

Programme Specification for BSc (Hons) Occupational Therapy

This document applies to Academic Year 2022/23 onwards

Table 1 Programme Specification for BSc (Hons) Occupational Therapy

| | | |
|-----|---|--|
| 1. | Awarding institution/body | University of Worcester |
| 2. | Teaching institution | University of Worcester |
| 3. | Programme accredited by | Health and Care Professions Council, Royal College of Occupational Therapists |
| 4. | Final award or awards | BSc(Hons) |
| 5. | Programme title | BSc(Hons) Occupational Therapy |
| 6. | Pathways available | Single |
| 7. | Mode and/or site of delivery | Standard taught programme and practice learning placements |
| 8. | Mode of attendance and duration | Full time. Normal period of study 3 years. |
| 9. | UCAS Code | B930 |
| 10. | Subject Benchmark statement and/or professional body statement | Royal College of Occupational Therapists Learning and Development Standards (2014) HCPC standards of Proficiency for Occupational Therapists (2013) HCPC Standards of Education and training (2017) |
| 11. | Date of Programme Specification preparation/ revision | April 2018 (Re-approval) August 2018 AQU amendments Sept 2018 minor revisions to award map February 2019 AQU amendments to template (section 13 amended, sections 19 and 21 removed, renumbering) for 2019/20 AQU amendments to Section 19, minor updating November 2019, amendment to update title of Independent Study module to Dissertation module from 2020/21. August 2020 – AQU amendments to Section 19. August 2021 – AQU amendments August 2022 – AQU amendments September 2024 – Amendment to progression requirements, section 19 |

12. Educational aims of the programme

The course has been developed in partnership with stakeholders, including occupational therapy practitioners, students, service users and academics. The collaborative approach to curriculum design is reflected in the integrated approach to occupational therapy education, where theory and practice are closely aligned, and there is an emphasis on inter-professional teaching and learning, with modules at each level shared with BSc (Hons) Physiotherapy, and in learning and teaching sessions with other health disciplines through the programme. The placement model in first and second year is a clear example of how this approach to education is embedded within the course, supported by Coaching for Practice groups fortnightly on campus. Service user contributions to selection, teaching and marking further emphasise the co-constructed approach to course delivery.

The BSc (Hons) Occupational Therapy course aims to develop the learners understanding of people as occupational beings, and application of this knowledge to occupational therapy and the environments in which occupational therapists practise. It seeks to develop skills appropriate to a career in a diverse range of settings, including but not limited to, health, social care, and non-statutory services, within the UK and international contexts.

The aims of the course are;

1. To facilitate learners to achieve the Health and Care Professions Council (HCPC) [Standards of Proficiency for Occupational Therapists \(2013\)](#). This provides eligibility to apply for registration with the HCPC and membership of the Royal College of Occupational Therapists (RCOT).
2. To contribute to the health and wellbeing of individuals, groups, communities and society through the rigorous and considered application of evidence informed occupational science and associated foundation and applied sciences.
3. To critically analyse wider political, cultural, economic, and social influences on occupational engagement and participation.
4. To critically analyse the complexity of professional, ethical and legal frameworks and their impact on occupational therapy decision making.
5. To practice in ways that are fair, ethical, legal, anti-discriminatory, safe and sustainable.
6. To facilitate the contribution of leadership and management skills to the multi professional team, always ensuring that service users and carers perspectives are integrated or represented within the team approach.
7. To effectively communicate and justify professional reasoning, decision making and problem solving to enhance occupational therapy provision, critically evaluating the outcomes of interventions and service delivery.

13. Intended learning outcomes and learning teaching and assessment methods

Table 2 knowledge and understanding outcomes and which module/code they relate to

| Knowledge and Understanding | | |
|------------------------------------|---|----------------------|
| LO no. | These LOs are based on the Entry level occupational therapy core knowledge and practice skills (COT2016) On successful completion of the named award students will be able to: | Module Code/s |
| 1. | Identify and assess occupational needs in individuals, groups, communities and society always keeping the service user(s) at the centre of involvement | OCTH3103 |
| 2. | Facilitate occupational engagement and performance in individuals, groups, communities and society to promote health and wellbeing | OCTH3103 |
| 3. | Evaluate and reflect upon occupational outcomes in individuals, groups, communities and society | OCTH3103 |
| 4. | Critically discuss the dynamic relationship between occupational therapy philosophy and health social care and public health matters. | OCTH3103 ALHS3106 |
| 5. | Promote health through sustainable meaningful occupation as end and as a means. | OCTH 3103 |

Table 3 cognitive and intellectual skills outcomes for module code/s

| Cognitive and Intellectual skills | | |
|--|--|----------------------|
| 6. | Demonstrate accurate knowledge of the body's function and structures underpinned by analysis of occupational performance | OCTH3100 OCTH3105 |
| 7. | Demonstrate comprehensive critical evidence informed occupational therapy practice | OCTH3102 |
| 8. | Demonstrate and use reflective practice | OCTH3100 OCT3105 |

Table 4 learning skills and capabilities related to employability outcomes for module code/s

Skills and capabilities related to employability

| | | |
|-----|---|----------------------|
| 9. | Communicate effectively through a range of media and with a range of stakeholders to establish and maintain professional rapport in diverse contexts. | ALHS3104 ALHS3106 |
| 10. | Develop self-awareness particularly with regard to non-judgemental anti-discriminatory practice | ALHS3104 OCTH3105 |
| 11. | Apply leadership and management skills to enable effective delivery of occupational therapy interventions and service provision | ALHS3106 |
| 12. | Develop the entrepreneurial skills required to obtain and develop employment in a range of diverse settings. | ALHS3106 |

Table 5 transferable/key skills outcomes for module code/s

Transferable/key skills

On completion of the course students will be able to -

| | | |
|-----|---|----------------------|
| 13. | Exercise autonomy and personal responsibility for own professional practice | OCTH3105 |
| 14. | Maintain and evidence continuing professional development / lifelong learning using accurate documentation skills within a range of media | OCTH3103 OCTH3105 |
| 15. | Be effective and skilled communicators facilitating effective teamworking and building partnerships with individuals including services users and carers agencies groups communities. | ALHS3104 |
| 16. | Be competent to undertake autonomous study critically evaluating an aspect of practice utilising rigorous research skills. | OCTH3102 |

Learning, teaching and assessment

Teaching

The BSc (Hons) Occupational Therapy course is delivered in a variety of ways. These include lectures to whole cohorts, where an overview of the subject is covered by a lecturer with knowledge and experience in the topic; small group seminars which facilitate student engagement with the subject and requiring discussion, further research – these are often focussed round a case study. A wide variety of practical skills sessions are also used. For example, teaching students how to use specialist equipment, practising assessment skills, facilitating intervention strategies. These sessions are carried out in small, sometimes inter-professional, groups and are designed to familiarise students with the expertise they will need in practice. Many of these teaching sessions are held in a simulated clinical environment to enhance learning. This multifaceted approach to constructing knowledge and building the students' knowledge and understanding can be further embedded through meetings with personal academic tutors where students can discuss their learning, receive support with assessment planning and interpreting and applying previously received feedback, for example from formative assessments. These one to one sessions are scheduled on at least four occasions in the first year and three occasions in each of the other years of a course.

All campus based learning is supported by and linked to the learning which takes place on practice placements. Students on the BSc (Hons) Occupational Therapy course undertake over 1000 hours of practice education across 5 placements. Students will be placed in five different practice environments, including one non-traditional setting, to ensure breadth of experience to enhance learning. Explicit links between practice and campus learning are facilitated using the Coaching for Practice sessions that first and second year students attend fortnightly.

| LEVEL | THEORY | PRACTICE | PRACTICE HOURS |
|--------|----------|--|----------------|
| FOUR | 24 weeks | 10 weeks part time semester 2 (2.5 days a week 19 hours) | 190 |
| FIVE | 24 weeks | 10 weeks semester 1 (2.5 days a week 19 hours) 10 weeks semester 2 (2.5 days a week 19 hours) | 380 |
| SIX | 24 weeks | 8 weeks semester 1 (5 days a week 34 hours) 8 weeks semester 2 (5 days a week 34 hours) | 544 |
| TOTALS | 72 WEEKS | | 1114 |

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the personal academic tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Contact time

In a typical week, students will have around 10-18 contact hours, depending on their year of study, including seminar and practical skills based teaching. However, with the exception of the first semester in first year, students spend half of each week in each semester on placement. The precise contact hours will depend on the year of study and in the final year there is normally slightly less contact time to facilitate greater independent study.

Independent self-study

In addition to the contact time, students are expected to undertake around 25-30 hours of personal self-study per week. Typically, this will involve preparing for classes through reading set text or watching a related film clip. They may be beginning to plan the assignments related to the modules of study. They are expected to read around topics introduced in class to further extend their knowledge and identify areas that need clarification in class.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes 3.6 whole time equivalent (wte) senior lecturers in occupational therapy supported by a large group of Hourly Paid (HPLs) or Associate Lecturers, who are specialist occupational therapists, employed to deliver various aspects of on-campus teaching; visiting lecturers who are not occupational therapists are frequently invited to teach on specialist topics. Staff team members from the BSc (Hons) Physiotherapy contribute to delivery of shared modules. Wherever possible, academics from across the School of Allied Health & Community also contribute to aspects of the course. Members of the University of Worcester service user and care group, Impact, regularly contribute to teaching and learning, alongside academic or practice colleagues.

Teaching is informed by research and consultancy, and as at December 2017 all full time course lecturers have a higher education teaching qualification or are Fellows of the Higher Education Academy.

14. Assessment strategy

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Assessment of Theory

Assessment methods include essays, case studies, oral presentations both individually and as part of a small team, posters, an exam, an independent piece of empirical research or critical review of literature.

A spiral curriculum has been developed with the intention of supporting progress across the range of cognitive, academic, practical and transferable skills in all three levels of the course. Students are introduced to learning which supports becoming a professional in Year 1 through the development of observational and thinking skills; through developing and modifying practice in Year 2; to becoming an autonomous practitioner, innovating and thinking differently in Year 3. This spiral approach has facilitated the development of integrated, innovative and progressive teaching, learning and assessment strategies.

Progression between academic levels 4, 5 and 6 is achieved by increasing demands on the student in terms of their knowledge, comprehension, application, analysis, synthesis and evaluation. Where higher order academic skills are required at a lower level, students are supported to achieve the learning outcome, for example using formative assessment and other ways of scaffolding the student's learning.

Each module includes an assessment of learning achieved in that module. A number of modules at each level have two parts to the assessment and both parts have to be passed to achieve an overall pass in the modules. Many modules have formative assessments, designed to support the student's achievement in the module. All modules specifications encourage students to act on feedback received in formative and other assessments, meeting with their Personal Academic Tutor (PAT) to discuss this.

Summative assessments at the end of each module assess student learning in a variety of ways. These include a written exam essays, case studies, poster presentations, reflective portfolios using Pebblepad software, individual and group presentations, a research proposal, critical review of literature, and a piece of empirical research.

Assignment submission dates are spread evenly across the course. Assignment guidelines together with a year planner for hand in dates are published in the Course Handbook to support students in planning their assessment load. An introductory session at the start of each module will contain more detailed explanation and expectations about the assignment. This will include showing students the marking rubrics that have been developed for use by marking teams, which also provide feedback and grade criteria for students. Students are also made aware of the marking standardization, moderation and external examiner approaches to marking to assure them that fair and rigorous processes to assess their learning and achievement are in place.

Assessment of practice

Students undertake a minimum of 1000 hours of practice based learning placements. Each placement is assessed by a Practice Learning Document (PLD) that includes both formatively assessed professional competencies, and summative assessed learning outcomes, assessed by meeting expectations that reflect [the HCPC \(2013\) Standards of Proficiency \(Occupational Therapists\)](#). Practice educators assess students in practice; all undertake preparation and education for the role, and must attend an update every 2 years. A graded portfolio assignment ensures that students can evidence and explain how they have met the learning outcomes on placement, and reflect on their professional development. Professional guidelines from RCOT state that no more than two attempts at a placement in any one year of the course is permitted. Students who fail to achieve a pass in a placement module after 2 attempts will be required to withdraw from the course.

15. Programme structures and requirements

The BSc(Hons) Occupational Therapy programme is a 3 year full-time course. Only those students successfully completing the BSc (Hons) Occupational Therapy course are eligible to apply to register with the Health and Care Professions Council and apply to join the Royal College of Occupational Therapists.

Table 6 award map for each level of the course

| Course Title: BSC(Hons) Occupational Therapy | | | | |
|---|--|-------------------------|---|---|
| Level 4 | | | | |
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | Pre-requisites (Code of Module required) |
| OCTH1101 | Foundation Sciences A: Anatomy and Physiology | 15 | M | None |
| OCTH1105 | Foundation Sciences B: Psychology | 15 | M | None |
| OCTH1103 | Promoting Health and Wellbeing through occupation | 15 | M | None |
| OCTH1102 | Philosophy and Practice of Occupational Therapy | 30 | M | None |
| OCTH1100 | Practice Learning 1 | 15 | M | None |
| OCTH1104 | Introducing Evidence informed occupational therapy | 15 | M | None |
| ALHS1106 | Foundations for Professional Practice | 15 | M | None |

Single Honours Requirements at Level 4

All of the above Mandatory modules (120 credits) have to be taken and passed in order to progress to Level 5.

| Level 5 | | | | |
|--------------------|--|-------------------------|---|---|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | Pre-requisites (Code of Module required) |
| OCTH2100 | Practice Learning 2 | 15 | M | All modules from Level 4 |
| OCTH2105 | Practice Learning 3 | 15 | M | All modules from Level 4 |
| OCTH2101 | Factors affecting occupational performance and participation | 30 | M | All modules from Level 4 |
| OCTH2102 | Enabling occupation | 30 | M | All modules from Level 4 |
| ALHS2103 | Research Methods for Evidence Informed Practice | 15 | M | All modules from Level 4 |
| ALHS2104 | Understanding teamwork in effective professional practice | 15 | M | All modules from Level 4 |

Single Honours Requirements at Level 5

All of the above Mandatory modules (120 credits) have to be taken and passed in order to progress to Level 6.

| Level 6 | | | | |
|-------------|---------------------------------------|------------------|--|--|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | Pre-requisites (Code of Module required) |
| OCTH3100 | Practice Learning 4 | 15 | M | All modules from Level 5 |
| OCTH3105 | Practice Learning 5 | 15 | M | All modules from Level 5 |
| OCTH3103 | Advanced Practice Diversity | 30 | M | All modules from Level 5 |
| OCTH3102 | Dissertation | 30 | M | All modules from Level 5 |
| ALHS3104 | Enhancing Employability | 15 | M | All modules from Level 5 |
| ALHS3106 | Leading for Enhanced Service Delivery | 15 | M | All modules from Level 5 |

Single Honours Requirements at Level 6

All of the above Mandatory modules (120 credits) must be taken and passed in order to be eligible for the BSc (Hons) Occupational Therapy

16. QAA and professional academic standards and quality

The Occupational Therapy course is an undergraduate degree course leading to a qualification in occupational therapy that enables successful graduates to apply to join the register of occupational therapists with the Health and Care Professions Council (HCPC). The course is approved by the HCPC and accredited by the Royal College of Occupational Therapists (RCOT). Only those students successfully completing the BSc (Hons) Occupational Therapy course are eligible to apply to register with the Health and Care Professions Council and to join the Royal College of Occupational Therapists.

The learning outcomes for modules at each level have been constructed in accordance with the Framework for Higher Education Qualifications (2015), with learning becoming progressively more challenging, moving from broad generic concepts to a more in-depth knowledge allowing decision-making in complex circumstances. This award is located at level 6 of the FHEQ. It operates under the [Taught Courses Regulatory Framework](#). The course meets the following benchmarks:

- [HCPC \(2017\) Standards of Education and Training](#)
- [HEA \(2013\) UK Quality Code for Higher Education Part A](#)
- [Framework for Higher Education Qualifications in England, Wales and Northern Ireland \(FHEQ\) \(2015\)](#)
- [QAA Benchmark Statement for Occupational Therapy \(2001\)](#)

The following professional standards are embedded within the curriculum:

- [HCPC \(2016\) Guidance on conduct and ethics for students](#)
- [HCPC \(2016\) Standards of conduct, performance and ethics](#)

The BSc (Hons) Occupational Therapy responds to a range of quality academic and professional frameworks, and the Learning Outcomes for the modules have been developed in relation to these. The core occupational therapy modules (coded OTH followed by four digits) have been mainly informed by the [Entry level occupational therapy core knowledge and practice skills \(COT, 2016\)](#). This is to ensure that graduates meet threshold level of fitness to practice. The HCPC Standards of Proficiency for Occupational Therapists (2013), meeting of which is required to provide eligibility to apply for registration with the HCPC and membership of the British Association of Occupational Therapists (BAOT) have also been used to inform module learning outcomes.

The BSc (Hons) Occupational Therapy also meets the requirements for the following frameworks

1. RCOT learning and development standards for pre-registration education (2014)
2. HCPC Standards of Education and Training (2017)
3. HCPC Standards of Proficiency for Occupational Therapists (2013)

This award is located at level 6 of the FHEQ.

17. Support for students

Induction

An induction shared with the new physiotherapy students in Welcome Week provides students with the opportunity to meet other students, the teaching team, the vice-chancellor and the Head of Allied Health and Community. Sessions exist to introduce students to the principles of learning and teaching in higher education, introduction to information and learning systems including library resources, an introduction to student services, and the student union. There is also an introduction to the occupational therapy course, the course team, and the profession with a focus on developing professionalism.

New students are introduced to their Peer Mentors (current students in years 2 and 3) in a cross-cohort event at the end of the induction week. The peer mentorship process is overseen by the Year 1 Tutor, and facilitates informal student-led support between new 1st years and more senior students.

Personal and Academic Tutoring

There is a wide range of support for students on the BSc (Hons) Occupational Therapy course. One of the main ways in which students are supported on the course is through the university-wide Personal Academic Tutoring System. Personal Academic Tutoring (PAT) is at the heart of supporting personal, professional and academic development and tutors meet with their tutees at least four times a year in first year and three times a year thereafter. These meetings are held in group or individually as needed. PATs will 'signpost' students to the appropriate university support services as needed including Disability and Dyslexia support, IT, media and print services support, as well as a range of health and wellbeing support services such as student counselling service, financial advice and accommodation matters.

Year Tutors

Each academic year is overseen by a Year Tutor whose role is to manage the overall student learning experience of the occupational therapy course.

Practice learning support

In practice placement learning students are supported in their learning by a Practice Educator (PE). All students are allocated an appropriately trained Practice Educator to support their practice-based learning. All Practice Educators will have undergone a formal period of preparation and are required to attend regular updates as per the requirements of RCOT. Both student and PE are supported by a member of the academic course team in the role of Zoned Academic (ZA). This role involves visiting the placement to meet with PE and student, together and separately, to review progress and the placement experience.

Disabled students

The University has a Diversity and Equality Policy and does not discriminate directly or indirectly in the admission, progress and assessment of students. [The Disability and Dyslexia Service](#) within [Student Services](#) provides specialist support on a one to one basis. Additionally, the [University's Policy and Procedures on Inclusive Assessment](#) sets out policy, procedures and guidance to ensure that disabled students are not discriminated against in relation to assessments.

The occupational therapy course has a proactive and inclusive approach to disabled students and works closely with students to ensure that individual support needs are identified and met in a timely and professionally appropriate way within a philosophy of professional regulation, competency and inclusion. Reasonable adjustments and support strategies are considered and applied creatively for practice, ensuring patient safety. Students are actively encouraged to disclose their disability to facilitate safe systems of support and permit additional needs/reasonable adjustment to be put in place.

Student membership of the RCOT

Students on the BSc (Hons) Occupational Therapy course are encouraged to become student members of the professional body, the Royal College of Occupational Therapists during induction week. Student membership provides a range of supportive opportunities including keeping updated on the latest student and professional issues, access to a range of profession specific learning, study and professional development resources, and begin the process of developing a professional identity.

18. Admissions

Admissions policy

The BSc (Hons) Occupational Therapy is a full time, three-year undergraduate course. The programme is aimed at school-leavers and mature students wishing to pursue a career in occupational therapy. The course welcomes diversity in its student population and encourages international students and students with disabilities or with specific learning needs to apply and undertake the course.

The University aims to provide fair and equal access to a university education to all those who have the potential to succeed or benefit from it. Admissions to Occupational Therapy are made in line with the University's Admissions, and Diversity and Equality policies.

Entry requirements

Minimum of 5 GCSEs, grade C/4 or above including English Language. Also 3 A levels. Other qualifications are accepted, for example: BTEC Extended National Diploma (Sport & Exercise Science, Health Science and Applied Science preferred), Irish Leaving Certificate, International Baccalaureate: Other additional qualifications may be considered Students should normally have been in education within 3 years of commencing a place on the course.

English Language Requirements:

Applicants whose first language is not English and who are required to provide a language test certificate as evidence of their proficiency must ensure that it is, or is comparable to, International English Language Testing System (IELTS) level 7.0 with no element below 6.5.

Applicants must also show evidence of understanding the breadth of the profession through thorough research. Work experience is encouraged.

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

Disclosure and Barring Service (DBS) requirements

Enhanced disclosure under the DBS is a requirement for entry. Applicants are asked to provide evidence of this prior to admission. Students on the course are also asked to declare any

changes in their DBS status at the beginning of each academic year. Students are required to pay for their DBS check.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions interview process

Candidates who meet the criteria for admission are invited to attend for an interview. The interview process, consists of group based activities, both in uni-professional and mixed groups, and individual interviews. These activities enable candidates to demonstrate the values and qualities required of a occupational therapist, and to show their understanding of the occupational therapy profession.

Admissions/selection criteria

The interview panel members make selection decisions based on set criteria following discussion after the interview process has been completed and candidates have departed. A scoring sheet is completed for each candidate. The areas assessed are - communication and participation; professional values; knowledge and experience, both of the profession and relevant to it; problem solving skills; and personal motivation for undertaking the course and becoming an occupational therapist. Candidates are scored out of 3 on each of the areas, with 3 indicating that they exceed expectations, 2 indicating that they meet expectations, and 1 indicating that development is needed. Academics, practice learning partners and service users and carers attend training in the principles of selection, anti-discriminatory behaviour and equal opportunities through the University or the practice partners employing institution.

A decision-making panel post-interview identifies successful applicants who are offered a place, conditional upon meeting academic requirements, satisfactory occupational health and enhanced Disclosure and Barring Service (DBS) requirements. All successful applicants who are offered a place will have been interviewed. Unsuccessful candidates are given written feedback against individual performance and interview outcome. In some instances, potential students may be advised to reapply, to seek further experience or knowledge of the profession, or to gain life experience or confidence in their communication skills.

19. Regulation of assessment

The BSc (Hons) Occupational Therapy course operates under the University's Taught Courses Regulatory Framework.

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- For core occupational therapy modules (modules coded OCH) where there are two elements to the assessment is no compensation between assessment items.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.
- All modules monitor attendance. Students are expected to attend all sessions. Some sessions are mandatory.

Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the [Taught Courses Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module; the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessment.

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 120 credits at Level 4.
- A student will be permitted to progress with conditions from Level 4 to Level 5 if by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4 but have not exhausted all reassessment opportunities in the remaining 30 credits.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 240 credits including 120 credits at Level 5.
- A student will be permitted to progress with conditions from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits including 90 credits at Level 5 but have not exhausted all reassessment opportunities in the remaining 30 credits.
- A student progressing with conditions, must take the outstanding reassessments at the next available opportunity.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated.
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessments or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

This course is subject to the University's fitness to practice procedures.

Requirements for Awards

Table 7 requirements for awards

| Award | Requirement |
|---|--|
| Certificate of Higher Education (Cert HE) [Certificate of Higher Education Health Care Sciences] | In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map. |

| | |
|---|--|
| Diploma of Higher Education (DipHE) [Diploma of Higher Education Health Care Sciences] | In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map. |
| Degree (non-honours) [BSc Health Care Sciences without eligibility to apply to register with the HCPC and RCOT] | Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Dissertation module) as specified on the award map. |
| Degree with Honours [BSc (Hons) Occupational Therapy] | Passed a minimum of 360 credits with 120 credits at each level of the course, as specified on the award map. |

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification.

- Classification determined on the profile of the 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted in a ratio of 1:2
OR
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.
- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

Please Note: The above methods apply to students entering Level 4 of a three or four year degree programmes who commence Level 4 from September 2022 onwards.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

20. Graduate destinations, employability and links with employers

Graduate destinations

Most graduates have found employment without difficulty, within the NHS. A small number have taken up posts in Social Care, and an even smaller number within non statutory bodies. Of the first cohort, graduated in 2016, 100% are now working as occupational therapists. Of the cohort graduated in 2017, the majority are working as occupational therapists.

Student employability

The course team continues to develop links with clinical partners with many graduates identify their first job during practice placement. The teaching team works hard with helping students develop employability skills in a third-year module (Enhancing Employability ALHS3104). This module focusses on making sure students are ready for their first job. As well as making them aware of the current political climate, and the direction of travel of the profession, it also covers the basics of securing a job; writing an application form, interview technique. There is significant involvement and support from a wide network of local stakeholders with over 30 external speakers as Visiting Lecturers involved in delivering these modules.

Links with employers

The BSc (Hons) Occupational Therapy course has extremely close links with both local practice partners and the professional body – [Royal College of Occupational Therapists](#).

Both groups of stakeholders contributed significantly to the original design of the course in 2013, and continue to be closely involved, through consultation, evaluation and monitoring, in its development subsequently.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.