

## COURSE SPECIFICATION

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| Course Aim and Title   | BSc (Hons) Occupational Therapy   |
| Intermediate Awards Available  | BSc Applied Health Science<br>Dip HE in Applied health science<br>Cert HE in Applied health science |
| Teaching Institution(s)  | UEL   |
| Alternative Teaching Institutions<br>(for local arrangements see final section<br>of this specification) | N/A   |
| UEL Academic School  | Health Sport and Bioscience   |
| UCAS Code  | B101  |
| Professional Body Accreditation  | Health and Care Professions Council<br>(HCPC)<br>Royal College of Occupational Therapy<br>(RCOT)    |
| Relevant QAA Benchmark Statements  | N/A   |
| Additional Versions of this Course   | Occupational Therapy Apprenticeship   |
| Date Specification Last Updated  | October 2022  |

### Course Aims and Learning Outcomes

This course is designed to give you the opportunity to:

- develop the intellectual skills appropriate for an honours degree;
- provide you with an academic and clinical education to enable you to satisfy the requirements of the Royal College of Occupational Therapists and the Health and Care Professions Council and to apply for entry to the HCPC
- develop the skills of the autonomous reflective practitioner so that you can provide leadership, influence, and respond appropriately to change;
- provide the foundation upon which further professional development can proceed;
- facilitate the development of your transferable skills;
- develop your skills of critical thinking and problem solving;
- recognise the value and role of adopting an evidence base to practice;
- foster and maintain a professional awareness;
- recognise the importance of maintaining and reviewing clinical standards.

What you will learn:

Knowledge

- Be equipped with appropriate knowledge and skills to ensure competence at the point of qualification and the capability to continue to meet Health and Care Professions Council regulatory standards and the Royal College of Occupational Therapists professional standards throughout their professional careers.
- Explore the opportunity for innovative practice at both client and service level, whilst exercising a professional duty of care and recognising limitations of practice.

#### Thinking skills

- Demonstrate an ability to translate an understanding of foundational and professional knowledge to augment practice knowledge within a variety of contexts.
- Inform professional judgement with the best available evidence and adopt a critical stance in relation to quality / best practice and engage in systematic inquiry to develop knowledge and promote change to benefit a range of health care providers and those who access them.

#### Subject-Based Practical skills

- Apply and adapt assessment procedures to identify and prioritise the needs of the client / service user and negotiate with the client / service user to develop an intervention that is appropriate for their physical, psychological, and sociological context.
- Implement, manage, and monitor therapeutic interventions safely and effectively, demonstrating professional reasoning and justification of appropriate adaptations
- Demonstrate an understanding of the unique focus of Occupational Therapy in respect of how meaningful occupation links to health and well being
- Demonstrate how occupations can be used as assessments and interventions within the process of working with clients

#### Skills for life and work (general skills)

- Participate in the health and social care practice community as a lifelong learner, reflexively monitoring development needs of self / team, service in relation to evolving models of practice, in a variety of contexts.
- Practice in a manner that respects the dignity and autonomy of clients at all stages of the therapeutic process, upholding the values and behaviours required of a registered health professional in public / private service.
- Participate fully in multidisciplinary and interagency working for the benefit of the client / service and demonstrate ethical person centred practice and collaborative decision making

- Apply a range of approaches to teaching and learning with individuals and groups, in a variety of contexts in order to educate clients / service users, public and professional colleagues to facilitate change behaviour, health and wellbeing and health promotion throughout the period of care.
- Be a responsible and self-governing member of the healthcare team. Demonstrate leadership through managing time and resources effectively, problem solving, planning, priority setting, innovative service delivery, health informatics and evaluation of practice, in response to changing, novel and unpredictable circumstances.

## Learning and Teaching

Knowledge is developed through

- Guided reading
- Knowledge-based activities with feedback
- Online discussions and activities
- Lectures
- Practice based learning
- Blended learning

Thinking skills are developed through

- Reflective activities with feedback
- Online discussions and activities
- Blended learning

Practical skills are developed through

- IT activities with feedback
- Research skills-based activities with feedback
- Practical classes
- Practice based learning

Skills for life and work (general skills) are developed through

- Planning activities with feedback
- Project work
- Practice based learning
- Blended learning

## Assessment

Knowledge is assessed by

- Portfolios
- Coursework
- MCQs /Examinations

Thinking skills are assessed by

- Coursework
- Project work
- OSCEs
- Portfolios
- Posters

Practical skills are assessed by

- Portfolio completion
- Practical examinations
- Placement feedback
- Workbooks

Skills for life and work (general skills) are assessed by

- Project work
- Presentations
- Placement assessment

Students with disabilities and/or particular learning needs should discuss assessments with the Course Leader to ensure they are able to fully engage with all assessment within the course.

## Work or Study Placements

Placements are a compulsory part of the Occupational Therapy Course. All placements will be arranged by the Placements Manager in collaboration with practice-based coordinators. Students need to complete 1000 hours of certified practice-based learning hours.

| Level | Placement module   | Credits | Hours                                  |
|-------|--|---------|--|
| 4     | PT4526 Working with People OT Practice Placement 1           | 0       | 4 weeks 136 hours                      |
| 5     | PT5525 OT Practice Placement 2                               | 0       | 5 weeks 170 hours                      |
| 5     | PT5526 Working in Teams and Services OT Practice Placement 3 | 20      | 5 weeks 170 hours<br>5 weeks 170 hours |
| 6     | PT6534 Practice in Context One OT Practice Placement 4       | 20      | 6 weeks 204 hours                      |
| 6     | PT6536 Practice in Context Two OT Practice Placement 5       | 20      | 6 weeks 204 hours                      |

|  |  |       |                    |
|--|--|-------|--------------------|
|  |  | Total | 31 weeks 1054hours |
|--|--|-------|--------------------|

Timings above are approximate

## Course Structure

All courses are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree course.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree course.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree course.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree course.
- 7 Equivalent in standard to a Masters degree.

Courses are made up of modules that are each credit weighted.

The module structure of this course:

| Level | Module Code | Module Title   | Credit Weighting | Core/Option | Available by Distance Learning? Y/N |
|-------|-------------|--|------------------|-------------|-------------------------------------|
| 4     | PT4011      | Professional Practice (Mental Wealth)                              | 20               | Core        | N                                   |
| 4     | PT4521      | Structure and Function of the Human Body                           | 20               | Core        | N                                   |
| 4     | PT4522      | Occupational therapy: Engagement and Well-Being                    | 20               | Core        | N                                   |
| 4     | PT4523      | Human Health and Occupation  | 20               | Core        | N                                   |
| 4     | PT4524      | Describing Occupation - the Assessment of Occupational Performance | 20               | Core        | N                                   |
| 4     | PT4525      | Participation in Occupation  | 20               | Core        | N                                   |

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|---|--------|--|----|------|---|
| 4 | PT4526 | Working with People<br>Occupational Therapy<br>Practice Placement 1                | 0  | Core | N |
| 5 | PT5015 | Research Methods   | 20 | Core | N |
| 5 | PT5521 | Achieving Best Practice in<br>Occupational Therapy                                 | 20 | Core | N |
| 5 | PT5522 | Understanding<br>Occupational Therapy's<br>Unique Contribution                     | 20 | Core | N |
| 5 | PT5523 | Occupational<br>Performance Engagement<br>and Well-being                           | 20 | Core | N |
| 5 | PT5524 | Describing Occupation –<br>Facilitating Occupational<br>Change                     | 20 | Core | N |
| 5 | PT5525 | Occupational Therapy<br>Practice Placement 2                                       | 0  | Core | N |
| 5 | PT5526 | Working in Teams and<br>Services Occupational<br>Therapy –<br>Practice placement 3 | 20 | Core | N |
| 6 | PT6531 | Transition to Professional<br>Practice   | 20 | Core | N |
| 6 | PT6532 | Effective Collaborative<br>Practice  | 20 | Core | N |
| 6 | PT6534 | Enterprise and Innovation  | 20 | Core | N |
| 6 | PT6534 | Practice in Context One<br>Occupational Therapy<br>Practice Placement 4            | 20 | Core | N |
| 6 | PT6535 | Practice in Context Two<br>Occupational Therapy<br>Practice Placement 5            | 20 | Core | N |
| 6 | PT6536 | Applied Research   | 20 | Core | N |

Additional detail about the Course module structure:

A core module for a Course is a module which a student must have passed (i.e., been awarded credit) in order to achieve the relevant named award. An optional module for a Course is a module selected from a range of modules available on the Course.

All modules have a non-standard threshold of 35% and a pass mark of 40% unless otherwise specified on the module specification (Clinical assessments have a threshold and pass mark of 40%)

The overall credit-rating of this course is 360 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

## Course Specific Regulations

To practice as an Occupational Therapist, use the title Occupational Therapist and be eligible to apply for registration by the HCPC you must achieve 360 credits and have achieved a BSc (Hons) in Occupational Therapy

Interim awards will not allow you to practice as an Occupational Therapist, use the title Occupational Therapist or apply for registration by the HCPC.

The standard pass rate is 40% for all assessments

Intervention and placement assessments have a non-standard 40% threshold applied.

All other modules have a 35% threshold applied

Learners who fail a practice-based learning component on substantiated grounds of fitness to practise concerns will be denied a retrieval attempt (RCOT Standard 6.4.1) .

Completed hours of a failed practice-based learning component do not count towards the overall minimum requirement of 1000 hours practice-based learning hours (RCOT

Standard 6.4.2).

Learners are withdrawn from the course if they fail their second attempt at any practice-based learning component (RCOT Standard 6.4.3).

Learners are prevented from progressing in the course if they fail their first attempt at consecutive practice-based learning components (RCOT Standard 6.4.4).

All assessments within the course leading to eligibility to apply to register as an occupational therapist with the HCPC must be successfully completed (passed) (i.e. no compensation of assessment is permitted) (RCOT Standard 4.11.1).

For learners in apprenticeship pre-registration courses, practice-based learning must be undertaken outside the learner's own work setting, ideally outside their employer's organisation (RCOT Standard 5.2.4).

## Typical Duration

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The expected duration of this course is 3 years full-time

A student cannot normally continue study on a course after 4 years of study in full time mode unless exceptional circumstances apply and extenuation has been granted. The limit for completion of a course in part time mode is 7 years from first enrolment.

## Further Information

More information about this course is available from:

- The UEL web site ([www.uel.ac.uk](http://www.uel.ac.uk))
- The course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages
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All UEL courses are subject to thorough course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our courses by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

You may incur additional costs related to travel and living costs when on placement.

Professional HCPC membership required to practice. More details can be found [www.hcpc-uk.org](http://www.hcpc-uk.org)

RCOT - membership optional but strongly advised

### Alternative Locations of Delivery

N/A