

## Programme Specification for BSc (Hons) Occupational Therapy

This document applies to Academic Year 2023/24 onwards

*Table 1 Programme Specification for BSc (Hons) Occupational Therapy*

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	Health and Care Professions Council, Royal College of Occupational Therapists
4.	<b>Final award or awards</b>	BSc (Hons)
5.	<b>Programme title</b>	Occupational Therapy
6.	<b>Pathways available</b>	Single
7.	<b>Mode and/or site of delivery</b>	Standard taught programme and practice learning placements throughout.
8.	<b>Mode of attendance and duration</b>	Full time. Normal period of study 3 years.
9.	<b>UCAS Code</b>	B930
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">Royal College of Occupational Therapists Learning and Development Standards for Pre-reg Education (2019)</a>  <a href="#">HCPC Standards of Proficiency for Occupational Therapists (2022)</a>  <a href="#">HCPC Standards of Conduct, Performance and Ethics (2016)</a>  <a href="#">HCPC Standards of Education and training (2017)</a>  <a href="#">World Federation of Occupational Therapists Minimum Standards for the Education of Occupational Therapists (2016)</a>
11.	<b>Date of Programme Specification preparation/ revision</b>	Re-approved July 2023 Correction to module code Jan 2024 September 2024 – amendments to progression requirements, section 19.

### 12. Educational aims of the programme

At the heart of our Occupational Therapy course is the understanding that all people are occupational beings who develop throughout their life course. It is through the purposeful and meaningful activities that people do in their lives, and from the connections that they form with others, that health and wellbeing is achieved. By understanding how humans 'do', 'be', 'become' and 'belong' we are able to draw on an 'Occupational Perspective of Health' (Wilcock, 1998, 2007) to understand how a person can become the best they can be in their given situation (self-actualise).

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. In the first year of study students are introduced to learning which supports them to develop their own personal identity as an occupational therapy student (learning about 'me' in a professional context). This is developed through 'doing' observational and thinking skills within taught modules as well as learning and experiencing other fundamental occupational therapy skills and knowledge. In Year 2 students build on prior experience and move into 'being' an

occupational therapy student and future practitioner, learning and developing skills for working in teams, moving from 'me' to 'we'. Then in Year 3 students work towards 'becoming' novice practitioners, 'belonging' to the profession of occupational therapy and moving finally from 'me' to 'we' to 'us', the global community of occupational therapy. Using innovative thinking and becoming an autonomous practitioner. This spiral approach has facilitated the development of integrated, innovative and progressive teaching, learning and assessment strategies.

Our approach moves away from the understanding that 'experts' pass on knowledge; instead, we aim to create rich learning experiences where students are able to utilise active thinking and problem-solving skills to construct their own understanding about our profession. It seeks to develop skills appropriate to a career in a diverse range of settings, including but not limited to, health, social care, public sector, independent, private 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 \(2022\)](#). 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.	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	OCTH3200
2.	Facilitate occupational engagement and performance in individuals, groups, communities and society to promote health and wellbeing	OCTH3200
3.	Evaluate and reflect upon occupational outcomes in individuals, groups, communities and society	OCTH3200
4.	Critically discuss the dynamic relationship between occupational therapy philosophy and health social care and public health matters.	OCTH3200

5.	Promote health through sustainable meaningful occupation as an end and as a means.	OCTH3200 OCTH3202
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*Table 3 cognitive and intellectual skills outcomes for module code/s*

<b>Cognitive and Intellectual skills</b>		
6.	Demonstrate accurate knowledge of the body's function and structures underpinned by analysis of occupational performance	OCTH3200
7.	Demonstrate comprehensive critical evidence informed occupational therapy practice	ALHS3202
8.	Demonstrate and use reflective practice	ALHS3204

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

<b>Skills and capabilities related to employability</b>		
9.	Communicate effectively through a range of media and with a range of stakeholders to establish and maintain professional rapport in diverse contexts.	ALHS3204 OCTH3203
10.	Develop self-awareness particularly with regard to non-judgmental anti-discriminatory practice	ALHS3204 ALHS3206
11.	Apply leadership and management skills to enable effective delivery of occupational therapy interventions and service provision	ALHS3204 ALHS3206 OCTH3203
12.	Develop the entrepreneurial skills required to obtain and develop employment in a range of diverse settings.	ALHS3204 OCTH3203

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

<b>Transferable/key skills</b>		
13.	Exercise autonomy and personal responsibility for own professional practice	ALHS3204 ALHS3206
14.	Maintain and evidence continuing professional development / lifelong learning using accurate documentation skills within a range of media	ALHS3204
15.	Be effective and skilled communicators facilitating effective teamworking and building partnerships with individuals including services users and carers' agencies, groups and communities.	OCTH3200
16.	Be competent to undertake autonomous study critically evaluating an aspect of practice utilising rigorous research skills.	ALHS3202

## **Learning, teaching and assessment**

The BSc (Hons) Occupational Therapy 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. 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. Service user contributions to selection, teaching and marking further emphasise the co-constructed approach to course delivery.

Students will develop their knowledge and understanding of occupation and occupational therapy through a blended learning approach over three years. Learning will be predominantly campus based or in work placements. However, the course uses different ways to facilitate student learning to reflect the diverse range of knowledge and skills that occupational therapy students need to develop in order to graduate as competent novice practitioners. Therefore, teaching and learning will also take place through asynchronous sessions, experiential learning, and case study work, as some examples. Assessments are equally diverse; inclusion of more traditional university level assessments such as essays and a dissertation, are complimented by assessments such as poster presentations, debates and oral vivas.

### **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 and further research. A wide variety of practical skills sessions are also used. For example, teaching students how to use specialist equipment, practicing assessment skills and facilitating intervention strategies. These sessions are carried out in groups, sometimes inter-professionally. This multifaceted approach to constructing knowledge and building the students' 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. Collaborating with peers is another way in which students are supported to develop their skills of analysis and structuring constructive feedback.

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 successfully completed assessed practice education across 4 placements. Students will be placed in four different practice environments, including one non-traditional setting, to ensure breadth of experience to enhance learning.

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. Students also experience a wide range of different learning platforms such as Blackboard, Turnitin, Vevox, MS Teams and a variety of other digital resources that continue to develop year on year. This reflects the fact that students will increasingly be using a wide range of digital resources in practice and may be involved in implementing in the future.

### **Ways that student occupational therapists develop knowledge.**

Becoming an occupational therapist requires engagement in multiple 'ways of knowing'. Students will develop and create their own knowledge throughout the degree. The intent of teaching staff is not to be a 'sage on the stage' but to be a 'guide by the side'; prompting questions, discussion, curiosity and the desire to problem solve as individuals and groups. Pedagogically this promotes much deeper learning but also it is essential that, as practitioners, students have the ability and the voice to question and not just passively receive knowledge.

The first-hand experiences of working with individuals and groups and considering the interaction between person/people and environments provides an ideal opportunity to generate knowledge of people as occupational beings. Occupational therapy is far from being a profession that can be carried out just by learning facts and skills and is a complex synthesis of different ways of knowing.

Use of and generation of research evidence to support knowledge and practice is part of academic work. However, students need to be supported to consider where the research has been generated and by whom. For example, does it reflect the global experiences of people as occupational beings or does it reflect a narrower western perspective. The spectrum of student learning should not be restricted to the confines of Western literature and scientific approaches as this does not reflect the holistic approach of occupational therapy. Students should be encouraged and supported to ask questions about different ways of knowing, actively seek other ways of knowing and challenge occupational therapy discourse where it is identified as wedded to traditional narrow Western views.

Throughout the occupational therapy degree students are supported to 'find their voice' and to be able to speak and be heard by those around them. Students also need to be able to advocate or raise concerns when those they are working with do not have a voice. Students will be working with people and communities who do not have a voice or do not feel heard. This may be due to the health differences or learning needs, it might be due to belonging to minoritized or stigmatized communities, it could be through living in abusive situations or social and economic deprivation. Modules within the curriculum such as Environments of Practice and Health and Wellbeing provide opportunities for students to build their knowledge and understanding of working collaboratively with individuals and communities who feel silenced and the impact that this has on people's engagement with occupations and understanding how occupations can provide opportunities to develop a voice and to provide the power of doing, being, belonging and becoming.

### **Practice Learning**

Occupational Therapy is a professional course that consists of both academic theory and practice placement hours across the three years of study. To meet the requirements of the World Federation of Occupational Therapists and the Royal College of Occupational Therapists, students must complete a minimum of 1000 hours of successfully completed, supervised and assessed practice.

Four occupational therapy specific modules will include 1 full-time block of practice learning placements of 6 - 10 weeks (depending on year of study), with students completing 34 hours per week of practice learning. This will take place in a wide variety of practice settings. International placements may be possible, subject to availability and cost, organised by the Therapy Placements Team, and if undertaken, are included in placement hours.

### **Contact time**

In a typical week at level 4 contact hours will be between 13-14 hours and at level 5 students will have 15-17 hours contact hours of teaching per week. In level 6 students will normally have slightly less contact time (11-13 hours) to facilitate independent study. On average, 90% of teaching will be campus-based face to face teaching with 10% blended online learning.

Typically, class contact time each week is structured around a 1-hour lecture and a two-hour practical, or a 2-hour lecture/seminar.

Students will undertake placement hours at levels 4, 5 and 6. Full-time practice learning placements equate to 34 hours for practice learning in each week of the placement block. All of these learning hours will be formally recorded and signed by an authorised signatory.

### **Independent self-study**

In addition to the contact time spent at university or engaging directly with teaching staff through

alternative platforms, students are expected to undertake around 20–26 hours of personal self-study per week (depending on level of study). Typically, this will involve preparing for classes through reading set text, finding out additional information or engaging with an activity such as watching a related film clip to generate critical thinking skills. 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 is supported by occupational therapists in practice either through visiting or Associate Lecturers, 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 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 87% of staff are members of the Higher Education Academy as associate fellows or fellows. Where newer members of staff are not yet members of the HEA they are working towards fellowship.

### **Assessment**

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. The peer formative feedback strategy will be made available to students through the organisational Blackboard site and individual modules.

Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Summative assessment activities include essays, reports and reviews, individual and group presentations, including posters, case studies, portfolios, viva (oral examinations) and scenario-based activities.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

**Year 1:** Case study, essays, oral viva, reflective essay, health promotion plan.

**Year 2:** Essays, case study, group presentation, reflective essay, debate, poster presentation.

**Year 3:** Essay, oral viva, dissertation, training package design and delivery.

## **14. Assessment Strategy**

The course Assessment strategy is guided by the [University's Assessment Policy](#). 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. Assessments are designed to provide a 'feed forward' approach over the

three years. By aligning assessments to build on each other over the three years this again reflects the spiral curriculum and promotes reflective practice.

Each module includes an assessment of learning achieved in that module. For some modules there is a placement embedded within them. Where this happens, the students must pass the placement in order to achieve one of the learning outcomes and the remaining learning outcomes are assessed through a summative piece of work. Both elements must be passed in order for the student to achieve the module. All module specifications encourage students to act on feedback received throughout the module and other assessments, meeting with their Personal Academic Tutor (PAT) to discuss this.

Assignment submission dates are spread 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. Students have access to an Assignment Discussion Board on Blackboard for all occupational therapy profession specific modules where they can post anonymous assignment questions throughout a module. Also, students will be shown the marking rubrics that have been developed using the [University of Worcester Generic Marking](#) criteria combined with module specific language and learning outcomes. The rubrics are used to 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. The use of Turnitin for the majority of assignment submissions also provides robust plagiarism software.

### **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 successfully completed assessed practice-based learning placements. Each placement is assessed by a Practice Learning Document (PLD) that includes both formatively assessed professional competencies, and summatively assessed learning outcomes, assessed by meeting expectations that reflect HCPC Standards of Proficiency (2022). Practice educators assess students in practice; all undertake preparation and education for the role and must attend an update every 2 years. As placements will be positioned within academic modules, students will need to pass both the placement and a graded piece of summative work connected with the module (compensation is not possible).

LEVEL	THEORY	PRACTICE	PRACTICE HOURS
FOUR	19 weeks	6 weeks semester 2 (block placement)	6 x 34 = 204
FIVE	16 weeks	10 weeks semester 1 (block placement)	10 x 34 = 340
SIX	15 weeks	7 weeks semester 1 (block placement) 7 weeks semester 2 (block placement)	7 x 34 = 238 7 x 34 = 238
TOTALS	50 WEEKS	Total:	1020 hours

### Practice Placement Weeks and Theory Weeks

#### 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 with professional membership type.

*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)
OCTH1200	Essential Occupational Therapy Practice 1	30	M	None
OCTH1201	Art and Science of Occupational Therapy 1	30	M	None



OCTH1202	Academic Skills for Occupational Therapy	15	M	None
OCTH1203	Introducing Evidence Informed Occupational Therapy	15	M	None
ALHS1204	Health and Wellbeing	15	M	None
ALHS1206	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.

<b>Level 5</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Pre-requisites (Code of Module required)</b>
OCTH2200	Essential Occupational Therapy Practice 2	30	M	All modules from Level 4
OCTH2201	Art and Science of Occupational Therapy 2	30	M	All modules from Level 4
OCTH2202	Environments of Practice	30	M	All modules from Level 4
ALHS2205	Research Module: Developing the Evidence	15	M	All modules from Level 4
ALHS2204	Teamworking for 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.

<b>Level 6</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Pre-requisites (Code of Module required)</b>
OCTH3200	Essential Occupational Therapy Practice 3	30	M	All modules from Level 5
ALHS3202	Generating the Evidence (Dissertation)	30	M	All modules from Level 5
OCTH3203	Innovation in Practice	30	M	All modules from Level 5
ALHS3204	Enhancing Employability	15	M	All modules from Level 5
ALHS3206	Leadership for Professional Practice	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).

The learning outcomes for modules at each level have been constructed in accordance with the Framework for Higher Education Qualifications (2014), 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 [OfS sector recognised standards](#) and operates under the Taught Courses Regulatory Framework.

The course meets the following benchmarks:

- [HCPC Standards for Education and Training \(2017\)](#)
- [HEA \(2018\) UK Quality Code for Higher Education Part A](#)
- [Framework for Higher Education Qualifications in England, Wales and Northern Ireland \(FHEQ\) \(2014\)](#)
- [Royal College of Occupational Therapists Learning and Development Standards for Pre-reg Education \(2019\)](#)

The following professional standards are embedded within the curriculum:

- [RCOT Professional standards for occupational therapy practice conduct and ethics \(2021\)](#)
- [HCPC \(2016\) Guidance conduct and ethics for students](#)
- [HCPC \(2016\) Standards of conduct, performance and ethics](#)
- [HCPC \(2022\) Standards of Proficiency \(Occupational Therapy\)](#)

## 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. Students are signposted to student support services which include:

<https://www2.worc.ac.uk/firstpoint/>

<https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

<https://studyskills.wp.worc.ac.uk/>

### 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 (Practice Placement Adjustment Plan), 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 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. 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. RCOT membership also provides a level of insurance that enables students to attend some of the different contemporary practice placements.

## **18. Admissions**

### **Admissions Policy**

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**

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>

### **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.

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).

For students seeking to transfer previous occupational therapy degree level study, where a course has been stopped by the student, they can seek recognition of prior learning for a maximum of 1 year of study (a maximum of 120 credits) so long as the curriculum previously studied can be mapped to the University of Worcester curriculum. Students can seek recognition of up to 204 successfully completed practice placement hours. Students wishing to transfer from another University must meet the RCOT requirements for transfer.

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 an 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.

Areas assessed are:

- Communication and participation
- Professional values
- Knowledge and experience
- Personal motivation for undertaking the course
- Personal motivation for becoming an occupational therapist

Academics 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.

Places are conditional upon meeting academic requirements, satisfactory occupational health and enhanced Disclosure and Barring Service (DBS) requirements.

## **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 is required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.
- For practice placements students must meet the required hours of attendance as part of the assessment for passing placement.

### **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 can only be reassessed in a practice element once, failure to pass practice elements of modules (OCTH1200, OCTH2200, OCTH3200 and OCTH3203) following reassessment will lead to the student being withdrawn from the programme.
- If a student is unsuccessful in the reassessment of a theory element of modules OCTH1200, OCTH2200, OCTH3200 and OCTH3203 they have the right to retake the theory element with attendance; this may require the student studying on a part-time basis to retrieve the failure. The re-take 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) [ <b>Certificate of Higher Education Health Care Sciences</b> ]	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) [ <b>Diploma of Higher Education Health Care Sciences</b> ]	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) [ <b>BSc Health Care Sciences without eligibility to apply to register with the HCPC and RCOT</b> ]	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 any of the mandatory modules for Level 5 and Level 6 of the award (excluding the Dissertation module) as specified on the award map.
Degree with Honours [ <b>BSc (Hons) Occupational Therapy</b> ]	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 on a ratio of 1:2. OR
- 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.

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

## 20. Graduate destinations, employability and links with employers

### Graduate destinations

100% of graduates have found employment without difficulty (2019/2020). Many students seek employment within the NHS however a number have taken up posts in Social Care, and a small number within non-statutory organisations.

### Student employability

The course team continues to develop links with clinical partners with many graduates identifying their first job during practice placement. The teaching team works hard with helping students develop employability skills in a third-year module (Enhancing Employability ALHS3204). This module focusses on making sure students are ready for their first job. It covers

the basics of securing a job, writing an application form, interview technique, CPD development and maintenance, skills of supervision and other key areas essential for a novice therapist. There is significant involvement and support from a wide network of local stakeholders and 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 they take 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.