

**FACULTY OF HEALTH AND LIFE SCIENCES**

**HEALTH AND SOCIAL CARE**

**UNDERGRADUATE MODULAR SCHEME**

**2010 PRE-REGISTRATION CURRICULUM REVIEW**

**BSc (Hons) Occupational Therapy**

**PROGRAMME SPECIFICATION**

**Approved May 2010**

## PROGRAMME SPECIFICATION

<b>Section 1: Basic Data</b>	<b>Version 2</b>
<b>Awarding institution/body</b>	University of the West of England
<b>Teaching institution</b>	University of the West of England
<b>Delivery Location(s)</b>	University of the West of England
<b>Faculty responsible for programme</b>	Health and Life Sciences
<b>Modular Scheme title</b>	
<b>Professional Statutory or Regulatory Body Links (type and dates)</b>	Health Professions Council - approval College of Occupational Therapists - accreditation
<b>Highest award title</b>	BSc(Hons) Occupational Therapy
<b>Default award title</b>	
<b>Interim award titles</b>	BSc Health and Social Studies Dip HE Health and Social Studies Cert HE Health and Social Studies
<b>UWE progression route</b>	
<b>Mode(s) of delivery</b>	Full time – 3 year
<b>Codes</b>	
<b>UCAS code B920</b>	<b>JACS code</b>
<b>ISIS code</b>	<b>HESA code</b>
<b>Relevant QAA subject benchmark statements</b>	<i>Occupational Therapy (2001)</i>
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	
<b>Valid from (insert date if appropriate)</b>	September 2011
<b>Original Validation Date:</b>	
<b>Latest Committee Approval:</b>	<b>Date:</b>

## **Version Code**

*For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications*

## **Section 2: Educational aims of the programme**

The programme aims to enable students to:

- Fulfil the requirements to be eligible to apply for registration as an occupational therapist with the Health Professions' Council
- Appreciate the broader context of health and social care activities
- Be self aware, self directed and sensitive to the needs of others
- Evaluate knowledge and practice in relation to theory
- Develop the key skills necessary to practice competently and safely as an occupational therapist
- Develop effective and appropriate relationships with service users and carers in line with the College of Occupational Therapists' (COT) Code of Ethics and Professional Conduct (COT 2005)
- Function effectively within an interprofessional team, with colleagues and other agencies
- Develop and promote a value base in practice that respects equality and diversity
- Develop leadership qualities and skills
- Develop and promote evidence based practice, and personal commitment to lifelong learning
- Engage in the critical analysis of academic discourse in order to continually develop practice
- Understand the purpose and processes involved in ensuring quality in service delivery

### Section 3: Learning outcomes of the programme

*The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...*

#### A. Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment Strategies

##### A. Knowledge and understanding of:

##### Teaching/learning methods and strategies:

1. The theoretical basis underpinning a wide range of occupational therapy skills
2. The issues that affect occupational therapy practice; these include health status and socio-economic factors, relevant legislation and social policies, ethics, recognition of diversity of needs
3. The professional framework of practice.

Acquisition of 1, 2 & 3 is through the use of lead lectures, problem based and enquiry based learning, small group seminars and tutorials and case studies. The use of scenarios for enquiry based learning in the inter-professional pathway will develop uni- professional knowledge as well as an awareness of broader issues

A student centred approach is used which encourages students to participate actively in the learning process rather than to acquire information passively. This involves the development of self-reflection skills and encouragement to initiate and manage their own learning opportunities.

Throughout students are encouraged to undertake independent study and reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.

##### Assessment:

Testing of the knowledge base (1, 2, 3) is through assessed coursework, through oral presentation under examination conditions as well as a written examination and maintaining reflective logs

## **B. Intellectual Skills**

### **B. Intellectual Skills**

By the end of the programme students should be able to;

1. Evaluate the effectiveness of occupational therapy interventions
2. Demonstrate skills in research, critical appraisal and evaluation in order to optimise clinical effectiveness and reflective practice
3. Demonstrate a sound ethical and legal framework in and for practice, which promotes equality, respects the rights, beliefs and identity of others

### **Teaching/learning methods and strategies:**

Intellectual skills are developed through the use of problem based and enquiry based learning and case studies designed to enable the students to explore aspects of a given situation and consider his/her professional contribution (1)

Seminars, groupwork and self directed study (2) will promote critical thinking. Professional practice modules will further develop the student's ability to reflect on the clinical effectiveness of occupational interventions (1, 2, 3)

Problem-based and Enquiry-based learning will develop analytical skills in processing information. Scenarios are designed to trigger exploration, discussion and to confront pre-conceived ideas, beliefs and values (3)

### **Assessment:**

A variety of methods are employed to assess the students' ability to demonstrate skills. These methods include written assignments (1, 2, 3) and group presentations (1, 2, 3)

Integration of knowledge and reasoning will be acquired during case study discussions (2)

Learning contracts will be used in practice assessments as a flexible method of supporting student learning (3)

## C. Subject, Professional and Practical Skills

### C. Subject/Professional/Practical Skills:

By the end of the programme students should be able to;

1. Promote the individual's health and well being through the therapeutic use of occupation and the enablement of occupation and activities meaningful to that individual
2. Adopt a holistic and client centred approach to the delivery of occupational therapy services
3. Assess the occupational needs of individuals and carers
4. Plan and carry out safe and effective occupational therapy interventions
5. Recognise and respond appropriately to changing demands, without compromising the occupational therapist's duty of care and ethical practice
6. Recognise the importance of inter-professional collaborative working and demonstrate the skills needed to work inter-professionally

### Teaching/learning methods and strategies:

The development of practical skills will be facilitated by small group work linked directly to clinical reasoning and problem solving. In particular, the use of problem based and enquiry based learning will give students the opportunity to study and explore in depth, real life scenarios with all the attendant complexities. This approach enables the students to resolve specific problems which are typical of those experienced in professional and inter-professional practice. (1, 2, 3, 6)

Demonstration and practice of occupational therapy skills will take place in practical sessions as well as professional practice placements (1-6)

Learning contracts will be used to enable the student to take responsibility for own learning while on placement. The student negotiates with the practice educator to identify his/her learning needs and how these will be resourced (1-6). The learning contract is outcome based, with the module learning outcomes integrated / linked into it. Completion of professional practice portfolio will help the student maintain a record of their professional practice education and develop their ability to reflect critically reflect on situations which have contributed to their personal and professional development

### Assessment

Skills 1-6 are primarily assessed by a learning contract which is negotiated between the practice educator and student and monitored by a member of the programme team

Students are assessed in their ability to learn and apply a new skill, which is appropriate for use in occupational therapy intervention (3, 4)

## D. Transferable Skills and other attributes

### D. Transferable skills and other attributes:

By the end of the programme students should be able to;

1. Demonstrate the ability to communicate effectively with individuals, carers and other members of the inter-professional team.
2. Demonstrate effective personal management, prioritisation of workload and ability to self-evaluate.
3. Take responsibility for lifelong learning, demonstrating continuing personal and professional development
4. Demonstrate basic, effective use of information technology, especially word processing, presentations, email, database searching and internet use.
5. Demonstrate understanding of and ability to apply principles of quality assurance to their practice

### Teaching/learning methods and strategies:

Students will be encouraged and facilitated to develop these transferable skills both within university based and professional practice modules (1-5)

Skills 1,2 & 3 will be acquired mainly during professional practice placement. Debrief from placements will provide opportunities for students to reflect on these skills. Use of the professional practice portfolio and self directed study will support achievement in skills (1-5).

The acquisition of key and transferable skills such as communication and IT together with the academic skills of analysis, synthesis, creativity and judgement, problem solving, subject/professional skills is profiled in the programme.

### Assessment

Skills 1- 3, 5 will be assessed mainly in professional practice placements. Reflective logs and group presentations as well as written assignments will ensure continued personal and professional development.

Skill 4 is assessed in written assignments and presentations at all levels in the programme.

## Section 4: Programme structure

<b>level 1</b>	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• UZYSEF-40-1 Occupation, Health and Well-being</li> <li>• UZYSEH-40-1 Human Performance for Occupation</li> <li>• UZYSEJ-20-1 Foundations for Occupational Therapy</li> <li>• UZYRJ5-20-1 Professional Practice 1</li> </ul>	<p><b>Interim Awards:</b></p> <p><b>Cert HE Health and Social Studies</b></p> <ul style="list-style-type: none"> <li>• Credit requirements:</li> </ul> <p>120 credits at level 0 or above of which not less than 100 are at level 1 or above</p> <p><b>Interim Awards:</b></p>
<b>level 2</b>	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• UZYSFD-20-2 The purpose, scope and context of Interprofessional collaboration (IPA)</li> <li>• UZYSEK-20-2 Occupational Therapy and Physical Challenges</li> <li>• UZYSEL-20-2 Occupational Therapy and Psychosocial Challenges</li> <li>• UZYSEM-20-2 Skills and Evidence for Practice</li> <li>• UZYSEN-20-2 Complex Occupational Needs</li> <li>• UZYRJR-20-2 Professional Practice 2</li> </ul>	<p><b>Dip HE Health and Social Studies</b></p> <ul style="list-style-type: none"> <li>• Credit requirements:</li> </ul> <p>240 credits at level 0 or above of which not less than 220 are at level 1 or above and not less than 100 are at level 2 or above</p> <p><b>Interim awards:</b></p> <p><b>BSc Health and Social Studies</b></p> <ul style="list-style-type: none"> <li>• Credit requirements:</li> </ul> <p>300 credits, at level 0 or above of which not less than 280 are at level 1 or above, not less than 60 are at level 2 or above and not less than 60 are at level 3 or above.</p>
<b>level 3</b>	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• UZYSFE-20-3 Exploring Quality Practice for Interprofessional / Inter-agency collaboration (IPB)</li> <li>• UZYS4T-20-3 Promoting Occupation</li> <li>• UZYSEQ-40-3 Evidence and Research in Occupational Therapy</li> <li>• UZYSEP-40-3 Professional Reasoning in Practice</li> </ul>	<p><b>Target/Highest Award:</b></p> <p><b>BSc(Hons) Occupational Therapy</b></p> <ul style="list-style-type: none"> <li>• Credit requirements:</li> </ul> <p>360 credits at level 0 or above of which not less than 340 are at level 1 or above, not less than 200 are at level 2 or above and not less than 100 at level 3 or above.</p> <p>Obtaining the full award of BSc (Hons) Occupational Therapy gives eligibility to apply for HPC registration as an Occupational Therapist.</p>



## **Section 5: Entry requirements**

Ideally applicants should have some experience in health care or social care in addition to the following:

5 GCSEs at grade C and above preferably including English language, Mathematics and a Science subject.

PLUS

Tariff points as appropriate for the year of entry (refer to the UWE website)

OR

Access Diploma (refer to UWE website for requirements)

OR

UWE / City of Bristol Foundation Programme for Health Professions

OR

European Baccalaureate 74-80 **must include** Science/Social Science

Non-standard applicants will be considered on an individual basis, but are expected to show evidence of recent, successful study at an appropriate level in a relevant subject area, e.g. Science at A2 Level; Open University module at Level 1 with Biology, Science or Social Studies content.

Candidates wishing to accredit prior learning should advise the university's admissions team who will liaise with the occupational therapy team to ascertain which occupational therapy module learning outcomes have been met.

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)

Health checks and criminal record bureau checks will be undertaken on all candidates in accordance with university, faculty and programme policies.

## **Section 6: Assessment Regulations**

### **Approved to University Academic Regulations and Procedures**

In order to be eligible for the award of BSc (Hons) Occupational Therapy a student must successfully complete a minimum of 1000 assessed hours of practice learning as required by the College of Occupational Therapists. The programme has 1080 hours of assessed professional practice, over three professional practice modules. If the student cannot complete 75% of the hours on even one placement then the 1000 hours requirement cannot be met, unless extra hours are undertaken.

Full attendance is considered essential to facilitate safe practice.

No aegrotat ward with registration is available

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

## **Section 7: Student learning: distinctive features and support**

The distinctive features of the student learning within this programme are:

There are opportunities at levels 2 & 3 for collaborative learning with students from other health and social care professions within the interprofessional modules. The academic study is underpinned on placement at level 1 through the completion of collaborative learning logs. This approach on professional practice placement is further developed at levels 2 & 3 through the students' use of their Practice Placement Portfolio which enables them to log collaborative working experiences.

Learning is based on an androgogic/student-centred approach, where the students are encouraged and enabled to take responsibility for their 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.

Student-centred learning in professional practice settings is facilitated by the use of pre-determined learning outcomes and the setting of personal goals and learning needs in collaboration with practice educators. This is then set down as the evaluation criteria for the student's performance on each placement, as the learning contract, which is then reviewed by a member of the programme team. Therefore the student is involved in negotiating with their practice educator, and a programme team member, their assessment for that placement.

Student ownership of continuing personal and professional development is facilitated by the use of a professional practice portfolio. This provides the basis for a personal CPD file which facilitates life long learning within the professional.

E- learning strategies are used throughout the programme This reflects the e-learning strategy of the school.

Student support is offered through:

- Each student being assigned a personal tutor
- An Induction Programme for all students
- Access to the Faculty and University student support systems, including student advisors, web-based study skills facilities etc.
- Student Union membership
- Access to an occupational therapist (practice educator) when on placement.
- Graduate Development Programme (GDP)
- Module and Programme leaders.
- Access to libraries and computer suites
- Student One-stop Shop
- Student advisors and Study Skills tutors
- Placement learning unit.

## **Section 8 Reference points/benchmarks**

- QAA benchmark statements for Occupational Therapy (2001)
- Health Professions Council (2009) *Standards of Education and Training*
- Health Professions Council (2007) *Standards of Proficiency for Occupational Therapists*
- Health Professions Council (2008) *Standards of Conduct, Performance, and Ethics*
- College of Occupational Therapists (2008) Pre-registration Education Standards

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 he/she 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 individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Academic Registrar.