

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University		Faculty responsible for the programme Faculty of Health & Social Sciences	
Final award(s), title(s) and credit BSc (Hons) Occupational Therapy (360 credits / 180 ECTS)			
Intermediate award(s), title(s) and credits BSc Rehabilitation Studies (320 Credits / 160 ECTS) Dip HE in Rehabilitation Studies (240 Credits / 120 ECTS) Cert HE in Rehabilitation Studies (120 Credits / 60 ECTS)			
UCAS Programme Code(s) (where applicable and if known) B930		HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load. 100249: Occupational Therapy Does this programme require ATAS: No	
External reference points <ul style="list-style-type: none">- Quality Assurance Agency for Higher Education (QAA) Quality Code Chapter A1; The National Level (incorporating the Framework for Higher Qualifications (FHEQ) in England, Wales & Northern Ireland)- QAA Quality Code Chapter A2: The Subject & Qualifications Level (incorporating the Occupational Therapy Subject Benchmark statements)- Health & Care Professions Council (HCPC) Standards of Proficiency for Occupational Therapists (2023)- HCPC Standards for Education and Training (2017)- Royal College of Occupational Therapists (RCOT) Learning & Development Standards for Pre-registration Education (RCOT 2019)- RCOT Professional Standards for Occupational Therapy Practice, Conduct & Ethics (RCOT 2021)			
Professional, Statutory and Regulatory Body (PSRB) links Health and Care Professions Council (HCPC) Royal College of Occupational Therapists (RCOT)			
Places of delivery Bournemouth University Plus practice placement sites throughout Dorset, also in Somerset, Hampshire and Salisbury (Wiltshire)			
Mode(s) of delivery Full-time		Language of delivery English	
Typical duration UG September start (3 years full time with 1000 hours (minimum) placement)			
Date of first intake September 2025		Expected start date September	
Maximum student numbers 37		Placements 1045 hours across a range of settings including NHS trusts, social care services and voluntary / third sector settings. <i>Four placement blocks through the programme:</i> Year 1 = 2 weeks assessed placement; Year 2 = 8 week assessed placement; Year 2 = 8 week assessed placement; Year 3 = 15 weeks assessed placement.	
Partner(s) N/A		Partnership model N/A	
Date of this Programme Specification February 2025			
Version number 5.0-0925			
Approval, review or modification reference numbers			

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EC 2425 15, approved 26/02/2025, version remains unchanged

EC 2425 16, approved 03/03/25, version remains unchanged

Author - Ms Preetee Gokhale (Programme Lead); Dr Bernadette Waters (Principal Lecturer)

PROGRAMME STRUCTURE

Programme Award and Title: BSc (Hons) Occupational Therapy								
Year 1/Level 4								
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2			
Becoming an Occupational Therapist	Core	20		100%		36	3.0	100249
Applied Human Sciences	Core	20	100%			48	1.0	100249
Introduction to Research (IPE/ shared unit)**	Core	20	100%			36	2.1	100249
Analysing Occupation	Core	20		100%		48	3.0	100249
Communication Skills and Professionalism (IPE/ shared unit)**	Core	20	50%	50%		36	1.0	100249
Exploring Occupational interruption	Core	20		100%		48	1.0	100249
Practice Learning 1 (Developing professional Behaviours)	Core	0*		100%		85	1.0	100249
Progression requirements: Requires 120 credits at Level 4 *Placement requirement Students must complete and pass Practice Learning 1 to graduate with a BSc (Hons) in Occupational Therapy Exit qualification: Cert HE Rehabilitation Studies (requires 120 credits at Level 4) Additionally, an aegrotat degree in Rehabilitation Studies may be awarded. This award is made where a candidate is unable at present - or at any point going forward - to complete assessments due to serious illness or even death. The award is made under the presumption that had the candidate been able to complete those assessments, they would have satisfied the standard required for that part of the degree. The candidate would be ineligible to register using the protected title 'occupational therapist' with the HCPC. **IPE: <i>Interprofessional education</i>								

Year 2/Level 5								
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2			
Community Engagement in Occupational Therapy (Practice Learning 2)	Core	20*		30%	70%	36 taught hours plus 30 fieldwork hours	2.0	100249
Occupational Therapy Interventions	Core	20		100%		48	1.0	100249
Conducting Research (IPE/ shared unit)**	Core	20		100%		36	2.0	100249
Practice Learning 3 (Embedding the Occupational Therapy process Part 1)	Core	20*		100%		255	1.0	100249
Practice Learning 4 (Embedding the Occupational Therapy process Part 2)	Core	20*		100%		240	1.0	100249
Professional Reasoning for Occupational Therapy Practice (Shared unit)	Core	20		100%		36	2.0	100249
Progression requirements: Requires 120 credits at Level 5 *Placement requirement Students must complete and pass Practice Learning 3 and 4 to graduate with a BSc (Hons) in Occupational Therapy Exit qualification: Dip HE Rehabilitation Studies (requires 120 credits at Level 4 and 120 credits at Level 5) Additionally, an aegrotat degree in Rehabilitation Studies may be awarded. This award is made where a candidate is unable at present - or at any point going forward - to complete assessments due to serious illness or even death. The award is made under the presumption that had the candidate been able to complete those assessments, they would have satisfied the standard required for that part of the degree. The candidate would be ineligible to register using the protected title 'occupational therapist' with the HCPC. **IPE: Interprofessional education								

Year 3/Level 6								
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2			
Practice Learning 5 (Stepping into practice)	Core	40*		100%		465	1.0	100249
Advanced Communication Skills	Core	20		100%		36	1.0	100249
Technology Advances in Occupational Therapy Practice	Core	20		100%		36	1.0	100249
Innovations for Practice (IPE/ shared unit)**	Core	20		100%		36	1.0	100249
Research for Practice (IPE/ shared unit)**	Core	20		100%		36	1.0	100249
<p>Exit qualification: BSc (Hons) Occupational Therapy. The candidate would be eligible to apply to register using the protected title 'occupational therapist' with the HCPC.</p> <p>*Placement requirement Students must complete and pass Practice Learning 1,3, 4 and Practice Learning 5 to graduate with a BSc (Hons) in Occupational Therapy</p> <p>Full-time UG award: Requires 120 credits at Level 4 120 credits at Level 5 and 120 credits at Level 6, plus a total of 1000 hours of Practice Learning and successful completion of Practice Learning 1.</p> <p>Intermediate award, exit qualification: BSc Rehabilitation Studies. Requires 120 credits at Level 4, 120 credits at Level 5 and 80 credits at Level 6. Candidate awarded this BSc would be ineligible to register using the protected title 'occupational therapist' with the HCPC.</p> <p>Additionally, an aegrotat degree in Rehabilitation Studies, without classification, may be awarded. This award is made where a candidate is unable at present - or at any point going forward - to complete assessments due to serious illness or even death. The award is made under the presumption that had the candidate been able to complete those assessments, they would have satisfied the standard required for the degree. The candidate would be ineligible to register using the protected title 'occupational therapist' with the HCPC.</p> <p>**IPE: Interprofessional education</p>								

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme
- specify the programme award titles
- identify programme and level learning outcomes
- articulate the regulations governing the awards defined within the document

AIMS OF THE PROGRAMME

The overall aim of the programme is to produce graduates with the necessary knowledge, skills and attributes to work safely, ethically and effectively as Occupational Therapists in a wide variety of settings, and through continuing professional development to become leaders within the profession.

They must demonstrate that they meet the Standards of Proficiency for Occupational Therapists set out by the Health and Care Professions Council (HCPC). The programme reflects the philosophy, core values, skills and knowledge base of occupational science and therapy, as articulated by the Royal College of Occupational Therapists (RCOT 2019) and the World Federation of Occupational Therapists (WFOT 2016).

Occupational Therapists define occupation in its widest sense. They believe that occupation encompasses all the complex dynamics that underpin engagement in the tasks, activities and occupations that contribute to a person's identity. Occupational engagement, in turn, gives meaning and quality to life and drives aspiration and hope for the future. Occupational Therapists recognise that interruption, disruption or prevention of engagement in occupations impacts adversely on the wellbeing of individuals, communities and society. Occupational therapists facilitate active participation for individuals and communities by influencing the environment, challenging expectations, and exploring creative solutions to overcome barriers and constraints.

Along with colleagues at Bournemouth University (BU), we have developed a philosophically driven approach to caring, health and wellbeing based on humanising practices. These practices are based on existential understandings from lifeworld approaches and focuses on what make us feel human. Humanising practices support a sense of connection and wellbeing. This philosophical approach is supported by working practices which encourage connection to personal experience and research approaches which privilege subjective experience and knowing, such as phenomenology, narrative, auto-ethnography, embodied knowing and arts-based approaches. Occupational Therapy researchers at BU are active in promoting the humanisation agenda more broadly and they contribute greatly to our learning and teaching activity.

Bournemouth University's occupational therapy graduates are competent and confident professionals, who are reflective and critical in their thinking and approach to practice. They have acquired graduate skills (outlined in unit descriptors) commensurate with their level of academic achievement. BU occupational therapy graduates embrace person-centred practice and principles of humanisation which includes recognising diversity, respecting people and service-user choices and engaging in open, compassionate communication. Graduates value working collaboratively with colleagues, service-users and their significant others but are also able to work independently. Also, they are cognisant of embedding cultural sensitivity in practice through internationalisation opportunities. A strong professional identity and a focus on the centrality of occupation in the health and wellbeing of individuals and communities, enables graduates to adapt and thrive in health, social care and third sector settings, as well as to seize and lead new opportunities in emerging areas of practice.

Specifically, the programme aims to develop Occupational Therapists who are:

- Able to identify the occupational needs of individuals, groups and communities.
- Focused on meeting the occupational performance and engagement needs of individuals and communities, with a strong grounding in occupational science, and clear, nuanced understanding of the influence of occupation on health and well-being of individuals, families and communities.
- Able to explain the relationship between occupation, health and wellbeing and the factors that facilitate or challenge participation in occupations.
- Able to make informed judgements about complex issues through professional reasoning, the selection and application of theories, models of practice and approaches.
- Confident in their professional identity and able to comprehensively articulate the core values and skills of occupational therapy to service-users, stakeholders and the wider public.

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- Excellent communicators and able to work well in teams.
- Knowledgeable, and whose understanding is underpinned with a strong basis of scientific and theoretical knowledge, resulting in flexible, problem-solving skills.
- Skilled, reliable, highly motivated, and practical therapists who can apply practice skills in a range of organisational and emerging settings.
- Consumers and potential producers of research.
- Reflective practitioners who are committed to lifelong learning.
- Able to respond to development opportunities arising through changing service, community, business and third sector needs.
- Equipped with core and transferable skills to develop occupational therapy within new areas of practice and enterprise.
- Able to manage their own learning, facilitate that of others and maximise opportunities for continuing professional development.
- Equipped to work in alignment with the four pillars of practice namely education, research, clinical and leadership.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The programme is an important part of Bournemouth University's Faculty of Health and Social Sciences (FHSS) portfolio, as identified in the Faculty Strategic Plan. The programme is also greatly influenced by the University's vision and purpose as expressed in its Strategic Plan, [BU 2025 Vision](#).

Bournemouth University's (BU) vision is to be recognised worldwide as a leading university for inspiring learning, advancing knowledge and enriching society through the fusion of education, research and practice. We believe that we can do this best by bringing together research, education and professional practice to create something that is greater than the sum of its parts. Each element informs and improves the others. We call this Fusion. BU intends to:

- Inspire learning for our students and staff, and in our wider communities.
- Advance knowledge in practice and the professions, and our academic areas.
- Enrich society through education, the impact of our research and our contribution to global challenges.

These aspirations resonate with the aims of our BSc (Hons) Occupational Therapy programme as set out above.

GLOBALISATION/ INTERNATIONALISATION OF CURRICULUM

We warmly welcome international students, offering a global perspective to enhance the learning experience. The programme also offers an opportunity for student learning abroad under BU global engagement division, including research, education and/or practice learning experience abroad. Moreover, the institution has established student exchange partnerships with ongoing efforts to develop additional programme exchanges which include cultural, educational and research opportunities.

We recognise that it is not easy for all students to engage in travel abroad and we are committed to developing the international classroom throughout the curriculum where students may learn with and from students in other cultures.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits are the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit considers the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit normally consists of an academic task of 3,000 words or equivalent. This is transferrable to practice-based learning units as well.

For e.g., the final year (L6) practice placement is credit rated at 40 credits to reflect the workload for students (517 hours) and the complexity of achievement in drawing together all elements of the programme in a real-life setting.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior Occupational Therapy staff with others who have relevant expertise including – where appropriate and according to the content of the unit – academic staff & qualified professionals from other academic fields and professions, clinical practitioners, service users & carers (experts by experience), demonstrators/technicians and research students. Staff at the core of the delivery have both Occupational Therapy specific qualifications and education specific qualifications (PGCert/FHEA/SFHEA). In addition, some of the programme delivery team remain clinically active.

Practice-based learning is supported by a practice educator (PE) who has attended training pertaining to facilitating learning and grading of students in practice. During placements PEs are supported by the university where needed. The students and PEs are supported by a University Practice Learning Advisor (UPLA) and the Practice Learning Education Tutor who are the link between university and practice.

In addition, the programme is supported by a programme support officer, practice education support officer and skills lab technicians.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

In order to complete the programme, occupational therapy students are required to develop their:

- **Subject knowledge and understanding** – This include the subject areas which are focused upon and developed within the programme or level.
- **Intellectual skills** - Intellectual skills indicate the important cognitive skills (such as analysis, synthesis, evaluation, problem solving etc.) that the learner is expected to be able to demonstrate.
- **Practical skills** - Practical skills indicate the practical skills specific to this subject domain, or to the profession, which the learner is expected to be able to acquire and demonstrate.
- **Transferable skills** - Transferable skills indicate the important key skills that are readily transferable to employment and other contexts (such as written and spoken communication, teamwork etc.), that the learner is expected to be able to carry out in a professional setting.

PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

Programme Outcomes

A – Subject Knowledge and Understanding

This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:

A1: Theories of human occupation and occupational science, the use of occupation in therapy practice and the interaction between occupation, health and well-being.

A2: Occupational therapy philosophy, theory, models of practice and frames of reference and how these may be used throughout the occupational therapy process to select and evidence an appropriate course of action.

A3: The application of associated underpinning disciplines (including biological sciences, social sciences, disability theory and pathology) to occupational therapy, in order to understand the range of biological, psychological, sociocultural and environmental factors that can influence occupational performance and engagement.

A4: Legal, ethical and professional standards / frameworks that influence the context and scope of occupational therapy practice and the structure of service delivery in the UK.

- A5: The importance of respecting the rights, dignity, culture and individuality of service users and carers and the importance of client/person-centred practice with people from diverse backgrounds.
- A6: Components of safe practice, including maintaining one's own fitness to practice, managing risk, acting as an autonomous, responsible professional and being able to exercise a professional duty of care.
- A7: Characteristics of good communication, including the ability to adapt communication to different situations and to work effectively in a range of group situations.
- A8: Leadership and management principles, innovation and adaptation to change.

B – Intellectual Skills

This programme provides opportunities for students to:

- B1: Analyse, critically appraise and apply evidence from literature and a variety of other sources to develop best practice and understand the principles of audit and evidence-based practice.
- B2: Understand methods commonly used in health and social care research, including ethical issues, the collection, interpretation and analysis of data and dissemination of findings.
- B3: Critically evaluate new concepts, theories and research in order to determine their relevance to occupational therapy and to creatively resolve problems, recognising the need for innovation in practice.
- B4: Distinguish occupational therapy's domain of concern, identifying the occupational therapist's responsibilities and professional limitations, interpreting ethical and legal frameworks.
- B5: Demonstrate clinical reasoning and professional judgement in evaluating and monitoring the effectiveness of specific practice.
- B6: Demonstrate critical reflection on and evaluation of clinical applications and a critique of own performance.

C – Subject-specific/Practical Skills

This programme provides opportunities for students to:

- C1: Demonstrate skill in the selection, analysis, adaptation and use of a wide variety of occupations to promote individual and group occupational performance and engagement.
- C2: Assess and evaluate individual and environmental barriers to occupational performance, using a variety of appropriate formal, informal, standardised and non-standardised assessment methods and techniques.
- C3: Develop, implement and evaluate intervention plans collaboratively with service users, demonstrating application of best evidence, effective use of resources and client-centred practice.
- C4: Communicate professional judgements and findings using a variety of methods (including accurate and safe maintenance of clinical notes/records), demonstrating the ability to adapt communication styles to meet diverse needs.
- C5: Work in group contexts, including in uni- and multi-professional teams in a range of situations, maintaining professional integrity and judgement
- C6: Demonstrate safe practice, including managing one's own fitness to practice, using appropriate moving and handling procedures, following relevant health, safety and security guidelines and know when a situation is beyond the scope of one's own practice.

D – Transferable Skills

This programme provides opportunities for students to:

- D1: Practice in a non-discriminatory manner, respecting the rights, dignity, culture and individuality of clients, working in a client-centred manner with people from diverse backgrounds.
- D2: Build professional relationships, underpinned by partnership and trust and respecting consent, confidentiality and dignity of service users.
- D3: Demonstrate verbal and non-verbal communication skills that support effective and professional interaction with people from diverse backgrounds, ages and stages of development.
- D4: Communicate effectively in formal and informal situations through a range of media, including oral presentation, reports, case presentation and use of on-line communication methods.
- D5: Show skill in self-management, time management, prioritisation, resource management, personal development planning and continual professional development.
- D6: Resolve problems systematically, logically and creatively, drawing on a range of knowledge and information sources.
- D7: Demonstrate computer literacy and skill in using appropriate information and communication technologies.

Programme (Level 6) Outcomes

<p>A: Subject knowledge and understanding</p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>A1 Theories of human occupation and occupational science, the use of occupation in therapy practice and the interaction between occupation, health, and well-being.</p> <p>A2 Occupational therapy philosophy, theory, models of practice and frames of reference and how these may be used throughout the occupational therapy process to select and evidence an appropriate course of action.</p> <p>A3 The application of associated underpinning disciplines (including biological sciences, social sciences, disability theory and pathology) to occupational therapy, in order to understand the range of biological, psychological, sociocultural and environmental factors that can influence occupational performance and engagement.</p> <p>A4 Legal, ethical, and professional standards / frameworks that influence the context and scope of occupational therapy practice and the structure of service delivery in the UK.</p> <p>A5 The importance of respecting the rights, dignity, culture and individuality of service users and carers and the importance of client/person-centred practice with people from diverse backgrounds.</p> <p>A6 Components of safe practice, including maintaining one's own fitness to practise, managing risk, acting as an autonomous, responsible professional and being able to exercise a professional duty of care.</p> <p>A7 Characteristics of good communication, including the ability to adapt communication to different situations and to work effectively in a range of group situations.</p> <p>A8 Leadership and management principles including innovation, positive adaptation to change and entrepreneurship.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> - Lectures A1 – A8 - Seminars A1 – A8 - Directed reading A1 – A8 - Use of the virtual learning environment (VLE) A1 – A8 - Independent research (for dissertation/ literature review) A1 - A8 - Practical learning A1-A8 - Self-managed learning A1-A8 - Group work A1-A8 - Reflective practice A1-A8 <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> - Coursework practical A1-A8 - Coursework essays A1 – A8 - Coursework presentation A1-A8 - Placement reports A1 - A8 - Coursework reflections A1 - A8 - Independent research (for dissertation/ literature review) A1 – A8
<p>B: Intellectual skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:</p>
<p>B1 Analyse, critically appraise and apply evidence from literature and a variety of other sources to develop best practice and understand the principles of audit and evidence-based practice.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> - Lectures B1 – B6 - Seminars B1 – B6 - Directed reading B1 – B6 - Use of the VLE B1 – B6

<p>B2 Understand methods commonly used in health and social care research, including ethical issues, the collection, interpretation and analysis of data and dissemination of findings.</p> <p>B3 Critically evaluate new concepts, theories, and research to determine their relevance to occupational therapy and to creatively resolve problems, recognising the need for innovation in practice.</p> <p>B4 Distinguish occupational therapy's domain of concern, identifying the occupational therapist's responsibilities and professional limitations, interpreting ethical and legal frameworks.</p> <p>B5 Demonstrate clinical reasoning and professional judgement in evaluating and monitoring the effectiveness of specific practice.</p> <p>B6 Demonstrate critical reflection on and evaluation of clinical applications and a critique of own performance.</p>	<ul style="list-style-type: none"> - Independent research (for dissertation/ literature review) B1 – B6 - Practical learning B1 – B6 - Self-managed learning B1 – B6 - Group work B1 – B6 - Reflective practice B1 – B6 <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> - Coursework practical B1 – B6 - Coursework essays B1 – B6 - Coursework presentation B1 – B6 - Placement B1 – B6 - Coursework reflective B1 – B6 - Independent research (for dissertation/ literature review) B1 – B6
<p>C: Practical skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>C1 Demonstrate skill in the selection, analysis, adaptation and use of a wide variety of occupations to promote individual and group occupational performance and engagement.</p> <p>C2 Assess and evaluate individual and environmental barriers to occupational performance, using a variety of appropriate formal, informal, standardised and non-standardised assessment methods and techniques.</p> <p>C3 Develop, implement and evaluate intervention plans collaboratively with service users, demonstrating application of best evidence, effective use of resources and client-centred practice.</p> <p>C4 Communicate professional judgements and findings using a variety of methods (including accurate and safe maintenance of clinical notes/records), demonstrating the ability to adapt communication styles to meet diverse needs.</p> <p>C5 Work in group contexts, including in uni- and multi-professional teams in a range of situations, maintaining professional integrity and judgement.</p> <p>C6 Demonstrate safe practice, including managing one's own fitness to practice, using appropriate moving and handling procedures, following relevant health, safety and security guidelines and know when a situation is beyond the scope of one's own practice.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> - Lectures C1 – C6 - Seminars C1 – C6 - Directed reading C1 – C6 - Use of the VLE C1 – C6 - Independent research (for dissertation/ literature review) C1 – C6 - Practical learning C1 – C6 - Self-managed learning C1 – C6 - Group work C1 – C6 - Reflective practice C1 – C6 <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> - Coursework practical C1 – C6 - Coursework essays C1 – C6 - Coursework presentation C1 – C6 - Placement C1 – C6 - Coursework reflective C1 – C6 - Independent research (for dissertation/ literature review) C1 – C6
<p>D: Transferable skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>

<p>D1 Practice in a non-discriminatory manner, respecting the rights, dignity, culture and individuality of clients, working in a client-centred manner with people from diverse backgrounds.</p> <p>D2 Build professional relationships, underpinned by partnership and trust and respecting consent, confidentiality and dignity of service users.</p> <p>D3 Demonstrate verbal and non-verbal communication skills that support effective and professional interaction with people from diverse backgrounds, ages and stages of development.</p> <p>D4 Communicate effectively in formal and informal situations through a range of media, including oral presentation, reports, case presentation and use of on-line communication methods.</p> <p>D5 Show skill in self-management, time management, prioritisation, resource management, personal development planning and continual professional development.</p> <p>D6 Resolve problems systematically, logically and creatively, drawing on a range of knowledge and information sources.</p> <p>D7 Demonstrate computer literacy and skill in using appropriate information and communication technologies.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> - Lectures D1 – D7 - Seminars D1 – D7 - Directed reading D1 – D7 - Use of the VLE D1 – D7 - Independent research (for dissertation/ literature review) D1 – D7 - Practical learning D1 – D7 - Self-managed learning D1 – D7 - Group work D1 – D7 - Reflective practice D1 – D7 - <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> - Coursework practical D1 – D7 - Coursework essays D1 – D7 - Coursework presentation D1 – D7 - Placement report D1 – D7 - Coursework reflective D1 – D7 - Independent research (for dissertation/ literature review) D1 – D7
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LEVEL 5 / DipHE INTENDED LEVEL OUTCOMES

<p>A: Knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>A1 Theories of human occupation and occupational science, the use of occupation in therapy practice and the interaction between occupation, health and well-being.</p> <p>A2 Occupational therapy philosophy, theory, models of practice and frames of reference and how these may be used throughout the occupational therapy process.</p> <p>A3 The application of underpinning disciplines (including biological sciences, social sciences, disability theory and pathology) to occupational therapy, in order to understand factors that can influence occupational performance and engagement.</p> <p>A4 Legal, ethical and professional standards / frameworks that influence the context and scope of occupational therapy practice.</p> <p>A5 The importance of respecting the rights, dignity, culture and individuality of service users and carers and the importance of client/person-centred practice.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> - Lectures A1 – A7 - Seminars A1 – A7 - Directed reading A1 – A7 - Use of the VLE A1 – A7 - Independent research A1 – A7 - Practical learning A1-A7 - Self-managed learning A1-A7 - Group work A1-A7 - Reflective practice A1-A7 <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> - Coursework practical A1-A7 - Coursework essays A1 – A7 - Coursework presentation A1-A7 - Placement reports A1-A7 - Coursework reflections A1-A7 - Independent research A1 – A7

<p>A6 Components of safe practice, including maintaining one's own fitness to practice, managing risk, acting as a responsible professional.</p> <p>A7 Characteristics of good communication, including the ability to adapt communication to different situations and to work effectively in a range of group situations.</p>	
<p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>B1 Appraise and apply evidence from literature and a variety of other sources to develop best practice and understand the principles of audit and evidence-based practice.</p> <p>B2 Understand the use of health and social care research to inform practice.</p> <p>B3 Integrate new concepts, theories and research in order to determine their relevance to occupational therapy and to resolve problems.</p> <p>B4 Distinguish occupational therapy's domain of concern, identifying the occupational therapist's responsibilities and professional limitations, interpreting ethical and legal frameworks.</p> <p>B5 Demonstrate clinical reasoning in evaluating the effectiveness of practice.</p> <p>B6 Demonstrate reflection on and evaluation of own performance.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> - Lectures B1 – B6 - Seminars B1 – B6 - Directed reading B1 – B6 - Use of the VLE B1 – B6 - Practical learning B1 – B6 - Self-managed learning B1 – B6 - Group work B1 – B6 - Reflective practice B1 – B6 <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> - Coursework practical B1 – B6 - Coursework essays B1 – B6 - Coursework presentation B1 – B6 - Placement B1 – B6 - Coursework reflective B1 – B6 - Independent research B1 – B6
<p>C: Practical skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>C1 Demonstrate skill in the selection, analysis, adaptation and use of a wide variety of occupations to promote individual and group occupational performance and engagement.</p> <p>C2 Assess individual and environmental barriers to occupational performance, using a variety of appropriate assessment and evaluation techniques.</p> <p>C3 Develop, implement and evaluate intervention plans collaboratively with service users.</p> <p>C4 Communicate clinical reasoning using a variety of methods.</p> <p>C5 Work in group contexts maintaining awareness of professional integrity and judgement.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> - Lectures C1 – C6 - Seminars C1 – C6 - Directed reading C1 – C6 - Use of the VLE C1 – C6 - Independent research C1 – C6 - Practical learning C1 – C6 - Self-managed learning C1 – C6 - Group work C1 – C6 - Reflective practice C1 – C6 <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> - Coursework practical C1 – C6 - Coursework essays C1 – C6 - Coursework presentation C1 – C6 - Placement C1 – C6 - Coursework reflective C1 – C6

C6 Demonstrate safe practice, including managing one's own fitness to practice, using appropriate moving and handling procedures, following relevant health, safety and security guidelines and seek guidance when a situation is beyond the scope of one's own practice.	- Independent research C1 – C6
D: Transferable skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
D1 Practice in a non-discriminatory manner, respecting the rights, dignity, culture and individuality of clients, working in a client-centred manner with people from diverse backgrounds. D2 Build professional relationships, underpinned by partnership and trust and respecting consent, confidentiality and dignity of service users. D3 Demonstrate verbal and non-verbal communication skills that support effective and professional interaction. D4 Communicate effectively in formal and informal situations through a range of media, including oral presentation, reports, case presentation and use of on-line communication methods. D5 Show skill in self-management, time management, prioritisation, personal development planning and continual professional development. D6 Resolve problems, drawing on a range of knowledge and information sources. D7 Demonstrate computer literacy and skill in using appropriate information and communication technologies.	Learning and teaching strategies and methods: - Lectures D1 – D7 - Seminars D1 – D7 - Directed reading D1 – D7 - Use of the VLE D1 – D7 - Independent research D1 – D7 - Practical learning D1 – D7 - Self-managed learning D1 – D7 - Group work D1 – D7 - Reflective practice D1 – D7 Assessment strategies and methods : - Coursework practical D1 – D7 - Coursework essays D1 – D7 - Coursework presentation D1 – D7 - Placement report D1 – D7 - Coursework reflective D1 – D7 - Independent research D1 – D7

LEVEL 4 / CertHE INTENDED LEVEL OUTCOMES

A: Knowledge and understanding This level provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
A1 Theories of human occupation and occupational science, the use of occupation in therapy practice and the interaction between occupation, health and well-being. A2 Occupational therapy philosophy, theory, models of practice and frames of reference and how these may be used throughout the occupational therapy process. A3 Underpinning disciplines (including biological sciences, social sciences, disability theory and pathology) in	Learning and teaching strategies and methods: - Lectures A1 – A7 - Seminars A1 – A7 - Directed reading A1 – A7 - Use of the VLE A1 – A7 - Independent research A1 – A7 - Practical learning A1-A7 - Self-managed learning A1-A7 - Group work A1-A7 - Reflective practice A1-A7 Assessment strategies and methods:

<p>order to understand factors that can influence occupational performance.</p> <p>A4 Legal, ethical and professional standards / frameworks that influence occupational therapy practice.</p> <p>A5 The importance of respecting the rights, dignity, culture and individuality of service users and carers and the importance of client/person-centred practice.</p> <p>A6 Components of safe practice, including maintaining one's own fitness to practice, managing risk and demonstrating professional behaviour.</p> <p>A7 Characteristics of good communication and how to adapt communication and the theory of group dynamics.</p>	<ul style="list-style-type: none"> - Coursework practical A1-A7 - Coursework essays A1 – A7 - Coursework presentation A1-A7 - Placement reports A1-A7 - Coursework reflections A1-A7 - Independent research A1 – A7
<p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>B1 Consider evidence from a variety of sources to inform practice.</p> <p>B2 Apply concepts, theories and research to occupational therapy.</p> <p>B3 Distinguish the role of the occupational therapist from that of other team members and how therapy practice is guided by policy and legislation.</p> <p>B4 Reflect on own performance, highlighting strengths, weaknesses and future actions.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> - Lectures B1 – B4 - Seminars B1 – B4 - Directed reading B1 – B4 - Use of the VLE B1 – B4 - Independent research B1 – B4 - Practical learning B1 – B4 - Self-managed learning B1 – B4 - Group work B1 – B4 - Reflective practice B1 – B4 <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> - Coursework practical B1 – B4 - Coursework essays B1 – B4 - Coursework presentation B1 – B4 - Placement B1 – B4 - Coursework reflective B1 – B4 - Independent research B1 – B4
<p>C: Practical skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>C1 Select, analyse, adapt and use a variety of occupations to promote occupational performance.</p> <p>C2 Assess individual and environmental barriers to occupational performance, using selected formal, informal, standardised and non-standardised assessment methods and techniques.</p> <p>C3 Communicate assessment findings using a variety of methods.</p> <p>C4 Work in group contexts maintaining awareness of professional identity.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> - Lectures C1 – C5 - Seminars C1 – C5 - Directed reading C1 – C5 - Use of the VLE C1 – C5 - Independent research (for dissertation) C1 – C5 - Practical learning C1 – C5 - Self-managed learning C1 – C5 - Group work C1 – C5 - Reflective practice C1 – C5 <p>Assessment strategies and methods:</p>

<p>C5 Demonstrate safe practice, including managing one's own fitness to practice, using appropriate moving and handling procedures, following relevant health, safety and security guidelines and seek support if a situation is beyond the scope of one's own practice.</p>	<ul style="list-style-type: none"> - Coursework practical C1 – C5 - Coursework essays C1 – C5 - Coursework presentation C1 – C5 - Placement C1 – C5 - Coursework reflective C1 – C5 - Independent research (for dissertation) C1 – C5
<p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>D1 Practice in a non-discriminatory, client-centred manner.</p> <p>D2 Respect consent, confidentiality and dignity of service users.</p> <p>D3 Demonstrate verbal and non-verbal communication skills that support effective and professional interaction.</p> <p>D4 Communicate effectively in formal and informal situations.</p> <p>D5 Manage one's own time and workload and engage in continual professional development.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> - Lectures D1 – D5 - Seminars D1 – D5 - Directed reading D1 – D5 - Use of the VLE D1 – D5 - Practical learning D1 – D5 - Self-managed learning D1 – D5 - Group work D1 – D5 - Reflective practice D1 – D5 <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> - Coursework practical D1 – D5 - Coursework essays D1 – D5 - Coursework presentation D1 – D5 - Placement report D1 – D5 - Coursework reflective D1 – D5 - Independent research D1 – D5

Programme Skills Matrix

Programme ILOs		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6	D 7
Units																												
L6	Practice Learning 5 (Stepping into practice)		X	X	X	X	X	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
L6	Advanced Communication Skills			X	X	X	X	X		X		X	X	X	X			X	X	X	X	X		X	X		X	X
L6	Technology Advances in Occupational Therapy Practice	X	X	X	X	X	X		X	X		X		X		X	X					X			X		X	X
L6	Innovations for Practice		X	X	X	X			X	X		X	X	X	X	X		X	X			X			X	X	X	X
L6	Research for Practice	X	X		X	X				X	X	X	X	X	X		X		X			X			X		X	X
L5	Community Engagement in Occupational Therapy (Practice Learning 2)	X	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L5	Occupational Therapy Interventions	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X			X			X	X	X	X
L5	Conducting Research				X	X	X			X	X	X	X							X		X		X	X	X	X	X
L5	Practice Learning 3 (Embedding Occupational Therapy Part 1)	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L5	Practice Learning 4 (Embedding Occupational Therapy process Part 2)	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L5	Professional Reasoning for Occupational Therapy practice		X	X	X	X				X	X			X	X				X	X		X		X	X		X	X
L4	Becoming an Occupational Therapist	X	X	X		X				X	X					X						X		X	X	X		
L4	Applied Human Sciences	X		X		X		X		X	X						X			X			X	X	X	X		
L4	Introduction to Research			X		X				X	X	X	X						X			X		X	X	X		
L4	Analysing Occupation	X	X	X	X	X	X	X		X	X		X			X	X	X				X	X	X	X	X		
L4	Communication Skills & Professionalism			X	X	X	X	X		X		X	X					X	X	X		X	X	X	X	X		
L4	Exploring Occupational interruption	X	X	X		X				X	X	X	X			X	X	X					X	X	X	X		
L4	Practice Learning 1 (Developing professional behaviours)	X	X	X	X	X	X	X		X	X	X	X			X	X	X	X	X		X	X	X	X	X		

ADMISSIONS REGULATIONS

The Admission Regulations are available on the BU website - [Courses | Bournemouth University](#).

PROGRESSION ROUTES

Recognition arrangements provide formally approved entry or progression routes through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply.

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations available here:

[6A - Standard Assessment Regulations: Undergraduate Programmes](#)

Complaints and Appeals: The Bournemouth University Academic Regulations, Policies and Procedures (BU policy 11a and 11f) include clear guidance on the student complaints and appeals policies and procedures to meet the HCPC requirements (SET 6.6 Assessment).

The following approved **exceptions** to the assessment regulations align the programme with the requirements of the Health and Care Professions Council and the Royal College of Occupational Therapists. These exceptions to the standard assessment regulations were approved at the Faculty Academic Standards & Education Committee meeting in July 2024.

- **Compensation:** Compensation does not apply to any units in this programme.
- **Award:** To be eligible for the award of BSc (Hons) Occupational Therapy, students must have achieved 360 credits and have successfully completed a minimum of 1,000 hours of assessed practice placement (RCOT requirement 5.2.1 Domain 5 Practice-based learning). The award of BSc (Hons) Occupational Therapy leads to eligibility to apply for registration with the Health and Care Professions Council and to apply for professional membership of the College of Occupational Therapists.
- **Exit awards** CertHE, DipHE, BSc and Aegrotat awards will not confer eligibility to register with the HCPC as an occupational therapist. The exit awards will be titled 'Rehabilitation Studies' as indicated in the Programme Specification above (RCOT requirement 3.18.1 Standard 3.18 Domain 3 Exit awards).
- **Provision for failed practice placements:** The Assessment Board will permit a student who fails a practice placement unit at the first attempt, to be reassessed on one occasion only. Further repeat attempts for placement units are not permitted. Additionally, a student who fails practice placement may be denied a retrieval attempt if the failure originally occurred on grounds of professional unsuitability (RCOT requirement 6.4.1 Domain 6 Assessment).
- **Provision for trailing placements:** Because of the timing and availability of placements, they cannot always be undertaken/recouped within an academic year - through no fault of the student. In these cases, placements can be trailed at the next academic level, until it is possible to complete the placement at the required level.
- **External Examiners:** To meet the requirements of the Health and Care Professions Council, at least one external examiner for the programme must be appropriately experienced and qualified and be registered on the relevant part of the professional register. (RCOT requirement 6.7 HCPC Standard 3 External Examiners).
- **Recognition of Prior Learning:** Accreditation of prior learning should not exceed one third of the credit for the award and the original programme must recommend that the candidate as 'fit for the profession'. (RCOT requirement 2.6.3 Standard 2.6 Accreditation of prior [experiential] learning Domain 2 Pre-registration programme Admission)

- **Duration of Programme:** In accordance with Royal College of Occupational Therapists requirements, students will not usually be able to extend their programme registration beyond five years after their original starting date and in accordance with university regulations. Learners requiring additional time beyond the normal length of their programme would be provided with an individual scheme of study considering the learner's eligibility. (RCOT requirement 4.1.2 Standard 4.1 Essential requirements – programme duration).

WORK BASED LEARNING (WBL) AND PRACTICE-BASED LEARNING ELEMENTS

All students must undertake a minimum of 1,000 hours of assessed practice-based learning as required by professional bodies. These requirements are set out in the World Federation for Occupational Therapists (WFOT) Minimum Standards for Occupational Therapy Education document (2016) and the Royal College of Occupational Therapists (RCOT)'s Learning & Development Standards for Pre-Registration Education (2019). Placement hours can include simulated practice-based learning hours (maximum 40) across the programme and formative fieldwork hours (30) spent in practice-based learning areas in one of the level 5 study unit. The practice-based learning is an integral part of the programme and must be assessed and successfully passed for the hours on placement to count. There are four assessed practice placements in the programme, one at Level 4, two at Level 5 and one at Level 6. There is a component of formative practice-based learning completed via fieldwork hours in the community engagement in occupational therapy unit in level 5 which is assessed with the unit coursework. The practice placements 3,4 and 5 are assessed and contribute to the degree classification at levels 5 and 6. This range of placements supports the achievement of student outcomes and enables students to integrate practice with theory. Placement at Level 4 is not credit bearing but must be passed for course completion. All assessed practice-based learning hours are signed off by a registered occupational therapist.

All students are supernumerary to the setting into which they are placed.

Practice-based learning opportunities are provided in a broad range of settings within urban areas such as Bournemouth, Dorchester, Taunton, Southampton and Yeovil and also within the rural counties of Dorset and Somerset. Salisbury Hospital in Wiltshire also provides practice-based placement experiences including the Duke of Cornwall Spinal Injuries Unit and the Wessex Rehabilitation Unit, unique facilities within the Southwest of England, other local area where occupational therapy services are provided such as schools, charities and role emerging areas for occupational therapy practice.

In addition to the more 'standard' placements for practice-based learning within the NHS, Social Care and education settings, students are also given the opportunity to experience placements within charitable organisations and privately run services.

The programme is committed to preparing students for the four pillars of practice and during all practice-based learning placements, students are encouraged to support, research and develop new and emerging areas of practice or facilitate service improvements/ quality improvement. In the final year there is a focus on developing skills to support the career development frameworks with opportunities for the 15 week practice-based learning placement to be split between professional practice (clinical skills) and one of the other pillars of practice (research, leadership, education) This may include opportunities to be placed in a diverse / role emerging area where students can have an experience of working within a setting where there is no current occupational therapy provision but where services are provided which could be enhanced by occupational therapy input. Students who attend diverse practice placements will have on-going supervision provided in the practice location by a senior service provider. This daily supervision will be supplemented either by experienced occupational therapy educators attached to nearby units, staff employed by the University with the necessary expertise or by university staff visiting on a regular basis.

If a practice placement is failed, a student will have the opportunity to retake the placement on one occasion by undertaking an equivalent placement in a similar setting. This will normally take place during the summer months, when possible, in order that the student can progress at the same time as their peer cohort, or this will happen during the next practice-based learning opportunity (see regulations relating to failed and trailing placements in Assessment Regulations above).

Practice educators (PE) are all trained and supported in BU procedures by the practice education tutor and UPLA team. Novice PEs are required to undertake practice supervisor and assessor courses run at BU, engage with online opportunities and prior learning from other institutions at this level is recognised. PEs are further supported by briefing sessions prior to a PE accepting a student. These sessions focus on expectations, assessment and grading of the student and BU learning so that PEs are well prepared for the student. Contact is maintained with students (and educators) throughout the placement through online drop-in sessions and summative marks are moderated by the academic team. The Online Practice Assessment of Learning (OPAL) documents, practice learning handbook and the briefing sessions before and after the placement also provide students and educators with information to support effective management of the practice-based learning experience.

A thorough and effective monitoring process is maintained through regular audit and liaison with practice placement co-ordinators and practice education teams to ensure the quality of placements, that they provide a safe environment to support student learning and that there are appropriately qualified staff to educate students on site. Students are part of this monitoring process and offer feedback in both the OPAL reflective sections and through the electronic Placements on the Web evaluation system. This is monitored across the faculty by the UPLA team and any concerns escalated to the appropriate team.

Placement education is co-ordinated by a named member of the occupational therapy academic team who has primary responsibility for allocating placements along with personal tutors. They are also responsible for the development and establishment of the wide range of placement opportunities available to students. This role is supported by a team of UPLA's and the Head of Practice Learning.

The placement co-ordinator is an administrative role and organises and facilitates practice placement allocation and educator training. The team are supported by dedicated staff who manage and address student, PE and staff issues related to the operation of the OPAL system.