

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	Faculty responsible for the programme Faculty of Health and Social Sciences
Final award(s), title(s) and credits 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) 100242	HESA JACS (Joint Academic Coding System) Code(s) and percentage split per programme/pathway 100242
External reference points 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 HCPC Standards for Education and Training Royal College of Occupational Therapists (RCOT) Pre-registration Education Standards RCOT Professional Standards for Occupational Therapy Practice	
Professional, Statutory and Regulatory Body (PSRB) links Health and Care Professions Council (HCPC) – statutory regulator – programme approval Royal College of Occupational Therapists (RCOT) – professional body – programme accreditation	
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

Programme Specification – Section 1

<p>Typical duration Minimum 3 years – maximum 5 years.</p> <p>Professional body (RCOT) requirement – Standard 2: Any individual student’s period of learning must not exceed the length of the accredited programme plus two years and not exceeding six years. In exceptional circumstances an extension of normally no more than six months beyond this maximum period may be requested. In such cases, the approval of the Royal College of Occupational Therapists must be sought prior to any further study or professional practice experience being permitted.</p>	
<p>Date of first intake September 2019</p>	<p>Expected start dates September 2019</p>
<p>Maximum student numbers 35</p>	<p>Placements 1050 hours (28 weeks) across a range of settings, including NHS Trusts, social care services and voluntary / third sector settings. Four placement blocks throughout the programme.</p> <p>Year 1 = 6 weeks assessed placement; Year 2 = 10 weeks assessed placement; Year 3 = 12 weeks assessed placement</p>
<p>Partner(s) Not applicable</p>	<p>Partnership model Not applicable</p>
<p>Date of this Programme Specification December 2023</p>	
<p>Version number Version 4.2-0924</p>	
<p>Approval, review or modification reference numbers E20171895 FHSS 2122 06 – approved 03/02/2022, previously v4.0-0921 EC 2122 80, approved 05/08/2022 EC 2122 02, no change to version number FHSS 2324 08, approved 24/11/2023, previously v4.1-0923</p>	
<p>Author Dr Bernadette Waters</p>	

Programme Specification – Section 1

PROGRAMME STRUCTURE

Programme Award and Title: BSc (Hons) Occupational Therapy									
Year 1 / Level 4 Students are required to complete all 6 core units									
Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HESA JACS code(s) ¹	
			Exam 1	Cwk 1	Cwk 2			HECoS Subject Code and %	HESA JACS Subject Code and %
Foundations for Professional Practice & Research	Core	20		100%		30	1	100252 100288 100280 100279 100260 100249 100749 100473	100252 100288 100280 100279 100260 100249 100749 100473
Becoming an Occupational Therapist	Core	20		100%		30	2	100249 100%	100249 100%
Skills for Occupational Therapy Practice	Core	20		100%		40	2	100249 101289	100249 101289
Analysing Occupation	Core	20	100%			40	2	100249 100%	100249 100%
Occupational Therapy in Action 1	Core	20		100%		40	2	100249 100%	100249 100%
Practice Placement (BU1) <i>(incorporating campus based skill preparation)</i>	Core	20		100%		255	2	100249 100%	100249 100%
Progression requirements: Requires 120 credits at Level 4									
Exit qualification: Cert HE Rehabilitation Studies (requires 120 credits at Level 4)									
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 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 degree. The candidate would be ineligible to register using the protected title 'occupational therapist' with the HCPC.									

¹ The HESA JACS subject code denotes the core content of the unit <https://www.hesa.ac.uk/support/documentation/jacs/jacs3-detailed> (up to three can be selected). Add additional column if necessary.

Programme Specification – Section 1

Year 2 / Level 5									
Students are required to complete all five core units									
Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expecte d contact hours per unit	Unit version no.	HESA JACS code(s)	
			Exam 1	Cwk 1	Cwk 2			HECoS Subject Code and %	HECoS Subject Code and %
Research for Professional Practice	Core	20	100%			30	1	101289 100288 100280 100279 100260 100249 100749 100473	101289 100288 100280 100279 100260 100249 100749 100473
Occupational Therapy in Action (2)	Core	20		100%		40	2	100249	100249
Professional Reasoning for Occupational Therapy Practice	Core	20		100%		30	2	100249	100249
Promoting Health & Wellbeing	Option	20		100%		30	2	100249 100247	100249 100247
Community Engagement in Occupational Therapy	Core	20		100%		30	1		
Practice Placement (BU2) <i>(incorporating campus based skill preparation)</i>	Core	40		100%		405	2	100249	100249
<p>Progression requirements: Requires 120 credits at Level 5</p> <p>Exit qualification: Dip HE Rehabilitation Studies (requires 120 credits at Level 4 and 120 credits at Level 5)</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 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 degree. The candidate would be ineligible to register using the protected title 'occupational therapist' with the HCPC.</p>									

Programme Specification – Section 1

Year 3 / Level 6

Students are required to complete all five core units for the full award.

Students who achieve a minimum of 80 credits at this level but do not achieve the full 120 credits, will be eligible for an intermediate award of BSc Rehabilitation Studies (without Honours).

Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HESA JACS code(s)	
			Exam 1	Cwk 1	Cwk 2			HESA JACS Subject Code and %	HESA JACS Subject Code and %
Research for Occupational Therapy Practice	Core	40		100%		30	2	100249	100249
Practice Placement (BU3) <i>(incorporating campus based skill preparation)</i>	Core	40		100%		480	1	100249	100249
Innovations in Occupational Therapy Practice	Core	20		100%		30	2	100249	100249
Team Working for Service Improvement	Core	20		100%		30	2	101289 100288 100280 100279 100473 100260 100249 100749 100473	101289 100288 100280 100279 100473 100260 100249 100749 100473

Intermediate award, exit qualification: BSc Rehabilitation Studies.

Full-time UG award: Requires 120 credits at Level 4, 120 credits at Level 5 and 80 credits at Level 6

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 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 degree. **The candidate would be ineligible to register using the protected title 'occupational therapist' with the HCPC.**

Exit qualification: BSc (Hons) Occupational Therapy

Full-time UG award: Requires 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6

Programme Specification - Section 2

AIMS OF THE DOCUMENT

This BSc (Hons) Occupational Therapy programme specification aims to:

- Define the structure of the BSc (Hons) Occupational Therapy programme;
- Describe the context in which the programme is delivered and the underpinning educational philosophy and values;
- Identify programme aims and outcomes, level outcomes and the nature of programme delivery;
- Articulate the regulations governing the awards offered through this programme.

This specification should be read in conjunction with the Unit Directory & Programme Handbooks, Practice Assessment Documents and other ancillary documentation.

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 2014) and the World Federation of Occupational Therapists (WFOT 2016).

Occupational science and occupational therapists define occupation in its widest sense: They believe that occupation encompasses all of the complex dynamics that underpin engagement in the tasks, activities and occupations that contribute to a person's identity. This occupational engagement, in turn, gives meaning and quality to life and drives aspiration and hope for the future. It recognises that disruption or prevention in engagement in occupations with meaning and/or purpose impacts on wellbeing of individuals, communities and society. Occupational therapists facilitate active participation within families and communities by influencing the environment, challenging expectations and exploring creative solutions to overcome barriers and constraints. Along with colleagues at BU, we have developed a philosophically driven approach to caring, health and wellbeing based on Humanising practices. It is based on existential understandings from lifeworld approaches and focuses on what make us feel human. Humanising practices are those that incorporate fully human knowing and support a sense of connection and wellbeing. This 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 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. A strong professional identity and focus on the centrality of occupation in the health and wellbeing of individuals and communities, enables graduates to adapt in health, social care and third sector settings, as well as to seize new opportunities in emerging areas of practice.

More specifically, the programme aims to develop Occupational Therapists who are:

- Able to identify the occupational needs of individuals, groups and communities and make informed judgements about complex issues through professional reasoning and the selection, modification and application of theories, models of practice and approaches.
- Focused on meeting the occupational performance and engagement needs of individuals and communities, with a strong grounding in occupational science, and clear, nuanced

Programme Specification - Section 2

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.
- Confident in their professional identity and able to comprehensively articulate the core values and skills of occupational therapy to service users, stakeholders and wider public;
- Excellent communicators and 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 are able to apply practice skills in a range of organisational and emerging settings;
- Consumers and potential producers of research;
- Reflective practitioners with a robust foundation in occupational science and occupational therapy reasoning skills who are committed to lifelong learning;
- Able to respond to development opportunities arising through changing service, community, business and social enterprise 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.

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 School Strategic Plan.

The programme is also greatly influenced by the University's vision and values – creating, sharing, inspiring outlined in the BU Strategic Plan 2012-18:

"Creating the most stimulating, challenging and rewarding university experience in a world-class learning community by sharing our unique fusion of excellent education, research and professional practice and inspiring our students, graduates and staff to enrich the world" (BU 2012)

This is further developed through the 'Fusion' model of research, practice and education which is further embraced in the most recent BU Strategic Plan (BU 2020-25):

"At BU, our students will develop high-level graduate skills such as analysis, research, reflection, and lifelong learning, alongside professional abilities and attributes. At the point of graduation, our students will not only be employable but will also make a positive addition to the workforce through their intellectual rigour, critical thinking, professionalism and resilience."

Throughout the programme, students are provided with opportunities to apply knowledge to practice and to integrate research into their understanding and practice. Several members of the academic team are research-active, involved in practice enhancement and service improvement work and the programme is strongly embedded in occupational therapy practice, informed by occupational science theory. The range of teaching, learning and assessment strategies used in the programme helps to create that stimulating, challenging and rewarding experience for students as well as recognising the diversity of learning styles and preferences.

The programme is influenced by the FHSS values, particularly a significant strength in humanising health and social care provision, leading to compassionate care that respects the dignity of service users; and the use of research to underpin practice. Staff are engaged in research communities, drawing on these to influence teaching and learning.

Programme Specification - Section 2

The Quality Assurance Agency for Higher Education (QAA) guidance and Chapter 1: The National Level (incorporating the Framework for Higher Education Qualifications (FHEQ) guides the standards required for the degree programme.

The programme is managed and primarily delivered by a team of lecturers, all of whom are HCPC registered as occupational therapists, supported by the Faculty and University administrative structures. There is a named programme lead who is approved by RCOT and HCPC. Staff have a range of clinical and academic expertise to effectively deliver the course. Close links with practice partners also enables experts in specific settings to contribute to the student educational experience.

The Occupational Therapy programme lecturers are members of RCOT/BAOT, fellows of the Higher Education Academy (or equivalent) and work to the HEA Professional Standards Framework (2011), thus engaging in continuing academic development. As registered occupational therapists, all academic staff are involved in continuing professional development, some of which relates to their academic role.

On-going management of resources and quality assurance methods are undertaken, in line with BU's standard regulations and in order to meet the HCPC Standards of Education and Training and RCOT's Pre-registration education standards. Internal quality monitoring includes annual monitoring, unit monitoring, student feedback and maintenance of an on-going action plan.

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 is 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.

As a general rule, time devoted to assessment should normally represent approximately 25% of the student learning time for a unit (i.e. 50 hours for a 20-credit unit), leaving the rest for specific programme-related activities, including lectures, seminars, preparatory work, practical activities, reading, critical reflection and independent learning.

In line with the revised '6C – Principles of Assessment Design' policy, introduced by the University in the summer of 2018, as a guideline, a 20-credit unit would normally require the equivalent of approximately 3,000 words.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of occupational therapy academic staff and, in specific units, collaborative teaching with others who have relevant expertise including (where appropriate and according to the content of the unit) non-OT academic staff, qualified professional practitioners, service users & carers (experts by experience), demonstrators/technicians and research students.

Programme Specification - Section 2

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

Programme (Level 6) Outcomes

(BSc Rehabilitation Studies / BSc (Hons) Occupational Therapy)

<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, innovation and adaptation to change.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p>Lectures A1 – A8 Seminars A1 – A8 Directed reading A1 – A8 Use of the VLE A1 – A8 Independent research (for dissertation) A1 - A8 Practical learning A1-A8 Self-managed learning A1-A8 Group work A1-A8 Reflective practice A1-A8</p> <p>Please see Appendix 2</p> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p>Coursework practical A1-A8 Coursework essays A1 – A8 Coursework presentation A1-A8 Placement reports A1-A8 Coursework reflections A1-A8 Independent research (for dissertation) A1 – A8</p> <p>Please see Appendix 2</p>
<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>

Programme Specification - Section 2

<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>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 in order 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>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p>Lectures B1 – B6 Seminars B1 – B6 Directed reading B1 – B6 Use of the VLE B1 – B6 Independent research (for dissertation) B1 – B6 Practical learning B1 – B6 Self-managed learning B1 – B6 Group work B1 – B6 Reflective practice B1 – B6</p> <p>Please see Appendix 2</p> <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p>Coursework practical B1 – B6 Coursework essays B1 – B6 Coursework presentation B1 – B6 Placement B1 – B6 Coursework reflective B1 – B6 Independent research (for dissertation) B1 – B6</p> <p>Please see Appendix 2</p>
<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</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p>Lectures C1 – C6 Seminars C1 – C6 Directed reading C1 – C6 Use of the VLE C1 – C6 Independent research (for dissertation) C1 – C6 Practical learning C1 – C6 Self-managed learning C1 – C6 Group work C1 – C6 Reflective practice C1 – C6</p> <p>Please see Appendix 2</p>

Programme Specification - Section 2

<p>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>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p>Coursework practical C1 – C6 Coursework essays C1 – C6 Coursework presentation C1 – C6 Placement C1 – C6 Coursework reflective C1 – C6 Independent research (for dissertation) C1 – C6</p> <p>Please see Appendix 2</p>
<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 (referring to numbered Intended Learning Outcomes):</p> <p>Lectures D1 – D7 Seminars D1 – D7 Directed reading D1 – D7 Use of the VLE D1 – D7 Independent research (for dissertation) D1 – D7 Practical learning D1 – D7 Self-managed learning D1 – D7 Group work D1 – D7 Reflective practice D1 – D7</p> <p>Please see Appendix 2</p> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p>Coursework practical D1 – D7 Coursework essays D1 – D7 Coursework presentation D1 – D7 Placement report D1 – D7 Coursework reflective D1 – D7 Independent research (for dissertation) D1 – D7</p> <p>Please see Appendix 2</p>

Programme Specification - Section 2

Level 5 (Diploma of Higher Education Rehabilitation Studies)

<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>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>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p>Lectures A1 – A7 Seminars A1 – A7 Directed reading A1 – A7 Use of the VLE A1 – A7 Independent research (for dissertation) A1 – A7 Practical learning A1-A7 Self-managed learning A1-A7 Group work A1-A7 Reflective practice A1-A7</p> <p>Please see Appendix 2</p> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p>Coursework practical A1-A7 Coursework essays A1 – A7 Coursework presentation A1-A7 Placement reports A1-A7 Coursework reflections A1-A7 Independent research (for dissertation) A1 – A7</p> <p>Please see Appendix 2</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>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p>Lectures B1 – B6 Seminars B1 – B6 Directed reading B1 – B6 Use of the VLE B1 – B6 Independent research (for dissertation) B1 – B6 Practical learning B1 – B6</p>

Programme Specification - Section 2

<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>Self-managed learning B1 – B6 Group work B1 – B6 Reflective practice B1 – B6</p> <p>Please see Appendix 2</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>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p>Coursework practical B1 – B6 Coursework essays B1 – B6 Coursework presentation B1 – B6 Placement B1 – B6 Coursework reflective B1 – B6 Independent research (for dissertation) B1 – B6</p> <p>Please see Appendix 2</p>
<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>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.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p>Lectures C1 – C6 Seminars C1 – C6 Directed reading C1 – C6 Use of the VLE C1 – C6 Independent research (for dissertation) C1 – C6 Practical learning C1 – C6 Self-managed learning C1 – C6 Group work C1 – C6 Reflective practice C1 – C6</p> <p>Please see Appendix 2</p> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p>Coursework practical C1 – C6 Coursework essays C1 – C6 Coursework presentation C1 – C6 Placement C1 – C6 Coursework reflective C1 – C6 Independent research (for dissertation) C1 – C6</p> <p>Please see Appendix 2</p>

Programme Specification - Section 2

<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 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.</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>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p>Lectures D1 – D7 Seminars D1 – D7 Directed reading D1 – D7 Use of the VLE D1 – D7 Independent research (for dissertation) D1 – D7 Practical learning D1 – D7 Self-managed learning D1 – D7 Group work D1 – D7 Reflective practice D1 – D7</p> <p>Please see Appendix 2</p>
<p>D5: Show skill in self-management, time management, prioritisation, personal development planning and continual professional development.</p> <p>D6: Resolve problems, 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>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p>Coursework practical D1 – D7 Coursework essays D1 – D7 Coursework presentation D1 – D7 Placement report D1 – D7 Coursework reflective D1 – D7 Independent research (for dissertation) D1 – D7</p> <p>Please see Appendix 2</p>

Programme Specification - Section 2

Level 4 (Certificate of Higher Education Rehabilitation Studies)

<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: Underpinning disciplines (including biological sciences, social sciences, disability theory and pathology) in 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 practise, 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>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p>Lectures A1 – A7 Seminars A1 – A7 Directed reading A1 – A7 Use of the VLE A1 – A7 Independent research (for dissertation) A1 – A7 Practical learning A1-A7 Self-managed learning A1-A7 Group work A1-A7 Reflective practice A1-A7</p> <p>Please see Appendix 2</p> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p>Coursework practical A1-A7 Coursework essays A1 – A7 Coursework presentation A1-A7 Placement reports A1-A7 Coursework reflections A1-A7 Independent research (for dissertation) A1 – A7</p> <p>Please see Appendix 2</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: 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>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p>Lectures B1 – B4 Seminars B1 – B4 Directed reading B1 – B4 Use of the VLE B1 – B4 Independent research (for dissertation) B1 – B4</p>

Programme Specification - Section 2

<p>B4: Reflect on own performance, highlighting strengths, weaknesses and future actions.</p>	<p>Practical learning B1 – B4 Self-managed learning B1 – B4 Group work B1 – B4 Reflective practice B1 – B4</p> <p>Please see Appendix 2</p> <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p>Coursework practical B1 – B4 Coursework essays B1 – B4 Coursework presentation B1 – B4 Placement B1 – B4 Coursework reflective B1 – B4 Independent research (for dissertation) B1 – B4</p> <p>Please see Appendix 2</p>
<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>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>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p>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> <p>Please see Appendix 2</p> <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p>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> <p>Please see Appendix 2</p>

Programme Specification - Section 2

<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 (referring to numbered Intended Learning Outcomes):</p> <p>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> <p>Please see Appendix 2</p>
	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p>Coursework practical D1 – D5 Coursework essays D1 – D5 Coursework presentation D1 – D5 Placement report D1 – D5 Coursework reflective D1 – D5 Independent research (for dissertation) D1 – D5</p> <p>Please see Appendix 2</p>

Programme Specification - Section 2

ADMISSION REGULATIONS

Please refer to the course website for further information regarding admission regulations for this programme: [BSc \(Hons\) Occupational Therapy | Bournemouth University](#)

PROGRESSION ROUTES

There are no formal recognition arrangements (for approved entry or progression routes) for this programme. There are no formal Foundation Degree routes of entry for this programme.

ASSESSMENT REGULATIONS

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

<https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-undergraduate.pdf>

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 on 5 December 2018.

- **Compensation:** Compensation does not apply to any units in this programme (RCOT requirement 4.3 Standard 3 Essential requirements).
- **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 4.3 Standard 3 Practice Placement). 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 4.3 Standard 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 4.3 Standard 3 Practice placement.) The carrying of credit cannot be applied to placement related units.
- **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 4.3 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 4.3 Standard 3 Accreditation of prior [experiential] learning)
- **Complaints and Appeals:** The Bournemouth University Academic Regulations, Policies and Procedures must include clear guidance on the student complaints and appeals policies and procedures. (HCPC requirement SET 6.6 Assessment).
- **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. (RCOT requirement 4.2 Standard 2 Essential requirements – programme duration).

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

All students undertake a minimum of 1,000 hours of practice placement education as required by professional bodies. These are set out in the WFOT (2016) Minimum Standards for Occupational Therapy Education document. The placements are an integral part of the programme and must be successfully passed for the hours on placement to count. There are three assessed placements in the programme, one in each year of the programme. These placements 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.

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

Placements are provided in a broad range of settings within urban areas such as Bournemouth, Dorchester, Taunton and Yeovil and also within the rural counties of Dorset and Somerset. Salisbury Hospital in Wiltshire also provides placement experiences including the Duke of Cornwall Spinal Injuries Unit and the Wessex Rehabilitation Unit, unique facilities within the South West of England.

In addition to the more 'standard' placements within NHS and Social Care settings, students are also given the opportunity to experience placements within charitable organisations and privately run services. 'Role Emerging Placements', currently referred to as diverse placements, are facilitated for students in their third year of study and provide students with a breadth of experience working in settings 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 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 in order that the student can progress at the same time as their peer cohort.

Practice placements educators (PPE) are all trained and supported in BU procedures by the placement education tutor and are strongly encouraged to undertake RCOT 'APPLE' accreditation as part of their role. Contact is maintained with students (and educators) throughout the placement and summative marks are moderated by the academic team. The Practice Assessment Documents (PAD) and Practice Placement Handbook also provide students and educators with information to support effective management of the placement experience.

A thorough and effective monitoring process is maintained through regular audit and liaison with practice placement co-ordinators 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.

Placement education is co-ordinated by a named member of the occupational therapy academic team who has primary responsibility for allocating placements along with academic advisors. The placement co-ordinator also facilitates practice placement educator training and the development and establishment of the wide range of placement opportunities available to students.

Programme Specification - Section 2

PROGRAMME SKILLS MATRIX		Programme Intended Learning Outcomes																											
		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	
LEVEL 6	Research for Occupational Therapy Practice	x	x		x	x				x	x	x	x	x	x		x		x			x			x		x	x	
	Preparation for Occupational Therapy Practice				x	x	x	x	x	x			x		x		x		x		x	x			x	x		x	
	BU Practice Placement 3	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	
	Team Working for Service Improvement				x	x		x	x	x		x		x	x	x			x	x		x	x		x	x	x	x	
	Innovations in Occupational Therapy Practice		x	x	x	x			x	x		x	x	x	x	x			x	x		x	x			x		x	x
LEVEL 5	Research for Professional Practice					x				x	x	x	x	x					x	x		x	x		x		x	x	
	Occupational Therapy in Action 2		x	x	x	x	x	x	x	x			x	x	x	x	x	x				x			x		x	x	
	Professional Reasoning for OT Practice	x	x	x		x		x		x	x	x		x	x	x	x	x				x			x		x	x	
	Promoting Health & Wellbeing	x		x		x	x	x	x	x				x		x	x		x	x	x	x	x		x			x	
	Community Engagement in Occupational Therapy	x		x		x	x	x	x	x				x		x	x		x	x	x	x	x		x			x	
BU Practice Placement 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	
LEVEL 4	Foundations for Professional Practice and Research				x	x	x	x		x	x	x	x							x	x	x	x		x	x		x	
	Becoming an Occupational Therapist	x	x			x				x			x			x							x			x			x
	Skills for Occupational Therapy Practice					x		x		x					x	x			x	x			x	x	x	x			x
	Analysing Occupation	x	x	x		x				x				x		x	x	x					x			x			x
	Occupational Therapy in Action 1	x	x	x	x	x	x	x	x	x				x	x	x	x	x	x					x			x		x
BU Practice Placement 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	
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									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.																				

Programme Specification - Section 2

<p>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 practice, 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, innovation and adaptation to change.</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>B – Intellectual Skills This programme provides opportunities for students to:</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>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 in order 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>	<p>D – Transferable Skills This programme provides opportunities for students to:</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>

APPENDIX 1 REFERENCES

- HCPC (2016) Standards of Conduct Performance and Ethics. London: HCPC
- HCPC (2013) Standards of Proficiency for Occupational Therapy. London: HCPC
- HCPC (2017) Standards of Education and Training. London: HCPC
- RCOT (2014) College of Occupational Therapists' learning and development standards for pre-registration education. London;RCOT. Available at <https://www.rcot.co.uk/sites/default/files/Education%20Standards%202018%20updates%20pdf.pdf> (accessed 11 May 2018)
- RCOT, 2011. *OT helps you: What is occupational therapy?* [online]. London: COT. Available from: <http://www.cot.co.uk/ot-helps-you/ot-helps-you> [Accessed 28 January 2014]
- Peters, R.S., 1965. 'Education as Initiation' in Archambault, R.D. (Ed.) *Philosophical Analysis and Education* London: Routledge & Kegan Paul.
- Sumsion, T., 2006. *Client-centred practice in occupational therapy: A guide to implementation*. 2nd edition. Philadelphia: Churchill Livingstone Elsevier.
- Townsend, E., Stanton, S., Law, M., Polatajko, H., Baptiste, S., Thompson-Franson, T., Kramer, C., Swedlove, F., Brintnell, S., Campanile, L., 1997. *Enabling occupation: An occupational therapy perspective*. Toronto, Ontario: CAOT Publications.
- Townsend, E.A. and Polatajko, H.J., 2007. *Enabling occupation II: Advancing an occupational therapy vision for health, well-being, & justice through occupation*. Ottawa, Ontario: CAOT Publications ACE.
- Whiteford, G., 1999. Doing, being, reflecting: an analytic review of the Journal of Occupational Science Profiles. Part 1. *Journal of Occupational Science*, 6 (3), 131-5.
- Whiteford, G., 2000. Occupational imbalance Deprivation: Global Challenge in the New Millennium. *British Journal of Occupational Therapy*, 63 (5), 200-4.
- World Health Organisation (WHO), 1946. Preamble to the Constitution of the World Health Organization as adopted by the International Health Conference, New York, 19-22 June, 1946; signed on 22 July 1946 by the representatives of 61 States (Official Records of the World Health Organization, no. 2, p. 100) and entered into force on 7 April 1948. Geneva, World Health Organisation. Available from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2567708/> [Accessed 08 January 2018]
- WHO, 2001. International Classification of Functioning, Disability and Health (ICF) [online]. Geneva, World Health Organisation. Available from: <http://www.who.int/classifications/icf/en/> [Accessed 28 January 2014]
- WHO, 2002. Towards a Common Language for Functioning, Disability and Health – ICF [online]. Geneva, World Health Organisation. Available from: <http://www.who.int/classifications/icf/training/icfbeginnersguide.pdf> [Accessed 28 January 2014]
- WHO, 2006. Constitution of the World Health Organization [online]. Geneva, World Health Organisation. Available from: http://www.who.int/governance/eb/who_constitution_en.pdf [Accessed 28 January 2014]
- World Federation of Occupational Therapists, 2012. *Definition of occupational therapy* [Online], Available from: <http://www.wfot.org/AboutUs/AboutOccupationalTherapy/DefinitionofOccupationalTherapy.aspx> Accessed 13.12.2013
- World Federation of Occupational Therapists, 2016. World Federation of Occupational Therapists, 2016. *Minimum Standards for the Education of Occupational Therapists* [Online], Available from: <http://www.wfot.org/AboutUs/AboutOccupationalTherapy/DefinitionofOccupationalTherapy.aspx> Accessed 15.11.2017

APPENDIX 2 LEARNING AND TEACHING IN THIS PROGRAMME

A wide range of learning and teaching strategies are used throughout the programme, underpinned by the programme team's educational values and the University's 'Fusion-based Learning' agenda, in order to enable students to develop the knowledge, skills and attributes required to be successful occupational therapists.

Engagement in the programme requires attendance at lectures, seminars, small group sessions and skills sessions, as well as throughout practice placement education. Engagement with on-line resources via the 'Brightspace' Virtual Learning Environment is also required. Attendance is monitored and there is a process for identifying students with inadequate attendance and supporting them to improve attendance. Within each unit, mandatory sessions for attendance are highlighted.

Learning and teaching resources and strategies are developed at programme, Faculty and University levels. Within the University, there is a Centre for Excellence in Learning (CEL), which aims to develop and enhance the learning experience, promote innovation and best practice. There are resources within the Faculty for skills-based (simulation) approaches, on-line learning, service user & carer involvement and widening participation strategy. Faculty leadership in these areas results in strategic management and effective use of such resources and assurance that resources support the learning and teaching activities of the programme. The programme team work with colleagues across the Faculty to ensure that they are able to deliver a range of learning and teaching approaches and that there are adequate resources to do this.

Students and staff have access to a range of facilities to support the varied learning and teaching methods, including library facilities (with a focus on acquisition of e-books), 'Brightspace' VLE and on-line resources, 24-hour IT facilities, "technoboosts", use of seminar / group rooms and well-equipped skills / simulation laboratories. Support staff, including the library and learning resources team and skills technicians effectively manage these resources and the programme staff have the opportunity to feed into the leadership team on these aspects of education.

Inter-professional or shared education is undertaken in a number of units, enabling students to work with those from different backgrounds. When inter-professional education is offered, a uni-professional context is provided either within the unit or prior to the unit. The team also refer to the RCOT position paper on inter-professional education (2014).

A. Subject Knowledge and Understanding

Subject knowledge and understanding is developed through use of lectures, group work, on-line learning and self-managed learning. A balance is sought between lecturing as a means to convey and clarify information and the lecture situation as a means to apply information that students have studied in their self-managed learning time.

Specific knowledge in year one focuses on key underpinning subjects such as medical and social sciences, occupational science and occupational therapy theory.

In the first year, students are provided with resources to support their study including library access and the virtual learning environment provision. Lectures provide information and also apply the information that students glean through directed self-managed learning methods including problem based learning. The resulting material is then applied in practical sessions, so that students use the knowledge in skills-based sessions to support their understanding. On-line resources include quizzes that provide formative feedback for students on their understanding.

In the second year, lecture-based sessions develop further towards application and critique of information that students seek through their guided self-managed learning. The specific areas of understanding broaden beyond those in the first year to include research methods, health promotion and humanisation with a more detailed understanding of occupational science and occupational therapy theory.

While lecture based learning remains important in the third year, students will seek most of their knowledge and understanding through self-managed learning and action learning sets / group work. These groups will enable students to discuss the material, apply it to areas of practice and engage in analysis, synthesis and evaluation of knowledge. Previous areas of learning are further explored, particularly research methodology and concepts of management, leadership and innovation.

B Intellectual Skills

Intellectual skills are developed throughout the programme using small group discussion, facilitated by a member of academic staff, journal clubs. self-managed and on-line learning and discussion during lectures / seminars. Students are encouraged to develop critical thinking and reasoning skills to enable them to deconstruct and reconstruct arguments, justify their actions; use policy and best evidence to guide their practice and to make autonomous, informed professional judgements.

In the first year, journal clubs are introduced, students are asked to discuss and apply a given reading / article to an area of understanding and their own practice. A structured approach is used to enable students to develop skills in critical reading, identifying the main message of an article and to appraise it. They are also facilitated in group discussion and encouraged to think more critically about information. Self-managed learning activities progress from being primarily knowledge-based to seeking application of information to case studies and justification of decisions. The learning resources support students to start to develop their analytic skills.

Reasoning, analysis, evaluation and judgement are important intellectual skills that are developed in the second year through interactive lecture/seminar sessions, on-line learning resources and the continuation of journal clubs and group discussions. The teaching and learning methods increasingly move to promote more detailed analysis and synthesis of information.

The third year provides students with the opportunity to select specific areas of interest and undertake an in-depth review, analysis, synthesis and evaluation of a topic. They are supported to develop these skills through interactive lecture/seminar sessions, action learning sets and specific on-line resources.

C Practical Skills

Practical skills involve specific clinical skills, skill in analysing activities and occupations and communication / group working skills specific to the practice context.

Whilst students learn clinical and interpersonal skills during placement they will also be introduced to many aspects of these in a safe environment through simulated activities. Such simulation activities are included in units of study where they are linked to theory and practice content or to mandatory training in safe practice. Simulation offers the opportunity for rehearsal and can incorporate reflective learning of techniques to develop student awareness and competence. Many such activities will take place in a practice simulation suite / skills lab, where resources are available and where the environment can simulate a variety of settings for scenario based exercises. Others may offer the opportunity to role play skills such as interview, using assessment tools and setting goals with individuals. On-line resources are also available through web-based packages. Where students act as service users in practical and clinical teaching, protocols are in place to inform them and manage risk, to obtain consent and alternatives are provided if a student is unable or unwilling to participate.

During practice placement, weekly supervision takes place between the student and practice placement educator (PPE). Students are expected to reflect on their skill development and discuss it during supervision. Practice educators are encouraged to consider a range of supervision styles to support learners and there are resources to support supervision available in the Practice Assessment Document, on the Practice Assessor Website and also in PPE training.

In the university setting, skills, applied aspects of occupational therapy and simulation are facilitated by a member of the academic team or practice partner who has specific experience in that area of practice. For example, practice partners have been involved in delivering specific splinting and normal movement sessions.

In the first year, skills are developed through use of simulation sessions and safe practice training such as moving and handling and risk assessment. Visits to a variety of community environments, such as supermarkets, restaurants, public transport occur to enable students to develop skill in occupational analysis in realistic settings. Some aspects of communication skills, assessment situations and occupational interviewing are undertaken through small group work, role play and analysis of audio visual resources. Students are supported in developing these skills through self-managed learning tasks. Along with the one-week orientation placement, a six-week assessed practice placement allows students to apply their skills and learn further skills in a clinical or community setting.

The practice placement in the second year is ten weeks long and provides students with the opportunity to further develop their practical occupational therapy skills. In addition, students are encouraged to undertake a volunteering experience which enables them to use occupational analysis skills in different situations. Simulation sessions within units build on clinical and professional skills.

In the third year, practice skills are further developed through a ten week practice placement.

Mandatory skills sessions also continue during this year. Through these two methods, skills learning is supported both at the clinical placement level and at the in-course occupational therapy theory and practice level.

D Transferable Skills

Students are viewed as adult learners who take responsibility for their own learning, and so need to develop the transferable skills associated with adult learning. It is recognised that adult learning skills need to be developed, so the first year of the programme includes provision to support students to develop these skills. The Faculty and University have well established support services and a range of specialist services for those with distinct learning need.

Communication and team-working skills are highly valued in the programme. Service user feedback highlighted the importance of good communication and collaboration in their perceptions of the quality of occupational therapy practice. These skills are developed throughout the course using group work, role play and interactive sessions with peers and staff. Service users & carers are directly involved in the assessment of communication skills in the first year of the programme and continue to reinforce the importance of those communication skills through their contributions in years two and three.

In the first year, students engage in group work, such as problem based learning and small group discussions. During these, they are encouraged and supported to develop their communication and group working skills. Their presentation skills are developed throughout the programme and assessed in the final, Innovations Unit in a conference-style context. In the third year, as well as the conference presentation requirement, communication and group work skills are developed both during action learning sets and through practice placement education.

On-line learning activities are created to enable students to develop confidence using a range of information communication technologies. During seminars and group work, students have the opportunity to present information to each other and to develop skills in communicating information in a range of formal and informal contexts, with peer and academic formative feedback. They develop skill in prioritising their work and use of communication technology throughout the first year, with support and guidance reducing as their skill increases.

Transferable professional skills associated with areas such as time and workload management are developed through on-line learning and self-managed learning through the use of unit workbooks to guide learning. Students are increasingly expected to manage their own workload and demonstrate their ability to manage these skills. By the third year, students will have developed their time and work management skills and are encouraged to use these skills to manage competing demands.

A wide range of assessment types are used in the programme, including essay, reflective report, presentation, group presentation, conference poster/presentation, practical assessment, on-line portfolio and practice placement. This range is designed not only to assess a range of skills but also to support different learning styles and preferences.

At the beginning of each level students are provided with the assessment schedule, including assessment and feedback dates, for the year. Each assessment is clearly outlined to students, in assignment briefs, unit handbooks, verbally and in question and answer sessions, with further clarification available via discussion boards on the 'Brightspace' VLE.

All essay-based assessments are submitted on-line and feedback is provided electronically. All feedback and feedforward in the programme is typed and includes both strengths and areas for improvement, thus it is anticipated that feedback is developmental, supporting students to improve throughout the programme. Presentations and practical assessments are recorded for internal moderation and external examining purposes.

Practice placement education is graded and the mark contributes to the degree award. Support and training is available for practice placement educators to support this process and all marks are moderated by the university staff. Students also receive formative feedback during practice placement to support their skill development.

A Subject Knowledge and Understanding

Subject knowledge and learning is required in many of the assessment types: it is expected that application of the different areas of knowledge is evident in many aspects of student work.

In the first year, the initial assessment, an essay based on a case-study, focuses on students demonstrating their understanding and application of knowledge in the areas of occupation and occupational therapy theory. As the year progresses, presentations, reports and practical assessments require students to demonstrate appropriate knowledge, understanding and application. Second year assessments also require knowledge and understanding; students are encouraged to develop their thinking to apply and analyse the knowledge in essays and in presentations.

Assessment focuses on application and analysis of knowledge in relation to specific areas of professional practice or evidence bases.

Knowledge in the third year is assessed primarily through a literature review and application to research and clinical practice and a conference poster presentation. Students are expected to synthesise a range of information, demonstrating understanding of both the occupational therapy and occupational science concepts and knowledge of research, evidence, innovation and leadership/ management.

B Intellectual Skills

Intellectual skills are assessed throughout the programme, moving from demonstrating knowledge and application in the first year, application and analysis in the second year and moving to analysis, synthesis and evaluation in the third year. The skills are assessed through essays or presentations, typically based on case-study examples or clinical/professional situations.

The first year assignments that specifically assess development of intellectual skills include an essay at the beginning of the year and a presentation. In these, students demonstrate their ability to apply knowledge to a situation and to begin to distinguish occupational therapy's domain of concern from other professions and to begin using evidence and theory to resolve problems.

In the second year, group and individual assessments require students to review information from a range of sources, analyse it and apply it to specific situations. This enables students to demonstrate their developing understanding of the use of research, their ability to analyse information and their growing understanding of professional judgement within the context of clinical reasoning.

The final year assessments require students to analyse and synthesise information in novel ways to produce an innovation in practice and to analyse research in a particular area. Skills such as the ability to evaluate new concepts and apply these to a situation are demonstrated in the assessments. In their continuing professional development, they demonstrate critical reflection on practice and on their own performance.

The Bournemouth University generic marking criteria for each level is reflected in the each assignment brief indicating an expectation of development of greater thinking, reasoning and practice application throughout the course.

C Practical Skills

Practice placement experience is the key means of assessing many practical skills. Progression in placement performance is assessed through different marking criteria, for example, in first year, support is provided so that students can begin to demonstrate skills, whereas in the third year, students are expected to demonstrate skill and to be more self-directed (see practice assessment documents) indicating that a developing level of competence is achieved.

Throughout all three years, practical skills are also formatively assessed within the university context. In many cases, these are used as a basis for reflective reports, essays and material which can be used to support students' continuing professional development.

In the first year, the practical element of the Skills for Therapy Practice unit assessment requires students to demonstrate skills applied to practice. Their skill in analysing occupation is assessed through an analysis report which they undertake.

Skills for safety, such as moving and handling are formatively assessed in order to confirm that students are safe to go on placement.

The first year six-week placement, second year ten-week practice placement and third year ten-week placements are all assessed.

D Transferable Skills

Transferable skills are demonstrated in many of the assessment types as the range of assessments provides students with the opportunity to demonstrate the different skills sought by the programme, such as in academic writing, presentation skills and the ability to work in groups and projects. Furthermore online submission and development of a CPD portfolio develops the students' scope and use of information communication technologies.

During practice placement, opportunity is provided for students to demonstrate transferable skills in communication, presentation, workload management and the ability to practice in a humanising, non-discriminatory manner as they demonstrate the placement portfolio competencies based on the relevant Knowledge and Skills Framework requirements.

In the first year, the ability to communicate effectively is assessed primarily within the Skills for Therapy Practice unit but students are also provided with feedback to support the future development of academic writing and other aspects of communication throughout the course. Interprofessional learning requires them to work collaboratively to identify group activity and to develop group presentations. During their placement they will also be expected to demonstrate the ability to manage their workload, build relationships (with clients and colleagues alike) and treat others with respect using principles of humanisation.

A group presentation in the second year specifically enables students to demonstrate their ability to communicate information and work in groups at a higher level. During their volunteering experience and on placement, they further demonstrate the ability to manage their workload and demonstrate initiative identified through the portfolio unit. The assessments in the final year provide students with the opportunity to demonstrate the range of transferable skills, including skill in presentation and communication. Skills are also assessed during the two practice placement experiences and in inter-professional education.