

Programme Specification

Occupational Therapy (2019-20)

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of Study	Full-time
Duration in years	3
Accreditation details	Royal College of Occupational Therapists (RCOT) Health and Care Professions Council (HCPC) World Federation of Occupational Therapists (WFOT)
Final award	Bachelor of Science with Honours (BSc (Hons))
Name of award	Occupational Therapy
Interim Exit awards	Bachelor of Science (Ordinary) in Health Studies Certificate of Health Studies Diploma of Health Studies
FHEQ level of final award	Level 6
UCAS code	B920
Programme code	8322
QAA Subject Benchmark or other external reference	Subjects Allied to Medicine 2001
Programme Lead	Rachel Dadswell (rd2)

Programme Overview

Brief outline of the programme

Successful completion of the three year BSc (Hons) Occupational Therapy programme will enable you to apply to register as an Occupational Therapist with the Health Care Professions Council (HCPC) and to become a member of the Royal College of Occupational Therapists (RCOT) and the World Federation of Occupational Therapists (WFOT). The programme through its use of innovative, creative and reflective learning will equip you with the knowledge, skills and values necessary to practise within a range of health and social care environments, public organisations, such as schools and prisons, and private organisations, such as charities, social enterprises and businesses.

There is a requirement for you to be actively engaged in the programme through evidence-based study, practical experience and learning based within the School of Health Sciences (School) and through community projects and practice placements. Educated to Higher Education (HE) level 6, you will have the ability to be critically reflective of yourself, your practice as an Occupational Therapist and of the research you use to underpin and inform practice. As you progress through levels 4, 5 and 6 you will become increasingly self-directed and reflexive in your approach to learning in preparation for your future career as an Occupational Therapist.

The programme prepares you to work with people who, through illness, disability, trauma or personal circumstances, have complex personal health and social challenges to overcome. You will learn to appreciate the importance of occupation to the health and well-being of individuals, families and communities. There will be opportunity to think creatively, solve problems, analyse complex situations effectively to develop tailored and innovative interventions based on occupation in order to facilitate therapeutic change and transformation. It is important to develop a sense of self-efficacy, enhanced personal and professional insight and the ability to empower and facilitate others to make choices, to take control and responsibility over their lives and aspirations. The programme will provide a combination of theory based and practical experience supported by academic and practice educators with relevant expertise to enable you to aspire to become a dynamic Occupational Therapist.

The School provides a wide range of Health Care Professional (HCP) programmes including: Midwifery, Occupational Therapy, Physiotherapy, Podiatry, Healthcare Sciences and Nursing and has a long standing commitment towards achieving excellence in integrating inter-professional learning across these programmes. University based learning activities with other students within the School will provide a substantial opportunity to learn topics alongside other professions in joint sessions and to become familiar with each professions knowledge and skills base. In addition, shared learning within specific group activities and assessments in a supported situation will allow you to gain further essential insight into HCP practices as well as developing your personal and professional approach to team collaboration.

Learning and Teaching

The overall philosophy of learning and teaching is designed to prepare you to be a proficient, effective Occupational Therapist. Through the provision of taught sessions supported by workshops and seminars, the use of case-based learning, problem solving activities and active involvement in creative therapeutic activities you will be supported to apply the occupational therapy process to a wide range of service users. You will learn to appreciate that as 'occupational beings, people are intrinsically active and creative, needing to engage in a balanced range of activities in their daily lives in order to sustain health and well-being' (RCOT 2014 p2).

Using a spiral approach to learning, where learning opportunities are coherently linked and harmonised across the levels of academic achievement (e.g. modules about similar topics are covered progressively over a number of levels), in order to develop your knowledge and values incrementally as can be seen with the Therapeutic Engagement / Partnerships module which is carried out through all 3 years of the programme. In addition to this connection a mixture of teaching methods will be adopted to support the depth of knowledge and complex range of skills needed. For example; case studies are used extensively to increase your knowledge and understanding of disease, disability and occupational therapy intervention (Cognitive-Reasoning Principles). Alongside this you will learn, practice and rehearse a variety of essential practical skills, such as; when to adopt appropriate moving and handling techniques that meet national/international safety and proficiency standards (Behavioural-Practice Principles).

The programme will provide a framework that incorporates learning activities designed to create a vibrant learning community based on discovery learning, extensive tutor-student interaction, peer support and collaboration (Constructivist-Interaction Principles). Detailed information about these principles, the structure, content, contact hours and the learning choices that can be made will be outlined in specific module profiles and module leaders will be accessible to elaborate further on this information.

This mixture of learning methods will deepen your critical thinking, clinical reasoning and team working skills and you will develop the skills to become an 'adult learner' (Jarvis 2012). The academic learning environment will enable you to develop a strong professional identity as an Occupational Therapist who is both resilient and well equipped to practice in an ever changing work environment and to perform effectively in partnership with members of a multidisciplinary team. Alongside your professional development you will acquire transferable academic skills, such as; critical appraisal of evidence-based practice, which you will need to apply confidently to occupational therapy practice. Throughout the three years of the programme you will engage in a combination of occupational therapy specific and inter-professional learning opportunities. In the inter-professional learning modules you will have the opportunity to learn and work with other allied health professionals, nurses and midwives. These inter-profession learning opportunities will continue on practice placements to enable a deeper more critical appreciation of the role of occupational therapy and other health care professions.

As part of your learning you will successfully complete a minimum of 1000 hours in practice with a named Practice Educator who will facilitate, supervise and assess your performance over a number of weeks in the work place (e.g. 6 -10 weeks depending on the level of placement). Academic educators work closely with Practice Coordinators and Practice Educators who are working in local trusts and healthcare services to ensure you are exposed to a range of diverse placement settings. This range might include; acute and long term inpatients services for physical and psycho-social health (including people with a learning disability); also longer term rehabilitation services in hospital and community settings where Occupational Therapists are traditionally found working as part of the multi-disciplinary team.

Prior to, during and after placement you are encouraged to link theory to practice (and practice to theory) and the wider world through an occupational lens which is supported by a well-established occupational science framework. At level 6, you may have the opportunity to apply for and participate in a role emerging placement (REP), which would involve working in a setting where Occupational Therapists do not traditionally work, such as; with Community Fire Services, RNLI, Help for Hero's, nursing homes, private practice, specialist rehabilitation services and businesses.

You will have opportunity to select, produce and record personal evidence in a portfolio which enables you to reach RCOT practice standards and for professional registration and Continuing Professional Development (CPD - HCPC 2016). Guidance on how to maximise personal experiences and manage study time in a university setting is essential and support to develop a personal and professional portfolio of evidence will be provided to enhance this learning process. The portfolio links theory to practice through each level of the programme, the overall purpose being for you to learn how to independently judge your performance in challenging situations and to develop the transferable life-long learning skills required in every day health care practice.

In your final year (Level 6), an 'Employability Week' is organised for all students in the School in order to establish effective communication networks with local employers who wish to promote vacancies and job opportunities within their services for newly qualified graduates. Academic educators work with colleagues in practice to develop an innovative programme of activities which focus on portfolio development, alumni experiences of the programme and beyond, developing personal statements and Curriculum Vitae's, and taking part in 'practice' job interviews. Additional sessions to explore and make clear links between professional practice standards and HCPC regulations and CPD guidelines are explored as a way of increasing your confidence prior to graduation. This experience reinforces the transferability of your skills from training to practice which will support you to take the first steps in a professional career.

Assessment

The assessments ensure you reach the requirement of the Royal College of Occupational Therapists' educational standards (RCOT 2014). The programme's approach to assessment reflects our commitment to student-centred, research-orientated learning and the core values of Occupational Therapy and is attuned to the variety of teaching and learning methods used across the different levels of academic study. The types of assessment include: written and practical examinations, written reports and assignments, individual/group presentations and viva. This type and range of assessments will be adopted every year and repeated across each level of the programme, so that you can become progressively more familiar with and confident in the assessment procedures over time.

You will be assessed at the end of academic modules and in each practice placement experience. All assessments will be linked closely to the module learning outcomes and require preparation, research of a relevant evidence base and active engagement in presenting outcomes and findings. Most assessments, including the practice placement report, will adopt specific performance criteria which you will be required to achieve and these will be graded either /fail, (unsatisfactory/ satisfactory), or given A - E grades. These grades equate to academic degree classification levels, e.g. B = 2.1, with practice placement reports (2-4) contributing directly to this classification.

For the academic assessments you will be offered a learning activity and/or formative assessment ahead of the final summative assessment as a way of helping you to become familiar with the material and to prepare for the formal assessments. All academic written assignments will be submitted on eAssignment, which is a university wide system and feedback will be given by assessors through annotated scripts and grading grids attached to your work through this system. You will access eAssignment through the student portal which requires you to use your individual university password and email.

During practice placement you will have a half-way and full-time assessment to ensure that you are on target to meet the competencies required for that level of study. The practice placement assessment report will be forwarded to your practice educator through email and the completed report will then be forwarded back to the placement administration team within a week of the end of the placement.

You are required to pass all academic modules and practice placement experience, which directly contribute to the professional qualification. Level 4 assessments require you to pass all assessments to progress onto the next level. Level 5 and 6 assessments contribute directly to the overall academic degree classification. In the event that you fail any assessment a second attempt will be available automatically, with support and feedback being given to assist you with any resubmission. If you do not successfully pass the second retrieval attempt you will be deemed to have failed the requirements of the course (RCOT 2014). In a similar way to academic assessments you will have one retrieval attempt for each practice placement unless this failure is due to grounds of professional unsuitability, then a retrieval attempt will be denied (See Assessment Policies and Procedures).

Special Features of the programme

The delivery of the Occupational Therapy programme draws on key concepts of theory and practice, including collaboration, creativity and research to facilitate your development into a competent, confident and resilient Occupational Therapist who views people as occupational beings. We believe in a strengths-based approach to education and your academic educators will draw on their own area of practice, educational and research expertise, as Occupational Therapists to bring your learning journey to life. Alongside occupational therapy specific learning you will also have the opportunity to learn and work inter-professionally with other undergraduate health care professionals students, both in the University and while on practice placements. To embed the inter-professional ethos of the School of Health Sciences, some of your learning will be conducted by staff from other professions (RCOT 2013). This adds variety while at the same time helping you gain insight into the work of other professionals as you progressively build your own professional identity.

Other special features of this programme include working alongside nationally and internationally recognised Occupational Therapy researchers, with the opportunity to engage in their research with appropriate levels of case supervision. You will also gain experience of working within the local community, and in partnership with community groups, charities and service users you will carry out specific tasks and projects. This allows you to gain a greater understanding of occupations within specific environments, how environmental design impacts on occupations and to develop meaningful and sustainable projects.

We are continually seeking opportunities for you to widen and deepen your understanding of occupational therapy and prepare to fully engage in a profession which is responsive to a changing world. We value the role of international collaboration and you may have the opportunity to participate in a web exchange, which currently includes an international activity involving Bournemouth University and the University of Southampton, United Kingdom programmes in collaboration with other occupational therapy students from: universities of Lund (Sweden); Galway (Ireland) and Riga (Finland).

We are currently exploring the option to deliver specific OT training in either the Assessment of Motor Process Skills (AMPS) or the Evaluation of Social Interaction (ESI) through collaboration with the AMPS-ESI UK and Ireland. Training in these standardised assessment tools can be used both in clinical practice and research. If this training goes ahead, there will be an additional cost depending on student numbers and the number of external candidates. The training is completely optional, with no obligation to be undertaken. If the collaboration is successful, the nature of the course, be that AMPS or ESI will be dependent on the degree of interest as it needs to be financial viable.

In the third year (level 6) you may choose to take up the opportunity to apply for a diverse or role emerging practice placement (REP). In the past, some students have experienced their final placement in local charities and businesses, the voluntary sector and non-traditional health and social care settings. Students apply and compete for these placements which acts as good preparation for self-promotion and deployment of job hunting skills. Often these placements have led to the development of new Occupational Therapy posts in none traditional areas of practice and future employment for graduates.

Employability week as previously mentioned promotes effective networking between the School and local employers who wish to contact new graduates. This event is reviewed regularly with feedback from everyone involved in order to improve the connections and the content which clearly has proven to be very successful. This event is also supported by the central university careers and employment service on a regular basis, thereby meeting the university commitment for promoting graduate attributes in the workplace.

Please note: As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration; however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's [programme validation process](#) which is described in the University's [Quality handbook](#).

Educational Aims of the Programme

1. Create and maintain a student-centred learning environment that empowers Occupational Therapy students from diverse backgrounds to acquire and develop understanding, knowledge and research, professional and ethical reasoning skills essential for Occupational Therapy practice.
2. To develop your understanding, skills and attitudes enabling you to become an independent learner and a competent, autonomous, reflective and ethical occupational therapist.
3. To provide a robust interface between education and research that enhances and promotes the continued development of an evidence-base in Occupational Therapy through the engagement in a range of scholarly activities. This will facilitate you to develop your research skills so that you can confidently apply current research in practice and be proactive in auditing practice and evaluating the efficacy of your practice.
4. Sustain a high level of practice experience in cooperation with employers and practitioners to produce Occupational Therapists, who are 'fit to practice' in a range of practice settings, enabling you to contribute to patient care and cope with the demands placed on the workforce.
5. Provide you with the challenging opportunities to learn with and from other healthcare professionals so that you develop competence in inter-professional practice.
Develop and evaluate the effectiveness of your reflective skills in order to practice in partnership with patients in a diverse and changing health and social care arena to influence future healthcare outcomes.
6. Design and implement a programme which reflects the changing needs of learners, stakeholders, current and emerging workplace practices, utilising inter-professional learning opportunities to enhance teamwork skills and patient/client focused activity that prepares graduates, with a range of attributes to meet the requirements of:
 - an 'entry-level' Occupational Therapist (RCOT 2014) and excel with the competencies necessary for registration with the HCPC and the University of Southampton's criteria for the award of a BSc (Hons) degree.

Programme Learning Outcomes

Knowledge and Understanding

On successful completion of this programme you will be able to:

- A1. Explain the relationship between occupation, health and well-being, and the factors that facilitate or challenge participation in occupations
- A2. Synthesise theories from occupational science and other relevant bodies of knowledge to form the foundation of reasoned professional practice
- A3. Appraise the complexities of theories and research and apply evidence-informed understanding of occupation to a changing society
- A4. Explain the impact of occupational disruption, in relation to the occupational performance of individuals, groups and communities, and; the value of restoring opportunities for participation in occupation
- A5. Practise in healthcare, social care and community settings, in relation to physical and psycho-social needs
- A6. Engage in reasoned debate in relation to occupation and occupational therapy in order to critically evaluate the impact of intervention

Subject Specific Intellectual and Research Skills

On successful completion of this programme you will be able to:

- B1. Understand the relevance of evidence-informed practice and accept responsibility to contribute to its development
- B2. Actively seek, critically evaluate and generate a range of information and evidence to justify occupational therapy practice and ensure that it is informed, current and relevant
- B3. Select and justify designs, methods and ethics appropriate to research in occupation and occupational therapy
- B4. Disseminate research findings in a variety of appropriate ways within and beyond the profession

Transferable and Generic Skills

On successful completion of this programme you will be able to:

- C1. Critique the current funding, structure, commissioning, leadership and management of the NHS and social care services including clinical governance arrangements and the governmental drivers
- C2. Name the key the drivers for change in health & social care including political, economic, social, technological, environmental and legal issues
- C3. Understand the importance of respectful, dignified patient-centred care in modern provision of services and manifest these attitudes on practice placement
- C4. Appraise own professional codes of conduct and reflect on the core values of health & social care professions
- C5. Demonstrate appropriate and flexible professional practices with regard to own behaviour, emotional health, time-keeping and reflective self-management
- C6. Understand and justify the importance of ethical professional practice including the need to obtain informed consent and maintain patient confidentiality
- C7. Recognise and justify the need for people to take responsibility, working within the multi-disciplinary team, to prevent ill-health and understand constructs of health and health-belief including social determinants of health
- C8. Understand the importance of effective, clear and properly documented communication with patients and colleagues and model these in all situations
- C9. Demonstrate effective and safe manual handling techniques; effective infection control procedures and basic life support techniques
- C10. Show a range of academic skills for learning, developed during the programme into future professional practice by searching for, critiquing and integrating research evidence in healthcare through accessing professional journals and associated literature

Subject Specific Practical Skills

On successful completion of this programme you will be able to:

- D1. 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
- D2. Apply professional reasoning skills to identify appropriate activities, skills and techniques for the facilitation of occupational engagement, respecting the relevant rights, needs and preferences of those involved

- D3. Through creative and innovative practices, implement and evaluate occupational therapy strategies to address occupational need(s)
- D4. Work in partnership with individuals, clinical teams, groups and communities to promote participation, health and well-being
- D5. Critically appraise personal practice and Occupational Therapy service delivery to ensure that the focus is on occupation and occupational performance in order to take account of the political and social context of the service

Disciplinary Specific Learning Outcomes

On successful completion of this programme you will be able to:

- E1. Comply with the regulatory standards of conduct, performance and ethics of the Royal College of Occupational Therapists' code of ethics and professional conduct
- E2. Display resilience and resourcefulness, confidence in self-management, self-awareness and evaluation of self, along with knowledge of personal potential as an Occupational Therapist
- E3. Adhere to employer regulations and relevant local/regional/national/European/International policies, procedures and legislation.
- E4. Be accountable for personal professional practice and outcomes
- E5. Understand and apply the principles of leadership and management to Occupational Therapy services, including establishing or contributing to the review and ongoing development of Occupational Therapy practice guidelines
- E6. Demonstrate a professional commitment to enhance Occupational Therapy practice through lifelong learning and reflection with critical review
- E7. Take a proactive role in the development, improvement and promotion of occupational therapy as a profession and as a practitioner to individuals, groups and communities
- E8. Identify potential opportunities for service provision in areas new to the profession
- E9. Collaborate with individuals, groups and communities to promote and develop the health and well-being of their members through their participation in occupation.

Programme Structure

The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

Part I

Typical course content

The BSc in Occupational Therapy programme is 3 years long and incorporates 1000 hours of practice placement in accordance with the requirements of RCOT and HCPC. Only placements successfully completed at a pass grade count towards the hours logged. The content of the programme reflects the requirement for the modern Occupational Therapist to be equipped with the knowledge, skills and values to work effectively within NHS environments, in social and community care settings, in social enterprises or charities and in private or commercial practice.

The academic component of the programme is complemented by the placement experiences, which provide the opportunity for you to apply theory to practice. The programme provides incremental progression through each of the three years preparing you for a seamless transition into practice as an HCPC registered Occupational Therapist. It also fosters an appreciation of the importance of continuing to be a reflexive, lifelong learner.

The first year (level 4) is focused on the informing knowledge, skills and attitudes which underpin occupational therapy. These focus primarily on the occupational nature of human beings and occupational analysis, but also include the study of psychosocial issues; the anatomy and physiology of the human body; general pathophysiological processes; anthropometric and biomechanical principles. The basic techniques of safe practice, assessments and interventions are taught as part of preparation for practice in domiciliary, community and healthcare settings. A 6 week period of practice learning, that must be successfully completed and passed, is included at the end of this first year.

The second year (level 5) provides a continuing emphasis on issues studied at level 4, but deepens your appreciation of occupational therapy and your ability to interact with individuals and communities through practical activity in partnership with patients / clients. There are 2 x 6 week long placements carried out part way through this year that are graded A – E and must be successfully completed.

Final year (level 6) students consider the management of more complex cases in the context of multidisciplinary care settings. An emphasis is placed on gaining understanding of the wider health arena and issues of public health and economics that affect the provision of health services across the UK. You will also consider leadership and management issues in relation to patient care and health service commissioning for defined populations. During the academic year, you will spend 10 weeks on placement and this could be in a traditional practice environment, a non-traditional/ diverse setting or in a role-emerging placement. A non-traditional setting is a practice environment where few Occupational Therapists have worked before, but where you will be supervised by a qualified Occupational Therapist. A role emerging placement is one where an Occupational Therapist could clearly contribute to the well-being of individuals, but where there is not currently an established occupational therapist in place. You could be placed in these interesting environments (such as the charity 'Help for Heroes') and an academic member of staff who is a qualified Occupational Therapist would 'in-reach' to provide support and supervision.

The programme content includes the:

- exploration of the knowledge and theories that underpin occupational therapy
- practical skills workshops
- experiential components and self-development
- 1000 hours of successfully completed practice placement
- working with others on design projects
- community participation/ volunteer projects
- opportunity for international collaboration – web based using online resources
- opportunity to visit and contribute to national occupational therapy professional event
- research methods and scholarly activity in occupational therapy are strands that are threaded through all three years of study (Level 4 – Evidence in OT, Level 5 - Research Methods and Level 6 - Research Projects)

Programme details

The award of BSc (Hons) Occupational Therapy with eligibility to register with HCPC and become a member of the Royal College of Occupational Therapists is obtained upon completions of a minimum of 180 ECTS credits at the appropriate levels.

Each academic year has been split into periods of study (2 semesters), all modules are core to the programme.

The full-time programme is undertaken at National Qualifications Framework (NQF) academic levels 4, 5 and 6, corresponding to years 1, 2 and 3 in the full-time programme and the University's Part 1, 2 and 3. Completion of each level accrues a minimum of 60 ECTS credits at the respective level. The full time route is normally completed in 3 years and the maximum allowed period of registration is normally 5 years to comply with professional body requirements. Full-time students are required to be available for 5 days per week with a mixture of directed and self-directed study.

The programme is divided into study modules of 7.5 and 15 ECTS credits. Each credit represents approximately 25 hours of student learning. A number of core modules are offered in a shared learning capacity with other professional student groups e.g. Midwifery, Physiotherapy, Podiatry, Healthcare Scientists and Nursing. The programme is designed so that 1000 hours of successful practice placement is achieved on completion of the programme as required by the professional and statutory bodies. Practice placement is usually undertaken on a full-time basis. The emphasis on work-based learning as the primary mechanism for professional learning is a significant feature on this programme and also has the benefit of improving employability prospects. The provision of practice placement has been achieved through collaboration and an ongoing partnership with Health Education Wessex, regional NHS and Local Authority providers and local charity and private providers. Additionally, the structure of the programme incorporates leadership and healthcare innovation modules

which align to key government drivers around the future career development of Allied Health Professionals (AHPs).

Successful completion of this programme provides eligibility to apply for registration with the Health and Care Professions Council (HCPC). It is a legal requirement that anyone who wishes to practise using a title protected by the Health Professions Order 2001 is on the HCPC Register. For more information, please see the HCPC website at: www.hcpc-uk.org.

The minimum pass mark for all modules is 40% (or Pass where the assessment is on a Pass/Fail basis). Re-sit for any failed assessments will be scheduled at the first available assessment opportunity. RCOT requires that only one retrieval attempt can be allowed for practice placement modules. If a student fails placement because of professional unsuitability, they have no right of retrieval.

The maximum duration of study normally expected is 5 years.

Please note that no exit award, other than the professional qualifying award, will confer eligibility to apply for HCPC registration. Occupational Therapy is a title protected by statute (Health Professions Order, 2001) and so it cannot appear in any exit, posthumous or aegrotat award.

Code	Module Title	ECTS	Type
OCCT1030	Principles of Health Sciences for Occupational Therapy 2019-20	7.5	Core
HSGM1001	An Introduction to Professional Practice (BSc) 2019-20	7.5	Core
OCCT1032	Design for Occupation 1 2019-20	7.5	Core
OCCT1029	Foundations of Health Sciences for Occupational Therapists 2019-20	7.5	Core
OCCT1035	Practice Placement 1 OT 2019-20	10	Core
OCCT1033	Principles of Occupational Therapy Practice 2019-20	7.5	Core
OCCT1034	Therapeutic Engagements/Partnerships in Occupational Therapy Practice 1 2019-20	7.5	Core
OCCT1031	Using Evidence in Occupational Therapy Practice 2019-20	7.5	Core

Part II

Code	Module Title	ECTS	Type
OCCT2034	Applied Occupational Therapy Practice - Mental Health 2020-21	7.5	Core
OCCT2033	Applied Occupational Therapy Practice - Physical 2020-21	7.5	Core
OCCT2032	Design for Occupation 2 2020-21	7.5	Core

OCCT2030	Practice Placement 2 OT 2020-21	10	Core
OCCT2031	Practice Placement 3 OT 2020-21	10	Core
HSGM2001	Research Methods (protocol) 2020-21	7.5	Core
OCCT2035	Therapeutic Engagements/Partnerships in Occupational Therapy Practice 2 2020-21	15	Core

Part III

Code	Module Title	ECTS	Type
OCCT3AAA	Complex Therapeutic Engagement 2021-22	15	Core
HSGM3AAA	Influencing Innovation and Change (Level 6) 2021-22	7.5	Core
OCCT3XXX	Practice Placement 4 OT 2021-22	15	Core
HSGM3XXX	Research Project for AHP's 2021-22	15	Core
OCCT3BBB	Therapeutic Engagements/Partnerships in Occupational Therapy Practice 3 2021-22	7.5	Core

Progression Requirements

The programme will follow the University's regulations for [Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes](http://www.calendar.soton.ac.uk/sectionIV/sectIV-index.html) as set out in the General Academic Regulations in the University Calendar: <http://www.calendar.soton.ac.uk/sectionIV/sectIV-index.html>

The Royal College of Occupational Therapists' accreditation of a pre-registration occupational therapy programme will be conditional on the implementation of the Royal College's regulations on academic and practice education. All modules (or equivalent) contributing to the professional qualification must be passed.

Practice placement: Only one attempt at retrieval is permissible for each period of learning/modules related to practice education. When the first attempt and retrieval process for the module have been exhausted, the student is deemed to have failed the requirements of the course and therefore must be withdrawn from the named award. A student must be denied a retrieval attempt if the failure originally occurred on grounds of professional unsuitability. The practice hours of failed practice education will not count towards the minimum requirement of 1000 hours.

Support for student learning

There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to student in your particular Faculty or discipline area.

The University provides:

- Library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- High speed access to online electronic learning resources on the Internet from dedicated PC Workstations on site and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations
- Computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- Standard ICT tools such as Email, secure filestore and calendars
- Access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated help desk in the Hartley Library
- Enabling Services offering support services and resources via a triage model to access crisis management, mental health support and counselling. Support includes daily Drop In at Highfield campus at 13.00 – 15.00 (Monday, Wednesday and Friday out of term-time) or via on-line chat on weekdays from 14.00 – 16.00. Arrangements can also be made for meetings via Skype
- Assessment and support (including specialist IT support) facilities if you have a disability, long term health problem or Specific Learning Difficulty (e.g. dyslexia)
- The Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career and Employability services, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- Other support that includes health services (GPs), chaplaincy (for all faiths) and 'out of hours' support for students in Halls and in the local community, (18.00-08.00)
- A Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers
- While on occupational therapy practice experience you will be allocated a locality visitor from the OT team, who will visit you and your practice educator mid-way through each placement to review your progress. You will be able to contact your locality visitor and your personal tutor for support, as required while on placement.

The Students' Union provides:

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- support for student peer-to-peer groups, such as Nightline

The School of Health Sciences provides: access to a personal academic tutor (PAT) and senior academic tutors when more specific or complex guidance is needed:

- a consistent approach to formative and summative feedback on your work
- occupational therapy student representative at academic staff team meetings

Methods for evaluating the quality of teaching and learning

You will have the opportunity to evaluate the quality of the programme in the following ways:

- completing student evaluation questionnaires for each module of the programme
- acting as a student representative on various committees, e.g. Staff: Student Liaison Committees, School Programmes Committee OR providing comments to your student representative to feedback on your behalf
- serving as a student representative on Faculty Scrutiny Groups for programme validation
- taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group

The ways in which the quality of your programme is checked, both inside and outside the University, are:

- regular module and programme reports which are monitored by the School including placements
- programme validation, normally every five years
- external examiners, who produce an annual report
- professional body accreditation/inspection involving the Health and Care Professions Council, Health Education Wessex, employers and peer professionals from the Royal College of Occupational Therapists
- an audit of research quality at national level – the Research Excellence Framework (REF). (Our research activity contributes directly to the quality of your learning experience) Institutional Review by the Quality Assurance Agency
- monitoring of your individual progression through personal tutor and review systems
- annual contract monitoring by Health Education Wessex
- annual report to relevant professional bodies
- student reflection and evaluation of practice experience

Further details on the University's quality assurance processes are given in the [Quality Handbook](#).

Career Opportunities

Our ageing population and continuous developments in health and social care have brought an increasing need for Occupational Therapists, so career prospects within the profession are excellent. As a qualified Occupational Therapist, you can consider working in different job roles, as a practitioner, researcher, manager, lecturer or consultant therapist. You can also choose to work with different age groups and in different fields such as social care, mental health, education, learning disabilities or physical rehabilitation. There is a wide range of job opportunities in different settings including charities and voluntary agencies, commercial and industrial organisations, disabled living centres, housing departments, local community services, NHS and private hospitals, private practice, schools, universities, social services departments, wheelchair services and residential care homes. The profession continues to develop new areas of practice, providing many options to consider.

Graduates of our Occupational Therapy programme gain a professional qualification and are eligible to become members of the British Association of Occupational Therapists and to apply for registration with the Health and Care Professions Council. As this programme is accredited by the Royal College of Occupational Therapists, your qualification will be recognised by the World Federation of Occupational Therapists, creating international job opportunities. Many students return to the University during their careers to continue their professional development. To meet this demand, Health Sciences offers short post-qualification courses, MSc, PhD, Integrated PhD and Clinical Doctorates.

External Examiner(s) for the programme

Name: Mr Rupert Kerrell - Canterbury Christ Church University

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff:

Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their Personal Academic Tutor in the first instance.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook.

Appendix 1:

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme also have to pay for:

Additional Costs

Type	Details
Clothing	Lab Coats: You will need provide yourselves with laboratory coat for use in the Centre for learning Anatomical Sciences. These can be purchased from any source.
Paying for immunisation and vaccination costs before being allowed to attend placements	This programme involves mandatory placements in all years. Insurance for students on placement and the necessary immunisation/vaccination is provided by the University.
Conference expenses	Conference attendance is not normally expected as part of the Physiotherapy programme. If you decide to attend conferences then you will normally be expected to cover the cost of accommodation, travel and admission.
Stationery	You will be expected to provide your own day-to-day stationery items, e.g. pens, pencils, notebooks, etc). Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile.
Textbooks	Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source. Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.
Laboratory Equipment and Materials	A number of essential items for use in the Centre for learning Anatomical Sciences will be provided to you e.g.: safety goggles; examination gloves; plastic aprons.
Placements (including Study Abroad Programmes)	If you have been approved to participate in an Erasmus+ Study/Work Placement you will automatically qualify for an Erasmus+ grant and details of this will be sent to you as part of the application process. Students who participate in the Erasmus+ scheme can benefit from an EU-funded grant. It is not intended to be a maintenance grant but rather a contribution towards the extra costs associated with studying abroad. The International Office will calculate your grant for you once you have given them the dates of your placement. You will be sent an Erasmus Grant Agreement confirming the amount of your grant and conditions of participation. Students who participate in the Erasmus+ scheme can benefit from insurance that is provided by the university.
Approved Calculators	Candidates may use calculators in the examination room only as specified by the University and as permitted by the rubric of individual examination papers. The University approved models are Casio FX-570 and Casio FX-85GT Plus. These may be purchased from any source and no longer need to carry the University logo.
Optional Visits (e.g. museums, galleries)	Some Physiotherapy modules may include optional visits to specialist healthcare facilities, etc. You will normally be expected to cover the cost of travel and admission, unless otherwise specified in the module profile.
Accommodation and Travel	This programme involves mandatory placements in all years. The placements are organised by the University and will take place with regional healthcare

	providers; as such students will need to travel to placements/arrange accommodation.
Insurance	This programme involves mandatory placements in all years. Insurance for students on placement and the necessary immunisation/vaccination is provided by the University.
Equipment and Materials	<p>Medical Equipment and Materials: Fobwatch; stethoscopes: A number of essential items for use in practical sessions will be provided to you e.g.: goniometers; tape measures; electrotherapy consumables; examination gloves; plastic aprons.</p> <p>However you will need provide yourselves with a fobwatch; stethoscope (advice will be given at the appropriate time regarding which models) for use in the practical classes and whilst on clinical placement.</p>
Printing and Photocopying Costs	In the majority of cases, coursework such as essays; projects; dissertations is likely to be submitted on line. However, there are some items where it is not possible to submit on line and students will be asked to provide a printed copy.
Travel Costs for placements	This programme involves mandatory placements in all years. The placements are organised by the University and will take place with regional healthcare providers; as such students will need to travel to placements/arrange accommodation. From August 2017, new students in England who pursue a career in Nursing, Midwifery and most Allied Health Professional (AHP) pre-registration courses will have access to the standard student support package of tuition fee loans and support for living costs, instead of receiving an NHS bursary. Students who are on an eligible programme may be entitled to claim travel and accommodation expenses incurred over and above daily travel costs to the University. The costs must be related to essential practice placements.

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at www.calendar.soton.ac.uk.