Programme Specification

Bachelor of Science (Honours) Occupational Therapy: Academic Year 2017-18

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 and part time
Duration in years	Three years following standard progression for a FT student Four years following standard progression for a PT student
Accreditation details	Currently accredited by: Health and Care Professions Council (HCPC) College of Occupational Therapists (COT) World Federation of Occupational Therapists (WFOT)
Final award	Bachelor of Science (Honours)
Name of award	BSc (Hons) Occupational Therapy
Interim Exit awards	Certificate of Health Studies Diploma of Health Studies
FHEQ level of final award	6
UCAS code	B920
QAA Subject Benchmark or other external reference	Subjects Allied to Medicine (QAAHE 2001)
Programme Lead	Lesley Collier
Date specification was written	24/03/2015
Date programme was validated	July 2015
Date specification was last updated	April 2017

Programme Overview

Brief outline of the programme

The BSc (Hons) Occupational Therapy is a three year or four year programme** that leads to eligibility to apply to register as an Occupational Therapist with the Health Care Professions Council and to become a member of the British Association of Occupational Therapists and the World Federation of Occupational Therapists. The qualification enables graduates to practise both within health and social care environments and public organisations such as schools and prisons, but also increasingly within private organisations such as charities, social enterprises and businesses. Occupational Therapists work in partnership with people who - through illness, disability, trauma or personal circumstances - have complex personal, health or social challenges to overcome.

The programme will enable you to develop a strong professional identity as an Occupational Therapist and to understand the importance of occupation to the health and well-being of individuals, families and communities. The programme prepares graduates to think creatively, analyse complex situations effectively to develop tailored and innovative interventions based on occupation in order to facilitate therapeutic change and transformation. Graduates from the programme will have developed a sense of self-efficacy, enhanced personal and professional insight and the ability to empower and facilitate others to make choices, to take agency, control and responsibility over their lives and aspirations.

You will be required to be actively engaged in the programme through academic, evidence-based study and experiential and practical learning based both within the Faculty and through community projects and practice placements. You will become increasingly self-directed and reflexive in your approach to learning in preparation for your career ahead.

In the Faculty of Health Sciences all our courses are values-based, which means we encourage you to foster a deep appreciation of human experience and demonstrate personal attributes such as empathy and compassion in your approach to others.

**A few places (currently 5) are available to those who wish to study more flexibly over a four year period. These individuals may be employed by local NHS Trusts and they wish to study and work at the same time. Or they may have specific employment or caring responsibilities which make full-time study challenging.

Learning and teaching

The programme provides coherent and harmonised learning opportunities for learners throughout the levels of academic achievement, based on educational approaches which encourage and enable 'adult learning' (Jarvis 2010). The methods employed are driven by the need to develop learners who are independent, intrinsically motivated thinkers with a capacity for reflective and critical analysis of their own and other professionals' practice.

The provision of experiential learning opportunities promotes the acquisition of knowledge and skills in a contextual, integrated manner, e.g. by using case studies, problem solving activities, creative/ therapeutic activities, practical scenarios and/or experiences encountered in clinical practice as the trigger for learning.

A student-centred approach is adopted to promote active participation in all learning activities so that, with guidance from academic and placement educators, learners assume responsibility for their own learning.

Cohesive methods and modes of delivery are carefully chosen and used across modules to stimulate learning patterns that will underpin life-long learning skills for continuous professional development (CPD). Examples include the integration of portfolios, critical and reflective practice and inquiry based skills as essential components of all modules (HCPC 2008).

Assessment

The programme's approach to assessment reflects our commitment to student-centred, research-orientated learning and professional values. Links between module learning outcomes and a range of learning activities (course completion), formative and summative assessment methods are developed and matched carefully to ensure that they both retain relevance to practice and the stage of development reached by each cohort of learners.

There is flexibility in the teaching methods and modes of delivery adopted to ensure that the learning and assessment are relevant to the subject and that these cross-match with educational, quality and professional benchmark statements.

A range of assessment methods are adopted which ensure that graduates demonstrate academic knowledge, critical thinking and practical ability. These assessments test the skills of information gathering; logical and critical thinking and problem solving that are highly valued by professional bodies, health and social care stakeholders, including commissioners, employers, practitioners and service users.

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

The programme aims to provide you with the opportunity to:

- Participate in a learning environment that empowers learners from diverse backgrounds to acquire and develop knowledge, attitudes, clinical and research skills

- Sustain a high level of practice education in cooperation with employers and practitioners so that you become a graduate who is 'fit to practise' in a range of clinical settings. This will enable you to contribute to patient care and cope with the demands placed on the workforce

- Design and implement a programme which reflect the changing needs of learners, stakeholders, current and emerging workplace practices, which utilises inter-professional learning opportunities to enhance teamwork skills and patient/client focused activity

- Activate a robust interface between education and research that enhances and promotes the continued development of an evidence-base in teaching and practice

- Prepare you to become a graduate who can meet the requirements of:

  - the Occupational Therapy competencies to be achieved for entry to the Health and Care Professions Council's professional register
  - the University's criteria for the award of an honours degree.

Programme Learning Outcomes

Knowledge and Understanding

(College of Occupational Therapists (2014) College of Occupational Therapists' learning and development standards for pre-registration education. (P6, 3.1))

Having successfully completed this programme you will be able to demonstrate knowledge and understanding of Occupational Therapy and be able to:

1. Explain the relationship between occupation, health and well-being and the factors that facilitate or challenge participation in occupations
2. Synthesise theories from occupational science and other relevant bodies of knowledge to form the foundation of reasoned professional practice
3. Appraise the complexities of theories and research and apply evidence-informed understanding of occupation to a changing society
4. 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
5. Practise in healthcare, social care and community settings in relation to physical and psycho-social needs
6. Engage in cogent and reasoned debate in relation to occupation and occupational therapy in order to critically evaluate the impact of intervention.

Teaching and Learning Methods
The methods will include:

- an emphasis on developing a focussed approach to assist you in engaging with materials so that you may understand their relevance and enhance your scholarly and academic development

- a sequence of lectures and seminars to introduce new and review knowledge, concepts and processes

- self-directed learning activities and opportunity for preparation in order to make choices and present outcomes to peers

- opportunity to work individually, in pairs/teams and action learning sets to complete given tasks and take part in reflection and peer review processes

- personal and/or interactive group activities specifically supported by facilitators/experts/resources/technology/mixed media

- varied learning activities (course completion/compulsory) – which introduce an element of choice in learning and assessment in order to more fully meet individual learning needs and preferences, thereby fulfilling HE responsibilities under the equality and diversity agenda

Assessment methods
A range of assessment methods are adopted which ensure that graduates demonstrate academic knowledge, critical thinking and practical ability. Links between module learning outcomes and a range of learning activities (including course completion), formative and summative assessment methods are developed and matched carefully match to ensure relevance to practice.

The types of assessments adopted include:

- essays, protocols, unseen exams, multiple choice questions, short answer questions, case studies, viva/practical exams, creative/interactive use of media and technology, individual/group presentations, poster work/displays and teamwork activities.

Occupational Therapy Intellectual and Research Skills

(College of Occupational Therapists (2014) College of Occupational Therapists' learning and development standards for pre-registration education. (P7-8, 3.5))

Having successfully completed this programme you will be able to:
7. Understand the relevance of evidence-informed practice and accept responsibility to contribute to its development
8. 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
9. Select and justify designs, methods and ethics appropriate to research in occupation and occupational therapy
10. Disseminate research findings in a variety of appropriate ways within and beyond the profession

Teaching and Learning Methods
Will include:
- Active participation in journal club i.e. searching, critical review and debate of literature linked to specific focus
- Generating, handling and interpreting a wide range of data through innovative and creative methods
- lectures, seminars, and group projects
- Self-directed investigation and critique
- Strong links to community partnership projects, clinical placements and international collaboration to generate and develop ideas and opportunities
- Opportunities to participate in emerging placements to promote new areas of practice for occupational therapists.

Assessment methods
Will include:
- Completion of a journal article suitable for submission to the British Journal of Occupational Therapy (BJOT) or similar publication
- Critical review of literature applied to chosen module focus
- Choice of conference presentation styles e.g. poster discussion, facilitated workshop, paper presentation to disseminate

Transferable and Generic Skills

Having successfully completed this programme you will be able to:

11. Critique the current funding, structure, commissioning, leadership and management of the NHS and social care services including clinical governance arrangements and the NHS Constitution

12. Interpret the drivers for change in health & social care including political, economic, social, technological, environmental and legal issues

13. Understand and defend the importance of respectful, dignified patient-centred care in modern provision of services and manifest these attitudes on practice placement

14. Appraise your own professional codes of conduct and reflect on the core values of health & social care professions

15. Demonstrate appropriate and flexible professional practices with regard to your own behaviour, emotional health, time-keeping and reflective self-management

16. Understand and justify the importance of ethical professional practice including the need to obtain informed consent and maintain patient confidentiality

17. Recognise and justify the need for people to take responsibility to prevent ill-health and understand constructs of health and health-belief including social determinants of health

18. Understand the importance of effective, clear and properly documented communication with patients and colleagues and model these in all situations

19. Demonstrate effective and safe manual handling techniques; effective infection control procedures and basic life support techniques

20. Enhance academic skills for learning during the programme and into future professional practice by searching for, and critiquing research evidence in healthcare by accessing professional journals and associated literature

Teaching and Learning Methods
Will include:
- Inter-disciplinary group work and practical skills workshops
- Lectures and seminars
- Guided reading
- Active engagement with e resources

Assessment methods
Will include:
- Course completion requirements for statutory and mandatory skills
- Completion of a group health education/promotion pack targeted at a selected audience
- Practice Placement assessment

Occupational Therapy Practical Skills

(College of Occupational Therapists (2014) College of Occupational Therapists' learning and development standards for pre-registration education. (P6, 3.2))

Practical skills in Occupational Therapy "are driven by contemporary trends, research and legislation, context and technological development" (COT 2014 p.5). Having successfully completed this programme you will be able to:

21. 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
22. 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
23. Through creative and innovative practice, implement and evaluate occupational therapy strategies to address occupational need(s)
24. Work in partnership with individuals, groups and communities to promote participation, health and wellbeing
25. Critically appraise personal practice and occupational therapy service delivery to ensure that the focus is on occupation and occupational performance and that it takes account of the political and social context of the service

Teaching and Learning
Will include:
- Lectures, seminars, tutorials to introduce new and review knowledge, concepts and processes that support the development of practical skills
- Opportunities for experiential learning which focus initially on personal experience to inform professional development of skills and empathy
- self-directed learning activities
- opportunity to work individually and with others in pairs and action learning sets to complete given tasks and develop reflection and peer review skills
- personal and interactive group activities specifically supported by facilitators/experts/resources/ technology/mixed media
- Active engagement with local and national resources including organisations such as Remap, charities and community groups. Participation in national OT events such as conferences and trade shows such as Naidex
- Opportunities to learn with and from OT students from the International Community to share skills and develop new innovative ideas for practice

Assessment Methods
Will include:

- Case based practical assessments
- Written assignments
- Critical reflection
- Presentation / viva voce
- Occupational analysis

Discipline Specific Learning Outcomes

(College of Occupational Therapists (2014) College of Occupational Therapists' learning and development standards for pre-registration education. (P7-8, 3.4 and 3.7))

Having successfully completed this programme you will be able to:
26. Comply with the regulatory standards of conduct, performance and ethics and the College of Occupational Therapists' code of ethics and professional conduct
27. Display resilience and resourcefulness, confidence in self-management, self-awareness and evaluation of self, along with knowledge of personal potential as an occupational therapist
28. Adhere to employer regulations and relevant local/regional/national/European policies, procedures and legislation
29. Be accountable for personal professional practice and outcomes
30. 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 guidance and guidelines
31. Demonstrate a professional commitment to enhance occupational therapy practice through lifelong learning and reflection with critical review
32. Take a proactive role in the development, improvement and promotion of occupational therapy as a profession and as an individual service to individuals, groups and communities
33. Identify potential opportunities for service provision in areas new to the profession
34. Collaborate with individuals, groups and communities to promote and develop the health and wellbeing of their members through their participation in occupation

Teaching and Learning Methods

Practice placements provide the keystone for learning opportunities within this field, providing synergy between Government drivers (Liberating the NHS: Developing the Healthcare workforce 2010, Health and Social Care Act 2012), which stress the importance of clinicians in the development and the delivery of quality and patient-centred healthcare education. The knowledge, skills and experience gained through the variety of placements are integrated with the theoretical components of the programme. Consequently, this provides a reflective learning approach to develop future practitioners who are fit for purpose. Students will have opportunities for:
- Engagement in a range of practice placements that ensure you have a wide scope of practice experiences to support future employment
- Opportunities to work alongside non statutory services (charitable organisations) to develop professional partnerships that embody ethical and professional conduct
- Emerging practice placement opportunities
- Lectures, seminars, tutorials
- opportunity to work individually and with others in pairs and action learning sets to complete given tasks and develop reflection and peer review skills

Assessment Methods
Will include:
- Practice Placement Assessment. Students are assessed on placement using: practical, hands-on assessment: professional practice case studies; clinical placement formative and summative competency assessments and structured feedback by placement educators.
- Business case to support service development
- Article for a professional peer reviewed journal
- CPD portfolio

Graduate Attributes

Graduate Attributes are the personal qualities, skills and understanding you can develop during your studies. They include but extend beyond your knowledge of an academic discipline and its technical proficiencies. Graduate Attributes are important because they equip you for the challenge of contributing to your chosen profession and may enable you to take a leading role in shaping the society in which you live.

We offer you the opportunity to develop these attributes through your successful engagement with the learning and teaching of your programme and your active participation in University life. The skills, knowledge and

personal qualities that underpin the Graduate Attributes are supported by your discipline. As such, each attribute is enriched, made distinct and expressed through the variety of learning experiences you will experience. Your development of Graduate Attributes presumes basic competencies on entry to the University.

Global Citizenship

Global Citizens recognise the value of meaningful contribution to an interconnected global society and aspire to realise an individual's human rights with tolerance and respect . This may be further understood as:

- Appreciation of ethical and responsible practices in a challenging multicultural context.
- Awareness of social, civic and environmental responsibilities in care.
- Appreciation of the value of diversity and its relationship to innovation, quality and mutual respect.

Ethical Leadership

Ethical Leaders understand the value of leading and contributing responsibly to the benefit of their chosen professions, as well as local, national and international communities. This may be further understood as:

- Capacity to work well in a team including virtual communities.
- Ability to respond responsibly to complex new situations.
- Appreciation of enterprise to exercise tolerant and fair practices.

Research and Inquiry

Research and Inquiry underpin the formulation of well-informed new ideas and a creative approach to problem resolution and entrepreneurial behaviour. This may be further understood as:

- A capacity to identify, define and creatively respond to a challenge.
- Ability to locate effectively, analyse and evaluate information.
- Ability to sustain intellectual engagement with a subject.

Academic

Academic attributes are the tools that sustain an independent capacity critically to understand a discipline and apply knowledge. This may be further understood as:

- Openness to new ideas, methods and ways of thinking.
- Deep knowledge of a subject informed by an understanding of the interconnectedness of different disciplines.
- A capacity to make critical judgments.

Programme Structure

Typical course content

The programme is 3 or 4 years long and incorporates 1000 hours of practice placement in accordance with the requirements of COT and HCPC. Only placements successfully completed at a pass grade count towards the hours logged. The content of the occupational therapy programme reflects the requirement for the modern occupational therapist to be equipped with the knowledge and skills to work 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 clinical practice. The programme provides incremental progression through each of the three/four 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 is focused on the informing knowledge, skills and attitudes which underpin occupational therapy. These focus primarily on the occupational nature of human beings 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 four week period of practice learning, that must be successfully completed, is included at the end of this first year.

The second year provides a continuing emphasis on issues studied at level 4 but deepen your appreciation of occupational therapy and your ability to interact with individuals and communities through practical activity in partnership with patients / clients. There are two six week long placements at the end of this year that must be successfully completed.

Final year 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. Students 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 periods of time in placement and these could be in a traditional practice environment or in a role-emerging placement. 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 occupational therapy establishment. Students can be placed in these interesting environments (such as the charity 'Help for Heroes') and 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
- opportunities for international collaboration
- opportunity to visit and contribute to national OT professional events
- specialist option choices from within the programme and from an identified range of modules offered by other Faculties in the University such as 'Curriculum Innovation Project' modules that are available for students to access and carry additional credit.
- research methods and scholarly activity in occupational therapy are strands that are threaded through all three years of study.

Special Features of the programme
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.

Insurance for students on placement and the necessary immunisation/vaccination is provided by the University.

For further information please see http://www.southampton.ac.uk/alps/.

The programme includes opportunities for you to study alongside students from other health disciplines within specific modules. It also allows you to work in partnership with community groups, charities and service users on meaningful and sustainable projects. There is an opportunity to experience international collaboration with OT students from other universities including an exciting initiative in which all our level 6 students work with or visit Lund University in Sweden. You will be able to take part in placements within emerging areas of work for occupational therapists, for example, within the Hampshire Fire & Rescue Service, the RNLI, Help for Heroes, Equinable (a charity which facilitates riding as leisure and therapy for individuals with altered abilities).

Programme details

The award of BSc (Hons) Occupational Therapy with eligibility to register with HCPC 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 (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 flexible, part-time programme is also undertaken at (NQF) academic levels 4, 5 and 6, corresponding to the

University's Part 1, 2 and 3. Completion of each level accrues a minimum of 60 ECTS credits at the respective level. The part-time route is normally completed in 4 years and the maximum allowed period of registration is normally 6 years to comply with professional body requirements. Part-time students are required to be available for 3 days per week with a mixture of directed and self-directed study. There are periods in the part-time course that are delivered full-time (e.g. induction / transition programme; employability week; some practice placements) and these periods of full-time study will be notified to students in advance so that arrangements can be made.

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. Placement is undertaken on a full-time basis except on the four year pathway, where it may be possible to negotiate part-time placement at a minimum of 0.6 full-time equivalence. 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. 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 programme includes the following modules of study:

Level / Part	Module Title	Credit Value (ECTS)	Exit Award
4 / 1	Introduction to Professional Practice	7.5	
	Health Sciences 1	7.5	
	Health Sciences 2	7.5	
	Research in Occupational Therapy (1)	7.5	
	Design for Occupation (1)	7.5	
	Principles of Occupational Therapy Practice	7.5	
	OT Personal & Professional Development (1)	7.5	
	Therapeutic Engagement /Partnerships in Occupational Therapy Practice (1)	7.5	
	Practice Placement (1)	7.5	
	Total Credit for L4	**67.5**	**Certificate of Health Studies (60 ECTS)**
5 / 2	Research in Occupational Therapy (2)	7.5	
	Design for Occupation (2)	7.5	
	Integrated Occupational Therapy Practice	15	
	Occupational Therapy Personal & Professional Development (2)	7.5	
	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (2)	7.5	
	Practice Placement (2)	7.5	
	Practice Placement (3)	7.5	

	Total Credit for L5	60	**Diploma of Health Studies (120 ECTS)**
6 / 3	Research in Occupational Therapy: Research Project	15	
	Future Professional Practice: Influencing Innovation & Change	7.5	
	Complex Occupational Therapy Practice	15	
	Therapeutic Engagement /Partnerships in Occupational Therapy Practice (3)	7.5	
	Practice Placement (4)	15	
	Total Credit for L6	60	**Bachelor of Science with Honours in Occupational Therapy (180 ECTS)**

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. COT 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 the length of the accredited programme plus two years, but not exceeding six years. That is: 5 years for the full-time BSc pathway; 6 years for the part-time BSc pathway and 4 years for the MSc pathway to explicitly comply with COT standard 2.

Additional Costs

Students are responsible for meeting the cost of essential textbooks, and of producing such essay, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. Costs that students registered for this programme typically also have to pay for are included in Appendix 2.

Progression Requirements
The programme follows the University's regulations for ***Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes*** as set out in the University Calendar: http://www.calendar.soton.ac.uk/sectionIV/sectIV-index.html . The University regulations allow for students to undertake referred attempts in up to 30 ECTS at each level/part as the programme deems all modules to be core to the programme.

Intermediate Exit Points

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.

You will be eligible for an interim exit award if you complete part of the programme but not all of it, as follows:

Qualification	Minimum overall credit in ECTS credits	Minimum ECTS Credits required at level of award
Diploma of Health Studies	at least 120	45
Certificate of Health Studies	at least 60	45

The level of development of the knowledge, understanding and skills is indicated by the learning outcomes detailed below against each of the intermediate exit awards. Neither the Certificate of Health Studies, Diploma of Health Studies, nor BSc Allied Health Studies give eligibility to apply to the HCPC register.

Certificate of Health Studies
Having successfully completed the Level 4 modules you will be able to demonstrate
1. knowledge of underlying concepts of the biological, physical and behavioural sciences that underpin occupational therapy
2. knowledge of the principles that underpin assessment, treatment and evaluation in practice

3. skill in selecting and using professional techniques which can be used with service users
4. an ability to develop arguments and make sound judgements based on the underlying concepts and principles of the occupational therapy practice covered
5. an ability to apply the underlying concepts and principles of occupational therapy practice in a defined practice environment under the guidance of a mentor/supervisor
6. the ability to communicate the results of your study accurately and reliably
7. an ability to work within a team to complete shared tasks

Diploma of Health Studies
Having successfully completed the level 4 and 5 modules you will be able to demonstrate
1. knowledge and critical understanding of the established principles of occupational therapy practice
2. an ability to apply the underlying concepts and principles of occupational therapy practice outside the context in which they were first studied
3. an ability to apply the underlying concepts and principles of professional practice in the clinical environment under the supervision of a mentor/supervisor
4. knowledge of the main methods of research inquiry and an ability to critically evaluate the appropriateness of different approaches to problem solving and clinical reasoning
5. understanding of the limits of your knowledge and how this influences analysis and interpretation of information and application of clinical skills
6. a willingness to undertake further training, develop existing skills and acquire new competences that will enable you to assume significant responsibility within organisations

Posthumous and Aegrotat awards can also be made to reflect the level of academic achievement attained but will not contain occupational therapy in the title to reflect the fact that this is a professional title protected under statute.

Support for Student Learning

There are systems available both to support your learning in the Faculty and from the central University.

In the Faculty you will be able to access:

- A tutorial system – you will have a personal tutor to take an interest in your whole experience of being a student at the University Southampton.
- An induction period for orientation to the Faculty and Teaching & Learning processes. All students will be required to engage with learning which will be directed during the induction week.
- Opportunities to learn from a wide range of health professionals including expert occupational therapists and researchers from the field.
- Student handbooks to support campus based studies, clinical/fieldwork and to explain assessment regulations.
- Computer workstations.
- Web-based learning facilities
- Library and study skills packages
- Practical rooms and specialist equipment for student-led learning.
- Centre for Learning Anatomical Sciences to supplement anatomical learning.
- Extensive clinical/fieldwork opportunities.
- Practice placements have locality contact visits by occupational therapy academic staff to support both you and your placement educators and guide on assessment issues.
- Dedicated practice placement academic and administration staff to ensure excellent liaison between the Faculty and the placement locations.
- A student representative system and staff/student liaison committee so that your views on the programme can be heard both during the teaching periods and after the modules are completed.

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 onsite 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 helpdesk in the Student Services Centre

- Enabling Services offering assessment and support (including specialist IT support) facilities if you have a disability, dyslexia, mental health issue or specific learning difficulties
- 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 Destinations, 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
- a range of personal support services : mentoring, counselling, residence support service, chaplaincy, health service
- a Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides

- an academic student representation system, consisting of OT 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.

Associated with your programme you will be able to access

- support while in placement via the Faculty support strategy for learning in practice;
- facilities based at some of the sub-campuses;
- access to the College of Occupational Therapists library, journals, special interest groups and publications (contingent on your taking up membership).

Methods for Evaluating the Quality of Teaching and Learning

We consider it extremely important that your comments and those of your student colleagues influence any change and development that may be made to the programme. We intend that the programme is 'student centred' and to meet that we aim to encourage you to have your say on the learning experience at Southampton. We will achieve this through seeking your views and opinions by giving you an opportunity to have your say on the quality of the programme in the following ways:

- Completing student evaluation questionnaires for each module of the programme including placements
- Acting as a student representative on various committees, e.g. Staff: Student Liaison Committees, Faculty 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 the programme is checked, both inside and outside the University, are:

- Regular module and programme reports which are monitored by the Faculty including placements
- Programme validation, normally every five years.
- External examiners, who are qualified occupational therapists and 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 College of Occupational Therapy.
- 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 and statutory bodies.
- Student reflection and evaluation of practice experience.

Criteria for Admission

The University's Admissions Policy applies equally to all programmes of study. The following are the typical entry criteria to be used for selecting candidates for admission. The University's approved equivalencies for the requirements listed below will also be acceptable.

The Faculty welcomes applications from school leavers, graduates and mature students. To be admitted to the

BSc (Hons) Occupational Therapy programme you must be able to satisfy the requirements of the University of Southampton, the Health Professions Council and the Faculty of Health Science. Applicants who are already graduates, should hold a first degree (preferably – but not exclusively - in a related area) at 2:1 or above. This is because increasingly, the modal degree classification across the sector is a 2:1 and we wish to ensure that we attract capable students.

Since you will be working with physically and psychologically vulnerable people, it is important that you should be physically and mentally well on entering the Occupational Therapy programme. You will be required to undertake an occupational health screening process and may need to update your immunisation status before going on placement. Disability is not a bar to entry as long as you are capable of working as an Occupational Therapist. The Health and Care Professions Council will assess your eligibility on completion of the programme.

All applicants will be assessed as having the attributes appropriate for working as an occupational therapist. You must declare any convictions, cautions, reprimands or final warnings that are not 'protected' as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in2013). You must disclose any police record and discuss it, in confidence, with the programme leader. Having a record will not necessarily debar you from entering the programme.

All places are conditional on satisfactory evidence of academic achievement and health & criminal record checks.

Students registered on this programme are strongly encouraged to become members of the nationally recognised professional body, the British Association of Occupational Therapists (BAOT). BAOT have a special membership category for student members and offer a range of services and resources to support your study.

Entry Requirements

Qualification	Grades	Subjects required	Subjects not accepted	EPQ Alternative offer (if applicable)	Contextual Alternative offer (if applicable)
GCE A level (minimum of 3)	ABB	Including Science or Social Science	General Studies Critical Thinking	Yes. BBB including Science or Social Science plus Grad A in EPQ.	None
GCSE (minimum of 5)	4-9 or A*-C	Including Math, English and Science	General Studies Critical Thinking	No	None
IB	34 points, 17 at higher level				

Alternative qualifications

Access to Higher Education – 33 distinction credits at Level 3 from a science based course. BTEC Diploma (health studies or science) – must achieve D*D* plus Science or Social Science A Level at Grade A. We also accept other qualifications such as Scottish Higher, Irish Leaving Certificate and certain Open University courses. Alternative academic qualifications equivalent to 128 UCAS tariff points are considered on a case by case basis.

International English Language Test System (IELTS) Proficiency

Overall	Reading	Writing	Speaking	Listening
7.0	7.0	7.0	7.0	7.0

Mature applicants

No exceptions.

Recognition of Prior Learning (RPL)

The University has a **Recognition of Prior Learning Policy** Applications for recognition of prior learning will be considered on a case by case basis. In order to comply with COT requirements, no more than one third of the programme may be subject to APL – except where a student is transferring from another COT accredited programme (COT Standard 5). Only the first placement module can be awarded via APL (to comply with COT Standard 5).

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 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, the Faculty of Health Sciences offers short post-qualification courses, MSc, PhD, Integrated PhD and Clinical Doctorate programmes on a full or part-time basis.

More information about careers in Occupational Therapy can be found on the NHS Careers website.

External Examiners(s) for the Programme

Name   Rupert Kerrell
Institution 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 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 (or other appropriate guide) or online.

Appendix 1:

BSc (Hons) Occupational Therapy

Programme Aims Mapped to Modules

Programme Specification Aims 1-34	Introduction to Professional Practice	Foundations of Health Sciences for Occupational Therapy	Research in OT (1)	Design for Occupation (1)	Principles of Occupational Therapy Practice	OT Personal & Professional Development (1)	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (1)	Practice Placement (1)	Research in Occupational Therapy (2)	Design for Occupation (2)	Integrated Occupational Therapy practice	Occupational Therapy Personal & Professional Development (2)	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (2)	Practice Placement (2)	Practice Placement (3)	Scholarly Practice in Occupational Therapy: Research Project	Future Professional Practice: Influencing Innovation & Change	Advanced Occupational Therapy Practice	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (3)	Practice Placement (4)
Explain the relationship between occupation, health and well-being and the factors that facilitate or challenge participation in occupations					X	X	X													
Synthesise theories from occupational science and other relevant bodies of knowledge to form the foundation of reasoned professional practice		X	X	X	X				X			X		X	X			X		

Programme Specification Aims 1-34	Introduction to Professional Practice	Foundations of Health Sciences for Occupational Therapy	Research in OT (1)	Design for Occupation (1)	Principles of Occupational Therapy Practice	OT Personal & Professional Development (1)	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (1)	Practice Placement (1)	Research in Occupational Therapy (2)	Design for Occupation (2)	Integrated Occupational practice	Occupational Therapy Personal & Professional Development (2)	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (2)	Practice Placement (2)	Practice Placement (3)	Scholarly Practice in Occupational Therapy: Research Project	Future Professional Practice: Influencing Innovation & Change	Advanced Occupational Therapy Practice	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (3)	Practice Placement (4)
Appraise the complexities of theories and research and apply evidence-informed understanding of occupation to a changing society			X	X	X					X	X							X		
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		X		X	X		X			X	X		X					X		
Practise in healthcare, social care and community settings in relation to physical and psycho-social needs							X	X					X	X	X				X	X

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Programme Specification Aims 1-34	Introduction to Professional Practice	Foundations of Health Sciences for Occupational Therapy	Research in OT (1)	Design for Occupation (1)	Principles of Occupational Therapy Practice	OT Personal & Professional Development (1)	Therapeutic Engagement /Partnerships in Occupational Therapy Practice (1)	Practice Placement (1)	Research in Occupational Therapy (2)	Design for Occupation (2)	Integrated Occupational Therapy practice	Occupational Therapy Personal & Professional Development (2)	Therapeutic Engagement /Partnerships in Occupational Therapy Practice (2)	Practice Placement (2)	Practice Placement (3)	Scholarly Practice in Occupational Therapy: Research Project	Future Professional Practice: Influencing Innovation & Change	Advanced Occupational Therapy Practice	Therapeutic Engagement /Partnerships in Occupational Therapy Practice (3)	Practice Placement (4)
Engage in cogent and reasoned debate in relation to occupation and occupational therapy in order to critically evaluate the impact of intervention.			X	X	X			X	X		X	X	X	X	X			X	X	X
Understand the relevance of evidence-informed practice and accept responsibility to contribute to its development	X	X	X	X	X				X							X	X			
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			X	X	X	X			X		X	X				X				
Select and justify designs, methods and ethics appropriate to research in occupation and occupational therapy			X						X							X				

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Programme Specification Aims 1-34	Introduction to Professional Practice	Foundations of Health Sciences for Occupational Therapy	Research in OT (1)	Design for Occupation (1)	Principles of Occupational Therapy Practice	OT Personal & Professional Development (1)	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (1)	Practice Placement (1)	Research in Occupational Therapy (2)	Design for Occupation (2)	Integrated Occupational Therapy practice	Occupational Therapy Personal & Professional Development (2)	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (2)	Practice Placement (2)	Practice Placement (3)	Scholarly Practice in Occupational Therapy: Research Project	Future Professional Practice: Influencing Innovation & Change	Advanced Occupational Therapy Practice	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (3)	Practice Placement (4)
Disseminate research findings in a variety of appropriate ways within and beyond the profession			X						X							X		X	X	
Critique the current funding, structure, commissioning, leadership and management of the NHS and social care services including clinical governance arrangements and the NHS Constitution	X																X			
Interpret the drivers for change in health & social care including political, economic, social, technological, environmental and legal issues	X							X			X			X	X		X	X		X

Programme Specification Aims 1-34	Introduction to Professional Practice	Foundations of Health Sciences for Occupational Therapy	Research in OT (1)	Design for Occupation (1)	Principles of Occupational Therapy Practice	OT Personal & Professional Development (1)	Therapeutic Engagement /Partnerships in Occupational Therapy Practice (1)	Practice Placement (1)	Research in Occupational Therapy (2)	Design for Occupation (2)	Integrated Occupational Therapy practice	Occupational Therapy Personal & Professional Development (2)	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (2)	Practice Placement (2)	Practice Placement (3)	Scholarly Practice in Occupational Therapy: Research Project	Future Professional Practice: Influencing Innovation & Change	Advanced Occupational Therapy Practice	Therapeutic Engagement /Partnerships in Occupational Therapy Practice (3)	Practice Placement (4)
Understand and defend the importance of respectful, dignified patient-centred care in modern provision of services and manifest these attitudes on practice placement	X							X						X	X					X
Appraise your own professional codes of conduct and reflect on the core values of health & social care professions	X				X		X					X		X	X					X
Demonstrate appropriate and flexible professional practices with regard to your own behaviour, emotional health, time-keeping and reflective self-management	X					X	X					X		X	X					X

Programme Specification Aims 1-34	Introduction to Professional Practice	Foundations of Health Sciences for Occupational Therapy	Research in OT (1)	Design for Occupation (1)	Principles of Occupational Therapy Practice	OT Personal & Professional Development (1)	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (1)	Practice Placement (1)	Research in Occupational Therapy (2)	Design for Occupation (2)	Integrated Occupational Therapy practice	Occupational Therapy Personal & Professional Development (2)	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (2)	Practice Placement (2)	Practice Placement (3)	Scholarly Practice in Occupational Therapy: Research Project	Future Professional Practice: Influencing Innovation & Change	Advanced Occupational Therapy Practice	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (3)	Practice Placement (4)
Understand and justify the importance of ethical professional practice including the need to obtain informed consent and maintain patient confidentiality	X						X	X					X	X	X				X	X
Recognise and justify the need for people to take responsibility to prevent ill-health and understand constructs of health and health-belief including social determinants of health	X	X	X	X						X	X						X			
Understand the importance of effective, clear and properly documented communication with patients and colleagues and model these in all situations	X			X	X	X	X				X		X	X	X			X	X	X

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Programme Specification Aims 1-34	Introduction to Professional Practice	Foundations of Health Sciences for Occupational Therapy	Research in OT (1)	Design for Occupation (1)	Principles of Occupational Therapy Practice	OT Personal & Professional Development (1)	Therapeutic Engagement /Partnerships in Occupational Therapy Practice (1)	Practice Placement (1)	Research in Occupational Therapy (2)	Design for Occupation (2)	Integrated Occupational practice	Occupational Therapy Personal & Professional Development (2)	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (2)	Practice Placement (2)	Practice Placement (3)	Scholarly Practice in Occupational Therapy: Research Project	Future Professional Practice: Influencing Innovation & Change	Advanced Occupational Therapy Practice	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (3)	Practice Placement (4)
Demonstrate effective and safe manual handling techniques; effective infection control procedures and basic life support techniques	X							X			X			X	X					X
Enhance academic skills for learning during the programme and into future professional practice by searching for, and critiquing research evidence in healthcare by accessing professional journals and associated literature		X	X	X					X	X	X					X		X	X	

Programme Specification Aims 1-34	Introduction to Professional Practice	Foundations of Health Sciences for Occupational Therapy	Research in OT (1)	Design for Occupation (1)	Principles of Occupational Therapy Practice	OT Personal & Professional Development (1)	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (1)	Practice Placement (1)	Research in Occupational Therapy (2)	Design for Occupation (2)	Integrated Occupational Therapy practice	Occupational Therapy Personal & Professional Development (2)	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (2)	Practice Placement (2)	Practice Placement (3)	Scholarly Practice in Occupational Therapy: Research Project	Future Professional Practice: Influencing Innovation & Change	Advanced Occupational Therapy Practice	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (3)	Practice Placement (4)
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				X	X		X	X		X	X	X	X	X	X			X	X	X
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				X	X	X	X	X		X	X	X	X	X	X			X	X	X
Through creative and innovative practice, implement and evaluate occupational therapy strategies to address occupational need(s)				X	X	X	X	X		X	X	X	X	X	X			X	X	X

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Programme Specification Aims 1-34	Introduction to Professional Practice	Foundations of Health Sciences for Occupational Therapy	Research in OT (1)	Design for Occupation (1)	Principles of Occupational Therapy Practice	OT Personal & Professional Development (1)	Therapeutic Engagement /Partnerships in Occupational Therapy Practice (1)	Practice Placement (1)	Research in Occupational Therapy (2)	Design for Occupation (2)	Integrated Occupational Therapy practice	Occupational Therapy Personal & Professional Development (2)	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (2)	Practice Placement (2)	Practice Placement (3)	Scholarly Practice in Occupational Therapy: Research Project	Future Professional Practice: Influencing Innovation & Change	Advanced Occupational Therapy Practice	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (3)	Practice Placement (4)
Work in partnership with individuals, groups and communities to promote participation, health and wellbeing				X			X		X			X	X						X	
Critically appraise personal practice and occupational therapy service delivery to ensure that the focus is on occupation and occupational performance and that it takes account of the political and social context of the service				X	X	X		X		X		X		X	X		X			X
Comply with the regulatory standards of conduct, performance and ethics and the College of Occupational Therapists' code of ethics and professional conduct	X				X		X				X			X	X		X			X

Programme Specification Aims 1-34	Introduction to Professional Practice	Foundations of Health Sciences for Occupational Therapy	Research in OT (1)	Design for Occupation (1)	Principles of Occupational Therapy Practice	OT Personal & Professional Development (1)	Therapeutic Engagement /Partnerships in Occupational Therapy Practice (1)	Practice Placement (1)	Research in Occupational Therapy (2)	Design for Occupation (2)	Integrated Occupational Therapy practice	Occupational Therapy Personal & Professional Development (2)	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (2)	Practice Placement (2)	Practice Placement (3)	Scholarly Practice in Occupational Therapy: Research Project	Future Professional Practice: Influencing Innovation & Change	Advanced Occupational Therapy Practice	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (3)	Practice Placement (4)
Display resilience and resourcefulness, confidence in self-management, self-awareness and evaluation of self, along with knowledge of personal potential as an occupational therapist						X	X	X				X		X	X				X	X
Adhere to employer regulations and relevant local /regional /national/ European policies, procedures and legislation	X			X			X							X	X					X
Be accountable for personal professional practice and outcomes							X							X	X					X

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Programme Specification Aims 1-34	Introduction to Professional Practice	Foundations of Health Sciences for Occupational Therapy	Research in OT (1)	Design for Occupation (1)	Principles of Occupational Therapy Practice	OT Personal & Professional Development (1)	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (1)	Practice Placement (1)	Research in Occupational Therapy (2)	Design for Occupation (2)	Integrated Occupational Therapy practice	Occupational Therapy Personal & Professional Development (2)	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (2)	Practice Placement (2)	Practice Placement (3)	Scholarly Practice in Occupational Therapy: Research Project	Future Professional Practice: Influencing Innovation & Change	Advanced Occupational Therapy Practice	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (3)	Practice Placement (4)
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 guidance and guidelines														X	X		X			X
Demonstrate a professional commitment to enhance occupational therapy practice through lifelong learning and reflection with critical review							X		X			X		X	X	X	X			X
Take a proactive role in the development, improvement and promotion of occupational therapy as a profession and as an individual service to individuals, groups and communities				X			X	X	X			X		X	X		X		X	X

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Programme Specification Aims 1-34	Introduction to Professional Practice	Foundations of Health Sciences for Occupational Therapy	Research in OT (1)	Design for Occupation (1)	Principles of Occupational Therapy Practice	OT Personal & Professional Development (1)	Therapeutic Engagement /Partnerships in Occupational Therapy Practice (1)	Practice Placement (1)	Research in Occupational Therapy (2)	Design for Occupation (2)	Integrated Occupational Therapy practice	Occupational Therapy Personal & Professional Development (2)	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (2)	Practice Placement (2)	Practice Placement (3)	Scholarly Practice in Occupational Therapy: Research Project	Future Professional Practice: Influencing Innovation & Change	Advanced Occupational Therapy Practice	Therapeutic Engagement/Partnerships in Occupational Therapy Practice (3)	Practice Placement (4)
Identify potential opportunities for service provision in areas new to the profession							X						X				X	X	X	X
Collaborate with individuals, groups and communities to promote and develop the health and wellbeing of their members through their participation in occupation				X	X		X			X			X						X	

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Appendix 2: BSc (Hons) Occupational Therapy:

Additional Costs

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 typically also have to pay for the items listed in the table below.

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.

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
Approved Calculators	N/A	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.
Stationery	N/A	You will be expected to provide your own day-to-day stationary 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	N/A	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.
Equipment and Materials Equipment	Art Equipment and Materials: Fabric, Thread, Wool	Standard art equipment and materials will be provided where appropriate, unless otherwise specified in a module profile. For customisation of arts projects calling for material other than standard art equipment and materials, students will bear the costs of such alternatives.
	Design equipment and materials:	Standard construction/modelling materials will be provided where appropriate, unless otherwise specified in a module profile. For customisation of designs/models calling for material other than standard construction/ modelling materials, students will bear the costs of such alternatives.

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
	Field Equipment and Materials:	Certain items (e.g. sets of spanners, tape measures, scissors) will be necessary for placement and students will have to bear the costs of such items.
IT	Computer Discs	Students will be expected to purchase memory sticks to back up their academic work and to take presentations to assessment.
Clothing	Lab Coats	Provided for use in the dissecting rooms
	Protective Clothing: Hard hat; safety boots; hi-viz vest/jackets;	Uniforms are provided but for certain outdoor placements students will have to provide their own warm waterproof clothing and boots. Sensible shoes (enclosed to protect the upper part of the foot) need to be worn in placement.
	Fieldcourse clothing:	See above
	Uniforms	See above
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. A list of the University printing costs can be found here: http://www.southampton.ac.uk/isolutions/services/copying_for_students_and_visitors/faq.php#594
Fieldwork: logistical costs	Insurance	Insurance / indemnity costs will be met by the University except for overseas trips where normal travel insurance must be arranged.
	Travel costs	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.
	Immunisation/vaccination costs	These will be paid for by the commissioning body.
Placements (including Study Abroad Programmes)	Accommodation	See above. 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

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
		amount of your grant and conditions of participation.
Conference/Exhibition expenses	Accommodation	Cost of incidental travel which is required as part of a module, e.g. visits to external facilities or exhibitions, is the responsibility of the student.
Optional Visits (e.g. museums, galleries)		Some modules may include optional visits to a museum, galleries, etc. You will normally be expected to cover the cost of travel and admission, unless otherwise specified in the module profile.