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INTRODUCTION FROM THE COURSE DIRECTOR

I would like to warmly welcome you to the School of Health Sciences (HSC). I hope you thoroughly enjoy your three years of study with us at UEA. This handbook is to introduce you to the team and give you some helpful information for the beginning of your professional studies. I am your course director for the BSc occupational therapy programme. We are very pleased that you have chosen to join us at UEA and we are extremely proud of the occupational therapy course that we offer. You are joining a department that prides itself on teaching and research expertise. We also have close links with practice partners and service users across the region, to enhance your studies through a range of teaching and learning opportunities.

The School of Health Science promotes an inter-disciplinary ethos. As part of this you will be working closely together with the physiotherapy and speech and language therapy students to reflect the inter-professional nature of your future clinical practice. This ethos will enable you to develop your own professional identity, alongside an enhanced understanding of the role of other health care professionals.

You are joining a group of dedicated students whose work beyond the course includes a range of extracurricular activities such as the award winning occupational therapy society. The student lead society promotes our profession and organises fund raising events for local charities including trips to France to support veterans with post-traumatic stress disorder.

As you are aware the HSC degree programmes are courses with both academic demands and professional expectations. It is important to appreciate this at the same time as enjoying your student life. Support during your studies includes your personal advisor who is a member of the teaching team and your first point of contact for any issues or concerns. Additionally you will be allocated a buddy who is an occupational therapy student from the year above. Your buddy can offer you support and guidance in adapting to university life and managing the demands of the course. Often our students remain in contact with their buddy throughout their studies and feel this is a great asset and support.

Your entire course related information will be available on our virtual learning environment – Blackboard, and you will be introduced to this during your induction period.

I wish you every success and an enjoyable time studying here.

Sarah Drake

Course Director for BSc (Hons) Degree in Occupational Therapy
The central UEA student handbook contains information about all key UEA policies and guidance and is for all students studying on undergraduate and postgraduate taught programmes. It aims to give new and continuing students a central reference point for University-wide regulations, processes and guidance to help and support you through your studies. You can find information about these topics:

i. The advising system
ii. Learning and Teaching Services
iii. Communication
iv. The Student Portal and e:Vision
v. Campus cards
vi. Student finances
vii. The Student Support Service
viii. Regulations
ix. Health and safety
x. Generic course information
xi. Marking criteria
xii. Timetables
xiii. Coursework submission and returns
xiv. Examinations
xv. University dates for 2018/19
xvi. Appeals and complaints
xvii. Equality and inclusion for students
xviii. Student representation and feedback

This list only summarises the main headings; for full details of the content refer to the handbook itself.

Information contained in the central UEA student handbook will not be repeated in the School of Health Sciences (HSC) handbook. Any general information regarding your taught provision within the HSC will be summarised in this handbook and can also be found on the HSC Studentzone Blackboard site.

All information specific to your programmes of study can be found in your course handbook (this handbook), your course specific Blackboard site and via the New Student Website.
2.0 COURSE OVERVIEW/PROFILE

The BSc (Hons) Occupational Therapy (OT) is a three year undergraduate degree approved and regulated by the Health and Care Professions Council (HCPC) and in addition accredited by the professional body, the Royal College of Occupational Therapists (RCOT).

Occupational therapists play a critical role in helping people of all ages to overcome the effects of disability caused by illness, ageing or accident so that they can carry out everyday tasks or occupations. An occupational therapist will consider all service users’ needs - physical, psychological, social and environmental. This support can make a real difference to their life, giving them a renewed sense of purpose, opening up new horizons, and changing the way they feel about the future. An occupational therapist’s skills lend themselves to new emerging roles, such as working with asylum seekers or refugees, working alongside police or fire services, and liaising with psychiatric services.

Throughout your three years you will have the opportunity to explore various areas of OT practice. You will have the opportunity to engage in various teaching methods including experiential learning. Our philosophy is to prepare our students for the changing health and social care context. We aim to help you to become competent and confident in your knowledge and skills as an OT to ensure you feel prepared for practice.
3.0 AIMS AND PHILOSOPHY

The BSc (Hons) programme is designed to produce practitioners who will address the future health and social care needs of the population by delivering high quality services within health, social care and educational environments in line with government directives, such as the Health and Social Care Act 2012 and the Five Year Forward View 2014, Health and Social care priorities for the government 2015-2020, in addition to the standards set by the HCPC and professional body RCOT.

Our programme philosophy is to prepare our learners for the emerging occupational therapy care that meet the changing needs within the demanding and evolving health and social care context. Thus our graduates will be competent and confident in their knowledge and skills, continuously engaged in lifelong learning and who will have the ability as a leader to embed and develop their profession through research and entrepreneurship.

An integral attribute for lifelong learning is the ability to reflect and be reflexive on experience. These are essential elements of the problem solving that informs professional reasoning. Reflection and reflexivity are proactively fostered in the students throughout the programme.

The underpinning philosophy of the programme is to educate students through shared teaching and learning in areas of common professional practice, and through uni-professional teaching and learning in areas of unique professional knowledge and skills. This facilitates the integration of teaching and learning opportunities throughout the curriculum. The commitment to shared learning is based on the belief that by learning together students will better understand each other’s practice and work more effectively within a multidisciplinary team. This leads to a coherent and person-centred approach to care. Shared learning may take the form of attending the same learning event (lecture, practical or tutorial) where the aim is to develop a common foundation in knowledge or skill. This in turn aids communication and understanding across the professions. The main focus of shared learning in HSC and between the therapies is through key events that utilise and explore relationships and application of knowledge across the disciplines. This leads in turn to a strong professional identity and a greater awareness of roles and responsibilities of all partners in health and social care.
4.0 MEET THE COURSE TEAM

Sarah Drake - Course Director

Sarah Drake was appointed as Course Director in 2016. She graduated from UEA and then joined the teaching team in 2010. As a qualified OT Sarah’s clinical background is in mental health, specialising in the field of eating disorders. Her teaching is in these areas along with general clinical skills across the three years. She has a particular interest in behaviour change and motivational approaches alongside enhancing student experience. Sarah had the opportunity to explore this further when completing her masters in higher education.

Charmaine Chandler has worked in occupational therapy in the School of Health Sciences at UEA since 2016. Her main areas of clinical experience include working within the fields of acquired brain injury, long-term neurological condition and learning disabilities. The integration of clinical practice and research has been a focal point throughout her career; contributed to by holding a research therapist post and completion of the NIHR MSc in Clinical Research. Charmaine’s research interests include supporting people to live well with long-term progressive conditions, enhancing service-user engagement in the rehabilitation process and embedding research into the OT curriculum.

Emma Dudzinski joined the School of Health Sciences at UEA as a Lecturer in 2016. She is a qualified occupational therapist and her clinical background is in adult social care, specialising in equipment and housing adaptations for adults and children with long term conditions. Her Master’s dissertation was a qualitative thematic analysis exploring carers’ views of their experiences of taking part in a joint reminiscence group for carers and people with dementia. Her research focuses on the care of people living with dementia and approaches to facilitate engagement in meaningful activity.
Roelien Funchal joined the School of Health Sciences at UEA in 2018. She obtained her occupational therapy degree as well as an honours degree in social sciences, specialising in psychology, in South Africa. She relocated to the UK in 2008 and has spent the last ten years as a paediatric occupational therapist in both NHS and private settings. Roelien obtained her Masters degree in Sensory Integration with the University of Ulster. She is accredited as an advanced therapist in sensory integration as well as a Bobath trained therapist. Roelien has a special interest in autism and sensory attachment as well as passion for helping children with special needs to reach their maximum potential. She is also a graduate member of the British Psychological Society.

Jane Hibberd is a lecturer in occupational therapy. Her primary research interests include practice education, students with additional learning needs in higher education and working with older people. Jane is nearing completion of her doctorate in education exploring the challenges that healthcare students with a disability face during their practice education experience.

Tina Jerosch-Herold is Professor of Rehabilitation Research and an occupational therapist who specialises in hand therapy. She teaches quantitative research methods and supervises research students. Her current research focuses on evidence-based methods of assessment and treatment of upper limb musculoskeletal disorders. Tina has been a chief investigator for several National Institute of Health Research funded clinical studies.
**Dr Anne Killett** is currently Course Director for the pre-registration MSc Occupational Therapy programme. It is a privilege to support students to develop into committed occupational therapists passionate about peoples’ occupational lives. Her research concerns the respectful care of older people. She is particularly interested in participative or collaborative approaches to research, approaches she has used in national studies researching the organisational arrangements of care of older people. Anne is continuing to develop collaborative methods with a recent study exploring the potential active roles of older care home residents in research. Complementing this she is currently researching the potential for meaningful activities to address dehydration for older people in care homes, and an intervention using personally significant music to support attuned communication between people with dementia and their carers. Anne’s previous research has examined community interventions involving collaboration between multiple services and agencies, in the context of community safety, mental health and public health, and social inequalities in relation to Chronic Fatigue Syndrome.

**Professor Eneida Mioshi** trained as an occupational therapist in Brazil, and subsequently completed an MSc at the Medical School, both at the University of Sao Paulo. In 2003 she relocated to Cambridge, where she did a PhD in Applied Cognitive Psychology while working at the Department of Clinical Neurosciences. In 2007 Eneida relocated to Sydney, Australia, where she help set up the Frontier Research Group at Neuroscience Research Australia, investigating Frontotemporal Dementia and Related Disorders. Eneida was then awarded a National Health and Medical Research Council Early Career Fellowship, which enabled her to develop her research programme in Motor Neurone Disease. In parallel, she obtained other project grants to support her work and team. She returned to the UK in 2013, where she worked in Cambridge at the Department of Psychiatry for another two years. Eneida has over 20 years of clinical and research experience working in multiple countries and clinical research settings. Her research programme addresses the complex interactions of brain changes, functional dependence, and family context in dementias and motor neurone disease, in a novel applied approach in neurodegeneration. This unique approach in neurodegenerative conditions has led to numerous scientific publications and book chapters, international research grants, increased research capacity in postgraduate students and health professionals, conference plenaries and ongoing overseas collaborations. Eneida joined UEA in November 2015. She is currently the Research Lead for the Dementia and Complexity in Later Life Research Group at HSC, overseeing this research strategy at our school and Faculty level. Eneida also has a regional
research role as Deputy Director (UEA) for the Collaboration for Leadership in Applied Health Research and Care (CLAHRC) East of England, funded through the National Institute for Health Research (NIHR).

Nicola Spalding is Professor of Occupational Therapy. The majority of her teaching is on the Masters in Occupational Therapy, and also a post-registration Masters in Clinical Education for healthcare professionals who want to learn more about teaching, learning and assessment. Nicola is also a Non-executive Director at the James Paget Hospital, and she does work around the country for other universities. Her research interests are patient education.

Louise Straughan has worked in the NHS in Norfolk since qualifying as an occupational therapist in 2001. In this time Louise has enjoyed a range of clinical frontline roles including amputee rehabilitation, orthopaedic rehab, end of life care and adult mental health inpatient unit. Whilst completing a postgraduate certificate in dementia leadership at UEA in 2014, she worked as the Norfolk Community Health and Care NHS Trust Falls & Dementia services co-ordinator. In this role Louise developed skills as a subject matter expert, in audit, patient safety, staff competency development, business case planning, research and the development of strategy and policy. She has developed and contributed to various care home projects to improve the standard of harm free care and patient safety. Prior to this lecturer role, Louise has worked as an associate tutor for UEA on the Dementia Care Coach model and delivering falls and harm free care training to frontline clinical staff.

Dr Lisa Taylor's clinical background is within neurological rehabilitation - with a decade of working clinically within a number of different neurological settings. Her MSc dissertation evaluated the predictive ability of the FIM/FAM outcome measures on a rehabilitation unit and her PhD thesis focussed on
formulating and evaluating a treatment programme for individuals with hemianopia following stroke using a mixed methods approach. Lisa is also Associate Dean for Employability for the Faculty of Medicine and Health sciences and is passionate about graduate employability for health professionals.
5.0 LEARNING OUTCOMES

For the therapist to be fit for purpose and fit for practice, as required by the HCPC Standards of Proficiency, the programme has identified that the students must demonstrate:

- Professional identity, autonomy and accountability
- Competence to practice
- Lifelong learning
- Evidence-based practice
- Flexibility and innovation within changing contexts of care
- Leadership and Management
- Inter-professional and inter-agency work practices.

Graduates of these programmes must be competent in their knowledge and skills, confident of their professional identity and be able to work autonomously, maximising their resources in a wide range of services with a variety of stakeholders.

The programme aims to develop therapists who are:

- Competent to practice autonomously using their knowledge and skills to make professional judgments that enable individuals and groups to optimise their health and social well-being and educational potential;
- Lifelong learners, capable of using reflective practice within a framework of continuing professional development;
- Critical in evaluating their practice, seeking to base their practice on high quality research evidence and able to contribute towards the culture of enquiry within their profession;
- Flexible, innovative, and responsive to change, able to manage themselves and others within shifting contexts of health, social care, and education, while ensuring quality and productivity;
- Able to operate in interdisciplinary and multi-agency environments, working effectively with different professionals, organisations, and individuals.
6.0 CONTENT AND STRUCTURE

6.1 Key Features

Each year of the programme consists of 120 credits, organised into modules which vary in weight from 20 to 40 credits.

All modules are compulsory and students must pass all components of the modules in order to progress to the next level of the programme. A short induction period at the start of the programmes in Year One provides an overview of course structures, student orientation and our expectations of students pursuing professional careers.

Additionally, students are supported in their transition between levels of the programmes through introductory sessions at the start of each academic year. In Year Three it is proposed that transitional work at the end of Year Two will be enhanced to support the transition to placement five at the beginning of Year Three.

6.2 Module Outlines

Full module information can be accessed via eVision as follows:

- Within the Module and Course information section, select Course Profiles
- Select ‘Health Sciences’ for the school and the current academic year.
- Select your course from the list and select Profile (on the right hand side)
- To view module information click on the module code (left hand side)
- Within the module outline there is a ‘Module description’ section.
- Within this section select ‘additional module details’
- This will take you to a ‘general information’ page where there are tabs to select along the top to select from learning outcomes to assessment details and so on.

6.3 Assessments

Each module will be independently assessed both formatively and summatively in ways that test intellectual rigour and evidence of critical thinking in the theory and practice. A variety of assessment formats will be employed including written work largely based around critical enquiry and professional reasoning including a biopsychosocial case study, poster presentations, viva voce, and an intervention-based essay. Other assessments include short answer questions, practical assessments and portfolio evidence in relation to Continuing Professional Development (CPD). Standardised feedback forms, linked to the UEA senate scales, have been developed and reinforces the feed forward mechanism of reflection on learning.

Feedback provides guidance to students on their attainment of the assessment specific guidelines and academic writing skills including referencing, structure and grammar. Students can access all assessment details from the beginning of the year, via HSC Studentzone Blackboard including information about assignment deadlines and the return dates for feedback. Students receive their assessment feedback with the UEA turnaround time of 20 working days (30 days for
dissertations). The assessment schedules for the programme are available via the programme blackboard site. Please see information about exam board and marking of assignments in the School handbook. You will have busy assessment periods so it is vital you plan ahead. Review the assessment schedule so you can allocate yourself adequate time to work on the different assessments.

Assignment formatting guidance:
Follow Health Sciences’ standard formatting for written assignments unless otherwise told by your module lead. The full guidance is available via Studentzone Blackboard within Policies and Processes/Guidance and Advice.

6.4 Placements

The requirement of the Royal College of Occupational Therapists is that students must complete a minimum of 1000 hours of assessed and passed practice placement experience. The placement periods within the programmes enable students to complete 32 weeks of assessed experience, achieving 1100 hours of practice hours. In Year One, placement one is a two-week placement which is formative, and therefore does not contribute to the hours. Placement two, (four weeks) requires the student to complete a minimum of 30 hours per week. There are 14 weeks of placement experience in both Year Two and in Year Three, (each has a six-week and an eight-week placement) enabling the student to complete a further 28 weeks of 35 hours per week.

You will undertake a range of experiences, which include physical, psychological and occupationally focused interventions across a broad range of health and social care providers. Students are allocated to placements throughout the region including Norfolk, Suffolk, Cambridgeshire, Lincolnshire and Hertfordshire. Role emergent placements are used as appropriate, predominantly in the transitional placement, and students are encouraged to use their transferable skills to enable them to maximise all learning opportunities in a creative and professional manner. Each student accrues an appropriate profile of experience, which is reflected in their CPD portfolio.

Alongside placements, occupational therapy students will undertake some community engagement activities in the first year. This is an opportunity to gain experience interacting with the public in a variety of settings without the pressure of being formally assessed. We link with a variety of organisations across the lifespan and the organisations we link to tend not to have occupational therapists within them. Students find this a useful experience to deepen their understanding of occupation, enable them to start to make theory practice links and to enhance their professional skills such as effective communication, time management and using initiative.
6.5 Important information

6.5.1 Attendance Policy

Please refer to your Attendance and Engagement Policy available via the HSC Studentzone Blackboard site. In HSC, attendance at ALL sessions is compulsory as specified in the Programme Conditions. 100% attendance is required because of the professional nature of the course, as well as the integrated teaching methods.

6.5.2 Uniform Requirements

Attendance at your scheduled uniform fitting is mandatory. This provides an opportunity for you to try on uniforms to ensure you order the correct size and fit. The scheduled fitting dates will be detailed in your induction timetable. If you are unable to attend please contact the ECB receptionist at ecb.reception@uea.ac.uk; 01603-597001 as soon as possible to ensure you receive your uniform order form in a timely manner.

Please note that failure to attend the uniform fitting and submit your uniform order form could result in delays with your uniform being delivered. You CANNOT ATTEND PLACEMENT unless you have a UEA student uniform.

Please contact the local support office prior to your uniform fitting to discuss any additional uniform requirements you may have due to cultural beliefs or medical grounds. (Hijabs can only be provided in black or blue).

6.5.3 Course specific awards

The School of Health Sciences offers an annual prize of £100 for the best overall academic performance in BSc Pre-registration programmes.

6.5.4 Royal College of Occupational Therapists

You are encouraged to be a student member of the Royal College of Occupational Therapists (RCOT) throughout the course. The RCOT work to ensure the profession’s rightful place in health and social care delivery and encourages members to play an active role as ambassadors for the profession. Details can be found on the RCOT website: https://www.rcot.co.uk/about-us/join-us

6.5.5 Exit awards

In the event that a student is unable to complete the BSc (Hons) Occupational Therapy, they will be eligible for an exit award of a Certificate in Higher Education if they have achieved 120 academic credits or a Diploma in Higher Education if they have achieved 240 academic credits. Note that these exit awards do not confer eligibility to apply to the Health and Care Professions Council (HCPC) for registration as an occupational therapist in the UK.
7.0 USEFUL LINKS AND RESOURCES

**Journal of Occupational Science** publishes original research and scholarly papers on human occupation. The aim of this journal is to share information about the meaning of occupation, occupational form, function and performance.

**British Journal of Occupational Therapy (BJOT)** is the official journal of the RCOT. The purpose of this journal is to publish articles that are relevant in knowledge, practice education and the management of occupational therapy.

**Health and Care Professions Council (HCPC)** holds useful information about the standards and code of ethics for OT practice. As a student you will be expected to adhere to the Standards of Conduct, Performance and Ethics: [http://www.hcpc-uk.co.uk/](http://www.hcpc-uk.co.uk/)

**Royal College of Occupational Therapists (RCOT)** works to ensure the professions’ rightful place in health and social care delivery and encourages members to play an active role as ambassadors for the profession: [https://www.rcot.co.uk/](https://www.rcot.co.uk/)
8.0 FURTHER COURSE READING

Access your reading list now

Alongside making notes in your lectures and discussing topics in seminars, reading is a core part of obtaining knowledge in any degree. Your reading lists for each module will be available through an online system. Please click on the link below and enter your module title or module code (found in this handbook) to access each list https://uea.rl.talis.com/index.html

Once you are at UEA you will be able to access your reading lists directly through your online modules (via Blackboard); but before you arrive you can use the steps above to look at the reading you will be expected to engage with. This will give you a better feel for the topics covered in your course.

Each module will have its own reading list and items will be recorded as 'core' or 'further' reading. This allows you to know what sources are mandatory for you to do well in the course and which are additional - if you are interested in exploring the topic further.

If you would like to get a head start on your reading please feel free to do so but we would advise that you don't buy any books yet until you explore what the UEA library has to offer.