. |  |
| 4.3.2 | Learners develop the skills and knowledge necessary to respond to occupational issues which arise due to social and health disparities, diversity and human rights issues for populations, communities and individuals. |  |
| 4.3.3 | Learners are committed to processes of change and develop their skills in promoting change towards a more inclusive and participatory society. |  |
| 4.3.4 | The pre-registration programme prepares learners to:   * maintain occupation at the centre of practice * deliver safe, effective, person-centred and ethical practice * use professional judgement, and evidence based critical reasoning to make decisions. |  |
| 4.3.5 | The pre-registration programme prepares learners to:   * Inspire, teach, mentor, supervise and/or assess others * facilitate practice-based and work-based learning * Access, create and evaluate contemporary learning environments, methods, tools and materials. |  |
| 4.3.6 | The pre-registration programme prepares learners to:   * identify, monitor and enhance own and others’ knowledge, skills and ways of thinking * Lead, guide and/or facilitate teamwork * Influence, design, plan and implement professional and/or organisational change. |  |
| 4.3.7 | The pre-registration programme prepares learners to:   * Access, evaluate and implement evidence to inform practice * Initiate, design, participate in and disseminate research * Engage with and influence broader socio-economic and political agendas |  |

**Learning and development standards for pre-registration education**

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| **Standard 4.4** | | **The curriculum must remain relevant to current practice.** | |  |
| **Criteria** | 4.4.1 | Learners are prepared to enter the profession with the skills and knowledge reflected in the evidence base, to meet the current and future needs of people who access occupational therapy services. | Programme documentation describes how the pre-registration programme is agile and able to respond to changes and innovation in current practice. Programme documentation related to quality monitoring and enhancement outlines how the curriculum is reviewed and changes to practice are reflected.  Programme documentation demonstrates how the recommendations for educating learners to engage in and support a digitally enabled health system have been considered (National Health Service 2019), and contextualised to all other systems in which occupational therapists work.  Programme documentation describes how learners develop their knowledge about current and predicted health and wellbeing needs and associated occupations, within the context of local, national and international communities.  Programme documentation incorporates the five guiding principles for sustainability in occupational therapy practice, education and scholarship (WFOT 2018).  Programme documentation describes how learners are prepared to engage in and contribute to discussions influencing the current and future role of occupational therapists, for example medicines mechanisms, scopes of practice and service redesign.  Programme documentation describes how learners are prepared to be entrepreneurial, innovative and enterprising, particularly in service innovation. |  |
| 4.4.2 | Learners develop their knowledge of current and predicted health and wellbeing needs and associated occupations relevant to local, national and international communities. |  |
| 4.4.3 | Learners are capable of incorporating current and emerging data on social, economic, organisational, environmental and health disparities into the design and prioritisation of occupational therapy services. |  |
| 4.4.4 | Learners are able to identify professional and political influences on the occupational therapy profession and are prepared to shape the future directions of the workforce. |  |
| 4.4.5 | Learners are supported to be entrepreneurial, innovative and enterprising, particularly in their approach to service innovation. |  |

**Learning and development standards for pre-registration education**

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| **Standard 4.5** | | **Integration of theory, evidence and practice must be central to the pre-registration programme.** | |  |
| **Criteria** | 4.5.1 | The integrity of the curriculum is reflected in the integration of theory, evidence and practice throughout the pre-registration programme and across academic and practice-based learning elements. | Programme documentation describes how theory, evidence and practice are integrated throughout the curriculum, regardless of the educational method used.  Programme documentation defines how learners develop and apply skills related to the use of research evidence in practice. |  |
| 4.5.2 | Learners are skilled in finding, appraising and using research evidence to underpin their practice aligned to the academic level of their pre-registration programme. |  |

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| **Standard 4.6** | | **The learning and teaching methods used must be appropriate to the effective delivery of the learning outcomes.** | |  |
| **Criteria** | 4.6.1 | Learning and teaching methods are evidence- informed, drawing on appropriate educational theories to ensure effective mapping to the curriculum models. | Programme documentation describes how the learning and teaching methods are evidence-informed and demonstrates how educational theories underpin all learning.  Programme documentation justifies the range of educational techniques and technologies utilised by the education provider, including online and distance-learning where appropriate. Programme documentation describes how any local learning and teaching methods are valued and incorporated.  Programme documentation describes how the education provider prepares learners through an induction process prior to each transition point (for example, a new academic year), by setting the associated expectations.  Programme documentation describes how the learning and teaching methods are articulated for learners, for the purposes of transparency. |  |
| 4.6.2 | Learning and teaching methods utilise a range of techniques and technologies to address the andragogic needs of the learner. |  |
| 4.6.3 | Learners are prepared for each transition point in the pre-registration programme and all associated expectations. |  |
| 4.6.4 | The learning and teaching methods are transparent to the learner. |  |

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| **Standard 4.7** | | **The delivery of the pre-registration programme must support and develop autonomous and reflective thinking.** | |  |
| **Criteria** | 4.7.1 | The learning and teaching methods prepare learners for autonomous practice. | Programme documentation describes how the learning and teaching methods prepare learners for autonomous practice and develops their understanding of scope of practice.  Programme documentation describes how reflective thinking is fostered.  Programme documentation describes how the learning and teaching methods develop critical thinking and decision-making skills.  Programme documentation describes how the curriculum is aligned with the principles of CPD and lifelong learning (Broughton and Harris 2019) and utilises the *RCOT Career Development Framework* (2021) as a resource. Programme documentation explains how learners are enabled to document achievements and formulate a future development plan. |  |
| 4.7.2 | The learning and teaching methods support learners to value the impact of reflective thinking. |  |
| 4.7.3 | The learning and teaching methods are designed to develop critical thinking and decision-making skills. |  |
| 4.7.4 | The learning and teaching methods foster the development of independent learning. |  |

**Learning and development standards for pre-registration education**

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| **Standard 4.8** | | **The delivery of the pre-registration programme must support and develop evidence-based practice aligned to the academic level of their pre-registration programme.** | |  |
| **Criteria** | 4.8.1 | Learners develop both quantitative and qualitative research skills and are prepared to apply research skills to support engagement in, and with, research and improvements in practice. | Programme documentation includes an explicit statement describing the aims and objectives of research education and demonstrates how this is embedded throughout the pre-registration programme to develop an evidence-based practitioner. The curriculum describes the acquisition of both quantitative and qualitative research skills and must support methods appropriate to research in occupational therapy. The curriculum is designed to develop graduate confidence in the application of research skills to support engagement in and with research.  Programme documentation describes how the acquisition of research-related knowledge and skills is applied through a research, inquiry, evaluation or innovation project.  Programme documentation describes how learners acquire a research-based inquiry approach that encourages them to take part in the research practices of occupational therapy and enables them to engage actively and creatively with research questions and practice issues.  Programme documentation describes how learners are prepared to be able to select and justify study designs, methods and ethics appropriate to research in occupational therapy. Programme documentation describes how learners acquire the skills to evaluate the impact of occupational therapy interventions.  Programme documentation describes how learners develop the skills to be able to meaningfully engage with people who access occupational therapy services in the design and conduct of research. |  |
| 4.8.2 | Learners apply knowledge and skills they have gained in the pre-registration programme to a research, inquiry, evaluation or innovation project, aligned to the academic level of their pre-registration programme. |  |
| 4.8.3 | Learners develop their knowledge in research ethics and governance principles and can apply them in practice. |  |
| 4.8.4 | Learners can collect and analyse data and use outcome measures to evaluate the impact of occupational therapy. |  |
| 4.8.5 | Learners develop their skills in meaningfully engaging with people who access occupational therapy services in the design and conduct of research. |  |

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| **Standard 4.9** | | **The pre-registration programme must ensure that learners are able to learn with, from and about professionals and learners in other relevant professions.** | |  |
| **Criteria** | 4.9.1 | Interprofessional learning involving different professions within and beyond the health, wellbeing, social and integrated care systems is embedded in both academic and practice- based learning elements to develop the knowledge, skills and professional conduct necessary for collaborative practice. | Programme documentation describes how learners have interprofessional learning experiences with other health, wellbeing, social and integrated care professions as well as other relevant professions, such as police or teachers, where possible. Professions beyond the health, wellbeing, social and integrated care systems should also be considered, for example, learning from, or with, engineering and computer science professionals, as recommended for developing the health workforce to practise in a digitally enabled system (NHS 2019).  Programme documentation describes the core principles of interprofessional learning and how they are aligned with the core principles of occupational therapy. There must be a clear rationale for inclusion of interprofessional learning in the pre- registration programme. Any interprofessional learning identified as contributing to the award must contribute to the learning outcomes of that pre-registration  programme.  Programme documentation demonstrates that the process of developing the interprofessional learning was collaborative, involved equal contribution and valued each contribution equally.  Programme documentation describes the proportion of the pre-registration programme that involves interprofessional learning and the stated proportion is no greater than one third of the whole pre-registration programme. |  |
| 4.9.2 | Interprofessional learning must be a productive and relevant educational experience for all learners. |  |
| 4.9.3 | All professions involved in interprofessional learning have equally contributed to both defining the scope of the interprofessional learning and developing the educational materials. |  |
| 4.9.4 | Interprofessional learning will constitute no more than one third of the pre-registration programme. |  |

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| **Standard 4.10** | | **The pre-registration programme must include effective processes for obtaining appropriate consent from people who access occupational therapy services, and from learners.** | |  |
| **Criteria** | 4.10.1 | The protection of learners and people who access occupational therapy services is a guiding principle of the pre-registration programme. | Programme documentation related to practice-based learning describes the process for obtaining consent from people who access occupational therapy services prior to engagement with learners. The process for obtaining consent from people who access occupational therapy services for their involvement in pre-registration programme development, implementation and review is also documented. Programme documentation describes the process for obtaining consent from learners who take part in learning or assessment activities where they act as people accessing occupational therapy services.  Safeguarding measures for learners and people who access occupational therapy services are evidenced in the programme documentation.  Programme documentation related to staffing describes how the CPD and lifelong learning available for educators and practice educators are inclusive of the skills and knowledge to ensure safeguarding of learners and people accessing occupational therapy services. |  |

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| **Standard 4.11** | | **The education provider must identify and communicate to learners the parts of the pre- registration programme where attendance is mandatory and must have associated monitoring processes in place.** | |  |
| **Criteria** | 4.11.1 | All assessments within the pre-registration programme leading to eligibility to apply to register as an occupational therapist with the HCPC must be successfully completed. | Programme documentation describes all the assessments that contribute to the award, including both academic and practice-based learning components. Programme documentation explicitly states that all assessments contributing to the award must be successfully completed by the learner in order for them to be eligible to apply to register with the HCPC as an occupational therapist and to be eligible for professional membership with RCOT.  Programme documentation acknowledges the importance of a process for defining any variation in a learner’s progression through the pre-registration programme. The eligibility criteria for when an individual scheme of study is considered and implemented are also outlined in the programme documentation.  Programme documentation describes the steps the education provider takes to establish an individual scheme of study, ensuring it is in place at the earliest possible point.  For learners enrolled in an apprenticeship pre-registration programme, consideration of the role of the employer in the implementation of an individual scheme of study is also documented. |  |
| 4.11.2 | In exceptional circumstances, education providers establish an individual scheme of study with any learner who may not have been able to complete, or has failed, a mandatory assessment, but is eligible to undertake a further attempt and progress with the pre-registration programme. |  |

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| **Domain 5 – Practice-based learning** | | | |  |
| **Standards and criteria** | | | **Guidance and evidence** |  |
| **Standard 5.1** | | **Practice-based learning must be integral to the pre-registration programme.** | |  |
| **Criteria** | 5.1.1 | Practice-based learning facilitates the learner’s formation of their identity as an occupational therapist and develops learners to meet the professional standards for practice and the ethical and professional conduct expectations of the profession. | Programme documentation describes how practice-based learning is central to the educational process. Practice-based learning includes curriculum content and is an educational method, but is acknowledged separately because specific standards and criteria apply. Practice-based learning must be appropriately integrated throughout the curriculum, ideally within every year.  Programme documentation describes how practice-based learning develops the learner’s formation of their identity as an occupational therapist. Programme documentation describes how practice-based learning is aligned with the professional standards for practice and the ethical and professional conduct expectations of the profession. |  |

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| **Standard 5.2** | | **The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.** | |  |
| **Criteria** | 5.2.1 | A sufficient number of practice-based learning hours are required to be completed to produce work-ready graduates. | Programme documentation related to practice-based learning describes how learners are required to successfully complete a minimum of 1000 hours of assessed practice-based learning. Across the whole pre- registration programme, this can include any or all of the following:   * hours recognised as prior learning; * a maximum of 40 hours of simulated practice-based learning; * a maximum of 3.5 hours of self-directed study relevant to practice-based learning every week, or the equivalent pro-rata amount for non-full-time practice-based learning activities.   The hours of practice-based learning that may be considered for recognition of prior learning:   * must not exceed the hours of practice- based learning scheduled for the first year of the receiving education provider’s pre- registration programme; * must have been assessed; * must have been successfully completed.   The process for assessing the achievement of learning outcomes from the recognised practice-based learning is described. Programme documentation includes the arrangements made by the education provider to support applicants through this process.  Programme documentation describes how practice-based learning is full time or, where there is a rationale provided, at least 0.5 full- time equivalent.  Programme documentation outlines the stakeholder engagement approach of the education provider, including how relationships with a wide range of practice- based learning providers are established and fostered. Programme documentation describes how there are a suitable number of occupational therapists co-ordinating practice- based learning and in practice educator roles.  Programme documentation describes how learners apply their knowledge, skills and values across a wide range of practice-based learning opportunities. All practice-based learning opportunities include interventions that focus on the person, the occupation, and the environment. Programme documentation describes how the practice-based learning outcomes are informed by national and international evidence and expectations of service provision. (cont’d over) |  |
| 5.2.2 | Through practice-based learning, the learner is provided with the opportunity to experience or implement the occupational therapy process and gain wider knowledge of service provision. |  |
| 5.2.3 | There is a logical progression and structure to practice-based learning, to ensure integration of theory into practice. |  |
| 5.2.4 | For learners in apprenticeship pre-registration programmes, practice-based learning must be undertaken outside the learner’s own work setting, ideally outside their employer’s organisation. |  |

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| **Criteria** |  |  | Learners experience a wide range of practice- based learning opportunities, such as:   * public, independent, private and third sector settings; * urban, rural, local or international settings; * non-frontline settings, for exposure to strategic and leadership roles and/or within research departments or organisations; * organisations for people who are under- employed, disempowered, dispossessed or socially excluded; * organisations caring for people of different ages, from different socioeconomic and cultural contexts, with recently acquired and long-standing occupational needs and with different levels of physical and psychosocial functioning; * settings using individual, group, community and population approaches; * settings where there are no occupational therapists currently employed.   Programme documentation includes samples of the learning agreements between a learner and practice educator. Learning agreements should specify progressive learning outcomes for practice-based learning and must be agreed to by an educator who is an occupational therapist.  For apprenticeship pre-registration programmes, programme documentation includes a contract template describing:   * the organisational responsibilities of the employer, education provider and practice- based learning provider; * the roles and responsibilities of the learner, work-based mentor, educator and practice educator;   + - * the status of learner, as opposed to employee, and the contexts in which this differentiation is important; (cont’d over) |  |

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| **Criteria** |  |  | * the commitment by employers to meet the same expectations as education providers regarding sufficient resourcing to ensure there is quality in the education and learning opportunities provided; * when and how the policies of employers and education providers will operate and which will take precedence in any given circumstance.   The contract should reflect an agreement between the learner, employer and education provider. An additional contract may be required to demonstrate arrangements for the end-point assessment.  For apprenticeship pre-registration programmes, programme documentation describes how employee rights (for example, annual leave and bank holidays) and pressure points in the workplace are taken into account when scheduling practice-based learning. |  |

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| **Standard 5.3** | | **The education provider must maintain a thorough and effective system for approving and ensuring the quality of practice-based learning.** | |  |
| **Criteria** | 5.3.1 | Quality practice-based learning is offered to learners, to facilitate continuity and consolidation of the learning experience. | Programme documentation related to quality monitoring and enhancement describes the process for the collection and analysis of feedback related to practice-based learning from educators, practice educators, learners, people who access occupational therapy services, external examiners, and current and potential employers of occupational therapists. Feedback should also include information about the performance of pre- registration programme graduates.  Programme documentation related to quality monitoring and enhancement describes how the feedback collected is used to inform the ongoing development of the pre-registration programme, including how education providers can best prepare, develop and support practice educators.  Programme documentation includes policies and procedures for managing situations where a learner’s education is being negatively affected by the practice-based learning setting. |  |

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| **Standard 5.4** | | **Practice-based learning must take place in an environment that is safe and supportive for learners and people who access occupational therapy services.** | |  |
| **Criteria** | 5.4.1 | Flexible and appropriate models of supervision are used that enable learners to develop the ability to practise safely and effectively. | Programme documentation describes how practice-based learning is managed differently across the range of settings where practice- based learning occurs. This may include, for example, long-arm supervision models where practice-based learning is occurring in an organisation that is unfamiliar with the roles of occupational therapists. To accommodate this, the role of practice educator should include responsibility for facilitating occupational therapy-specific learning through long-arm supervision, rather than support being provided by practice-based learning provider staff unfamiliar with occupational therapy principles.  Programme documentation describes the expectation that practice educators will have a clear understanding of:   * the level of study being undertaken by the learner * the specific learning outcomes for the practice-based element * the ability to work together with the learner and programme team to enhance safe and effective learning (RCOT 2021).   Programme documentation describes the strategy for managing and co-ordinating practice-based learning elements of the pre- registration programme. This includes the approach to contacting learners and supporting their practice-based learning needs. Evidence of how this is implemented should also be provided.  Programme documentation outlines the stakeholder engagement approach of the education provider, including how relationships with a wide range of practice- based learning providers are established and fostered. Programme documentation describes how there are a suitable number of occupational therapists co-ordinating practice-based learning and in practice educator roles.  Programme documentation describes the roles and responsibilities of educators, practice educators (and employers and work- based mentors in the case of apprenticeship pre-registration programmes) in managing learners who are failing to reach the required learning outcomes. The process for investigation of alleged fitness to practise concerns and for the potential termination of a learner’s enrolment on these grounds is also described. In cases where there are concerns about a learner’s ability to progress in the pre-registration programme, the process used to inform relevant stakeholders and make a decision about the learner’s progression are outlined in the programme documentation. For apprenticeship pre- registration programmes, programme documentation describes the approach taken by the education provider and employer to jointly make a decision about the learner’s progression and the efforts to preserve the ongoing relationship between the learner and their employer in such circumstances.  Programme documentation describes the support provided by the employer and education provider to learners who are failing to reach the required learning outcomes.  Programme documentation acknowledges the importance of a process for defining any variation in a learner’s progression through the pre-registration programme. The eligibility criteria for when an individual scheme of study will be considered and implemented are also documented. Programme documentation describes the steps the education provider takes to establish an individual scheme of study, ensuring it is in place at the earliest possible point. For apprenticeship pre- registration programmes, consideration of the role of the employer in the implementation of an individual scheme of study is also documented. |  |
| 5.4.2 | All learners undertaking practice-based learning have equivalent support from practice educators, regardless of the setting or the award level. |  |
| 5.4.3 | The education provider has administrative support in place for the organisation and management of practice-based learning, which includes support for both learners and practice educators. |  |
| 5.4.4 | Learners, educators, practice educators (and employers and work-based mentors in the case of apprenticeship pre-registration programmes) are supported by the education provider at all times but particularly in circumstances where learners are failing to reach the required learning outcomes or demonstrate fitness for the profession. |  |

**Learning and development standards for pre-registration education**

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| **Standard 5.5** | | **There must be an adequate number of appropriately-qualified and experienced staff involved in practice-based learning.** | |  |
| **Criteria** | 5.5.1 | An occupational therapist employed by the education provider has overall responsibility for the development, implementation, monitoring and evaluation of practice-based learning within the pre-registration programme. | Programme documentation describes the role of the individual responsible for the development, implementation, monitoring and evaluation of practice-based learning and the requirement that the individual is an occupational therapist.  Programme documentation related to staffing outlines the expertise, qualifications and current HCPC registration status of the individual responsible. |  |
| 5.5.2 | The number of qualified and experienced staff involved in practice-based learning is in proportion to the number of learners. | Programme documentation describes how there are a suitable number of occupational therapists co-ordinating practice-based learning and in practice educator roles. |  |

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| **Standard 5.6** | | **Practice educators must have relevant knowledge, skills and experience to support safe and effective learning.** | |  |
| **Criteria** | 5.6.1 | Practice educators are adequately prepared and supported to facilitate practice-based learning. | Programme documentation describes how the education provider supports practice- based learning providers to identify, recruit, prepare, support and retain practice educators.  Programme documentation related to staffing describes how practice educators are facilitated to develop the skills needed to support learners. |  |
| 5.6.2 | Education providers facilitate and streamline the process for practice educators to teach and assess learners during practice-based learning. |  |

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| **Standard 5.7** | | **Practice educators must undertake regular education that is appropriate to their role, learners’ needs and the delivery of the learning outcomes of the pre-registration programme.** | |  |
| **Criteria** | 5.7.1 | The education provider works in partnership with practice-based learning providers to support the CPD and lifelong learning of practice educators. | Programme documentation outlines the relationship between the education provider and the practice-based learning provider and describes how they work in partnership to support the CPD and lifelong learning of practice educators.  Programme documentation related to staffing incorporates the principles of CPD and lifelong learning (Broughton and Harris 2019) and the *RCOT Career Development Framework* (2021) into the professional development planning for practice educators. Programme documentation outlines how learners benefit from the CPD and lifelong learning undertaken by the practice educators. |  |
| 5.7.2 | CPD and lifelong learning activities that practice educators engage in directly impact on the design and delivery of a contemporary practice-based learning experience. |  |

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| **Standard 5.8** | | **Learners and practice educators must have the information they need in a timely manner in order to be prepared for practice-based learning.** | |  |
| **Criteria**  **Learning and development standards for pre-registration education** | 5.8.1 | There is a clear induction to all practice-based learning that prepares learners and defines the roles and responsibilities of the practice- based learning provider, education provider, practice educators and learners. | Programme documentation clearly  describes the roles and responsibilities of the practice-based learning provider, the education provider, practice educators and learners during practice-based learning. Learners and practice educators are provided with this information and are adequately prepared and supported to fulfil their respective roles and responsibilities.  Practice-based learning providers may require that learners have completed specific training, such as manual handling, GDPR, resuscitation, infection control or food safety and hygiene. In such cases, programme documentation describes how the education provider supports learners to complete the required training, within reason, before commencing their practice-based learning.  Education providers may offer the training directly or facilitate access to training for their learners. A local policy for ensuring this training has been undertaken would include defining the responsibilities for training provision, managing the administrative function and following up learners who have not completed the relevant training.  Programme documentation describes the range of strategies and resources to support learners in practice-based learning settings and how these may be tailored to suit the specific context of the setting. |  |
| 5.8.2 | Learners have completed the training required by the specific practice-based learning provider, prior to commencing in their setting. |
| 5.8.3 | To ensure a depth of learning, practice educators provide a range of strategies and resources to support learners to embrace how to practise in the specific practice-based learning setting. |  |

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| **Domain 6 – Assessment** | | | | |  |
| **Standards and criteria** | | | **Guidance and evidence** | |  |
| **Standard 6.1** | | **The assessment strategy and design must ensure that those who successfully complete the pre-registration programme meet the professional standards for practice.** | | |  |
| **Criteria** | 6.1.1 | The assessment strategy and methods ensures graduates meet the professional standards for practice, by the end of the pre- registration programme. | | Programme documentation describes how the pre-registration programme learning outcomes are aligned with the professional standards for practice. Programme documentation demonstrates how learners will be assessed as meeting the learning outcomes.  Programme documentation includes the process for identifying and managing learners who are less likely to successfully complete the pre-registration programme as early as possible. Programme documentation related to learner progression describes the steps the education provider takes to establish an individual scheme of study, ensuring it is in place at the earliest possible point.  For [apprenticeship pre-registration](file:///C:/Users/Clair%20Parkin/Downloads/LD%20Standards%20Amends%20Nov%202021%20EPA%20change%20%20FINAL%20(5).rtf#bookmark11) [programmes](file:///C:/Users/Clair%20Parkin/Downloads/LD%20Standards%20Amends%20Nov%202021%20EPA%20change%20%20FINAL%20(5).rtf#bookmark11), arrangements for the [end-point](file:///C:/Users/Clair%20Parkin/Downloads/LD%20Standards%20Amends%20Nov%202021%20EPA%20change%20%20FINAL%20(5).rtf#bookmark20) [assessment](file:///C:/Users/Clair%20Parkin/Downloads/LD%20Standards%20Amends%20Nov%202021%20EPA%20change%20%20FINAL%20(5).rtf#bookmark20) must be documented. An additional contract may be required for the external examiner to demonstrate arrangements and responsibilities for the end-point assessment. |  |

**Learning and development standards for pre-registration education**

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| **Standard 6.2** | | **Assessment throughout the pre-registration programme must ensure that learners demonstrate they are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.** | |  |
| **Criteria** | 6.2.1 | The assessment strategy and methods assure graduates meet the ethical and professional conduct expectations of the profession. | Programme documentation describes how the pre-registration programme learning outcomes are aligned to the ethical and professional conduct expectations of the profession.  Programme documentation includes the process for investigation of alleged fitness to practise concerns and for the potential termination of a learner’s enrolment on these grounds. In cases where there are concerns about a learner’s ability to progress in the pre-registration programme, the process used to inform relevant stakeholders, where applicable, and make a decision about the learner’s progression are outlined in the programme documentation.  For apprenticeship pre-registration programmes, programme documentation describes the approach taken by the education provider and employer to jointly make a decision about the learner’s progression and the efforts to preserve the ongoing relationship between the learner and their employer in such circumstances. |  |

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| **Standard 6.3** | | **Assessments must provide an objective, fair and reliable measure of learners’ progression and achievement.** | |  |
| **Criteria** | 6.3.1 | The assessment strategy and methods are an objective, fair and reliable measure of achievement, aligned to the academic level of the pre-registration programme. | Programme documentation demonstrates how the assessment strategy and methods ensure objectivity and reliability in the measurement of achievement. |  |
| 6.3.2 | The assessment strategy and methods are transparent to the learner including the expectations at each academic level for each programme. | Programme documentation describes how the assessment strategy and methods are articulated for learners, for the purposes of transparency. |  |

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| **Standard 6.4** | | **Assessment policies must clearly specify requirements for progression and achievement within the pre-registration programme.** | |  |
| **Criteria** | 6.4.1 | Learners who fail a practice-based learning component on substantiated grounds of fitness to practise concerns must be denied a retrieval attempt. | Programme documentation includes the process for managing learners who are unable to meet the required learning outcomes and/ or learners who are not fit to practise.  Programme documentation includes the process for investigation of alleged fitness to practise concerns and for the potential termination of a learner’s enrolment on these grounds. If the fitness to practise concerns were related to a learner’s own health and then their health improved enough to be deemed fit to practise, then a second attempt may be offered.  Programme documentation describes the requirement that only those hours undertaken during successfully completed practice-based learning count towards a learner’s overall minimum requirement of 1000 practice-based learning hours.  Programme documentation states that, if a learner fails the second attempt at a practice- based learning component, they have failed the requirements of the pre-registration programme and must be withdrawn. The process for implementing this requirement is also described.  ~~Programme documentation states that if a learner fails the first attempt at consecutive practice-based learning components, they have failed the requirements of the pre- registration programme and must be withdrawn. The process for implementing this requirement is also described.~~ |  |
| 6.4.2 | Completed hours of a failed practice-based learning component do not count towards the overall minimum requirement of 1000 practice-based learning hours. |  |
| 6.4.3 | Learners are withdrawn from a pre- registration programme if they fail their second attempt at any practice-based learning component. |  |
| ~~6.4.4~~ | ~~Learners are prevented from progressing in the pre-registration programme if they fail their first attempt at consecutive practice- based learning components.~~ |  |

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| **Standard 6.5** | | **The assessment methods used must be appropriate to, and effective at, measuring the learning outcomes.** | |  |
| **Criteria** | 6.5.1 | The assessment methods utilise a range of techniques and technologies to address the andragogic needs of the learners. | Programme documentation describes the assessment methods used and how they address the andragogic needs of learners. Assessment includes direct observation during practice-based learning.  Programme documentation describes how the assessment methods are congruent with the educational aims and learning outcomes.  For occupational therapy doctoral programmes, the ability for learners to determine elements of their learning must be considered. |  |
| 6.5.2 | The assessment methods support the development of knowledge, skills and professional conduct and are congruent with the educational aims and learning outcomes of the pre-registration programme. |  |

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| **Standard 6.6** | | **There must be an effective process in place for learners to make academic appeals.** | |  |
| **Criteria** | 6.6.1 | Learners are provided with sufficient information about the process to follow when making an academic appeal. | Programme documentation outlines the academic appeals process and describes how this information is communicated to learners.  Programme documentation defines an appropriate timeline for responses to academic appeals by the education provider. |  |
| 6.6.2 | A timely and appropriate response is provided to learners following academic appeal. |  |

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| **Standard 6.7** | | **The education provider must ensure that at least one external examiner for the pre- registration programme is appropriately qualified and experienced.** | |  |
| **Criteria** | 6.7.1 | An external examiner must have oversight of, and access to, all components of the award. | External examiners must be occupational therapists and must have a thorough understanding and experience of assessment principles and methods in higher education.  Programme documentation related to staffing outlines the expectations of the expertise, qualifications and current HCPC registration status of external examiners. The appointment of suitable external examiners is the responsibility of the education provider.  For apprenticeship pre-registration programmes, arrangements and responsibilities associated with the end point assessment must be included within the external examiner contract. |  |