

## Programme Specification

### BSc (Hons) Occupational Therapy

<i>School:</i>	Science, Technology and Health
<i>Subject area:</i>	Occupational Therapy
<i>Entry from academic year:</i>	2023-24
<i>in the month(s) of:</i>	September
<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>	Royal College of Occupational Therapists Health and Care Professions Council
<i>Exit awards:</i>	Certificate of Higher Education Applied Health and Social Sciences Diploma of Higher Education Applied Health and Social Sciences BSc (Ord) Applied Health and Social Sciences
<i>UCAS code / GTTR / other:</i>	B930
<i>Joint Honours combinations:</i>	Not applicable
<i>QAA subject benchmark statement(s):</i>	Health care programmes: Occupational Therapy 2001
<i>Mode/s of study:</i>	<a href="#">Undergraduate periods of study</a> <sup>1</sup> for full time
<i>Language of study:</i>	English
<i>Paired with foundation year</i>	No
<i>Study abroad opportunities:</i>	No
<i>Placement year opportunity:</i>	No

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### Introduction and special features

'Occupational therapy enables people to achieve health, wellbeing and life satisfaction through participation in occupation'.

The BSc (Hons) Occupational Therapy programme (henceforth referred to as 'the Programme') offers a range of inspirational learning opportunities to support you in reaching your fullest potential as one of the occupational therapists of the future. This training will enable you to make a positive contribution towards the enhancement of the health and wellbeing of individuals and communities at both national and international levels.

The Programme is constructed around the World Federation of Occupational Therapists (WFOT) *Minimum Standards for the Education of Occupational Therapists: Revised 2016* including meeting the 90 weeks minimum period of study and recommended 1000 hours of practice education. The Programme is also guided by documentation from the Royal College of Occupational Therapists' (RCOT) specifically the *Career development framework, learning and development standards for pre-registration education* and the *Entry level occupational therapy core knowledge and practice skills* and the Health and Care Professions Council (HCPC) *Standards of Education and Training*. The programme is underpinned by a strong theoretical approach and will feature both university and national/international practice-based modules.

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<sup>1</sup> The standard period of study will apply unless otherwise stated

Additionally there is a strong emphasis on inter-professional learning within mandatory training and on professional practice placements.

Successful completion means you are eligible to register with the Health and Care Professions Council (HCPC) to practice under the protected title of 'occupational therapist'. The Programme is inclusive, innovative and transformative using current evidence-based concepts and practice and a range of contemporary and traditional learning approaches. Additionally, the Programme will equip you to become a life-long learner and to develop your graduate skills for working life and employment. The Programme actively encourages you to become a student member of the Royal College of Occupational Therapists.

Occupational therapy graduates need to recognise and respond to the changing demands of health and social care practice due to national and local contextual drivers and influences. Key features of the Programme are 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. As a graduate from the Programme, you will be equipped with the knowledge, skills and attitudes/values commensurate with occupational therapy practice. In addition you will be a reflective, evidence-based practitioner with potential leadership skills and the ability to promote the unique features of the profession in a modernising health and social care arena.

### **Programme design**

The process of review and development of this programme incorporated feedback received from student evaluations, visiting lecturers, service users, occupational therapy practice managers and practice educators as well as participation from the programme team, the programme study skills tutor, colleagues from academic development and the technology enhanced learning team.

To reflect contemporary thinking, there is a definitive move away from impairment-based medical models instead a more overt occupation-centeredness is seen throughout this programme. For example, you will not see a module entitled 'anatomy and physiology'; rather this content will be embedded within module strands and will be aligned to reflect clinical practice.

What we are offering are strands of integrated teaching and learning with a high level of ongoing feedback that facilitates deep learning and the development of sustainable lifelong learning skills. In line with the Career Development Framework, over the three years you will develop your ability to 'identify, monitor and enhance their own leadership skills'. By selecting your best examples of evidence to meet the learning outcomes you will demonstrate your understanding with the presentation of learning at the end of each academic year.

### **Inter-professional and inter-agency learning**

Inter-professional and inter-agency learning is a key component throughout the BSc Occupational Therapy Programme. Students are encouraged to consider the role of different professions and how they work alongside occupational therapists throughout the programme. This takes the form of case scenarios, case discussion and visiting speakers from a variety of different professions.

Occupational therapy students and physiotherapy students are co-taught for all face to face elements of generic skills for practice / mandatory training. These include: Moving and handling, basic life support, breakaway training, fire safety and infection control. The students are encouraged to problem solve and discuss case scenarios together.

Other opportunities for inter-professional learning are throughout the 1000 professional practice placement hours that the students are required to undertake. All students are required to work alongside other professions and are actively encouraged to shadow other health professionals to explore how services and professions work together to meet the needs of service users. Placement learning outcomes reflect the need to work collaboratively using effective communication strategies.

Additionally, collaborative learning is encouraged with students from different York St John University Programmes (e.g. Design, Photography, Drama and Counselling).

Service users and carer engagement is embedded within teaching and learning across all three levels of the Programme. Some service users, carers and third sector providers are directly involved in delivery of teaching, research opportunities, collaborative practice and shared learning. In addition, practice placements offer an interface to connect with a wide range of collaborators such as Converge, Discovery Hub, Playback Theatre, Dementia Forward, Age UK and York People First Advocacy.

Stakeholder events including students, service users and carers, third-sector providers and other stakeholders offer further opportunities to develop collaborative relationships and curriculum content.

### **Internationalisation**

York St John University is committed to providing students with opportunities for international study. The occupational therapy programme enables students to consider international placements, supervised by qualified occupational therapists.

The Programme also features role-emerging (sometimes referred to as contemporary) placements. Role-emerging practice placements take place in settings that have previously not employed or identified an occupational therapy role. In this scenario 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.

Each year the Programme takes a number of international students, who are able to contribute a global perspective to study and enhance diversity within the cohort. There are also established links with other occupational therapy programmes around the world, including those based in the United States of America and Scandinavia, offering opportunities for international visiting lecturers, incoming student exchange and research collaboration.

### **Technological strategy**

The Programme is proud to embrace advancements in technology and uses a number of formats to facilitate teaching, learning and Programme management. The Programme is active on social media and encourages you to develop your 'professional self' through this medium.

### **Admissions criteria**

You must meet the University's general entry criteria for [undergraduate](#) study. In addition, you must have:

- Five GCSE's at Grade C and above / Grade 4 and above (or have a York St John University approved equivalent), including English Language, Mathematics and a Science

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/>).

A foundation degree designed as an entry qualification/step up award to a pre-registration occupational therapy programme must be a coherent programme of study in its own right and clearly demonstrate alignment with the learning outcomes of a Bachelor's degree with honours in occupational therapy. The progression route through to a Bachelor's degree with honours in occupational therapy must be stated. Where generic Foundation Degrees are used as step-up awards to a pre-registration bachelor's degree programme, the applicant must undergo the standard admissions process to the BSc programme and will be subject to the standard AP(E)L requirements for that programme.

If you do not have traditional qualifications, you may be eligible for entry on the basis of [Recognition of prior learning \(RPL\)](#). 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 enhanced Disclosure and Barring Service (DBS) check

- Performance to a satisfactory standard in occupational therapy selection tasks, demonstrating that your individual values and behaviours align with NHS Constitution
- Satisfactory reference(s)

The APL/APEL policy includes consideration for the first placement module and exemptions from Senate regulations will have been sought that recognise the RCOTs requirements:

1. Credit for the first placement module can be awarded through AP(E)L on evidence of the relevant learning outcomes being met
2. The number of placement hours recognised through AP(E)L will be equivalent to the number of hours normally accredited through module completion

### **Values based recruitment**

The values base for Occupational Therapy practice and for BSc Occupational Therapy programme recruitment and selection process at York St John University is based on:

- [NHS values \(as embedded in the NHS constitution\)](#)
- [Values Based Recruitment Guidance \(Health Education England\)](#)
  - For example; Health Education England (2016) *Values Based Recruitment Framework*
- [Social care values \(see Skills for Care\)](#)
  - For example; Goode, J (2014) *Value based recruitment toolkit Skills for Care*
- Service user and carer consultations and guidance. For example;
  - North of England Mental Health Development Unit (2013) *Working with People with dementia and their carers: Values Based Recruitment* North East Dementia Alliance
  - Local Regional Advocacy and Service User Advisory Group. This Yorkshire -based group have been collaboratively involved in recent developments to and delivery of the existing Occupational Therapy programme recruitment and selection process.

In line with this guidance, BSc Occupational Therapy programme 'Selection Day' applicant assessments will include a focus on user perspectives, communication and inter-personal skills, collaborative skills, valuing the contribution of others and empathy. There are three assessments and each applicant will have to attain a minimum threshold score for each assessment.

- Written assessment; values, knowledge and skills based
- Group assessment; a scenario based assessment. Assessment criteria include knowledge, communication skills, collaboration and working with others, and demonstrating empathy, person-centred perspectives and an understanding of practice values and ethics
- Individual interview; assessment criteria include understandings of profession, and demonstrating communication and reflective skills.

Strategies to attract potential applicants to BSc Occupational Therapy programme will include;

- Involvement in York St John University Open Days
- Involvement in York St John University marketing events, such as community outreach events at local schools and colleges
- Involvement in York St John University widening participation outreach events, such as 'Aspirations Day' with East Yorkshire coast schools

## **Programme aim(s)**

The overall aim of the programme is to provide you with an outstanding education and training which, if successful will enable you to apply for registration with the HCPC to practice as an occupational therapist and apply for membership of the British Association of Occupational Therapists Limited (BAOT).

The programme aims are:

1. To deliver a programme which produces students who are competent to practice as an occupational therapist
2. To deliver a programme which reflects the core philosophy, knowledge, skills and values of the profession of occupational therapy
3. To deliver a professional programme in which theory and evidence are integrated throughout
4. To develop substantial knowledge, skills and professional values of the relationship between person-occupation-environment and health and well-being
5. To develop substantial knowledge, skills and professional values of therapeutic and professional relationships within the occupational therapy process
6. To develop substantial knowledge, skills and professional values of multi-disciplinary and multi-agency working, promoting the value and contribution of occupational therapy
7. To develop substantial knowledge, skills and professional values of the occupational therapy process including; assessment, planning, intervention and evaluation in a range of therapeutic settings
8. To develop substantial knowledge, skills and professional values of person-centred and occupation focused practice in a wide range of contexts and settings
9. To develop substantial knowledge, skills and professional values of professional and clinical reasoning
10. To develop substantial knowledge, skills and professional values in the understanding and contribution of local, national and international contexts of profession practice
11. To develop substantial knowledge, skills and professional values of evidence based practice
12. To develop substantial knowledge, skills and professional values of effective communication
13. To develop substantial knowledge, skills and professional values of ethical and professional practice
14. To provide a range of appropriate professional practice learning opportunities for students to further develop and apply their knowledge, skills and values with service users and practice settings.
15. To develop skills and values to become autonomous learners
16. To develop substantial knowledge, skills and professional values of reflection, reflexivity and critical thinking
17. To develop and value a commitment to life-long learning and continuing professional development

## Programme learning outcomes

Programme level learning outcomes have been developed and mapped against the required guidance from the WFOT, RCOT and HCPC and articulate how the programme aims will be transferred into your learning achievements. The programme learning outcomes will be achieved via a range of learning opportunities offered at university and in professional practice placement settings.

Upon successful completion of the programme students will be able to:

### Level 4

#### Knowledge

- 4.1 To **describe** and **discuss** the nature of occupation and the inter-relationships between occupation, health, well-being and participation
- 4.2 To **explain** the benefits of multi-agency and inter-professional working
- 4.3 To **describe** and **discuss** the importance of person-centred practice and collaborative working with service users and carers
- 4.4 To **describe** and **discuss** the occupational therapy process and its components;
- 4.5 To **explain** and **summarise** a range of theories underpinning occupational therapy
- 4.6 To **describe** and **discuss** issues of professionalism and ethical practice

#### Skills

- 4.7 To **use** a model of reflection
- 4.8 To **demonstrate** professional communication skills (e.g. verbal, non-verbal, written, record keeping, online)
- 4.9 To **work** effectively within a team and in partnership with service users, carers and families
- 4.10 To **demonstrate** appropriate observations of people, environments and occupations
- 4.11 To **undertake** occupational analysis
- 4.12 To be able to **find** and **use** different sources of literature and evidence to support academic work, practice on placement and use accurate referencing conventions
- 4.13 To manage workload **effectively**
- 4.14 To **engage** in supervision with practice placement educator

#### Attitudes/values

- 4.15 To demonstrate an **appreciation** of the importance of evidence based practice
- 4.16 To demonstrate a **commitment** to human rights, equality, diversity and anti-oppressive practice
- 4.17 To demonstrate an **understanding** and **commitment** to people as unique and autonomous, to person centred practice and to people's potential
- 4.18 To demonstrate a **commitment** to professionalism and ethical practice
- 4.19 To demonstrate an **appreciation** of effective teamwork and collaboration

### Level 5

#### Knowledge

- 5.1 To demonstrate a **critical understanding** of the inter-relationship between occupation, health, well-being and participation
- 5.2 To **apply** a range of theoretical perspectives of occupation in context
- 5.3 To **analyse** and **critically appraise** a range of evidence and **discuss** its implications for occupational therapy practice
- 5.4 To **analyse**, **compare** and **contrast** a range of theories underpinning occupational therapy practice
- 5.5 To **appraise** a range of research methods

## Skills

- 5.6 To **demonstrate** professional communication skills (e.g. verbal, non-verbal, written, record keeping online)
- 5.7 To **describe** and **discuss** of the importance of person-centred practice and collaborative working with service users and carers
- 5.8 To be able to **gather** and **analyse** accurate and appropriate information using appropriate clinical assessment tools
- 5.9 To be able to **plan** a therapeutic occupation focussed intervention
- 5.10 To be able to **implement** a therapeutic occupation focussed intervention
- 5.11 To be able to **evaluate** therapeutic occupation focussed intervention
- 5.12 To **demonstrate** and **apply** critical thinking and reflection
- 5.13 To **demonstrate** and **apply** clinical reasoning
- 5.14 To **manage** workload effectively
- 5.15 To **engage** in supervision with practice placement educator
- 5.16 To be able to **design, justify** and **apply** appropriate research methodology in developing a project proposal
- 5.17 To be able to **find** and **critically appraise** current literature

## Attitudes/values

- 5.18 To **demonstrate** and **apply** professional attitudes which value service user involvement and co-production in occupational therapy practice and research
- 5.19 To **demonstrate** commitment to life-long learning, and reflection
- 5.20 To **demonstrate** commitment and sensitivity to equality, diversity and inclusivity
- 5.21 To **demonstrate** a commitment to person-centred practice

## Level 6

### Knowledge

- 6.1 To **critically evaluate** the inter-relationship between occupation, health, well-being and participation
- 6.2 To **synthesise** and **critically evaluate** health and social care systems, policy, legislation priorities for the advancement of occupational therapy services
- 6.3 To **critically evaluate** and **apply** a range of theories underpinning occupational therapy practice
- 6.4 To **critically evaluate** the socio-cultural, economic and environmental determinants of health and well-being and social justice
- 6.5 To **critically appraise** and identify opportunities for service improvement
- 6.6 To **evaluate** and **apply** models of leadership and change management to occupational therapy practice
- 6.7 To **critically evaluate** the application of the occupational therapy process in contemporary evidence-based practice
- 6.8 To be able to **evaluate** and **synthesise** knowledge of research methods and the production of evidence to inform occupational therapy practice
- 6.9 To **critically** engage and contribute to ethical and anti-oppressive practice in clinical and research

### Skills

- 6.10 To **demonstrate** an ability to work in and deliver inclusive, accessible, culturally relevant occupational therapy with complex individuals, groups and communities
- 6.11 To **demonstrate** ethical, professional, collaborative and effective working
- 6.12 To **demonstrate** critical reflection in the delivery and evaluation of occupational therapy practice
- 6.13 To **demonstrate** evidence-based informed occupational therapy process within professional settings

- 6.14 To **demonstrate** skills in collection, analysis and interpretation and the evaluation of evidence and research
- 6.15 To **demonstrate** the ability to **identify** and **reflect** on personal skills as an autonomous and accountable professional
- 6.16 To **demonstrate** appropriate levels of self-management and collaboration, contributing to the effective delivery of services
- 6.17 To **demonstrate** professional communication skills (e.g. verbal, non-verbal, written, record keeping online)
- 6.18 To **demonstrate** and **apply** clinical reasoning
- 6.19 To **manage** workload and a small caseload within the student's scope of practice as guided by the practice placement educator
- 6.20 To **engage** in supervision with practice placement educator

#### Attitudes/values

- 6.21 Continue to **advocate** and **promote** the people's rights to access and participate in occupation to enhance and maintain health and well-being
- 6.22 Continue to **demonstrate** a professional commitment to co-production, valuing service user participation to inform service development, service delivery and research
- 6.23 A **commitment** to the ongoing development of the individual and the profession as part of lifelong learning
- 6.24 Continue to **value** practicing as an ethical, reflective and evidence based professional
- 6.25 To **demonstrate** a continuing commitment to person-centred practice

#### Programme structure

Code	Level	Semester	Title	Credits	Module status	
					compulsory or optional to take <b>C or O</b>	non-compensatable or compensatable <b>NC or X</b>
OCT4001M	4	1&2	Introduction to Occupational Therapy Practice	80	C	NC
OCT4002P	4	1	Introduction to Occupational Therapy Practice: Practice Placement 1	10	C	NC
OCT4003P	4	2	Introduction to Occupational Therapy Practice: Practice Placement 2	30	C	NC
OCT5001M	5	1	Developing Occupational Therapy Practice	60	C	NC
OCT5002P <sup>2</sup>	5	2	Developing Occupational Therapy Practice: Practice Placement	40	C	NC
OCT5003M	5	2	Research Preparation	20	C	NC
OCT6001M	6	1	Contributing to Occupational Therapy Practice	40	C	NC
OCT6002M	6	1&2	Advancing Occupational Therapy Practice	40	C	NC
OCT6003P	6	2	Advancing Occupational Therapy Practice: Practice Placement	40	C	NC

To maintain RCOT accreditation, the duration of the Programme will normally be a minimum of 90 scheduled weeks of learning. Any individual student's period of learning must not exceed the length of the accredited programme plus two years and not exceeding six years. In exceptional circumstances an

<sup>2</sup> OCT5002P commences delivery one week before the start of Semester 2



extension of no more than six months beyond this maximum period may be requested. In such cases the approval of the Royal College of Occupational Therapists must be sought prior to any further study or professional practice experience being permitted.

### **Learning, teaching and assessment**

The Programme has been designed to develop relevant knowledge, skills and professional attitudes/values required to achieve entry level professional competencies as required by the World Federation of Occupational Therapists, Royal College of Occupational Therapists and the Health and Care Professions Council. In the development of this Programme, the learning, teaching and assessment strategy has been reviewed and transformed, providing a balance between learning through assessment with feedback and reflection (formative) and assessment of learning through summative assessment. The Programme has been designed around Programme level learning outcomes across the three levels.

### **Student responsibilities**

As a student at York St John University you are expected to engage and participate with the Programme in line with University regulations that can be found here: <https://www.yorks.ac.uk/ssr/policies-and-regulations-/participation/>

### **Quality assurance**

The External Examiner is an Occupational Therapist who does not have connection to the University. The External Examiner oversees and advises on the assessment process for a period of 4 years, unless extended by an additional year. The External Examiner scrutinises a sample of student work and Moodle sites from all of the Programme modules. Any changes to assessment are subject to the approval of the External Examiner, who submits an annual report on the quality of the programme and the standards achieved. The Director of Occupational Therapy, in consultation with the Head of School, responds to the External Examiner's annual report. A new External Examiner will be appointed who works in academic institution and is HCPC registered on the appropriate part of the register.

Monitoring reports are provided to Health and Care Professions Council and the Royal College of Occupational Therapists as requested.

### **Educational philosophy**

The programme is delivered using a blended-learning approach, in which there is a mixture of face-to-face and virtual or on-line learning, self-directed study and experiential learning. The blended-learning approach offers flexibility of learning opportunities and is particularly inclusive for students with different learning needs, caring roles and responsibilities, students with part-time jobs and for students travelling long distances from home to university.

Enquiry-based learning is embedded throughout the delivery of the curriculum in which students will learn through the process of enquiry, discovery, and problem solving. Learning is scaffolded across the three years of the Programme in a way which develops appropriate professional competencies required as independent learners, evidenced-based practitioners and skills to continue lifelong learning during in their professional careers.

### **Teaching strategy**

The programme utilises a range of relevant, contemporary real world learning opportunities/resources which will prepare you for the challenges of working in a changing environment of health and social care and innovative models of service delivery. Future proofing an emerging workforce will require you to develop skills in; enquiry, problem setting and problem solving, research, critical thinking, analysis, evaluation, collaboration, reflection, self-assessment, peer assessment, giving and receiving feedback, creativity, innovation, coaching skills, leadership, entrepreneurial and management skills, teamwork, independent learning, self-reliance and autonomy.

Face-to-face learning and teaching may include:

- Lectures
- Seminars
- Individual and group tutorials
- Interactive workshops
- Visits and field trips
- Guest speakers and visiting lecturers from service users, clinicians, service providers

Experiential learning may include:

- Practical skills workshops
- Research
- Reflection on 'doing and living'
- Professional practice placements

The Programme team will keep up-to-date with innovations in technology enhanced learning. The Programme team are supported by the central University, Technology Enhanced Learning team, who provide technical support and training in the use of the online platforms.

Online activities may include:

- Virtual Learning Environment (VLE)
  - Forums, discussion groups, screen-cast lectures (flipped classroom), e-portfolios, module teaching resources, wikis, digital badges
- Online platforms/applications
  - Social media (e.g. Twitter, YouTube, Pinterest)
  - Blogging
- Library electronic resources
  - Databases
  - Specialist software
  - Digital repositories

### **Assessment strategy**

The Programme adopts the view that formative assessment and feedback, promotes deep and complex learning and that summative assessment evaluates the learning occurred.

The Programme will use a wide range of assessment (formative and summative) methods throughout which are fit for purpose, inclusive and that will develop your academic literacies as well as professional competencies. Assessments (formative and summative) aims to assess programme level learning outcomes.

You are required to pass all five summative assessments listed below (specific details found in module specifications):

<b>Level</b>	<b>Module</b>	<b>Summative Assessment</b>
4	OCT4001M	Portfolio and presentation
5	OCT5001M	Portfolio and viva voce
5	OCT5003M	Research proposal or service evaluation proposal (3,000 words)
6	OCT6001M	Research article or service evaluation report (5,000 words)
6	OCT6002M	Viva voce

For each summative assessment, you will receive formal feedback (either written or audio recording) based upon the University's General Assessment Descriptor standard feedback form. For each formative assessment activity, you will also receive a range of formal (verbal, written), peer and/or tutor feedback and self-assessment with reflection. You will receive guidance and appropriate training on the giving and receiving feedback and such activities will be scaffolded across the course of the programme to develop individual skills and competencies in feedback giving and receiving.

Academic tutors will support and monitor your progression towards meeting the programme level learning outcomes. You will be required to interpret the learning outcomes and will be supported in choosing your best examples of work for your summative assessment for the two modules which are assessed through a portfolio of coursework and presentation. This process not only offers you choice and creativity in your assessment but will also prepare you for developing and producing a professional Continuous Professional Development (CPD) portfolio as evidence for any future audit for HCPC registration renewal.

Information and guidance regarding all assessment requirements will be available to you via the university virtual learning environment (Moodle) module sites. You will be offered assignment tutorials (group and/or individual) to support the preparation for assessments. The University also provides a range of central guidance and learning resources through the Information and Learning Services directorate. These resources include online tutorial, factsheets, study skills workshops and individual appointments with specialist staff e.g. writing support, librarian.

## 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 as non-compensatable.

This programme does not permit the option to study part time to redeem progression failure in level 4 and 5 due to a PSRB requirement.

Students will be eligible for the award of the **BSc (Hons) Occupational Therapy** when they have:

- Passed all modules specified for the programme of study in the programme specification
- Passed all occupational therapy professional practice placements

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

- Students must pass all level 4 (year 1) modules before progressing to level 5 (year 2) study
- Students must pass all level 5 (year 2) modules before progressing to level 6 (year 3) study
- Students must pass all level 6 (year 3) modules before progressing to the Award of BSc (Hons) Occupational Therapy
- Students must successfully complete and pass a minimum of 1,000 hours of professional practice placement
- Students who fail a level 4 (year 1) placement **must** redeem this before progressing to level 5 (year 2) of the programme
- Students who fail a level 5 (year 2) placement **must** redeem this before progressing to level 6 (year 3) of the programme
- Students will only be able to fail and redeem one practice placement. Subsequent failure of another practice placement will result in termination of the student's enrolment on the programme.
- Students who have Semester 1 resits following the Progress and Award Board and are then on placement are permitted to have the option to take their resits in the Semester 2 resit period.

BSc (Hons) in Occupational Therapy	Successful completion of all three levels gaining a total of 360 module credits including a pass for all practice placements.  Only this award carries eligibility for registration with the HCPC.
BSc (Ord) in Applied Health and Social Sciences	For those who have not met the credit requirements for the BSc (Hons) Occupational Therapy but have achieved the regulatory credit requirements for the award of an Ordinary degree, the award of BSc (Ord) Applied Health Sciences will be given.  This will <b>not</b> enable eligibility to apply for registration with the Health and Care Professions Council (HCPC) and consequently to practise as an occupational therapist.
Aegrotat awards	If a student is offered an aegrotat award as per the University regulations, this does <b>not</b> confer eligibility to apply for admission to the Health and Care Professions Council (HCPC) register.

NB: all students must complete the programme within a five year period to comply with professional body requirements (RCOT 2014).

### Internal and external reference points

This programme specification was formulated with reference to:

- [University mission and values](#)
- Strategic Plan 2015-20
- [QAA subject benchmark statements](#)
- [Frameworks for Higher Education Qualifications](#)
- University's student experience partnership. See: <https://www.yorks.ac.uk/ssr/policies-and-regulations-/student-experience-partnership/>
- College of Occupational Therapists (2014a). College of Occupational Therapists' learning and development standards for pre-registration education. London, COT.
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- College of Occupational Therapists (2015). Code of Ethics and Professional Conduct. London, COT.
- College of Occupational Therapists (2016). Entry level occupational therapy core knowledge and practice skills. London, COT.
- College of Occupational Therapists (2017). Professional Standards for Occupational Therapy Practice. London, COT.
- Health and Care Professions Council (2016). Standards of conduct, performance and ethics. London, HCPC.
- Health and Care Professions Council (2017). Standards of education and training guidance. London, HCPC.
- Quality Assurance Agency (2014). UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards PART A: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies. Gloucester, QAA.
- Quality Assurance Agency for Higher Education (2001). Benchmark statement: Health care programmes. Gloucester, QAA for HE.
- Royal College of Occupational Therapists (2017). The Career Development Framework: Guiding Principles for Occupational Therapy. London, RCOT.

- World Federation of Occupational Therapists (2016). Minimum Standards for the Education of Occupational Therapists: Revised 2016. Australia, WFOT
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