

## 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>	2025-26
<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>	Health and Care Professions Council (HCPC) Royal College of Occupational Therapists (RCOT)
<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>	N/A
<i>QAA subject benchmark statement(s):</i>	N/A
<i>Mode/s of study:</i>	3 years Full time 6 years Part time <sup>1</sup>
<i>Language of study:</i>	English
<i>Paired with Foundation Year</i>	No
<i>Study abroad opportunities:</i>	No
<i>Opt-in YSJU Placement Year opportunity:</i>	No

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<sup>1</sup> Part-time 6 years maximum

## Introduction and Special Features

This well-established, popular, and successful BSc (Hons) Occupational Therapy programme at York St John University (YSJ) embodies the core values, attributes, skills and knowledge consistent with the occupational therapy profession. You will learn about the philosophies of contemporary and innovative practice, and develop skills of a proactive, efficient, and responsive professional.

There has been an occupational therapy education programme at the heart of the University for over 46 years, and students and graduates have a strong professional identity and a commitment to enabling people to fulfil their potential as occupational beings (RCOT, 2015). Entering the programme, you will be part of a thriving occupational therapy community that has positive support from a robust collaboration with local occupational therapists, local community groups and charities as well as working with other healthcare professions (HCPC, 2017). There has been a long-standing and high success rate for graduates from the BSc (Hons) Occupational Therapy Programme, and most of our students who successfully complete their studies are offered a job before they have completed their studies.

We pride ourselves in ensuring that the programme is student-centred, involving an inclusive curriculum, so that you can fulfil your potential. We offer opportunities to be entrepreneurial, innovative, and enterprising, to support your future ability to scope and broaden the horizons for occupational therapy (RCOT, 2022). Teaching matches contemporary drivers within health, wellbeing and social care and enables graduates to become competent, confident occupational therapists with the knowledge and skills required to practice in both traditional and emerging settings. You will be working closely with Service Users'/carers'/People with Lived Experience, whom have been involved in co-designing elements of the curriculum, co-interviewing applicants and providing you with some learning experiences.

The York St John University Values and 2026 strategy, in promoting equality, social justice, and challenging prejudice, are well aligned with the values of Occupational Therapy and these are central to all aspects of the programme. This inclusive, collaborative and community minded nature of the curriculum is reflected in the projects that both staff and students have been involved with, for example on an [Allotments Project](#) and [Backyard Project](#).

### The Programme Outline

The BSc (Hons) Occupational Therapy degree is a three-year long programme (can be completed in 6 year's [maximum] part time) which has been designed in line with Health and Care Professions (HCPC) [Standards of Proficiency for Occupational Therapists \(2023\)](#), the Royal College of Occupational Therapists (RCOT) [Learning and Development Standards \(RCOT, 2019\)](#), and the [Professional Standards for Occupational Therapy Practice, Conduct and Ethics \(RCOT, 2021\)](#). Successful completion of all modules and placements will enable you to register with the HCPC to practice under the protected title of 'State Registered Occupational Therapist.'

### Features of the Curriculum

The programme has been validated and approved by the HCPC and RCOT and you will benefit from a variety of teaching and learning opportunities to enable you to be successfully prepared for qualified professional practice, but we also offer elements that are distinct from many other similar programmes:

- 1) A Flexible Route of Study:** The programme is offered on a three-year full-time basis, but you can also choose to study part-time, either from the beginning, or further into the programme, this is designed to be [inclusive](#) to allow you to be able to progress through the modules in relation to your education, financial and personal needs. This part-time route would mean you attending one module (as opposed to two) at a time, per semester, thereby only requiring half the amount of time spent in university. You would then complete the other modules at that level the year after. However, attendance on placement may be full-time or part-time depending on your learning, health and wellbeing needs. This route can be followed for every level which means it would take six years in total, or you could decide to study part time for one of

the levels only (for example, level 5 which would mean attending level five over two years) and therefore, you would complete the programme and qualify in four years in total, and so on.

- 2) A practice-based placement within the first semester of the programme:** In your first year of study, you will attend your first placement (4-weeks) in one of a variety of settings including NHS in-patient and community-based settings, social care, residential or charitable organisations, before the winter break.
- 3) Working in 'real-life' simulations with Service Users:** You will be working alongside people with lived experience and occupational therapists within the practice simulation areas at the university (for example, working on one of the simulated in-patient medical wards, the apartment, or in the adapted kitchen). You will be able to develop your communication skills and learn from interactions with people with lived experience.
- 4) Optional Contemporary/Role Emerging Placement (REP):** These placements involve you working on an occupation centred project alongside another student, within a setting where there is no occupational therapy in place. You will receive long-arm supervision from a qualified occupational therapist. These placements may take place in settings such as working with the homeless, refugees, working in horticultural settings or in charities. Contemporary/REP placements can provide opportunities to develop added skills in service development and leadership, which are key factors for employability (Thew et al., 2018).
- 5) There are no traditional style exams:** Key concepts including anatomy, physiological symptoms and processes and psychosocial factors are taught and assessed within an applicable, person- and occupation-centred approach (using scenarios and service user experiences), rather than you being required to rote learn clinical and anatomical features and test knowledge via formal exams.

## Admissions criteria

You must meet the [minimum entry requirements](#) which are published on the programme specific webpage. In addition, you also should have: 120 UCAS points including five GCSEs at Grade C/4 (or equivalent) in English Language, Maths and Science.

You must also:

- Make an application via UCAS
- Attend an interview on the selection day
- Have satisfactory references
- Receipt of a satisfactory Disclosure and Barring Service (DBS) certificate
- Satisfactory medical screening, including evidence of up-to-date vaccinations and immunisation.

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, or have relevant prior learning, you may be eligible for entry on the basis of [Recognition of prior learning \(RPL\)](#). Where learning on another occupational therapy programme has been achieved, it may be possible to transfer the credits to start at a higher level of the programme this will only be possible where a transcript of the credits/module learning outcomes are scrutinised and approved by the Professional Course Lead and the assessment team in order to ensure that the prior learning is equitable to that on the BSc (Hons) Occupational Therapy module specifications. **Please note that a maximum of one third of credits in recognition of prior learning may be transferred into the programme.**

All applicants will need to complete a declaration of prior learning in occupational therapy in which the student demonstrates that they have not been terminated from a programme due to professional fitness/ misconduct. This includes that they have not failed re-sit practice-based placement learning.

## BSc (Hons) Occupational Therapy programme 'Selection Day' applicant interviews involve:

- A group question and answer session with current occupational therapy students
- Individual interview with Academic staff team and service user/ carer/ person with lived experience, using scenarios derived from the NHS Constitution and ['6 C's'](#) (NHS, 2018).
- Examples of the types of scenarios are described on the programme [webpage](#).

## **Programme Aims**

**The principle aims of the BSc (Hons) Occupational Therapy programme are to prepare you:**

1. To become autonomous, evidence-informed, confident, and entrepreneurial occupational therapists with the required professional, and personal skills and knowledge to practice in a variety of contemporary and emerging settings.
2. To develop inclusive skills to promote health and wellbeing via a capabilities and occupation-centred approach to enable person centred occupational participation as well as advocate for occupational justice.
3. To be able to critically reflect on your delivery and research of occupation-centred, values-based, and evidence-informed occupational therapy practice and systematically evaluate your on-going contribution to envision, scope and transform potential occupational therapy services.

## **Programme Learning Outcomes (PLO's)**

### **Level 4: Programme Learning Outcomes**

**On successful Completion of this level of study you will be able to:**

- 4.1. Recall and summarise the philosophical rationale and key theories which explore the relationships between occupation, health, and well-being, and explain how these relate to occupational participation.
- 4.2. Reflect on your own core values and developing skills and align these with the professional standards, skills, values, and core principles of occupational therapy practice.
- 4.3. Identify and discuss a number of contemporary applications of the occupational therapy process, including individual and/or group interventions in a range of contexts and settings.
- 4.4. Select and apply professional communication skills (e.g., verbal, non-verbal, written, face-to-face and online) which demonstrate sensitivity and awareness of cultural and ethical contexts that people may face.
- 4.5. Recognise and explain the value of equality, diversity, and inclusivity to be occupation- and person-centred.
- 4.6. Discuss how occupational therapy can be planned, delivered, and evaluated in professional settings to meet a diverse range of needs.
- 4.7. Identify and discuss a range of contemporary political, socio-cultural, economic, and environmental factors that affect occupational participation.
- 4.8. Explore key scholarly debates, research approaches and tools that build knowledge in the fields of occupational science or occupational therapy.
- 4.9. Explore leadership and/or change management theories and practices relevant to current/future occupational therapy practice.

## **Level 5: Programme Learning Outcomes**

**On successful completion of this level of study you will be able to:**

- 5.1. Critically apply your knowledge of the philosophical rationale and theoretical concepts for understanding humans as occupational beings within an occupational justice and occupation-centred practice frameworks, using a range of research-based evidence.
- 5.2 Appraise your continued development of an ethically evidence-informed, and values-based (inter) professional practice, and critically reflect on your translation of evidence into being person and occupation centred.
- 5.3 Assess a wide range of contemporary examples of the occupational therapy process (diverse range of skills, risks, different contexts, and settings, and both group and individual interventions) using a rigorous, evidence-informed approach.
- 5.4 Modify your mode(s) of communication to show sensitivity to and awareness of culture, inclusivity, diversity, and reflect on your efforts to make communication accessible and achievable for the people with whom you work.
- 5.5 Identify a range of occupation- and person-centred strengths-based strategies and appraise their use in innovating and enhancing wellbeing and promoting health in contemporary occupational therapy practice and services.
- 5.6 Deliver safe and effective occupational therapy practice within a professionally supervised range of settings, which demonstrably meets the needs of range of people.
- 5.7 Critically analyse a wide range of evidence-informed political, socio-cultural, economic, and environmental factors that might affect and impact on occupational participation and potential, and make suggestions to address these.
- 5.8 Consider and evaluate a range of scholarly research-informed evidence and suggest emerging, enterprising, and innovative strategies that can shape the profession and enhance services.
- 5.9 Reflect on your autonomous entrepreneurial and emerging leadership in practice and align with change-management strategies to suggest and plan innovative and transformative current and emerging occupational therapy services and practice.

## **Level 6: Programme Learning Outcomes**

### **On successful completion of this level of study you will be able to:**

- 6.1 Critically analyse and reflect on your own philosophical and ethical position in relation to the principles, theoretical frameworks and practical application of occupation- and person-centred, occupational therapy.
- 6.2 Critically reflect on your delivery of occupation-centred, values-based, and evidence-informed occupational therapy practice in both individual and collaborative situations, and systematically evaluate your on-going contribution to the profession and your employability profile.
- 6.3 Propose and critically evaluate a range of evidence-informed opportunities to apply to both individual and group-based applications of the occupational therapy process including health promotion, within a variety of contemporaneous and potential settings.
- 6.4 Select and deploy your professional communication skills across the full range of communication modes, adapting freely and appropriately to audience, settings and consistent in your adherence to professional standards of practice.
- 6.5 Apply a wide range of occupation- and person-centred strengths-based strategies in your professional practice that enhance wellbeing and reduce disparity; and evaluate the impact of the strategies on equality, predicted health, diversity, and inclusivity.
- 6.6 Critically evaluate the risk factors and effectiveness of your delivery of supervised occupational therapy practice and apply a range of evidence-informed opportunities to support and promote well-being to individuals and communities and envision occupation centred-services.
- 6.7 Propose recommendations for socially and occupationally just enhancements to contemporary and future occupational therapy practice based on a continuous evidence-informed appraisal of the factors which affect occupational participation and potential.
- 6.8 Systematically propose, justify, and conduct an ethically sound and evidence-informed research project that adds or builds knowledge within the field of occupational science or occupational therapy.
- 6.9 Develop and deploy appropriate leadership and change management strategies designed to innovate and enhance autonomy within your own practice, and critically evaluate and promote the potential benefits of contemporary occupational therapy in emerging service provision.

## Full-time Programme structure

The programme comprises eleven academic modules and four practice placements. Teaching takes a blended-learning approach; it will be mainly university-based and face-to-face, but some virtual or online learning will take place. Self-directed, guided and experiential learning will also occur. The structure of the full-time programme is provided below:

Code	Level	Semester	Module Title	Credits	Module status	
					Compulsory (C) or optional (O)	non-compensatable (NC) or compensatable (X)
OCT4004M	4	1	People as Occupational Beings	20	C	NC
OCT4005M	4	1	Developing Professional Practice	20	C	NC
OCT4008P	4	1	Professional Practice Placement 1(a)	10	C	NC
OCT4009M	4	2	Theories Underpinning Occupation Centred Practice	20	C	NC
OCT4010M	4	2	Enhancing Professional Skills	20	C	NC
OCT4011P	4	2	Professional Practice Placement 1b	30	C	NC
OCT5004M	5	1	Applying the Occupational Therapy Process	20	C	NC
OCT5006M	5	1	Developing Occupational Justice in Contexts	20	C	NC
OCT5007M	5	2	Developing Professional Attributes	20	C	NC
OCT5008M	5	2	Being an Autonomous Occupational Therapist in Contemporary Settings	20	C	NC
OCT5009P	5	2	Professional Practice Placement 2	40	C	NC



Code	Level	Semester	Module Title	Credits	Module Status	
OCT6004M	6	1	Service Development and Leadership	20	C	NC
OCT6006M	6	1 & 2	Contributing to Occupational Therapy Evidence	40	C	NC
OCT6007M	6	2	Employability and Transition into Practice	20	C	NC
OCT6008P	6	2	Professional Practice Placement 3	40	C	NC

## Part-Time (Flexible) Route Through the Programme

If you wish to follow the programme via a part time route, you may do this either fully (which would involve attending all three levels part time and taking six years to complete) or only for one level (which would mean taking two years to complete one level and therefore equate to 4 years), or two levels part time which would take 5 years. This part time route allows for inclusivity and flexibility. No extra modules are required.

The modules would need to be followed in the following order so that you are fully prepared for practice-based placement learning.

Code	Level	Semester	Module Title  Number of days per week attendance	Credits	Module status	
					Compulsory (C) or optional (O)	non-compensatable (NC) or compensatable (X)
<b>Year One Level 4</b>						
OCT4005M	4	1	Developing Professional Practice x2 days week attendance	20	C	NC
OCT4008P	4	1	Professional Practice Placement 1a Full time 5 days per week x4 weeks Part-time 3 days per week x7 weeks from later in semester 2	10	C	NC
OCT4010M	4	2	Enhancing Professional Skills x2 days week attendance	20	C	NC
<b>Year Two Level 4</b>						
OCT4004M	4	1	People as Occupational Beings x2 days a week attendance	20	C	NC
OCT4009M	4	2	Theories Underpinning Occupation Centred Practice x2 days a week attendance	20	C	NC
OCT4011P	4	2	Professional Practice Placement 1b Full time 5 days per week x6 weeks Part-time 3 days per week x10 weeks	30	C	NC
<b>Year Three Level 5</b>						
OCT5004M	5	1	Applying the Occupational Therapy Process x2 days a week attendance	20	C	NC
OCT5008M	5	2	Being an Autonomous Occupational Therapist in Contemporary Settings x2.5 days a week attendance	20	C	NC

OCT5009P	5	2	Professional Practice Placement 2a Full time 5 days per week x5 weeks Part-time 3 days per week x8 weeks	20	C	NC
<b>Year Four Level 5</b>						
OCT5006M	5	1	Developing Occupational Justice in Contexts x2 days a week attendance	20	C	NC
OCT5007M	5	2	Developing Professional Attributes x2 days a week attendance	20	C	NC
OCT5009P	5	2	Professional Practice Placement 2b Full time 5 days per week x5 weeks Part-time 3 days per week x9 weeks	20	C	NC
<b>Year Five Level 6</b>						
OCT6004M	6	1	Service Development and Leadership x2 days a week attendance	20	C	NC
OCT6008P	6	2	Professional Practice Placement 3a Full time 5 days per week x4 weeks Part-time 3 days per week x8 weeks	10	C	NC
<b>Year Six Level 6</b>						
OCT6006M	6	1 & 2	Contributing to Occupational Therapy Evidence x2 days a week attendance	40	C	NC
OCT6007M	6	2	Employability and Transition into Practice x3 days a week attendance	20	C	NC
OCT6008P	6	2	Professional Practice Placement 3b Full time 5 days per week x8 weeks Part-time 3 days per week x9 weeks	30	C	NC

**NB You will need to complete professional placements within every year of attendance to allow for continuity of practice-based skills.**

## Descriptions of the Academic Modules

Module Title	Brief Description
OCT4004M People as Occupational Beings	Introduces and enables exploration of the concepts of occupation and people as occupational beings.
OCT4005M Development of Professional Skills	Introduces the professional and personal skills required for practice within a regulatory framework.
OCT4009M Theories underpinning occupation centred practice	Explores theories to enable a person-centred and occupation-centred approach to improve or maintain health, well-being and occupational participation using profession specific evidence.
OCT4010M Enhancing professional skills	Further development of professional skills and introduces reflective models to build resilience, self-awareness, manage risk, and communication skills in inclusive, ethical, professional practice.
OCT5005M Applying the Occupational Therapy Process	Develop knowledge and skills in evidence-informed application of the occupational therapy process, including both individual and group interventions in a range of contemporary contexts and settings.
OCT5006M Developing Occupational Justice in Contexts	Analyses the contextual biographical and environmental factors that act as barriers to occupation and uses an occupational justice framework to consider strategies to enable occupational participation.
OCT5007M Developing Professional Attributes	Further development of professional attributes to facilitate occupational participation with people who are situated in complex contexts and environments.
OCT5008M Being an Autonomous Occupational Therapist in Contemporary Settings	Skills to promote the occupational therapists' role within a range of contemporary settings where they are the sole professional in the field. With a focus on interventions that promote health/wellbeing particularly with long term health conditions, and address local population needs through a strengths and assets-based approach.
OCT6004M Service Development and Leadership	Explores concepts of skills and theories of leadership and change management to develop services applicable to health and social care.
OCT6007M Employability and Transition into Practice	Considers the Pillars of Practice and development of life-long continuing professional development and how to market self and the profession for employability.
OCT6008M Contributing to occupational therapy evidence	Learn and develop how to propose and conduct an ethical research project related to a specific area of practice or theory within occupational science/occupational therapy.

## **Learning, Teaching and Assessment**

### **Types of learning, teaching, and assessment that you will experience:**

The programme is delivered using a blended-learning approach, in which there is a mixture of face-to-face and virtual or online learning, self-directed study and experiential learning. Enquiry-based learning is embedded throughout the delivery of the curriculum, and you will learn through the process of enquiry, discovery, and problem solving. This can be achieved by using scenarios from practice that illustrate the complexity of people who require occupational therapy intervention. The academic team work closely with local practicing occupational therapists' people with lived experience/service users/carers to develop real-life examples (e.g., case-studies) for you to learn from.

### **Teaching strategy**

The programme utilises a wide range of relevant, contemporary real-world learning opportunities/resources which will prepare you for the challenges of working in the changing environment of health and social care and innovative models of service delivery. You will have the opportunity to engage meaningfully with occupation-centred examples of practice, which can include working alongside charities or local services such as the ['Backyard Project'](#).

You will be offered opportunities to develop skills in for example, enquiry, problem-setting and problem-solving, research-based skills, critical thinking, analysis, evaluation, collaborative practice, reflection, self-assessment, peer feedback, creative occupations, service development, leadership, entrepreneurship, teamwork, self-directed learning, self-reliance, and autonomy.

### **Face-to-face learning and teaching may include:**

Lectures; seminars; individual and group tutorials; interactive and practical skills workshops; re-enacting and simulating real-world practice in simulated ward, home, personal care and leisure environments; guest speakers and visiting lecturers from service users, professional practitioners, and service providers; research; and reflection on 'doing and living'.

### **Digital and online platform learning:**

You will be involved in using online and digital platforms to upload your work within the modules (for example, uploading self-reflections on learning for use in a professional portfolio). We aim to offer you a wide range of online resources to learn from and that reflect contemporary practice and influencers on health and wellbeing. Online activities may include Virtual Learning Environment (VLE); forums, discussion groups, e-portfolios, module teaching resources, wikis, digital badges; online platforms/applications; social media (e.g. X, YouTube, LinkedIn); blogging; library electronic resources; databases; specialist software; digital repositories.

## **Work Related Experiential Learning (WREL)**

The overall aim programme is to enable you to work as a qualified occupational therapist and therefore, as such, most modules focus on the skills and knowledge that you will need to develop to practice/work effectively. The programme has three integrated modules that specifically focus on skills that lead you from 'novice' in professional and work-related skills to competent practitioner, and which also support your preparedness for the four practice-based placements that you will complete. Some examples of the sessions that you will attend are developing effective verbal and written communication skills to work with wider members of multidisciplinary teams via inter-professional learning (IPL) days, communication skills practice workshops with service users, scenarios re-enacted in simulated settings such as the university's simulated ward environment.

## **Practice-Based Learning**

One third of the programme is dedicated to professional practice placement experiential learning (i.e. a minimum of 1000 hours). These summative assessed hours are divided into four separate professional practice placements (two are in Level 4 (the first year) of the programme, one is at the end of Level 5 (the second year) and the last is one is in Level 6 (third year) towards the end of the programme; these placements provide you with a broad range of experience within a very wide range of settings, for example:

- Hospital based in-patient services e.g., orthopaedics, cardiology, stroke, acute mental health, trauma, elderly, forensic mental health or secure units.
- Day or clinic-based services e.g., stroke rehabilitation, neurological out-patients, frailty services, paediatrics, crisis intervention teams, early intervention psychosis services, palliative care.
- Community-based services e.g., community housing team, community mental health, community dementia services, community learning difficulty teams.
- Charity and non-governmental organisations: e.g., working with people who are homeless, refugees and/or asylum seekers.
- \*Non-traditional settings (Contemporary/Role Emerging Placement) (optional): e.g., therapeutic horticultural and allotments, social prescribing groups, social enterprises, schools, colleges and charity sectors.

\*You can opt for a Contemporary/Role-Emerging Placement rather than practice placement 3 in a traditional setting. This type of placement involves usually two students working on a project within a setting where there is no occupational therapist in situ.

You will be assessed on your ability to meet the learning outcomes related to your level of study by qualified occupational therapists who will oversee your progress whilst on placement. The university academic team (usually your academic tutor) will provide you with support and typically provide an online 'visit' around halfway through your placement to ensure that you are meeting learning outcomes.

You will develop employability and leadership skills for your future work and practice, specifically in your third year of study and your final module is designed to support your transition into practice. There are numerous opportunities to engage in work related activities, e.g., simulation days, mock interviews, employability skills including marketing yourself as well as the profession, guest speaker sessions from practicing occupational therapists, and an employer's engagement event.

## **Assessment strategy**

You will benefit from the formative assessment and feedback strategies that are provided; these will help guide you toward successful outcomes in the summative assessments in each module. You will experience 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. Some assessment modalities involve an element of choice to suit your learning style or needs.

Assessments (formative and summative) aim to assess programme level learning outcomes. You are required to pass all summative assessments (specific details are found in Assignment Briefs). For each summative assessment, you will receive formal feedback 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 and/or written), peer and/or tutor feedback.

You will receive support and guidance on giving and receiving feedback and such activities will be built upon and developed across the course of the programme to develop your individual skills and competencies in providing and receiving feedback.

Academic tutors will support your progression towards meeting the programme level learning outcomes. Information and guidance about 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 (ILS) directorate. These resources include online tutorials, factsheets, study skills workshops and individual appointments with specialist staff e.g., writing support, librarian.

### **Support throughout your programme**

A range of university-based strategies to support your progress includes '[Submit to Succeed](#)' for students in preparing for assessments and your health and [wellbeing](#) is made a priority. Each student is allocated a peer mentor and academic tutor from the beginning of the programme. Your opinion counts so we ask that you provide feedback via programme representatives, and we ask you to let us know how you find the teaching and assessment preparation via mid-module student voice surveys (evaluations). The Professional Course Lead has an 'open door' policy, and you can arrange to meet with them either online or in person.

### **Progression and graduation requirements**

The University's [general regulations](#) for undergraduate awards applies to this programme and it is important that you understand all requirements of being a student on this programme and to understand the implications of failing and circumstances if you must appeal. You will be asked to read through this and sign a form to confirm that you understand what engagement in the programme will involve. All modules are core to meet statutory requirements and must be passed for progression: none are compensatable.

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

- a) Passed all modules specified for the programme of study in the programme specification.
- b) 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 1000 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.

## Awards

Students who successfully complete sufficient academic credits can exit the programme with a [higher education award](#). The relevant awards and credits required are listed in the box below:

Certificate of Higher Education Applied Health and Social Sciences	Successful completion of sufficient credits at level 4 to the value of 120 credits.
Diploma of Higher Education Applied Health and Social Sciences	Successful completion of sufficient credits to the value of 240 credits.
BSc (Ord) Applied Health and Social Sciences	For those who have not met the 360 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 and Social Sciences will be given. This will not enable eligibility to apply for registration with the HCPC and consequently to practise as an occupational therapist.
BSc (Hons) 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.

## Internal and external reference points.

This programme specification was formulated with reference to:

- [University mission and values](#)
- [University 2026 Strategy](#)
- [Frameworks for Higher Education Qualifications](#)
- [Professional standards for occupational therapy practice, conduct and ethics \(RCOT 2021\)](#)
- [Learning and development standards \(RCOT 2019\)](#)
- [NHS Long Term Plan \(2019\)](#)
- [Sustainability Matters: Guiding Principles for Sustainability in Occupational Therapy Practice, Education and Scholarship \(WFOT 2018\)](#)
- [Standards of Education and Training guidance \(HCPC 2017\)](#)
- [Standards of Conduct, Performance and Ethics \(HCPC 2016\)](#)
- [Minimum standards for the education of occupational therapists \(WFOT 2016\)](#)
- [Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(QAA 2014\)](#)
- [Standards of Proficiency for Occupational Therapy \(HCPC 2013\)](#)
- [Digital Framework for Allied Health Professionals \(2019\)](#)
- Department of Health (2015) The NHS Constitution. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/480482/NHS\\_Constitution\\_WEB.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/480482/NHS_Constitution_WEB.pdf)