

# Student Handbook 2019-2020

## BSc (Hons) Occupational Therapy

## Faculty of Environmental and Life Sciences

## School of Health Sciences

### **Disclaimer**

This information is issued on the condition that it does not form part of any contract between the University of Southampton and any student. The information given has been made as accurate as possible at the time of publication, but the University reserves the right to modify or alter, without any prior notice, any of the contents advertised. It should therefore be noted that it may not be possible to offer all modules or components of a programme in each academic session. *This handbook is available in alternative formats on request.*

## Welcome from the Associate Dean – Faculty of Environmental and Life Sciences

Dear Students,

Congratulations on what must have been a great last year for all of you. For our Freshers, we want you to know that we already think you are brilliant – you have beaten off perhaps 10 to 12 people for your place to study at Southampton and that, in our eyes, means that you are a star. For our Continuing Students, you have not only won your place here, but you have progressed through your initial studies and are well on the way to achieving your degree now. For all of you, welcome (back) to Southampton.

Whilst many of you will be focussed on your own discipline, seeing this as your ‘academic home’, each of your disciplines sits within the Faculty of Environmental and Life Sciences. We are one of the largest and the most diverse of the Faculties, and this brings you great opportunity. You can choose from a broad set of ‘minor’ subjects, many of which sit within our own Faculty. Alternatively, you can choose from a long list of broadening modules and option modules to complement your own discipline, many of which also sit within our Faculty. This means that we actively support you in gaining a broad education to suit your interests, and we are sure that there is something for everyone.

Within the Faculty, you may also like to know that there are numerous staff who have chosen the role of ensuring the quality and vision behind your experience at Southampton. My role, as Associate Dean, is to provide leadership to this group of staff, developing educational strategy and a forum for energetic and imaginative discussions about the education we deliver. I have a commitment to ensuring the best possible student experience and, if it is working well, I will be like the duck on the pond – calm on the surface but paddling hard underwater.

In all of our endeavours, we aim to provide a distinctive flavour to our education, both when bringing students from all over the world to Southampton and when taking Southampton to the world. It is our hope and intention that you too will experience our innovative way of doing things, and that you will thrive and succeed in your studies and in all that University can offer you. Most of all, we hope that you will be happy during your time with us. Our staff are ready and willing to help you on your journey and we will be delighted to hear from you.

For now though, welcome (back) to what we hope will be a ‘home from home’, and good luck for your year to come.

With best wishes,



Sarah Stevenage  
Associate Dean (Education)  
Professor of Cognitive Psychology  
[S.V.Stevenage@soton.ac.uk](mailto:S.V.Stevenage@soton.ac.uk)

## **Welcome from the Professor Mandy Fader, Head of School**

Dear Student

I am delighted that you have chosen to undertake your education at the University of Southampton and hope that you will enjoy your time as a student. This hand book is designed to give you all the information you need to undertake your studies and will be the first place to look when you need answers to queries about your course or programme of studies.

The next few years will be rewarding and challenging and will provide opportunities for you to achieve both personal and professional goals. Your programme involves learning experiences in a variety of both academic and health care environments where academics work in partnership with practice colleagues to facilitate your learning; providing advice, guidance and direction.

We are here to help you make the most of your time at the School and welcome your questions and feedback at all times.

I wish you every success with your studies.



**Professor Mandy Fader  
Head of School**

## Welcome from Rachel Dadswell, Occupational Therapy Programme Manager

Dear Occupational Therapy Student

Welcome to the University of Southampton. I am delighted that you have chosen to study for a career in Occupational Therapy at our University. As you embark on your studies, over the next three years you will experience many interesting, possibly some challenging and certainly many life changing events. You will make friends for life and develop into a skilled, confident and competent therapist who understands the fundamental principles of contemporary Occupational Therapy practice. Upon graduating you will be able to practice autonomously in a range of settings within and far beyond the UK. I hope you go on to have an enjoyable career and make a positive contribution to the lives of many people.

The course is designed for you to develop your knowledge and understanding of occupational therapy theory, drawing on the experience and expertise in a range of subjects including the biological sciences and occupational science, research and ethics and leadership and management. The majority of your lectures, seminars or workshops will be Occupational Therapy specific and facilitated by highly experienced academic and clinical staff. These sessions are complimented by some inter-professional modules and some shared teaching with other disciplines within the School of Health Sciences. To support your development you will be allocated a personal academic tutor and have access to an online portfolio where you are encouraged to reflect on your experiences and start to build up a continuing professional development (CPD) file. A CPD file is an essential aspect of your ongoing development post-graduation and is a requirement of the Health and Care Professions Council (HCPC).

As programme lead I offer a monthly drop in, please come and say hello and ask me any questions you may have. Please also take the time to read this hand book – it contains all the information you are likely to need regarding the practical issues relating to your studies, which are applicable across the School of Health Sciences. I look forward to meeting you very soon.

Best wishes,



Rachel Dadswell DipCoT, MSc Mental Health  
Occupational Therapy Programme Manager  
[Rd2@soton.ac.uk](mailto:Rd2@soton.ac.uk)

## **Contents**

|   |           |
|---|-----------|
| <b>1. General Information .....</b>   | <b>6</b>  |
| 1.1 Your student office   |           |
| 1.2 How we keep in touch with you   |           |
| 1.3 Confirmation of your student enrolment status   |           |
| 1.4 Press or Marketing activities   |           |
| 1.5 The Hub   |           |
| <b>2. Supporting you through your studies .....</b>   | <b>7</b>  |
| 2.1 The role of your Personal Academic Tutor <i>and other key academic staff</i>                    |           |
| 2.2 Student buddying and mentoring schemes  |           |
| 2.3 What to do if you are ill   |           |
| 2.4 External factors affecting your attendance or performance in your studies                       |           |
| 2.5 Special considerations  |           |
| 2.6 Student Support Review  |           |
| 2.7 Suspending your studies   |           |
| 2.8 Withdrawing from your studies   |           |
| <b>3. Your safety.....</b>  | <b>9</b>  |
| 3.1 School Health and Safety Policy   |           |
| 3.2 Access to Buildings   |           |
| <b>4. Your Academic Programme.....</b>  | <b>9</b>  |
| 4.1 The academic year and the programme structure   |           |
| 4.2 Attendance  |           |
| 4.3 Additional costs  |           |
| 4.4 Exchanges   |           |
| 4.5 Placements  |           |
| <b>5. Teaching and Learning Skills.....</b>   | <b>11</b> |
| 5.1 Time management   |           |
| 5.2 Lectures  |           |
| 5.3 Use of electronic recording devices or mobile phones in lectures or classes                     |           |
| 5.4 Tutorials/supervisions  |           |
| 5.5 Independent or Self learning  |           |
| 5.6 Key skills  |           |
| 5.7 School Policy on referencing  |           |
| 5.8 Academic integrity: the University Policy   |           |
| 5.9 Fitness to Practise   |           |
| 5.10 Confidentiality  |           |
| <b>6. Assessment and Examinations .....</b>   | <b>13</b> |
| 6.1 Coursework assessment and submission  |           |
| 6.2 Penalties for late coursework submission  |           |
| 6.3 Coursework extensions   |           |
| 6.4 Word count limitations  |           |
| 6.5 Examination preparation   |           |
| 6.6 Examinations  |           |
| 6.7 Illegible exam scripts  |           |
| 6.8 Coursework and examination feedback   |           |
| 6.9 Access to coursework/examination scripts  |           |
| 6.10 Release of results   |           |
| <b>7. Staff/Student Liaison: getting your voice heard .....</b>                                     | <b>15</b> |
| 7.1 Module Survey   |           |
| 7.2 Module Reports  |           |
| 7.3 Staff Student Liaison Committees  |           |
| 7.4 Student Representation  |           |
| <b>8. Careers and Employability .....</b>   | <b>15</b> |
| 8.1 Career Services   |           |
| 8.2 Employability events within the School  |           |
| 8.3 Professional accreditation  |           |
| 8.4 Enterprise  |           |
| 8.5 Career Readiness  |           |
| <b>9. Further study opportunities .....</b>   | <b>17</b> |
| <b>10. Regulatory Issues .....</b>  | <b>17</b> |
| 10.1 Academic appeals   |           |
| 10.2 Student complaints   |           |
| 10.3 Dignity at work and study  |           |
| 10.4 Student Non Academic Misconduct  |           |
| <b>Appendix 1: The Teaching Team.....</b>   | <b>18</b> |
| <b>Appendix 2: Overview of BSc taught modules and placement allocation across three years .....</b> | <b>19</b> |

The information contained within your handbook is designed to provide key information applicable to you and your programme during the 2019/2020 academic year. It is designed to complement the University’s Student Portal. You can access the Portal by logging on to [SUSSED](#), using your user name and password, and clicking on the Students tab in the top navigation bar. It is important that you make use of these resources as they support the regulations relating to your obligations and that of the University while you are a student at the University of Southampton. It also provides helpful information on matters such as housing, finance, leisure, healthcare and support facilities.

| Resource                          | Web link  |
|-----------------------------------|---|
| School website                    | <a href="http://www.southampton.ac.uk/healthsciences">www.southampton.ac.uk/healthsciences</a>  |
| School staff information          | <p><b>Head of School</b><br/>Professor Mandy Fader - <a href="mailto:M.Fader@soton.ac.uk">M.Fader@soton.ac.uk</a></p> <p><b>Deputy Head of School (Education)</b><br/>Professor Anne Baileff - <a href="mailto:A.Baileff@soton.ac.uk">A.Baileff@soton.ac.uk</a></p> <p><b>Head of Allied Health Professions</b><br/>Dr Julian Pearce - <a href="mailto:jmp6@soton.ac.uk">jmp6@soton.ac.uk</a></p> <p><b>Programme Lead - BSc (Hons) Occupational Therapy</b><br/>Mrs Rachel Dadswell - <a href="mailto:rd2@soton.ac.uk">rd2@soton.ac.uk</a></p> <p><b>Faculty Academic Registrar</b><br/>Ms Jenny Atkins - <a href="mailto:J.C.Atkins@soton.ac.uk">J.C.Atkins@soton.ac.uk</a></p> |
| Programme and module descriptions | <p>Descriptions relating to your programme can be found via the programme pages on the web, and on Blackboard.</p> <p>Your programme structure (i.e. which modules make up your programme) is available in your programme specification and via the on-line programme catalogue which is accessible via <a href="#">Banner Self Service</a>.</p> <p>To find links to broad generic descriptions of the programmes and modules, follow links to your programme starting from the <a href="#">School web pages</a>.</p>   |

## **General Information**

### **1.1 Your student office**

Opening Hours: Monday to Friday 9am to 5pm

Location and contact details: Student Office  
University of Southampton  
School of Health Sciences  
Building 67  
University Road  
Highfield  
Southampton, SO17 1BJ  
Telephone: 023 8059 7841  
Email: [health-studentoffice@soton.ac.uk](mailto:health-studentoffice@soton.ac.uk)

You should visit the Student Office for all general queries relating to the administration of your programme (this may include coursework submissions and collection of feedback, module registration changes, special considerations requests, sickness self-certification forms, suspension and withdrawal requests).

### **1.2 How we keep in touch with you**

- Email  
We will use your University email account to contact you when necessary. We will not use any other email accounts or social networking sites. **It is your responsibility to check your University email account regularly** and you must not let your inbox exceed your storage limit. Notification that you are due to exceed your storage limit will be sent to your University email account and you should take

immediate action as you will be unable to receive further emails once your storage limit has been exceeded.

- **Written Correspondence**  
Formal correspondence regarding your programme of study (e.g. suspension, transfer or withdrawal from programme, academic performance (including progression/referral information), issues of academic integrity, student complaints and academic appeals) will be sent to your term-time (TT) or permanent (PM) address listed as active on your student record. You are responsible for advising the University if you change your permanent or term-time address. The University will not be held accountable if you do not receive important information because you failed to update your student record.
- **Use of social networking sites**  
We understand that students are increasingly using social networking sites to interact with members of their student community. You should note that any behaviour that affects other members of the University community or members of the general public in ways which might damage the standing and reputation of the University may be subject to [disciplinary action](#) within the scope of the University's Regulations. Please see the information contained with the [HCPC standards for social networking sites](#) including how this may impact on your Fitness to Practise.

### 1.3 Confirmation of your student enrolment status

The Student Office can provide you with a certificate to confirm your status as a student (e.g. for bank account opening purposes). Please ensure that you give at least 48 hours' notice of your requirements (longer at peak times such as at enrolment or during the examination periods).

In accordance with policy, a scale of fees exists for the provision of certificates, transcripts and award certificates. Please see point 11 '*Transcripts, Certificates and Award Letters*' within the [fees section](#) of the University Calendar for a list. Your award certificate will be produced using the legal name data you have provided within your student record. Please make any necessary amendments to your record immediately a change occurs to ensure that your certificate contains accurate information. Changes are made via [Banner Self Service](#).

### 1.4 Press or Marketing activities

If you are asked for your opinion, or to get involved in press or marketing activities related to the work of the School of Health Sciences or the University of Southampton, it is imperative that you first consult one of the following for guidance and agreement:

- **Press enquiries**  
Becky Attwood, Media Relations Officer, Tel: 02380 593212, Mobile: 07342060429, Email: [r.attwood@southampton.ac.uk](mailto:r.attwood@southampton.ac.uk) Main Press Office, Tel: 02380 593212, Email: [press@southampton.ac.uk](mailto:press@southampton.ac.uk)
- **Marketing enquiries:**  
Claire Furnish, Marketing Officer, Tel: 02380 597592, Email: [C.A.Furnish@southampton.ac.uk](mailto:C.A.Furnish@southampton.ac.uk)

### 1.5 The Hub

The Hub is our new online resource and one-stop-shop to help you make the most of your time studying with us.

The sites signpost undergraduate and postgraduate taught students to lots of helpful information including: student support, academic help, careers information, 'how to' guides (such as 'How do I find out more about a module'), and much more.

You can access The Hub via Blackboard at <http://go.soton.ac.uk/environmentalandlifesciences>.

## 2. Supporting you through your studies

### 2.1 The role of your Personal Academic Tutor *and other key academic staff*

The University operates a tutor system to help support and advise students in their academic study. As a student, you can expect to be allocated a [Personal Academic Tutor](#). Your Personal Academic Tutor (PAT) will be a member of the Occupational Therapy academic team and their role in this context is to provide advice and support to you throughout your study; to help you develop your CPD Portfolio and to help review your academic progress. Your CPD Portfolio is linked to your teaching and placement modules and you are actively encouraged to build

your portfolio as you progress through your studies, reflecting and demonstrating your learning. You can find a link to the portfolio on the Blackboard site under every module on the menu tab.

On arrival at the University, your initial contact with your PAT will be arranged as per the student timetable. You can expect to see your PAT at least once a semester, and more frequently by appointment if you need to. In addition to the PAT, you may seek the support or be referred to student services, the student office or a Senior Tutor. The Senior Tutor will have a more specialised understanding of supporting students, and may support you if you have a particular problem.

The University expects that you will engage with your PAT, attend the scheduled meetings, respond to messages from your PAT, and notify your PAT (or Senior Tutor, if you prefer) if you are experiencing problems which are affecting your performance, attendance or progress in your studies. In particular, you should contact your PAT if you feel your performance in any forthcoming examinations will be affected by ill health or other special considerations and check with your PAT if you plan to cite him/her as a referee for job applications.

Over the next three years it's important that you build up a relationship with your PAT as part of their role is to support you and your academic progress to becoming a qualified occupational therapist.

## 2.2 Student buddying and mentoring schemes

University of Southampton faculties and societies provide new undergraduate students with opportunities to liaise with current students who are able to offer advice and guidance, based on their own experience, as they adjust to living and learning at the University. Some of these opportunities are described as student buddying, family or peer mentoring schemes. These schemes can be accessed via Student Services (SS) and the Students Union (SU).

## 2.3 What to do if you are ill

On arrival at University you will need to register with a local GP. If you are unwell, you must seek advice from your GP or call 999, if it is an emergency. If you need to be away from lectures or placement due to ill health you must inform your PAT as soon it is practically possible. A note from your GP may be required if you are off for a period of time that affects your studies. More information can be found in the [General Regulations - Attendance and Completion of Programme Requirements](#).

## 2.4 External factors affecting your attendance or performance in your studies

We expect you to take responsibility for your studies to ensure that your full academic potential can be realised. However, sometimes difficulties can arise that can affect you. If you are absent from an examination or other assessment or have other grounds for believing that your studies have been affected by external factors you must bring this to the attention of your PAT **and** the Student Office immediately. Whilst we recognise that students can sometimes be reluctant to discuss cultural, sensitive or personal issues, it is essential that you bring problems affecting you to our attention immediately so that we can determine how best to help you.

## 2.5 Special considerations

If you believe that illness or other circumstances have adversely affected your academic performance, this is known as [Special Considerations](#). If you wish for these to be considered by the School you must complete a [Special Considerations form](#). **You must apply for Special Considerations within five days of the assessment, not wait until you receive the result.** All claims must be substantiated by written documentary evidence, for example a medical certificate or GP/consultant letter, self-certification or a statement from your PAT. The purpose of asking for supporting documentation is for you to be able to corroborate the facts of your submission.

All claims will be reviewed by the Special Considerations Board which meets regularly throughout the year. The Student Office will contact you via your University email account to let you know once approval has been made.

## 2.6 Student Support Review

The [Student Support Review Regulations](#) are in place to support students if concerns are raised about their health, wellbeing or behaviour which may be impacting on their academic progress and/or general management of life at University or on placement. The regulations seek to be both supportive and to actively engage with students prior to decisions made about their fitness to study. The regulations and supporting documents identify the procedure and support available to both students and staff when a student becomes unwell and/or presents a risk to self and/or others.

## 2.7 Suspending your studies

Should you feel that you need to take some time out from your studies, [known as suspending your studies](#), you should first discuss this with your PAT. A Suspension Request form should be obtained, completed and returned to the Student Office. Please note that, if you wish, you can suspend your studies in order to undertake an internship or period of industrial training outside of normal vacation time.

## 2.8 Withdrawing from your studies

If you no longer wish to continue with your studies, please make contact with your PAT. A withdrawal notification form should be obtained, completed and returned to the Student Office. Further information can be found in the [General Regulations - Transfer, Suspension, Withdrawal and Termination](#)

To support you with all these potentially difficult issues, the Students' Union Advice Centre has developed a [Guide](#) for students.

## 3. Your safety

### 3.1 School Health and Safety Policy

Health and Safety is an important part of University and practice experience life. Everyone in the University has a legal duty to inform management of hazards they become aware of. Should you have an accident within the University premises, this must be reported. Incidents which arise out of, or in connection with University activities must also be reported. Please ensure you are aware of your obligations under the [School Health and Safety Policy](#).

For students in practice the 'Practice Placement Agreement' requires that the placement provider will take steps to ensure the health, safety and welfare of students undertaking practice learning, as they would for their own employees. The placement provider will notify the education provider of any accidents or reportable incidents sustained by a student undertaking practice learning within a timescale appropriate to the seriousness of the situation. The education provider and placement provider will undertake 'dual reporting' of any incident or incidents.

Please familiarise yourself with the fire safety and emergency information located on prime noticeboards in all education and practice experience areas that you attend as a student.

### 3.2 Access to Buildings

Undergraduate students can access the School Building 67 from Monday to Friday between the hours of 8am and 6pm. Access to School buildings is not permitted outside of these hours.

## 4. Your Academic Programme

### 4.1 The academic year and the programme structure

The structure and modular content provided within the programme specification is specific to your own programme. You can view the most up to date version of the programme specification by accessing [SUSSED](#).

The taught components of the programme are delivered in modular form and run over two semesters. The semesters overlap the traditional three term structure which still determines the pattern of vacations at Christmas and Easter. The detailed programme calendar is available on the Blackboard site and must be adhered to. The programme includes a minimum of 7 weeks of annual leave a year and these are non-negotiable and holiday cannot be taken outside of those times. If you wish to request dispensation you must apply in writing to the programme lead with reasons and dates, this request will not be granted unless there are exceptional circumstances.

Modules are awarded credits which are referred to as ECTS (European Credit Transfer System) and are in multiples of 7.5. Each credit is associated with 25 hours of student effort and therefore a 7.5 ECTS module has 5 weeks effort (187.5 hours) associated with it. This will be a mix of lectures, self-directed study, skills and other tasks and activities including reading. The modules have been designed to ensure that you meet the required learning and therefore this time must be used appropriately. Information on each module is within the module guide.

The programme is structured around a spiral learning approach, where you will build on your knowledge over the three years of the programme. As your progress through the academic levels you will be introduced to increasing complexity which will develop your critical thinking, clinical reasoning and team working skills.

Throughout the three years of the programme you will engage in a combination of occupational therapy specific and inter-professional learning opportunities. In the inter-professional learning modules you will have the opportunity to learn and work with other allied health professionals, nurses and midwives.

All modules within the programme are core and you must attend them, engage in the activities and pass the assessments. The definition of a core module can be seen in the [General Regulations - Regulations and Definitions Applying to Progression for all Credit-Bearing Programmes](#). Your student record will automatically record core modules and these must be completed in accordance with the requirements for progression applicable to your programme. You should also familiarise yourself with paragraph 2.19 of Section IV of the [General Regulations: Regulations and Definitions Applying to Progression for all Credit-Bearing Programmes](#) as there may be financial implications for you if you are required to repeat a module or practice placement.

## 4.2 Attendance

The [University attendance regulations](#) details the University expectations relating to attendance. If are unable to attend a University class, you must follow this procedure:

- Email the Student Office ([StudentOffice.FHS@soton.ac.uk](mailto:StudentOffice.FHS@soton.ac.uk)) as early as possible to inform them of your inability to attend class. You must include your student number and state that you are an occupational therapy student. The Student Office will then inform your PAT.
- If you are unable to e-mail the Student Office prior to the beginning of class then you should inform a colleague so that they can pass on the message and ensure the non-attendance is entered onto the register. This must however be followed up by a confirmation e-mail from you to your PAT as outlined above. You are advised to send copies of this email to your Module Lead.
- It is your responsibility to ensure that the information is relayed promptly and accurately.

If you are unable to attend a Practice Placement, you must follow this procedure:

- Telephone the Practice Placement as early as possible before commencement of your shift in line with the local Trust/Placement Provider Sickness Policy
- Provide anticipated duration of the absence if known
- Record the name of the person taking the message
- Record the date and time the telephone call was made
- PATs monitor the records of their students
- Telephone the Student Office (02380 597840/1) providing the relevant information
- When fit enough to return from sickness, you must contact the Practice Placement at least 12 hours before commencement of your next shift.
- You should also telephone the Student Office prior to returning on the placement.

Failure to notify the Student Office and Practice Placement area of sickness will result in you being recorded as absent. Please ensure you are aware of the [School Attendance Monitoring Policy](#).

## 4.3 Additional Costs

You may incur additional costs as a result of your programme, for example for materials, field trips or books. General programme costs are located in the programme specification. Modules that are optionally available to select may also include information on module specific costs. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the [University Calendar](#).

## 4.4 Exchanges

There may be opportunities to engage in the Erasmus programme during year 2/3. Information is made available to students at the appropriate time and information about the Erasmus exchange is available on the [University Website](#).

## 4.5 Placements

All pre-registration programmes of study are required by statutory and regulatory bodies to include a defined period of practice learning and as a result, practice experience is at the heart of your degree.

The Royal College of Occupational Therapists state that you are required to successfully complete 1000 hours of placement in order to register as an Occupational Therapist. To do this, you will acquire work experience across a range of healthcare settings applying your occupational therapy knowledge and skills. The expectations of your performance as an occupational therapy student increase as you move through the academic levels.

Supporting students in practice settings is an integral part of the preparation of healthcare professionals and the School is committed to ensuring that you are appropriately supported during your practice learning

placements. For further information and support please visit the [Assessment and Learning in Practice Settings](#) website.

You are required to pass all practice placement experiences, and placements at Level 5 and 6 contribute directly to the overall academic degree classification. In the event that you fail any placement experience a second attempt will be available, with support and feedback being given to assist you. If you do not successfully pass the second retrieval attempt you will be deemed to have failed the requirements of the course (RCOT 2014). If however, the failure is due to grounds of professional unsuitability, then a retrieval attempt will be denied (See Assessment Policies and Procedures).

## **5. Teaching and Learning Skills**

### **5.1 Time management**

It is your responsibility to manage your time in order to ensure that you keep up to date with the material presented and with the requirements of the programme. Deadlines for work submission should be adhered to, otherwise marks will be deducted via the imposition of a [late submission penalty](#). However, the framework of when lectures and classes occur and, deadlines for submission of work will be made available to you well in advance. If you are unclear about any aspect of your module you should talk this through with your module leader or programme leader. This knowledge will allow you to plan your life based on how you work best. Effective use of your time will allow you to perform well on your course and to enjoy student life. One of the work-place skills you should aim to acquire at University is the ability to manage multiple priorities. If you have problems in this area please discuss them with your PAT.

### **5.2 Lectures**

A single lecture lasts 45 minutes. It is therefore vital that you arrive promptly in order to gain maximum benefit from the time. Each lecturer will present material using either handouts or require you to make your own notes. Transcribing lectured material into a form that you find most useful is an important part of the learning process. You should ensure that you understand the material and, if you have difficulty in understanding or applying the knowledge, use recommended textbooks or the assistance of teaching staff during tutorials to gain understanding. It is your responsibility to develop your ability in a given subject. How well you have acquired that ability and the associated knowledge is gauged by the examination and coursework assessment process. Lectures are provided for your benefit and you should take full advantage by ensuring you attend all of the lectures. If, for any reason, you are unable to attend, ensure that you get hold of a copy of the notes or handouts from your module co-ordinator.

### **5.3 Use of electronic recording devices or mobile phones in lectures or classes**

Out of courtesy to staff and other students, please ensure that mobile phones are switched off in lectures and seminars. You are advised that lectures are the copyright property of the lecturer and permission to audio-record a lecture must be personally sought from the lecturer before proceeding.

If you wish to use an electronic device to take notes in a lecture, you should do so in a way that does not cause disruption to those sitting near you. If you have a health condition for which additional support is needed, you may, following assessment by the University's educational support services, make appropriate arrangements with staff for recording lectures.

### **5.4 Tutorials/supervisions**

Group tutorials/supervisions are timetabled for some modules. These sessions are intended for you to develop your problem solving skills as well as for you to discuss further, with an experienced member of staff, any particular lecture material you are finding difficult to understand. It is essential that you come well prepared for these sessions. These sessions are one of the most effective ways of reinforcing the lecture material. Some sessions are inter-professional, where you will work with other health care professional students from within the School, others are occupational therapy specific.

### **5.5 Independent or Self learning**

Independent study or self-directed learning involves using libraries, data retrieval systems, internet or in a group, working on coursework, reading the lecture material or reading around the subject. This should also develop your investigative and problem solving skills, furthering understanding of the subject, creating links with other modules - past and present - and providing a broadening of your educational experiences and knowledge base. You will be encouraged across all three years of the programme to keep a record of your learning in your CPD file. During Employability Week you will have the opportunity to reflect on your CPD portfolio and be supported to use the contents to develop personal statements and CV's in preparation for graduate interviews.

Self-learning is your personal responsibility and your commitment to the programme. It requires discipline, motivation and focussing on achieving individually set targets. It enables you to reach your full potential academically, develops your personal skills and helps establish a successful professional career.

## 5.6 Key skills

Key skills are those skills which can be applied to other disciplines and fields of work. Employers are increasingly seeking to employ individuals with well-developed key skills. More can be found on the Academic Skills pages of the [library website](#).

## 5.7 School Policy on referencing

The School uses Cite Them Right as the required Harvard referencing guide for all programmes. The [Cite Them Right Online](#) website offers a comprehensive resource which is regularly updated as online resource types emerge and change.

## 5.8 Academic integrity: the University Policy

The University expects that all students will familiarise themselves with the [Regulations Governing Academic Integrity](#). The University is a 'learning community' within which students and staff learn from each other, from their peers and through original research. All members of the University are expected to maintain high standards of academic conduct and professional relationships based on courtesy, honesty and mutual respect. In maintaining this community, the concept of Academic Integrity is fundamental.

You are strongly advised to familiarise yourself with the information contained in the [Academic Skills Hub](#) on the Library's website. Additionally, the Students' Union Advice Centre has developed a [Guide](#) for students. If students on the programme are found to be breaching academic integrity it may lead to action being taken under the Fitness to Practice policy (see section 5.9).

## 5.9 Fitness to Practise

The requirements of programmes of study leading to professional registration for Occupational Therapy include a significant component governing fitness to practise. In addition to existing University procedures for academic progression and conduct, the School of Health Sciences needs to ensure that the health status of students and their professional behaviour does not constitute a risk to service users, clients and their families, carers, the public, other students or the individuals themselves. There are mechanisms in place to monitor any issues during your studies. Please ensure you are aware of the [Fitness to Practise policy](#).

## 5.10 Confidentiality

The Royal College of Occupational Therapists issue clear guidance on the protection of confidentiality and the protection of information from improper disclosure at all times. It is particularly important that you maintain your professional standards regarding patient/service user confidentiality while undertaking academic study, assessment and examination. A breach of confidentiality may affect the outcome of your assessment and in serious cases could result in a mark of 0% (Fail).

The School policy on user/carer involvement states:

- the identities of all participants (including users, carers and staff) and all locations must be fully protected at all times through the use of pseudonyms and alternatives (for example, by changing all identifiable details);
- nothing should be included in assignments which may indicate a client's identity or compromise their confidentiality;
- in accordance with the Data Protection Act (1998), data must not be disclosed if this cannot be done without revealing personal data relating to a third party, unless that third party consents, or the third party data can be removed;
- where the case study or scenario forms part of an assessed presentation or a written assignment, students are expected to demonstrate how they have observed ethical principles in gathering and using relevant information. These form part of the marking criteria for all written assignments and breaches of confidentiality could lead to failure of the module.

These guidelines are based on the Caldicott principles 2 and 3, which state:

Principle 2 – '*Do not use patient-identifiable information unless it is absolutely necessary. Patient-identifiable information should not be used unless there is no alternative.*'

Principle 3 – ‘Use the minimum necessary patient-identifiable information. Where the use of patient-identifiable information is considered essential, each individual item of information should be justified with the aim of reducing the possibility of identification.’

You are encouraged to ensure patient confidentiality at all times and to protect the identities of locations. However, the latter aspect is not always possible since you may identify your practice area as well as your practice mentor/practice teacher in any assessment of practice and other portfolio. The following guidelines should be adhered to when producing text for assessment:

- The names of NHS Trusts and practice areas are in the public domain and as long as you do not disclose any information relating to a patient or staff member, or any information which might be deemed confidential about the location, you should not be penalised for this.
- The use of a referral to local guidelines and policies are not deemed a breach of confidentiality, but these should be referenced in the normal way.
- ‘Serious’ breach of confidentiality occurs when improper disclosure is made – either relating to the identities of staff, users or carers or other personal information and/or the inclusion of data for which explicit permission has not been obtained. In the event of a serious breach you will be awarded 0% (Fail).

Please remember that markers and external examiners have an overall responsibility to respect professional and confidential information in assignments, whatever the nature of that information may be. Confidentiality also applies all day every day and you **must not** talk about your placement experiences or the patients you have seen outside of a professional setting; this is a breach of confidentiality.

## **6. Assessment and Examinations**

### **6.1 Assessment and submission**

Each module is assessed and the details of the assessment can be found in blackboard, assigned to the particular module. The module lead will also detail the assessment requirements, including submission date and process at the start of the module. The type of assessment will vary between modules and the skills being assessed and may include written and practical exams, presentations and/or vivas, and written assignments. Your written assignments should be presented in Arial or Lucida Sans, size 12 font, using 1.5 or double line spacing.

You are also assessed while on your practice placement by a qualified occupational therapist.

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](http://www.hcpc-uk.org)

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

The maximum duration of study normally expected is 5 years.

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

### **6.2 Penalties for late submission**

The University has a [uniform policy for the late submission](#) and this will be applied across the board for any assignment that is submitted late.

### **6.3 Assignment extensions**

If you know there will be a valid reason why you cannot submit the work at the given date you must contact the Student Office as soon as possible. You should complete a Special Considerations form (see paragraph 2.5 above), which should provide adequate detail of the reasons why you require an extension. Your completed form, with appropriate supporting evidence, should be submitted to the Student Office who will arrange for your request to be reviewed in accordance with the Special Consideration policy. The Assessment Office will contact you via your University email account to let you know whether approval has been made. It is your responsibility to request an extension in a timely manner.

## 6.4 Referencing and word count limitations

Always leave plenty of time for compiling your reference list, proof reading your assignment and preparing the assignment for submission (see 5.7 & 5.8). Your word count should not exceed 10 per cent of the limit indicated in the assessment guidance, except for dissertations or final year article submissions when you are expected to be within the given range. You will need to note your word count on the title page of your submission and confirm its accuracy.

Please note that the word count **includes** headings and text (including in-text references and footers), but **excludes** the title and contents page, reference list, bibliography and appendices. Therefore all the work occurring after the title and contents page to the beginning of the reference list is included in the word count.

The stated word count may be exceeded by a maximum of 10% to acknowledge that it is difficult to hit the word count precisely and to allow for in-text citations, figures and tables. Tables which contain a large amount of text can be included in the appendices – but please note that whilst appendix information is read and noted by markers, it does not contribute to the grade awarded.

Candidates who exceed the specified word limitation by more than 10% but less than 20% within an assignment will incur a 10% penalty reduction in their mark or a reduction by one grade (e.g. from B to C) where a per cent mark is not given. Candidates who exceed the specified word limitation by more than 20% but less than 25% will incur a 20% penalty reduction in their mark or a reduction by two grades (e.g. from B to D) where a per cent mark is not given. Candidates who exceed the specified word limitation by more than 25% will incur an automatic referral in that assignment.

## 6.5 Examination preparation

You will know yourself how best you prepare for examinations. It is always worth remembering that the sooner you start your preparation the better and that one of the aims of each module is to help you prepare for the examination. Make sure that you have a complete set of notes; that you understand their content; that you can apply the material by solving the example sheet questions; and that you have practiced questions from past papers under examination time constraints. Remember that if you get into difficulty during your revision process on a particular subject ask someone to help you. This may be either one of the lecturers on the module or your PAT. The University's online archive of previously set examination papers is available to assist with your learning and preparation for forthcoming examinations and *Past Exam Papers* are available via the library.

## 6.6 Examinations

The dates of University examination periods are published annually on the [exam timetables web page](#). However Faculties that have extended academic years may have assessment periods outside of these time, and occupational therapy is one of these courses. Assessment details will be provided at the start of each academic year.

## 6.7 Illegible exam scripts

If your examination script is considered illegible, the [Illegible Examination Scripts Policy](#) will be instigated. You will be asked to come in to dictate your script so that it can be transcribed. The cost of this work will be met by you. If your script is not transcribed then it will receive a mark of zero (0).

## 6.8 Coursework and examination feedback

Feedback comes in many forms, and each has its merits. The [Student Feedback Policy](#) provides an overview of formal feedback. Formal feedback that you can expect from the occupational therapy academic team includes annotated scripts and completed marking grids. All marking grids have the space to identify, 'what went well', 'what didn't go so well' and 'where you need to improve.' This is valuable feedback to help you move up the academic levels. You can expect to receive this feedback within four weeks of submission or slightly longer for final year projects. Please note, that all marks are considered provisional until they have been reviewed and confirmed by the Board of Examiners.

Informal feedback is just as important. You may get feedback from fellow students or academic staff during group work, formative presentations or your engagement in lectures. You will also receive feedback during meetings with your PAT, module leaders or project supervisors, or group meetings with academics after a lecture or practical session.

## 6.9 Access to coursework/examination scripts

You are entitled to view your examination scripts on request to the School. You are only permitted to view an examination script to enable you to see how you can improve your future performance and no mark or other annotation on the script is negotiable or open to alteration. Should you wish to inspect your completed examination script, there is a procedure that will need to be followed and you should contact the Student Office for details.

## 6.10 Release of results

You will be given, as a matter of course, the marks you have obtained in each individual module of study after they have been ratified by the Board of Examiners. More information can be found in [the Release of Marks procedure](#). Please note that the official transcript of your marks would normally show the latest mark obtained in each script with a note, where appropriate, that it was obtained at a repeat or referral attempt.

## 7. Staff/Student Liaison: getting your voice heard

### 7.1 Module Survey

The School aims to consult with and to provide opportunities for all students and staff to make their views known. You are encouraged to offer your comments/suggestions to members of staff and feedback is requested for each module undertaken. These surveys are conducted electronically and anonymously following the completion of each module and the comments received are used to shape and improve the way those modules are taught.

### 7.2 Module Reports

Your feedback to module surveys will be reflected upon by the module leader and will be included in the Module Report. Modules reports are available via SUSSED under the "programme specific information" tab.

### 7.3 Staff Student Liaison

The OT student representatives attend the academic staff meeting each month to feedback issues raised from the student body.

### 7.4 Student Representation

Through the [Students' Union](#) you will be invited to elect your School representatives (School Leaders, Academic Presidents and Course Representatives) who co-ordinate the student voice on School committees to enable your voice to be heard.

## 8. Careers and Employability

### 8.1 Career services

The [Careers and Employability Service](#) provides support to students at all levels of study and has a range of opportunities on offer, for example drop-in advice, 1:1 guidance, workshops, skills sessions, careers fairs and employer led events to support your career planning as well as the following opportunities:

- Excel Southampton Internships: The [Excel Southampton Internship Programme](#) offers 4-12 weeks paid internships which enhance your CV, expand your network and open graduate recruitment opportunities
- Business Innovation Programme: The [Business Innovation Programme](#) provides an opportunity to develop your business acumen, team working and problem-solving skills by working on an 8 week project put forward by local businesses or not-for-profit organisations.
- Volunteering Bank: [Volunteering](#) is a great way to help you gain many of the skills employers are looking for, build your network and develop yourself in new ways. Opportunities vary in duration and the type of role advertised.

### 8.2 Employability events within the School

The School hosts an 'Employability Week' for final year students in November of each year, providing a series of events including:

- Careers Fairs
- Preparing Personal Statements and CVs

- Interview Skills
- Setting up small businesses and writing business plans
- Working in the Voluntary Sector
- The future of Healthcare and expectations from employer perspectives
- Public Patient Involvement
- Careers Destination Services
- Further study opportunities

### 8.3 Professional accreditation

#### Health and Care Professions Council (HCPC)

When you have successfully completed your Occupational Therapy programme of education you will be entitled to register to practice with the HCPC. The HCPC is a legislated regulator set up to protect the public, by ensuring all its registrants are and remain in good character and continue to meet key standards of training, professional skills, behaviour and health. The [Standards of Conduct Performance & Ethics document](#) sets out the standards that the HCPC expects from the professionals they register. The standards also apply to people who are applying to become registered.

The Standards of Training are the standards against which the HCPC assesses education and training programmes, which the education provider must meet in order to be approved by the HCPC. These generic standards ensure that any person who completes an approved programme meets the standards of proficiency for their profession and is therefore [eligible to apply](#) for admission. For further information please visit the [HCPC website](#)

The HCPC operates by meeting the following aims:

- Maintaining and publishing a public register of properly qualified members of the professions;
- Approving and upholding high standards of education and training, and continuing good practice;
- Investigating complaints and taking appropriate action;
- Working in partnership with the public and a range of other groups including professional bodies;
- Promoting awareness and understanding of the aims of the council.

#### Royal College of Occupational Therapists (RCOT)

RCOT is the professional body and trade union for Occupational Therapy staff, researchers, educators and students in the United Kingdom. They support members in practice with expert resources and guidance and define standards for the profession. RCOT works across the UK to influence government policies and produce RCOT-driven strategies to promote excellence in practice and client-centred care. They provide support and guidance to members regarding Occupational Therapy practice and ethics, and seek to involve members in developing and promoting the profession.

RCOT defines and promotes standards of conduct for the profession. It's Code of Ethics and Professional Conduct is a statement of the values and principles set by the college to promote and maintain high standards of professional behaviour in Occupational Therapy. It applies to all Occupational Therapists, associate members and OT students and is available for reference by service users, employers and other organisations. Every Occupational Therapist has a responsibility to maintain and improve practice and deliver high quality services. Occupational Therapists should employ a range of quality activities including:

- Evidence based practice;
- Adherence to national and professional standards and guidelines;
- Risk management;
- Continuing professional development;
- Listening to the views of those who use their services.

Further information can be found on the [RCOT Website](#).

### 8.4 Enterprise

Whether you want to develop your own start-up or make a real difference from within an existing organisation, enterprise skills are essential to working life and highly valued by employers. The University of Southampton's Student Enterprise Team support all students in developing their enterprising and entrepreneurial skills. Click [here](#) to find out more about opportunities and support.

## 8.5 Career Readiness Test

Developed especially for University of Southampton students and graduates, our Career Readiness Test will give you an insight into your career planning. Research shows that students who are more self-aware and clear on their career strengths feel more confident in their ability to succeed in the future.

The test is for everyone. Take the test to:

- Understand where to start
- Reflect on your strengths and areas for development
- Recognise what makes students most employable
- Structure your thinking
- Identify priorities for action

Just go to [www.soton.ac.uk/careers](http://www.soton.ac.uk/careers) and [click](#) on the Graduate Capital Model to find out more.

## 9. Further study opportunities

Perhaps you are considering postgraduate study. There is a wide range of programmes leading to various qualifications available to you, and selecting the appropriate programme may not be easy. The first thing to realise is that you need to make a well informed decision and therefore the key is to obtain all the information you need. The School always aims to retain its best and brightest students for research. However when collecting information about postgraduate studies, you should cast your net wide. You need to select an area that interests you – a difficult task in itself because you will also seek an area that has good employment prospects. There is also the choice between taught postgraduate programmes leading towards a Master of Science (MSc) and/or research postgraduate degrees. Further details on the programmes offered by the School can be found on the [School's website](#).

## 10. Regulatory Issues

We hope that you will be satisfied with your experience during your time as a student at the University of Southampton but we do recognise that, on occasion, things can go wrong. If you have a concern about any aspect of your experience at the University we encourage you to raise it as soon as the concern arises. It is always better to let us know that you feel there is a problem as soon as possible so that the matter may be resolved quickly. You may alternatively wish to consult with your student academic president if it is an issue in common with other students. Please be reassured that you will not suffer any disadvantage or recrimination as a result of raising a genuine concern, student complaint or academic appeal.

### 10.1 Academic appeals

Provided you have grounds, you may appeal against any academic decision made by the University. There are some exceptions and you should note you cannot appeal against a decision that has been made in the proper exercise of academic judgment. The [Regulations Governing Academic Appeals by Students](#) outlines the regulations and procedure that should be followed when making an academic appeal. The Students' Union Advice Centre has developed a [Guide](#) for students.

### 10.2 Student complaints

The [Regulations Governing Student Complaints](#) sets out the process to be followed should you wish to raise a complaint about a matter relating to either the facilities and services provided by the University, its academic programmes, or the conduct of University staff, and which has materially affected you.

### 10.3 Dignity at work and study

The [University's Dignity at Work and Study Policy](#) applies to the conduct of staff and students, in the context of their University work of study, or which otherwise affects the working, learning or social environment of the University. Fair criticism of staff or student performance or conduct will not be considered to be bullying or harassment provided that those involved are treated with dignity, courtesy and respect. Any allegation of harassment, bullying or victimisation will be treated seriously, regardless of the seniority of those involved and, anyone found to have behaved unacceptably may be the subject of disciplinary action up to and including dismissal or expulsion.

### 10.4 Student Non Academic Misconduct

As members of the University community, all students are expected to conduct themselves with due regard for its good name and reputation and are required to comply with the University's Regulations at all times. Any allegation of misconduct will be considered within the [Student Non-academic Misconduct Regulations](#), in accordance with the evidence and circumstances presented. Information for students on non-academic misconduct is available from the [Student and Academic Administration web pages](#)

# The OT Teaching Team



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**Appendix 3: Overview of Shared, inter-professional and Occupational therapy Specific teaching with assessment format (BSc)**

| BSc          |   |                        |                          |
|--------------|---|------------------------|--------------------------|
|              | Module                                    | Teaching               | Assignment               |
| Year 1 Sem 1 | Foundations in Health Sciences (OCCT1AAA) | Shared and OT Specific | Unseen exam              |
|              | Evidence in OT (OCCT1CCC)                 | OT Specific            | Critical review          |
|              | Principles of OT Practice (OCCT1GGG)      | OT Specific            | Occupational analysis    |
|              | IPP (HSGM1AAA)                            | Joint                  | Health education package |
| Year 1 Sem 2 | TEPOT (OCCT1FFF)                          | OT Specific            | Critical reflection      |
|              | Design 1(OCCT1DDD)                        | OT Specific            | Report                   |
|              | Principles of OT Practice (OCCT1GGG)      | OT Specific            | Presentation / viva      |
|              | Principles of Health Sciences (OCCT1BBB)  | Shared                 | Exam                     |
|              |   |                        |                          |
| Year 2 Sem 1 | Research Methods 1 (HSGM2AAA)             | Joint                  | Protocol                 |
|              | AOTP (physical) (OCCT2BBB)                | OT Specific            | Practical exam           |
|              | AOTP (mental health) (OCCT2CCC)           | OT Specific            | Case study               |
| Year 2 Sem 2 | Research Methods 1(HSGM2AAA)              | Joint                  | protocol                 |
|              | TEPOT 2 (OCCT2DDD)                        | OT Specific            | Presentation             |
|              | Design 2 (OCCT2AAA)                       | OT Specific            | Poster and Viva          |
|              |   |                        |                          |
| Year 3 Sem 1 | TEPOT 3 (OCCT3BBB)                        | OT Specific            | Critical reflection      |
|              | Influencing Change (HSGM3AAA)             | Joint                  | Presentation and viva    |
| Year 3 Sem 2 | Research methods 2 (HSGM3XXX)             | Joint                  | Journal article          |
|              | Complex Therapeutic Engagement (OCCT3AAA) | OT Specific            | Presentation and viva    |

Shared: Students do the same assignment

Joint: Some taught session's together, slight variations in assessments

OT Specific: OT taught and assessed