



BSc (Hons) Occupational Therapy Programme Specification

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| Academic Year: | 2021/2 |
| Degree Awarding Body: | University of Bradford |
| Final and interim award(s): | BSc (Honours) Occupational Therapy [Framework for Higher Education Qualifications (FHEQ) level 6] BSc (Ordinary) Rehabilitation Studies [Framework for Higher Education Qualifications (FHEQ) level 6] Diploma of Higher Education in Rehabilitation Studies [Framework for Higher Education Qualifications (FHEQ) level 5] Certificate of Higher Education in Rehabilitation Studies [Framework for Higher Education Qualifications (FHEQ) level 4] |
| Programme accredited by (if appropriate): | The Health and Care Professions Council (HCPC) Royal College of Occupational Therapists (RCOT) |
| Programme duration: | 3 years full time. |
| UCAS code: | B930 |
| QAA Subject benchmark statement(s): | Health Studies (2019) |
| Date last confirmed and/or minor modification approved by Faculty Board | January 2021 |

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Introduction

Occupational Therapists are professionals equipped with knowledge and skills to address issues which restrict a person's or population's abilities and opportunities to participate in everyday life. Occupational therapists are able to assess causes of occupational limitations and to provide appropriate interventions. They can enable someone to do the things they

want to do. Occupational science is the science of everyday life and is a component of occupational therapy practice.

The Occupational Therapy programme at Bradford encompasses the concepts and principles of Occupational science within its curriculum. This ensures graduates have an understanding of the value and purpose of occupation and its relationship with health and wellbeing. Restrictions to a person's ability to do things may be due to illness, injury, the environment or society. Importantly Occupational therapists view people as 'occupational beings', active human beings who desire to engage in activities which occupy their time, give meaning to themselves and their lives, and provide a sense of purpose and role. Having the ability to engage in chosen occupations is beneficial to a person's health and wellbeing. Thus occupational deprivation or occupational limitation adversely affects wellbeing, with this impacting not only on the person, but also on their families and the persons engagement and roles within society.

Graduates from this programme understand the factors which can prevent engagement in chosen activities of daily life and gain the necessary skills to address occupational limitations. Graduates of this programme will have the professional expertise to work with policy makers to ensure health and care services are fully inclusive and include health promotion and health/care interventions. Students will be able to work with people of all ages, be able to acknowledge diversity in provision of services, and support the achievement of peoples' occupational aspirations. Students will have the necessary knowledge and skills after completing the degree to gain employment in a wide range of settings. Recent health and care legislation supports the values and principles of the profession in working across boundaries and in co-constructed care with other professionals, service users and carers. Students will have the necessary attributes to meet proposals identified by Imison et al (2016) and NHS England (2014) for health care focus to move from illness-based, provider led systems, towards provision that is patient-led, preventative in focus, and offers services closer to home. Academic research and clinical guidelines refer to the value of occupational therapy in maintaining peoples' health and wellbeing such as supporting older people with complex long-term conditions and supporting people back into employment. Employment opportunities for graduates are therefore high, with further opportunities for the profession to expand into diverse areas of practice providing further national and global employment opportunities.

The programme achieved 83% in the National Student Survey for student satisfaction in 2019/20 and is ranked 3rd for occupational therapy education in the UK in the Complete University Guide 2021.

The programme at Bradford provides a curriculum which engages students as an active learner, using principles of experiential and enquiry-based learning. This approach provides a dynamic teaching, learning and assessment environment which develops not only their knowledge and skills but also essential attributes which are transferable into professional practice. These include abilities to be professionally and personally resilient, entrepreneurial, innovative, and able to use business and leadership skills to develop the student and the services they provide. Graduates will be confident and have the expertise to professionally market and progress the profession. The style of teaching and learning in the programme suits learners who enjoy opportunities to debate and discuss topics. It uses online and practical learning activities, which reflect real world scenarios, to explore

occupational issues and identify solutions. Through such activities the student will develop critical thinking and have the abilities to research, critique and apply evidence to underpin their practice. The programme is constructed within a horizontal and vertical spiral framework, providing opportunities for the student to revisit material with increasing complexity over the length of the programme. This enables progressive and continuous development. The curriculum is responsive to changes in society and the global environment. The team's awareness of health and care issues and progression of the profession ensures that the student will have the relevant understanding and skills to address occupational issues now and in the future.

The student will develop a good understanding of the occupational issues of diverse populations and will be able to integrate principles of sustainability within practice. The student will gain a thorough understanding of health, wellbeing and occupation in relation to local, national and global issues and will be able to ensure equality is addressed through the services they provide, so that all people can engage in meaningful, purposeful and individually desired occupations.

The curriculum includes opportunities for the student to engage with service users in the University and the local community. It includes opportunities for the student to work with other health and care students and colleagues in both academic and placement modules. This develops their understanding of the principles of collaborative work and in meeting the needs of differing, people, populations and environments.

A strong emphasis is placed on the integration and application of theory and practice to produce an adaptable and innovative graduate with excellent professional skills. The Bradford graduate will be able to use research and problem-solving approaches within their practice. Professional placements are integral components of the programme with placements in statutory and non-statutory settings. Successful academic credits from placements in years 2 and 3 contribute to the overall degree classification. In addition to formal placement modules, community settings are also used, where possible, to provide variety in learning and additional opportunities to apply theory into practice.

Our student body includes people of differing ages, genders and diversity and this provides great opportunities for collaborative learning and understanding of occupational needs, and awareness of health and care provisions in differing cultures. The programme is attractive to international students, with excellent University support for overseas students. The qualification enables students to practice in countries outside of the United Kingdom.

Academic staff have a wide range of knowledge and skills relative to differing clinical practice, management, leadership and research experience. They are passionate about the profession and in developing graduates for the future. They recognise the opportunities for the growth of the profession and have thus embedded learning activities which reflect this in the curriculum. They are members of the Royal College of Occupational Therapists, and in addition are members of professional specialist clinical groups. They attend a number of national conferences, engage in research, and publish articles for academic journals. They engage in national and local professional networks with clinicians and other educators and are active in promoting and marketing the profession.

The atmosphere at the University is friendly and yet very supportive, with excellent academic support services to ensure all students meet their highest potential. The student voice is important to the programme team. We ensure that the student experience from admission through to graduation is positive and life changing. Clinical colleagues from traditional and diverse practice (areas where Occupational therapy hasn't been provided previously) deliver teaching elements and undertake assessments. In addition, academic staff from other disciplines that have affinity with the values and principles of the profession, such as Psychology, Social Work and Physiotherapy also provide teaching and learning activities.

On completion of the programme graduates will value the power of occupation to transform lives, have established a strong sense of identity as an Occupational Therapist, have core professional knowledge and skills, and demonstrate professionalism and the leadership skills necessary to take the profession forward.

Provision is mapped against the Health and Care Professions Council (HCPC) Standards of Education and Training and Standards of Proficiency (HCPC, 2017 and 2013); the Quality Assurance Agency for Higher Education Subject Benchmark Statement for Health Studies (2019); the Framework for Higher Education Qualifications (QAAHE, 2001, 2008); Royal College of Occupational Therapists' Learning and Development Standards for Pre-registration Education (COT, 2019). It has been developed with reference to the Royal College of Occupational Therapists Professional Standards for Occupational Therapy Practice Conduct and Ethics Conduct (RCOT, 2021).

On successful completion of the three-year, full time programme graduates are eligible to apply for Registration with the Health and Care Professions Council. They can apply for Membership of the Royal College of Occupational Therapists (RCOT). The title of 'Occupational Therapist' is protected by law and anyone using the title must be registered with the HCPC. It is a criminal offence for someone to claim that they are registered when they are not, or to use a protected title that they are not entitled to use.

Programme Aims

The programme is intended to:

Promote the centrality of occupation in human life and the transformative potential of occupation.

Develop the subject specific skills and knowledge required for safe, competent practice of Occupational Therapy within legal and ethical frameworks in existing and diverse areas of practice.

Develop a strong sense of professional identity that enables students to work in a wide variety of health and care settings, identify and embrace opportunities within existing, new and role-emerging areas of practice and to be able to take a proactive role in the development, improvement and promotion of Occupational Therapy.

Develop and promote students' knowledge, skills, personal attributes, values and behaviours to place the service user at the centre of their care working in partnership to promote participation, occupational performance and improved health and wellbeing.

Meet the requirements and values of the Health and Care Professions Council and the College of Occupational Therapists such that graduates exercise initiative and personal responsibility in the provision of Occupational Therapy according to the code of ethics and professional conduct (COT 2015) and professional standards of proficiency (HCPC 2013).

Provide a supportive active learning environment in which students are encouraged to problem solve, reflect, debate and develop skills for autonomous practice and life-long learning.

Promote an evidence-based and research-informed approach to the application of Occupational Therapy practice through a process of critical thinking, evaluation and reflection and the development of clinical/professional reasoning.

Maximise employability by equipping the student to demonstrate professional values and beliefs, work with and as part of multi-professional teams and to develop the skills of accountability, leadership, enterprise, entrepreneurship and innovation.

Promote and develop understanding of intercultural and international awareness, social and civic responsibilities, global citizenship and sustainability.

Programme Learning Outcomes

To be eligible for the award of Certificate of Higher Education at FHEQ level 4, students will be able to:

1. Demonstrate knowledge of the underlying concepts and principles associated with Occupational Therapy and an ability to evaluate and interpret these within the context of health and care.
2. Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data to develop lines of argument and make sound judgements in accordance with basic theories and concepts of Occupational Therapy.
3. Evaluate the appropriateness of different approaches to solving problems related to Occupational Therapy.
4. Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments.
5. Have the skills and understanding to undertake further training and develop new skills within a structured and managed environment.
6. Exhibit the qualities and transferable skills necessary for practice and continuing professional development requiring the exercise of some personal responsibility.

Additionally, to be eligible for the award of Diploma of Higher Education at FHEQ level 5, students will be able to:

7. Demonstrate knowledge and critical understanding of the principles of Occupational Therapy and the way in which these have developed.

8. Demonstrate an ability to apply underlying concepts and principles outside the context in which they were first studied, including the application of those principles in an employment context.
9. Demonstrate knowledge of the main methods of enquiry in Occupational Therapy, and ability to evaluate the appropriateness of different approaches to solving problems in Occupational Therapy practice.
10. Demonstrate an understanding of the limits of their knowledge and how this impact on their analysis and interpretation of that knowledge.
11. Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.
12. Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of Occupational Therapy effectively.
13. Have the skills and understanding to undertake further training, develop existing skills and acquire new competencies that will enable them to assume significant responsibility within organisations.
14. Reflect on and develop the qualities and transferable skills necessary for practice requiring the exercise of personal responsibility and decision making.

Additionally, to be eligible for the award of Honours Degree of Bachelor at FHEQ level 6, students will be able to:

15. Synthesise knowledge and understanding of people as occupational beings, the relationship between occupation and health & wellbeing, the theory and practice of Occupational Therapy and the current trends and developments in the practice of health and social care. This will be contextual to both the needs of individuals and health and social care provision related to local and national policies.
16. Critically apply theory into practice in both academic and a variety of practice settings. This will enable the graduate to competently apply clinical reasoning and problem-solving skills to assess problems and plan interventions to meet service user and carer goals.
17. Critically evaluate and apply an occupationally focused and person-centred approach to all individuals throughout their studies, showing dignity and respect to all.
18. Critically apply and adapt therapeutic skills in response to the physical, psychological, social, and cultural needs of individuals or groups using critical evaluation of the available evidence. This will facilitate a reflective approach encompassing evidence-based practice and a commitment to lifelong learning.
19. Competently and collaboratively work as a member of the multi-disciplinary team within a range of settings, providing an inter-agency and cross-boundary approach to meet the occupational needs of people and populations.

20. Evaluate and improve partnership working with service users ensuring an occupation focused approach to promote, maintain, and improve personal and public health and wellbeing.
21. Work as an autonomous professional, who can critically evaluate and reflect on their own scope of practice implementing methods and techniques learned in order to review, consolidate, extend and apply knowledge and skills to initiate and implement practice in existing, new and diverse areas.
22. Demonstrate personal transferable key skills in problem solving, critical thinking, written and verbal communication, team working, professional autonomy, innovation, entrepreneurship and leadership, time management, prioritisation of workload, reflection, and self-evaluation.

Where a student fails to complete 360 credits at level 6, they may be eligible for the fall-back award of Ordinary Degree of Bachelor at FHEQ level 6, students will need to meet the following level 6 Learning Outcomes that form part of the Honours Degree of Bachelor:

23. Synthesise knowledge and understanding of people as occupational beings, the relationship between occupation and health & wellbeing, the theory and practice of Occupational Therapy and the current trends and developments in the practice of health and social care. This will be contextual to both the needs of individuals and health and social care provision related to local and national policies.
24. Critically evaluate and apply an occupationally focused and person-centred approach to all individuals throughout their studies, showing dignity and respect to all.
25. Critically apply and adapt therapeutic skills in response to the physical, psychological, social, and cultural needs of individuals or groups using critical evaluation of the available evidence. This will facilitate a reflective approach encompassing evidence-based practice and a commitment to lifelong learning.
26. Competently and collaboratively work as a member of the multi-disciplinary team within a range of settings, providing an inter-agency and cross-boundary approach to meet the occupational needs of people and populations.
27. Evaluate and improve partnership working with service users ensuring an occupation focused approach to promote, maintain, and improve personal and public health and wellbeing.
28. Demonstrate personal transferable key skills in problem solving, critical thinking, written and verbal communication, team working, professional autonomy, innovation, entrepreneurship and leadership, time management, prioritisation of workload, reflection, and self-evaluation.

A student prevented by illness or other good cause from taking either the whole or part of the assessments required for the final Stage of a course of study may thereupon be treated by the Senate, on the recommendation of the Faculty Board and subject to such conditions as are prescribed in the Regulations, as a successful student in those assessments and be granted an Aegrotat award.

An Aegrotat degree shall not be granted as a Degree with Honours or with a Pass at Honours, an Ordinary Degree, or an Advanced Degree of Master. The title of the award will not include 'Occupational Therapy'.

THIS AWARD DOES NOT CONFER ELIGIBILITY TO APPLY FOR REGISTRATION WITH THE HEALTH AND CARE PROFESSIONS COUNCIL (HCPC) OR MEMBERSHIP OF THE ROYAL COLLEGE OF OCCUPATIONAL THERAPISTS

Curriculum

Stage 1/Level 4

Throughout this stage students will develop understanding of occupation as a central tenet of the profession. Students will appreciate its value as a tool to address occupational limitations and its abilities to enhance occupational performance. Students will develop their understanding of people as occupational beings, recognizing the dynamic relationship between engagement in occupation, health and wellbeing for individuals, groups, and communities. Students will integrate and apply the values and principles of what it means to be an occupational therapist. They will be assisted to develop academic and personal skills in this year, supporting the transition into Higher Education and establishing a comprehensive foundation of knowledge and skills which can further develop in the forthcoming years.

Students will engage in enquiry, team and problem-based learning activities which will include workshops, practical activities, and tutorials. These include individual and group tasks, with the later including collaborative work on projects and practical activities. Links between theory and practice are facilitated through the use of experiential experiences designed to enable the student to understand occupational limitations. Case based scenarios and enquiry/problem-based learning activities develop academic understanding and also develop skills such as problem solving, critical analysis and use of evidence to inform their lines of enquiry. Students will gain understanding of how Occupational Therapy fits within the multi-professional team. In addition, they will usually undertake an assessed placement towards the end of semester 2, the duration of this placement would normally be 6 weeks. This will enable students to start practice as an occupational therapy student able to select, justify and carry out basic Occupational Therapy assessments and interventions. During this stage, the learning and teaching activities will have supported development of excellent communication skills and professional attributes. Students will be able to use occupational therapy language to articulate and promote Occupational Therapy and will have started to engage in continuing professional development.

Assessments at this stage are embedded in modules and a range of different assessment types, or 'modes', are used. Assessment methods support students in making connections and drawing together knowledge and skills. Such assessments enable students to perceive their progression, and also enables them to identify what areas to further develop, thus they are engaged in continuous progressive development.

| FHEQ Level | Module Title | Type | Credits | Semester | Module Code |
|---|--|------|---------|----------|-------------|
| 4 | Professional Knowledge and Foundations of Practice | Core | 40 | ACYR | OCT4006-D |
| 4 | Performance of Occupational Beings | Core | 40 | ACYR | OCT4005-D |
| 4 | Professional Placement One | Core | 20 | 2 | OCT4007-B |
| 4 | Developing Occupational Therapy Practice | Core | 20 | ACYR | OCT4004-B |
| Semester 'ACYR' describes a module that is taught over semesters one and two. | | | | | |

At the end of stage 1/ level 4, students will be eligible to exit with the award of Certificate of Higher Education in Rehabilitation studies if they have successfully completed at least 120 credits and achieved the award learning outcomes.

THIS AWARD DOES NOT CONFER ELIGIBILITY TO REGISTER WITH THE HEALTH AND CARE PROFESSIONS COUNCIL (HCPC)

Stage 2/Level 5

Due to the spiral nature of the curriculum the emphasis at this stage is the development of more advanced knowledge and skills, building on that assimilated in the first year of study at stage 1/ level 4.

Throughout this stage students will further their understanding of occupation, the Occupational Therapy process and the need for occupation focused practice. Participation in interactive sessions and engagement in practical skills application both in academic and placement learning will develop their occupational therapy expertise. Further development of their clinical reasoning skills will enable them to take concepts gained in stage 1 and start to apply these, linking theory into practice. The principles and practice skills of Occupational Therapy will be applied to differing occupational limitations with an emphasis on the diversity of settings where Occupational Therapists may work. Assessments will enable students to explore occupation and occupational science in addition to demonstrating their practical skills in occupational therapy practice. Students will be provided with opportunities to learn and appreciate the contemporary aspects of the profession developing understanding of the transferability of occupational knowledge and skills outside statutory services, and an appreciation of occupation from a global perspective. This enables students to enhance their skills in using evidence to underpin practice. It enables students to identify economic, sustainability and business requirements relative to occupational therapy provision, and how to effectively market the value of the profession. This offers students the opportunity to work with their peers focusing on diverse areas of practice and provides a foundation of skills which will then be further developed within the final placement (Professional Placement Five) in stage 3/level 6.

Research knowledge and skills will be developed in a number of modules and evidenced in assessment including production of an outline research proposal that may have the opportunity to develop further in stage 3/level 6.

In this academic year there will be further opportunities for students to engage in placement learning. Students will undertake two assessed professional placements (normally, 6 and 7 weeks respectively). These placements will enable students to further develop their sense of professional identity, professional behaviour and competence in practice, with marks contributing to their degree classification. On Professional Placement three students will develop further their professional skills in service improvement or audit, enabling them to become proficient in project development and partnership working with colleagues and service users.

| FHEQ Level | Module Title | Type | Credits | Semester | Module Code |
|---|--------------------------------------|------|---------|----------|-------------|
| 5 | Enabling Occupation | Core | 60 | ACYR | OCT5007-E |
| 5 | Research Methods in Health and Sport | Core | 20 | ACYR | PAR5011-B |
| 5 | Professional Placement Two | Core | 20 | 2 | OCT5006-B |
| 5 | Professional Placement Three | Core | 20 | 3 | OCT5005-B |
| Semester 'ACYR' describes a module that is taught over semesters one and two. Semester 'FLYR' describes a module that commences in September and runs up to or including August. | | | | | |

At the end of stage 2/level 5, students will be eligible to exit with the award of Diploma of Higher Education Rehabilitation studies if they have successfully completed at least 240 credits and achieved the award learning outcomes.

THIS AWARD DOES NOT CONFER ELIGIBILITY TO REGISTER WITH THE HEALTH AND CARE PROFESSIONS COUNCIL (HCPC)

Stage 3/Level 6

The emphasis in this stage is on independent learning and providing further opportunities to develop professional competency. Students will further develop their management, business, leadership and entrepreneurial skills, all necessary for a graduate Occupational Therapist.

In this stage students will consolidate their core knowledge & skills and be expected to defend reasoned argument based on sound evidence, demonstrate logical and systematic thinking, and be able to draw on profession-specific literature and research in order to enhance their practice. Students will have a thorough understanding of occupational therapy, able to use occupational language to demonstrate and defend the value of the profession and a range of skills to use in practice. Through modular learning they will reflect on, critically analyse, and synthesise accumulated knowledge and skills from stages 1 and 2 (levels 4 & 5) in order to prepare for the transition from student to practitioner. Assessments at this stage seek to support and enhance employability attributes relative to wide range of future practice settings and to embed principles of life-long learning. Students will undertake 2 further placements, the second of which provides opportunities to experience practice in a diverse area of practice. On this role emerging placement students will work in partnership with the host organization and service users to identify and develop an occupationally focused and sustainable project.

Optionality at this stage includes choice of a research module, with four options for focus and assessment mode – a literature review, a piece of primary research, a fully-worked up research proposal or an audit of an aspect of practice. This learning culminates skills in research and ensures students are able to graduate as a research competent professional.

Further modules at this stage enable students to critically understand evidence-based practice, with academic opportunities to work with peers to develop evidence-based guidelines, and placements modules enabling them to engage in more complex practice using a range of reasoning and practice skills applying evidence into practice.

By the end of this stage students will have established a strong sense of professional identity and will be able to demonstrate that they meet all the programme learning outcomes through successful completion of academic work and practice modules. Students will be able to utilize the full range of Occupational Therapy, interpersonal, team-working and reflection skills to a standard expected of a newly qualified Occupational Therapist. Students will be eligible for the award of BSc (Hons) Occupational Therapy.

| FHEQ Level | Module Title | Type | Credits | Semester | Module Code |
|---|--------------------------------|--------|---------|----------|-------------|
| 6 | Evidence Based Practice | Core | 20 | ACYR | HEA6002-B |
| 6 | Transition into Practice | Core | 20 | 1 | OCT6004-B |
| 6 | Professional Placement Four | Core | 20 | 1 | OCT6002-B |
| 6 | Professional Placement Five | Core | 40 | ACYR | OCT6003-D |
| 6 | Aspirational Research Proposal | Option | 20 | ACYR | RES6003-B |
| 6 | Evaluating Service Delivery | Option | 20 | ACYR | PAR6008-B |
| 6 | Literature Review | Option | 20 | ACYR | RES6004-B |
| 6 | Primary Research Project | Option | 20 | ACYR | PAR6011-B |
| Semester 'ACYR' describes a module that is taught over semesters one and two. | | | | | |

In the event that a student does not meet the professional requirements that permit application for professional registration with the HCPC students will be eligible to exit with the award of BSc Rehabilitation Studies if they have successfully completed at least 300 credits (120 credits at level 4, 120 credits at level 5 and a minimum of 60 credits at level 6).

THIS AWARD DOES NOT CONFER ELIGIBILITY TO APPLY FOR REGISTRATION WITH THE HEALTH AND CARE PROFESSIONS COUNCIL.

Students will be eligible for the award of Honours Degree of Bachelor if they have successfully completed at least 360 credits and achieved the award learning outcomes.

The award of BSc (Honours) Occupational Therapy confers eligibility to apply for registration with The Health and Care Professions Council (HCPC) as an Occupational Therapist.

Learning and Teaching Strategy

The University of Bradford Curriculum Framework supports a research-informed programme which promotes the creation, dissemination, and application of knowledge. The occupational therapy programme is therefore constructed within a horizontal and vertical spiral framework using enquiry, team, and problem-based learning philosophies to underpin the teaching, learning and assessment. The curriculum content provides opportunities for students to revisit material with increasing complexity, thus supporting progressive and continuous development. Teaching materials are regularly updated and linked with current research and evidence throughout the curriculum.

The programme utilises a variety of teaching methods to develop students' abilities to meet the learning outcomes with enquiry, team and problem-based learning and technology enhanced learning playing a key role within this. These approaches facilitate development of active learning and will be used progressively across the 3 years to develop students' knowledge, ability, and competence. In addition, students will be required to take increasing responsibility for their learning and development enabling students to become an autonomous independent learner and future practitioner.

The Occupational Therapy programme uses a diverse range of teaching and learning strategies that reflect the diversity of the student population and which accommodates different learning styles. This varied approach seeks to facilitate the success of all students and the all-round development of a competent Occupational Therapy practitioner able to meet the learning outcomes for the programme. Directed study and research informed lectures are supplemented with group tutorials and practical sessions to facilitate an active and collaborative approach to learning. Case based scenarios are used to facilitate the development of clinical/professional reasoning skills and the inclusion of service users and carers within the learning and teaching experience will provide a person-centred perspective and further develop their understanding of the relationship between, health, wellbeing, occupation, and occupational performance.

Throughout the programme students are encouraged to use a reflective e-portfolio to record learning experiences, while elements of this may be used in assessment, this portfolio will form the basis for personal and professional development planning and for personal and academic tutorial sessions. The use of an e-portfolio is an ideal way to continue to evidence reflection and CPD, a statutory part of continued professional registration, with the University of Bradford enabling students to have a lifetime account with Pebblepad, the e-portfolio system, when they convert to an alumni account at graduation.

The Faculty of Health Studies has an active Service User and Carer group who are collaboratively involved in the delivery of teaching sessions, production of learning materials such as digital stories, audio, or video and in the development and management of the programme ensuring learning is relevant to real world situations. In addition, the programme has developed links with a range of community organisations allowing them to gain an appreciation of local health promotion and public health initiatives as well as developing understanding of the transferability of occupational knowledge and skills outside statutory services.

Placement learning is an essential and integral part of the Occupational Therapy programme. Students will undertake a series of placements whilst undertaking the programme providing them with opportunities for the application of knowledge and skills in real world situations and further development of clinical/professional reasoning skills. Professional placements meet the World Federation and Royal College of Occupational Therapists standards. These stipulate achievement of a minimum of 1,000 hours of successful placement learning in order to meet the requirements of the degree at the end of the programme. These placements take place within units in hospitals and community services usually in the Bradford, Airedale, and Leeds areas although some maybe in other areas of West and Mid Yorkshire. All summative placement assessments are graded, with those completed in stage 2/level 5 and stage3/ level 6 counting towards the final degree classification. Students will therefore need to be able to travel to these placement sites.

Placements are designed to progressively develop the student's levels of competency and are vital to academic, personal, and professional development. Students will have the opportunity to undertake a range of placements and thus will develop expertise in addressing diverse range of occupational limitations in people of all ages. The final placement will be in a practice setting where there is no current occupational therapy provision. This placement is available to all students on the programme and in conjunction with the host organisation; the placement supervisor and student will identify and develop an occupationally focused and sustainable project. This placement and other community engagement opportunities within the curriculum enable students to act as ambassadors for the profession, marketing the value and purpose of occupational therapy to increasing numbers of people and populations.

Student feedback indicates a high level of satisfaction with the learning and teaching experience provided on the Occupational Therapy programme, as evidenced in module evaluations and the National Student Survey (NSS).

The Faculty of Health Studies works closely with practice partners and recognises the implications of recent national policies which require future health and social care workforces to work across professional boundaries, within a framework of core knowledge and core values. In order to meet this requirement for an inter-professional workforce student will engage in inter-professional education. This will provide students with the best possible opportunities to become a professional and safe practitioner in a changing and challenging world and to equip them for communicating and collaborating across professional boundaries in order to contribute to safer systems of care and provide person centred care in all practice settings.

Inter-professional learning takes place in each year with differing focus and learning outcomes; thus stage 1/ level 4 will develop the student's understanding of themselves as a health and social care practitioner with emphasis on professional identity, knowledge, and attributes. Students will gain advanced knowledge of human factors theories that will enable them to identify areas where current practice may be improved. Exciting learning opportunities in stage 2 / level 5 of the programme embed understanding of multi professional roles in the patient/client journey. These experiences reflect clinical practice and include case scenarios which will involve service users or use case studies to facilitate learning of roles in health and social care provision. In stage 3 students will complete two inter-professional modules, where they will learn alongside students from physiotherapy,

sport rehabilitation and radiography. Further understanding of the roles of differing professionals will be gained across the three years from placement experiences when they will be actively encouraged to spend time with other professionals to gain an understanding of roles within the multi-disciplinary team. Opportunities to practice in non-statutory settings during the programme also enables a wider understanding of multi professional work.

Assessment Strategy

The Occupational Therapy programme uses a range of assessment strategies that reflect the diversity of the student population, accommodating different learning styles. This varied approach seeks to promote and develop reasoned professional knowledge and skills and to facilitate the success of all students and the all-round development of a competent, practice ready Occupational Therapy practitioner. Assessments will include professional practice placement assessments, written assignments, reflective portfolios, practical assessments, oral and poster presentations. Service users, clinicians and academic staff will be involved in marking assessments across the three years. External examiners, appointed by the University ensure assessments are relative to the stage learning outcomes, marking is consistent and objective, and that quality in feedback and marking processes are maintained. The appointed External Examiner for the occupational therapy programme will be from a relevant part of the Health and Care Professions Council Register.

A programme focused approach to assessment is adopted; this will encourage deep rather than superficial learning and enable students to develop increasingly complex skills, knowledge and understanding across the 3 years of the programme. Assessment is supported by team, enquiry and problem-based learning and teaching strategies. Most academic modules run across the academic year enabling students to actively link their learning and development to individual modes of assessment. There will be identified opportunities for formative feedback in all modules to assess progress prior to final achievement of the module learning outcomes. Assessments will include a range of formative and summative components providing opportunity for progressive development and attainment. The assessment load is spread across each academic year and offers a degree of optionality. Students will have a certain amount of choice regarding topic area and mode of assessment to achieve learning outcomes. In modules of 40 or 60 credits the module descriptor will note the elements of assessment and the percentage allocation to each of these elements as they relate to the total (100%) that has to be passed to gain the total credits for that module. Individual module handbooks will discuss in more detail the modes of assessment.

There will be a thread of assessment component that requires students to demonstrate academic writing skills through all levels of the programme; this is designed to meet the requirements of an honours degree and equip students with the skills required beyond this level of study.

Assessment of professional placement will be through the Competency Based Fieldwork Evaluation for Occupational Therapists (Bossers et al, 2002), formative assessment and feedback will be provided at the midway point in each placement.

Assessment Regulations

This Programme conforms to the standard University Assessment Regulations which are available at the link <https://www.bradford.ac.uk/regulations/>

However, there are a number of exception(s) to these regulations as listed below:

To progress between stages and to receive the award of BSc (Hons) Occupational Therapy, students must achieve at least 40% in all components of module assessment where the module code begins with the code OCT. (RCOT, 2019: 4.11.1)

Each professional practice placement module must be passed in sequence.

Where a Professional Practice Placement module is failed, the supplementary will normally be undertaken at the next available placement opportunity.

Students can only have one supplementary assessment (2nd attempt) at a professional practice placement module (RCOT, 2019: 6.4.3). This exemption will not impact on students' attempts at the practice placement module where extenuating circumstances have been applied or who are successful in an appeal.

Students who fail a practice-based learning component on substantiated grounds of fitness to practise concerns must be denied a retrieval attempt (2nd attempt) (RCOT, 2019: 6.4.1). This exemption will not impact on students' attempts at the practice placement module where extenuating circumstances have been applied or who are successful in an appeal.

Students are prevented from progressing in the pre-registration programme if they fail their first attempt at consecutive practice-based learning components. (RCOT, 2019: 6.4.4)

Students who fail the initial attempt at practice assessment for the module Transition into Practice can be offered supplementary assessment once the mark has been ratified at an Assessment Committee but prior to a Board of Examiners.

Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience. In addition to academic ability there is also the need to possess high levels of interpersonal and communication skills which are necessary to work in the health and social care arena. All applicants will be interviewed, and the application and interview process follow the Value Based Recruitment approach which ensures candidates are selected whose personal values and behaviours align with the NHS values outlined in the NHS Constitution (Department of Health, 2015). Further through this process applicants should also be able to demonstrate knowledge of the scope of Occupational Therapy practice.

The University of Bradford has always welcomed applications from disabled students, and these will be considered on the same academic grounds as are applied to all applicants.

Admission processes ensure that applicants are considered in relation to their abilities to meet the standards of proficiency for the Health and Care Professions Council, considering reasonable adjustments that may make it possible for the student to meet these standards (HCPC, 2015). If applicants have some form of disability, they may wish to contact the programme leader before they apply.

Applications are welcome from mature students (those over 21 years of age on entry) and candidates with non-standard qualifications, for example, HND, Scottish Higher or Irish Leaving Certificates, International Baccalaureate, and others. Those who lack academic qualifications but who have significant relevant experience can also be considered. Applicants are encouraged to contact the Programme Team and talk through their qualifications and experience if they do not fit the standard pattern of entry qualifications.

For detailed entry requirements please refer to the online prospectus

Undergraduate: <http://www.brad.ac.uk/undergraduate/>

Application to the programme is through UCAS.

The minimum entry requirements for the programme are as follows:

3 GCSE passes (or equivalent) at grade 4 (old grade C) or above including mathematics, English and a science (dual science, individual biology, or equivalent award e.g., key skills level 2) and 120 points from 3 full A levels or equivalent on the UCAS tariff system.

Applications are welcome from students with non-standard qualifications or mature students (those over 21 years of age on entry); a range of qualifications are considered for students who are not coming direct from school/collage. We also welcome international students onto this programme. As well as meeting the entrance requirements above, applicants will also need to achieve one of the following English Language qualifications:

IELTS – an overall band score of 6.5 with no element at less than 6

TOEFL – TOEFL Internet Based Test (iBT) with a score of 100/120

Please note that on admission to the HCPC register the applicant must be able to communicate to the standard of Level 7 of the IELTS (or equivalent).

All places are also offered subject to a satisfactory enhanced Disclosure and Barring Service (DBS) (previously known as CRB check) disclosure. This is due to the fact that they may be required to work with children or vulnerable adults on clinical placement and will need to demonstrate that they can safely work with these groups upon HCPC registration.

<http://www.bradford.ac.uk/study/courses/info/occupational-therapy-bsc-3-years>

In addition to meeting the academic entry requirements, all places are offered subject to satisfactory occupational health screening. This will involve completing an on-line occupational health questionnaire and attendance if required at a medical appointment. Students on health care programmes must be able to meet the Health and Care Professions Council Standards of Proficiency (2013). Occupational health screening and assessment will consider the students' health and wellbeing and their fitness to study and practice. Progress on the course is dependent on the student's continued fitness. This screening process complies with Public Health England requirements for protection of the

public and students and staff working in health and social care. All offers of places are made subject to satisfactory health clearance and an agreement to undergo appropriate blood tests and immunisations. The University is obliged to make reasonable adjustments for students with disabilities to enable them to fulfil the required competencies of the programme. Candidates who are concerned about health issues are strongly advised to contact us prior to applying.

Offers are only made after detailed consideration of each individual application and subsequent interview.

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme. The Royal College of Occupational Therapists learning and development standards (COT, 2019) state that normally no more than one-third of the programme (a maximum of 1 year) may be subject to Recognition of Prior Learning (RPL) however students who meet this requirement and wish to transfer on to the Occupational Therapy programme at the University of Bradford must have achieved the programmes minimum entry requirements detailed above. Where generic foundation degrees are used as step-up awards to a preregistration bachelor's degree programme, the applicant must undergo the standard admissions process to the BSc programme and will be subject to the standard RPL requirements for that programme.

Minor Modification Schedule

| Version Number | Brief description of Modification | Date of Approval (Faculty Board) |
|----------------|---|----------------------------------|
| 1 | Updated references to RCOT standards. Changed teaching period of Level 5 modules. Reword Programme Regulations to reflect changed RCOT standards. | |
| 2 | Annual updates for 2021 academic year | July 2021 |

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