



## SECTION 1: KEY PROGRAMME DETAILS

PROGRAMME INFORMATION	
Final Award Title	BSc (Hons) Applied Occupational Therapy
Default Award Title (Exit Award)	BSc (Hons) Health and Social Studies
Interim Award Titles (Exit Awards)	BSc Health and Social Studies DipHE Health and Social Studies CertHE Health and Social Studies
Awarding Institution	University of the West of England, Bristol
Teaching Institutions	University of the West of England, Bristol
Partner Institutions	None
Delivery Locations	University of the West of England, Bristol – Glenside Campus
Study Abroad / Exchange / Credit Recognition	None
Faculty Responsible For Programme	Health and Applied Sciences
Department Responsible For Programme	Allied Health Professions
Professional Statutory or Regulatory Body (PSRB) Links	Health and Care Professions Council Institute for Apprenticeships and Technical Education
Apprenticeship	Yes
Mode of Delivery	Full time
Entry Requirements	<p>The University's Standard Entry Requirements apply with the following additions:-</p> <ul style="list-style-type: none"> <li>• Applicants whose first language is not English must have a minimum IELTS score of 7 overall with a minimum of 6.5 in any section, (or equivalent).</li> <li>• Confirmation from employer that Occupational Health and Disclosure and Barring Service status is satisfactory (where this cannot be confirmed checking must be undertaken).</li> </ul> <p>In line with RCOT regulations; The maximum amount of prior learning (accredited/experiential learning) that can be recognised is 120 credits. Practice hours can be</p>

<b>PROGRAMME INFORMATION</b>	
	<p>recognised up to a maximum of 304 providing these have been assessed and passed.</p> <p>More than 120 credits and up to 240 credits can be recognised as prior learning where an applicant is transferring from an accredited occupational therapy pre-registration programmes delivered by another education provider; applicants must still meet the admission requirements and follow the UWE Accredited Learning process which will ensure that the of the releasing pre-registration programme is comparable with the stage of advanced entry/module exemption being sought.</p> <p>UWE will ensure any issues regarding professional suitability are explored as part of the admissions process.</p>
<b>For Implementation From</b>	September 2020.
<b>Programme Codes</b>	ISIS PA: B93Q PT: B93Q

<b>PART B: FOR STUDENT AND ACADEMIC SERVICES COMPLETION ONLY</b>	
<b>First UVP Approval Date</b>	<b>26 May 2020</b>
<b>Date of Last Revalidation (through Programme Enhancement Review)</b>	
<b>Next Programme Enhancement Review Date</b>	<b>May 2026</b>

**SECTION 2: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES****PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES****1. (Programme) Overview (c. 400 words)**

The aim of the Programme is for you to qualify having gained skills which will enable you to practice in a safe, ethical and effective way, in any health or social care setting. Upon graduation, you will be confident that you have the skills to work in entrepreneurial ways and in emergent areas of practice. This confidence comes from a clear identity as an occupational therapist, having a new way of viewing the world with an occupational science perspective.

The programme is thematic, with a spiral curriculum which enables the introduction to core concepts early in your studies, with these then developed as the programme progresses. The programme has a foundation of occupational science as a way of understanding what people do and of how that can be harnessed therapeutically. The programme themes are ranged across the levels.

- At level 4 **Exploring Occupation**: you will explore yourself as an occupational being; what occupation is and how occupational science underpins practice; whilst at the same time 'getting to grips' with what it means to be in an academic setting.
- At level 5 **Valuing Occupation**: you will develop an understanding of how to harness occupation therapeutically; how to demonstrate your professional reasoning; and what it means to be a health and social care professional.
- At level 6 **Promoting Occupation**: you are developing a professional stance and understanding of your skill set; how you can show this as a unique selling point in the field; and how to use research to underpin use of your skill set.

The spiral curriculum has several key strands that run across the programme as a whole, including: models of practice; research; client centred practice; activity analysis and therapeutic use of occupation and activity; reflection in and on practice; evidence based practice and application of critical review skills; and working together in teams and groups.

Learning is based on an androgogic and student-centred approach, where you are encouraged and enabled to take responsibility for your own learning. Active research, exploration, feedback and teamwork, is expected in all aspects of the programme. The use of problem based and enquiry-based learning are an integral part of this approach.

The thematic curriculum, and student-centred approach enable you to understand your skill set fully, and how to apply it within any health or social care arena. Whilst developing a value base in practice that respects equality and diversity; and a personal commitment to lifelong learning

**2. Educational Aims**

The programme aims to enable you to:

1. Fulfil the requirements to be eligible to apply for professional registration as an occupational therapist with the Health and Care Professions Council (HCPC); meet the requirements of the occupational therapist entry level profile from the Royal College of Occupational Therapists

**PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES**

(RCOT); and the Knowledge, Skills and Behaviours for the Occupational Therapist (Integrated Degree) Standard (ST0517) of the Institute for Apprenticeships and Technical Education.

2. Develop the key skills and knowledge necessary to practice competently, safely and ethically as an occupational therapist, including professional reasoning, decision making skills, quality assurance and evidence-based practice
3. Be confident that you have the skills to work in entrepreneurial ways and emergent areas of practice and have developed leadership qualities and skills
4. Function effectively within an interprofessional team, with colleagues and other agencies
5. Develop and promote a value base in practice that respects equality and diversity
6. Engage in the critical analysis of academic discourse in order to continually develop practice and also evaluate knowledge and practice in relation to theory, underpinning a lifelong commitment to learning

**3. Programme Learning Outcomes****Programme (Learning) Outcomes (POs)**

No.	PO Text
PO1	Demonstrate skills in evaluation; audit; critical appraisal; and research, in order to evaluate occupational therapy skills and interventions, enhancing clinical effectiveness; and reflective and evidenced based practice
PO2	Use professional reasoning and problem-solving skills to underpin safe, effective and ethical occupational therapy interventions; promoting equality and respecting the rights, beliefs and identity of individuals and communities
PO3	Promote health and well-being through the therapeutic use of occupation and/or the enablement of occupation and meaningful activities
PO4	Assess the occupational needs of individuals and carers, adopting a holistic and client centred approach to the delivery of occupational therapy services, including outcome measurement
PO5	Demonstrate communication and collaborative working skills necessary to work effectively with service users, carers and members of the interprofessional team.
PO6	Use skills in management of self; workload; health; and continuing personal and professional development effectively
PO7	Understand and effectively apply principles of quality assurance and/or clinical governance to their practice
PO8	Demonstrate understanding of leadership roles and the ability to apply leadership skills, as appropriate, in existing and/or emergent occupational therapy settings

## 4. Programme (Learning) Outcomes (POs) Mapping

	<i>Programme Outcomes:</i>	UZY9J-30-1: Occupation, Health and Well-being P1	UZY9K-15-1: Occupation, Health and Well-being P2	UZY9G-15-1: Fundamentals of Human Anatomy and Physiology	UZY9M-30-1: Interrelated Aspects of Human Performance	UZY9N-30-1 Foundations of Professional Practice for Occupational	UZY9P-30-2: Physical Challenges and Occupational Therapy	UZY9T-30-2: Psychosocial Challenges and Occupational Therapy	UZY9S-15-2: Occupational Therapy in Practice 2	UZY9U-15-2: Complex Needs and Occupational Therapy	UZYA7-15-2: Informing practice through research and enquiry	UZY9R-15-2: Skills and Strategies in Occupational Therapy	UZY9X-40-3: Occupational Therapy Professional Reflexivity and Practice 3	UZY9Q-15-3: Healthy Futures	UZYAC-30-3: Research and Evidence in Practice	UZY9W-15-3: Promoting Occupational Therapy and Leadership	UZYA3-20-3 End Point Assessment
PO1	a	a		a	a	a	a	a	a	a	a	a	a	a	a	a	a
PO2			a	a	a	a	a	a	a			a	a	a	a	a	a
PO3	a	a		a	a	a	a	a	a			a	a	a		a	a
PO4	a	a	a	a	a	a	a	a	a			a	a	a		a	a
PO5	a	a		a	a	a	a	a	a	a	a	a	a	a	a	a	a
PO6	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
PO7						a		a	a	a	a	a	a	a	a	a	a
PO8						a		a	a	a	a	a	a	a	a	a	a

**PART B: PROGRAMME STRUCTURE****1. Structure (Full-time)**

The programme is themed across the three levels of study to make the progression towards the entry level proficiencies required for occupational therapists clear, within a student centred learning and occupational science underpinned curriculum. Firstly, equipping the students for academic studies of the theoretical underpinnings of the profession, moving on to equipping them for professional practice. This is approached in a specific, stratified pattern, which allows the students the maximum growth and potential for good achievement across the programme. Students are required to complete their professional practice placements in order, so cannot complete the level 5 placement until they have successfully completed the level 4 placement and cannot complete the level 6 placement until they have successfully completed the level 5 placement.

Condonement and excused credit are not permitted as the professional body, Royal College of Occupational Therapists (RCOT), requires that all modules contributing to the professional qualification must be passed. (RCOT 2019).

The programme will have at least one external examiner appointed who is appropriately experienced and qualified and is from the relevant part of the HCPC register.

There is no aegrotat award with registration available.

**Year: 1****Compulsory modules**

Module Code	Module Title	Level	Credit
UZZY9J-30-1	Occupation, Health and Well-being: Part One	4	30
UZZY9K-15-1	Occupation, Health and Well-being: Part Two	4	15
UZZYAG-15-1	Fundamentals of Human Anatomy and Physiology	4	15
UZZY9M-30-1	Interrelated Aspects of Human Performance	4	30
UZZY9N-30-1	Foundations of Professional Practice for Occupational Therapy 1 (continues into Year 2)	4	30

**Year: 2**

**Interim award:** CertHE in Health and Social Studies requires *120 credits* at the appropriate level. Please refer to UWE Academic Regulations for details.

**Compulsory modules**

Module Code	Module Title	Level	Credit
UZZY9N-30-1	Foundations of Professional Practice for Occupational Therapy 1 (continued)	4	30
UZZY9P-30-2	Physical Challenges and Occupational Therapy	5	30
UZZYA7-15-2	Informing Practice through Research and Inquiry	5	15
UZZY9R-15-2	Skills and Strategies in Occupational Therapy	5	15

**Year: 3**

**Interim award:** Dip HE in Health and Social Studies requires *240 credits* at the appropriate level. Please refer to UWE Academic Regulations for details.

**Compulsory modules**

Module Code	Module Title	Level	Credit
UZZY9S-15-2	Occupational Therapy in Practice 2	5	15
UZZY9T-30-2	Psychosocial Challenges and Occupational Therapy	5	30
UZZY9U-15-2	Complex Needs and Occupational Therapy	5	15
UZZY9Q-15-3	Healthy Futures	6	15
UZZY9W-15-3	Promoting Occupational Therapy and Leadership Skills	6	15

**Year: 4**

**Interim award:** BSc in Health and Social Studies requires 300 credits at the appropriate level. Please refer to UWE Academic Regulations for details.

**Compulsory modules**

Module Code	Module Title	Level	Credit
UZZY9X-40-3	Occupational Therapy Professional Reflexivity and Practice 3	6	40
UZZYAC-30-3	Research and Evidence in Practice	6	30
UZZYA3-20-3	End Point Assessment	6	20

**PART C: HIGHER EDUCATION ACHIEVEMENT RECORD (HEAR) SYNOPSIS**

Occupational therapy graduates will apply the theory underpinning the wide-ranging skills used in their practice, with an occupational perspective of health and well-being. Understanding of the issues that affect occupational therapy including health status and socio-economic factors, relevant legislation and social policies, ethics and recognition of diversity of needs will inform their practice.

At point of graduation they will apply the professional framework of practice, which promotes equality, respects the rights, beliefs and identity of others, and will have the skills to evaluate the effectiveness of occupational therapy interventions. They will demonstrate skills in research, clinical audit and evaluation.

**PART D: EXTERNAL REFERENCE POINTS AND BENCHMARKS**

The BSc (Hons) Applied Occupational Therapy is based on the reference points and benchmarks set out by the Quality Assurance Agency for Higher Education (QAA) (2018; 2014; 2001), the Health and Care Professions Council (HCPC) (2017a; 2017b; 2016; 2014) and the Royal College of Occupational Therapists (RCOT) (2019; 2016; 2015). The curriculum has been mapped to:

- HCPC Standards of Proficiency for Occupational Therapists (2013) and RCOT Entry Level Occupational Therapy Core Knowledge and Practice Skills and
- HCPC Standards of Conduct, Performance and Ethics (2016) and RCOT Code of Ethics and Professional Conduct (2015)
- Occupational Therapist (Integrated Degree) Apprenticeship Standard (IATE) (2018)

**PART D: EXTERNAL REFERENCE POINTS AND BENCHMARKS**

to ensure that students graduating from the programme are fully equipped to apply for registration with the HCPC and join the profession as qualified therapists. The programme learning outcomes have been mapped to the Knowledge, Skills and Behaviours outlined in the Apprenticeship Standard for Occupational Therapy (Integrated Degree) (ST0519) (IATE, 2018) to ensure that the content would be fit for this purpose, with the delivery to a different configuration and pattern to the usual degree, taking place over an anticipated maximum of 48 months.

The QAA Benchmark Statement for Health Care Programmes: Occupational Therapy (2001) provides both generic and specific standards that graduates should meet – which are comprehensive, but can be recognised within the HCPC Standards of Proficiency for Occupational Therapists (2013) and the RCOT (2016) Entry Level Occupational Therapy Core Knowledge and Practice Skills, so mapping to these standards demonstrate that QAA benchmark are also being reached. [Please note: due to its age, QAA have archived the benchmark statement, and it has not yet been updated or replaced with a new benchmark].

The programme's quality and the educational standards to which it adheres have also been mapped to the HCPC (2017a) Standards of Education and Training and RCOT (2019) Learning and Development Standards for Pre-Registration Education. The University fully supports these standards and the occupational therapy team always responds to consultation exercises when changes are proposed to help ensure they retain their currency within the ever-evolving Health and Social Care landscape.

Health and Care Professions Council (2017a) Standards of Education and Training [online]. Available from <https://www.hcpc-uk.org/resources/standards/standards-of-education-and-training/> [Accessed 4 October 2019].

Health and Care Professions Council (2017b) Standards of Education and Training Guidance. Available from <https://www.hcpc-uk.org/globalassets/resources/guidance/standards-of-education-and-training-guidance.pdf> [Accessed 4 October 2014].

Health and Care Professions Council (2016) Standards of Conduct, Performance, and Ethics [online]. Available from <https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-conduct-performance-and-ethics.pdf> [Accessed 4 October 2019].

Health and Care Professions Council (2013) Standards of Proficiency for Occupational Therapists [online]. Available from <https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-proficiency---occupational-therapists.pdf> [Accessed 4 October 2019].

Institute for Apprenticeships and Technical Education (2018) Occupational Therapist (Integrated Degree): Standard ST0517 [online]. Available from <https://www.instituteforapprenticeships.org/apprenticeship-standards/occupational-therapist-integrated-degree/> [Accessed 6 October 2019]

Quality Assurance Agency for Higher Education (2014) The frameworks for higher education qualifications of UK Degree-Awarding Bodies [online]. Available from <https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks> [Accessed 4 October 2019].

Quality Assurance Agency for Higher Education (2018) The revised UK Quality Code for Higher Education [online]. Available from [https://www.qaa.ac.uk/docs/qaa/quality-code/revised-uk-quality-code-for-higher-education.pdf?sfvrsn=4c19f781\\_8](https://www.qaa.ac.uk/docs/qaa/quality-code/revised-uk-quality-code-for-higher-education.pdf?sfvrsn=4c19f781_8) [Accessed 4 October 2019].

Quality Assurance Agency for Higher Education (2001) Benchmark Statement: Health care programmes – Occupational Therapy (archived). Gloucester: QAA.

Royal College of Occupational Therapists (2019) Learning and Development Standards for Pre-registration Education [online]. Available from <https://www.rcot.co.uk/practice-resources/rcot-publications/learning-and-development-standards-pre-registration-education> [accessed 17 November 2019]



**PART D: EXTERNAL REFERENCE POINTS AND BENCHMARKS**

Royal College of Occupational Therapists (2016) Entry Level Occupational Therapy Core Knowledge and Practice Skills. London: RCOT

Royal College of Occupational Therapists (2015) Code of Ethics and Professional Conduct. London:RCOT

**PART E: REGULATIONS**

B: Approved variant to University Academic Regulations and Procedures:

Regulation C7 (Withdrawal from a programme)

Regulation D1 (Professional Practice module regs)

Regulation G2 (Retakes)

If a student passes the placement component of a professional practice module on their first attempt, resit opportunity but then does not pass the placement component for the subsequent professional practice module at the first attempt, first sit, then they will not be entitled to their resit and they will be withdrawn from the programme.