

PROGRAMME SPECIFICATION BHSc (Hons) in Occupational Therapy

<i>School:</i>	Health Sciences
<i>Entry in:</i>	September 2017
<i>Awarding Institution:</i>	York St John University
<i>Teaching Institution:</i>	York St John University
<i>Delivery Location:</i>	York St John University
<i>Programme/s Accredited by:</i>	Accredited by College of Occupational Therapists Approval by Health and Care Professions Council
<i>Exit Awards:</i>	Certificate of Higher Education in Applied Health and Social Sciences Diploma of Higher Education in Applied Health and Social Sciences BHSc (Ord) in Applied Health and Social Sciences BHSc (Hons) in Applied Health and Social Sciences
<i>UCAS Code / GTTR / Other:</i>	B930
<i>Combinations:</i>	Not applicable
<i>QAA Benchmark Group(s):</i>	Benchmark Statements Healthcare Programmes: Occupational Therapy (QAA 2001)
<i>Mode/s of Study:</i>	Full-time over 3 years
<i>Language of Study:</i>	English

Introduction and Special Features

Introduction

At York St John University, the occupational therapy undergraduate pre-registration programme leads to the award of BHSc (Hons) Occupational Therapy. This programme of study meets the threshold standards for education, training and proficiency set by the Health and Care Professions Council (2012a, 2012b) and follows the curriculum framework as specified by the College of Occupational Therapists (2009) and is recognised by the World Federation of Occupational Therapists (see <http://www.wfot.org/Education/EntrylevelEducationalProgrammesWFOTApproved.aspx>).

The following statement from the College of Occupational Therapists defines the purpose of occupational therapy:

'The purpose of occupational therapy is to enable people to fulfil, or to work towards fulfilling, their potential as occupational beings. Occupational therapists promote function, quality of life and the realisation of potential in people who are experiencing occupational deprivation, imbalance or alienation. They believe that activity can be an effective medium for remediating dysfunction, facilitating adaptation and recreating identity'. (COT 2009, p1)

There is need to embed certain features into the revalidated BHSc (Hons) Occupational Therapy programme. Occupational therapy graduates need to recognise and respond to the changing demands of health and social care practice due to the national and local contextual drivers and influences. Key features of the programme will be contemporary, evidence-based occupational therapy founded on theoretical influences such as occupational science; developing roles and practice environments for occupational therapy, with person-centred practice at the core of service delivery.

Graduates from the programme will be equipped with the knowledge, skills and attitudes commensurate with occupational therapy practice. In addition they will be reflective, evidence-

based practitioners with potential leadership skills and the ability to promote the unique features of profession in a modernising health and social care arena. Successful graduates are eligible to apply for registration with the Health and Care Professions Council with the protected title 'Occupational Therapists'.

During their programme of study, students are encouraged to be active members of the national professional body, the Royal College of Occupational Therapists.

The programme is monitored by the Health and Care Professions Council and the Royal College of Occupational Therapists.

This programme must be completed within five years to comply with professional body requirement.

Special features of the programme

Occupational therapy is a popular programme and attracts applicants from across the UK, Europe and beyond.

This programme offers a strong, contemporary curriculum for graduating students who are eligible to apply for registration as an occupational therapist with the Health and Care Professions Council (HCPC). The programme follows the curriculum framework as laid down by the College of Occupational Therapists (COT, 2009), and minimum requirements of the World Federation of Occupational Therapists, including meeting the 90 weeks minimum period of study and recommended 1000 hours of practice education. It is underpinned by strong theoretical approach rooted in occupational science. The programme also features both university and practice-based modules; and there is a strong emphasis on inter-professional learning.

Meeting the Health and Safety Training Requirements within the Curriculum: Mandatory Training as directed by the NHS North of England (formally known as NHS North East, NHS North West and NHS Yorkshire and Humber Strategic Health Authorities).

All health students are required each year to complete a range of health and safety mandatory training as set out by the NHS North of England. Mandatory training will be delivered where possible within inter-professional learning experiences as this follows current best practices within health and social care settings.

This list of specific training is as follows:

- Moving and handling with a minimum of 6 hours face to face contact annually with a staff ratio of 1: 8
- Basic life support with 3 hours of face to face contact
- Risk and safe working practices 3 hours of specific training and other elements to be included throughout the programme
- Safeguarding
- Infection control with 2 hours face to face contact
- Information governance (on-line package)
- Fire with a minimum of 1 hour
- Equality and diversity with a minimum of 1 hour
- *Food hygiene (on-line basic training level)
- *We have further enhanced this list at York St John University to include Food hygiene (on-line) as many students will have direct contact with food and or drinks during their work/ professional practice placement experiences.

All students will complete this mandatory training each year before they go on professional practice placements. Each student will receive a Mandatory training passport with all elements of training scrutinised and formally signed off as completed, by the University. Each student will be expected to present the passport to their professional practice educator on the first day of each work placement.

Learning, teaching and assessment methods

A range of learning, teaching and assessment methods will be used in order to as closely replicate the mandatory training that is currently used in health and social care settings. Examples include direct face to face training and assessment as used in basic life support, accredited trainers from the ambulance training unit lead the training (1:10 ratio) and assess each student in basic life saving techniques. Information governance training is accessed on line and is the NHS standard training package that our health students can access. Moving and handling training is provided within the programme by academics that have specific external specialist training in order that they can lead the 6 hours of face to face of practical and theory sessions that are required for each student (ratio 1:8). Some training can be delivered in large groups using a lecture format. Other health and safety training will be through supported open learning followed by seminars. Risk and safe practice training will be further enhanced by integrating the learning within specific modules.

Inter-professional learning

During university-based learning, there are inter-professional education opportunities with the BHSc (Hons) Physiotherapy students. When students are on practice placement there are additional opportunities to work with health and social care professionals and organisations; the service user, carers and families are considered part of the inter-professional learning experience.

Practice placement features at each level of the programme, with two placements at Level 4 and one at Level 5 and one at Level 6. Placement allows the student to put theory into practice and further develop professional skills commensurate with practice settings. Students can also appreciate the realities of and demands on health and social care provision in the 21st Century.

The occupational therapy programme adheres to the philosophies of the Health and Care Professions Council and the Centre for the Advancement of Inter-professional Education (CAIPE) which both recognise that successful inter-professional learning can develop students' mutual understanding of each other's roles and their ability to communicate and work with other professionals, thus potentially improving the environment for service users and professionals. Within the programme there will be opportunities at all three levels where students can learn together interactively using case scenarios developed by both the physiotherapy and occupational therapy subject teams. Virtual learning environments will be used to facilitate this which utilise real patient experiences.

Internationalisation

As a University, York St John is committed to providing students opportunities for international study. The occupational therapy programme enables students to consider international placements. Whilst on an international placement students would be supervised by a qualified occupational therapist.

The programme also features a role-emerging (sometimes referred to as contemporary) placement at Level 6. Student role emerging practice placements are those which take place in settings that have previously not experienced or identified an occupational therapy role. The student, who is supervised by an off-site occupational therapist, considers the occupational needs of the people in the setting, and identifies an occupational therapy role, provides an occupational perspective of health and well-being, or promotes or conducts a relevant project to benefit the people in the setting. (Thew, Hargreaves, Cronin-Davis, 2008).

Admissions Criteria

In addition to the university's general entry criteria for [undergraduate](#) study, you must have:

- Five GCSE's at grade C and above (or York St John University approved equivalent), including English Language, Mathematics and a Science
- 280 points, including a minimum of three A2 Levels at grades BBC-BCC or
- 280 points from BTEC National Diploma/ BTEC Extended Diploma (QCF) at DMM or BTEC Diploma (QCF) D*D-D*D* or
- Equivalent Scottish, Irish or overseas qualifications or

- An equivalent qualification to those listed above (Access Diploma, International Baccalaureate) or
- NVQ 3 or
- GNVQ (advanced) or
- Foundation Degree in health related area or
- A foundation module from the flexible learning framework

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see <https://www.yorks.ac.uk/international/how-to-apply/english-language-requirements/>).

If you do not have traditional qualifications, you may be eligible for entry on the basis of [Accredited Prior \(Experiential\) Learning \(APL/APEL\)](#). We also consider applications for entry with advanced standing.

Offers are conditional not only on academic results but also on:

- A satisfactory Medical Health Questionnaire
- A satisfactory Criminal Record Bureau Enhanced Disclosure

Programme Aims

Successful graduates of the BHSc (Hons) programme are eligible to apply for registration with the Health and Care Professions Council and to practise as occupational therapists. Graduates will also be eligible for membership of the British Association of Occupational Therapists in the UK.

The course aims to provide students with the education and training that enables them to meet the Standards of Proficiency for Occupational Therapists as set by the HCPC (2012b). The aims of the course are also developed in accordance with the QAA Benchmark Statements for Occupational Therapy (2001) and the QAA Framework for Degrees Qualifications in England, Wales and Northern Ireland (2008).

The overall aim of the BHSc (Hons) Occupational Therapy programme is to:

'enable and empower students to become occupation-focused, evidence-based, reflective and competent graduates who have unique knowledge, skills and attitudes to support the contemporary development and delivery of occupational therapy and an occupational perspective of health, well-being and participation'.

Professional Aims and Programme Learning Outcomes

The specific, overall learning outcomes for the BHSc (Hons) Occupational Therapy Programme are presented using the essential areas of knowledge, skills and attitudes for competent practice at the graduate level (World Federation of Occupational Therapists, 2008). These are consistent with the standards required by professional bodies in the UK. In each area, learning outcomes are presented for knowledge, skills and attitudes; these are further translated into outcomes for each level within the programme and module learning outcomes.

1. Person-occupation-environment relationship and health (POE)

Knowledge: Students will demonstrate:

- a) An in-depth knowledge of the form, function, meaning and multi-faceted nature of occupation.
- b) A range of theoretical perspectives of occupation.
- c) Critical consideration of the interrelationship between, occupation, health, well-being and participation.
- d) An understanding of health concepts from an occupational perspective.

Skills: Students will demonstrate:

- e) Comprehensive assessment skills of an individual's occupational performance; and develop therapeutic programmes to develop, improve or maintain an individual's capacity or ability.
- f) Appropriate methods of assessing occupational performance.
- g) Recognition of factors which inhibit and facilitate occupational performance.
- h) Skills in grading and adapting occupations suitable to an individual's needs and strengths.
- i) Abilities to modify environments and contexts to facilitate occupational performance.

Attitudes: Students will demonstrate:

- j) A commitment to an occupational perspective of humans and health.
- k) Acceptance of individual and cultural differences in occupations and occupational performance.

2. Therapeutic and professional relationships (TPR)

Knowledge: Students will demonstrate:

- a) Knowledge related to the nature and components of therapeutic relationships and the communication processes required.
- b) Methods of developing and facilitating therapeutic relationships to facilitate person-centred practice.
- c) Person-centred practice for assessment, treatment planning, implementation and evaluation.
- d) An awareness of the contributions of colleagues, members of the wider team, service users and the benefits of team working.

Skills: Students will demonstrate:

- e) Effective therapeutic relationships with service users, carers and families.
- f) Effective interpersonal communication and adjust communication style to suit differing contexts.
- g) The ability to develop and deliver intervention which is culturally appropriate.
- h) Effective team working.
- i) Professional and personal skills to interact with a range of professional and other colleagues involved in service delivery.
- j) Management skills required for staff and other resources for effective service delivery.

Attitudes: Students will demonstrate:

- k) Valuing people as unique and autonomous.
- l) Sensitivity when establishing and facilitating therapeutic relationships.

3. Occupational therapy process (OTP)

Knowledge: Students will demonstrate:

- a) In-depth knowledge related to the process of assessing for, developing, delivering, evaluating and documenting occupational therapy interventions for individuals, groups, contexts and communities.
- b) Theoretical and empirical knowledge related to occupational therapy process contrasting this with the processes of other professions.
- c) Theoretical knowledge which underpins the development of innovative occupational therapy services or an occupational perspective.

Skills: Students will demonstrate:

- d) The ability to implement the occupational therapy process in a range of settings, in a multi-disciplinary context and with a range of service user groups.
- e) The ability to work in partnership with service users, carers and families.
- f) Assessment of people, groups and communities and produce an occupation focused action plan.
- g) Planning, delivery and documentation occupational therapy intervention for individuals and groups.
- h) Recognition and evaluation of the unique contribution of occupational therapy within multidisciplinary teams and society.
- i) The evaluation of intervention programmes and services as part of the team.

Attitudes: Students will demonstrate:

- j) Confidence in the contribution occupational therapy can make to issues of health, well-being and participation for individuals and broader society.
- k) A professional attitude to valuing the contributions of others involved in working with service users.

4. Professional reasoning and behaviour (PRB)

Knowledge: Students will demonstrate:

- a) In-depth, synthesised knowledge relating to evidence based practice and its implications for practice.
- b) The process of accessing, using and producing evidence to support practice.
- c) Occupational therapy practice using a range of theories, models and professional approaches.
- d) Professional and occupational therapy clinical reasoning theories and models.
- e) Ethical, anti-oppressive practice and research.

Skills: Students will demonstrate:

- f) Reflective skills to enhance and develop own and others practice.
- g) Consideration of a range of theories and models when reflecting on own practice.
- h) Utilisation of opportunities to develop and enhance practice.
- i) Maintaining currency of own knowledge, skills and attitudes, ensuring areas of strengths and need for development.
- j) The use of current evidence to develop and deliver occupational therapy.

Attitudes: Students will demonstrate

- k) Commitment to lifelong learning as a means of continuing professional development.
- l) Commitment to the on-going development of the profession and practice.

5. Context of professional practice (CPP)

Knowledge: Students will demonstrate:

- a) In-depth knowledge in relation to environments which shape occupational performance and influence health.
- b) Sustained arguments related to local and global factors which impact on the health and occupational performance of individuals, groups and communities.
- c) A realistic appreciation of the contextual and influences for occupational therapy practice.

Skills: Students will demonstrate:

- d) The ability to articulate how an occupational perspective can inform global and local issues of health through occupation.
- e) Being an agent of change and advocate for the benefit of service users, carers and families.
- f) Which relative aspects of occupational therapy practice it is possible to change and implement necessary strategies to facilitate change.

Attitude: Students will demonstrate:

- g) A strong commitment to and enactment of the principles of occupational justice.
- h) A commitment to engaging in wider debates and advocating for an occupational perspective of humans and health.

WFOT (2008) recognises that the knowledge, skills and attitudes related to these five areas of competency will be locally determined by:

- Health needs including disability prevention
- Systems for local health, welfare, disability and legislation
- The health giving occupations available

New graduate practitioners must be adaptable, responsive and able to manage changes in the practice environments. In addition to the occupational therapy competencies, graduates from the programme will also have transferable skills for employment such as:

- Abilities in taking initiative and personal responsibility for self and others

- Complex decision-making skills in unpredictable environments
- Commitment to personal and professional development (QAA framework 2008).

These additional skills will be embedded throughout the programme and students will be encouraged to maintain a reflective portfolio to promote a commitment to life-long learning; and to form the basis for continuing professional development for both future employment and study.

Professional suitability

The issue of professional suitability is a core component of the undergraduate occupational therapy programme. The commitment of the programme team is to provide students with academic and experiential assessment, learning and teaching to equip them with the professional competencies, knowledge, skills and attitudes required for health and social care practice. Undergraduate students are expected to adhere to the College of Occupational Therapists Code of Ethics and Professional Conduct (COT 2010) and the Health and Care Professions Council Standards of Proficiency for Occupational Therapists (HCPC 2007) throughout their period of study.

Moreover, the recent Francis Report (2013) has key recommendations commensurate with professional suitability and training/education of health professionals; in addition to the safety and quality care of patients in the NHS. Students should not condone unsafe practice and there are requirements for fundamental standards of behaviour.

All healthcare practitioners must:

- Put the patient first at all times
- Abide by core, fundamental and professional standards
- Be open (*enabling concerns and complaints to be raised freely without fear and questions asked to be answered*), transparent (*allowing information about the truth about performance and outcomes to be shared with staff, patients, the public and regulators*) and act with candour (*any patient harmed by the provision of a healthcare service is informed of the fact and an appropriate remedy offered, regardless of whether a complaint has been made or a question asked about it*)

There are procedures in place in case of concerns regarding an undergraduate occupational therapist's professional suitability: enrolment, induction, student support, practice placement, case consultation, standards review and student disciplinary (*see Further Information section*)

York St John University Programme Outcomes

Level 4 / NQF L4

This level of the programme is considered the foundation for occupational therapy theory and practice and so provides the essential knowledge skills and attitudes for the next two levels of the programme.

Students are introduced to the themes which run throughout the programme which are: occupational therapy – theory and practice; professional skills and reasoning; evidence-based practice; health, well-being and participation; and practice placement.

Students will also start to develop a sense of themselves as potential occupational therapist; and the personal and professional qualities and commitment this will require. The following learning outcomes are relevant for the programme at Level 4. These are mapped against the overall programme learning outcomes which are indicated in brackets.

Upon successful completion of Level 4: students will:

Knowledge:

1. Understand the fundamental philosophy, theories and core skills of occupational therapy (OTP)
2. Describe the occupational therapy process (OTP)
3. Understand the principles of professional and clinical reasoning theories and models.(PRB)

4. Describe principles and range of evidence-based practice (PRB)
5. Appreciate health and social care contexts of practice (CPP)
6. Explore the relationship between participation in occupations, health and well-being (POE, OTP)
7. Discuss the concept of humans as occupational beings (POE).

Skills:

8. Apply the occupational therapy process (CPP, OTP, PRB)
9. Demonstrate the ability to conduct an occupational analysis (OTP)
10. Demonstrate ability to find and review different types of information and evidence (PRB)
11. Develop and utilise critical thinking skills and reflection (PRB)
12. Demonstrate effective team working and communications skills (OTP, TPR)
13. Analyse the impact of health conditions and client and contextual factors on human development, activity and participation (POE, OTP)
14. Demonstrate the use of performance skills analysis and outline its relevance to current occupational therapy practice (OTP)
15. Use supervision to consider occupational therapy practice in practice settings (CPP, OTP, PRB POE)

Attitudes:

16. Recognise the need for person-centered practice (TPR)
17. Acknowledge the need for safe and effective occupational therapy practice commensurate with Code of Ethics (OTP, PRB)
18. Work with and values the contributions of service users and carers (PR)
19. Appreciate the impact of activity limitations and participation restrictions on independence, personal choice and lifestyle (POE, OTP, and CPP).
20. Approach the concepts of health and well-being from an occupational performance perspective (POE)

Level 5 / NQF L5

The level of the programme is considered to be developing practice skills and builds on those foundation skills from Level 4. Students are further encouraged to consider the programme themes which started in Level 4 and continue throughout the programme which are: occupational therapy – theory and practice; professional skills and reasoning; evidence-based practice; health, well-being and participation; and practice placement.

The following learning outcomes are relevant for the programme at Level 5. These are mapped against the overall programme learning outcomes which are indicated in brackets.

Upon successful completion of Level 5 students will:

Knowledge:

1. Appraise and evaluate the evidence base in relation to occupational therapy practice (OTP)
2. Apply theories and models in a range of practice contexts (OTP, PRB, CPP)
3. Apply and evaluate core skills of occupational therapy practice in a range of contexts (CPP, OTP, POE, PRB, TPR)
4. Analyse and appraise the evidence in a range of contexts and research (PRB)
5. Analyse local, global and international health and social challenges and opportunities for groups and communities (CPP, POE, PRB)
6. Explore the effects of policy, guidelines and legislation on the health, well-being and participation of families, groups and communities (CPP, POE, PRB)

Skills:

7. Apply clinical and professional reasoning skills to working with a range of people with health and social care needs (OTP)
8. Assess, plan, implement and evaluate occupational therapy interventions (OTP, POE, PRB, TPR, CPP)
9. Adopt a safe and professional to working and learning with others (PRB)
10. Appraise and evaluate the evidence for assessments and interventions (OTP, PRB)
11. Use supervision to evaluate and explore occupational therapy practice in practice settings (CPP, OTP, POE, PRB)

Attitude:

12. Recognise and value anti-oppressive and safe practice in relation to the needs of individuals and communities (CPP, OTP, PRB, TPR)
13. Recognise and value the unique and autonomous nature of service users and others (OTP, PRB, POE)
14. Reflect on personal and professional development needs and identify areas of development (PRB)
15. Evaluate the causes and impacts of occupational deprivation, alienation and disruption on individuals, groups and communities (CPP, OTP, POE)
16. Demonstrate values and attitudes consistent with ethical and safe practice in relation to individuals, groups and communities (CPP, POE, PRB)

Level 6 / NQF L6

The level of the programme is to prepare students to graduate and builds on those knowledge, skills and attitudes developed at Level 5. There is an emphasis on employability and career skills at this level. Students will consider the professional and personal qualities required to become autonomous practitioners.

The programme themes are consolidated and integrated into the final modules of the programme: occupational therapy – theory and practice; professional skills and reasoning; evidence-based practice; health, well-being and participation; and practice placement.

The following learning outcomes are relevant for the programme at Level 6. These are mapped against the overall programme learning outcomes which are indicated in brackets.

Knowledge

1. Independently evaluate opportunities for the development of innovative occupational therapy services (CPP, POE, PRB).
2. Analyse and evaluate how government legislation, national and local policy, health and social care directives, influences service delivery and practice (CPP, POE, PRB)
3. Critically reflect on how the theory and core skills of occupational therapy are implemented in practice (OTP, POE, PRB, TPR)
4. Critically analyses the external influences and drivers impacting on occupational therapy practice (CPP, POE, PRB)
5. Synthesise theories of change in relation to systems and structures which influence occupational therapy practice (CPP, PRB).
6. Critically evaluate and synthesise concepts, theories and research in order to determine their relevance to professional practice (CPP, POE, PRB)

Skills

7. Recognise which contextual aspects of occupational therapy practice it is possible to change and how (CPP, OTP, PRB)
8. Implement strategies to bring about change in appropriate contexts of practice (CPP, OTP, PRB)
9. Justify and conduct a supervised, ethical project applicable to an area of practice or theory (CPP, OTP, PRB)
10. Develop an action plan based on professional and personal development post-graduation (PRB)

Attitudes

11. Commitment to the on-going development of the profession and practice (POE, PRB, TPR).
12. Commitment to engaging in wider debates and advocating for an occupational perspective of humans and health (CPP, POE, PRB)
13. Critically evaluate his/her ability to implement person-centred, collaborative approach within their practice (CPP, OTP, PRP, TPR)

Programme Structure

Modules for the Programme

Code	Level	Semester	Title	Credits	Status of Module*	Programme Outcomes
1OT500	4	1	Foundations of occupational therapy	20	CP	CPP, OTP, POE, PRB, TPR
1OT501	4	1	Professional skills and reasoning (1)	20	CP	CPP, PRB, TPR
1OT502	4	1	Practice placement 1a	10	CP	CPP, OTP, PRB, TPR
1OT503	4	2	Understanding and reviewing the evidence	20	CP	CPP, PRB
1OT504	4	2	Health, well-being and participation: Individuals	30	CP	CPP, POE, PRB
1OT505	4	2	Practice placement 1b	20	CP	CPP, OTP, POE, PRB, TPR
2OT500	5	1	Occupational therapy cases and contexts of practice	30	CP	CPP, OTP, POE, PRB, TPR
2OT501	5	1	Professional skills and reasoning (2)	20	CP	CPP, OTP, POE, PRB, TPR
2OT502	5	1&2	Practice placement 2 <i>for full-time students only</i>	30	CP	CPP, OTP, POE, PRB, TPR
2OT505	5	1	Practice placement 2a <i>for part-time students only</i>	15	CP	CPP, OTP, POE, PRB, TPR
2OT506	5	2	Practice placement 2b <i>for part-time students only</i>	15	CP	CPP, OTP, POE, PRB, TPR
2OT503	5	2	Analysing and applying the evidence	20	CP	CPP, OTP, PRB
2OT504	5	2	Health, well-being and participation: Groups and communities	20	CP	CPP, OTP, POE, PRB
3OT500	6	1	Advancing occupation-focused practice	30	CA	CPP, OTP, POE, PRB, TPR
3OT501	6	1&2	Dissertation (Contributing to the evidence-base)	40	CA	CPP, OTP, PRB
3OT502	6	2	Practice placement 3	30	CA	CPP, OTP, POE, PRB, TPR
3OT503	6	1&2	Professional skills and reasoning (3)	20	CA	CPP, OTP, POE, PRB, TPR

***C**: Compulsory, **CP**: Compulsory for progression to the next level, **CA**: Compulsory for award, **O**: option or **E**: elective.

Teaching, Learning and Assessment Strategy

Level 4 is a foundation level of study and learning focuses on developing the student's abilities to study at honours degree level. Students develop study skills in the context of **understanding and analysis** of the science, philosophy and theory, underpinning contemporary occupational therapy practice. The need for professional thinking that encompasses evidence-based, person-centered

reflective practice will be emphasised; additionally concepts associated with health, well-being and participation.

Module-based learning activities will include formal lectures, seminars, workshops, supported open learning, independent study, and the use of virtual learning environments (i.e. Moodle). Each module at Level 4 provides structured learning using a range of both formative and summative assessments and feedback.

Summative assessment will include a range of methods, for example essays, presentations, short answer and multiple choice examinations, practical project work, group work, report writing, reflection, IT and practice placement. There are two practice placements at Level 4.

Formative feedback will take place throughout the modules and during practice placement; it will include reports, reflective, portfolios, presentations, and discussions, though the exact nature of formative assessment will be decided by each module leader. Formative feedback activities are designed specifically to enable students to receive relevant feedback about their learning in preparation for subsequent summative assessments.

Progression to Level 5 is dependent on successful completion of all modules at Level 4.

Inter-professional learning opportunities will be available in specific modules and maximised during practice placements.

At Level 5 the emphasis of learning is **application and evaluation** of theory, skills and techniques thus building on the foundation knowledge introduced in Level 4. The concepts, theories and skills introduced at this level will be increasing more complex than those explored by students at Level 4. Students will further explore health, well-being and participation in relation to groups and communities with local, international and global perspectives. Evidence-based practice and research skills will also feature.

Students will further develop the enquiry based learning approaches introduced at Level 4 and apply their increasing professional knowledge to case based study and on practice placement.

Module-based learning activities will include formal lectures, seminars, workshops, supported open learning, independent study, practice placement and the use of virtual learning environments (i.e. Moodle). Each module provides structured learning using a range of both summative and formative assessments and feedback.

Summative assessment will include a range of methods, for example essays, practical skills assessment, group work, blogs, portfolio, presentations, and practice based assessment based on meeting all learning outcomes for professional practice.

Formative feedback will include participation in practical presentations, case study workbooks, group work and discussions, though the exact nature of formative assessment will be decided by each module director. Formative assessment activities are designed to enable students to receive relevant feedback about their learning in preparation for subsequent summative assessments.

Progression to Level 6 is dependent on successful completion of all modules at Level 5.

Inter-professional learning opportunities will be provided in specific modules and maximised during practice placement.

At Level 6 the emphasis of the learning concerns **synthesis and critical evaluation**, building on both academic and placement practice experiences experienced from Level 5 and Level 6. This level enables the students to consolidate and assimilate prior knowledge skills and attitudes from previous levels in the programme.

At this level, students will demonstrate the ability to direct their own learning through the completion of a project focussing on occupational therapy practice or theory. They will apply their knowledge and criticality of the chosen subject area to their own work-related skills development.

Module-based learning activities will include formal lectures, seminars, workshops, supported open learning, independent study, practice placement and the use of virtual learning environments (i.e. Moodle). Each module provides structured learning using a range of both summative assessments and formative feedback.

Summative assessment will include a range of methods, for example a research-based project, poster presentations, viva, academic research and written assignments. Each student will have an allocated supervisor for the duration of their research-based project.

Formative feedback will include consultation with service users/organisations, academic tutors, and peer feedback as well as practice placement supervision. Formative assessment activities are designed to enable students to receive relevant feedback about their learning in preparation for the subsequent, final summative assessments.

Inter-professional learning opportunities will be provided in specific modules and maximised during practice placement.

All modules at Level 6 are compulsory and all must be passed together with a cumulative total of 1000 hours attained within professional placement modules that have been credited with academic credits to attain a Bachelor's Degree with Honours.

Professional Practice:

If a student fails the professional practice assessment at Level 4, they must successfully repeat the placement and the assessment before progression to Level 5. If the student fails the repeat of the placement assessment or any other future professional practice their progress through the programme will normally be terminated.

If a student fails a professional practice assessment at Level 5 they may need to intercalate in order to give time to successfully redeem the assessment before progression to Level 6. This repeat professional practice will only be allowed if the student passes all other modules at Level 5 and has passed all previous professional practice assessments. If they have already failed a professional practice assessment, even if it was successfully redeemed, their progress through the programme will normally be terminated.

If a student fails a professional practice assessment at Level 6, this must be successfully redeemed to enable the student to complete their progression through the programme. This repeat professional practice will only be allowed on the recommendation of the examiners and if the student has passed all previous professional practice assessments. If they have already failed a professional practice assessment, even if it was successfully redeemed, their progress through to completion of the programme will not normally be allowed.

Progression and Graduation Requirements

The University's [general regulations for undergraduate awards](#) apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section.

In addition, the following programme-specific regulations apply in respect of progression and graduation:

- In order to gain the BHSc (Hons) Occupational Therapy award students must have successfully completed all modules for the programme and a minimum of 1000 hours of professional practice

Interim awards:

- Certificate of Higher Education in Applied Health and Social Sciences – Successful completion of a minimum of 100 credits of Level 4 modules;
- Diploma of Higher Education in Applied Health and Social Sciences – Successful completion of Level 4 and a minimum of 100 credits at Level 5;
- BHSc (Ord) in Applied Health and Social Sciences – Successful completion of Level 4 and 2 modules and accumulation of a minimum of 60 credits at Level 6. (This will not confer eligibility to apply for registration with the Health Professions Council and consequently to practise as an occupational therapist);
- BHSc (Hons) in Applied Health and Social Sciences - Successful completion of all modules for the programme, with the exception of professional practice or achievement of a maximum of 100 credits at Level 6. (This will not confer eligibility to apply for registration with the Health Professions Council and consequently to practise as an occupational therapist).
- The BHSc (Hons) in Applied Health and Social Sciences may be awarded when a student fails to successfully complete a minimum of 1000 hours of professional practice. (This will not enable eligibility to apply for registration with the Health and Care Professions Council and consequently to practise as an occupational therapist).

Please note: all students must complete the programme within a five year period to comply with professional body requirements. This applies to both full-time and part-time routes.

Internal and External Reference Points

This programme specification was formulated with reference to:

- [University Mission Statement](#) [see page two]
- [Strategic Plan 2015-20](#) [see page four]
- [QAA subject benchmark statement](#) Occupational Therapy (2001)
- [Framework for Higher Education Qualifications](#)
- Health and Care Professions Council Standards of Proficiency - Occupational Therapy (2012b)
- Health and Care Professions Council Standards of Education and Training (2012a)
- Health and Care Professions Council Standards of Conduct, Performance and Ethics (2007)
- College of Occupational Therapists Curriculum Framework for Pre-Registration Education (2009)
- Student feedback
- National Student Survey feedback
- York St John University Subject Review (Occupational Therapy) 2012
- Consultation event with service users, carers, clinical and managerial staff, and service providers.
- Centre for Workforce Intelligence Report (2012): Workforce risks and opportunities: occupational therapists

Further Information

Further information on the programme of study may be obtained from:

- Admissions entry profile (Admissions)
- Programme validation document (Registry – Academic Quality Support)
- Regulations (Registry – Academic Quality Support)
- Student programme handbook (school)
- Module handbooks (school)
- Enrolment - At enrolment a student signifies her/his agreement to abide by all current University regulations and relevant student policies, this includes the Code of Discipline and Disciplinary Procedures (SSPP03). These policies are accessible via the Student Homepage on the University's website. The scope of this procedure would allow for cases of professional suitability.
- University's student experience partnership. See: <http://www.yorks.ac.uk/student-admin/student-administration/policies/student-experience-partnership.aspx>

- Induction - Students are each given a copy of the occupational therapy Code of Ethics and Professional Conduct (COT 2010) and alerted to the Health and Care Professions Council Standards of Proficiency for Occupational Therapists (HCPC 2007). They are informed that these apply to students during their period of study.
- Student support - Once enrolled at the University each student is allocated a member of the teaching team as his/her academic tutor. This member of staff is responsible for providing academic and pastoral support; and when necessary signposting the student to appropriate university-based or other support services. In the cases of any allegation regarding professional suitability, students are advised to seek support and guidance from the students union (<http://www.yjsu.com/>) or university-based student advice team (<http://www.yorks.j.ac.uk/student-advice-team/student-advice-team.aspx>).
- Practice Placement - Students are prepared for each of the four professional practice placement by placement leads from the teaching team. Students are reminded of the need for professional behaviour. Students are expected to abide by the occupational therapy Code of Ethics and Professional Conduct (COT 2010) during each placement. Each week student's professional behaviour according to the Code of Ethics is signed off by the nominated practice placement educator. If causes for concern are raised by practice educators regarding a student's professional behaviour or suitability, a three way meeting is arranged at the earliest convenience. This will be attended by the student, practice educator and a member of staff from York St John University. A plan of action will be agreed at the meeting. If necessary a student will be withdrawn from placement with follow-up action to be taken at the University.
- Case consultation - Initial causes for concern regarding a student's professional suitability are dealt with using the University's case consultation procedure. This meeting is arranged by the Head of Programme, with the student and relevant academic tutor in attendance. It will review and discuss minor issues related to professional suitability and negotiate supportive measures to assist the student to address his/her professional behaviour.
- Standards review - Serious or on-going concerns regarding a student's professional suitability are dealt with using the University's Standards Review Committee. This meeting is usually convened and chaired by the Head of Department. The purpose of the Standards Review Committee is to investigate exceptional shortcomings in student performance and instigate or recommend help, remedial measures or disciplinary action relating to academic or professional matters.
- Student disciplinary - The Vice Chancellor is responsible for student discipline and for the suspension or expulsion of students on disciplinary grounds under delegation from the University's Governing Body. The Vice Chancellor chooses to delegate disciplinary functions and day-to-day responsibilities under his/her authority in these matters to the University's Disciplinary Officer who is the Registrar and Secretary to the Governors. The Student Code of Discipline lists those areas considered misconduct and the processes to be adhered to.

Date written / revised: January 2013 for February 2013 revalidation. Reviewed: September 2014 (no change)

Revised 18.1.16 QSC PASP to include modules 2OT505 and 2OT506 in place of 2OT502 for part-time students wef 2015/16 delivery

Updated May 2017 to reflect changes in NHS funding and removal of part-time option