



Programme Specification

Occupational Therapy {Apprenticeship-UWE} [Glenside]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Occupational Therapy {Apprenticeship-UWE} [Glenside]

Highest award: BSc (Hons) Occupational Therapy

Default award: BSc (Hons) Health and Social Studies

Interim award: BSc Health and Social Studies

Interim award: DipHE Health and Social Studies

Interim award: CertHE Health and Social Studies

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: Yes

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: HAS School of Health and Social Wellbeing, Faculty of Health & Applied Sciences

Professional, statutory or regulatory bodies:

Health and Care Professions Council (HCPC)

Royal College of Occupational Therapists (COT)

Apprenticeship: ST0517

Modes of delivery: Full-time

Entry requirements: For the current entry requirements see the UWE public website.

The University's Standard Entry Requirements apply with the following additions:-

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).

Confirmation from employer that Occupational Health and Disclosure and Barring Service status is satisfactory (where this cannot be confirmed checking must be undertaken).

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 recognised up to a maximum of 304 providing these have been assessed and passed.

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.

UWE will ensure any issues regarding professional suitability are explored as part of the admissions process.

For implementation from: 01 September 2020

Programme code: B93R00

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: 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.

Features of the programme:

Educational Aims: The programme aims to enable you to:

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 (RCOT); and the Knowledge, Skills and Behaviours for the Occupational Therapist (Integrated Degree) Standard (ST0517) of

the Institute for Apprenticeships and Technical Education;

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;

Be confident that you have the skills to work in entrepreneurial ways and emergent areas of practice and have developed leadership qualities and skills;

Function effectively within an interprofessional team, with colleagues and other agencies;

Develop and promote a value base in practice that respects equality and diversity;

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.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

- 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

Assessment strategy: The occupational therapy programme has a coherent assessment strategy which conforms to the themes of the levels:

At level 4 you are exploring occupation and yourself as an occupational being, whilst at the same time developing your academic study skills through formative and summative assessment. The summative assessments at level 4 are designed to evaluate your written, verbal and practical skills and are therefore varied in form.

At level 5 you are valuing occupation, developing an understanding of how to harness it therapeutically, and what it means to be a health and social care professional. The summative assessments are intervention and/or occupational therapy process focused – from needs assessment, and goal setting through to outcome measurement. You engage in assessments which model core competencies of professional practice behaviour, for example, the ability to justify and verbally articulate your reasoning clearly and the ability to write succinct and effective evaluative reports.

At level 6 you are promoting occupation, and so are developing a professional stance and understanding of the skill set of your profession, how to show this as a unique selling point in the field and how to use research to underpin this understanding of your skill set. At this level, there are less formative assessments but you continue to receive the assignment and study skills support, in the form of library practical sessions, viva and presentation practice sessions, research support

cluster group meetings, group tutorials, and assignment tutorials and Q&A sessions. The four aspects of assessment at level 6– practice, reflexivity, research and understanding the unique skills set, including leadership, that occupational therapists possess – combine to equip students with a high employability factor at the point of entry into the job market, and align closely with the RCOT Career Framework Pillars of Practice.

Study skills assignment support are interspersed throughout the programme with the expectation that you achieve greater independence towards level 6.

Student support:

Part B: Programme Structure

Year 1

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

The student must take 90 credits from the modules in Compulsory Modules.

Foundations and Practice of Occupational Therapy 1 (UZYY9N-30-1) is started in year 1 and completed in year 2.

Module Code	Module Title	Credit
UZYYAG-15-1	Fundamentals of Human Anatomy and Physiology (Occupational Therapy) 2022-23	15
UZYY9M-30-1	Interrelated Aspects of Human Performance 2022-23	30
UZYY9J-30-1	Occupation, Health and Well-being: Part One 2022-23	30
UZYY9K-15-1	Occupation, Health and Well-being: Part Two 2022-23	15

Year 2

The student must take 90 credits from the modules in Year 2.

Year 2 Compulsory Modules

UZYY9N-30-1 Foundations of Professional Practice for Occupational Therapy 1 continues into Year 2

Module Code	Module Title	Credit
UZYY9N-30-1	Foundations and Practice of Occupational Therapy 1 2023-24	30
UZYYA7-15-2	Informing Practice through Research and Inquiry (Occupational Therapy) 2023-24	15
UZYY9P-30-2	Physical Challenges and Occupational Therapy 2023-24	30
UZYY9R-15-2	Skills and Strategies in Occupational Therapy 2023-24	15

Year 3

The student must take 75 credits from the modules in Year 3.

The module Research and Evidence in Occupational Therapy Practice UZYYAC-30-3 is started in year 3 but submitted in year 4

Year 3 Compulsory Modules

The student must take 75 credits from the modules in Compulsory modules.

Module Code	Module Title	Credit
UZYY9U-15-2	Complex Needs and Occupational Therapy 2024-25	15
UZYY9S-15-2	Occupational Therapy in Practice 2 2024-25	15
UZYY9T-30-2	Psychosocial Challenges and Occupational Therapy 2024-25	30
UZYYGG-15-3	Reflexivity in Occupational Therapy Practice 2024-25	15

Year 4

The student must take 105 credits from the modules in Year 4.

Year 4 Compulsory Modules

The student must take 105 credits from the modules in Compulsory modules.

The module Research and Evidence in Occupational Therapy Practice UZYYAC-30-3 is submitted in year 4

Module Code	Module Title	Credit
UZYY9Q-15-3	Healthy Futures 2025-26	15
UZYYGK-15-3	Leadership in Practice 2025-26	15
UZYYGH-15-3	Occupational Therapy in Practice 3 2025-26	15
UZYYGJ-30-3	Promoting Occupational Therapy Perspectives in Practice 2025-26	30

UZYAC-30-3	Research and Evidence in Practice (Occupational Therapy) 2025-26	30
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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) 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;
HCPC Standards of Conduct, Performance and Ethics (2016) and RCOT Code of Ethics and Professional Conduct (2015); and
Occupational Therapist (Integrated Degree) Apprenticeship Standard (ST0517)

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 Institute for Apprenticeships and Technical Education

(IfATE) Occupational Therapist Standard (ST0517) 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...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...d-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...formance-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...pational-therapists.pdf> [Accessed 4 October 2019].

Institute for Apprenticeships and Technical Education Occupational Therapist (Integrated Degree): Standard ST0517

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/q...s-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/d...n.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/...-registration-education> [accessed 17 November 2019]

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

Approved to University Academic Regulations and Procedures