

**PROGRAMME SPECIFICATION
BSc (HONS) OCCUPATIONAL THERAPY**

1.	Awarding Institution / Body	University of Worcester
2.	Teaching Institution	University of Worcester
3.	Programme Accredited By	Health and Care Professions Council College of Occupational Therapists
4.	Final Award	BSc (Hons)
5.	Programme Title	BSc (Hons) Occupational Therapy
6.	Pathways Available	Single
7.	Mode and / or Site of Delivery	Standard taught programme and practice placements
8.	Mode of Attendance	Full time
9.	UCAS Code	B930
10.	Subject Benchmark Statement and/or Professional Body Statement.	QAA Benchmark Statement for Occupational Therapy (2001) College of Occupational Therapists Curriculum Guidance (2009) Pre-registration Education Standards (COT 2008) QAA Benchmark Statements for Health Care Programmes (2008) HCPC Standards of Proficiency Occupational Therapy (2012) HCPC Standards of Education and Training (2012)
11.	Date of Programme Specification preparation/ revision	May 2013. Revised July 2014 August and October 2014 (Regulations)

12. Educational Aims of the Programme

The BSc (Hons) Occupational Therapy course aims to develop the learners' understanding of Occupational Therapy and the environment in which Occupational Therapists work. It seeks to develop skills appropriate, but not restricted to a career in health or social care settings for example role emerging settings. In particular the purpose of the course is to provide students with the ability to:

- Achieve the HCPC (2012) Standards of Proficiency providing eligibility to apply for entry to the HCPC register and eligibility to apply for professional membership of the British Association of Occupational Therapists
- Practice in a professional manner; reflect upon and critically evaluate own abilities and limitations, in accord with the HCPC (2012) Standards of Proficiency acknowledging the need to seek appropriate assistance
- Contribute to the health and wellbeing of our society through the rigorous and considered application of occupational science to individuals, groups and populations
- Critically reflect upon contemporary theoretical perspectives which provide the underpinning knowledge base for professional practice recognising the importance of participation and occupation
- Analyse the wider political, cultural, economic and social context of current health and social care provision as an influence on occupational engagement
- Critically analyse the complexity of professional, ethical and legal frameworks and their impact on Occupational Therapy decision making
- Practice in a fair and anti-discriminatory way, in accordance with professional, ethical and legal frameworks ensuring the primacy of service user interests and well-being

- Demonstrate competence in assessing, planning, managing, auditing, and reflect and review practice in order to modify Occupational Therapy provision accordingly within a range of settings
- Locate and evaluate evidence and research; apply best available evidence, knowledge and appropriate repertoire of skills indicative of safe and effective Occupational Therapy practice
- Be an accountable practitioner, who demonstrates the ability to have flexible leadership, management and business skills that enable them to contribute with skill and confidence to effective multi-professional/multi-professional team working to ensure the total needs of service users and their family are addressed
- Articulate and justify professional reasoning, decision making and problem solving processes to challenge Occupational Therapy provision and critically evaluate the outcomes of interventions and service delivery strategies.

The Curriculum Philosophy

The course team believes that students must be provided with opportunities to become effective and independent learners, who are imbued with a strong value base and sense of personal and professional responsibility for their future Occupational Therapy careers.

Central to the Occupational Therapy curriculum framework is the understanding that students are occupational beings who will learn through active involvement in a range of activities that promote doing, being and belonging and becoming. The curriculum focuses on preparing graduates for future emerging roles for Occupational Therapists that will address the wellbeing needs of society.

This will be developed within a philosophy of constructivism, accepting that students are social beings that will learn through active involvement in a range of learning and practice activities. The curriculum aims to foster students' individual strengths and attributes relating them to their own developing professional competence, preparing them by encouraging a reasoned, evaluative and evidence-based person-centred approach, encompassing reflection and independence in learning, and the ability to work effectively with others.

A key feature of the course is the embedding of leadership throughout the programme to more effectively prepare students to be Leaders who will "lead" health and social care in the future.

Three broad principles underpin the occupational basis of the curriculum:

- Humans are occupational beings.
- A dynamic interaction exists between people, occupations and environments.
- Occupational wellbeing is achieved through both individual and community (person) and social, cultural and economic factors (environment).

Through the achievement of the course aims and learning outcomes, University of Worcester Occupational Therapy graduates will:

1. Apply knowledge of occupation to improve the wellbeing of individuals, communities and populations.
2. Demonstrate professional competence in a range of settings.
3. Utilise professional reasoning and evidence based practice to enable occupational engagement and participation.
4. Demonstrate leadership and entrepreneurial skills to promote new roles for Occupational Therapy.

The Occupational Therapy course utilises a **constructivist** approach to learning and teaching and assessment (Biggs, 2002; Murphy, 1997). This approach enables students to *construct meaning* through an integrated system of learning which represents the complexity of the real world and supports higher-level learning (Jonassen, 1994). Learners construct knowledge through their interactions with the environment, including interactions with peers and staff in the university and authentic learning opportunities in practice.

Constructivist educational learning strategies require students to be actively engaged in learning through a process of discovery, reflection and application to 'real life' situations. The aim of this approach is for students to turn declarative knowledge (factual learning) into functioning knowledge

that allows problem solving and application to different contexts in more and more complex situations that cannot rely on planned routine and reaction.

Teaching focuses on facilitating student learning through opportunities and incentives aimed to engage and develop knowledge, by listening, guiding, resources provision, and coaching (Murphy, 1997). Learning experiences will use rich authentic problem solving situations and case studies; inside and outside the academic environment; provide opportunities for student centred learning and choice, and provide feedback to promote learning from experience (Wilson & Cole, 1991). Experience is at the core of learning, enabling students to use reflection to learn from their experiences in education and practice to enhance their future practice (Plack and Driscoll 2011).

The constructivist educational paradigm underpins the theory of **transformative learning** (Cranton, 2006; Mezirow 2000). Transformative learning is an adult learning process by which previously held assumptions are brought to light, clarified, transformed and used to change practice (Hooper, 2007). Transformative learning is fostered by individual experience, promoting critical reflection, dialogue, holistic orientation awareness of context and authentic relationships. These elements are evident in practice education (Costa, 2009) and higher education practice (Mezirow and Taylor, 2004; Taylor, 2007).

The small cohort and regular interaction between students and academic staff in this course provides an opportunity to use transformative learning and critical thinking theory in module delivery and practice experience. Individual learning plans will be negotiated with each student at the commencement of the course and reviewed regularly with academic staff members. The integral use of Action Learning Sets in each year will enable students to develop their skills of reflection and relate theory to practice observed on continuous practice placement in Levels 4 and 5. Students will set learning goals related to educational achievement and developing personal and professional confidence, optimising the opportunities' to achieve their potential through the educational course.

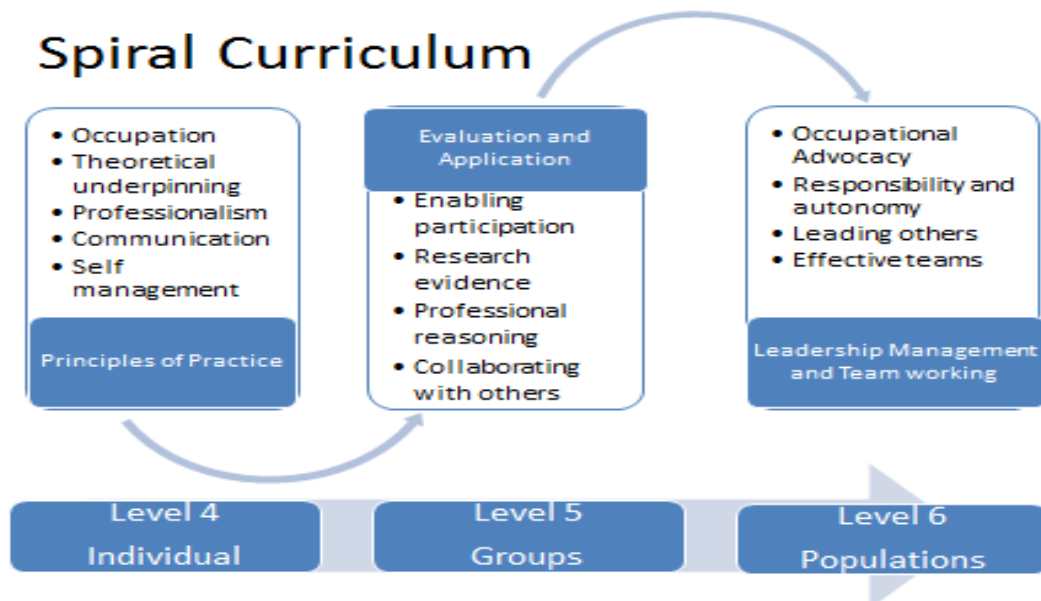
A **spiral curriculum** encompassing a constructivist educational theory will ensure students revisit and develop the identified graduate attributes. The four key themes of the spiral curriculum are embedded within each of the three years of study, with successive levels of complexity, building on previous knowledge to increase student competence (Harden, 1997):

- Professional values and behaviours.
- Communication and inter-personal skills.
- Practice skills, professional reasoning, problem solving and evidenced based decision making.
- Leadership, management and team-working.

UNIVERSITY OF WORCESTER OCCUPATIONAL THERAPY GRADUATE ATTRIBUTES



The modules in each year will focus student learning of an occupational understanding of health and wellbeing in the context of working with individuals (at level 4), groups and communities (at level 5) and populations (at level 6) while developing the knowledge, skills, values and professional behaviours to self-manage and professionally develop, collaborate with others and demonstrate leadership skill.



Level Four learning focuses on the physical, psychological, cultural and social determinants of occupation, from an individual perspective. Health and wellbeing are viewed from an occupational perspective, including roles, habits, routines, and balance. The concept of wellbeing as achieved through the orchestration of daily occupations will be explored. The focus will be on the Occupational Therapy process, assessment, enabling everyday occupations, health promotion, motivational interviewing, activity/occupational analysis, verbal and written reporting and evaluating outcomes.

Shared learning with Physiotherapy and Foundation degree students will develop team working skills. Professional values and behaviours, communication and interpersonal skills will provide the basis of professional practice skills in level 4 with an introduction to professional reasoning and evidenced

based practice. A focus on self-management and awareness provides the basis for future development of leadership and management skills.

In **Level Five** learning will focus on occupational engagement of groups of individuals with common occupational needs and communities with shared experience. With reference to issues of occupational injustice and marginalisation, students will learn a range of interventions used to overcome occupational inhibitors and barriers including environmental modification, assistive devices, education, group interventions. Building on the knowledge gained in Level Four, students will explore more complex and difficult case scenarios that require individual and community interventions to enable occupational participation. Students will consider best evidence and apply research to Occupational Therapy interventions.

The focus of personal and professional learning will be collaboration with service users and their families and carers, peers and inter-professional colleagues. Academic tutors, inter-professional learning, practice education and group assignments will develop teamwork skills to work effectively with others and contribute Occupational Therapy knowledge to the health and social care team.

Level Six enables students to take on greater responsibility for their practice, critically evaluating and synthesising evidence and using complex professional reasoning skills to make decisions. Two full-time practice placements will expose students to the professional responsibilities of working more autonomously within the multi-disciplinary team. Modules incorporate a population perspective of occupational wellbeing and focuses on National and International organisational, political policy and economic determinants of occupation. As students integrate individual, group and population considerations into their Occupational Therapy practice, higher level management and leadership skills will be required. Students will have the opportunity to engage in a role emerging placement at level six and extend the evidence base through research, project management, course development and policy analysis impacting on occupational opportunity and enablement. Essential business skills are included to facilitate an enhanced understanding of the commissioning and business context of contemporary health and Social Care services to enhance future employment opportunities.

An independent research project will enable students to experience evidence-based practice and project management to facilitate their transition into independent life-long learners as they approach graduation. Through module delivery and practice placements students will demonstrate evidence of their competence through the use of the Pebble Pad Portfolio and mock interviews prior to graduation and employment.

13. Intended Learning Outcomes and Learning, Teaching and Assessment Methods

Knowledge and understanding of:	Examples of Learning, Teaching and Assessment Methods used:
<p><i>On successful completion of the course, students will be able to:</i></p> <ul style="list-style-type: none"> • Analyse health and wellbeing through the application of occupational science to individuals, groups and communities. • Demonstrate and critically reflect on the underpinning knowledge necessary to work effectively with individuals with occupational needs. • Evaluate legal and ethical frameworks and their application to Occupational Therapy practice. • Locate and evaluate evidence and research and apply to practice and decision making in Occupational Therapy practice. 	<p><u>Learning and Teaching Methods:</u></p> <ul style="list-style-type: none"> • Occupational science included in level 4 modules, 1001, 1002, 1003, level 5 2001 2002 level 6 2003 2004. • A programme of structured lectures, (ALHS1200, 2003, 2004, 3003) interactive seminars (all theory modules), group work sessions (OCTH2002, ALHS2004 ALHS3006), individual tutorials and small group action learning sets (OCTH1000, 2000 2005 3000 3005) and VLE support. • In-depth, self-directed research and tutorial guidance and discussion (OCTH3002). • Research and production of a variety of assignments and subsequent oral and written feedback. • 'Real-world' settings and scenarios experienced via case studies, guest speaker inputs, (OCTH, 2001 2002 3003 3004) • Practice based learning (OCTH1000, 2000, 2005, 3000, 3005).

	<ul style="list-style-type: none"> • Inter-professional learning; lead lectures with other health students, seminars in the interpersonal communication, team working and leadership theme through the courses (ALHS1200, 2004, 3006) and working in inter-professional workshop style conference days and in the practice learning environment. • Contributions by service users, carers, the inter-professional and multi-agency team. <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Practical assignments including: (ALHS1200, OCH2002, OCH3004), and an intervention plan (OCH2002). • A variety of assessment vehicles including exams (OCH1001), oral presentations (OCH1003), case studies (OCH2001), group work (OCH1003, 2002, 2004), and multiple-choice tests (OCH1001). • Independent study (OCH3002); a sustained piece of individual work which critically reflects upon, analyses and explores the evidence base of an aspect of professional practice relevant to the Occupational Therapy profession. • Pebble Pad portfolio to support personal and professional profile development (OCH1000, 2000 2005 3000 3005).
<p>Cognitive and Intellectual Skills:</p>	<p>Examples of Learning, Teaching and Assessment Methods used:</p>
<p><i>On successful completion of the course, students will be able to:</i></p> <ul style="list-style-type: none"> • Critically analyse relevant theoretical frameworks and concepts acknowledging the importance of occupation and participation to the wellbeing of individuals groups and communities. • Apply theoretical frameworks to the practice of Occupational Therapy in a variety of contexts. • Locate and evaluate evidence and research and apply to practice and decision making in Occupational Therapy. 	<p>Learning and Teaching Methods:</p> <ul style="list-style-type: none"> • Dedicated library, information technology and academic writing sessions required to support and facilitate learning. • Integration of study skills (ALHS1200, OCH1003 and OCH1000) • Action learning sets to develop and provide support for, problem solving and to realise links between theory and practice (OCH1000, 2000 2005 3000 3005). • Use of Information technology, information retrieval and management, critical thinking, critical reading and research methodology. • Tutor, peer led and group discussion of key issues and application of key concepts. • Seminar and assignment preparation in the form of wider academic reading, secondary or primary research. • Interaction with service users, organisations and practitioners via guest speakers, visits etc. • The strategy orientation of Level 6 requires students to identify, formulate and solve problems thereby creating, evaluating and selecting from a range of options. • Higher order critical skills (e.g. the ability to evaluate evidence, arguments and assumptions to reach sound judgements) are encouraged not only at level 6, but also at levels 4 and 5 (with additional tutor support) in line with UW's Curriculum Design Policy. <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Case study work offers students the opportunity to engage in problem solving and consideration of

	<p>complex issues.</p> <ul style="list-style-type: none"> Investigative/evaluative reports require students to interpret and evaluate data.
<p>Practical Skills Relevant to Employment:</p>	<p>Examples of Learning, Teaching and Assessment Methods used:</p>
<p><i>On successful completion of the course, students will be able to:</i></p> <ul style="list-style-type: none"> Establish and maintain trust and confidence of service users, carers and the public. Communicate effectively through a range of media and in a range of contexts. Recognise own values, principles and assumptions and develop self-awareness establishing a non-judgemental and anti-discriminatory attitude, which is sensitive to the values and interests of others. Effectively assist individuals to identify their occupational needs, and work together to select, plan and implement appropriate Occupational Therapy intervention. Empower and involve individuals as active participants in the Occupational Therapy process. Take responsibility and critically reflect on your own work and that of others and exercise autonomy and initiative in professional/academic activities recognising the limits of professional autonomy within the context of Occupational Therapy practice. Recognise and appropriately apply the <i>HCPC (2012) Standards of Proficiency of Occupational Therapy practice</i> across a range of placements. Demonstrate comprehensive, systematic Occupational Therapy assessment skills maintain clear, accurate and complete records. Engage in partnership working with service users, carers, families and the wider inter-disciplinary, multi-agency team. Apply leadership and management skills to co-ordinate, manage and deliver effective Occupational Therapy interventions and quality service provision, including risk management. Critically analyse a full range of interventions including the evidence base of up to date advances. 	<p>Learning and Teaching Methods:</p> <ul style="list-style-type: none"> Professional behaviour theme throughout all clinically oriented modules; communication skills, self-awareness and values at level 4 ALHS1200, team working and empowering others at level 5 ALHS2004 and leadership business skills and management at level 6 ALHS3006. Practical and group work sessions in a shared learning environment with other therapists and healthcare professionals to develop communication, interpersonal, and team working skills. Use of case studies and practice placement scenarios to develop clinical reasoning skills. Use of Pebble Pad to develop web-based portfolio for practice placement. Use of VLE to encourage discussion, shared learning and development and assessment of attitudes and values. Pebble pad portfolio, practice based learning opportunities, practice-based assessment process, inter-disciplinary learning, and use of service users in the course. Involvement of service users and carers in the delivery of the course and the assessment of practice where appropriate. Students are supported and supervised, either directly or indirectly in practice by appropriately educated practice educators and where appropriate other professionals. Academics attend a tripartite meeting at the formative intermediate interview in practice, providing student-centred educational support, exploring students learning experiences and opportunities and strengthening the integration of theory with practice, with the focus on the students' theoretical knowledge and application. Practice learning experiences in a range of hospital and community settings, including flexible placements using a 'hub and spoke' design to maximise the learning opportunities offered by diverse and non-traditional settings. Two six week placements at level 6 to provide opportunity to consolidate knowledge and skills to become a confident and competent practitioner. Induction at the start of each new practice learning experience to identify individual learning needs. Facilitated feedback within Action Learning Sets provide opportunity to reflect on experiences in practice, to share best practice and to debate, evaluate and consolidate learning experiences with their peers. <p>Assessment Methods:</p> <ul style="list-style-type: none"> Mandatory practice learning is assessed via a

	<p>Practice Learning document, incorporating the HCPC (2012) Standards of Proficiency.</p> <ul style="list-style-type: none"> • The modular Practice Learning Documents provide an on-going record of progression and achievement across the three years of the course, facilitating progress from fully supervised practice-based learning to opportunities for indirect supervision as experience in the practice learning environment progresses, providing students with the opportunity to manage a small case load. • Reflection in and on practice within Action Learning Sets and case study work offers students the opportunity to engage in problem solving and decision making and demonstrate awareness of own strengths, limitations, responsibility and accountability. • Group assignment tasks (OCTH1003 OCTH2002). • Formal report structure of many assessments. • Research-based knowledge for evidence based practice understanding and critical appreciation is assessed through ALHS2003, OCTH2002 and the Independent Study (OCTH3002).
<p>Transferable / Key Skills:</p>	<p>Examples of Learning, Teaching and Assessment Methods used:</p>
<p><i>On successful completion of the course, students will be able to:</i></p> <ul style="list-style-type: none"> • Exercise autonomy and personal responsibility for own professional practice and learning. • Recognise own values, principles and assumptions and develop self-awareness establishing a non-judgemental and anti-discriminatory attitude, which is sensitive to the values and interests of others. • Critically apply reflective and reflexive skills that foster a commitment to lifelong learning and continuing professional development. • Through the use of an evidence-base and reflective portfolio of evidence and personal development plan (PDP) contribute to personal and professional development and a commitment to lifelong learning and continuous professional development. • Develop essential skills of negotiation, engagement and facilitation to allow effective team-working and partnerships with colleagues, other health and social care professionals, service users, carers and their families. • Communicate with others in a clear and articulate manner, presenting arguments and ideas verbally in group work activities and in formal presentation and seminars and through written academic assignments, the portfolio of evidence and examinations. • Demonstrate the ability to undertake a sustained, autonomous study which critically evaluates an aspect of Occupational Therapy practice, demonstrating systematic, rigorous research processes, which highlights both the implications and recommendations for developing current and future Occupational Therapy practice. 	<p><u>Learning and Teaching Methods:</u></p> <ul style="list-style-type: none"> • Self-management skills are experienced through meeting assignment submission deadlines, working with others, the Independent Study and personalised assessment opportunities where students may choose a topic, case study as the basis for assessment • Personal development is introduced at Level 4 and is encouraged throughout the course via the academic tutor support system, online resources for PDP and employability. • Interpersonal, team-working and leadership skills are experienced via group activities and assessments • Opportunities to complete group assessments, including presentations OCTH2001, OCTH2002. • Communication skills, negotiation and professional and ethical values embedded in the course ALHS1200, ALHS2004, ALHS3006 and within inter-professional Action Learning Sets. • Feedback provided verbally or in writing on all formative, summative and practice-based assessments. • Reflective assignments and opportunity to maintain a personal professional profile, as an e-portfolio on Pebble Pad, incorporating reflective and reflexive practitioner approaches. • Academic tutorial support fostering personal, professional and academic development. • Students can develop their professional responsibility for evaluating their study experiences and the extent to which their learning needs are being met by completing online theory and practice learning module evaluations and by evaluating their

<ul style="list-style-type: none"> Develop the entrepreneurial skills required to obtain and further develop employment in traditional or role emerging settings. 	<p>practice learning experiences.</p> <ul style="list-style-type: none"> Independent study at level 6. <p>Assessment Methods:</p> <ul style="list-style-type: none"> Group oral presentations and written assessments in a variety of formats (reflection, blog, report, critique, research paper) are used to develop oral and written communications, with particular reference to the nature of the intended audience. Examination is included at level 4 in the Foundation Science module OCTH1001.
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14. Assessment Strategy

The BSc (Hons) Occupational Therapy course adopts a progressive structure of:



With the intention of supporting progression across the intended range of cognitive, academic, practical and transferable skills appropriate to both study on the course and future employment, the spiral curriculum design has enabled the development of planned, integrated and progressive learning, teaching and assessment strategies for the course.

Four broad categories of learning are assessed across the three years as identified in the Learning Outcomes in the previous section:

1. Knowledge and Understanding.
2. Cognitive and intellectual skills.
3. Practical skills relevant to employment.
4. Transferable and key skills.

Progression between academic levels 4, 5 and 6 is achieved by increasing demands on the student in terms of their knowledge, comprehension, application, analysis, synthesis and evaluation (Principles for course design: Guide to writing learning outcomes and developing assessment criteria (Appendix A) University of Worcester). Where higher order academic skills are required at a lower level, students will be supported to achieve the learning outcome.

The mix of 30 and 15 credit modules offers a rich learning experience for students and the inclusion of innovative assessment strategies supports learning and achievement.

The development of a range of student-centred learning, teaching and assessment strategies includes; the role of the academic tutor, increased use of scenario-based learning approaches, increased simulation opportunities, the use of a range of interactive web-based learning packages including the use of Pebble Pad to facilitate professional development planning. Furthermore, a proportion of modules offer an element of assessment choice.

The course seeks to meet the assessment requirements of the *University's Assessment Policy* and Health and Care Professions Council (HCPC 2012) *Standards of Proficiency* and *Standards of Education and Training Guidance (HCPC 2012)*, in addition to the College of Occupational Therapists' (COT 2009) *Curriculum Guidance for Pre-registration Education* and *Pre- Registration Education Standards (COT 2008)*. This is achieved by ensuring that:

- Assessment is designed to provide students with opportunities to demonstrate their practical, academic and professional progress and achievement in theory and practice throughout the course.
- Academic assessment facilitates the integration of theory with professional practice, many draw upon practice learning experiences or utilise a scenario-based approach.
- A flexible, student-centred combination of traditional, diverse and innovative assessment activities are utilised enabling students to develop the skills of higher education and those needed for future employment as an occupational therapist.

- Summative assessment activities include an unseen exam, essays, and individual and group presentations. While innovation and creativity of assessments is encouraged, this is within the context of a defined range of assessment strategies providing students with opportunities to master the skills of assessment.
- Formal guidance is provided for all assessment activities whether formative or summative. For summative assessments a comprehensive assignment brief is provided containing explicit assessment criteria, aligned to the learning outcomes clearly indicating what students need to do to complete the assessment successfully, utilising marking criteria benchmarked to UW grade descriptors.
- A mixture of assignments is intentionally set in order to **maximise opportunities for all students** to perform and develop skills relevant to future academic and professional study.
- An appropriate balance of **formative and summative assessments** is included. The majority of modules include two summative assessments, which are typically weighted, for example, 50:50, 60:40, or 75:25, to reflect their role in delivering learning outcomes and 'syllabus' coverage at a mid-point and end of the semester.
- Modules including more than 1 assessment item allow students to experience a variety of assessment approaches within a subject area and to demonstrate ability and effectiveness across a range of skills. Every module provides opportunities for formative assessment via a range of activities which might include class discussions, dedicated tutorials and blended learning. More formal opportunities are provided via exercises posted on the VLE. This is central to the learning, teaching and assessment strategies of all modules in enabling students benefit from feedback prior to submitting summative assessments.

Mapping of assessment strategies to modules can be found in the course handbook.

Assessment of Professional Practice and integration between practice and theory is provided throughout the course and is assessed in a variety of module, practice specific and learning outcome oriented methods.

- Assessment of practice learning is facilitated by a Practice Learning document for each placement, with opportunities for the formative and summative assessment of practice learning across the three years of the course. These provide an ongoing record of progression and achievement across the course.
- Students are encouraged to fully participate in university based profession specific and inter-professional Action Learning Sets that are facilitated by academic staff to evaluate their practice and to gain insight on their learning needs to improve their assessed work.
- Throughout the course students are supported to maintain a personal professional profile developed using Pebble Pad and incorporating personal professional development planning, which is shared throughout the course with the student's personal tutor. It is expected that the personal professional profile will form the basis of the Continuing Professional Development CPD, which is a HCPC requirement for registered Occupational Therapists.
- The Practice Learning Documents utilise HCPC standards of proficiency, developed and adapted to be used as progression outcomes to be achieved across each module and year of the course.
- The Practice Learning Documents also provide opportunity for the student to demonstrate additional experiences and inter-professional learning and working
- The Practice Learning Documents include expectations that have been aligned to the practice modules learning outcomes. The expectations and learning outcomes have been written to reflect the level of study.
- All students are allocated an appropriately trained Practice Educator to support their practice-based learning. All Practice Educators will have undergone a formal period of preparation and are required to attend regular updates as per the requirements of *COT (2008) Pre- Registration Education Standards* for practice education
- The primary responsibility for student practice placement assessment rests with the Practice Educator who is supported by the Zoned Academic who promotes robust and consistent arrangements for the assessment of practice learning.

- Formative assessment is integral to and supports summative assessment of practice learning and therefore it must be completed. It involves initial and intermediate interviews, which facilitate the development of a focused action plan to assist students to achieve the required level of skill, competence and professional behaviour.
- Students will engage in Action Learning Sets throughout their practice modules.

Further details on the assessment of practice can be found in the course handbook.

15. Programme Structures and Requirements

The BSc (Hons) Occupational Therapy is a full-time course, taken over 3 years.

Opportunities exist for students to suspend their studies by intercalation if required, but in accordance with University of Worcester requirements full-time programmes must be completed within five years, including interruptions, which align with the COT 5 years for programme completion to ensure currency.

Where students leave the programme early they will be provided with a transcript of their theoretical and practice learning achievements and where applicable intermediate awards are available, depending upon credit achieved. Only those students successfully completing the BSc (Hons) Occupational Therapy course are eligible to apply for registration with the Health Professions Council and for professional membership with the British Association of Occupational therapists.

Aegrotat awards do not permit a student to apply to register with HCPC.

Occupational Therapy is a professional course that consists of both academic and practice modules across the three years of study. In order to meet the requirements of the COT, and WFOT, students must complete a minimum of 1000 hours of supervised and assessed practice. These hours are submitted monthly and recorded by the Work Based Learning Team on record of attendance sheets and entered onto the student's education record.

This course includes an innovative structure of practice and theory whereby practice placement modules are continuous throughout year 1 and 2 and then full-time in the final year.

THEORY AND PRACTICE HOURS

LEVEL	THEORY	PRACTICE	PRACTICE HOURS
FOUR	24 weeks	6 weeks semester 1 (1 week & 1 day a week 7.5 hours) 12 weeks part time semester 2 (2 days a week 15 hours)	247
FIVE	24 weeks	11 weeks semester 1 (2.5 days a week 18.5 hours) 11 weeks semester 2 (2.5 days a week 18.5 hours)	221 221
SIX	24 weeks	6 weeks semester 1 (5 days a week 37.5 hours) 6 weeks semester 2 (5 days a week 37.5 hours)	225 225
TOTALS	72 weeks		1139

Practice Modules

Practice will be undertaken using a split week approach with students initially attending practice one day a week (semester 1, Level 4) increasing to two days a week (semester 2, Level 4) and two and a half days a week (semester 1 and 2 Level 5). In Level 6 there are two full time six week placements, one in each semester. A half-day study period (pro-rata) will be included in Practice Learning 2, 3, 4 and 5.

Practice placement module 1 (in parallel with theory modules) will commence in semester 1, one day a week to allow for understanding of foundation theories and basic occupation skills in practice. This will allow students to see a range of services and concentrate on recognising professional values and developing and enhancing professional communication and behaviours. Students will gain formative feedback on these behaviours during each experience which will reinforce professional expectations early in the course. Students will also gain experience across a diverse range of practice areas

outside of Occupational Therapy using a ‘hub and spoke’ model which has been adopted to provide a flexible approach to maximise the additional learning opportunities related to the service user journey and an understanding of 24/7 service delivery.

Practice placements will continue to be continuous at level 5. Students will move from observing practice to participating in the Occupational Therapy process to undertaking with progressively less assistance a caseload. Throughout they will be supported by Practice Educators who will discuss and explore the issues and management with the students.

At level 6 all students will have the opportunity to undertake one role emerging placement. Students will use this opportunity to consolidate previous practice learning and apply occupation theory to various communities with occupational needs. At the end of level 6 successful students will be at the level of a newly qualified Occupational Therapist.

The Practice Learning documents for each practice module have been developed to facilitate formative and summative assessment of practice learning across the three years of the programme, providing a record of the student’s progress and achievement. All practice modules have been developed to facilitate achievement of the HCPC (2012) Standards for Proficiency.

Academic Modules

The academic modules consist of both shared modules with Physiotherapy and Foundation Degree students, and specific Occupational Therapy modules. These Occupational Therapy modules are for Occupational Therapy students and cannot be taken outside of the programme. All academic modules are underpinned by the constructivist philosophy within the spiral curriculum and embed the University of Worcester graduate attributes.

BSc (HONS) OCCUPATIONAL THERAPY MODULE AND LEVEL STRUCTURE

Students must complete a total of 120 credits in **each academic year** and cannot progress into the next academic year carrying failed modular credits. All modules are therefore mandatory to allow progression into the next academic year.

LEVEL 4				
MODULE CODE	MODULE TITLE	CREDITS (Number)	STATUS (Mandatory (M) or Optional(O))	PREREQUISITES (Code of Module Required)
OCTH1000	Practice Learning 1	15	M	None
OCTH1001	Introduction to Foundation Sciences for Occupational Therapists	30	M	None
OCTH1002	Occupational Therapy Guiding Principles and Practice	30	M	None
OCTH1003	Promoting Health Wellbeing and Occupation	15	M	None
ALHS1200	Effective Communication and Ethical Practice	30	M	None

LEVEL 5				
MODULE CODE	MODULE TITLE	CREDITS (Number)	STATUS (Mandatory (M) or Optional(O))	PREREQUISITES (Code of Module required)
OCTH2000	Practice Learning 2	15	M	All Level 4 Modules
OCTH2005	Practice Learning 3	15	M	All Level 4 Modules
OCTH2001	Applied Sciences 1	30	M	All Level 4 Modules

	Factors Affecting Occupational Participation			
OCTH2002	Applied Sciences 2 Enabling Occupational Participation	30	M	All Level 4 Modules
ALHS2003	Applied Research and Evidenced Based Practice	15	M	All Level 4 Modules
ALHS2004	Team Working and Enabling Others	15	M	All Level 4 Modules

LEVEL 6				
MODULE CODE	MODULE TITLE	CREDITS (Number)	STATUS (Mandatory (M) or Optional(O))	PREREQUISITES (Code of Module required)
OCTH3000	Practice Learning 4	15	M	All Level 5 Modules
OCTH3005	Practice Learning 5	15	M	All Level 5 Modules
OCTH3003	Advanced Professional Diversity	30	M	All Level 5 Modules
OCTH3002	Independent study	30	M	All Level 5 Modules
ALHS3006	Leading for Enhanced Service Delivery	15	M	All Level 5 Modules
OCTH3004	Enhancing Employability	15	M	All Level 5 Modules

16. QAA and Professional Academic Standards and Quality

The BSc (Hons) Occupational Therapy course responds to a range of quality academic and professional frameworks.

The learning outcomes for theory and practice learning modules at each level have been constructed in accordance with the QAA Framework for HE Qualifications and QAA Benchmark Statement for Occupational Therapy (2001), with learning becoming progressively more challenging, moving from broad generic concepts to a more in-depth knowledge allowing decision-making in complex circumstances. The aims and intended learning outcomes of the course are aligned with the *Framework* descriptor for a Bachelors degree with Honours and the *Framework for Qualifications of the European Higher Education Area* requirements for completion of a first cycle award.

The BSc (Hons) Occupational Therapy course is situated within the Undergraduate Regulatory Framework at the University of Worcester. The course meets the requirements for:

- College of Occupational Therapists Curriculum Guidance (2009)
- Pre-registration Education Standards (COT 2008)
- QAA Benchmark Statement for Occupational Therapy (2001)
- QAA Benchmark Statements for Health Care Programmes (2008)
- HCPC Standards of Proficiency Occupational Therapy (2012)
- HCPC Standards of Education and Training (2012)
- Guidance on Conduct and Ethics for Students (HCPC 2012)

17. Support for Students

Student support is a central component of the Occupational Therapy course and is available from within the Academic Unit of Allied Health Sciences, the Institute of Health and Society and from the wider University

Induction

There is a comprehensive induction programme for both theory and practice. The first week of the course provides students with opportunity to meet the teaching team, including their academic tutor,

other students on their course, in the academic unit and the wider university. Sessions exist on introducing students to the principles of learning and teaching in higher education, introduction to information and learning systems including library resources, an introduction to student services, the student union and professional and representative bodies.

Academic Tutors

Academic tutoring is at the heart of supporting students personally, professionally and academically. The course team believe that the academic tutor system is fundamental to student success. All students are allocated a tutor from within the Occupational Therapy team of lecturers and will oversee the CPD portfolio. In level 4 six mandatory group tutorials are pre-planned to facilitate sharing of experiences and provision of general professional and academic development. Additionally, students are encouraged to seek individual tutorial support as required.

During the level 5 and 6, group tutorials will be pre-planned at the start of each semester, but it is expected that students will increasingly request individual personal tutorials with the expectation that all students will have an end of the semester personal tutorial. Students are advised to maintain regular contact with their academic tutor, with email being the communication tool of choice. All tutorial contact is recorded in writing, with a copy made available for the student. While it is unlikely; a student may request a change of academic tutor (or vice versa).

Worcester Weeks

The academic year includes three Worcester Weeks (when formal module activities are suspended) which are intensive study weeks in each year of the course where students engage in innovative and exciting learning activities. Worcester Weeks include extended induction activities, academic tutorials, study advice sessions, staff research seminars and employability events and activities for all students.

Disability and Dyslexia Support

The University has a Diversity and Equality Policy and does not discriminate directly or indirectly in the admission, progress and assessment of students. The Disability and Dyslexia Service within Student Services provides specialist support on a one to one basis. Additionally the University's Assessment arrangements for Disabled Students sets out policy, procedures and guidance to ensure that disabled students are not discriminated against in relation to assessments. Students are encouraged to disclose specific learning needs to practice educators to enable support and problem solving to meet student and placement needs. Meeting the needs of an Occupational Therapy student with a disability requires a balancing of creative reasonable adjustments and support strategies within a context of professional regulation and competency, reasonable adjustments and support strategies must be professionally acceptable and ensure patient safety. Students are actively encouraged to disclose their disability to facilitate safe systems of support and address patient safety.

Study Skills Support

Developing effective study skills are an essential element in achieving academic success. Accessing and improving study skills in higher education and in professional practice are introduced in the Induction week for new student occupational Therapists. Study Skills Advice Sheets have been developed to assist students to plan and carry out coursework, assessments and examinations.

Students will begin their process of formal study skill development in taught modules (ALHS1200, OTH1002) which will be revisited in the Action Learning Sets, profession specific hours of supervised facilitated reflective learning linked to ALHS1200 and Practice Placement 1. This will facilitate the underpinning of self-leadership and study skills in practice based learning, specifically in relation to developing an evidence base for Occupational Therapy practice.

Study Skills Workshops are free sessions open to all students on a self-referral basis on a range of topics including exam advice and essay writing.

Learning Resources

The Hive has a substantial number of Occupational Therapy and health related learning resources. The team consistently update provision and ensure that new modules are supported by appropriate texts. A specific health Eresource has been developed by the subject librarians called Netvibes which

provides links to a wide variety of health-related resources such as databases, quality indicators, NICE, Cochrane etc. which will expose students early on to the array of resources on which to base evidence-based Occupational Therapy practice.

Key journals and periodicals related to Occupational Therapy such as the British Journal of Occupational Therapy and American Journal of Occupational Therapy are subscribed to and a number of health specific E resources databases and E Books are accessible in addition, for example Medline, Psychinfo, Cinahl, and Web of Science.

The Subject Librarians work in close liaison with the course team and attend course and team meetings to ensure good communication links. The librarians provide both formal and informal support to students on accessing information sources ([Information on The Hive](#)).

Independent Study Support

Students are encouraged and facilitated in their development of independent study skills in line with University and professional requirements throughout their degree course. All students complete a level 6 independent study. Students are supported in this via the module leader and an independent study supervisor, usually from the students chosen area of study.

Practice Learning Support

Prior to commencing their first practice learning experience, students have a practice induction, which includes professional responsibilities and expected conduct, introduction to practice learning assessment documentation and workplace policy and guidance. Additional practice induction occurs at the start of each practice learning experience.

Students are supervised and assessed while in the practice learning environment, with the Practice Educator having primary responsibility for supporting and supervising learning experiences, either directly or indirectly.

During 'additional Hub and Spoke' experiences in level 4 students are supported and supervised by appropriately educated practitioners, who may not be an occupational therapist, but who will provide feedback on the students' performance to their Practice Educator.

The practice learning and assessment process is further supported by:

- A Zoned Academic.
- Work Based Learning Support Team.
- Simulated learning opportunities.

Practice Educator Training

All Practice Educators will receive appropriate training from the University of Worcester prior to accepting students on placement. Practice Educators who have completed training at another institution will have a half day update on the University of Worcester documents and procedures. All Practice Educators are eligible to apply to study the mentorship module which is a 20 credit M level module. New Practice Educators will complete a four half day training programme which mirrors the mentorship module and will enable them to apply for Apple accreditation if required and will carry credits at M level if the module assignment is completed.

Further details of practice learning support are available in the course handbook and Assessment of Practice Learning documentation.

18. Admissions

The BSc (Hons) Occupational Therapy course aims to recruit to 16 places. These will not be commissioned so students are not entitled to claim an NHS bursary or course fees.

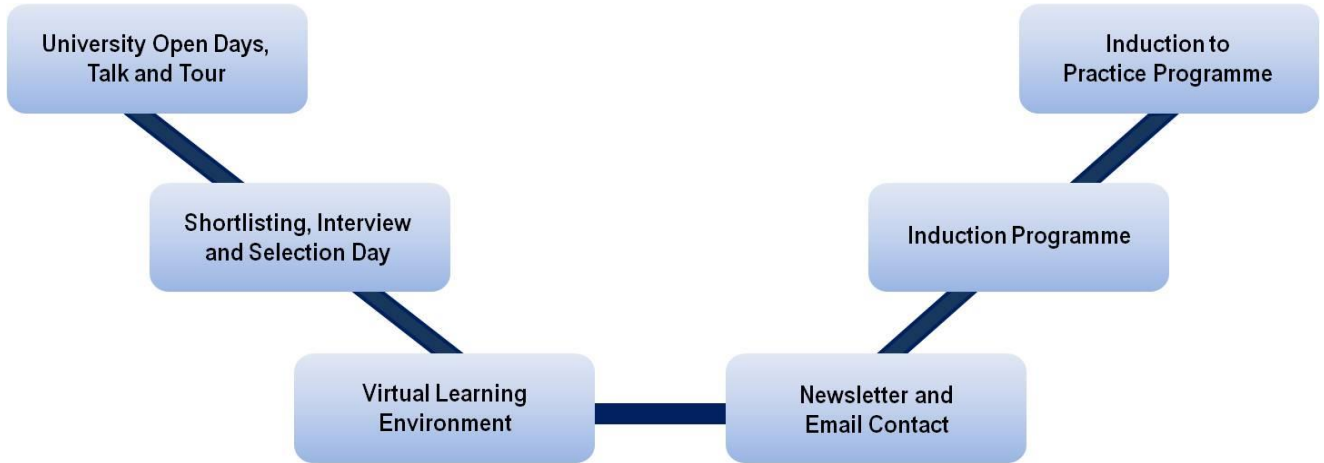
Admissions Policy for the Course

The University aims to provide fair and equal access to a university education to all those who have the potential to succeed or benefit from it. Admissions to Occupational Therapy are made in line with the University's [Admissions Policy](#) and Diversity and Equality policies.

Students with Disabilities

Students with disabilities are viewed positively by the University of Worcester students applying for Occupational Therapy should refer to HCPC guidance A Disabled Persons Guide to Becoming a Health Care Professional.

Overview of Recruitment:



Entry Requirements

The current UCAS Tariff requirements for entry to the course are published in the prospectus and on the University website and reviewed on a yearly basis.

Recognition of Prior Learning

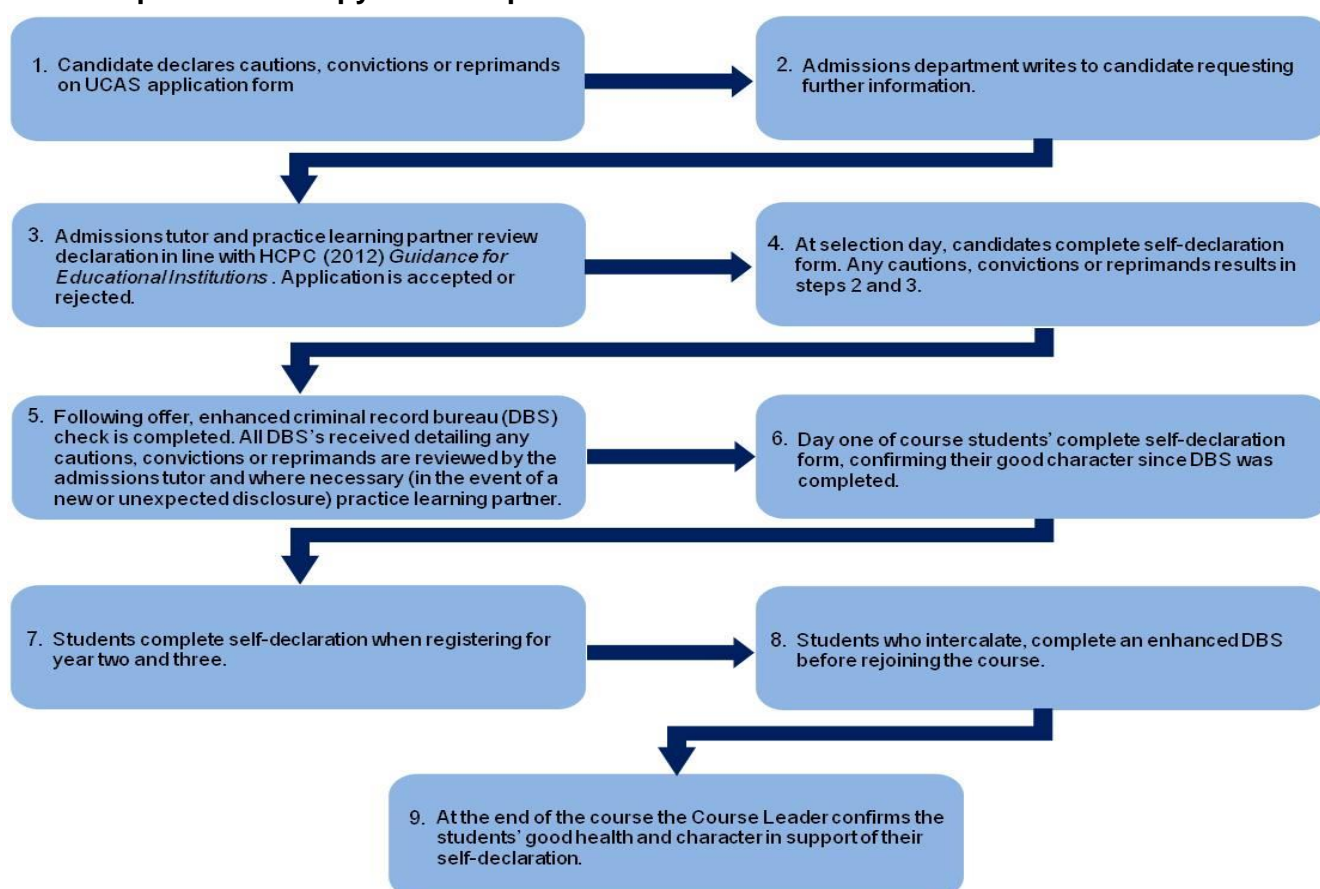
Details of acceptable level 3 qualifications and the policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions Procedures

In addition, to the above, the *HCPC (2012) Standard 3: Selection, Admission, Progression and Completion* specify professional entry requirements to determine good health and good character.

The Occupational Therapy Course operates the Good Character Flow Chart below:



Good health is determined through occupational health assessment which is currently provided by an independent supplier.

Course Code:

BSc (Hons) Occupational Therapy B930.

All applications are received through University and College Application Service (UCAS):

Admissions / Selection Criteria

All applications received are scrutinised and short listed against set criteria which include both education and professional requirements:

- Applicant meets/working towards academic entry requirements.

- Personal statement has a clear Occupational Therapy focus.
- Coherent and logical expression of ideas.
- Reference.
- Criminal cautions / convictions.

Candidates who meet the criteria for admission are invited to attend for an interview.

The interview process, which is inter-professional with physiotherapy applicants, facilitates a variety of opportunities including group work discussions and small group interviews. This enables candidates to discuss and express the values and qualities required of an occupational therapist, and to demonstrate their understanding of the Occupational Therapy profession.

Academic and practice learning partners (and where possible service users/ carers) interview potential students, and in partnership, a selection decision is made against set criteria. These relate to the candidates performance in the group and written activity and the small group interview. Each of these activities is sub-divided with positive behavioural indicators rated 1-5; where 1 indicates considerable development is needed and 5 is excellent.

Academic practice learning partners and service users and carers attend training in the principles of selection, anti-discriminatory behaviour and equal opportunities through the University or the practice partners employing institution.

Where a candidate is unsuccessful at interview they are offered written 'feedback' against individual performance and interview outcome. In some instances potential students may be advised to reapply at a later date or to seek further education.

Those students who meet all the criteria for entry and are successful at interview are offered a place, conditional upon satisfactory occupational health and Disclosure and Barring Service (DBS) screening.

19. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

An integrated range of strategies are used by the Occupational Therapy course team to monitor, evaluate and improve the quality and standards of learning and teaching:

Academic

- Annual Evaluation Report.
- External examiner reports with external examiners having opportunity to visit practice learning environments and review Practice Learning documents.
- Annual monitoring by the Health and Care Professions Council (HCPC) and the College of Occupational Therapists (COT).
- Informal midpoint and formal, anonymous online end of module evaluation by students. Module leaders provide a formal response and action plan which is available for current and future students to access via Blackboard.
- Where modules are shared (ALHS modules) moderation meetings take place prior to confirmation of grades for parity between markers
- Each cohort has a student academic representative (StAR) provided with training for the role by the Student Union.
- Course management committee meetings every semester, facilitated by the course leader involving StARs, academic and practice team members to allow ongoing monitoring and evaluation of the programme.
- Quality steering group who oversee the quality aspects of the provision, including evaluations of theory and practice experiences and recruitment and retention issues.
- Modifications to modules including assessment strategies are presented at the Institute of Health and Society's Institute Quality Committee.
- Institute of Health and Society student forum.
- Post examination board moderation providing opportunity to reflect on assessment activities, process and assessment marks of identified modules.

- Involvement of service users, carers and families from all fields of practice in learning, teaching and as applicable in assessment activities and involvement in the development of new curriculum.
- Academic team engagement with the University's Peer Learning Through Observation scheme supported by an Institute of Health and Society peer learning champion.
- Final year students complete the National Student Survey (NSS), the NSS is also used formatively at the end of level 4 and two to identify and respond to issues.
- The University and Institute of Health and Society Learning and Teaching Committees, together with the Academic Development and Practice Unit (ADPU) promote learning and teaching, through the provision of support and personal development opportunities for staff. This includes a programme of staff development seminars and when requested facilitates Institute/departmental staff development.
- Three of the Institute staff hold University Teaching/Senior Teaching Fellowship Status, another holds National Teaching Fellowship status and several members of the team hold Fellowship status with the Higher Education Academy.
- A Higher Education Academy (HEA) teacher-accredited course for new staff and promotion of membership of the HEA.
- Several members of the academic team are external examiners.
- Staff development activity – including clinically focused courses, doctoral level study, support with research, publications and conference presentations.

Practice

- Feedback sessions evaluating and reflecting on practice learning experiences facilitated by the practice placement tutor. Formal opportunity to anonymously provide online evaluation of practice learning, which is shared with the practice educators.
- Practice placement panel, convened by the course leader moderates a selection of Practice Learning documents each semester and reviews all practice fails to ensure practice-based learning principles have been applied.
- All practice learning environments will have a current learning environment profile (LEP).

20. Regulation of Assessment

The regulation of assessment adheres where appropriate to the [Undergraduate Regulatory Framework](#).

All modules must be successfully passed to be eligible for the award of BSc (Hons) Occupational Therapy and eligibility to apply for Registration with the HCPC and for professional membership of the British Association of Occupational Therapists.

Requirements to Pass Modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module
- Condonement of failure in a module may not be permitted
- For Occupational Therapy specific modules OCH1000, 1001, 1002, 1003, 2000, 2001, 2002 2005, 3000, 3002, 3003, 3004, 3005 all items of assessment must be passed with a minimum pass mark of D-.
- For ALHS1200, 2003, 2004, 3006 modules, where more than one item of assessment within a module exists, students will fail a module if any item of assessment achieves lower than an E grade.
- Students are required to submit all items of assessment in order to pass a module
- All modules have attendance requirements which are documented in individual module specifications; students must normally complete a minimum of 80% attendance for summative assessment to take place.

- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline and assignment brief, and for practice learning modules within the Student / Practice Educator guide to the Practice Learning document.

Submission of Assessment Items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see URF.

Retrieval of Failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module unless the module is a practice learning module, where only one reassessment attempt is permitted.
- Where a practice learning module is failed students will be offered an opportunity of a full time summer placement to facilitate retrieval of the fail.
- Failure in the original and reassessment opportunity of a practice learning module will result in discontinuation from the programme.
- No student will be reassessed in practice more than 1 time at each level. Failure in excess of this will lead to discontinuation from the programme.

Requirements for Progression

- The following requirements for progression take precedence over the general URF requirements for this programme
- Students at Level 4 may be permitted to progress to Level 5 when they have passed 120 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed 120 credits at Level 5
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- A student who fails in the original and reassessment opportunity of a practice learning module will be discontinued from the programme
- Students who pass less than 120 credits but have submitted all items of assessment will be required to study on a part-time basis to retake modules.

Requirements for Awards

Students who exit the programme prior to successful achievement of the academic and/or practice requirements of the BSc (Hons) Occupational Therapy award are eligible for an award as detailed below:

<p>END OF YEAR ONE 120 credits at level 4 CERTIFICATE OF HIGHER EDUCATION HEALTH CARE SCIENCES</p>
<p>END OF YEAR TWO 120 credits at Level four and 120 credits at Level five DIPLOMA OF HIGHER EDUCATION HEALTH CARE SCIENCES</p>
<p>END OF YEAR THREE 120 credits at Level 4, 120 credits at Level 5 and at least 60 credits at Level 6 BSc HEALTH CARE SCIENCES, WITHOUT ELIGIBILITY TO APPLY FOR REGISTRATION WITH THE HCPC AEGROTAT AWARD OF BSc OCCUPATIONAL THERAPY (WITH ELIGIBILITY TO APPLY TO REGISTER WITH THE BAOT AND HCPC) IS NOT PERMITTED.</p>

END OF YEAR THREE

120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6

BSc (HONS) OCCUPATIONAL THERAPY WITH ELIGIBILITY TO APPLY FOR REGISTRATION WITH THE HCPC AND ELIGIBILITY TO APPLY FOR PROFESSIONAL MEMBERSHIP OF THE BRITISH ASSOCIATION OF OCCUPATIONAL THERAPISTS

Given the professional requirements of the course and the need to safeguard the public where an allegation of cheating in academic assignments is upheld or where a student's attitude or conduct causes concern the University's Fitness to Practice procedures will be invoked.

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits at Level 6 only.

For further information on honours degree classification, see the [Undergraduate Regulatory Framework](#).

21. Indicators of Quality and Standards**National Student Survey (NSS) Results**

Results are not available as this is a new programme however University of Worcester is pleased that the Nursing programme at the University is currently ranked no.1 in the NSS after receiving a 100% satisfaction score, being 1 of 5 universities from more than 70 eligible to be shortlisted as the Nursing Provider of the Year in the Nursing Times.

Graduate Employability

Graduates from Nursing and Paramedic Science have a 100% record of employment at 6 months.

Degree classifications

62.4% of nursing students from the University achieved 1st class honours degrees.

Annual Monitoring

Annual monitoring is completed by course leaders for HCPC and COT.

Institutional Audit

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22. Graduate Destinations, Employability and Links with Employers**Graduate Destinations**

The course fully integrates theory to practice in accordance with the World Federation of Occupational Therapists (WFOT) requirements of theory practice components; with the practice component providing students with the opportunity to develop understanding of service user experiences of health and social care. Successful completion of the course allows students to be eligible to apply for registration with the HCPC, and once registered to use the protected title of Occupational Therapist.

Student Employability

The course has been designed to enable students to achieve the HCPC Standards of Proficiency which normally indicates a student's *Fitness to Practice* and be employed as an Occupational Therapist in the NHS or Social Care, voluntary or private health care sector, both locally and nationally.

The course has been developed with practice partners to ensure that students are prepared for current and emerging roles in Occupational Therapy. Integral to the spiral curriculum is a focus on Leadership and Team-working preparing students for their future roles in health and social care contexts and leaders in practice.

There are five practice modules within the course maximising the diversity of experiences available for students preparing them for employment. A final year module “Enhancing Employability” prepares students for graduation and employment by focusing on the knowledge, skills and behaviours required for their future practice. Students are prepared for applying for jobs, preparing their CVs and the interview process within various health and social care systems and providers.

The Institute of Health and Society in conjunction with the university’s careers department will hold a career fair every year for qualifying students. Employers from within the Worcestershire and Herefordshire counties and surrounding areas are invited to meet with students and discuss career opportunities and further professional development. <http://www.worc.ac.uk/careers/>.

Working with Practice Partners

UW will be a provider of Occupational Therapy education for the counties of Herefordshire and Worcestershire. Curriculum development activity has taken place under the steer of the Curriculum Steering Group, involving academics, practitioners, and users and carers, ensuring a partnership approach to the new course.

Practice partners will be involved in the university education provision and in placement support for students in Occupational Therapy practice. The university will include practice partners in module evaluation and in delivery of specialist lectures in each of the three years. Practice partners will be included in annual review and in evaluation of the practice placements. They will also be invited to apply for Lecturer Practitioner posts and secondments within the Allied Health Science Unit. The clinicians within Herefordshire and Worcestershire have and will continue to be pivotal in developing the course and facilitating practice based representation thus ensuring currency and professional credibility in developing a curriculum that will deliver qualified occupational therapists who are ‘Fit for Practice, Purpose and Award’ able to meet the demands placed on them by an ever changing health and social care provision.

Opportunities for Further Study

Continuing professional development learning opportunities exist on a number of courses available at the University of Worcester: <http://www.worcester.ac.uk/departments/659.html>.

The University also provides the opportunity to undertake post-graduate academic study including the Masters degree (MSc) in Advancing Practice for students exiting with a BSc (Hons) <http://www.worcester.ac.uk/courses/8295.html>.

Please note: 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 s/he 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 each module can be found in the module outlines and the course handbook provided to all students at the start of the course. The accuracy of the information contained in this document is reviewed by the University and may be checked by the [Quality Assurance Agency for Higher Education](#).