



## **Programme Specification**

### **Occupational Therapy [Glenside]**

Version: 2022-23, v0.1, 15 Feb 2023

#### **Contents**

<b>Programme Specification.....</b>	<b>1</b>
<b>Section 1: Key Programme Details.....</b>	<b>2</b>
Part A: Programme Information .....	2
<b>Section 2: Programme Overview, Aims and Learning Outcomes .....</b>	<b>3</b>
Part A: Programme Overview, Aims and Learning Outcomes .....	3
Part B: Programme Structure.....	8
Part C: Higher Education Achievement Record (HEAR) Synopsis .....	10
Part D: External Reference Points and Benchmarks .....	10
Part E: Regulations .....	12

## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Occupational Therapy [Glenside]

**Highest award:** BSc (Hons) Occupational Therapy [Sep] [FT] [Glenside] [3yrs]

**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)

**Modes of delivery:** Full-time

**Entry requirements:** Up to date entry requirements are available through the UWE Courses Database.

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 2021

**Programme code:** B92G13

## **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. On leaving our programme, you will be confident that you have the skills to work in entrepreneurial ways and 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 this 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

**Features of the programme:** 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.

**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) and meet the requirements of the occupational therapist entry level profile from the Royal College of Occupational Therapists.

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. Competently understand and 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 assessments across the levels reflect the students' developing academic and professional skills.

Level 4: Exploring Occupation: A variety of written, verbal and practical formative assessments support progression to the summative assessments. Study skills and assignment support are embedded within the programme, particularly at level 4. Summative assessments evaluate the students' written, verbal and practical skills in a variety of ways directly linked to the module learning outcomes including written assignments, Structured Oral and Practical Examination (SOPE), verbal presentations and an examination. The range of assessment methods used enables equality of opportunity, as students have a range of different ways to demonstrate their abilities. Level 4 concludes with the first placement, where a negotiated learning contract assesses practice competencies.

Level 5: Valuing Occupation: has more emphasis on independent and peer learning using a problem-based learning approach. All the summative assessments, except the research module, are intervention and/or occupational therapy process focused. Assessments reflect core competencies of professional behaviour, for example, clearly justifying and articulating their professional reasoning verbally and in writing. The practice placement is in the second semester, assessed by a negotiated learning contract. Except the research methods module, the other modules are assessed by a mix of verbal and written assignments based around intervention planning. The research methods module, 'informing practice through research and enquiry' is assessed by a 2500-word critique of a research paper related to the students' area of practice.

Level 6: Promoting Occupation: Following the placement which launches Level 6, assessments focus on reflexivity, understanding and applying research skills, and the unique skill set, including leadership, occupational therapists possess, with an aim to equip students with a high employability factor. Reflexivity is assessed with a reflective assignment related to placement experience; research skills are assessed through dissertation. Applying the unique skill set is assessed through a service development project, which also ensures students reflect upon the leadership qualities required of the profession. The output is a written proposal followed by a group presentation. To round the level off, students undertake an interview style viva, evaluating the service proposal they were involved with, and their part within

the group. Taken together, the assessments at level 6 are designed to improve the students' employability, in terms of understanding the unique selling points of the profession and having undertaken an interview style viva as the final assessment, increasing their confidence in applying for posts.

### Student support:

## Part B: Programme Structure

### Year 1

The student must take 120 credits from the Compulsory Modules at Year 1.

### Year 1 Compulsory Modules

The student must take 120 credits from the Compulsory Modules at Year 1.

Module Code	Module Title	Credit
UZYKHG-30-1	Aspects of Human Performance 2022-23	30
UZYKHH-30-1	Foundations of Professional Practice for Occupational Therapy 1 2022-23	30
UZYAG-15-1	Fundamentals of Human Anatomy and Physiology (Occupational Therapy) 2022-23	15
UZYKHJ-30-1	Human Occupation, Health & Well-being: Part One 2022-23	30
UZYKHK-15-1	Human Occupation, Health & Well-being: Part Two 2022-23	15

### Year 2

The student must take 120 credits from the Compulsory Modules at Year 2.

### Year 2 Compulsory Modules

The student must take 120 credits from the Compulsory Modules at Year 2.

Module Code	Module Title	Credit
-------------	--------------	--------

UZYA7-15-2	Informing Practice through Research and Inquiry (Occupational Therapy) 2023-24	15
UZYKHL-15-2	Occupational Therapy and Complex Needs 2023-24	15
UZYKHM-30-2	Occupational Therapy and Physical Challenges 2023-24	30
UZYKHN-30-2	Occupational Therapy and Psychosocial Challenges 2023-24	30
UZYKHP-15-2	Occupational Therapy Skills and Strategies for Practice 2023-24	15
UZYKHQ-15-2	Professional Practice for Occupational Therapy 2 2023-24	15

### Year 3

The student must take 120 credits from the Compulsory Modules at Year 3.

### Year 3 Compulsory Modules

The student must take 120 credits from the Compulsory Modules at Year 3.

Module Code	Module Title	Credit
UZY9Q-15-3	Healthy Futures 2024-25	15
UZYKHR-15-3	Leadership Skills in Context 2024-25	15
UZYKHS-15-3	Professional Practice for Occupational Therapy 3 2024-25	15
UZYKHT-15-3	Professional Reflexivity in Practice 2024-25	15
UZYKHU-30-3	Promoting Occupation and Leadership in Evolving Practice 2024-25	30
UZYAC-30-3	Research and Evidence in Practice (Occupational Therapy) 2024-25	30

**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 programme 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) & RCOT Entry Level Occupational Therapy Core Knowledge and Practice Skills and

HCPC Standards of Conduct, Performance and Ethics (2016) & RCOT Code of Ethics and Professional Conduct (2015)

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 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. In light of the ever changing needs of services, the programme learning outcomes have been mapped to the Apprenticeship Standard for Occupational Therapy Degree (ST0519) (Institute for Apprenticeships and Technical Education, 2018) to ensure that the content would be fit for this purpose, whilst the delivery would be to a different configuration and pattern, taking place over 48 months. The programme will be validated separately for an apprenticeship delivery as necessary in the future.

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]

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