

Course Handbook
**BSc (Hons) Occupational
Therapy September 2020**
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**School of Sport & Health
Sciences**

Please read this Handbook in conjunction with the University's Student Handbook.

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This applies to the materials in their entirety and to any part of the materials.

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1. Welcome to the course

I would like to welcome you to the School of Sport & Health Sciences. More significantly, welcome to the BSc (Hons) Occupational Therapy programme here at UCLan. As the course team we are looking forward to working with you during your programme of study.

The programme has been designed to prepare you for the breadth of contemporary occupational therapy practice in the continually changing health and social care sector. Throughout the course, emphasis is placed on developing a range of professional skills, attitudes and behaviours that will enable you to meet the requirements of the programme, and the professional (Royal College of Occupational Therapists) and regulatory (Health and Care Professions Council) bodies that frame occupational therapy within the UK.

The purpose of this handbook is twofold. Firstly, it aims to address many of the administrative questions that you may have during the early stages of the course. Secondly, it addresses many academic issues including the modules that are undertaken during each stage of the course. This handbook should be used alongside other University guides and should be kept in a safe place.

The handbook has been structured and laid out in a number of sections. This is to ensure that the information is clear and accessible. Please note for detailed information related to your practice placement modules you should go to the web pages (<http://uclan.ac.uk/wblt>).

From past experiences, the first few weeks are a source of fun for students and we are very pleased to see our students enjoy their studies and personal time. The first few weeks can also be confusing. As a team of academics and administrators we are here to help. Simply go to the Brook Hub where one of the School Administrators will assist you, or see your Course Leader or Academic Advisor.

The School is very pleased to welcome you to its BSc (Hons) Occupational Therapy course and look forward to working with you. I would like to take this opportunity to wish you the very best in your studies.

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and

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Course Leader

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1.1 Rationale, aims and learning outcomes of the course



Occupational therapy has a key role to play in the health and social care sector now and in the future. Occupational therapists of the future need to be able to respond to and practise within complex and challenging contemporary practice environments. The course you have chosen here at UCLan has been designed so you develop your knowledge of the underpinning sciences and theory alongside your professional and

practice skills, in order that you feel confident and prepared to start on your occupational therapy journey on graduation. The course has been validated by the University, is approved by the professions regulator, the Health and Care Professions Council (HCPC) and accredited by the professional body, the Royal College of Occupational Therapists (RCOT).

Each programme of study in higher education has a set of “intended learning outcomes” which define what it is you can expect to “be able to do” upon successful completion of the programme. The intended learning outcomes for the BSc (Hons) Occupational Therapy programme are written with reference to a number of pertinent documents –

- UCLan policies and procedures for Academic Quality and the UCLan Learning and Teaching Strategy.
- College of Occupational Therapists’ learning and development standards for pre- registration education (COT 2014)
- World Federation of Occupational Therapists minimum standards for the education of occupational therapists (WFOT 2016)
- The UK quality Code for Higher Education (QAA 2015)
- Health and Care Professions Council Standards of Education and Training (HCPC 2017)
- Health and Care Professions Council Standards of Proficiency – Occupational Therapists (HCPC 2013)
- Health and Care Professions Council Standards of Conduct, Performance and Ethics (HCPC 2016)
- TUNING (2006) Reference points for design and delivery of degree programmes in Occupational Therapy (TUNING 2006)

The fact that the intended learning outcomes have been written with reference to these internal and external frameworks provides assurance about the ability of the programme to ensure that on successful completion you are “fit for purpose and fit for practice”. This means that upon successful completion of all the modules you are fit to practice as an occupational therapist, as well as being “fit for award” which indicates that you are a worthy recipient of a BSc (Hons) Occupational Therapy academic qualification.

The underpinning philosophy of the programme is to enable graduates to become resilient occupational therapists with a strong professional identity, ready to provide

contemporary occupational therapy within the complexity of health and social care provision. The course is based on the development of core occupational therapy practice skills, whilst developing your capacity for analysis and problem solving that will position you well for your future practice. Students will be seen as equal partners and participants in the learning process.

You will be actively encouraged to develop with the course team (academic and practice partners) a community of learning and importantly a community of occupational therapy within the university and locality.

A broad approach will be taken to facilitate your understanding of occupational therapy within its widest context, you will develop a sound understanding of the role of other professions and to how work in an inter-professional way. The theme of multi-professional working is embedded in the modules within the programme and during blocks of practice placement. Opportunities will be available for shared learning and teaching across the University and will be supported through E-Learning activity.

Your studies will be underpinned with the use of best available evidence and 'genuine' case study material based on contemporary practice and that embrace the complexities within that practice. These case scenarios have been developed in partnership with practitioners, service users and carers. You will be expected to be pro-active in your learning and take responsibility in identifying and working with the course team to fulfil your learning needs.

During the programme you will complete fifteen modules, whilst these are written as discreet units of learning they have been developed so you are actively encouraged by the course team to make links between these modules building your knowledge, understanding and professional skills in order to develop as an Occupational Therapist in an integrated way.

Your academic advisor will help you to reflect and consider your development as an occupational therapy practitioner throughout the course. Giving you opportunity to engage in the personal development planning (PDP) process, develop your personal 'Core and Practice Skills Portfolio', lifelong learning skills, entrepreneurial skills and to support you to prepare for entry in to the job market and future employment.

COURSE AIMS

The course aims to enable you to become a competent occupational therapist who meets the threshold standards set by the HCPC and the RCOT and the World Federation of Occupational Therapists (WFOT). You will be supported to develop a strong professional identity so you are ready to embrace contemporary occupational therapy practice.

Aims of the Programme This programme provides opportunities for students to acquire knowledge, understanding and professional practice expertise in occupational therapy practice.

To achieve this, the course will enable the students to:

- Demonstrate competence in relevant professional and interpersonal skills to practice as safe, evidence based, autonomous occupational therapists meeting relevant UK professional and regulatory requirements.
- Are cognisant of the centrality of occupation to the health and wellbeing of all they will work with, so that they are able to practice effectively within a professional values base in a variety of practice settings across education, health and social care.
- Deliver safe and effective person-centred occupational therapy informed by critical analysis of the best available evidence and based on sound professional reasoning
- Can appraise their own knowledge and skills and actively engage in CPD and lifelong learning
- Are prepared for employment in contemporary occupational therapy services, able to collaboratively and effectively work with others and demonstrate sound leadership abilities.

Completion of the course: will enable the successful graduate to:

- Graduates will be eligible to apply for initial registration with the HCPC as an Occupational Therapist
- Apply for professional membership of the British Association of Occupational Therapists

Learning Outcomes

On successful completion of the programme the student will be able to:

Knowledge and Understanding

- A1. Apply and evaluate evidence informed knowledge and information relevant to occupational therapy practice (including foundation sciences, research and profession specific) in order to deliver appropriate occupational therapy to their clients across the lifespan.
- A2. Appraise and apply the concepts and theories that underpin occupational therapy practice.
- A3. Articulate the nature of contemporary occupational therapy practice.
- A4. Appraise and reflect on the impact of global economic, political, technological and social factors, which influence occupational therapy practice.

Subject-specific skills

- B1. Effectively demonstrate a range of communication and interpersonal skills to develop and maintain effective therapeutic and working relationships with people.
- B2. Demonstrate competent occupational therapy practice in order to optimise the occupational performance of those they work with in a range of practice settings.
- B3. Modify practical and professional skills appropriately in the delivery and evaluation of occupational therapy practice in relation to health, well-being and the occupational lives of groups and individuals of all ages.
- B4. Work in partnership with inter-professional groups and as part of a team, supporting health and social care decision making to co-produce in

- collaboration with service users and their families.
- B5. Act to safeguard the public, and be responsible and accountable for safe, compassionate, person-centred, evidence based occupational therapy that respects and maintains dignity and human rights (including managing risk).
 - B6. Consider their own professional identity and the impact their work as an occupational therapist has within an integrated care team/environment, valuing and respecting others professional identity
 - B7. Act in accordance with professional standards and codes of ethics.

Thinking Skills

- C1. Evaluate knowledge and best available evidence using critical appraisal and problem solving.
- C2. Reflect upon the therapeutic use of self and identify aspects of personal growth and development.
- C3. Justify and apply a solution-focussed approach to problem solving and professional decision making within the collaborative, integrated health and well-being context.
- C4. Critically appraise strategies that will support care delivery and management in occupational therapy practice.
- C5. Respect and value the health and wellbeing of individuals within socially and culturally diverse communities.
- C6. Evaluate effective and efficient occupational therapy outcomes.

Other skills relevant to employability and personal development

- D1. Evaluate and utilise strategies related to continuing professional development to improve self -awareness, emotional intelligence / resilience and personal performance.
- D2. Appropriately employ technology (inc. ICT) in relation to professional practice. D3. Interpret data to inform decision-making.
- D4. Develop a personal development plan to influence and shape their on-going professional career.
- D5. Communicate effectively using a wide range of strategies and interventions including the effective use of communication technologies.
- D6. Develop and utilise leadership skills and sound professional reasoning in order to practice in challenging and complex situations and to contribute to planning, designing and improving future services.

1.2 Course Team

Name	Role	Room	Telephone	Email
Anna Clampin	Professional Lead Occupational Therapy / Principal Lecturer Academic Development (Sport & Health Sciences)	BB310	01772 895598	AClampin@uclan.ac.uk
Kath Ward	Senior Lecturer Occupational Therapy / BSc Course Leader, School of Sport & Health Sciences	BB119	01772 894943	KWard8@uclan.ac.uk

Kathryn Jarvis	Senior Lecturer Occupational Therapy / MSc Course Leader, School of Sport & Health Sciences	BB114	10772 892782	KJarvis1@uclan.ac.uk
Rachel Imms	Lecturer in Occupational Therapy / Placement Lead, School of Sport & Health Sciences	BB112	01772 894987	REHImms@uclan.ac.uk
Samantha Pywell	Lecturer in Occupational Therapy	BB112	01772 896323	SPywell2@uclan.ac.uk
tbc	Lecturer/Practitioner in Occupational Therapy	tbc	tbc	Tbc
Dr Anne Milston	Principal Lecturer Team Lead Health and Social Care. Research and Innovation Lead (Community Health and Midwifery)	BB315	01772 895484	AMMilston@uclan.ac.uk

1.3 Expertise of staff

All of the core members of the teaching team are HCPC registered Occupational Therapists and are active members of the British Association of Occupational Therapists. Other staff within the Faculty of Health and Wellbeing will also be involved within modules as appropriate to embrace the wealth of expertise in clinical and research areas (for example in the areas of mental health, allied health professions, long term conditions and public health). The course team have a wide range of clinical and educational experience. All staff have undergone post graduate studies in education and in their discipline, they are research active and active within their profession at local and national levels. Members of the teaching team hold honorary contracts with local partners, which means they remain active in current practice. Across the team we have staff who are experts in a range of specialisms, who are able to bring this expertise and experience to life for you in the teaching sessions.

The teaching team is complemented with a range of external speakers who also come in to teach on modules. Academic staff generally have specific areas of expertise on which they tend to focus for their teaching areas. Information about staff and their academic/research interested and activities can be accessed via the University website.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.

You will be assigned an Academic Advisor who will provide additional academic support during the programme and work with you during specific modules to help you utilise the 'Core and practice skills portfolio' designed to support your development. They will be the first point of call for many of the questions that you

might have. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning. They may also signpost you to other resources or sources of support within the UCLan. You will see your academic advisor regularly throughout the programme.



1.5 Administration details

Course Administration Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. The Book Hub will be your point of access to these services;

Brook Building

Sport & Health Sciences

telephone: 01772

891992/891993 email:

BrookHub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

The course team will normally communicate with you via your University email, so please ensure you check this on a regular basis so that you don't miss out on important information. This is likely to be where we notify you of any urgent unavoidable changes to teaching sessions (e.g. due to staff sickness) when we want to get a message to you quickly.

It is expected you will include an email footer in all correspondence with UCLan staff: your name, cohort year, student number, course and academic advisor. Please note as this is a professional course all communication phone/email/text is expected to be professional and respectful.

Staff will normally respond to emails from you within a 3 day working period, but please remember that not all members of the team work full time, and allow for this before sending repeat emails.

If you wish to make appointments with staff, the easiest way to do this is via Starfish. Starfish is a university system that provides you with a central location to connect to staff and other university services, you will be introduced to the system in the welcome week. Staff offer appointments that you can book in to via the system.

Alternatively, you can email staff directly, providing details of your availability in the following week, to allow staff to have time to consider your request and respond appropriately.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and **not directly**. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

External examiner: Teresa Rushton, Senior Lecturer in Occupational Therapy, University of Derby.



2. Structure of the course

2.1 Overall structure

This section outlines the course structure and important information on the range of modules is provided.

The programme is delivered as a full time programme over three academic years (those undertaking the part-time route the programme is delivered over four and a half years). The maximum time for completion of the programme is normally within 6 years of starting as a full time student (in line with the RCOT guidelines). The years are made up of a number of modules and come with different academic credit weightings. All the modules are core modules to the programme and you must satisfactorily complete all these modules to achieve the BSc (Hons) Occupational Therapy.

The BSc (Hons) Occupational Therapy is comprised of fifteen modules in total.

Five modules are studied at academic level 4 within the first year for full-time students and within the first and second year for part-time students. These are, HI1302 The Individual and Occupational Performance, HI1303 Foundations of Practice in Occupational Therapy, PU1002 Research Methods and Evidence Based Practice 1, HI1300 Culture and Context of Occupational Therapy Practice HI1301 Practice Placement 1 Occupational Therapy.

Across the second year for full-time students and the second and third year for part-time students, academic level 5 modules are completed. There are six modules at this level to complete, HI2304 Barriers to Occupational Performance,

HI2300 Therapeutic Skills and Professional Reasoning for Occupational Therapists, HI2302 Practice Placement 2 Occupational Therapy, HI2301 Contemporary Occupational Therapy Theory and Practice, PU2016 Research Methods and Evidence Based Practice 2, HI2303 Practice Placement 3 Occupational Therapy.

In the third year for part-time students and the fourth and part of year five for part-time students you will study academic Level 6 modules - four modules are completed, HI3301 Advancing Practice Skills, HI3303 Occupational Therapy Practice Project, HI3302 Practice Placement 4 Occupational Therapy HI3300 Employability, Leadership and Entrepreneurship in Occupational Therapy.

In order to gain the award of BSc (Hons) Occupational Therapy and be eligible to apply for initial registration as an Occupational Therapist with the HCPC you must successfully pass all modules on the programme.

Please note that all the modules you undertake will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment. Where appropriate in some modules you can make a choice in regard to the mode of assessment.

The structure of the programme has been designed to develop your knowledge and skills in a systematic manner as you progress through your modules of study. You will be actively encouraged to link the learning you do across modules. The programme has been designed around four themes that create a developmental spiral curriculum across all levels of the programme. You will be introduced to knowledge and topics and then through subsequent modules will revisit it, practising and developing your knowledge, thinking and practice skills as you progress through the programme. These themes are,

- Theme 1 Underpinning Foundation Sciences
- Theme 2 Knowledge and Theory of Occupational Therapy
- Theme 3 Professional Practice Skills
- Theme 4 Research Enquiry and Evidence Informed Practice Skills

These themes are inter-related (particularly theme 2 and 3). This framework means, that with the course team to guide you, you will make links to previous and future learning within the course helping you to link information and context together as you develop as a professional. The grid below shows how the modules primarily fit into the themes and shows how themes span levels. The coloured stars by the module name also show you how modules span across the themes. This is important as some module will make significant links across the themes.

Theme	Level 4	Level 5	Level 6
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Theme 1 Underpinning Foundation Sciences	The Individual and Occupational Performance * Culture and Context of Occupational Therapy **	Barriers to Occupational Performance ****	
Theme 2 Knowledge and Theory of Occupational Therapy	Foundations of Practice in Occupational Therapy ***	Contemporary Occupational Therapy Theory and Practice** Therapeutic Skills and Professional Reasoning for Occupational Therapists****	Advancing Practice Skills ****
Theme 3 Professional Practice Skills	Practice Placement 1 Occupational Therapy****	Practice Placement 2 Occupational Therapy **** Practice Placement 3 Occupational Therapy****	Practice Placement 4 Occupational Therapy**** Employability, Leadership and Entrepreneurship in Occupational Therapy **
Theme 4 Research Inquiry and Evidence Informed Practice Skills	Research Methods and Evidence Based Practice (1) ****	Research Methods and Evidence Based Practice (2) ****	Occupational Therapy Practice Project ****

Practice placements Modules (for full details see the practice placement pages on the UCLan website <http://uclan.ac.uk/wblt>). There are four practice placement modules within the course. See the course outline below for information about when practice placement modules occur (and Appendix 1 for a more detailed schedule). The placement modules have been planned so you will have opportunity to gain the 1,000 hours of successfully completed placement hours required by the WFOT. The Occupational Therapy Placement Lead will allocate your placements, which will usually take place across the North West region. You will experience a range of placements in different settings and specialisms ensuring you meet the requirements of the HCPC, RCOT and WFOT. In addition to the course team there are a number of structures within the Faculty that will support you during placements. It is important that you familiarise yourself with all the requirements of practice placement modules which is available through the web link above.

Please note should you fail a placement you will only have one opportunity to retrieve it. If you subsequently fail, the placement you will be withdrawn from the course. You are only able to retrieve a maximum of two placements during the course. If the initial failure of the placement was due to professional suitability concerns, you will not be given this retrieval opportunity. Practice hours accrued on failed practice placements will not count towards the minimum requirement of 1,000 hours.

There will be an emphasis throughout the programme on you as an active learner taking responsibility in your learning journey. You will need to undertake preparatory reading, and come to sessions ready to discuss and debate what you have read with your peers and tutors.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module. Credits for each module are list below in the programme outline.

Programme Outline

Full Time

Year 1 (120 credits)					
Level 4					
Semester 1			Semester 2		
HI1302 The individual and Occupational Performance (40 credits)			PU1002 Research Methods and Evidence Based Practice (1) (20 credits)		HI1301 Practice Placement 1 Occupational Therapy (20 credits) 6 weeks (240hrs)
HI1303 Foundations of Practice in Occupational Therapy (20 credits)			HI1300 Culture and Context of Occupational Therapy Practice (20 credits)		
Year 2 (120 credits)					
Level 5					
Semester 1			Semester 2		
HI2304 Barriers to Occupational Performance (20 credits)	HI2302 Practice Placement 2 Occupational Therapy (20 credits) 8 weeks (320hrs)		HI2301 Contemporary Occupational Therapy Theory and Practice (20 credits)	HI2303 Practice Placement 3 Occupational Therapy (20 credits) 5 weeks (200hrs)	
HI2300 Therapeutic Skills and professional reasoning for Occupational Therapists (20 credits)			PU2016 Research Methods and Evidence Based Practice (2) (20 credits)		
Year 3 (120 credits)					
Level 6					
Semester 1			Semester 2		
HI3303 Occupational Therapy Practice Project (30 credits)			HI3302 Practice Placement 4 Occupational Therapy (40 credits) 10 weeks (400hrs)		HI3300 Employability, Leadership and Entrepreneurship in Occupational Therapy (20 credits)
HI3301 Advancing Practice Skills (30 credits)					

part time

Year 1 (80c)			
Level 4			
Semester 1		Semester 2	
HI1302 The individual and Occupational Performance (40 credits)			
HI1303 Foundations of Practice in Occupational Therapy (20 credits)		PU1002 Research Methods and Evidence Based Practice (1) (20 credits)	
Year 2 (80c)			
		Level 5	
HI1300 Culture and Context of Occupational Therapy Practice (20 credits)	HI1301 Practice Placement 1 Occupational Therapy (20 credits) 6 weeks (240hrs)	HI2304 Barriers to Occupational Performance (20 credits)	HI2300 Therapeutic Skills and professional reasoning for Occupational Therapists (20 credits)
Year 3 (80c)			
PU2016 Research Methods and Evidence Based Practice (2) (20 credits)	HI2302 Practice Placement 2 Occupational Therapy (20 credits) 8 weeks (320hrs)	HI2301 Contemporary Occupational Therapy Theory and Practice (20 credits)	HI2303 Practice Placement 3 Occupational Therapy (20 credits) 5 weeks (200hrs)
Year 4 (80c)			
Level 6			
HI3301 Advancing practice skills (30 credits)	HI3302 Practice Placement 4 Occupational Therapy (40 credits) 10 weeks (400hr)		HI3300 Employability, Leadership and Entrepreneurship in Occupational Therapy (10 credits)
Year 5 (40c)			
HI3303 Occupational Therapy Practice Project (30 credits)			
		HI3300 Employability, Leadership and Entrepreneurship in Occupational Therapy (10 credits)	

Module Overview

Year 1 (F/T) and Year 1&2 (P/T) (Level 4)

Modules HI1302 The Individual and Occupational

Performance

This module will introduce you to the foundation sciences that underpin occupational therapy. You will learn about anatomy and physiology, psychology and sociology, exploring how these sciences form the person and how they underpin the occupational performance of the individual. You will consider human development across the life span.

HI1303 Foundations of Practice in Occupational Therapy

This module will introduce you to the occupational therapy profession, its concepts and context. You will start to think about your own professional identity and develop skills to use in practice. You will explore the underpinning philosophy and theoretical frameworks occupational therapists use, gaining an understanding about the concept of occupation and its relationship with health and wellbeing.

PU1022 Research Methods and Evidence Based Practice 1

This module will introduce you to the concept of evidence based practice, the research process in both practice and university settings.

HI1300 Culture and Context of Occupational Therapy Practice

In this module you will start to understand the key issues and drivers that influence contemporary occupational therapy in health and social care. You will consider how occupational therapists contribute as part of the wider team working to improve the health and wellbeing of clients. Exploring person-centred care, and the ethical and legal frameworks of practice and the profession.

HI1301 Practice Placement 1 Occupational Therapy.

This module will provide you with your first practice learning experience. A six-week full-time placement. You will have an opportunity to integrate your theoretical learning to practice within an occupational therapy setting.

Year 2 (F/T) and Year 2&3 (P/T) (Level 5)

Modules HI2304 Barriers to Occupational Performance

This module will develop your knowledge and understanding of a wide range of barriers (physical, psychological and socio-cultural) to occupational performance and asks you to examine their impact on the individual. Within the module you will focus on how occupational therapists recognise and analyse the opportunities and challenges within everyday practice, that act on both the individual (as an occupational being), the social determinants of health and the improvement of health and wellbeing across the life span.

HI2300 Therapeutic Skills and Professional Reasoning for Occupational Therapists

In this module you will continue to develop your professional skills. It focuses on professional reasoning and you will have the opportunity to practice a range of therapeutic skills and consider their use in practice settings as well as considering the evidence base that underpin them.

HI2302 Practice Placement 2 Occupational Therapy

This will be your second practice placement experience and is an eight week full time placement. It provides you with further opportunity to apply and augment theoretical learning.

You will take a more active role in the occupational therapy process in the setting and continue to develop practice and communication skills. You will continue to gather evidence for your portfolio and develop your reflection skills.

HI2301 Contemporary Occupational Therapy Theory and Practice

Within the module you will revisit and develop your knowledge and understanding of the theoretical frameworks for occupational therapy practice. You will consider different specialisms, particularly considering the client/service-users journey through them. You will be asked to synthesis theory, the context of practice and the core skills used by occupational therapists in practice.

PU2016 Research Methods and Evidence Based Practice 2

This is the second module in your specific research modules. In this module you will develop your critical understanding of evidence-based practice and the principles and methodology of research relevant to practice.

HI2303 Practice Placement 3 Occupational Therapy

In this the third practice placement, you will spend five weeks (full-time) in a non-traditional setting. The emphasis for this placement will be for you to develop an understanding of different models of service design and delivery and the impact occupational therapy can have.

Year 3 (F/T) and Year 4&5 (P/T) (Level 6)

Modules HI3301 Advancing Practice Skills

Within this module you will advance your core practice skills and your understanding of a range of occupational therapy interventions and specialisms. You will explore contemporary debates within the profession that potentially impact on the practice of occupational therapy.

HI3303 Occupational Therapy Practice Project

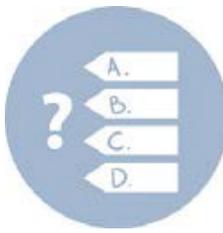
In this module you will consolidate knowledge gained and develop new knowledge to explore areas of occupational therapy that would benefit from development. You will complete a literature based project with the support from a supervisor and devise strategies to address a specific issue in an area of practice.

HI3302 Practice Placement 4 Occupational Therapy

This is your final placement experience. A ten week full time placement, its aim is to facilitate your learning and development so by the end of the placement you will be demonstrating the competencies of a new-graduate therapist. You will be expect to manage your own caseload and demonstrate the professional reasoning skills required for effective practice as an occupational therapist.

HI3300 Employability, Leadership and Entrepreneurship in Occupational Therapy

In this module you will explore the concepts of leadership and entrepreneurship using your reflections from practice as a basis. You will consider the business skills required to support service enhancement and development. Alongside this you will have the opportunity and support to appraise and practice your own employability skills as you prepare to seek employment as an occupational therapist.



2.3 Course requirements.

It is important to note that should your Enhanced Disclosure and Baring Service (DBS) check prove to be unsatisfactory for the purpose of the course you have applied to, your offer of a place for that course may be withdrawn. If you have already enrolled on a course and your DBS check subsequently discloses a criminal conviction, you may be required to withdraw from the course even if you have already started. If you are aware that your DBS check will disclose a previous conviction, please contact the course leader for advice as not all convictions may preclude you from continuing with the course.

You must successfully complete all 360 credits on the programme in order to be awarded **BSc (Hons) Occupational Therapy**. All the modules are core modules to the programme and students must satisfactorily complete all of these modules achieve the BSc (Hons) Occupational Therapy. Practice placement elements of the course must be successfully completed and **are subject to the following**, you will only be given one opportunity to retrieve the placement following a fail. If you subsequently fail on the resit placement you will be withdrawn from the course. You are only able to retrieve a maximum of two placements during the course. Practice hours accrued on failed practice placements will not count towards the minimum requirement of 1,000 hours.

As successful completion of this course will give you eligibility for initial registration with the HCPC as an Occupational Therapist you are bound by the professional codes and requirements of both the HCPC and the RCOT and subject to the UCLan procedure for the consideration of Fitness to Practise.

You are advised to familiarise yourself with the following;

Code of Ethics and Professional Conduct for Occupational Therapists (COT 2015)

Guidance on conduct and ethics for students from the HCPC (2016).

UCLan policies specifically Regulations for the Conduct of Students, Fitness to Practise and Fitness to Study Procedure. Available on the web portal.

Exit Awards

If you withdraw from the programme having successfully completed 120 credits at level 4, you will be eligible for the award of **Certificate in Higher Education**. If you withdraw from the programme having successfully completed Level 4 & 5 studies, thus achieving 120 level 4 credits and 120 level 5 credits you will be eligible for the award of a **Diploma in Higher Education in Rehabilitation Studies**.

A student who does not successfully complete all 360 credits on the programme may be eligible under university regulations to apply for an alternative academic award i.e, Bachelor Degree Rehabilitation Studies which requires 320 credits including a minimum of 120 at level 5 and 80 at level 6

NB These awards will not permit you to apply for initial registration with the Health and Care Professions Council (HCPC) or qualify you for professional membership of the British Association of Occupational Therapists.

2.4 Module Registration Options

Discussions about your progression through the course take place through the University structure of module and course boards, where your progress will be reviewed by the course team

2.5 Study Time

2.5.1 Weekly timetable

Your timetable will be available online via <https://apps.uclan.ac.uk/WeeklyTimetable>. Please be aware that your timetable may vary throughout the academic year, therefore it is vital that you check your timetable on a regular basis. If there are any short notice changes to the timetable, the staff team will endeavour to let you know either by text message or by email. All practice placement modules are completed on a full-time basis.

Whilst you are studying the BSc (Hons) Occupational Therapy, you should not expect to only attend the University for formally timetabled sessions. We try to organise the timetables to provide for full days of scheduled activity although this is not always possible. We acknowledge that students need to spend time on private study, in accessing the LIS, in working on group activities, and in completing assignments for a large proportion of the time at university (see below).

2.5.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

Students often ask about the workload on the Course. The contact time with the course team is not the total number of **learning hours**. The contact time is simply

the number of **timetabled hours** and is a fraction of the total learning hours. The total number of learning hours includes **personal study hours**.

Practice Placement hours are in addition to timetabled hours and personal study hours.



2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness should be given to the module leader by email. You should also inform Brook Hub.

BrookHubAttendance@uclan.ac.uk or by telephoning the hub on 01772891993.

International Students! It is your responsibility under the UK Border Agency (UKBA), Points Based System (PBS) – that you **MUST** attend your course of study regularly; under PBS,

UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly. Your attendance will be monitored closely and you will normally be required to achieve a minimum of 80% level of attendance in each module.

As a student Occupational Therapist you are preparing to become a responsible professional and as such, you are expected to demonstrate behaviour appropriate to this form of education. As a professional requirement, your attendance (both within the University and whilst on practice placements) will be monitored very closely. Attendance will be recorded electronically whilst in University and in your assessment document whilst on practice placement.

If you need to request time off from the course, these requests must be made to the Course leader, by email. **No other member of staff has permission to authorise requests for leave of absence.** These will only be granted under exceptional circumstances. Advice on how to interrupt your studies is available on the student portal.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Your attendance will be monitored electronically via the SAM system. You must swipe into each session using your student card on the device outside each classroom. This will be monitored on a weekly basis to ensure you are attending all of your classes. If your attendance is deemed to be poor, then you will be asked to attend a meeting with the course leader to discuss this. This meeting will be communicated to you by email, and you must ensure you respond to this communication. You can check your own attendance record via MyUclan.

Each time you are asked to enter your details on SAM you must remember that the

University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

The teaching and learning strategy of the programme aims to assist you in developing into an independent and autonomous learner. In acknowledgement that you each learn in a different way you will experience a variety of teaching styles and formats. The variety (outlined below) is intended to give you a rich assortment of learning experiences. Within your practice as an occupational therapy practitioner there are a number of skills that you will need to be proficient and confident in for example presenting information in verbal and written formats formally and informally, as well as, problem solving and justifying your decisions. The approaches taken in teaching and learning on the programme by the course team are intended to support you in developing these skills and giving you opportunity throughout the programme to become confident and proficient using them. The University's online learning environment will support you in your learning, on it you will find module materials and resources, it is therefore vital that you regularly use this resource. Many of your timetabled sessions will be in the format of workshops, seminars or practical sessions where you will undertake activities individually and in groups. Using this interactive format to sessions gives opportunity for the whole students group to explore, discuss and debate theoretical material as well as practicing and evaluating their core professional skills.

Case based learning; The use of genuine case studies are a key element within the programme's teaching and learning strategy. These may be video or paper-based, and are used to facilitate learning in a range of skills including assessment, clinical reasoning, goal setting and the formulation of rehabilitation management strategies. They also further embed some key aspects of the course curriculum including psychosocial issues, health inequalities and health belief models. Case scenarios will be used in different modules to help you to integrate the learning you do across the course. For some modules your learning and exploration of topics will be centred around these case scenarios. The case scenarios have been developed with practice colleagues, service users and carers to ensure they are representative of contemporary occupational therapy practice and that the voice of service users and carers is heard within them. You will often work in small groups around the case study with a tutor facilitating and guiding your learning. This type of learning will require you to be pro-active in your studying and feeding back to peers.

Service User and Carer involvement; Throughout the course you will meet a range of service users and carers within the academic curriculum as well as your practice placements. They were also involved within your application and recruitment process on to the course. Service users and carers have been involved in the

development of the case scenarios you consider and will be invited within modules to participate in teaching sessions and as part of assessment skills.

Inter-professional learning The Faculty of Health and Wellbeing embraces many different professions and it is committed to identifying opportunities for you to develop your understanding of different professions and skills in working with wide multi professional teams within and across different agencies, to prepare you for contemporary health and social care delivery. Course team staff are part of the wider Faculty Inter-Professional Education interest group, which develops events and opportunities for inter-professional learning. These will be timetabled within modules as appropriate.

In addition the university runs a number of extra-curricula learning opportunities for students across the university to work together. These opportunities will be circulated to you by the course team and you will be actively encouraged to participate.

Within the course you will undertake several learning workshops (with students on other programmes) to explore contemporary and collaborative aspects of practice. These workshops are organised in a way to give students opportunities to discuss, evaluate and develop their profession-specific knowledge, skills, values and behaviours in a critical and collegial context, similar to what takes place in a real-world work setting. Examples of topics to explore during these sessions include professionalism, teamwork (such as shared assessment), communication, holistic and person-centred care. During these workshops you will be working in groups with a variety of students from other programmes within the school and across the University.

On module VLE Blackboard sites you will be directed to a range of learning resources relevant to inter-professional learning, including real service-user stories, textbooks and research. The practice placement modules throughout your studies will play a key role in your learning about other professions. Each practice placement that you undertake will provide opportunities to extend your learning about inter-professional working within a work based setting. You will be encouraged to consider the role of all the professions within the setting (taking a broad view of the multi-professional team), appraise how they work together and impact the clients (and their carers and families) care. For each placement you will be working to address a specific learning outcome in this area. For full details about the practice aims and learning outcomes for each of the practice placement modules see the course specific section on the practice placement website (<http://uclan.ac.uk/wblt>)

Reflection and Knowledge Sharing; Throughout the programme you will be encouraged to develop your skills as a reflective practitioner. Within modules you will take part in formal group reflection activities, which will encourage group support to enable you to develop your skills in reflective practice. For example, your placement debrief will be completed using group reflection and knowledge sharing to ensure that learning from practice environments is maximised by encouraging the sharing of practice experience. You will also have opportunity to develop your

individual reflection skills through work completed within and discussion about your core and practice skills portfolio with your academic advisor. Reflective activities will also form part of the assessments you undertake within the course.

Blackboard (Managed Virtual Learning Environment); Blackboard is the University's managed learning environment and is a key component of the school's teaching strategy and as such it is a major teaching and learning resource in each module. You will need to have broadband internet access to enable you to view the full scope of teaching materials. Blackboard module sites will include information such as module descriptors, module handbooks, module assessments and provide you with access to a range of resources to support your learning. Blackboard also provides access to other supporting materials which may include directed study notes to prepare in advance of timetabled sessions, material relating to taught sessions, live electronic links, discussion sites and chat rooms.

Some modules will deliver teaching material through the blackboard medium, and it is important that you engage fully with this process. The course team will use blackboard to communicate with students. The use of electronic discussion boards and chat rooms will enable you to discuss pertinent issues with peers and tutors.

Scheduled learning and teaching activity

Lectures, seminars and workshops; In some modules a lecture format will be used to introduce concepts, give information and to 'set the scene' for your learning. Study materials are often made available in advance via blackboard so that you have the opportunity to review material prior or following a session. Seminars, tutorials, discussions, debates, group work and workshops will be used to develop your ability to synthesise and critically apply the material you explore to contemporary occupational therapy. You will be encouraged to actively participate and engage in sessions and to critically appraise, discuss and debate concepts, ideas and information. You will be expected to 'come prepared' to these sessions ready to discuss your ideas and understanding of a subject area in order to allow further development of ideas as a group. Group reflection and knowledge sharing workshops will be used during and after practice-based experiences to encourage you to share your learning.

Practical Skills Sessions; The course will make sure of the clinical skills spaces allowing you to participate in practical sessions to acquire and practice core practice skills for safe and effective occupational therapy interventions. You will actively link the learning in these sessions to your core and practice skills portfolio. These sessions will progressively be linked to genuine case studies and your practice placement experience to help you to integrate the theory of Occupational Therapy within your practice. You will undertake mandatory training in preparation for your practice placements this will include manual handling, basic life support, infection control and food hygiene.

Practice Placements; See the Practice Placement pages on the website (<http://uclan.ac.uk/wblt>) for specific detail about your practice placements, their organisation and expectations. Practice based learning forms a large part of the

occupational therapy programme. During the programme you will undertake 4 practice placements in a range of contemporary settings which are arranged throughout the programme. You must satisfactorily complete all your practice placements experiences in order to graduate with a BSc (Hons) Occupational Therapy. For each practice placement you will have a personalised learning agreement that you must meet as part of the assessment for your placement. You will be supported to design your learning agreement with your academic advisor and practice educator.

Presentations; Presentations are often used within the programme to enable you to feedback your learning following periods of group directed or self-directed study (or for assessments). This can be on an individual or group basis. You will develop your presentation skills throughout the programme and this link to your future practice as communicating information in a variety of ways is essential to the practice of occupational therapists. A variety of different modes of presentation will be used including verbal feedback, digital, poster and PowerPoint presentations. Presentations in a variety of formats are a key feature of the assessment strategy on your programme see section 5.1

Guided Independent Study:

Independent learning is a key component to your learning journey during the programme. You will need to use non-timetabled time to do your own exploration and study, and when appropriate to work in small groups on directed study. As has been said previously there will be an emphasis throughout the programme on you as an active learner taking responsibility in your learning journey.

3.2 Study skills

Throughout the programme you will continue to develop your study skills. Study skills will be embedded through the modules often through the formative assessment opportunities provided guidance and feedback. In addition, you will use the support of your academic advisor to support you in this area. There are also a variety of services to support students and you are actively encouraged to use them. These include WISER –

<http://www.uclan.ac.uk/students/study/wiser/index.php>

Study Skills - 'Ask Your Librarian'

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"



3.3 Learning resources

3.3.1 3.3.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)
- [Library search](#)

Please see the University handbook for information about LIS.

3.3.2 Electronic Resources

The course team strive to facilitate significant access to electronic learning resources. Many of these will be available as a link via blackboard. This may include access to useful websites, videos and PDF files. It is therefore highly important that you have access to broadband in order to access these resources as they will often form part of directed study in preparation for sessions. You will need to engage with these resources to support your studies. Blackboard will be introduced to you in the welcome week.

3.4 Personal development planning

Personal development planning (PDP) is an integral part of the programme and will be facilitated by your academic advisor and the completion of a personal, core and practice skills portfolio over the course of this programme. You will be introduced to PDP and the wide content of continuous professional development (CPD) requirements for occupational therapists at the beginning of the programme and you will meet regularly throughout the programme with your academic advisor supporting you with this aspect of the programme.

As this course is both professional and academic, the professional codes and requirements of the Health and Care Professions Council and the Code of Ethics and Professional Conduct of the Royal College of Occupational Therapists underpins all learning activities and creates a natural connection between practitioner development and academic learning. As you pass through the course, moving from fundamental skills through to develop expertise as an autonomous practitioner, personal development is both intrinsic to the course and pivotal to your personal and professional growth. The PDP activities within the programme are designed to support you to develop skills and behaviours that you can take forward throughout your occupational therapy career to meet the CPD requirements for registration.

PDP provides you with an opportunity to develop your capacity for learning through focusing on reflection and then reviewing and planning your learning in relation to personal, educational and career development. Throughout the course, you will develop occupational therapy core practice skills and reflect upon your professional development both within the university's clinical skills labs and through practice placements.

Additionally, you will be guided to complete the UCLan CareerEDGE model focussing on the Key Skills and providing a structure for you to demonstrate your development in relation to you as a person, your learning journey and employability skills. This will be emphasised within the module HI3300 Employability, leadership and

entrepreneurship in Occupational Therapy.

As well as the outlined structured support for PDP, you will be continually encouraged to reflect on and discuss your learning with your peers and practice educators. In particular, a key programme strategy in helping to develop you, as learners and practitioners is the use of debate, discussion and peer group activities, related to all aspects of the course, e.g. inter-professional activities. These are seen as a way of fast tracking thought processes, using others as sounding boards to help develop clarity and direction.



3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your bachelors degree, but an important part of it which will help you to show

future employers just how valuable your degree is. In your final PDP contact time with your Academic Advisor, you will consider your CPD portfolio, the CareerEDGE tool. The module HI3300 will provide you with the opportunity for you to consider future employment and consider both your skills as an occupational therapy practitioner and the transferable skills you have developed by doing the course.

Careers offers a range of support for you including:-

- career and employability advice and guidance appointments
 - support to find work placements, internships, voluntary opportunities, part-time employment and live projects
 - workshops, seminars, modules, certificates and events to develop your skills
- Daily drop in service available from 09:00-17:00 for CV checks and initial careers

information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

4. Student Support

Information on the support available is at: <https://www.uclan.ac.uk/students/>

Initial student support and guidance should come from your academic advisor, however you will be informed of school level student support mechanisms during welcome week.



4.1 Academic Advisors

Your academic advisor will be one of the core members of the Occupational Therapy team, and you will be told who this is during welcome week. During this week you will have an opportunity to meet with your academic advisor and discuss how the academic advisor system will work.

You will see your academic advisor at least once per semester to check how you

are getting on, and to provide you with any support that you need. This meeting will usually be prompted by an email, and it is your responsibility to ensure that you make an appointment following the prompt. During some modules your meeting will happen within timetabled sessions and the focus for the meeting will be on your core and practice skills portfolio.

If you would like other meetings in between, this is absolutely fine, and you should email your academic advisor to arrange this. Most of the team operate an open door policy, so if you need to speak to someone urgently please come and find one of us.

Course Leader

The Course Leader is responsible for:

- Day-to-day management of the programme.
- Providing you with an overview of each year.
- Your registration when entering each year.
- Liaising between you and the staff.
- Monitoring of attendance requirements [clinical and academic]. Quality assurance in teaching, learning and assessment.

If you have any specific queries with regards to the day-to-day management of your programme, you should make an appointment to see the Course Leader.

Module Leader

For each module, there will be a module leader assigned who will be responsible for the module's overall management. If you have any queries regarding study related matters. It may be most appropriate for you, in the first instance, to arrange to see the module leader (or your academic advisor) to address these.

The Module Leader provides:

- Comprehensive information regarding the module aims/learning outcomes and assessment requirements.
- Monitoring and reporting on your attendance, progress and achievement and provision of formative feedback at regular intervals throughout the module.
- Organisation for the modules assessment processes.
- Further help and assistance when required.
- Implementation of module evaluation.

You should usually contact the module leader via your University email or the black board discussion board for the module.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to

complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

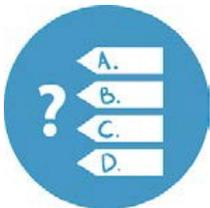
Disability leads for the School of Sport & Health Sciences: Susan Anderson / Sean Kilmurray

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: <http://www.uclansu.co.uk/>

If you need other support, contact the <i> in the library (welfare, counselling, support etc). The support section <https://www.uclan.ac.uk/students/support/index.php> on the University Website contains advice and information on Academic and Study Support, Careers Support and Student Financial Support. Our Student Wellbeing section has everything you need to know about our Counselling Service, Mental Health Advisors Service, and Student mentoring.

5. Assessment



5.1 Assessment Strategy

Assessment is an essential part of any academic programme. The main purpose of assessment is to establish that you achieve the intended learning outcomes of the modules and thus the programme. Throughout

the course of your programme you will be assessed on all the modules that you undertake. Normally you will gain a percentage mark for the assessment except for those assessments that are pass/fail only. Within each module, there may be more than one piece of assessed work. Generally, the higher the credit rating of the module the larger the assessment will be. All assessed work is marked and internally moderated by academic staff. In addition, assessed work is externally moderated by an external examiner who is an Occupational Therapist who is registered with the HCPC. External examiners are appointed in line with University policy (see [Section J](#) of Academic Regulations).

Assessment activities provide you with feedback about your learning and should be seen as part of the learning journey as a whole. You will also undertake 'formative assessment' during the modules, these are tasks you undertake through the module which gives you opportunity to review your learning and practice elements of the summative (assessed) assessment before you undertake them.

One module HI2304 Barriers to Occupational Performance gives an opportunity for you to choose the method you present your work in for your assessment. This is in response to the Universities "Inclusive assessment policy". The course team will talk to the student group about the option within this module.

Practice Placement Modules - Please note if you fail a practice placement block you will only be given one attempt to retrieve the placement. If you subsequently fail the retrieval, you will be deemed to have failed the requirements for the course and will be withdrawn from the course, this is in line with the RCOT education standards. You will only be able to retrieve a maximum two practice placement modules during the course. If the initial failure of the placement was due to professional suitability concerns, you will not be given this retrieval opportunity. Practice hours accrued on failed practice placements will not count towards the minimum requirement of 1,000 hours

Within your practice as an occupational therapist there are a number of skills related to assessment that you will need to be proficient and confident in. For example, communicating in verbal and written formats, being a reflective practitioner, clinical reasoning and using core knowledge and theory. The assessments you undertake (just as the teaching and learning approaches taken within the modules see section 3.2) are part of your learning of these skills and have been mapped to them. This means your diet of assessments ensure you will meet the learning outcomes of the modules (and as a whole the overall programme) **and** that they part of the learning process to support you in your future career.

Specific details about the assessment will be available on the Module blackboard pages. You should also refer Module Descriptors and Module Handbooks for more detailed information related to assessment.

Please note Regulations regarding compensation (Academic Regulation G10.3) of modules do not apply to this programme.

It is strongly recommended that you keep a copy of all your assessment work. The University is only required to keep copies of assessments for 4 months following the course boards, after which time it will usually be destroyed. All assessment work is the intellectual property of the University of Central Lancashire and therefore your assessments may be used as examples for future students.

Details of module assessments can be found in the Module Information section of Blackboard for each module.

Proof Reading Assignments; You are strongly advised to proof read your assignments. Assignments should normally go through a number of drafts and should be proof read before submission. Assignments will lose marks for poor spelling, grammar and referencing. Proof reading should include the following.

1. A spell check set to English Language UK

2. Use of appropriate grammar (avoid the use of the first and second person, eg “my”, “I”, “we”, “our”, etc in essays and reports). Personal development assignments may, of course, use the expressions.
3. Accurate referencing (cross check from citations to the bibliography)
4. Ensuring that the assignment is clear and logical in its approach
5. Ensuring that the assignment actually addresses the set question and meets the assessment criteria

Staff review of Student work prior to submission/assessment

Support for your assessments will be timetabled within the module and provided on a small group basis. You will find full details about the module assessment requirements on the module blackboard site and will be introduced to the assessments by the module leader at the beginning of the module. You are encouraged to make use of the support given within the module.

5.2 Notification of assignments and examination arrangements

All of the hand-in deadlines for formal assessments and guidelines regarding submission are published on the programme pages on blackboard at the start of the academic year. It is your responsibility to manage the research, synthesis and production of your assignments throughout the year to ensure you submit within the hand-in deadlines. The timetabled sessions (key note lectures, workshops and seminars) are designed to support your assignment submission.

5.3 Referencing

The referencing guide for the School of Sport & Health Sciences is available on the Blackboard area home page – BSc (Hons) Occupational Therapy. Please ensure you use this to guide your referencing in all pieces of academic work.

5.4 Confidential material

As a student registered on the BSc (Hons) Occupational Therapy you are expected to join the British Association of Occupational Therapists/Royal College of Occupational Therapists (BAOT/RCOT) see Appendix 8.2 of this handbook. The RCOT publishes the Code of Ethics and Professional Conduct for Occupational Therapists (COT 2015) which are a benchmark for professional behaviour of Occupational Therapists, Section three relates to confidentiality. You should ensure that you are familiar with this section and should note that as a student on a professional programme, this applies to your conduct outside of practice placements and University. In addition, you should read and adhere to the Guidance on conduct and ethics for students from the HCPC (2016). You should also adhere to the full guidance from the school is available in the school student handbook.

It is possible that during your programme of study you will require access to sensitive information, particularly when working in professional domains. It is essential that you ensure that any participants remain anonymous if they are reported as part of an assignment submission. Breaches in confidentiality during the programme will be dealt with via the Universities Fitness to Practise Procedure.

Students should be committed to pursue their any research/audit/project activities (project, investigation, enquiry, survey, or any other interaction with people, including the use of data derived from that interaction) in an ethical manner. The practice of ethics is about conducting one's research activity in a disciplined manner within legal and other regulated constraints and with minimal impact on and detriment to others. In the process of research, the student should

- safeguard the interests of those involved in or affected by their work
- report their findings accurately and truthfully
- consider the consequences of their work or its misuse for those they study and other interested parties.

Students are responsible for considering the ethical implications of all research activities and should familiarise themselves with the University's ethical framework available at: <https://www.uclan.ac.uk/students/research/ethics.php>

If in doubt about any ethical issues related to any aspect of your studies, you should consult their project supervisor for advice.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo- Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as

well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

There are many different ways you can voice your opinion – module feedback questionnaires, direct discussion with the course team, through

your student representatives, in the end of course review.

Year Representatives

During induction week we will talk to you about the role of year representatives. You will elect your own representatives for each of these roles. These representatives will attend meetings and conferences and provide the link between the student body and the academic staff. Students are represented from each cohort on the programme at Staff / Student liaison committees, both course level and school level. You will receive more information about these roles during induction week.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook. Student representatives will be selected by you in the early part of the first semester. SSLC's will be held every semester and give you the opportunity to provide feedback to the course team about how you think the programme is going.

8. Appendices

8.1 Health and Safety

As a student of the University you are responsible for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

8.2 Conduct and Professional Behaviour

You will be expected to abide by the [Regulations for the Conduct of Students](#) in the University. UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral - verbal warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.

All students on the BSc (Hons) Occupational Therapists are bound by The Code of Ethics and Professional Conduct of the RCOT (2015), and the Guidance on Conduct and Ethics for Students produced by the Health and Care Professions Council (HCPC 2016).

Students will be required to engage in the demonstration and practical sessions linked to the development of occupational therapy practice skills in order to fulfil core elements of their programmes. Students must ensure that they understand and accept the implications of this requirement. On commencement of the programme you will be required to sign a document which confirms that you have understood the requirements and implications of the course.

The University is committed to the education of competent and conscientious undergraduate students who after graduation will continue to develop as committed professionals within their chosen field.

It is a requirement of the University therefore that students undertaking a professional qualification act in a manner consistent with the privilege of being emerging professionals within the workplace. We expect our students to behave in lectures and associated sessions in a way that helps to create a learning environment that promotes the education and growth of all involved. This would

include, but is not limited to, behaviour that reduces distraction, promotes respectful and productive discussion, civility, and provides an environment of acceptance and openness to the educational process involved. You should make yourself aware of and adhere to the School's placement charter

http://www.uclan.ac.uk/students/study/schools/school_of_health/plsu/charter.php
and the Universities http://www.uclan.ac.uk/study_here/student_charter.php

In addition the following recommendations are made:

- Be respectful of the learning environment and the educational experiences of others. If you arrive after the lecture or session has started, enter in as non-disruptive and quiet manner as possible. Do not leave the session once seated unless necessary so as not to disrupt the tutor or fellow students. Wait until the tutor indicates that the session is over before starting to pack personal belongings.
- Arrive on time for all sessions and submit class assignments (homework, papers, take-home assignments, etc.) on time. If due to unforeseen circumstances you will be late attending a session or will miss a class altogether, notify all relevant parties as soon as possible.
- Turn all mobile phones to "off" while attending sessions.
- Abstain from inappropriate use of computers (e.g., text messaging, e-mailing, taking pictures) or other electronic devices (e.g., mobile phones, PDAs) during sessions.
- Be mindful and respectful of the privacy and feelings of others (e.g., do not make light of personal information disclosed by another during a class or to others after class).
- Be judicious when disclosing information about yourself in a public domain (e.g., posting information on personal websites such as My Space, Facebook). In addition, refrain from posting unprofessional statements or pictures that may be viewed by supervisors, instructors, other students, etc.
- Dress appropriately (e.g., do not wear hats or caps in class unless for religious or medical purposes, dress professionally when meeting with tutors or supervisors).
- Avoid talking during sessions unless requested by the tutor.
- Students are advised to consider the guidance on social media given on the placement website <http://uclan.ac.uk/wblt>

Furthermore, **as Occupational Therapy students**, students must behave in a professional manner at all times, including those periods when they are required to act as models and/or practice skills. When taking part in a practical sessions or when on placement you should be able to comply with the following statements:

- During practical sessions, exams and on placement you should be in good health and able to participate to your full potential. If you consider yourself unable to take part for any reason, you should seek advice from the course leader at the earliest opportunity.
- You are expected to behave in a professional manner at *all times* and adhere to the principles of professional dress identified below.
- For practical sessions you should dress appropriately (see the

guidance on the module Blackboard site.

- Professional conduct includes:
 1. Being polite and professional when in a practice environment – whether this is real or simulated
 2. Introducing yourself to patients, models and other clinical staff by giving your name and student status and asking how they wish to be addressed.
 3. Using your voice appropriately with consideration given to the practice situation and person that you are treating
 4. Ensuring that explanations are clear and accurate
 5. Conducting yourself in accordance with the principles of Health and Safety (identified overleaf) and professional guidelines on safe practice, taking into account any local policies which influence this.
- During the process of acquiring the necessary therapeutic skills, students may have to:
 1. Act as “models” to allow fellow students to practice the skills previously taught by the staff. Again, consent from the model would be required prior to any practice taking place, practice previously taught skills without any staff supervision. It may at times be necessary for students and “models” to practice without direct supervision from a member of the teaching staff in order that an acceptable level of competence is acquired. Consent to practice would again be required from the “model”
 2. Dress in a manner which is appropriate to the task,
 3. Work in mixed gender groups with models of both gender

8.3 Costs that may be incurred as part of the programme

Membership of the Royal College of Occupational Therapists/British Association of Occupational Therapist

As an Occupational Therapy student it is **required** that you join the British Association of Occupational Therapists/Royal College of Occupational Therapists as a student member. Membership will give you access to key information, and publications such as ‘OT News’ as well as opportunity to become active members of the profession. Full details about memberships and the benefits of membership are available at <https://www.cot.co.uk/join-baot/become-student-member>

It is in your interest to join as soon as possible. There is a monthly fee for student membership, currently is £5 a month. You will be given further information about joining the professional body during welcome week and a representation from the RCOT will be invited to talk to your student cohort in the early weeks of the programme.

Uniform

Unless you are informed otherwise the professional uniform provided by the University should be worn at all times whilst on practice placement. The standard Uniform policy from a University perspective is available on the Work Based

Learning webpages www.uclan.ac.uk/wblt . Additionally the uniform policy of the organisation where you are placed must be adhered to at all times.

The cost of the uniform is included in the course fees. The University will inform you about how these will be provided in the Welcome Week of your programme of studies

Accommodation and Travel Costs

NHS bursaries provide a support scheme to support additional costs incurred whilst on placement. You may be eligible to apply for these costs (pending announcement from NHS bursaries). Travel expenses in excess of those incurred for normal home to University travel may be reimbursed by NHS bursaries subject to individual eligibility.

Where daily travel proves challenging, you may wish to arrange accommodation for placements where travel is over 1.5 hours and you may be eligible to claim costs in line with NHS bursary information. Where commuting to a placement is necessary, you should be aware that your Car Insurance must include business use to ensure adequate cover.

We will update this information when further detail is available from NHS bursaries.

Medical Costs

Please note the details below regarding medical costs. There is no charge for the initial medical screen as this is included in your course fees. However, these costs will be passed to you, should you fail to attend a booked appointment for a medical or vaccination.

8.5 Medical screening

It is a compulsory requirement of the programme that you undergo a medical at the commencement of the programme. The objective of undergoing medical checks is to establish that you are physically fit enough to complete the programme; **if the medical identifies this not to be the case you may be required to withdraw from the programme.** The medical includes a full health check questionnaire including a review of your immunisation history. You will be informed if you are required to attend in person for a medical, which will be carried out by an occupational health nurse based in a local NHS trust.

To ensure protection when working in health care settings your immunisation against a variety of diseases such as Tuberculosis & Hepatitis B is compulsory. Immunisation will be arranged following initial medical review. You will be notified of these arrangements by the occupational health team.

Please note: If you are called in for an appointment it is essential that you attend. Failure to do so will result in you being charged a non-attendance fee (This fee is currently £40). If you need to re-arrange your appointment you must do this 24 hours in advance, otherwise you will still be charged the fee.

You will be charged each time you miss an appointment. This charge also applies if you are offered a place on the course but fail to enrol following either attending or missing an appointment.

During the course, it is your responsibility to bring any change in your medical status to the attention of your academic advisor at the earliest possible opportunity, to ensure that any additional support is made available to you in a timely manner. In addition you will be asked to sign a declaration at the beginning of each academic year stating your fitness to continue with the programme. In addition, you will also complete a declaration before starting each clinical placement.

8.4 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme 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 he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	Preston Campus
3. University School/Centre	School of Sport & Health Sciences
4. External Accreditation	Health and Care Professions Council (HCPC) Royal College of Occupational Therapists (RCOT)
5. Title of Final Award	BSc (Hons) Occupational Therapy
6. Modes of Attendance offered	Full Time and Part Time
7a) UCAS Code	
7b) JACS Code	B930
7c) HECOS Code	100249
8. Relevant Subject Benchmarking Group(s)	QAA (2001) Benchmark Statement – Occupational Therapy
9. Other external influences	CQC Standards available from http://www.cqc.org.uk/content/fundamental-standards COT (2014) Learning and Development Standards for pre-registration Education European Network of Occupational therapy in Higher Education Reference Points for Design and Delivery of Degree Programmes in Occupational Therapy (Tuning Document 2006) HCPC (2017) Standards of Education and Training HCPC (2013) Standards of Proficiency (Occupational Therapy) HEE Quality Framework 2016/17 International Classification of functioning, disability and health (WHO 2001)
10. Date of production/revision of this form	November 2018
11. Aims of the Programme	The course aims to enable students to become competent Occupational Therapists who meet the threshold standards set by the HCPC and the RCOT and the World Federation of Occupational Therapists (embedded in the RCOT standards). Graduates will demonstrate a strong professional identity and be ready to embrace contemporary occupational therapy practice.

<p>This programme provides opportunities for students to acquire knowledge, understanding, and professional practice expertise in Occupational Therapy practice. The BSc honours degree programme aims to deliver graduates who;</p>
<ul style="list-style-type: none"> • Demonstrate competence in relevant professional and interpersonal skills to practice as safe, evidence based, autonomous occupational therapists meeting relevant UK professional and regulatory requirements
<ul style="list-style-type: none"> • Are cognisant of the centrality of occupation to the health and wellbeing of all they will work with, so that they are able to practice effectively within a professional values base in a variety of practice settings across education, health and social care.
<ul style="list-style-type: none"> • Deliver safe and effective person-centred occupational therapy informed by critical analysis of the best available evidence and based on sound professional reasoning.
<ul style="list-style-type: none"> • Can appraise their own knowledge and skills and actively engage in CPD and lifelong learning
<ul style="list-style-type: none"> • Are prepared for employment in contemporary occupational therapy services, able to collaboratively and effectively work with others and demonstrate sound leadership abilities.
<p>On completion of the course: the successful graduate will be eligible to apply for;</p> <ul style="list-style-type: none"> • Initial registration with the HCPC as an Occupational Therapist • Professional membership of the British Association of Occupational Therapists
<p>12.Learning Outcomes, Teaching, Learning and Assessment Methods</p>
<p>A. Knowledge and Understanding</p>
<p>On successful completion of the programme the student will be able to:</p> <p>A1. Apply and evaluate evidence informed knowledge and information relevant to occupational therapy practice (including foundation sciences, research and profession specific) in order to deliver appropriate occupational therapy to their clients across the lifespan.</p> <p>A2. Appraise and apply the concepts and theories that underpin occupational therapy practice.</p> <p>A3. Articulate the nature of contemporary occupational therapy practice.</p> <p>A4. Appraise and reflect on the impact of global economic, political, technological and social factors, which influence occupational therapy practice.</p>
<p>Teaching and Learning Methods</p>
<p>Each module will identify appropriate learning and teaching strategies. A range of approaches are used with modules, including:</p> <ul style="list-style-type: none"> • Lecture/workshop/taught group sessions, delivered at the university with application to practice and the networking of ideas •Directed study and reading •Use of University VLE and supplemental reading, module information and community discussions •Practical application within the simulated skills environment •Supervised practice within the practice settings •Debate and discussion that provokes critique and the skill of challenging the status quo in an informed and respective way. •One-to-one meetings with both academics and clinicians to support and enhance practice •Opportunities to work with the multi-disciplinary team across a range of health settings
<p>Assessment methods</p>
<p>Each module will identify appropriate assessment strategies, including formative assessment activities as appropriate. Assessment strategies are mapped to module learning outcomes to ensure successful achievement of learning.</p> <p>A range of assessment strategies are used within modules that address these programme outlines:</p> <ul style="list-style-type: none"> •Written assignment •Oral Presentations •Examination and practical OSCE •Occupational Analysis, case based assessments •Supervised practice placement •Portfolio
<p>B. Subject-specific skills</p>
<p>On successful completion of the programme the student will be able to:</p> <p>B1. Effectively demonstrate a range of communication and interpersonal skills to develop and maintain effective therapeutic and working relationships with people.</p> <p>B2. Demonstrate competent occupational therapy practice in order to optimise the occupational performance of those they work with in a range of practice settings.</p> <p>B3. Modify practical and professional skills appropriately in the delivery and evaluation of occupational therapy practice in relation to health, well-being and the occupational</p>

	lives of groups and individuals of all ages.
B4.	Work in partnership with inter-professional groups and as part of a team, supporting health and social care decision making to co-produce in collaboration with service users and their families.
B5.	Act to safeguard the public, and be responsible and accountable for safe, compassionate, person-centred, evidence based occupational therapy that respects and maintains dignity and human rights (including managing risk).
B6.	Consider their own professional identity and the impact their work as an occupational therapist has within an integrated care team/environment, valuing and respecting others professional identity
B7.	Act in accordance with professional standards and codes of ethics.
Teaching and Learning Methods	
Each module will identify appropriate learning and teaching strategies. A range of approaches are used, including:	
<ul style="list-style-type: none"> ●Lecture/workshop/taught group sessions, delivered at the university with application to practice and the networking of ideas ●Directed study and reading ●Use of University VLE activities to provide supplemental reading, module information and community discussions ●Practical application within the simulated skills environment ●Supervised practice within the practice settings ●Debate and discussion that provokes critique and the skill of challenging the status quo in an informed and respective way. ●One-to-one meetings with both academics and clinicians to support and enhance practice ●Opportunities to work with the multi-disciplinary team across a range of health settings 	
Assessment methods	
Each module will identify appropriate assessment strategies, including formative assessment activities as appropriate. Assessment strategies are mapped to module learning outcomes to ensure successful achievement of learning.	
A range of assessment strategies are used within modules that address these programme outlines	
<ul style="list-style-type: none"> ●Written assignment ●Examination and practical OSCE ●Oral Presentations ●Case based assessments ●Supervised placement practice ●Portfolio 	
C. Thinking Skills	
On successful completion of the programme the student will be able to:	
C1.	Evaluate knowledge and best available evidence using critical appraisal and problem solving.
C2.	Reflect upon the therapeutic use of self and identify aspects of personal growth and development.
C3.	Justify and apply a solution-focussed approach to problem solving and professional decision making within the collaborative, integrated health and well-being context.
C4.	Critically appraise strategies that will support care delivery and management in occupational therapy practice.
C5.	Respect and value the health and wellbeing of individuals within socially and culturally diverse communities.
C6.	Evaluate effective and efficient occupational therapy outcomes.
Teaching and Learning Methods	
Each module will identify appropriate learning and teaching strategies. A range of approaches are used, including:	
<ul style="list-style-type: none"> ●Lecture/workshop/taught group sessions, delivered at the university with application to practice and the networking of ideas ●Directed study and reading ●Use of University VLE activities to provide supplemental reading, module information and community discussions ●Practical application within the simulated skills environment ●Supervised practice within the practice settings ●Debate and discussion that provokes critique and the skill of challenging the status quo in an informed and respective way. 	

<ul style="list-style-type: none"> ●One-to-one meetings with both academics and clinicians to support and enhance practice ●Opportunities to work with the multi-disciplinary team across a range of health settings 				
Assessment methods				
<p>Each module will identify appropriate assessment strategies, including formative assessment activities as appropriate. Assessment strategies are mapped to module learning outcomes to ensure successful achievement of learning.</p> <p>A range of assessment strategies are used within modules that address these programme outlines</p> <ul style="list-style-type: none"> ●Written assignments e.g. essays, reports, case studies, critical reflective accounts ●Presentations – oral and alternative media presentations ● Supervised placement practice ●Portfolio 				
D. Other skills relevant to employability and personal development				
<p>On successful completion of the programme the student will be able to:</p> <p>D1. Evaluate and utilise strategies related to continuing professional development to improve self - awareness, emotional intelligence / resilience and personal performance.</p> <p>D2. Appropriately employ technology (inc. ICT) in relation to professional practice. D3. Interpret data to inform decision-making.</p> <p>D4. Develop a personal development plan to influence and shape their on-going professional career.</p> <p>D5. Communicate effectively using a wide range of strategies and interventions including the effective use of communication technologies.</p> <p>D6. Develop and utilise leadership skills and sound professional reasoning in order to practice in challenging and complex situations and to contribute to planning, designing and improving future services.</p>				
Teaching and Learning Methods				
<p>Each module will identify appropriate learning and teaching strategies. A range of approaches are used, including:</p> <ul style="list-style-type: none"> ●Lecture/workshop/taught group sessions, delivered at the university with application to practice and the networking of ideas ●Directed study and reading ●Use of University VLE activities to provide supplemental reading, module information and community discussions ●Practical application within the simulated skills environment ●Supervised practice within the practice settings ●Debate and discussion that provokes critique and the skill of challenging the status quo in an informed and respectful way. ●One-to-one meetings with both academics and clinicians to support and enhance practice ●Opportunities to work with the multi-disciplinary team across a range of health settings 				
Assessment methods				
<p>Each module will identify appropriate assessment strategies, including formative assessment activities as appropriate. Assessment strategies are mapped to module learning outcomes to ensure successful achievement of learning.</p> <p>A range of assessment strategies are used within modules that address these programme outlines</p> <ul style="list-style-type: none"> ●Written assignments e.g. essays, reports, case studies, critical reflective accounts ●Presentations – oral and other media presentations ● Supervised placement practice ●Portfolio 				
13. Programme Structures*			14. Awards and Credits*	
Level	Module Code	Module Title		Credit rating
Level 6	HI3301	Advancing Practice Skills		30
	HI3300	Employability, Leadership and Entrepreneurship in Occupational Therapy		20
	HI3303	Occupational Therapy Practice Project		30
	HI3302	Practice Placement 4 Occupational Therapy	40	
			Condonement is not allowable on any modules at this level	
			BSc (Hons) Occupational Therapy Requires 360 credits including a minimum of 120 at Level 5 and 120	

				at Level 6 Bachelor Degree Rehabilitation Studies (Does not lead to eligibility to apply for registration with the HCPC) Requires 320 credits including a minimum of 120 at Level 5 or above and 80 at Level 6
Level 5	HI2301	Contemporary Occupational Therapy Theory and Practice	20	Condonement is not allowable on any modules at this level. Diploma of Higher Education Rehabilitation Studies (Does not lead to eligibility to apply for registration with the HCPC) Requires 240 credits including a minimum of 100 at Level 5 or above
	HI2304	Barriers to Occupational Performance	20	
	HI2300	Therapeutic Skills and Professional Reasoning for Occupational Therapy	20	
	PU2016	Research Methods and EBP (2)	20	
	HI2302	Practice Placement 2 Occupational Therapy	20	
	HI2303	Practice Placement 3 Occupational Therapy	20	
Level 4	HI1302	The Individual and Occupational Performance	40	Condonement is not allowable on any modules at this level. Certificate of Higher Education (Does not lead to eligibility to apply for registration with the HCPC) Requires 120 credits at Level 4 or above
	HI1303	Foundations of Practice in Occupational Therapy	20	
	HI1300	Culture and Context of Occupational Therapy Practice	20	
	PU1002	Research Methods and EBP (1)	20	
	HI1301	Practice Placement 1 Occupational Therapy	20	

15. Personal Development Planning

As this course is both professional and academic, the professional codes and requirements of the Health and Care Professions Council and the Code of Ethics and Professional Conduct of the Royal College of Occupational Therapists underpins all learning activities and creates a natural connection

between practitioner development and academic learning, to develop the research informed occupational therapist. As students pass through the course, moving from fundamental skills through to

develop expertise as an autonomous practitioner, personal development is both intrinsic to the course and pivotal to their personal and professional growth.

All students within the course are expected to engage in the Personal Development Process (PDP) that is an integral part of the programme. Students will do this with the support of the academic advisor through regular meetings across the duration of the programme. PDP provides an opportunity for students to develop their capacity for learning through focusing on reflection and then reviewing and planning their learning in relation to personal, educational and career development. Throughout the course, opportunities will be provided for students to develop occupational therapy core practice skills and reflect upon their personal development both within the university's clinical skills labs and through practice placements. This will be recorded within the 'core and practice skills workbook' which is linked through all practice modules (Year 1 Foundations of Practice in Occupational Therapy, Practice Placement 1), Year 2 (OT theory and Practice, Therapeutic skills and professional reasoning for OTs, Practice placement 2) and Year 3 (Advancing core skills, Practice Placements 3 and 4). Additionally, students will be guided to establish and develop a personal CPD portfolio. The Faculty have adopted and adapted the CareerEDGE model created by Dacre-Pool and Sewell (2007), thus the CPD portfolio will incorporate the UCLan CareerEDGE Tool focussing on the Key Skills providing a structure to demonstrate their development in relation to the whole person, including their own learning journey and

employability skills.

The overall objectives of PDP process can be considered as

- Assisting in the development of more effective, independent and confident self- directed learners
- Promoting insight into the learning process and being able to relate that learning to a wider context
- Improving general skills for study and career development and enhancement
- Developing core practice skills as an occupational therapist
- Articulating personal goals and evaluating progress towards achievement, and
- Encouraging the development of a positive attitude towards learning throughout working life

The introduction of PDP at the early stages of a career as a health care professional prepares students for these expectations when they graduate and take up employment. The CPD Portfolio developed by the student will become a key resource when preparing for and attending interviews for initial clinical roles and in their ongoing CPD activity on registration to meet the HCPC Standards of CPD.

16. Admissions criteria *

(including agreed tariffs for entry with advanced standing)

**Correct as at date of approval. For latest information, please consult the University's website.*

Anyone over the age of 18 can apply. In keeping with UCLan widening participation initiative, applications from both school leavers and mature candidates are welcomed and a wide range of entry qualifications are accepted.

School Leavers

- GCSE/O Level: 5 passes at grade C or above to include English Language, Mathematics and Science. If you are in England and are taking GCSEs that are awarded from 2017 onwards, grade 4 or above will be required.
- A level (A2): 3 passes including one Science: Biology/Human Biology, Psychology, Sociology & PE are acceptable. (General Studies not included) (120 UCAS points).
- BTEC Extended Diploma in Health and Social Care, Health Sciences or Health studies pathway (Level 3), with a grade profile of DDM.
- Irish Leaving Certificate: (including either Biology, Psychology or Sociology) (120 UCAS points).
- Scottish Highers: (including either Biology, Psychology or Sociology) (120 UCAS points).
- International Baccalaureate: 32 points

Mature Applicants

- Where more than three years has elapsed since obtaining your academic qualifications, evidence of recent study is required at the time of your application
 - All applicants must hold GCSE/O Level Mathematics and English Language at grade C/4 or above. Functional skills level 2 equivalent qualifications will be accepted.
- Access to Higher Education in a relevant subject (allied health, professions allied to medicine): at least 40 credits at level 3 at distinction level
- Open University or other accepted distance learning qualification (on discussion with Admissions Tutor)

Applicants with non-standard qualifications.

Applications from individuals with non-standard qualification, relevant work or life experience and who can demonstrate the ability to cope with and benefit from degree-level study are welcome. If you have not studied recently you may need to undertake some study prior to application.

Overseas applicants

If English is not your first language, you will require, in addition to other entry requirements, International English Language Testing System (IELTS) of 7 with no element below 6.5

Accreditation of Prior Learning

You may be able to claim for learning acquired through previous formal study via a process called Accreditation of Prior Certificate Learning (or AP(C)L) and for learning gained through other life experiences and study which has not formally been assessed via Accreditation of Prior Experiential Learning (AP(E)L).

To be given credit on the programme, such previous learning needs to be at Higher Education level or have the potential to reach that level with further study and reflection. Applicants must show how their past learning enables them to meet the published learning outcomes.

In order to be accepted onto the programme, candidates must:

- meet the programme entry criteria
- demonstrate good health by being declared fit to practice following medical assessment
- demonstrate good character through personal references
- demonstrate a satisfactory enhanced Disclosure and Barring Service check
- meet minimal residency /English Language requirements (IELTS level 7 with no element below 6.5)
- be successful at selection event.

In addition to the above, some experience of care work is preferred and study in the last five years is desirable.

17. Key sources of information about the programme

- UCLan School of Sport & Health Sciences Web Pages
- Brook CAS Hub 01772 891992/891993 or email BrookHub@uclan.ac.uk
- Course leader, Admissions tutor and module leaders
- Course Webpage

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																							
				Knowledge and understanding				Subject-specific Skills							Thinking Skills						Other skills relevant to employability and personal development						
				A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	
LEVEL 6	HI3302	Practice Placement 4 Occupational Therapy	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		
	HI3301	Advancing Practice Skills	C	X	X	X		X	X	X					X	X		X		X	X	X	X	X	X	X	X
	HI3303	Occupational Therapy Practice Project	C	X	X	X	X								X		X	X		X	X	X	X	X		X	X
	HI3300	Employability, Leadership, entrepreneurship in Occupational Therapy	C	X	X	X	X					X		X		X	X	X	X	X	X	X	X	X	X	X	X
LEVEL 5	HI2303	Practice Placement 3 Occupational Therapy	C	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X			X	X	
	PU2016	Research Methods and EBP (1)	C	X	X	X									X		X			X		X	X		X	X	
	HI2301	Contemporary Occupational Therapy theory and practice	C	X	X	X	X	X		X		X			X	X	X	X	X	X	X		X	X		X	X
	HI2302	Practice Placement 2 Occupational Therapy	C	X	X	X		X	X	X	X	X	X	X	X	X		X		X	X						
	HI2300	Therapeutic Skills and Professional Reasoning for Occupational Therapists	C	X	X	X	X	X	X	X	X					X	X	X	X	X	X					X	
	HI2304	Barriers to Occupational Performance.	C	X	X	X	X									X			X				X	X		X	
LEVEL 4	HI1301	Practice Placement 1 Occupational Therapy	C	X	X	X		X	X	X	X	X	X	X	X		X		X	X	X	X				X	
	PU1002	Research Methods and EBP (1)	C	X	X										X			X			X	X	X		X		
	HI1300	Culture and context of Occupational Therapy Practice	C	X	X		X					X	X	X	X		X	X		X		X	X		X		
	HI1303	Foundations of Practice in Occupational Therapy	C	X	X		X	X	X					X	X		X			X	X	X				X	

HI1302	The Individual and Occupational Performance	C	x	x										x			x			x	x		x		
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19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: Certificate of Higher Education

A3, B1, B4, B7, C5, D4, D5

Learning outcomes for the award of: Diploma in Higher Education in Rehabilitation Studies

All Learning outcomes for the award of Certificate of Higher Education Plus –
A2, A4, B3, B5, C2, C3, D3

Learning outcomes for the award of: Bachelor Degree in Rehabilitation Studies

All Learning outcomes for the award of Diploma of Higher Education in Rehabilitation Studies Plus –
A1, B6, C4, C6, D1, D2, D6