**RCOT Approved Learning Guidance**

Contents

[1. Contact details for RCOT Approved Learning 2](#_Toc24530978)

[2. What is RCOT Approved Learning? 2](#_Toc24530979)

[3. The application 2](#_Toc24530980)

[4. Linking to the RCOT Career Development Framework 3](#_Toc24530981)

[5. Submission to RCOT 4](#_Toc24530982)

[6. Application assessment 4](#_Toc24530983)

[7. Application outcome and next steps 4](#_Toc24530984)

[8. Maintaining and renewing the RCOT Approved Learning award 5](#_Toc24530985)

[9. RCOT Approved Learning application checklist 6](#_Toc24530986)

### **Appendix 1: RCOT Career Development Framework for Occupational Therapy:**

Pillars of Practice and their Key Skills 9

**Appendix 2:** **Career Development Framework for Occupational Therapy**:

Career Levels 10

**Appendix 3: BACS Payments for RCOT Approved Learning**  11

PLEASE NOTE: Due to the circumstances caused by COVID-19, it is important that you demonstrate adjustments you have made to face to face delivery in order to meet hygiene and safety needs.

# Contact details for RCOT Approved Learning

We want to support you through the Approved Learning application process. We welcome discussions with you before and during your application.

For all queries and to submit completed applications, contact us using the following email:

RCOTApprovedLearning@rcot.co.uk

# What is RCOT Approved Learning?

The Royal College of Occupational Therapists (RCOT) Approved Learning award verifies quality for continuing professional development (CPD). The College uses the definition of CPD as set out by the [Health and Care Professions Council](https://www.hcpc-uk.org/cpd/) (HCPC). CPD is the way in which professionals continue to learn and develop throughout their careers to keep skills and knowledge up to date, to be able to practise safely and effectively.

Approved Learning is awarded to specific courses, not organisations. It is available for courses produced by commercial providers, RCOT Specialist Sections, Regional Branches and internally developed learning resources. Approved Learning is not available for credit-bearing courses leading to formal qualifications. Events linked to product demonstration must include a significant proportion of wider content beyond product use alone.

The award demonstrates that courses relevant to occupational therapy personnel have met defined learning and teaching standards, benchmarked internationally. The award is valid for three years.

The award can be conferred for different types of learning, for example face to face courses, study days, workshops, distance learning and online learning. The intended audience need not be specifically occupational therapy personnel, but the relevance to occupational therapy must be clear.

The benefits of RCOT Approved Learning award are:

* Confirmation that RCOT’s quality standards have been met;
* Validation that the course is current, professionally relevant and meets sound educational principles;
* Verification of best practice;
* Assists RCOT members with their learning and development by linking to the *RCOT Career Development Framework*;
* RCOT Approved Learning branding on promotional and marketing materials;
* Listing on the RCOT Approved Learning webpage.

# The application

Read this Guidance as you complete the application form, the facilitator CV template and the Application document list. Review the RCOT Approved Learning Terms and Conditions, which includes fee details. Figure 1 (page 7) is a summary of the award process.

The application form has three parts: 1 - Provider Information, 2 - Course Information and 3 - Evidence for Award Standards.

Part 3 – Evidence for Award Standards is where you demonstrate how your course meets the RCOT Approved Learning quality standards. There are nine standards covering the following key areas of learning:

1. Content
2. Accessibility
3. Participant Engagement
4. Assessment and Reinforcement of Learning
5. Relevance (to occupational therapy)
6. Learning Outcomes
7. Course Support and Management
8. Course Follow-up
9. Quality Monitoring and Continuous Improvement

Each standard is broken down into sub-sections. Review each and the accompanying evidence we require. The evidence descriptions show how to demonstrate that your course meets the standard. Some of the standards require examples, descriptions and explanations about the course. We also expect your submission to be accompanied by all course materials and supporting documentation such as schedules, flyers, policies and any other relevant information.

When you provide supporting documentation as evidence, refer to the material by file name in your application responses, and specify the pages/slides of the document which relate to the required evidence. To direct assessors to the relevant evidence you must provide the course documentation titles and page numbers. To assist assessors to navigate the supporting evidence, complete the Application document list.

Once submitted we will check your application to make sure it is complete. If it is incomplete, we will explain to you what is still needed before it can be assessed.

# Linking to the RCOT Career Development Framework

The ‘Relevance’ standard links to the *RCOT Career Development Framework*. The Framework consists of four interlinked Pillars of Practice that occupational therapy personnel and other allied healthcare professionals are expected to develop throughout their careers. These are: Professional Practice, Facilitation of Learning, Leadership and Evidence, Research and Development.

Each Pillar is associated with three Key Skills (see Appendix 1 – page 9). For the Relevance standard, identify the specific Key Skills your course delivers to participants. It is unlikely that a course will address all the Key Skills. In many cases, only one Pillar of Practice will apply.

The *RCOT Career Development Framework* describes nine Career Levels for each Pillar of Practice. These range, for example, from school leavers working as assistants, learners at the beginning of formal study, newly qualified occupational therapists, to very experienced personnel working to advance the profession at the highest level (see Appendix 2 – page 10).

Once you have identified the Key Skills delivered by your course, examine the skills and abilities expected of each Career Level. Next, categorise the Career Level(s) for the Pillar(s) of Practice covered by your course. You may decide the course is specific to one career level or covers a range of levels. Carefully match your course and explain the range of career levels you have selected.

Remember, the Career Levels apply to each of the Pillars of Practice, not just clinical Professional Practice. Choose the Career Levels with reference to the specific Pillar of Practice you are considering.If the course covers more than one Pillar of Practice, it is quite possible that the Career Level(s) will be different for each.

You can find more information about the [*Career Development Framework: guiding principles for occupational therapy*](https://www.rcot.co.uk/cpd-rcot) on the RCOT website.

We ask you to link your course to this Framework because occupational therapists use it as a structure to identify and plan their continuing professional development. Mapping to the Framework allows potential learners to decide if the course is at the right level for them and if it covers their learning needs. It will also help you to define the target market for the course. We will include your Pillars of Practice and Career Level(s) on the [RCOT Approved Learning](https://www.rcot.co.uk/rcot-approved-learning-continuing-professional-development) webpage.

# Submission to RCOT

Once you have completed the application, email it with all supporting documents together with a signed copy of the Terms and Conditions. At the same time, arrange to pay the fee (not applicable to RCOT Specialist Sections). Details on how to pay are provided in Appendix 3 (page 11). We will process your application upon receipt of the full fee.

# Application assessment

When your application is received and payment has been confirmed, we check it is complete. We select two assessors whom we have confirmed are qualified for RCOT Approved Learning. All assessors are members of RCOT and are HCPC registered occupational therapists or previously registered retired occupational therapists.

Assessors review your application and provide an assessment according to the RCOT Approved Learning standards and evidence. We will inform you of the expected outcome date, and any unforeseen delays should they arise.

After review, assessors will prepare their Assessor Reports within an agreed timeframe. We aim for a short turnaround between sending out your application and receiving the two Assessor Reports. However, timing may vary according to individual circumstances.

We review the Assessor Reports and use them to make a final decision on the application outcome. At the end of the review process, you will receive a detailed Outcome Report.

# Application outcome and next steps

We designate one of three possible outcomes based on the Assessor Reports:

1. **Awarded**:

All RCOT Approved Learning standards have been fully met.

1. **Subject to Adjustment**:

At least 60% of RCOT Approved Learning standards (18 out of 31) are fully met, remaining standards are not fully met or there is insufficient evidence that they have been met.

1. **Deferred**:

Application falls below the threshold of Adjustment, with less than 60% (17 or fewer) of standards fully met.

1. When RCOT Approved Learning is **awarded**, you will receive the Outcome Report, Major Change form and the RCOT Approved Learning logo.

Any exceptional areas identified by Assessors are highlighted in the Outcome Report as **commendations**. Commendations are specific to the course being assessed and are not transferable. You are welcome to use commendations in your course marketing materials.

We will provide you with guidelines for the logo. You may use it on course documentation and any related marketing materials.

1. To achieve the RCOT Approved Learning award, applications **subject to adjustment** must address the standards that are not met or not fully met. The Outcome Report will contain **conditions** that explain what is required. You must then respond, showing how you have met the conditions, within a time frame agreed with RCOT.

If, after review, your responses demonstrate that all standards are fully met according to the conditions specified, we award RCOT Approved Learning. If the conditions have not been fully met, the course will be deferred (not applicable to RCOT Specialist Sections).

1. Applications are **deferred** when fewer than 18 standards have been fully met (not applicable to RCOT Specialist Sections). The Outcome Report will provide you with detailed guidance and support to help you develop the application so that it fully meets RCOT Approved Learning standards.

Should you decide to re-submit a deferred application, it cannot be accepted within twelve weeks after the date we send the original Outcome Report. This is to allow adequate time for you to consider and make all the changes required. The course will be processed as an entirely new application, with the fee payable in full, as detailed in the Terms and Conditions.

# Maintaining and renewing the RCOT Approved Learning award

RCOT Approved Learning is valid for three years. As detailed in the Terms and Conditions, we will ask you for an annual report each year, due no later than the anniversary of the date of award. You must respond promptly to any queries arising from scrutiny of the annual report. If you fail to meet the deadline for annual report submission, or to respond to queries arising from the report, the RCOT Approved Learning Award for the course may be reviewed and may be withdrawn.

If you propose major changes to your awarded course, RCOT must be notified immediately using the Major Change form. You will receive this when RCOT Approved Learning is awarded.

At the end of three years, the RCOT Approved Learning award expires. You will receive notification that the end of the award period is approaching and will be invited to re-apply with a new application. To maintain continuity, we recommend that the application is submitted at least six weeks prior to expiry.

# RCOT Approved Learning application checklist

Make sure you have done the following for your application:

* Parts 1 and 2 of the application are completed in full.
* Responses have been made to all standards.
* Responses specifically address the evidence required.
* Supporting documentation is referred to by document title, and wherever possible by the page numbers that relate to required evidence, in responses.
* All supporting documentation is recorded in the ‘Application Supporting Documentation’ list, by file name and with relevant pages/slide numbers.
* Supporting documentation referred to in responses has been included with the application.
* CVs are provided for all personnel involved in delivery of the course.
* CVs are completed on the template provided.

**Figure 1. RCOT Approved Learning Process**

**Figure 2. Possible application outcomes and next steps**

**Appendix 1**

**RCOT Career Development Framework for Occupational Therapy: Pillars of Practice and their Keys Skills**

|  |  |  |
| --- | --- | --- |
| **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 |
|  |  |  |
| **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 |
|  |  |  |
| **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 |
|  |  |  |
| **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 |

**Appendix 2**

**RCOT Career Development Framework for Occupational Therapy: Career Levels**

|  |  |
| --- | --- |
| **CAREER LEVEL** | **CAREER LEVEL SKILLS AND ABILITIES** |
|  |  |
| **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. |
|  |  |
| **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. |
|  |  |
| **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. |
|  |  |
| **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. |
|  |  |
| **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. |
|  |  |
| **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. |
|  |  |
| **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. |
|  |  |
| **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. |
|  |  |
| **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. |

**BACS Payments for RCOT Approved Learning**

**Appendix 3**

Fee payable (net): £1,250

VAT: £ 250

Total: £1,500

Bank details for payment:

Account Name: Royal College of Occupational Therapists

Account Number: 31202928

Bank Sort Code: 40-05-19

IBAN: GB09HBUK40051931202928

Branch Identifier Code: HBUKGB4107H

Bank Name: HSBC

Bank Address: Paddington Branch

15-17 Street

Paddington

London

W2 1NJ

Identifier: TO40 – M28 [your company name]

**It is essential that you send a separate email to us at the same time so that we can track and confirm payment:**

Company name

Company address

For the attention of [person at your organisation dealing with payment]

Email address of above person

Subject heading of email: RCOT Approved Learning - BACS payment

Email address to send these details: [RCOTApprovedLearning@rcot.co.uk](mailto:RCOTApprovedLearning@rcot.co.uk)