

Programme Specification

MSc Occupational Therapy (Pre-registration) (2021-22)

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	2
Accreditation details	British Association of Occupational Therapists and Royal College of Occupational Therapists (RCOT) Health and Care Professions Council (HCPC) World Federation of Occupational Therapists (WFOT)
Final award	Master of Science (MSc)
Name of award	Occupational Therapy (Pre-registration)
Interim Exit awards	Postgraduate Certificate of Health Studies Postgraduate Diploma of Health Studies
FHEQ level of final award	Level 7
UCAS code	N/A
Programme code	8326
QAA Subject Benchmark or other external reference	Occupational Therapy 2001
Programme Lead	Rachel Dadswell

Programme Overview

Brief outline of the programme

The MSc (pre-registration) Occupational Therapy is a two year accelerated programme that leads to eligibility to apply to register as an Occupational Therapist with the Health and 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 skills necessary to practice within a range of health and social care environments, public organisations such as schools and prisons, private organisations such as charities, social enterprises and businesses.

This programme builds on your existing learning from a previous suitable undergraduate degree (see criteria for admission). It is anticipated that by using your advanced scholarly thinking, you will be able to progress as a competent, independent learner, further developing your understanding, skills and attitudes. The programme will utilise your existing research skills to develop advanced critical and analytical competence so that you consistently

apply current research to practice. These advanced skills enable you to be proactive in auditing practice, generating research proposals and evaluating the efficacy of practice.

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 academically to Higher Education (HE) level 7, you will have the ability to be a highly skilled reflective practitioner, to critically review both your practice and that of other Occupational Therapists, as well as interrogate research to inform and develop your practice. You will progress through HE levels 4, 5 and 6 during professional practice placement (a pre-registration requirement), becoming increasingly self-directed and reflexive in your approach to learning in preparation for your future career as an Occupational Therapist.

The teaching will be delivered in part with the BSc cohort and, where possible with other Masters level students on other healthcare programmes. To facilitate your advanced knowledge, understanding and specific occupational therapy clinical skills there will be independent plenaries for your learning group. There will also be opportunities to learn with and from other healthcare professionals on clinical placement so that you develop competence in inter-professional practice.

The School provides a wide range of Health Care Professional (HCP) programmes including: Midwifery, Occupational Therapy, Physiotherapy, Podiatry, Cardiac Physiology 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 participating on both the BSc (Hons) and MSc (pre-reg) programmes 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 HCPC practices as well as developing your personal and professional approach to team collaboration.

Your contact hours will vary depending on your module/option choices. Full information about contact hours is provided in individual module profiles.

Learning and teaching

The overall philosophy of learning and teaching of this accelerated programme prepares you to be a proficient occupational therapist. You will understand and 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 wellbeing' (RCOT 2014) (p2). Educated to level 7, you will have the ability to be a highly skilled reflective practitioner, to critically review both your practice and that of other occupational therapists as well as interrogate research to inform and develop your practice.

Using a spiral approach to learning, where learning opportunities are coherent and harmonised throughout the levels of academic achievement, you will develop the skills to become an 'adult learner' (Jarvis 2012). 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 range of service users. As you progress through the academic levels you are introduced to increasing complexity to develop your critical thinking, clinical reasoning and team working skills.

As part of your learning you will complete a minimum of 1000 hours in clinical practice. We work closely with practice educators to ensure you are exposed to a range of traditional occupational therapy settings. Throughout and after placement you are encouraged to link theory to practice and to the wider world through an occupational lens. In the final year you may have the opportunity for a role emerging placement (REP), which would involve working in a setting where occupational therapists do not traditionally work. Alongside your professional development you will acquire transferable academic skills, which you need to apply to your occupational therapy practice and evidence in a portfolio to reach RCOT standards for registration and continuing professional development (HCPC 2016).

This programme builds on your existing learning from a previous suitable undergraduate degree (see criteria for admission). It is anticipated that by using your advanced scholarly thinking, you will be able to progress as a competent, independent learner, further developing your understanding, skills and attitudes. The programme will utilise your existing research skills to develop advanced critical and analytical competence so that you consistently apply current research to practice. These advanced skills enable you to be proactive in auditing practice, generating research proposals and evaluating the efficacy of practice.

Assessment

The programme's approach to assessment reflects our commitment to student-centred, research-orientated learning and the core values of occupational therapy. It is reflective of the variety of teaching and learning methods used across the different levels of academic study. The assessments ensure you reach the requirement of the Royal College of Occupational Therapists' educational standards (RCOT 2014).

You will be assessed in each academic module and in each practice experience. For the academic assessments you will be offered a formative assessment ahead of the summative assessment as a way of helping you prepare. You will have a half way assessment while on placement to ensure you are on target to meet the competences required for that level of study. The types of assessment include written and practical examinations, written assignments, presentations and Vivas.

You are required to pass all academic modules and practice experience that contributes to professional qualification. You will have only one retrieval attempt for each practice placement unless this failure is due to grounds of professional unsuitability, then this attempt will be denied. If you do not successfully pass the retrieval attempt you will be deemed to have failed the requirements of the course (RCOT 2014).

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 proficient, inquiring, 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 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 your final year 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, a process 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 non-traditional areas of practice and future employment for graduates.

Employability week 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

The aims of the programme are to:

- Create and maintain a student-centred learning environment that empowers occupational therapy students from diverse backgrounds to acquire and develop understanding, knowledge and research and, professional and ethical reasoning skills essential for Occupational Therapy practice.
- Build on and refine your existing learning to deepen your understanding, skills and attitudes enabling you to become independent learners and competent, autonomous, reflective, ethical occupational therapists. You will use advanced scholarly thinking and appropriate information technology to promote progress in your professional practice.
- Build on and enhance your existing research skills to develop advanced critical and analytical competence so that you consistently apply current research in practice and are proactive in auditing practice, generating research proposals and evaluating the efficacy of your practice.
- 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 clinical settings, enabling you to contribute proficiently to patient care and cope with the demands placed on the workforce.
- Provide you with the challenging opportunities to learn with and from other healthcare professionals so that you develop competence in inter-professional practice. You will have advanced group participation skills and abilities to appraise groups/team function. You will also have the depth of skill to be an independent and autonomous practitioner.
- 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.
- 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 Master's degree.

Programme Learning Outcomes

Knowledge and Understanding

On successful completion of this programme you will have knowledge and understanding to:

- A1. Interpret and 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. Critically appraise the complexities of theories and research and apply evidence-informed understanding of occupation to a changing society
- A4. Appraise and 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 proficiently in healthcare, social care and community settings in relation to physical and psychosocial needs
- A6. Engage in cogent and 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. Judge and 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, social care services including clinical governance arrangements, the NHS Constitution and other health care service providers and service providers including charitable organisations
- C2. Interpret the drivers for change in health & social care including political, economic, social, technological, environmental and legal issues
- C3. Recognised and defend the importance of respectful, dignified patient-centred care in modern provision of services and manifest these attitudes on practice placement
- C4. Critically 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. Appraise and justify the importance of ethical professional practice including the need to obtain informed consent and maintain patient confidentiality
- C7. Explain 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
- C8. Illustrate 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 enhanced academic skills for learning during the programme and into future professional practice by searching for, and critiquing 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. Adopt creative and innovative practice to implement and evaluate occupational therapy strategies to address occupational need(s)
- D4. Work effectively in partnership with individuals, 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 and that it takes 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 and 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 guidance and guidelines
- E6. Demonstrate a professional commitment to enhance occupational therapy practice through lifelong learning and reflection with critical review

- E7. Adopt proactive role in the development, improvement and promotion of occupational therapy as a profession and within services for individual 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 wellbeing of their members through their participation in occupation

Programme Structure

The programme is 2 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 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, 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 two 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.

At level 6, during the first part of the course the focus is on 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 two week community project is completed before two six week periods of practice learning take place (one at level 4 and one at level 5).

Your studies at level 7 provide a continuing emphasis on issues studied at level 6 but deepens your appreciation of occupational therapy and the application of theories to a wide range of physical and mental health conditions. There are two six week long placements at the end of this year that must be successfully completed (one at level 5 and the first half of a level 6 placement).

On returning from placement your continuing studies at level 7 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.

Students complete the second half of their level 6 placement which might be in a traditional, non-traditional, diverse or role emerging setting. A non-traditional or diverse setting is a practice environment where few OT's 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 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, 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.

Programme details

The award of MSc (Hons) Occupational Therapy with eligibility to apply to register with HCPC is obtained upon completions of a minimum of 90 ECTS credits at the appropriate levels.

This full-time course is normally completed in 2 years and the maximum duration of the study must not exceed the length of the accredited programme plus 2 years (4 years in total). 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, 10, 15 and 30 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, Cardiac Physiology 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. 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 HCPC and become a member of the Royal College of Occupational Therapists. 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 50% (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.

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.

Details of the Exit Awards are as follows:

Postgraduate Certificate of Health Studies:

A Postgraduate Certificate of Health Studies may be awarded on achievement of 30 ECTS (10 of which may be at level 6) and the achievement of A1-6, B1, B3, C1, C4, C6, C7, C8, E1, E4 and E8.

Postgraduate Diploma of Health Studies:

A Postgraduate Diploma of Health Studies may be awarded on achievement of 60 ECTS (15 of which may be at level 6) but excludes those programme learning outcomes specifically associated with practice B2, C5, C9D- D5, E2, E5, E6, E7 and E9. Typically, a student receiving this exit award has not successfully completed all of the placement modules and associated programme learning outcomes as such they will not be eligible for registration.

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.

The programme structure table is below:

Part I			
Code	Module Title	ECTS	Type
HSGM6000	An Introduction to Professional Practice (Level 7) 2021-22	7.5	Core
HSGM6001	Critical Inquiry - Research Protocol 2021-22	7.5	Core
OCCT3034	Foundations and Principles of Occupational Therapy Practice 2021-22	7.5	Core
OCCT1035	Practice Placement 1 OT 2021-22	10	Core
Part II			
OCCT6014	Applied Occupational Therapy Practice 2021-22	7.5	Core
OCCT2030	Practice Placement 2 OT 2021-22	10	Core
OCCT2031	Practice Placement 3 OT 2021-22	10	Core
OCCT6013	Therapeutic Processes in Occupational Therapy 2021-22	7.5	Core
OCCT6600	Complex Therapeutic Engagements 2022-23	15	Core
HSGM6003	Critical Inquiry - Research Project 2022-23	30	Core
HSGM6002	Influencing Innovation and Change (Level 7) 2022-23	7.5	Core
OCCT3038	Practice Placement 4a OT 2022-23	10	Core
OCCT3039	Practice Placement 4b OT 2022-23	10	Core

Progression Requirements

The programme follows the University's regulations for [*Progression, Determination and Classification of Results: Postgraduate Master's Programmes*](#). Any exemptions or variations to the University regulations, approved by AQSC are located in [*section VI of the University Calendar*](#).

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 students 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 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 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.

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 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 have your say on 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.

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, the School of 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 they take 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
Placements; Accommodation and Travel	This programme involves mandatory placements in all years. The placements are organised by the University and will take place within a variety of health, social and charity-based organisations. You may be required to travel / arrange accommodation during each placement. 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.
Conference expenses	Conference attendance is not normally expected as part of the occupational therapy programme. If you decide to attend conferences then you will normally be expected to cover the cost of accommodation, travel and admission.
Equipment and Materials	If you require personal protective clothing while on placement these will be provided for you
Insurance	This programme involves mandatory placements in all years. Insurance for students on placement is provided by the University.
Optional Visits (e.g. museums, galleries)	Some Occupational Therapy 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.
Paying for immunisation and vaccination costs before being allowed to attend placements	This programme involves mandatory placements in all years. Immunisation/vaccination costs are provided by the University.

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.
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	<p>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.</p> <p>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.</p>

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.