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We would like to warmly welcome you to the School of Health Sciences (HSC). We hope you thoroughly enjoy your two 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. We are your course directors for the MSc occupational therapy and physiotherapy programmes in which you have joined. We are very pleased that you have chosen to join us at the UEA we are extremely proud of the courses 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 each other 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 occupational therapy and physiotherapy societies. These student lead societies promote our professions and organise fund raising events for local charities, so please join in where you can.

As you are aware the HSC degree programmes are courses with both academic demands and professional expectations. Support during your studies includes your personal advisor who is usually 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 a 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.

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.

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

Jon Larner
Course Director for MSc
Pre-registration Physiotherapy

Charmaine Chandler
Course Director for MSc
Pre-registration Occupational Therapy
1.0 UEA STUDENT HANDBOOK, YOUR SCHOOL AND COURSE HANDBOOK

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

Central UEA Student Handbook:

General information relevant to all students studying at the UEA can be found here:

https://portal.uea.ac.uk/documents/6207125/8540534/University+Student+Handbook+for+Taught+Programmes/bbd468b8-e895-4cd2-b496-6dcc0ac1f08c

School of Health Sciences (HSC) information:

General information about the School of Health Sciences can be found on your HSC Student Zone Blackboard site – your Virtual Learning Environment.

MSc PT/OT Course Handbook (this one):

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

The MSc Occupational Therapy (OT) and Physiotherapy (PT) programmes are both two year Pre-Registration Masters Programmes in the School of Health Sciences (HSC). They are joint programmes, having shared and common curricula as well as distinct uniprofessional learning components. They are both fully accredited by their respective professional bodies, the Royal College of Occupational Therapists (RCOT) and the Chartered Society of Physiotherapy (CSP), these being the bodies responsible for maintaining and enhancing the professional practice of OTs and PTs. The two programmes are approved and regulated by the Health and Care Professions Council (HCPC). In order to practice as an OT/PT within the UK, registration with the HCPC is mandatory. Completion of HCPC approved pre-registration programmes such as these provide students with eligibility for registration and practice. The HCPC monitors all OT and PT programmes on an annual basis to ensure that graduates are being educated to the required standards of proficiency of practice.

The course is constructed around UEA’s Common Master’s Framework and is based on the award reflecting 180 M Level credits. These are awarded across both years with 100 credits available in Year One. The course also requires that 1000 hours of placement experience is completed but these hours are not assessed at M Level. The award does not expect a masters level in clinical competence, which remains at undergraduate levels 4-6. The masterliness is reflected in the academic skills of the student. Year Two has 80 M credits available through academic study. Each year is a 45 week academic year commencing in February. The modules all run concurrently for the whole year. This results in parallel learning providing enhanced opportunities for theory-practice links across the modules.

The maximum period of registration is four years in accordance with the Programme Specification (UEA Common Masters Framework 2018/19 Section 4.1.1). Students must enrol and complete the course within two years full-time, although the Learning and Teaching Committee of the Senate may vary or amend the requirements of these Regulations in respect of a particular student. This variation may include the extension by interruption (intercalation) or repetition or extension of the time allowed, of a student’s period of study to a maximum of two years beyond the specified length of the course. In such instances it may also impose alternative conditions and requirements (Common Masters Framework Section 2018/19 4.2.1).

There are four credit bearing modules in Year One (Human Sciences, OT/PT Professional Practice 1, Professional Development and Research 1). The second year has three credit bearing modules (OT/PT Professional Practice, Professional Development 2 and Research 2).

**Administrative Hub for OT and PT programmes:**

The administrative Hub for the OT and PT programmes is located in the Zicer Building. All administrative enquiries related to the programmes should be addressed to the Hub:

LTS Hub - HSC PGT Mailbox (hub.pgt.hsc@uea.ac.uk)
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<tr>
<th>Module Code</th>
<th>Title</th>
<th>Credit Value</th>
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<tr>
<td>HSC-7000X</td>
<td>Mandatory Training</td>
<td>0</td>
</tr>
<tr>
<td>HSC-7042X</td>
<td>Physiotherapy Theory &amp; Practice 1</td>
<td>30 (PT only)</td>
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<td>30 (OT only)</td>
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<td>HSC-7044X</td>
<td>Professional Development 1</td>
<td>20</td>
</tr>
<tr>
<td>HSC-7051X</td>
<td>Research 1</td>
<td>30</td>
</tr>
<tr>
<td>HSC-7052X</td>
<td>Human Sciences</td>
<td>20</td>
</tr>
<tr>
<td>HSC-7001X</td>
<td>Mandatory Training</td>
<td>0</td>
</tr>
<tr>
<td>HSC-7048X</td>
<td>Physiotherapy Theory &amp; Practice 2</td>
<td>30 (PT only)</td>
</tr>
<tr>
<td>HSC-7049X</td>
<td>Occupational Therapy Theory &amp; Practice 2</td>
<td>30 (OT only)</td>
</tr>
<tr>
<td>HSC-7050X</td>
<td>Professional Development 2</td>
<td>20</td>
</tr>
<tr>
<td>HSC-7053X</td>
<td>Research 2</td>
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3.0 AIMS AND PHILOSOPHY

Both programmes aim to develop therapists who are:

- Competent to practice using knowledge and skills specific to their profession in order to enable individuals and groups to optimise their health and social well-being
- Self-directing life-long learners, capable of using reflection within a framework of continuing professional development
- Critical in evaluating their practice, able to base their practice on the synthesis of research evidence and to contribute towards, and promote, the culture of enquiry within their profession
- Flexible and responsive to change, able to manage themselves and others within changing contexts of health and social care whilst ensuring best value
- Able to operate in interdisciplinary teams, working effectively with different professionals, agencies and individuals.

Occupational therapists view people as occupational beings. People are intrinsically active and creative, needing to engage in a balanced range of activities in their daily lives in order to maintain health and wellbeing. People shape, and are shaped by, their experiences and interactions with their environments. They create identity and meaning through what they do and have the capacity to transform themselves through premeditated and autonomous action. The purpose of Occupational Therapy is to enable people to fulfil, or to work towards fulfilling, their potential as occupational beings. Occupational therapists promote function, quality of life and the realisation of potential in people who are experiencing occupational deprivation, imbalance or alienation. They believe that activity can be an effective medium for remediating dysfunction, facilitating adaptation and recreating identity (RCOT 2009, p1).

Occupational therapists work with people of all ages who are experiencing physical, mental and social difficulties and learning disabilities. Recently occupational therapists have begun to work in non-statutory settings, such as with homeless people and asylum seekers, seeking to ‘enable individuals and communities to establish ways of living that are personally meaningful and sustainable’ (RCOT 2009, p5).

Occupational therapists work as members of interdisciplinary and inter-agency teams in a range of different settings including hospitals, community health and social care services, industry, schools, prisons, individual homes, voluntary agencies and private practice. They work with and through others including carers and planners of social opportunity and change.

Pre-registration education aims to develop Occupational Therapists who ‘demonstrate an informed commitment to the philosophical and theoretical concepts that form the foundation of occupational therapy, most notably the occupational nature of human beings and the impact of occupation on health and well-being (RCOT 2014). The curriculum focuses on developing expected professional competencies.

Physiotherapy is a healthcare profession that enables people to maximise their movement potential and function, and ultimately improve the quality of their lives. Physiotherapy works in partnership with people to offer a range of interventions, services and advice to improve their health and wellbeing whether they are acutely ill in hospital;
or need to improve their functional abilities (at home, at work); or want to enhance their performance and participation (within their local communities and wider society).

Physiotherapy practice is underpinned by a set of professional values and informed by a strong, evolving evidence base and scope of practice which includes exercise and movement, manual therapy, electro-physical modalities and other physical approaches.

Physiotherapy’s strong clinical leadership means that it can deliver high quality, innovative services to meet patient and population needs in accessible, responsive, timely ways that help address inequalities. The physiotherapy workforce is adaptable, and uses its skills to meet user need across all sectors and in all health care settings.
4.0 MEET THE COURSE TEAM

Charmaine Chandler is the Course Director for the pre-registration MSc OT programme. Charmaine has worked within the Occupational Therapy team at the School of Health Sciences, UEA since 2016. Prior to joining the team at the UEA, she worked as an Occupational Therapist within the NHS; primarily within the clinical 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.

Jon Larner is a Senior Lecturer and the Course Director for the pre-registration MSc PT programme. He is a physiotherapist who has worked clinically in the field of musculoskeletal and sports injuries for many years within the Norwich area. Prior to moving into this role at the UEA in 2005, Jon worked in the NHS, independent healthcare and in professional sport. Although he teaches across a number of areas and programmes, Jon’s main clinical interests lie in the fields of sports injuries and in physical activity/public health. He also has a passion for all aspects of professional development, change management and service improvement. He has been a Fellow of the NHS Improvement Faculty since 2010, related to the work he has done in integrating improvement methodology into healthcare education. He also became a Senior Fellow of the Higher Education Academy (HEA) in 2017. Jon has been a member of the clinical board of Ipswich based company IPRS Health since 2013, a role which he conducts on a consultancy basis. He has close working relationship with a number of local sporting organisations including Norwich City Football Club and Kings Lynn All Stars Speedway, engaging in a range of shared research projects. Jon has broad experience of course management having directed the MSc physiotherapy programme since 2014, and the BSc Physiotherapy programme from 2009-2016.
Dr Rachel Chester is a Lecturer in Physiotherapy at the University of East Anglia. Her key area of teaching are anatomy and musculoskeletal practice. Her roles at UEA have included Course Director for the MSc in Advanced Musculoskeletal Research and Practice.

Clinically, Rachel has worked as a Chartered Physiotherapist for 30 years. She has worked in Private Practice in the UK, Germany and Switzerland. Rachel currently sees clients privately at the UEA Sportspark. Within the NHS, she has worked as a ward-based and outpatient Physiotherapist. Her specialist areas have included working with people with spinal Injuries at Stoke Mandeville Hospital and as a Musculoskeletal Clinical Physiotherapy Specialist at the Norfolk and Norwich University Hospital. Rachel is a member of the Musculoskeletal Association of Chartered Physiotherapists (MACP).

Rachel has authored and co-authored a number of publications about treatments for musculoskeletal conditions. Regions include the knee, Achilles tendon, shoulder, wrist and hand. Journals include the British Journal of Sports Medicine, Journal of Sports and Physical Therapy and the Journal of Bone and Joint Surgery. Between 2011 and 2015 Rachel was awarded a prestigious NIHR Clinical Doctoral Research Fellowship. Her PhD research on shoulder pain has received international recognition and she presents at conferences both nationally and internationally.

Dr Jane Cross is a Senior Lecturer at the University of East Anglia. Her current programme of research is primarily regarding services to older people, people with dementia, and chronic illness. This work is mixed methods combining qualitative exploration of issues, development of practice guidance and delivery of service change. This work has particular focus on patient and public involvement in the studies and on developing methodological approaches in research that facilitate the integration of the public and services users in development conduct and dissemination of the research. Jane is experienced in a variety of research methods particularly those incorporating both quantitative and qualitative components. She has been Principle Investigator for the HTA funded randomised controlled trial, MATREX, which investigated the clinical and cost effectiveness of Manual Chest Physiotherapy and research funded by the Stroke Association investigating the efficacy and acceptability of Functional Strength Training for people 6 months after stroke. She is currently involved in the Perioperative Enhanced Recovery hip FracturE Care of paTiEnts with Dementia"PERFECTED" NIHR programme grant.
Sarah Drake is a Lecturer in Occupational Therapy and Course Director of the Occupational Therapy BSc Programme. 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.

Emma Dudzinski is a Lecturer in Occupational Therapy and UEA graduate. She joined the School of Health Sciences as a Lecturer Practitioner in 2016 and became a full time Lecturer in 2018. Emma teaches on both the BSc and pre-registration MSc in Occupational Therapy. Her clinical background is in social care, specialising in equipment and housing adaptations for adults and children with long term conditions. Emma’s research focuses on the care of people living with dementia and approaches to facilitate engagement in meaningful activity.

Suzanne Fletcher-Shircliff is a physiotherapist by profession and qualified from Kings College London in 1988. She pursued a career in sports physiotherapy working at Crystal Palace with the British athletes and supported this with a BSc Remedial Health Sciences from Coventry. Her career in musculoskeletal physiotherapy enabled her to build and run her own private practice while her children were growing up. Suzanne developed her musculoskeletal skills in the specialism of women’s health and completed a series of postgraduate qualifications in this area. It was while she was working in the field of women’s health that Suzanne became a practice placement educator, working with UEA students in the practice settings. This developed her love for education. Suzanne joined UEA in 2001.
as a lecturer/practitioner, where she has been ever since. She became a full time lecturer in 2002. Currently the Programme Director of the BSc in Physiotherapy she has a special interest in curriculum design and the students learning experience. Her MSc explored the transition from school to higher education. Clinically her interests lie in the fields of women’s health, health promotion and disease prevention. Suzanne still maintains her practical skills working weekly in a private practice.

Roelien Funchal is a lecturer in Occupational Therapy and joined the UEA in 2018. She trained as an Occupational Therapist in South Africa at the University of Pretoria where she also completed her degree in Social Sciences, specialising in Psychology. Roelien moved to the UK in 2008 and worked in the field of Paediatrics in both the public and private sector. She has experience in working with children with disabilities in a range of settings including acute, community and special schools. She completed her master’s degree in Sensory Integration with the University of Ulster and has a special interest in Autism, Sensory Attachment and Sensory Integration in children with cerebral palsy.

Jo Geere is a Lecturer in Physiotherapy at the University of East Anglia. She co-ordinates the Physiotherapy Practice modules for year 1 and 2 of the pre-registration Master of Science (MSc) in Physiotherapy. She also teaches sessions on physiotherapy practice, physiology, public health and research methods for the Bachelor of Science (BSc), pre-registration MSc and postgraduate MSc programmes. Jo was Course Director of the MSc in Advanced Musculoskeletal Research and Practice (2012-16). She supervises both BSc and pre-registration MSc final year dissertation students conducting systematic literature reviews and empirical research. Since joining the University of East Anglia in 2004 Jo has been involved in mixed methods research projects investigating domestic and informal work in Kenya and South Africa, particularly as it affects vulnerable people in low income regions or with disability. Her current research focusses on the health and social impacts of fetching water. She is interested in pursuing research which investigates how to prevent and manage non-communicable diseases and disability, or which investigates how to improve health, well-being and public services for vulnerable people, particularly people living with long-term health conditions or disability.
Dr Nicola Hancock is a Lecturer in Physiotherapy and researcher with the Acquired Brain Injury Alliance, ABIRA, in the School of Health Sciences. Nicola teaches and assesses across the physiotherapy and other health curricula, on neurorehabilitation, business skills, employability & leadership and research skills. Her principle research interest is in developing and investigating technologies and other interventions that might promote recovery of lower limb movement and walking after stroke. Nicola has also worked both nationally and regionally to develop stroke rehabilitation services, including on the Royal College of Physicians Intercollegiate Stroke Working Party (2005-present) during which period three sets of national Guidelines were produced (2008, 2012 and 2016). She was National Hon Chair of the Association of Chartered Physiotherapists in Neurology (ACPIN) 2004-2008. In 2016, Nicola was honoured with a Fellowship of ACPIN in recognition of her career-long commitment to advancing neurorehabilitation practice.

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 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.
Swati Kale qualified as a physiotherapist from the University of Mumbai, India in 1992 and completed her Masters in Physiotherapy (orthopaedics) from the University of Mumbai in 1995. Since qualifying as a physiotherapist she has worked in various institutions, hospitals and clinics in India including a private back clinic. Areas of work included musculoskeletal outpatients, neurology and neurosurgery, burns and plastic surgery before working in paediatrics for three years where she was responsible for setting up a physiotherapy outpatient clinic for children with cerebral palsy and neuro motor disorders. Along with this she also spent some time working in the neonatal intensive care unit, as well as getting involved with community based rehabilitation. This is where she developed her interest in paediatrics and continues to further this through teaching and education. Whilst teaching students on clinical placements Swati developed a passion for education and worked as a lecturer in two different Schools of physiotherapy affiliated to the University of Mumbai. She also worked as an assistant professor in a deemed university in South India, teaching undergraduate and postgraduate physiotherapy students. Building on this experience of teaching in India for ten years, Swati joined UEA in 2002 and has contributed to teaching both on the UG and PG (pre-registration) physiotherapy students mainly in neurosciences and paediatrics. She has previously been the Admissions lead for physiotherapy, Chair of Exam Board and member of the Faculty Appeals and Complaints panel representing the School. Her research interests have been wide ranging from exploring social inequalities experienced by people because of their illness to rights based rehabilitation in disabled people. She has been interested in enhancing quality of student experience and worked on a teaching fellowship that aimed at improving assessment feedback. Currently Swati is working on evaluating the validity of the selection process for therapy students.

Dr Anne Killett is a Senior OT lecturer and was the Course Director for the pre-registration MSc OT programme between 2015 and 2018. Anne feels that it is a privilege to support students to develop into committed OTs 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...
Dr Kath Mares qualified as a physiotherapist from Addenbrooke’s School of Physiotherapy in 1993. She went on to complete junior and senior physiotherapy rotations within the Norfolk and Norwich area. In 1997 she specialised in the management and treatment of people with acquired brain injury at what is now known as the Specialist Rehabilitation Services (SRS) in Norwich. In 2000 Kath started work as a lecturer/practitioner in physiotherapy, working between the SRS and the University of East Anglia (UEA). In 2005 she took up a full time post at the UEA as a lecturer in physiotherapy, teaching on both the BSc and pre-registration MSc in Physiotherapy. She has taught physiology, neurophysiology, anatomy and neurology. In 2006 Kath became Course Director for the BSc in Physiotherapy and was responsible for taking the course through a successful validation. In 2009 she decided to embark on a PhD and was subsequently seconded as a Research Associate to FeSTlVAlS (Functional Strength Training later after stroke) a study funded by The Stroke Association. Kath remained very involved in the teaching aspects of the School of Health Sciences and established and led an MSc in Stroke Recovery. She is currently Course Director for the MSc in Clinical Research and Lead for the NIHR funded component of this course. Since completion of her PhD Kath has obtained funding to develop a mobile application (an app) to deliver exercise programmes to people after stroke. She is a member of the Chartered Society of Physiotherapy and the Association of Chartered Physiotherapists interested in Neurology.

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 and agencies, in the context of community safety, mental health and public health, and social inequalities in relation to Chronic Fatigue Syndrome.
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).

Guy Peryer is a Lecturer in research methodology for the pre-registration MSc OT programme, and a member of the rehabilitation research group in the School of Health Sciences. Guy's area of expertise is in applied psychology (CPsychol). At postgraduate level Guy studied Audio Engineering (Dip) and the Psychology of Music (MSc). In a funded PhD studentship he conducted a cross-disciplinary project in Human Factors looking at human interaction with complex system design. Guy has experience completing multi-centre randomised controlled trials evaluating complex interventions, and conducting systematic reviews. In previous roles at UEA Guy has been the impact office for the school and has also worked for the NIHR Research Design Service. He is a member of the Health Foundation Q Community, and is a Dementia Champion for the Alzheimer's Society. Recently, Guy was invited to be a member of the MS Society's Expert consortium on progressive MS trials. The focus of his research is functional decline in the period approaching the end of life. He chairs a panel in collaboration with commissioning stakeholders, and representatives from Marie Curie, Macmillan, the Big C, and Norfolk Hospices. The panel aims to promote the benefits of 'compassionate communities' to relieve pressure on clinical services.

Dr Hannah Schutt is a physiotherapist by background and joined UEA as a lecturer in Health Sciences in 2016. She worked as a musculoskeletal physiotherapist in primary care, working predominantly with older people, people with occupational injuries, and people with sports injuries. Hannah has carried out mixed methods research on undergraduate interprofessional education and its effects on professional practice, receiving her PhD earlier in 2017.
Nicola Spalding is Professor of Occupational Therapy. The majority of her teaching is on the Master in Occupational Therapy programme, and also on the post-registration Master of Clinical Education programme 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 and the Royal College of Occupational Therapists. Her research interests are patient education and occupational deprivation.

Louise Straughan has worked in the NHS in Norfolk since qualifying as an OT 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.
Dr Kelly Walker is a Senior Lecturer in Physiotherapy who joined the UEA in 2005. She teaches predominantly in year 2 of the BSc and MSc courses delivering the theory and practice of neurological physiotherapy. Kelly qualified as a physiotherapist in 1997 and following initial rotations quickly specialised in neurology; her clinical specialism being acute stroke management and stroke rehabilitation. Kelly obtained her Masters in Neurological Physiotherapy in 2005. This mixed methods research was conducted with neurological physiotherapists to explore their awareness of perceptual problems experienced by neurological patients. In 2013 Kelly was awarded her Doctorate of Education after completing qualitative research into students perceptions of neurology and their experiences of learning neurological physiotherapy which was conducted here at UEA.
5.0 LEARNING OUTCOMES

The Royal College of Occupational Therapists’ learning and development standards for pre-registration education document (RCOT 2014) sets out the expected graduate competencies under the headings of:
- Knowledge and understanding of occupational therapy
- Professional and ethical reasoning and practice
- Professional relationships and partnerships
- Professional autonomy and accountability
- Scholarly practice in occupational therapy and occupational science
- Leadership in occupational therapy
- Promotion of occupational therapy
- Employability

The ‘Code of ethics and professional conduct’ RCOT (2015) sets out the professional behaviours and values that the British Association of Occupational Therapists expects its members to abide by. These behaviours and values promote and protect the wellbeing of service users and their carers, the wider public and the reputation of the profession.

The Chartered Society of Physiotherapy Learning and Development principles document (CSP 2015) sets out that on successful completion of a recognised pre-registration programme, Physiotherapy graduates should be in a position to demonstrate:
- Knowledge and understanding of Physiotherapy
- Self-awareness
- Political awareness
- Profession specific practice skills
- Behaviours, knowledge and skills: for interacting and for problem-solving and decision-making.

At the heart of physiotherapy practice is a set of values – shared by all CSP members – regardless of their occupational role, practice setting, or level of practice. These are:
- Altruism
- Advocacy
- Honesty and integrity
- Compassion and caring
- Accountability for decision making and actions
- Fulfilment of duty of care and social responsibility
- Commitment to excellence.

These values inform the behaviours of CSP members, and the knowledge (theoretical and applied) and the skills that the physiotherapy workforce uses and develops. (L&D Principles CSP 2015)
6.0 CONTENT AND STRUCTURE

6.1 Key Features

The MSc pre-registration programme is based on the central belief that both Occupational Therapy and Physiotherapy graduates need to develop competencies of practice and the skills of life-long learning in order to successfully engage in meaningful professional development throughout their careers. Well-structured learning experiences facilitate the use of core transferable, academic, professional and inter-personal skills in the development of more specific competence and subject based practice.

6.2 Teaching and Learning Methods

6.2.1 Enquiry Based Learning:

The whole programme adopts an enquiry-based learning (EBL) structure (McLean, Gibbs 2010) in which students learn in a facilitated student-centred way, with learning outcomes influenced by the requisite standards of proficiency. Developing independent learning, problem solving and decision making will be facilitated over the two years of the programme. There will be an evolving level of difficulty in the prompt material, from straightforward cases that develop baseline theoretical and therapeutic understandings through to complex scenarios addressing service development needs.

The range of teaching methods includes workshops, practical sessions, student-led study, project work, tutorials, cadaver dissection, seminars, student-generated handouts, 1:1 student/advisor meetings and interprofessional learning groups.

Service users also make a valuable contribution to various aspects of the programme, and this involvement continues to be developed. Examples of the ways in which service users are being progressively more involved with aspects of the programme include:

- Coming in as expert informants in case based teaching sessions
- During practice education placements, service users are a pivotal part of the students’ understanding of the theory-practice links of health and social care delivery
- In addition, research-based teaching places particular importance on service user involvement in line with current Department of Health policies related to research and planning and delivering services. Therefore, the research that informs teaching has often collaborated with service users on the design, management, analysis and dissemination of research findings.

The programme uses various media, such as pre-reading, pre-recorded PowerPoint presentations, workbooks, electronic material, cadaver demonstration, and virtual learning environments.
6.2.2 Interprofessional Learning:

HSC is committed to shared learning. This commitment is based on the belief that by learning together students will better understand each other’s practice and work more effectively within multidisciplinary health care. Shared learning may take the form of attending the same learning event (e.g. lecture, seminar or group activity) where the aim is to develop a common foundation in knowledge or skill, which aids communication and understanding across the professions. However, the primary focus of shared learning at HSC is through key events that utilise and explore the relationships and application of knowledge and practice across disciplines. This leads to a stronger professional identity and a greater awareness of the roles and responsibilities of all partners in health and social care.

6.2.3 Characteristics of Master’s Level Work

The Quality Assurance Agency for Higher Education (QAA) has published a set of reference points which sets out key characteristics which make up the profile of a Master’s degree (QAA 2010). The minimum Standards of Proficiency required of OTs and PTs are based on the following criteria:

- Professional autonomy and accountability
- Professional relationships
- Identification and assessment of health and social care needs
- Formulation and delivery of plans and strategies for meeting health and social care needs
- Critical evaluation of the impact of, or response to, the registrant’s actions
- Knowledge, understanding and skills (Health Care Professions Council 2013).

At Master's level there is an increasing expectation that graduates of Master’s degrees are able to demonstrate originality in the application of knowledge, which is at the leading edge of professional practice. In addition, they are expected to have the skills needed to exercise independent learning and to develop new skills to a high level (QAA 2010). To achieve this there is an even greater need for Master’s graduates to have in-depth knowledge and understanding of the profession, informed by current practice and research and a critical awareness of current professional issues. They must be well versed in their understanding of research and its application to practice. They must be able to use initiative, solve problems, make decisions, continue their professional development and communicate effectively (QAA 2010).

6.2.4 Approaches to Teaching

Master’s level students are expected to demonstrate originality in the application of knowledge. They should be innovators and possess strong leadership skills. They are expected to be consumers of and contributors to new knowledge creation through research. This would facilitate them being effective communicators, future decision makers and influential in health and social care policy making. Students will critically engage with the knowledge base of the profession, in an analytical and evaluative manner and articulate this at an appropriate level. This will enable the
students to then be able to deal with complex situations and to critically engage with professional theory and its development.

6.2.5 Student-centred, learning oriented teaching
Extended enquiry-based learning (EBL) activities will take place across all modules. This will also allow more time for self-directed study and will increase the amount of application of theory to practice. An allocation of CPD time during placement will also facilitate increased theory/practice links and will further encourage a professional development ethos within clinical practice.

6.2.6 Uni-professional Learning
Although there is a strong focus on shared learning throughout the programme, you will research, critically appraise and apply profession-specific knowledge. This will support you as you also learn, develop and evaluate your profession-specific skills. This will enable you to develop and foster a unique professional identity.

The Occupational Therapy focus will be on the central theme of occupation. The RCOT Learning and development standards for pre-registration education (2014 p4) highlights the centrality of occupation in human life and the purpose of occupational therapy to transform through occupation. To ensure that Occupational Therapy continues to apply these tenets to meet the challenges of an ever evolving health and social care context, students must develop competence in:
Professionalism – including a strong professional identity
Knowledge – including understanding of the nature and importance of occupation to individuals, communities and populations
Skills – a broad range of thinking, reasoning, practical and applied skills

The Physiotherapy focus will be on the central theme of the restoration, maintenance and improvement of people’s function and movement. The CSP’s corporate strategy 2017-2020 recognises that the health and wellbeing services in the UK are going through a period of profound change, and that Physiotherapy must be positioned at the leading edge of transforming the delivery of health and social care. To meet these changing needs, it is recognised that a Physiotherapy workforce needs to be trained which is able to:

- Apply its core skills to enhance the quality of life in individuals and groups
- Make a major contribution to health and fitness for work – whether paid employment or other productive activity – by encouraging healthy living and by enabling and educating clients to self-manage their health conditions
- Maximising its contribution to public health – specifically through effective, tailored physical activity prescription that enhances the health and wellbeing of individuals and populations
- Be readily available through new patterns of service delivery and access, with a wider scope of practice in more diverse settings
- Further develop the evidence base to underpin high quality practice and service delivery.
6.3 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.

6.4 Assessments

Full details of the programme assessments are available in the Assessment Schedule. There is also a separate Assessment Handbook for this programme containing detailed information about all assignments, which can be found on your year Blackboard site. The following year planners give an overview of when assessments will occur during each academic year.
## February 2019-2021 Cohort

**MSc Year 1  Feb 2019 - Feb 2020**

<table>
<thead>
<tr>
<th>Human Sciences</th>
<th>20 credits</th>
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<tr>
<td>PT/OT Theory and Practice</td>
<td>30 credits</td>
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<tr>
<td>Research</td>
<td>30 credits</td>
</tr>
<tr>
<td>Professional Development</td>
<td>20 credits</td>
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</tbody>
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1 x placement

### Formative

- **MCQ HS**
  - *A - C*: Contacted by personal advisor if mark < 60%

### Summative

- **1**: Human Sciences – Biopsychosocial essay
- **2**: OT/PT Theory & Practice – movement science/occupational science essay
- **3**: OT/PT Theory & Practice – case management oral presentation – related to placement 1
- **4**: Professional Development – portfolio reflective account based on HCPC Audit
- **5**: Research – Literature review oral presentation

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### Calendar

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<td>4/2</td>
<td>11</td>
<td>18</td>
<td>25</td>
<td>1/4</td>
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<tr>
<td>week</td>
<td>1</td>
<td>2</td>
<td>3</td>
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- BH
- Ax
- *A
- *1
- *2
- *B

### August 2019 - January 2020

| week       | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 |

- BH
- Ax
- *3
- *4
- *5
- *C

### Placement

| Reading Week | Placement Prep. | Placement 1 | Assessment Week | EBL 8 | EBL 9 | Assessment Week | EBL 10 | Reading Week | Holiday | Assessment Week | EBL 11 | Placement Preparation Re-assessment |

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# February 2019-2021 Cohort

## MSc Year 2  Feb 2020 - Feb 2021

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<tr>
<td>Professional Development</td>
<td>= 20 credits</td>
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| *1 | OT/PT Theory & Practice | Professional Practice Report – related to placement 2 |
| *2 | OT/PT Theory & Practice | Case presentation – related to placement 3 |
| *3 | Research                | Dissertation |
| *4 | Professional Development | Practice Development poster oral presentation – related to placement 4 |

### February 2020 to July 2020

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<td>2/3 9 16 23 30</td>
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<td>1/6 8 15 22 29</td>
<td>6/7 13 20 27</td>
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### August 2020 to January 2021

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<td>EBL 18</td>
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<tr>
<td>Assessment Week</td>
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<table>
<thead>
<tr>
<th>Practice Based EBLs</th>
<th>Assessment Week</th>
<th>Practice Based EBLs</th>
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25
6.5 Placements

During the course, practice placement experience will be gained in hospital, community, social services, voluntary and private sector settings. The allocation of placements is at the discretion of the Placement Co-ordinator and may be subject to short notice changes due to circumstances outside the University’s control. The School is responsible for arranging all placements with the exception of the final professional development placement (4). Any student who refuses to undertake the placement which has been allocated to them will normally be awarded a fail grade.

Students will be required to travel both to and from their placement area and may also be asked to travel within that area. The responsibility for being able to travel as required and within the necessary time limits rests with the student. Whilst a driving license and the use of a car are not essential for someone undertaking these courses, it is obviously helpful if both are available. If this is not the case, students will have to make alternative arrangements to enable them to gain this essential experience.

Practice education is an integral part of students’ learning on the MSc programmes. This is where you will have the opportunity to apply your learning in a clinical setting. Through working in a professional role you will also gain new knowledge and develop new and complementary professional and therapeutic skills. Through interaction with patients/clients and service-users, families and carers, practice educators and other healthcare professionals, you will have the opportunity to engage all of the professional skills you have learnt to date.

You will be assessed against a range of expected learning outcomes appropriate for a student at your current level of experience (outcome levels 4, 5 and 6) and you will receive a pass/fail overall grade. You will also receive comprehensive formative feedback on all aspects of your performance. Every student must achieve a pass on each practice placement in order to progress to the next level. These practice placements are recorded as non-M level aspects of the Professional Practice modules.

You will find a comprehensive explanation of the practice education experience in the Practice Education Handbook, which is located on the Blackboard virtual learning environment.

6.6 Important information

6.6.1 Attendance Policy

Please refer to you Attendance and Engagement Policy available via the HSC Students: School and General Information Blackboard.

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.
6.6.2 Uniform Requirements

We strongly urge you to attend your scheduled uniform fitting. This provides an opportunity for you to try on uniform sizes to ensure you order the correct size and fit. The scheduled fitting dates will be detailed in your timetable. If you are unable to attend please contact the School of Health Sciences local office as soon as possible to ensure that you still receive your uniform order 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 Lucy Conway prior to your uniform fitting to discuss any additional uniform requirements you may have due to cultural beliefs or medical grounds. (Please note that Hijabs can only be provided in black or blue).
7.0 USEFUL LINKS AND RESOURCES

**Physiotherapy**: This journal publishes original research and facilitates continuing professional development for physiotherapists and other professionals world wide:

https://www.physiotherapyjournal.com

**British Journal of Occupational Therapy (BJOT)**: BJOT is the only monthly peer-reviewed international occupational therapy journal, and publishes high quality international research and practice-related papers that contribute to the evidence base of the profession and which encourage scholarly discussion and debate:

https://journals.sagepub.com/home/bjo

**Journal of Clinical Rehabilitation**: publishes a diversity of content. It is an inter-professional journal which offers the direct application to clinical practices with a ‘key message’:

https://journals.sagepub.com/loi/cre

**Chartered Society of Physiotherapy**: Founded in 1894, the Chartered Society of Physiotherapy (CSP) has grown to become the profession’s largest membership organisation.

https://www.csp.org.uk

**Royal College of Occupational Therapists**: The British Association of Occupational Therapists is the professional body representing the diverse and thriving community of occupational therapy staff across the UK. The Royal College of Occupational Therapists (RCOT) is a registered charity and wholly owned subsidiary of the Association, which represents the profession nationally and internationally.

https://www.rcot.co.uk/

**Health and Care Professions Council**: The Health and Care Professions Council (HCPC) is an independent, UK-wide regulatory body responsible for setting and maintaining standards of professional training, performance and conduct of the 16 healthcare professions that it regulates

http://www.hcpc-uk.co.uk

**HCPC Guidance on Conduct and Ethics for Students**: This document is essential reading for all healthcare students who are training on programmes validated and governed by the Health and Care Professions Council:

https://www.hcpc-uk.org/audiences/studentsandapplicants/conduct/

**The NHS Constitution**: The NHS Constitution for England is a document that sets out the objectives of the National Health Service, the rights and responsibilities of the
various parties involved in health care, (patients, staff, trust boards) and the guiding principles which govern the service: https://www.gov.uk/government/publications/the-nhs-constitution-for-england/the-nhs-constitution-for-england

Principles and values that guide the NHS: The seven key principles guide the NHS in all it does. They are underpinned by core NHS values which have been derived from extensive discussions with staff, patients and the public:

https://www.nhs.uk/NHSEngland/thenhs/about/Pages/nhscoreprinciples.aspx
8.0 FURTHER COURSE READING

`Access your reading list now`

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](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.'