Programme Specification

University of Cumbria

Programme Title and Name of Award	BSc (Hons) Occupational Therapy		
Academic Level	6	**Total Credits**	360
Professional Body Accreditation / Qualification	The Programme is accredited by**:** **Royal College of Occupational Therapists (RCOT)** and is approved by: **The Health and Care Professions Council (HCPC)** Completion of the BSc (Hons) Occupational Therapy confers eligibility to apply to register as an Occupational Therapist with the Health and Care Professions Council and full membership of the Royal College of Occupational Therapists. [The other exit awards **do not** provide eligibility to register with the HCPC, neither do they provide eligibility for RCOT membership].		
Date of Professional Body Accreditation	HCPC – December 2018 RCOT – February 2019	**Accreditation Period**	HCPC - ongoing RCOT – September 2019 - 2024
UCAS Code	B920		
JACS Code	B930		
HECoS Code	100249		
Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/undergraduate/occupational-therapy/ For (APL), please refer to the University website. The following additional requirements apply for entry to this programme: Under APL procedures each application is considered on an individual basis and academic judgement applied. No more than one third of the programme or part of the programme may be subject to APL in accordance with the Royal College of		

	Occupational Therapists current statement on APL. An exception to this requirement is an occupational therapy student who is transferring between education providers. In this instance, the student must meet assessment requirements of the receiving HEI and be recommended as 'fit for the profession' by the original programme.
	Credit for the first practice placement module can be awarded through AP(E)L on evidence of the relevant learning outcomes being met. The number of practice placement hours recognised through APL will be equivalent to the number of hours normally accredited through module completion
Teaching Institution	University of Cumbria
Owning Department	Department of Health, Psychology and Social Studies
Programme delivered in conjunction with	In conjunction with NHS, Social Care, Private, Voluntary and Emerging practice placement providers
Principal Mode of Delivery	Blended Learning
Pattern of Delivery	Full Time
Delivery Site(s)	Carlisle (Fusehill Street), Lancaster
Programme Length	Standard registration period (full-time) – 3 years (Each year comprising 30 weeks) It is generally expected that you will complete within the normal length of the pre-registration programme plus two years (5 years), and in accordance with university regulations. Learners requiring additional time beyond the normal length of their programme (up to a maximum of 7 years) should be provided with an individual scheme of study to enable successful completion of the programme requirements.
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR)
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme. BSc Allied Health Studies (300 credits) DipHE Allied Health Studies (240 credits) CertHE Allied Health Studies (120 credits)
Period of Approval	1 August 2019 – 31 July 2024

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- enquiring and open to change;

- self-reliant, adaptable and flexible;

- confident in your discipline as it develops and changes over time;

- capable of working across disciplines and working well with others;

- confident in your digital capabilities;

- able to manage your own professional and personal development;

- a global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment;

- a leader of people and of places;

- ambitious and proud.

Programme Features

The BSc (Hons) Occupational Therapy at the University of Cumbria is a pathway to an exciting and rewarding career. Studying here will provide you with a professional qualification recognised world-wide, and a degree that can open many doors to working within health, wellbeing and social care settings. We have a well-established and highly regarded reputation within the North-West of England and beyond, that is reflective of our programme team's passion and enthusiasm for enabling students to become the competent and innovative Occupational Therapy practitioners of the future. Fundamental to the programme is the core philosophy, shared by Occupational Therapists and Occupational Scientists world-wide, of the transformative impact of occupation on health and wellbeing. You will learn the fundamental rights and beliefs of people to take part in the occupations that they need and value, and to enable such engagement through the practice of Occupational Therapy (Royal College of Occupational therapists (RCOT), 2019).

The BSc (Hons) Occupational Therapy programme is aligned to the standards and principles of the HCPC, the RCOT, and the University of Cumbria. The programme aims to develop graduates who are able to practice as autonomous Occupational Therapists, assured in their skills and abilities, and confident in their professional identity. The programme gives renewed prominence to leadership and entrepreneurial skills including the effective management of resources and promoting the profession to potential commissioners and users of services. Personal Development Planning is embedded throughout the programme to ensure an appreciation of, and progression in, the required skills for life-long learning.

Creating confident and adaptable graduates is a focus of the programme. We wish to produce graduates who are secure in their ability to represent the best interests of the people they work with, and of the Occupational Therapy profession (RCOT 2019). Learning, Teaching and Assessment strategies have been reviewed to enhance use of authentic assignments, appropriate to the academic level being studied and relevant to occupational therapy practice. These will accurately represent the tasks which you will have to accomplish, both in employment and in contributing to the evidence base of your future profession.

Our strategic plan at the University of Cumbria places an emphasis on people, places and partnership (UoC, 2017). Our mission is *to "raise aspirations and educational attainment and contribute to the social, cultural and economic well-being and prosperity of our communities"* (Strategic Plan, UoC, 2017). Therefore, our Occupational Therapy programmes are embedded within the wider communities of Cumbria, the Scottish Borders and Lancashire, and consequently offer wide opportunities for experiencing the diverse influences of differing social, cultural and physical

environments on Occupational Therapy practice. These range from our campuses in the two county cities of Carlisle and Lancaster through to culturally varied urban areas, and extensive rural communities. We are particularly alert to the unique opportunities and challenges that our rural environments afford for people's occupational engagement, varying from experiencing the value of nature and outdoor activities for some, to the impact of social and/or physical isolation for others.

As members of the occupational therapy community within university and beyond, we encourage and support you to engage with the student run Occupational Therapy Society that is administered via the University of Cumbria Students Union. This society develops according to the interests and drive of current students and therefore varies in its focus each year. Activities include practical activities and workshops, visiting speakers, CPD events, and the all important socialising within the world of the student occupational therapist.

Co-production involves working with service providers, patients and the public to create interventions and services to improve quality of life for people and their communities. You will be active partners in local community projects, research, learning and working with others. We want you to be proud to be members of our community of practice and capable of influencing and leading future services, as well as contributing to ongoing knowledge development and its application. We have strong partnerships with practice placements, local charities and voluntary services. We involve these partners in our academic and practice placement delivery to create an authentic Occupational Therapy experience. We encourage volunteering as part of the programme to develop your knowledge and understanding of individuals, families and groups.

The programme has embedded values that drive our educational practice and are consistent with the values that the University of Cumbria prides itself on (Strategic Plan 2017). We are committed to ensuring that our programme demonstrates and enables:

- responsibility in relation to individual clients and the communities that they live in;
- inclusion of patient and public involvement in all areas
- communities of practice with our occupational therapy partners;
- adherence to ethical standards, practice and behaviours
- understanding of, and engagement with, wider social and environmental systems;
- beliefs in individual practitioners as capable of contributing to ongoing knowledge development and its application;
- commitment to the need for constant revision and updating of skills and methods of application in the face of societal and global change.

Current health and social care contexts require Occupational Therapists able to use their skills in rehabilitation, and in working with other professionals, to meet the many and diverse needs of patients and the public. You will explore and apply the well-established theoretical and practical skills of Occupational Therapy, whilst also being alert and responding to the ever-changing world of health and social care practice. Therefore, we aim for our future practitioners to be enterprising, innovative and creative, using entrepreneurial skills to work with multiple stakeholders. You will need to adapt to and be involved in actively shaping the many and varied settings where the occupational needs of people are addressed. You will contribute responsibly to individual and community wellbeing.

As proud members of a profession you will actively be part of the Occupational Therapy community of practice, willing and able to be change makers influencing and leading future services. In order to assist people to be resilient in the face of life's problems, Occupational Therapists need to be resilient themselves. We aim to develop future occupational therapy practitioners who are optimistic about solutions, strong at maintaining focus, able to cope with complex situations and reach out to assist others in doing so.

We respect and value our students, as we do the people that you will work with in University and in practice. We respect you as individuals who bring a variety of knowledge, skills and life experiences that enhances the collective learning and ultimately the profession of Occupational Therapy. Therefore, we welcome students from traditional routes into higher education and those from more

diverse backgrounds. Our recruitment to the programme is based on health and social care values outlined in the NHS Constitution (Department of Health and Social Care 2015) and in order that students share attitudes and behaviours to support effective team working in delivering excellent patient and public care and experiences.

As Occupational Therapy students and future practitioners, the highest standards of conduct and professional behaviour must prevail at all times. Therefore, you will adhere to the Heath and Care Professions Council (HCPC) Standards of Conduct, Performance and Ethics (HCPC 2016); and the Royal College of Occupational Therapists (RCOT) Professional standards for occupational therapy practice, conduct and ethics (2021). If there are any concerns about a student's behaviour, that are incongruent with that expected of a student health professional or may pose a danger to the public for any reason, then the University's [Fitness to Practice](#) policy will be instigated.

The programme has been designed to embed core principles of Occupational Therapy, Occupational Science, and the promotion of health through occupation, whilst also maintaining currency with contemporary practice. We see people as individuals who have occupational and rehabilitation needs instead of focusing your learning on a diagnosis based or techniques driven structure. Therefore, we prioritise learning and understanding about people, occupation, health and wellbeing within their social and physical environments. This will enable you to see the holistic picture of patients' and the public's connection to Occupational Therapy and take account of perspectives and needs of others important to them such as carers, family members and others who may be involved in their world.

Principles of Occupational Therapy, Occupational Science and contemporary practice will be delivered via a modular curriculum where learning and development will be a dynamic and cumulative process. The programme facilitates integration of Occupational Therapy philosophical and theoretical knowledge, values, beliefs, ethics and practical skills in relation to individual clients, groups and the communities in which they live.

The University of Cumbria's Learning, Teaching and Assessment Strategy 2017/2022 guides the educational philosophy of the programmes. There will be facilitated learning across a range of University contexts including seminars, lectures, workshops, practical skills and creative sessions, and group activities in addition to your own study activities. These enable engaging and deep learning processes, whilst addressing the diverse learning approaches of individual learners. Students are encouraged to become active learners with an expectation to take responsibility for their own progress and development. Practice placement environments are a vital part of the learning process, enabling the reflective integration of theory to practice in a meaningful manner and the effective interaction with patients, the public and colleagues.

In order to prepare realistically for the challenge of working in tomorrow's competitive health settings you will be enabled to become confident at using theory, evidence and reasoning to articulate the rationale for interventions and services. We will ensure that your programme enables you to keep up to date and respond to current issues relevant to individuals and populations. For example, you will explore lifestyle factors affecting health and wellbeing and the necessity for health promoting strategies to support positive change. The programme will therefore have a strong focus on promoting health through occupation and working with other allied health professionals, to enable collaborative approaches to promote healthier activities and lifestyles (Chief Allied Health Professions Officer's Team 2017; Council of Deans 2017).

Taught and facilitated content will emphasise application of knowledge and skills. Authentic assessments that mimic real life professional situations and challenges will provide practice opportunities and develop skills. Developing areas of Occupational Therapy such as assistive technology and digital health provision will be studied to enable cutting edge skills (Chief Allied Health Professions Officer's Team 2017). Principles of continued learning and development will be embedded through use of active portfolios, to enable a continued and adaptive professional approach. Integrated learning approaches that include patients, the public and colleagues from the wider community, are an established part of our programme both within practice placement and University environments. This will enable you to actively consider others' views and perspectives, and reflect on the variety of learning and real life practice situations.

The team have created a new structure for delivering programme that is reflective of up to date educational and Occupational Therapy practices in order to facilitate your learning. A developmental approach to learning throughout the programme will be facilitated based on a plan of EXPLORE in year one; DEVELOP in year two; and LEAD in year three, onwards to graduation as an HCPC registered Occupational Therapist.

In year one, you will EXPLORE the fundamental theoretical and practice perspectives of occupation, health, wellbeing, and the essential nature of people as occupational beings. Year one will be fundamental to acquiring core practical skills and key theoretical concepts relevant to occupation, Occupational Therapy. Foundation principles and behaviours of being a student and future practitioner will be introduced and applied. Research knowledge, skills, and the centrality of evidence informed learning and practice will be introduced. Work based learning will be embedded in order to observe the real world of occupational therapy practice and you will have a 5-week practice placement.

In year two, you will build on year one learning and DEVELOP your knowledge, skills and abilities, in order to relate your learning to a range of applications within Occupational Therapy practice. The uniqueness of an occupational approach to enabling people to overcome, adapt to, and/or manage challenges to their health and wellbeing will be emphasised, whilst being supported by rigorous analysis of current theoretical and practice-based evidence. You will relate your learning of occupational performance and engagement to the real world of practice through a variety of means such as: public and patient involvement and co-production, including input from patients and the public; contributions from practising Occupational Therapists; working on case studies and using digital media. You will have one 8 week practice placement in year two.

In year three you will build on the learning of years one and two and start to LEAD in taking responsibility for your own learning needs, and in the application of this within Occupational Therapy practice. This will include implementation of occupational possibilities for health and wellbeing, leading projects within digital health and research projects. The skills and knowledge developed will enable graduates to become future leaders for Occupational Therapy. Your practice placement skills will be enhanced and consolidated as you will have two 8-week practice placements. We will support you in developing your employability skills and preparing for your first post as a qualified Occupational Therapist.

Attendance:

Attendance at taught sessions and Practice Placements is mandatory and the University expects 100% attendance. Attendance monitoring at the University is tutor led. All sickness and absence is recorded carefully to ensure students have undertaken the required number of practice placement hours to meet the requirements of the World Federation of Occupational Therapists (WFOT, 2016) and obtain professional registration with the HCPC. If you have not achieved all of the necessary practice placement hours by the end of the programme, you will be required to complete these hours under the supervision of a practice placement educator (PPE) before you are eligible for professional registration with the HCPC.

If you are unable to attend a session for any reason you are expected to request a leave of absence or to report periods of ill-health. Full details of the University's sickness and absence policies can be found in the University's 'Fitness to Practice' and 'Student Code of Conduct' policies which are available on the University website. Unauthorised absences will be followed up initially via Personal Tutor meetings and if attendance continues to be a problem, then through the University's formal 'Progress Review Framework'. Unauthorised absences and persistent absence will lead to a Student Progress Review with the student's Personal Tutor to decide on an appropriate plan of action. If continued absence occurs following this, further Progress Review meetings will be scheduled and may include the Programme Leader and Principal Lecturer. In cases of complex health and/or disability needs students may be referred to a Professional Practice Case Conference to facilitate reasonable adjustments according to need. More detailed information regarding Practice Placement can be found in the Placement Handbook.

Practice Placements:

Practice placements are an essential component of the Occupational Therapy programme enabling you to develop the skills required to effectively interact with patients, the public and colleagues. They provide the opportunity to work closely with people in real settings and in real time. Each practice placement enables the integration of theory to practice in a realistic, meaningful and reflective manner to develop the generic and core skills required for professional practice. You have the opportunity to apply and develop knowledge; practice, consolidate and transfer existing skills; and learn new skills relevant to each practice setting. The University of Cumbria health and social care programmes all recognise the importance of students from different professions learning together whilst on placements. Therefore, you will experience working alongside, for example, students from nursing, other allied health professionals and social work in order to share practice experiences and reflect on your learning from these.

The World Federation of Occupational Therapists (World Federation of Occupational Therapists (WFOT 2016) and in Royal College of Occupational Therapists Standards) require you to successfully complete a minimum of 1000 hours of assessed practice placement to be eligible for professional registration with the Health and Care Professions Council (HCPC) and for professional membership of the Royal College of Occupational Therapists (RCOT). There are 4 practice placements within the programme in total, which are assessed and provide 1087.5 hours enabling you to easily meet this target. You will experience practicing in a safe and ethical manner in a supported environment. Practice placements are mainly sourced from within Cumbria and Lancashire, South West Scotland and the Isle of Man.

During the programme, you will experience a variety of practice placements in a range of different settings and locations. The HCPC (2017) stipulate that students *"have access to an appropriate range of practice-based learning experiences which reflect the nature of modern practice and the range of practice settings of the profession they are preparing to enter".* The Royal College of Occupational Therapists (2019) states that *"Learners experience a wide range of practice based-learning opportunities, such as:*

- *Public, independent, private and third sector settings*
- *Urban, rural, local or international settings*
- *Non-frontline settings, for exposure to strategic and leadership roles and/or within research departments or organisations*
- *Organisations for people who are under-employed, disempowered, dispossessed or socially excluded.*
- *Organisations caring for people of different ages, from different socioeconomic and cultural contexts, with recently acquired and long-standing occupational needs and with different levels of physical and psychosocial functioning*
- *Settings using individual, group, community and population approaches"*.

The current ongoing changes within health and social care are creating many challenges for Occupational Therapists requiring them to work in ever more flexible and creative ways. These challenges also provide exciting opportunities for practice placements. Practice placements are, therefore arranged within traditional settings (NHS and Social Services) and non-traditional settings within the Private, Voluntary and Independent sector (PVI). This means you may have the opportunity to work with: children; older adults; younger disabled people. Adults and / or children with a physical disability, a learning disability and / or mental health difficulties. There is the opportunity to undertake diverse role practice placements such as project practice placements; management role practice placements, role emerging practice placements. In some organisations it may not be the norm for Occupational Therapists to be employed by the organisation and consequently there is no established Occupational Therapy role. Such practice placements are termed "role emerging placements" and are recognised as *"important learning experiences"* and as *"a means of expanding the boundaries of practice"* (RCOT 2006). Physical activity centres; day services for people with a learning disability, mental health issues, head injury, Alzheimers, homeless and so forth; residential and nursing care, social and occupational centres; retirement

villages are some examples of the types of role merging placements utilised. The practice placement team source and set up new and exciting practice placement opportunities on an ongoing basis and will continue to look to the future in order to ensure that students have the opportunity to experience placements reflective of contemporary and emerging areas of practice.

The diversity of placement opportunities ensures that you are able to apply up to date theoretical perspectives learned at university into the real world of practice, and also to bring back to class based learning your reflections and experiences of contemporary occupational therapy. This two-way scholarship of practice where students, the programme team, and practice placement educators exchange knowledge and skills is a highly valued and important element of our community of occupational therapy.

During your practice placements you will be guided, supervised and assessed in your learning and development by a Practice Placement Educator (PPE). Practice Placement Educators must be registered as Occupational Therapists with the HCPC. Where this is not the case (i.e. during an emerging role placement) an Occupational Therapist registered with the HCPC will be appointed by the University to undertake your professional guidance, supervision and assessment. Practice placements are timetabled into the programme in a way which enables you to integrate theories learned in the academic setting with the practical experiences gained during placement. Placement learning outcomes have been developed to be progressive to reflect the graded nature of your development, enabling you to transfer knowledge and skills as well as develop new ones during each consecutive placement.

If you fail a practice-based learning component on substantiated grounds of fitness to practise concerns, you will be denied a retrieval attempt. If the fitness to practise concerns were related to your own health and you can demonstrate that your health has improved enough to be deemed fit to practise, then a second attempt may be offered (RCOT, 2019).

Core Skills Framework:

This is an initiative which aims to decrease duplication and to standardise the delivery of statutory and mandatory skills required for practice placement and employment. You are required to successfully complete all the core skills modules prior to their first assessed practice placement and to update these annually at the appropriate level.

There are a number of Core Skills modules which include:

- Safeguarding Adults
- Safeguarding Children
- Infection Prevention and Control
- Health, Safety & Welfare
- Fire Safety
- Moving and Handling
- Equality, Diversity and Human Rights
- Conflict Resolution
- Information Governance
- Preventing Radicalisation
- Resuscitation of Adults
- Resuscitation of Paediatrics

Note: The above list is frequently amended and developed.

Achievement of the learning associated with these topics is entered onto a central Core Skills Register and ultimately the Student Passport.

Interprofessional Learning (IPL)

Interprofessional Learning (IPL) is a core element for inclusion across all pre-registration health and care education in line with government and Professional, Statutory and Regulatory Body (PSRB) directives. IPL is embedded in both academic and practice placement modules and is compulsory.

Learning on practice placement provides practical and real-life opportunities for Interprofessional learning. The compulsory learning outcomes have been agreed across six health and care professions and each programme team has flexibility to decide where each learning outcome is met on their programme. These have been embedded in practice placement modules at each level of study.

IPL is also embedded in taught academic modules through the use of case studies from practice and there are 2 compulsory IPL events with other health and care students. These events are designed to enhance understanding of other health and care professionals' roles.

As part of the programme of study and professional development each occupational therapy student completes a portfolio which includes a section on Interprofessional learning. This portfolio is reviewed upon completion of the practice placement practice and forms part of the practice placement module assessment.

Additional Interprofessional Learning is scheduled throughout the year as part of the Institute of Health Enrichment programme.

Patient and Public Involvement (PPI)

PPI is fully embedded within the practice placement elements of the programmes, including PPI feedback on student performance within practice placement assessments. Additionally, some modules have been designed to enable patient and public involvement in student assessment (for example 'Leading and Implementing Occupational Possibilities for Health and Wellbeing'). PPI are involved in specific learning opportunities and events within current programmes. They have also been involved in the development of the programmes through consultation events. Within the HPSS department, Social Work has shared best practice examples across our HCPC accredited programmes. The Occupational Therapy team alongside their Physiotherapy colleagues hold regular PPI events with local health and voluntary sector groups, in order to engage with potential participants in our programme recruitment and in student learning activities. There is an expectation that all modules will include PPI perspectives in person and/or via other means such as audio-visual communications and personal stories. Additional events within our 'Enrichment Programme', that is, sessions outside of scheduled module learning, include PPI and volunteers who engage with students and tutors in exploring their perspectives on health, wellbeing and occupation. The University continues to develop PPI within the academic elements of its programmes and this has been identified as a priority for the coming year. The programme team committed to PPI and are contributing to the development and implementation of an authentic, university wide PPI strategy. Engagement and consultation with key stakeholders including PPI and employers has been a core aspect of the process of preparing for this programme and has informed enhancements made.

Aims of the Programme

The overall aims of the Programme are:

To develop Occupational Therapists, who are ready for employment and will be the focused, resilient and creative problem solvers of the future. These aims are designed in order to reflect both the HCPC, RCOT, academic, and practice placement expectations of your learning. You will be able to:

1. be an autonomous, reflective Occupational Therapy practitioner who understands, values and applies the transformative power of occupation to enable health and well-being in collaboration with individuals, groups and communities;
2. confidently articulate the unique value and importance of occupation focused practice to patients, the public, providers, commissioners and policy makers;

3. meet the professional standards of the Royal College of Occupational Therapists and regulatory standards of the Health and Care Professions Council so that you are eligible to apply for registration for both upon completion of the programme

4. display the values, attitudes and behaviours of safe and ethical practitioners. You will be articulate and confident in your professional identity and recognise the impact of culture, equality and diversity on practice, and practise in a non-discriminatory and inclusive manner, responding to the needs of individuals, groups and communities in the contemporary health and social care environment; develop into a life-long scholarly practitioner with the knowledge and skills required to value, engage with and undertake research and continuing professional development activities, in order to contribute to your own development and the evidence base for Occupational Therapy practice;

5. demonstrate core professional reasoning skills in order to evaluate and apply evidence-based theoretical perspectives to the practice of contemporary Occupational Therapy;

6. be attentive to the influence of professional, social and political drivers on your responsibility for occupational and social justice as an emerging Occupational Therapy practitioner;

7. engage with local, national and global Occupational Therapy communities to enhance professional practice;

8. innovate, influence and lead sustainable practice development in collaboration with stakeholders.

9. develop leadership, marketing and entrepreneurial skills which will enable you to manage and respond to ongoing change in response to current and future working environments

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national Framework for Higher Education Qualifications (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability to:

- apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills;

- evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner;

- identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability to:

- apply and evaluate key concepts and theories within and outside the context in which they were first studied;

- select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem-solving strategies to problems in the field of study and in the generation of ideas to effectively communicate information and arguments in a variety of forms;

- accept responsibility for determining and achieving personal outcomes;

- reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability to:

- critically review, consolidate and extend a systematic and coherent body of knowledge;

- critically evaluate concepts and evidence from a range of resources;

- transfer and apply subject-specific, cognitive and transferable skills and problem-solving strategies to a range of situations and to solve complex problems;

- communicate solutions, arguments and ideas clearly and in a variety of forms;

- exercise considerable judgement in a range of situations;

- accept accountability for determining and achieving personal and group outcomes;

- reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

K1. a knowledge and understanding of the Occupational Therapy process, core skills and practice to enhance health and wellbeing;

K2. a foundational theoretical knowledge (Occupational Science, Psychosocial and Physical Sciences) and its relevance to understanding humans as occupational beings;

K3. a knowledge and understanding of the foundations and requirements for professional practice;

K4. an introductory knowledge and understanding of concepts of evidence-based practice and research design and methods.

After 240 credits of study (DipHE) you will be able to demonstrate:

K5. an application of knowledge and understanding of factors impacting on health and wellbeing and consider how they influence occupational performance and engagement;

K6. an application of knowledge and understanding of entrepreneurship to embrace local, national and global priorities within contemporary practice;

K7. an evaluation of how group-work, teamwork, inter-professional partnerships, and patient/public involvement influence Occupational Therapy practice;

K8. an application of knowledge and understanding of research methods in order to plan a research study that will contribute to the professional evidence base.

After 360 credits of study BSc (Hons) you will be able to demonstrate:

K9. a critical knowledge to lead, manage change and promote yourself and your profession in order to respond to cultural, societal and health related issues;

K10. a critical awareness of the political landscape of health and social care contexts in order to address society's occupational needs;

K11. a critical reflection on the knowledge required to prepare you for the transition from student to newly qualified occupational therapist, and its relevance to your personal and professional development;

K12. a critical knowledge of how to implement a research study.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

S1. the skills and abilities in professional reasoning, activity/occupational analysis and applying practical Occupational Therapy interventions;

S2. the skills to become a successful lifelong learner and deliverer of high quality, ethical, and effective practice;

S3. an evaluation of different approaches to gaining and using professional knowledge within Occupational Therapy;

S4. fundamental communication skills and professional behaviours.

After 240 credits of study (DipHE) you will be able to demonstrate:

S5. the ability to enable occupational performance and engagement through the planning, design and justification of relevant and appropriate Occupational Therapy practice;

S6. the ability to practice with a person-centred, safe and evidence informed approach;

S7. the skills and abilities to reflect on and develop your professional practice and academic performance.

After 360 credits of study BSc (Hons) you will be able to demonstrate:

S8. the skills and attributes in order to secure employment and carry out the role of an entry level occupational therapy practitioner (HCPC 2017; RCOT 2019);

S9. a strong professional identity as an Occupational Therapist and as an ambassador for the profession;

S10. the ability to take a leadership role in delegating to and supervising other team members for whom you are responsible;

S11. an effective articulation and application of professional reasoning in practice utilising communication skills and evidence informed judgement;

S12. the skills required for continuing professional development and lifelong learning as a reflective practitioner.

S13. the ability to critique, utilise and generate research knowledge to inform practice.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

The development of the programme outcomes and supporting documentation are supported by evidence from these sources:

- Chief Allied Health Professions Officer's Team (2017) *AHPs into Action. Using Allied Health Professions to transform health, care and wellbeing.* London: NHS England
- College of Occupational Therapists (2006) *Developing the occupational therapy profession: providing new work-based learning opportunities for students.* London: College of Occupational Therapists.

- College of Occupational Therapists (2014) *College of Occupational Therapists' learning and development standards for pre-registration education*. London: College of Occupational Therapists. Available at: https://www.rcot.co.uk/sites/default/files/Education%20Standards%202018%20updates%20pdf.pdf
- College of Occupational Therapists (2015) *Code of Ethics and Professional Standards*. London: College of Occupational Therapists.
- College of Occupational Therapists (2016) *Entry Level Occupational Therapy Core Knowledge and Practice Skills*. London: College of Occupational Therapists. Available at: https://www.rcot.co.uk/sites/default/files/Entry%20level%20OT%205.26.17.pdf
- Council of Deans (2017) *Guidance: Public Health Content within the Pre-Registration Curricula for Allied Health Professions*. London: Council of Deans.
- Department of Health and Social Care (2015) *The NHS Constitution.* London: HMSO
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- World Federation of Occupational Therapists (2016) *Minimum standards for the education of occupational therapists*. World Federation of Occupational Therapists.

Other internal reference points include:

- UoC Strategic Plan
- UoC Learning, Teaching and Assessment Strategy
- UoC Academic Regulations and Academic Procedures and Processes

Graduate Prospects

Upon successful completion of this programme you will be eligible for registration as Occupational Therapists with the Health and Care Professions Council and to apply for membership of the Royal College of Occupational Therapists. Our graduates obtain employment as qualified Occupational Therapists on completion of the programme both locally, nationally and internationally. Occupational Therapists are in demand with employers such as the NHS and Local Authorities, and increasingly so within voluntary sector organisations and private practice. Hence, we are proud of the success our graduates have had in gaining employment and we will support you in applying for and securing employment; and in preparing you for the transition from student to qualified practitioner. The world of health and social care is constantly changing and, in addition to well-established employers such as the NHS, this is providing Occupational Therapy graduates with many new opportunities. With the increasing pressure on health and care services and the changing demographics of the ageing population, it is anticipated that the demand for Occupational Therapy will increase and the role and work of Occupational Therapists will be needed in emerging and new areas. For example, qualified Occupational Therapy posts have been developed as a direct outcome of our students engaging in role emerging placements in voluntary sector organisations that did not at the time employ an Occupational Therapist. Alternatively, some graduates work in roles that do not carry the title, Occupational Therapist, but fit well with Occupational Therapy knowledge and skills, for example a Case Manager, Disability Needs Assessor, or Mental Health Care Co-ordinator.

Should you wish to further develop your learning, we would encourage and support you to take up some of the post-graduate opportunities the University offers that will benefit your career development. This could be either as stand-alone continuing professional development modules, or by enrolling on a programme of master's level study.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

Learning and Teaching

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. The teaching, assessment and student support is committed to equality, diversity and inclusion in order for you to optimise your potential and develop autonomy. We seek to create an innovative community of learning, whether encountered on campus or at a distance, on practice placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is modern, well resourced, flexible and stimulating.

Occupational Therapists of the 21st Century need to have a strong professional identity, as well as enhanced professional, interpersonal, leadership, and business skills (Hunter, 2013; Jackson, 2015; RCOT, (2019). Our programme will support you in developing these skills so that they are in place for when you start your first post (Fortune et al, 2013; WFOT, 2016). You will be expected to take responsibility and ownership of your learning process, ensuring continued development of the skills required for life-long learning. The expectation is that you will build on your learning over the three years to meet the requirements of an entry level Occupational Therapist. The profession also needs graduates with a vision for the future, who have the confidence to quickly adapt to the global, national and local context.

Experiential learning is a key part of the learning process. This is carried out on practice placements, as well as within the classroom, through group work and independent learning activities. By sharing practice placement experiences, case studies, simulated work experiences, and role-play scenarios, you will be able to practise professional skills, apply theory to practice, and evidence-based practice, as well as develop critical thinking, reflection and problem-solving skills. These learning strategies are crucial for the development of professional socialisation, and preparing you for the workplace. Professional values are an integral part of developing a professional identity and this is also embedded within the learning and teaching approach used.

We use learning technology to promote student learning and achievement. For example, you will develop an e-portfolio over the 3-year programme using a system such as PebblePad, which is compatible with the HCPC requirements for Continuing Professional Development after graduation. All modules are supported by our virtual learning environment, Blackboard, which provides you with online access to all learning resources, teaching materials and assessment guidance. The University library catalogue has a wide range of e-resources, e-books and journals to support individual private study. These resources enable you to study both on the University campuses or at a distance.

On practice placement you will be supported by experienced practice placement educators and you will still be able to access University of Cumbria digital resources and library facilities. The programme team collaborates with experienced Occupational Therapists throughout the whole programme cycle to help maintain relevance of the programme to contemporary practice.

The content of the programme is based on national and international standards for pre-registration education, including those developed by the Royal College of Occupational Therapists, and the World Federation of Occupational Therapists (RCOT 2019; WFOT 2016). This ensures a global perspective and you will be supported to access international practice placements, if this is your particular interest. Global perspectives of Occupational Therapy are embedded into the module content throughout the duration of the programme and you will develop your knowledge of population needs and priorities on an international level. The programme has links with international Occupational Therapy programmes. The departmental enrichment programme also provides opportunities for you to learn about international perspectives and Occupational Therapy practice.

Modules are linked and build upon each other to consolidate learning. For example, basic sciences such as anatomy, physiology, and psychosocial theories are integrated throughout and built upon as you progress through the levels of study. Threshold concepts are discipline specific concepts which are integral to the profession but which are sometimes difficult to grasp (Rodger et al, 2015). These concepts, such as occupation and therapeutic use of self, will be embedded throughout the programme to ensure deep understanding so that you will be able to apply this sometimes complex theoretical knowledge to practice. The learning strategies will enable development of your professional identity and prepare you for the workplace in terms of professional values; the skills needed to be safe and confident practitioners; and interpersonal, leadership and business skills (RCOT 2019). Concepts are re-visited in future modules to further develop knowledge and understanding, and the resources remain available to you until the end of the programme.

The programme team are committed to providing a quality educational experience for you and this is supported by our adherence to the University's quality assurance policies. Additionally, the quality and rigour of our module assessments are reviewed by experienced external examiners from other

university Occupational Therapy programmes. This confirms that our programme meets the academic standards comparable to other universities and the requirements of professional bodies.

Summative and Formative Assessment

The assessments have been designed to provide a creative and balanced strategy across the programme. The aim is to assess not only academic level but to also include authentic assessments that demonstrate the professional skills required for practice, for example report writing, verbal presentations, group work, and a community-based occupational therapy intervention. This provides a range of engaging and increasingly challenging opportunities, which not only test the validity of the programme learning outcomes but are also relevant to the needs of the workplace.

Formative Assessment

Formative assessments will be used wherever possible in all modules and are developmental with the aim of supporting learning and to help prepare you for the summative assessment. In all cases, this will be an integral part of the assessment process and will provide feedback for you to build upon. In addition to tutor feedback, we encourage you to evaluate your own work but also to give feedback to your student peers.

Examples of formative activities:

- a discussion with student peers to gain feedback on an essay plan;
- a practise of a practical assessment or of a presentation;
- a group discussion on a project proposal;
- discussion with a tutor mentor on an intervention plan;
- review of an element of your professional development portfolio.

Summative Assessment

Summative assessment aims to enable students to demonstrate their learning at the end of each module and must be passed to complete the programme. The summative assessments have been organised in such a way to provide a practicable workload across the two semesters of each year's study. All written assessments are usually marked anonymously and feedback will be provided promptly, within a maximum of 20 days. This allows you time to consolidate your feedback, prior to beginning the next semester modules, and enables your success.

Assessment approaches may include written work in the form of essays, reports and portfolios; individual and group presentations; academic posters; discussions; practicals; and digital media, in order to provide you with variety and provide opportunities for students with varying strengths and abilities to achieve their potential. Some modules have two components of summative assessment, and it is important to note that *both* elements must be passed for such modules.

Examples of assessments:

- a written assessment may take the form of an essay that explores knowledge about lifespan development and its links to occupation;
- a practical assessment may take the form of running a therapeutic activity for a small group of your student peers and discussing how it may be used in practice;
- an oral assessment may involve an individual presentation on a topic such as you may deliver at a professional conference or within a workplace CPD event.

Assessment of Practice Placements:

The four BSc practice placements are credit bearing modules. Each will assess Occupational Therapy and professional skills and understanding as well as different aspects of Occupational Therapy theory in practice. They are formatively assessed via a half way report and summatively assessed using the final report element of the Common Assessment Tool (CAT document). The formal assessment of your practice placement is undertaken by the Practice Placement Educator (80% of module mark) though you are also required to self assess your own performance. It is the Practice Educator who will determine the grade awarded (with support about this process from the Occupational Therapy programme tutors). You are required to develop your CPD portfolio during each practice placement

and this is also assessed via a discussion with a university tutor on completion of your practice placement (20% of module mark). You must pass both elements in order to pass the module and due to RCOT requirements you are only allowed one resit opportunity of any practice placement module.

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, to prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Induction

Induction will take place in Welcome Week and will give you the opportunity to meet the staff and fellow students as well as familiarise yourself with the Campus. This will also offer an introduction to your new life as an Occupational Therapy student and the professional requirements which go alongside this, as well as the general procedures and expectations of the Occupational Therapy programme. We will provide information about the programme, but also incorporate practical and enjoyable activities that will help you get to know each other and the tutors. At the beginning of each year, you will be introduced to the year ahead to help to manage the transition to the new level of study.

Personal Tutoring

You will also be allocated a Personal Tutor who is a registered Occupational Therapist. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. He/she will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy. This tutor will stay with you throughout your studies where possible, and will work with you on your ongoing personal and professional development and ultimately to prepare for graduation.

Personal Development Planning

Personal Development Planning is built into the programme with the development of personal and professional skills and reflection on your progress in achieving these. With tutor and practice educator support you will create a continuing professional development portfolio which you will use to record your progress throughout your time on the programme, and into your future career. This is important for your own development, but is also an essential requirement of the HCPC and expectation of the Royal College of Occupational Therapists.

Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using OneSearch and you can find out more about key texts, databases and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading lists will be made available to you electronically using the University's online reading list system.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It

includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit [skills@cumbria](#) for more details.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it is important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access University electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you are not confident about your IT skills, we are available to ensure you get the level of support you need. We have a wealth of information and support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Staff and Student Services

Staff and Student Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access University support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers.

Headstart

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into University and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tile. Learning at University, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

Head Start Plus

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to https://openeducation.blackboard.com/cumbria and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

Peer Mentoring @ Cumbria

You may have the opportunity to be allocated a student Mentor who will be in touch to offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from

making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries.

Mature Students' Events

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

Help is at Hand Events

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and gives you the opportunity to talk to people, for example from Finance, Accommodation, the Students' Union and the Wellbeing and Disability Team.

Career Ahead

Career Ahead is the University's Employability Award, which gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set, reflect on their experiences and develop further skills. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, part-time work, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register, email careerahead@cumbria.ac.uk.

Programme Curriculum Map					
Academic Level	**Module Code**	**Module Title**	**Credits**	**Module Status***	**Programme Outcomes achieved**
4	HRBO4200	Exploring Occupation, Health and Wellbeing through the Lifespan	20	Core	K2, K4, S3
4	HRBO4211	Exploring Professional Practice	20	Core	K3, S4
4	HRBO4202	Exploring Person Environment and Occupation	20	Core	K1, K2, S1, S3, S4
4	HRBO4213	Exploring Occupational Science	20	Core	K1, K2, S1, S3
4	HRBO4204	Occupational Therapy in Practice 1	20	Core	K1, K2, K3, K4, S1, S2, S3, S4
4	HRBO4205	Exploring Evidence in Practice	20	Core	K3, K4, S1, S2, S4
5	HRBO5200	Developing Occupational Possibilities for Health and Wellbeing	20	Core	K5, K6, K7, S5, S6, S7
5	HRBO5201	Developing Occupational Therapy Practice	20	Core	K5, K7, S5, S6, S7
5	HRBO5202	Developing the Entrepreneurial Occupational Therapist	20	Core	K5, K6, K7, S5, S7
5	HRBO5203	Developing Occupational Science in Practice	20	Core	K5, K7, S5, S6
5	HRBO5214	Occupational Therapy in Practice 2	20	Core	K5, K7, S5, S6, S7
5	HRBO5215	Project Proposal	20	Core	K6, K8, S5, S4, S7
6	HRBO6210	Leading and Implementing Occupational Possibilities for Health and Wellbeing	20	Core	K9, K10, K11, S9, S10, S11, S12

6	HRBO6201	Occupational Therapy and Digital Health	20	Core	K9, K10, S9, S11, S12
6	HRBO6202	Future Leaders for Occupational Therapy	20	Core	K9, K10, K11, S8, S9, S10, S12
6	HRBO6213	Occupational Therapy in Practice 3	20	Core	K9, K10, K11, S8, S9, S10, S11, S12
6	HRBO6214	Occupational Therapy in Practice 4	20	Core	K9, K10, K11, S8, S9, S10, S11, S12
6	HRBO6215	Research Project	20	Core	K10, K11, K12, S7, S11, S12, S13

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following **permitted exceptions** due to the requirements of the Health and Care Professions Council and the Royal College of Occupational Therapists:

The programme has been carefully mapped to HCPC (2013) and RCOT (RCOT 2019) standards and therefore, the following exceptions apply:

- You must successfully complete all modules with a practice placement component before being allowed to enter the next year of study (HRBO4204, HRBO5214, HRBO6213 and HRBO6214)
- You will be able to carry 20 credits only over into the next year of study where there are NO practice elements in the module. This relates to unfulfilled credits in an academic module that are in deferred assessment or reassessment. For academic modules where a student has a confirmed failure, (i.e. did not attain a passing grade on the first or second attempt) the University academic regulations will apply.
- Modules containing practice placement assessment must be completed in sequence due to their developmental nature (HCPC SET 5.2)
- Only one resubmission of modules with a practice placement component is permitted (RCOT standard 6.4) Learners are withdrawn from a pre-registration programme if they fail their second attempt at any practice-based learning component. Additionally, learners are prevented from progressing in the pre-registration programme if they fail their first attempt at the next practice placement.
- The practice placement hours of a failed placement will not count towards the minimum requirement of 1,000 hours (RCOT standard 3)
- If a practice placement is failed on substantiated grounds of fitness to practice, there is no resit opportunity (RCOT 2019 standard 6.4), and the student must leave the programme
- No more than one third of the programme may be subject to AP(E)L (RCOT standard 2)

Aegrotat awards will not confer eligibility to apply to the HCPC professional register (HCPC SET 6.9) or the Royal College of Occupational Therapists. In the event of an aegrotat degree being awarded the title of the award must not include any reference to the protected title of occupational therapist so would be named as Allied Health Studies.

A failed student will not usually be permitted to re-register on the same programme.

For the target award, all modules must be passed. There is NO condonement for any modules.

* **Key to Module Statuses**	
Core Modules	Must be taken and must be successfully passed

Programme Delivery Structure: Full Time				
Module Code	**Module Title**	**Delivery Pattern** Autumn Semester / Spring Semester / Extended / Year-Long	**Method(s) of Assessment**	**Approximate Assessment Deadline**
HRBO4200	Exploring Occupation, Health and Wellbeing through the Lifespan	Autumn	Written Assignment (100%)	End of Semester
HRBO4211	Exploring Professional Practice	Autumn	Project Work (100%)	End of Semester
HRBO4202	Exploring Person Environment and Occupation	Autumn	Oral Assessment/Presentation (100%)	Late Semester
HRBO4213	Exploring Occupational Science	Spring	Practical Skills Assessment (100%)	Mid Semester
HRBO4204	Occupational Therapy in Practice 1	Year Long	Oral Assessment/Presentation (20%) Practical Skills Assessment (80%)	End of Spring Semester By the end of practice placement
HRBO4205	Exploring Evidence in Practice	Spring	Written Assignment (100%)	End of Semester
Students exiting at this point with 120 credits would receive a CertHE Allied Health Studies				
HRBO5200	Developing Occupational Possibilities for Health and Wellbeing	Spring	Oral Assessment/Presentation (100%)	End of Semester

HRBO5201	Developing Occupational Therapy Practice	Autumn	Oral Assessment/Presentation (100%)	Mid Semester
HRBO5202	Developing the Entrepreneurial Occupational Therapist	Autumn	Report (100%)	End of Semester
HRBO5203	Developing Occupational Science in Practice	Autumn	Practical Skills Assessment (100%)	End of Semester
HRBO5214	Occupational Therapy in Practice 2	Year Long	Oral Assessment/Presentation (20%) Practical Skills Assessment (80%)	End of Spring Semester By the end of practice placement
HRBO5215	Project Proposal	Spring	Report (100%)	End of Semester
Students exiting at this point with 240 credits would receive a DipHE Allied Health Studies				
HRBO6210	Leading and Implementing Occupational Possibilities for Health and Wellbeing	Year Long	Practical Skills Assessment (50%) Written Assignment (50%)	Early Semester Mid Semester (Spring)
HRBO6201	Occupational Therapy and Digital Health	Autumn	Oral Assessment/Presentation (100%)	End of Semester
HRBO6202	Future Leaders for Occupational Therapy	Spring	Oral Assessment/Presentation (100%)	Early-Mid Spring Semester
HRBO6213	Occupational Therapy in Practice 3	Autumn	Oral Assessment/Presentation (20%) Practical Skills Assessment (80%)	End of Semester By the end of practice placement

HRBO6214	Occupational Therapy in Practice 4	Spring	Oral Assessment/Presentation (20%) Practical Skills Assessment (80%)	End of Semester By the end of practice placement
HRBO6215	Research Project	Year Long	Report (100%)	Mid Semester (report)
Students exiting with 300 credits from any combination of modules would receive a BSc Allied Health Studies **Students exiting at this point with 360 credits would receive a BSc (Hons) Occupational Therapy**				

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	• Module Evaluation • Programme Validation and Periodic Review • Programme Annual Monitoring • Peer Review of Teaching • External Examiner Reports • Student Success and Quality Assurance Committee • Patient and Public Involvement Meetings • Department Annual Monitoring Review • Student Staff Forum and Year Forum Meetings
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, practice placement and work-based learning providers, other stakeholders, etc.	• Student Staff Forum and Year Forum Meetings • Module Evaluation Forms • Programme Evaluation: National Student Survey, UK Engagement Survey • Module/Programme/Personal Tutorials • Meetings with External Examiners • Practice Placement Educator Meetings and Forums • Patient and Public Involvement Meetings

Date of Programme Specification Production:	26th October 2018
Date Programme Specification was last updated:	March 2023
For further information about this programme, refer to the programme page on the University website	