RCOT Approved Learning

**Application Form**

RCOTApprovedLearning@rcot.co.uk

* Prepare your application using the accompanying Guidance.
* All questions must be answered.
* If a question is not relevant, enter ‘N/A’ and explain why.

|  |  |
| --- | --- |
| Date of Application |  |

**Part 1 – Provider Information**

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| Name of Provider/Organisation |  |
| Address |  |
| Organisation telephone number |  |
| Website URL if relevant |  |

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|  | MAIN CONTACT PERSON | SECOND CONTACT PERSON (optional) |
| Name |  |  |
| Position/Job Title |  |  |
| Email address |  |  |
| Telephone |  |  |

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| Public liability insurance [*NOT FOR RCOT BRANCHES*] | | | |
| Insurer Name |  | | |
| Date valid until |  | Copy of certificate attached |  |

**Part 2 – Course Information**

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| Title of course |  |

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| Application type | New application |  | | | Previously RCOT Endorsed or Approved | | | |  | Previously RCOT Endorsed or Approved, substantially revised | | |  |
| Type of course -  select all that apply | Course (without qualifications) |  | | Study day | | |  | Workshop | | |  | Online course or learning activity |  |
| Other (specify) | |  | | |  | | | | | | | |

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| Mode of delivery and contact -  select all that apply | Face to Face |  | Distance learning |  | Online |  |
| Other (specify) |  |  | | | |

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| Course hours | Recommended pre-course study: |  | Staff/learner contact: |  | Self-directed study during course: |  |
| Self-directed study after course: |  | Other (specify): |  | |  |

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| Course target market (select all that apply) | HCPC-registered occupational therapists | |  | | Non HCPC registered occupational therapy personnel e.g. support workers |  |
| Others (specify) |  | |  | | |

**Part 3 – Evidence for Award Standards**

Definitions of Key Terms

Please read these Definitions carefully. The words used may have other meanings in other contexts.

**Facilitator** – Person who delivers the course to participants. This term is used in the singular, but covers any and all personnel who are involved with course delivery to participants. This, includes facilitators who provide moderation and/or guidance rather than training.

**GDPR-compliant** – Fully meeting the requirements of the General Data Protection Regulations.

**HCPC** – Health and Care Professions Council, the regulatory body for registered occupational therapists.

**Learning Assessment** – The process by which the facilitator and learner can determine whether the Learning Outcomes have been achieved by the learner. This may be formal, such as exams and tests, or informal, for example questioning, peer-to-peer discussion, self-reflection and other methods.

**Learning Outcomes** – Statements that describe the knowledge or skills learners are expected to acquire at the end of the learning event, emphasising the application and integration of knowledge and skills in practice, and the level at which they will be able to do so.

**Provider** – Organisation or individual who offers and is responsible for delivery of a course.

**Reinforcement** (of learning) – The process by which the learner embeds the achievement of new skills, knowledge and ways of thinking.

**Safeguarding** – Security measures to protect learners and learners’ service users, including their privacy, well-being and safety.

**Service users** – All those who use services from the learner, who may be, but are not restricted to, patients, clients, colleagues and students.

**STANDARD 1: Content**

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| 1.1 STANDARD  The course is based on up-to-date information such as current published research.  All course materials, such as workbooks, presentations, readings, video clips, web pages, associated e-learning, are current, relevant to the topic and are produced or written by reliable individuals/organisations.  The content promotes and reinforces best practice.  If any branded equipment or materials are suggested or referred to, the course explicitly provides full commercial disclosure. | 1.1 EVIDENCE   1. Explain the type of materials that have been used to prepare the content. This could include, for example, published research, briefings, conference proceedings. 2. Give examples of specific references that you used to develop the course, with full title, date and publication details, and/or web links.   List a minimum of one example for each type of material that you used, with more than one encouraged.   1. Briefly explain how the course promotes and reinforces best practice. 2. What branded equipment or materials, if any, are suggested or demonstrated? Explain how participants receive full commercial disclosure through an explanation of why the branding is included, and the alternatives suggested.   If none, state “Commercial disclosure not Applicable”.   1. The currency, relevance and reliability of the content will be assessed by examining the submitted course materials. |
| **1.1 PROVIDER RESPONSE** | |

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| 1.2 STANDARD  The course has an introductory overview to orient the participants, prepare them for learning and explain how skills will be developed.  The main purpose of the content is:   * to deepen the practical ability of the participants to do their professional work at the level they already achieve;   AND/OR   * to develop abilities in the content topic(s) beyond the knowledge and skills they already have at the start of the course. | 1.2 EVIDENCE   1. Briefly describe the course introduction.   A PowerPoint introduction is not required, but if used, list the name of the presentation and the slide numbers that cover the introduction.  If a PowerPoint presentation is not used, provide facilitator notes that cover the course introduction.   1. Give an overview of how the content covers knowledge and skills that apply to participants’ professional work. 2. Give an approximate ratio of course time spent focusing on the development of knowledge and skills, compared to time spent on supporting information, such as housekeeping, overviews, background. 3. Attach course materials that support your answers, such as timetables and handbooks. List document titles and relevant page numbers. |
| **1.2 PROVIDER RESPONSE** | |

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| 1.3 STANDARD  The course includes opportunities to work on problem-solving and decision-making.  The content provides different suggestions or approaches to help participants meet complex challenges and/or to improve the quality of their work. | 1.3 EVIDENCE   1. Give two to five examples of opportunities within the course for participants to consider different problem-solving and/or decision-making strategies. 2. Attach facilitator notes or course materials to illustrate the examples. 3. List the titles of relevant course materials with references to page numbers. |
| **1.3 PROVIDER RESPONSE** | |

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| 1.4 STANDARD  The course promotes equality, diversity and inclusion. Content is respectful to everyone.  The content and the delivery encourage participants to promote equality and diversity in their work. | 1.4 EVIDENCE   1. Explain how the course promotes equality, diversity and inclusion and how participants are reminded to promote this in practice. 2. Describe how the approach taken for course admissions, preparation, delivery and follow up avoids overt discrimination and unconscious bias. |
| **1.4 PROVIDER RESPONSE** | |

**STANDARD 2: Accessibility**

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| 2.1 STANDARD  All course materials are accessible for people with impairments, for example dyslexia, sensory impairment and limited mobility.  Plain English is used as far as possible and technical terms and acronyms are explained. | 2.1 EVIDENCE   1. Explain how the design and delivery of the course and course resources meet accessibility needs for participants with impairments. 2. Discuss how required technical terms and acronyms are introduced and explained to participants. |
| **2.1 PROVIDER RESPONSE** | |

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| 2.2 STANDARD  Participants have access to the following information before the course begins:   1. Cost of the event. 2. Course structure, outline or timetable. 3. Any course pre-preparation and how long it should reasonably take to do. 4. Length of the course. 5. Course facilities and logistics: location, transport links, access etc., if course delivered at Provider’s venue. 6. Brief details on Provider qualifications/suitability to teach the course. 7. Provider contact details. 8. Maximum number of learners per event, if numbers limited. 9. If the course is commercially funded, information on the funder(s)/sponsor(s). | 2.2 EVIDENCE   1. Attach all course materials that provide the itemised information. List the document names and refer to page numbers if relevant. 2. Explain when and how the materials are given out to potential participants. 3. Provide a clear statement on whether the course is commercially funded or sponsored. If so, provide information on the funder(s)/sponsor(s). |
| **2.2 PROVIDER RESPONSE** | |

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| 2.3 STANDARD  The course structure and course materials give a good participant experience.   1. The course is clearly laid out and logically ordered. 2. Materials relate well to the course topic and content. 3. Physical resources are safe and of good quality. 4. All provided hyperlinks are functional and navigation is straightforward. 5. Portal submissions, if relevant, are easy to manage. Any e-learning resources used are up-to-date. 6. Content prepared by sources other than the applicant is cited with a recognised system, together with copyright information and date of issue or publication. Copyright and permission are acknowledged, for example for graphics and images. The source and date of issue or publication is indicated in the course materials (for example, PowerPoint slides). 7. The resources are listed with a recognised and consistent system. Enough information is provided for learners to locate them after the course is over. The resources are grouped logically. The lists of resources are ordered in a logical way, for example publications are alphabetical by first author.   The resources are listed as a separate resource, not as part of the PowerPoint presentation. | 2.3 EVIDENCE   1. Attach course presentation(s) and all supporting course materials, including timetable or lesson plan. 2. List titles and page number(s) of the presentation(s) and supporting materials. 3. Provide access to any e-learning resources. 4. Describe the physical resources used to deliver the course and explain how they are maintained and reviewed for quality and safety. |
| **2.3 PROVIDER RESPONSE** | |

**STANDARD 3: Participant Engagement**

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| 3.1 STANDARD  The content is delivered using different types of activities. The facilitator encourages participants to learn through active participation.  The facilitator makes sure all participants engage in the problem-solving and critical thinking course activities. | 3.1 EVIDENCE   1. List the different types of activity that make up the course, for example, watching presentations, small group hands-on practice, small group discussion. 2. Give a specific example of each category of activity. 3. Describe how the facilitator encourages participants to take part in problem-solving and critical thinking activities. 4. Include facilitator notes or other evidence that supports this. |
| **3.1 PROVIDER RESPONSE** | |

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| 3.2 STANDARD  The facilitator gives direction and support so that participants can fully engage and learn from the activities. Content and delivery safeguard the learners by providing guidance where sensitive topics are covered.  Enough time is given to each aspect of the course so that the material can be covered in suitable depth. This includes time for questions, supplementary explanations and practice.  The facilitator carries out question-led informal learning assessment to check all participants understand the course content and activity instructions. | 3.2 EVIDENCE   1. Attach examples of facilitator notes, or other documentation, for each different category of activity to show that the facilitator checks that participants understand the content being delivered and have time to take and answer questions from participants. 2. With particular attention to any practical activities, explain how the facilitator checks that participants understand and can fully engage in them. 3. Explain how any content may cause concern or issues for learners and how this is mitigated. |
| **3.2 PROVIDER RESPONSE** | |

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| 3.3 STANDARD  The course provides opportunities for participants to share their experiences and learning with each other.  Participants are encouraged to share their learning with colleagues after the event. | 3.3 EVIDENCE   1. Explain how and when participants share learning and experiences. 2. Attach facilitator notes and other materials that show how participants are encouraged to share their experiences and learning. 3. Explain and/or attach facilitator notes and other materials that show how participants are encouraged to share their learning with colleagues after the event. |
| **3.3 PROVIDER RESPONSE** | |

**STANDARD 4: Learning Assessment and Reinforcement**

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| 4.1 STANDARD  Participants receive regular and constructive feedback from the facilitator throughout the course. The feedback reinforces learning and explains how performance can be improved.  The facilitator uses language that encourages the participants.  At the end of the course, the facilitator summarises the content and what the participants should now be able to do. | 4.1 EVIDENCE   1. Provide a brief scenario on how the facilitator would support a participant struggling with an aspect of the course.   Include facilitator notes if available.   1. Describe how the content and learning is summarised at the end of the course. Include facilitator notes and list name and number of any related presentation slides. |
| **4.1 PROVIDER RESPONSE** | |

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| 4.2 STANDARD  Participants receive information about learning assessment, if included, before the course begins or during the course introduction.  Participants receive information before the learning assessment so that they understand what they must do or achieve in order to pass. If levels other than pass are awarded (for example merit, distinction) the criteria to achieve these levels are explained.  The participants know what will happen if they do not pass. | 4.2 EVIDENCE   1. Attach the information about learning assessments that the participants receive. If verbal, attach facilitator notes. 2. Explain when the information about learning assessment is distributed to participants. |
| **4.2 PROVIDER RESPONSE** | |

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| 4.3 STANDARD  Learning assessments may be formal or informal. The assessments are fair and objective, clearly relating to the knowledge and skills covered in the course.  Participants receive results and feedback within a short timeframe, which allows them to follow up with the facilitator if they wish to do so. | 4.3 EVIDENCE   1. Describe all types of learning assessment used during the course and how they demonstrate that the participants have achieved the learning outcomes, or need to do further work to achieve them. 2. Explain when and how answers are provided after the learning assessment(s). |
| **4.3 PROVIDER RESPONSE** | |

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| 4.4 STANDARD  Reinforcement of learning includes the opportunity for participants to reflect on and record their learning, with enough time set aside for these activities.  (**NOTE**: reflective practice is the opportunity to stop and think, consciously analyse decision making, and relate back to practice, to decide whether actions, behaviour, treatments need to be adjusted, and whether more follow up learning is needed.) | 4.4 EVIDENCE  Describe how participants have the opportunity to reflect on and record their learning. |
| **4.4 PROVIDER RESPONSE** | |

**STANDARD 5: Relevance**

5.1 STANDARD

The course must be relevant to occupational therapy personnel (including support workers) but need not be exclusive to them. The relevance to occupational therapy personnel will be demonstrated by mapping to the [RCOT Career Development Framework](https://www.rcot.co.uk/cpd-rcot).

The course must support one or more Key Skills as described in the table below. Select the Key Skill(s) that apply to the course by ticking the box(es) in the column next to Key Skills.

If Key Skills P2 and/or P3 are selected, Skill P1 must also be selected. Otherwise, select only the Key Skills that apply.

**NOTE:**

The Pillars of Practice are part of the RCOT Career Development Framework. Once awarded, your course will be mapped to these Pillars when listed on the RCOT Approved Learning webpage.

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| **PILLARS OF PRACTICE** |  |  | **KEY SKILLS - The course supports participants to:** |
| **Professional Practice** |  |  | P1. Make links between the course content and helping people to do what they want, need or have to do |
|  |  | P2. Deliver safe, effective, person-centred and ethical practice |
|  |  | P3. Use professional judgement, reasoning and decision making |
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| **Support Learning** |  |  | S1. Teach, mentor, supervise and/or assess others for learning |
|  |  | S2. Assist and/or guide others to learn in the workplace |
|  |  | S3. Create and test learning environments, tools and materials |
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| **Leadership** |  |  | L1. Identify, review and improve own knowledge and skills |
|  |  | L2. Guide, direct and/or support teamwork |
|  |  | L3. Design, carry out, manage professional and/or organisational change |
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| **Research, Gather Evidence, Develop Profession** |  |  | R1. Influence local, regional, national, international policy and decision-making |
|  |  | R2. Create, use and/or explain evidence to inform practice |
|  |  | R3. Design, carry out and test research, distribute research evidence |

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| 5.1 EVIDENCE:  Explain in broad terms how the course supports all the skill(s) that you have selected. Where Professional Practice is the relevant Pillar of Practice, describe how the course addresses helping people to do what they want, need or have to do.  List the course materials that support your answer and list the specific page numbers in the course materials where this is demonstrated. |
| **5.1 PROVIDER RESPONSE** |

5.2 STANDARD

The course has been designed for people with a certain level of skills and knowledge, for example: students, support staff, early career professionals or personnel highly experienced in the topic.

The course may be suitable for people with a broad range of experience and skills, or for specific career levels.

Using Appendix 1, RCOT Career Development Framework: Career Levels (end of this document)*,* identify the career level(s) of the intended participants. The career levels are NOT linked to NHS band levels.

Refer to the Pillars of Practice related to the Key Skills selected for Standard 5.1. Select only the Level(s) that apply.

If you have identified more than one Pillar of Practice covered by the course, you may judge that different career levels are addressed for each.

**NOTE:**

The Career Levels are part of the RCOT Career Development Framework. Once awarded, your course will be mapped to these Career Levels when listed on the RCOT Approved Learning webpage.

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| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Career Levels** | | | | | | | | | | **Pillars of Practice** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | | Professional Practice |  |  |  |  |  |  |  |  |  | | Support Learning |  |  |  |  |  |  |  |  |  | | Leadership |  |  |  |  |  |  |  |  |  | | Research, Gather Evidence, Develop Profession |  |  |  |  |  |  |  |  |  | |

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| 5.2 EVIDENCE  Briefly explain why the selected level(s) apply to the course.  Refer to any relevant course materials; list the titles and the specific page numbers in the course materials where this is demonstrated. |
| **5.2 PROVIDER RESPONSE** |

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| 5.3 STANDARD  Participants have the following information available before they start the course:   1. Description of who should attend/who the course is intended for. 2. The knowledge and skills they will learn that will support or advance their professional development; 3. The level and type of knowledge and/or skills that they need before participating in the course.   Participants receive evidence that they have completed the course. | 5.3 EVIDENCE   1. Describe how the material is made available to the participants before the course starts, e.g. online, by mail, downloadable. 2. Explain what learners receive at the end of the course (certificate, practice approval, etc.). 3. Attach all relevant course materials and list the titles and the specific page numbers in the course materials where this is demonstrated. |
| **5.3 PROVIDER RESPONSE** | |

**STANDARD 6: Learning Outcomes (Skills and Knowledge Gained)**

**NOTE:** Learning Outcomes are general statements about what participants should be able to do as a result of taking the course, how well they should be able to do it, and how they can apply their learning in practice. They should be phrased so that learners will understand and apply them to their own learning.

The number of Learning Outcomes varies depending on the course, but as a rule of thumb may range from three to six or eight for a one to two-day event.

Learning Outcomes should: i) be general, not too detailed; ii) be realistically achievable; iii) lead to participants feeling confident about achieving all of them by the end of the course; iv) be assessable - facilitators and learners can assess that learners have achieved them.

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| 6.1 STANDARD  The Learning Outcomes are directly relevant to the key skills that you selected in Standard 5.1 (Relevance).  Learning Outcomes conform fully to the NOTE above. They describe what the participants should be able to do after completing the course. | 6.1 EVIDENCE   1. Describe how the Learning Outcomes, if achieved by the participants, will support them with the key skills selected for Standard 5.1. 2. Explain in general terms how the course content fully supports the Learning Outcomes. 3. If the skill area is Professional Practice, one key skill **must** be “Make links between the course content and helping people to do what they want, need or have to do”. Ensure that you explain how this particular skill is supported by the course content. |
| **6.1 PROVIDER RESPONSE** | |

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| 6.2 STANDARD  The Learning Outcomes are pitched at the right level for the skills and experience of the participants who the course is designed for.  Participants should reasonably be able to achieve the Learning Outcomes within the course timeframe. The resources and content fully support the course Learning Outcomes. | 6.2 EVIDENCE   1. Explain how the Learning Outcomes are appropriate for the Career Levels that you identified in Standard 5.2. 2. Briefly describe how the course length, content, number of facilitators, and resources have been designed to support the participants to achieve the Learning Outcomes. |
| **6.2 PROVIDER RESPONSE** | |

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| 6.3 STANDARD  The Learning Outcomes are assessable, that is, they are worded so that participants and the facilitator can judge if they have been achieved.  This judgement may be based on formal or informal learning assessment, reflection, action plans or other means. | 6.3 EVIDENCE   1. Explain how the Learning Outcomes have been worded so that judging whether they have been met is straightforward. 2. Explain how the course learning assessments have been designed to test the Learning Outcomes. |
| **6.3 PROVIDER RESPONSE** | |

**STANDARD 7: Course Support and Management**

**NB**: This standard is for learning events that are delivered face to face. It is not applicable to digital learning or to learning materials designed to be self-guided individually and/or in facilitated or non-facilitated groups. If your learning event is not delivered face to face, state ‘Not applicable’ in 7.1 Provider response and explain why, then leave the rest of the section blank.

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| 7.1 STANDARD  The facilitator:   1. Has the expertise, knowledge and experience to deliver the content as intended; 2. Maintains own knowledge and skills in learning and teaching, and keeps up-to-date with the topic; 3. Has knowledge and experience of safeguarding, both for participants and for how participants can safeguard the people who will receive services arising from the course. | 7.1 EVIDENCE   1. List all facilitators who contribute to course delivery. 2. Attach a CV for each facilitator using the CV template provided, showing their expertise and experience with dates, and with particular reference to recent training and development. 3. Ensure the feedback section for each CV is completed, using two to four examples from courses the facilitator has delivered in the past. 4. Explain briefly how facilitators take account of safeguarding. |
| **7.1 PROVIDER RESPONSE** | |

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| 7.2 STANDARD  The number of facilitators is enough to deliver the course effectively. | 7.2 EVIDENCE   1. Describe the minimum and maximum number of participants accepted into the course. 2. State how many facilitators deliver each event. 3. Explain how the facilitator(s) support(s) all participants effectively. |
| **7.2 PROVIDER RESPONSE** | |

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| 7.3 STANDARD  Staff responsible for the development, management and administration of the course have relevant experience and knowledge. | 7.3 EVIDENCE  Complete the table below. Attach a separate table if more rows are required.  If the development, management and/or administration staff are the same as facilitator staff, provide the names and state that the CVs are attached. |
| **7.3 PROVIDER RESPONSE -** | |
| STAFF RESPONSIBLE FOR COURSE DEVELOPMENT | |
| Name | Relevant qualifications and experience, with dates |
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| STAFF RESPONSIBLE FOR COURSE MANAGEMENT | |
| Name | Relevant qualifications and experience |
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| STAFF RESPONSIBLE FOR COURSE ADMINISTRATION | |
| Name | Relevant qualifications and experience |
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| 7.4 STANDARD  The course is supported with:   1. Clear structures to manage and deliver the course. 2. Identification of potential risks to delivery, with plans in place to cover them if needed. 3. GDPR compliant data management, in particular adequate protection of personal information and defined procedures for any required communications with participants. 4. Suitable facilities to deliver the course including good premises and teaching aids. The course has a checklist for required facilities if the course is delivered at participants’ place of work. 5. Safeguarding policies in place. | 7.4 EVIDENCE   1. Describe briefly the over-arching structures used to manage and deliver the course. 2. Identify the potential risks to delivery of the course (for example, facilitator illness) and explain the risk management strategy. 3. Explain how personal information is protected. How are participants contacted and by whom? How is relevant information about individual learning needs handled? 4. Describe briefly how the premises, learning space and teaching aids are suitable for course delivery   **OR**  If the premises are not managed by you, explain what facilities are required to deliver the course and how your organisation makes sure they are available.   1. Attach any relevant documentation, including safeguarding policy or description, and list the titles and the specific page numbers in the documentation where this is demonstrated. |
| **7.4 PROVIDER RESPONSE** | |

**STANDARD 8: Course Follow Up**

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| 8.1 STANDARD  Participants receive an up-to-date related resources list that they can use for reference after the course. Annotations must be supplied for supplementary resources not mentioned during course delivery. | 8.1 EVIDENCE  Attach the related resources list distributed to participants. |
| **8.1 PROVIDER RESPONSE** | |

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| 8.2 STANDARD  The participants receive at least one resource in addition to the resources list, for support after the course.  This may include, for example, tip sheets, access to a community of practice, webinars or post-event coaching. | 8.2 EVIDENCE   1. Attach the relevant resources or information that participants receive. 2. Describe briefly the nature of the resources and how they are designed to support participants with their learning from the course. |
| **8.2 PROVIDER RESPONSE** | |

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| 8.3 STANDARD  The course includes guidance to develop action plans so that learners apply their learning in practice. Development of action plans may be part of the course, or resources may be given to participants to develop their action plans independently after the course has finished. | 8.3 EVIDENCE   1. Attach action plan documents or facilitator notes for action plan development. 2. Explain how the action plan supports participants to apply their learning in practice. |
| **8.3 PROVIDER RESPONSE** | |

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| 8.4 STANDARD  The facilitator reminds and guides participants to record their Continuing Professional Development arising from the course, with particular attention to thinking about the outcomes of their learning on service delivery and/or service user experience. | 8.4 EVIDENCE   1. Attach the CPD recording documents or facilitator notes covering recording of CPD. 2. Explain how participants’ thinking about service delivery and/or service user experience is reinforced. Refer to the definition of service users on page 4 when preparing your response, bearing in mind the definition may include colleagues, staff, students, as appropriate for the course content. |
| **8.4 PROVIDER RESPONSE** | |

**STANDARD 9: Quality Monitoring and Continuous Improvement**

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| 9.1 STANDARD  The course has a complaints policy. Participants know about it and how to access it.  The policy covers:   1. How complaints and grievances are handled; 2. Approximate response times; 3. How participants are kept informed of the actions taken as a result of any complaints. 4. Participants are aware they can contact the Royal College of Occupational Therapists about the course and know how to do so. | 9.1 EVIDENCE  A. Attach:   * Complaints policy * Complaints procedure * Complaints guidance given to learners   **OR**   * Links to the documentation as listed above   B. Explain how participants are told they may contact RCOT about the course.  **NOTE:** If your organisation does not have formal complaints policies and procedures, describe in the space provided how you deal with complaints and grievances, as outlined in the Standard. |
| **9.1 PROVIDER RESPONSE** | |

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| 9.2 STANDARD  The course is regularly reviewed for improvements. The course is updated so that it continues to meet learners’ needs and so that it reflects contemporary learning, research and practice. | 9.2 EVIDENCE   1. Describe who is involved in reviewing the course. 2. Describe how often the course is reviewed. 3. How are contemporary learning, research and practice fed into course updates? 4. Outline the aspects of the course that are reviewed. 5. Describe how is feedback from participants is taken into account when reviewing the course. |
| **9.2 PROVIDER RESPONSE** | |

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| 9.3 STANDARD  All participants have the opportunity to evaluate the course. The Provider monitors and acts upon participant feedback to continuously improve the quality of learning and resolve difficulties. Provider responses to feedback are available to learners.  The evaluation includes the following 3 questions, with space provided for further written responses:   * The Learning Outcomes for this course are: [Learning Outcomes listed]. To what extent do you agree that the Learning Outcomes were met?   Strongly agree – Agree – Neither agree nor disagree – Disagree – Strongly disagree   * To what extent do you agree that the learning was engaging and relevant to your practice?   Strongly agree – Agree – Neither agree nor disagree – Disagree – Strongly disagree   * To what extent do you agree that the application of what you have learned will benefit your service users?   Strongly agree – Agree – Neither agree nor disagree – Disagree – Strongly disagree | 9.3 EVIDENCE  Attach the following documentation:   * Evaluation policy * Evaluation process * Evaluation form   If the evaluation materials are a sub-set of the quality assurance documentation, refer to those documents with relevant page numbers provided and list titles below.  **NOTE:** If your organisation does not have a formal evaluation policy, describe in the space provided what your evaluation policies and processes are. |
| **9.3 PROVIDER RESPONSE** | |

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| **OPTIONAL:**  Use the space below for any general or additional information not otherwise covered that you would like to add about your course. Keep additional material brief. |
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**APPENDIX 1: RCOT CAREER DEVELOPMENT FRAMEWORK FOR OCCUPATIONAL THERAPY: CAREER LEVELS**

For more detailed information about career levels for each Skill Area (Pillar of Practice), refer to the [RCOT Career Development Framework](https://www.rcot.co.uk/cpd-rcot?r=). Levels 1-4 refer to personnel not yet qualified for registration with the occupational therapy regulatory body (HCPC - Health and Care Professions Council).

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| **CAREER LEVEL** | **CAREER LEVEL SKILLS AND ABILITIES** |
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| **LEVEL 1**: basic general knowledge; awareness of the role of occupational therapy; entry level | * Any new starter in the sector but not necessarily straight from school. * Can do a limited number of straightforward tasks under direct supervision. |
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| **LEVEL 2**: understands at basic level occupational therapy and any specific topic of study | * Carries out occupational therapy duties with guidance and supervision. * Can participate in improvement initiatives. |
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| **LEVEL 3**: knows and understands occupational therapy procedures, processes and general concepts for own subjects of study and practice | * Carries out wide range of delegated duties with guidance and supervision when needed. * Can contribute to improvement initiatives. |
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| **LEVEL 4**: knows and understands occupational therapy procedures, processes and general concepts for own subjects of study and practice | * Self-guided by written procedures and protocols, makes judgements, plans activities. * May have some responsibility for aspects of supervision of some staff or students. |
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| **LEVEL 5**: has comprehensive, specialised knowledge and understanding of occupational therapy;  understands boundaries of both personal knowledge and knowledge within the sector | * Makes judgements within own particular area of work, actively contributes to improvement initiatives. * May have responsibility for supervision of staff or students. * May be eligible for registration as an occupational therapist with the regulatory body (HCPC)   **OR**  May be non-regulated, experienced care workers or have own specialist trade or craft e.g. posture and seating skills. |
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| **LEVEL 6**: has critical understanding of occupational therapy knowledge | * Leads in a specific area of work with some responsibility for service and team performance. * Supervises staff and/or students. |
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| **LEVEL 7**: has highly specialised knowledge and critical awareness | * Has specialist practice-based, technical or scientific skills. * Responsible for service development in complex environments. * Leads in services/research/education, supervises staff and/or students. |
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| **LEVEL 8**: has most advanced and specialised knowledge | * At the forefront of the profession as for example strategic leader, original thinker, political leader. * Responsible for finances, service development and/or multiple teams. |
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| **LEVEL 9**: innovates and widely advances occupational therapy | * Develops services for a population, works at the highest level of an organisation. * Accountable for the performance of staff and services, thinks at a systems level. |