

**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>		
<b>Awarding Institution</b>	University of the West of England	
<b>Teaching Institution</b>	University of the West of England	
<b>Delivery Location</b>	University of the West of England	
<b>Faculty responsible for programme</b>	Health and Applied Sciences	
<b>Department responsible for programme</b>	Department of Allied Health Professions	
<b>Modular Scheme Title</b>	Undergraduate	
<b>Professional Statutory or Regulatory Body Links</b>	Health and Care Professions Council – approval College of Occupational Therapists - accreditation	
<b>Highest Award Title</b>	BSc (Hons) Occupational Therapy	
<b>Default Award Title</b>	<i>BSc (Hons) Health and Social Studies</i>	
<b>Fall-back Award Title</b>	BSc (Hons) Health and Social Care Studies	
<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: B920</b>	<b>JACS:</b>
	<b>ISIS2:</b>	<b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	Occupational Therapy (2001)	
<b>CAP Approval Date</b>	CAP 30 April 2015	
<b>Valid from</b>	September 2015	
<b>Valid until Date</b>	September 2021	
<b>Version</b>	1	

**Part 2: Educational Aims of the Programme**

The aim of the Programme is to enable occupational therapists to qualify having gained skills which will mean they can practice in a safe, ethical and effective way, in any health or social care setting. The aim is also to instill confidence in our students that they have the skills to work in entrepreneurial ways and emergent areas of practice.

## Part 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 and Care Professions Council (HCPC)*
- *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, safely and ethically 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 2010)*
- *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*
- *Develop professional reasoning and decision making skills*

## Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Occupational therapy graduates will be able to apply the theoretical basis underpinning the wide range of occupational therapy skills used in their practice. An 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 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:



### Part 3: Learning Outcomes of the Programme

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 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 and/or clinical governance to their practice	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

### Part 4: Student Learning and Student Support

#### Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BSc (Hons) Occupational Therapy programme teaching is a mix of scheduled, independent and placement learning.

**Scheduled learning** includes lectures, seminars, problem based learning sets, group work projects, tutorials, project supervision, demonstration, practical sessions in small groups (sizes varying due to type of activities and risk assessments) and workshops; fieldwork and some external visits.

**Independent learning** includes hours engaged with essential reading, group work, case study preparation, student-led practical learning, assignment preparation and completion etc.

**Placement learning:** 1000 hours of assessed placement hours must be undertaken and passed to meet the Professional Body (College of Occupational Therapists) requirements. This is contained within 3 modules, one at each level. A two week 'Service Learning' experience in the first year, where students engage in community work for voluntary organisations as part of the Exploring Occupation, Health and Well-being modules.

#### Description of any Distinctive Features

- Learning is based on an androgogic and 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 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 lifelong learning within the professional.
- Student-centred learning in professional practice settings is facilitated by the use of pre-determined placement competencies and the setting of personal goals and learning needs in collaboration with practice educators. This is then set down as the

#### Part 4: Student Learning and Student Support

evaluation criteria for the student's performance on each placement, in the form of a learning contract. Therefore the student is involved in negotiating with their practice educator, and a programme team member, their assessment for that placement.

- There are opportunities at level 2 for collaborative learning with students from other health and social care professions within the interprofessional module.
- 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.
- Students' learn verbal and written reasoning skills within the programme and the assessment strategy is designed to support this – it includes opportunities for demonstration of both forms of communication.

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.

#### Part 5: Assessment

Approved to [University Regulations and Procedures](#)

##### Assessment Strategy

The occupational therapy programme has a coherent assessment strategy which plays out across the three levels and ties into the theming of those levels:

- At level 1 they are ***exploring occupation*** and themselves as occupational beings, whilst at the same time getting to grips with what it means to be in an academic setting.
- At level 2 they are ***valuing occupation***, developing an understanding of how to harness it therapeutically, and what it means to be a health and social care professional.
- At level 3 they are ***promoting occupation***, and so are developing a professional stance and understanding of the skill set of their profession, how to show this as a unique selling point in the field and how to use research to underpin this understanding of their skill set.

##### Level 1 Assessments: formative and summative

At level 1, there is a fully developed structure of formative assessments leading through into the summative assessments. At level 1 students can develop their academic study skills and hone these, whilst beginning to get to grips with 'occupation' as a field of study. Students come to the course with widely varying levels of ability, and level 1 is where we work with the students, to ensure they have the skills to achieve the best standard of academic achievement possible. The process begins with a short written assessment which they complete at the point of entry onto the programme. This assignment gives the team a baseline idea of where students' academic strengths and weaknesses lie, and provides an opportunity to offer extra assistance to those who have shown that they could have problems with academic writing at later stages. The students are given clear feedback on this assignment and advice on what they need to do next in terms of

## Part 5: Assessment

seeking specific help. Over the next 2-3 months they have a range of formative projects – both written and verbal – from which they are given further feedback, this includes the lifecycle stages project, with both written and verbal outputs, the mind map presentations, human development posters and inclusive design project. All of these develop their written and verbal communication and practical skills prior to the summative assessments.

The summative assessments at level 1 are designed to evaluate the students' written, verbal and practical skills and are therefore varied in form. They begin in the December of the first semester and thereafter spread evenly across the remaining weeks of the academic year. Their first professional practice placement ends the academic year; competencies are assessed by the use of a learning contract. Of particular note at level 1, the summative assessments start with an exam in the Elements of Human Performance Part One module in the first semester. When considering the students' progression on the programme and the complementary content in the module running alongside the Elements of Human Performance modules, it is most efficient to have the examination as the first assessment situated in the first semester. This enables the exam to be contiguous to the content it assesses and allows clear linkage of content across modules, and between assessment periods in the programme.

Two other points of note at level 1 are firstly that study skills and assignment support is firmly embedded into the programme at level 1, in the form of library sessions, study skills, writing skills, presentation skills sessions and also several assignment briefings spread throughout the modules and feedback on essay plans and/or 20% of drafts. There are also PAL sessions specifically focussing on some of the assessments. Secondly, the range of assessment methods used enables equality of opportunity, as students have a range of different ways to demonstrate their abilities.

### **Level 2 assessments, formative and summative**

At level 2 the range of formative assessments and study skills support continues, but not to the same intensity as at level 1. In the first semester students have a factors influencing intervention presentation and hand-out to produce, on which they receive feedback, they also work on case studies in small problem based learning (PBL) groups in both the Physical Challenges and Occupation (UZYSXA-30-2) and Psychosocial Challenges and Occupation (UZYSX9-30-2) modules. The support and feedback for this work reflects student development towards greater independent learning. They also have a practical project in Physical Challenges and Occupation (UZYSX9-30-2) on which they get verbal feedback. Study skills and assignment support is remains interspersed throughout level 2, in the form of assignment tutorials and Q&A sessions, writing skills tutorials, presentation practice sessions and a library practical session.

All of the summative assessments at this level are intervention and/or occupational therapy process focussed – from needs assessment and goal setting through to outcome measurement. They engage in assessments which model core competencies of professional practice behaviour, for example, the ability to justify and verbally articulate their reasoning clearly and the ability to write succinct and effective evaluative reports. In the first semester, students work towards a summative project report evaluating intervention strategies used in psychosocial practice settings, a presentation of a physical field case study, in which the needs of a client are identified and the intervention options to meet one of those needs analysed, as well as a patchwork essay assignment considering interprofessional service improvement strategies.

The second semester starts with a professional practice placement, the competencies for which are assessed through a negotiated learning contract. Following on from this the students undertake a module focussing on complex needs and occupation which is assessed by a

## Part 5: Assessment

professional reasoning viva, supported by an E-poster. Students explain the intervention plan for a chosen case study, displayed on the poster, and are questioned regarding their professional reasoning. A full intervention plan within the parameters of a set occupational therapy service is produced, so it very much mirrors the practice arena and students must make pragmatic decisions and justify them. Alongside this, students engage in the Skills and Strategies for Occupational Therapy (UZYSXB-15-2) module, the assessment for this module focusses upon the therapeutic use of one individual activity the students choose to learn. Following through from level 1, students must first *explore* and experience the activity for themselves and then consider how it could be harnessed to meet some or all of the needs of a case study. This two tier approach to the activity requires the students to produce a short written reflection of their own experience of learning to do it, followed by a verbal presentation incorporating its use into an intervention plan.

### **Level 3 assessments, formative and summative**

At level 3 there are less formative assessments but students continue to receive the assignment and study skills support, in the form of two library practical sessions, viva and presentation practice sessions, research support cluster group meetings, group tutorials in Promoting Occupation and Leadership, and assignment tutorials and Q&A sessions

The summative assessments at level 3 start with their final placement on the programme. This is assessed through a negotiated learning contract, and a 3000 word assignment, reflecting on and evaluating aspects of their experience and performance during the placement.

Following this, students enter the final stages of their academic studies by working on their research proposal within the Becoming an Inquirer (UZYSXC-15-3) module, which is formatively assessed by their research tutor. The full efficacy of the proposal is tested in a summative oral examination designed to tease out the key research tactics being deployed and how appropriate and effective these are likely to be in answering the students' research questions. Once this is completed, students begin the Research and Evidence in Occupational Therapy (UZYSXF-30-3) module where they take the Becoming an Inquirer proposal, integrating the formative feedback from their supervisor and the summative feedback from the assessment, and undertake their research project.

As well as the research element of the programme, the students also undertake two other academic modules at level three - Promoting Occupation and Leadership (UZYS19-30-3) and Leadership in Context (UZYS18-15-3). These two modules run concurrently, with the content of the 30 credit module providing reference material for the 15 credit module assessment. The first output for the 30 credit module is a 2500 word individual proposal for an occupational therapy service – stand alone or integrated into a current service. Students need to demonstrate a clear understanding of how the skill set they will possess as occupational therapists can be used in different settings, and also a clear idea of the leadership skills that are needed in general practice, and in emerging practice areas in particular. The second assessment on this module is an individual contribution to a group presentation. Students are asked to present a coherent group proposal for a service in an emerging area, in which they demonstrate collaborative working and leadership skills. The assessment for Leadership in Context, which occurs after the second assessment of Promoting Occupation and Leadership, is an interview style oral examination in which students provide justification for the leadership, and other skills they, as an individual, would bring to the service developed in the previous module if they were asked to lead that service. This justification requires a critique of the service proposal generated by the previous module and a self-critique of their own skill set.

## Part 5: Assessment

The three aspects of assessment at level 3 – practice, 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.

### Placement Learning and formative feedback

The role of the Practice Educators during students' professional practice is to assess students' performance against a range of competences suitable for the level of the programme they have reached. They assess if the student is competent or not, this is marked as pass or fail. To assist students to have a sense of *how* competent they have been at a particular level, Practice Educators formatively grade their pass into Pass, Merit or Distinction. This gives students a further sense of how they are progressing within the practice environment, alongside the in-depth feedback report that the Practice Educator provides.

### Assessment Map

The programme encompasses a range of **assessment methods** including; essays, a written examination, a structured oral and practical examination, a professional viva with e-poster, a patchwork portfolio assignment, individual presentations, a supporting paper, an oral research exam, a research dissertation, placement learning contracts to assess placement competencies and reflective reports linked to placement experiences. These are detailed in the following assessment map:

#### Assessment Map for BSc (Hons) Occupational Therapy

		Type of Assessment*							
		Unseen Written Exam	Practical Exam	Practical Skills Assessment	Oral Viva/Examination	Oral assessment presentation (with questions)	Written Assignment	Report / Project	Dissertation
Compulsory Modules Level 1	UZYS1S-30-1						A (100)		
	UZYS1T-15-1					A (100)			
	UZYS1Q-30-1	A (100)							
	UZYS1R-15-1						A (100)		
	UZYSX5-15-1		A(100)						
Compulsory Modules Level 2	UZYSX6-15-1			A (P/F)					
	UZYSX9-30-2							A(100)	
	UZYSXA-30-2					A (100)			
	UZYSX7-15-2				A (100)				
	UZYSXB-15-2					A (60)	B(40)		
Compulsory Modules Level 3	UZYSX8-15-2			A (P/F)					
	UZYSNA-15-2						A(100)		
	UZYSXD-30-3			A (P/F)				B(100)	
	UZYSXC-15-3				A(100)				
	UZYS19-30-3					A(40)	B(60)		
	UZYS18-15-3				A(100)				
	UZYSXF-30-3								A(100)

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework**



**Part 5: Assessment**

as indicated by the colour coding above.

## Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**.

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. Equipping the students for academic studies, leading then to equipping them for professional practice 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 2 placement until they have successfully completed the level 1 placement and cannot complete the level 3 placement until they have successfully completed the level 2 placement.

Condonement and excused credit are not permitted as the professional body, College of Occupational Therapists (COT), requires that all modules contributing to the professional qualification must be passed. (COT 2014).

There is no aegrotat award with registration available.

ENTRY		Compulsory Modules	Interim Awards
Year 1	UZYS1Q-30-1 Elements of Human Performance: Part One	<b>Cert HE Health and Social Studies</b>  Credit requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above	
	UZYS1R-15-1 Elements of Human Performance: Part Two		
	UZYS1S-30-1 Exploring Occupation, Health and Well-being: Part One		
	UZYS1T-15-1 Exploring Occupation, Health and Well-being: Part Two		
	UZYSX5-15-1 Foundations for Practice		
	UZYSX6-15-1 Occupational Therapy Practice 1		
	UZYSX9-30-2 Psychosocial Challenges and Occupation		<b>Dip HE Health and Social Studies</b>  Credit requirements: 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
UZYSXA-30-2 Physical Challenges and Occupation			
UZYSX8-15-2 Occupational Therapy Practice 2			
UZYSX7-15-2 Complex Needs and Occupation			
UZYSXB-15-2 Skills and Strategies for Occupational Therapy			

	UZYSNA-15-2 Service Improvement – a collaborative approach	
Year 3	<b>Compulsory Modules</b>	<b>Interim Awards</b>
	UZYSXD-30-3 Occupational Therapy Practice 3	<b>BSc Health and Social Studies</b>  Credit requirements 300 credits, at level 0 or above of which not less than 280 are at level 1 or above, not less than 100 are at level 2 or above and not less than 60 are at level 3 or above  <b>Target/Highest Award:</b> <b>BSc(Hons) Occupational Therapy</b> Credit requirements: 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.  <b>In order to be eligible to apply for HCPC Registration a student must graduate with a BSc (Hons) Occupational Therapy award.</b>
	UZYSXC-15-3 Becoming an Inquirer	
	UZYS19-30-3 Promoting Occupation and Leadership	
	UZYS18-15-3 Leadership in Context	
	UZYSXF-30-3 Research and Evidence in Occupational Therapy	

## GRADUATION

Part 7: Entry Requirements
<p>The University's Standard Entry Requirements apply with the following additions/exceptions:</p> <p>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.</p> <p>PLUS Tariff points as appropriate for the year of entry (refer to the UWE website), which for the academic year 2014/15 would be 320</p> <p>OR            Access Diploma (refer to UWE website for requirements)</p> <p>OR            UWE / City of Bristol Foundation Programme for Health Professions</p> <p>OR            European Baccalaureate 74-80 <b>must include</b> Science/Social Science</p>

## Part 7: Entry Requirements

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.

### **Additional selection criteria:**

Health Assessment/Declaration - applicants must be in good health. Those offered a place are required to complete a questionnaire and be prepared to undergo a medical examination if necessary.

Disclosure of Criminal Background - the Rehabilitation of Offenders Act 1974 does not apply and all convictions, including those which are spent, must be disclosed. This is in accordance with the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Applicants who are offered a place must undergo a Disclosure and Barring Service (DBS) check and will be required to complete a Disclosure Application Form. All information will be treated in confidence and only taken into account when absolutely necessary.

**Interview** - shortlisted applicants will be invited to attend an interview.

### **Prior Certificated Learning**

Students wishing to transfer from other institutions will be considered on an individual basis if they meet the course requirements and there is capacity available within the programme.

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)

The core values of the NHS Constitution are embedded throughout the programme and within its recruitment process.

## Part 8: Reference Points and Benchmarks

The BSc (Hons) Occupational Therapy programme is based on the reference points and benchmarks set out by the Quality Assurance Agency for Higher Education (QAA) (2001, 2008), the Health and Care Professions Council (HCPC) (2012, 2013, 2014) and the College of Occupational Therapists (COT) (2010, 2014). The curriculum has been mapped to the HCPC Standards of Proficiency for Occupational Therapists (2013) and Standards of Conduct, Performance and Ethics (2012), and to the COTs Code of Ethics and Professional Conduct (2010) 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 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 (2014), so mapping to these standards demonstrate that QAA benchmarks are also being reached.

The programme's quality and the educational standards to which it adheres have also been mapped to the HCPC (2014) and COT Standards for Pre-Registration Training (2014). The University fully supports these standards and the occupational therapy team always responds

## Part 8: Reference Points and Benchmarks

to consultation exercises when changes are proposed to help ensure they retain their currency within the ever evolving Health and Social Care landscape.

### [QAA UK Quality Code for HE](#)

The Quality Assurance Agency for Higher Education (2008) *The framework for higher education qualifications in England, Wales and Northern Ireland*. Mansfield: Linney Direct

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

Health and Care Professions Council (2014) *Standards of Education and Training*. London: HCPC

Health and Care Professions Council (2013) *Standards of Proficiency for Occupational Therapists*. London: HCPC

Health and Care Professions Council (2012) *Standards of Conduct, Performance, and Ethics*. London: HCPC

College of Occupational Therapists (2010) *Code of Ethics and Professional Conduct*. London: COT

College of Occupational Therapists (2014) *Learning and Development Standards for Pre-registration Education*. London: COT

### **UWE 2020 Strategy**

The UWE 2020 Strategy is very pertinent to the occupational therapy programme and two of the priorities of this strategy permeate the curriculum at all levels. As discussed in the assessment strategy and other sections within this specification, students' learning is supported in a specific stratified approach across the three years; academic skills are front loaded in level 1, as students develop effective independent learning the formal support of this aspect is reduced at level 2, the profession specific learning is built up from a gentle start in the last third of level 1, into a comprehensive and intense focus throughout level 2. Level 3 is about consolidation, reflection and research. This approach gives the students an outstanding learning experience, helps them fulfill their potential and with the entrepreneurial skills that are fostered within them at level 3, enables them to leave as confident and 'ready' therapists. Our networks with local services, both statutory and third sector are part of this outstanding learning experience, as are our many supportive service users who come in to teach, interview applicants for the programme and help with curriculum development.

The programme team maintains strong links with the College of Occupational Therapists with several holding positions on Boards and Specialist Sections, some members of the team work clinically for some of the week, whilst others are research active – all of this feeds into the student learning experience, and ensures the teams' awareness of current developments and issues within the profession.

Alongside the curriculum changes which are influenced by extrinsic factors, direct feedback from students (through Student Representative Staff Forums (SRSFs) and other mechanisms) impacts upon the learning opportunities and experiences of future students – this feedback is an important and integral part of the day to day functioning of the programme and enriches the experience for staff as well as students.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

## Part 8: Reference Points and Benchmarks

The methods used to evaluate and improve the quality and standards of learning throughout the academic year include student feedback measures, standard university monitoring methods, reviews and consultation with external stakeholders and external examiners, reviews from the COT and, leading up to the programme 5 yearly review, a series of strategic programme development meetings throughout the year to synthesize programme data and feedback and reshape the programme to continue to meet the needs of the students, the regulatory body and the profession.

The student feedback measures include student evaluation forms at the end of modules, verbal feedback within module review sessions, student representative feedback at SRSFs (three students per cohort), as well as feedback through the National Student Survey and the Student Experience Survey (SES). The SES is an internal UWE survey of students' experiences on the programme at levels 1 and 2.

There are a standard 4 SRSFs a year, and the programme also holds another extraordinary SRSF to focus on one particular issue per year, last year it was assessment feedback. There is a yearly stakeholders meeting for clinicians, service users and carers, graduates and current students to feed into programme developments, Programme Management Committees, and a yearly monitoring form completed for the COT. All of these mechanisms allow for evaluation, reflection, feedback and changes to the programme to enhance quality.

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, available on the [University's website](#).