Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Health		
Course Code(s):	AH005H01UV	Full-time	3 Years
UCAS Code:	B920		
Course Title:	BSc (Hons) Occupational Therapy		
Hierarchy of Awards:	Bachelor of Science Occupation and Therapeutic Studies Diploma of Higher Education Occupation and Therapeutic Studies Certificate of Higher Education Occupation and Therapeutic Studies		
Language of Study:	English		
Date of DAG approval:	13/Nov/2020		
Last Review:			
Course Specification valid from:	2019/0		
Course Specification valid to:	2025/6		

Academic Staff

Course Leader:	Emma Moll
Head of Department:	Joanne Carruthers

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

You will have a minimum of 3 GCSEs at grade C+/ 4 in an English-based subject, Maths and Science or equivalent qualifications (e.g. Key Skills Level 2/ Learn Direct Level 2/ Functional Skills Level 2), plus one from the following:

- BCC from A Levels
- BTEC National Diploma at a D*D in a Science, Health or Care subject (not including Public Uniformed Services)
- BTEC QCF Extended Diploma at grade DMM in a Science, Health or Care subject (not including Public Uniformed Services)
- Undergraduate or Postgraduate degrees
- Foundation degree

OR

- You will have an Access to Higher Education Diploma Full award (60 credits) in Health Studies, Health Science, Nursing or other Science based course of which a minimum of 45 must be at Level 3 with at least 24 of these Level 3 credits at Merit or Distinction. You are also required to have achieved a minimum of 12 credits at Level 2 or 3 in English plus 12 credits at Level 2 or 3 in Mathematics plus 12 credits at Level 2 or 3 in a Science based subject within the Access or evidence of GCSE English, Maths and Science at grade C+/4 or equivalent.

If you have other prior learning, this will be assessed in advance of your entry to the programme and the recognition of your prior learning (RPL) will be considered in line with professional body standards and university regulations. If you have other qualifications or relevant experience, please contact The Gateway for further advice before applying.

English Language

If English is not your first language, evidence of your proficiency must be dated within the last 2 years, evidencing IELTS level 7.0 with no element less than 6.5

The University will make reasonable adjustments for any candidate who has a disability recognised under the Equality Act, 2010 but we ask that you contact the University in advance to enable us to make adjustments.

Other Requirements

You will need to demonstrate that, on entry to the programme, you have capability for digital and technological literacy to meet course outcomes. Evidence of your digital literacy and technological literacy capability is linked to the online application process.

You will also be required to provide a satisfactory personal statement and reference (academic or employer).

If you meet the academic entry requirements you will be shortlisted for a values-based interview.

Additional Information

Entry to this course requires an enhanced Disclosure and Barring Service (DBS) Check. If you have accepted a Conditional Offer made by the University of Wolverhampton you will receive correspondence asking you to complete an enhanced Disclosure and Barring Service (DBS) check. The charge for this will be a DBS fee of £38.00 and a £6.00 ID check service fee.

During the course you will be required to attend placements, so it is essential that you are able and willing to travel to placement.

You will also need to complete an occupational health assessment questionnaire and meet occupational health requirements. If you are accepted onto the course, all your vaccinations will need to be up to date before you attend placement and the University provides a vaccination programme to ensure that you are appropriately covered.

Previous Study

If you have previously studied a professional course at another University or College, we will require an academic reference from your previous higher education institution.

Funding

Please note than an offer of a place at the University does not guarantee eligibility for student funding. To confirm that you meet the residency criteria go to www.gov.uk/student-finance/who-qualifies or telephone SFE on 0300 100 0607. Applicants who are classed as 'overseas' for fee purposes (https://www.ukcisa.org.uk/Information--Advice/Fees-and-Money/Home-or-Overseas-fees-the-basics) will still be considered as long as their country of domicile is the United Kingdom and do not require Tier 4 sponsorship.

Distinctive Features of the Course:

Inter-professional learning (IPL) opportunities are embedded in all 3 years of the programme. Inter-professional learning is when professionals / students from different professional areas learn with, from and about each other to improve the quality of care. IPL is vital in supporting you to develop the knowledge, skills and insights necessary for employment within increasingly integrated and complex health and social care settings.

The course adopts a spiral curriculum which means that you will see some topics revisited during each year, but in your second and third years they will increase in complexity promoting more advanced applications of areas previously covered, thereby increasing your proficiency and expertise. Your new learning will build upon previous learning to reinforce what you already know and to support you to develop competence and confidence.

The assessments that you will complete throughout the course have been designed to mirror professional practice in real-world contexts, developing skills that will help you to succeed in the workplace. Assessments build on each other, enabling you to see the connections across modules and years.

The delivery of the Occupational Therapy programme draws on key concepts of theory and practice, including collaboration, creativity and research to facilitate your development into a competent, confident and resilient Occupational Therapist who views people as occupational beings. We believe in a strengths-based approach to education and your academic educators will draw on their own area of practice, educational and research expertise, as Occupational Therapists to bring your learning journey to life.

The course also benefits from:

- A team committed to working to the Royal College of Occupational Therapists / World Federation of Occupational Therapists standards for their occupational therapy programmes;
- A focus on current public health priorities and the increasingly complex health needs of those using contemporary services;
- Service user involvement to ensure that the experiences of patients and their carers/families are integrated into the programme;
- Visiting and honorary lecturers / speakers from a wide range of health care and related fields who bring

contemporary and real-world examples of practice into the classroom;
- Links and knowledge from local, national and international research initiatives undertaken in the Institute of Health and the wider University research institutes;

and has been designed to map to the Higher Education Academy (HEA) (2018) definition of graduate attributes:

https://www.heacademy.ac.uk/knowledge-hub/graduate-attributes-framework

Educational Aims of the Course:

The programme prepares you to work with people who, through illness, disability, trauma or personal circumstances, have complex personal health and social challenges to overcome. You will learn to appreciate the importance of occupation to the health and well-being of individuals, families and communities and understand how occupational performance is influenced by environmental factors. There will be opportunity to think creatively, solve problems, analyse complex situations effectively to develop tailored and innovative interventions in order to facilitate therapeutic change and transformation. It is important to develop a sense of self-efficacy, enhanced personal and professional insight and the ability to empower and facilitate others to make choices, to take control and responsibility over their lives and aspirations. Aligned with the Royal College of Occupational Therapists four Pillars of Practice (RCOT, 2017), this programme will provide a combination of theory based and practical experience supported by academic and practice educators with relevant expertise who will support your development as confident, compassionate and skilled Occupational Therapist.

This honours degree course will enable you to:

- Achieve the HCPC Standards of Proficiency [HCPC, 2013] providing eligibility to apply for entry to the HCPC register as an Occupational Therapist
- Develop as a confident, compassionate, reflective and accountable practitioner who can prioritise the complex needs of patients, families and other professionals and who can deliver safe and effective person-centred care and support in a variety of settings.
- Learn with and from and about other healthcare professionals so that you contribute with skill and confidence to effective multi-professional/multi-professional team working to ensure the needs of service users and their family are addressed.
- Contribute to the health and wellbeing of our society through the rigorous and considered application of occupational science to individuals, groups and populations
- Critically analyse the complexity of professional, ethical and legal frameworks and their impact on Occupational Therapy decision making.
- Analyse the wider political, cultural, economic and social context of current health and social care provision as an influence on occupational engagement
- Develop a wide range of transferable skills including leadership and management skills, information technology skills and the ability to investigate and apply research evidence.
- Facilitate your development as a change agent, able to critically evaluate the outcomes of interventions and service delivery strategies and respond to a dynamic practice environment.

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2021/2	H	Full Time / Sandwich	£9250.00
2021/2	Overseas	Full Time / Sandwich	£12950.00
2022/3	H	Full Time / Sandwich	£9250.00
2022/3	Overseas	Full Time / Sandwich	£13450.00
2023/4	H	Full Time / Sandwich	£9250.00
2023/4	Overseas	Full Time / Sandwich	£14450.00

PSRB:

AH005H01UV (Full-time)

Professional Accreditation Body:
Royal College of Occupational Therapists

Accrediting Body:
College of Occupational Therapists (COT)

Accreditation Statement:
Accredited by the College of Occupational Therapists (COT) for the purpose of ensuring graduates are fit for the profession.

Approved	Start	Expected End	Renewal
16/Feb/2021	01/Apr/2021	31/Mar/2026	01/Apr/2026

AH005H01UV (Full-time)

Professional Accreditation Body:
Health and Care Professions Council (HCPC)

Accrediting Body:
"Health and Care Professions Council, the (HCPC)"

Accreditation Statement:
Approved by the Health and Care Professions Council (HCPC) for the purpose of providing eligibility to apply for registration with the HCPC as an occupational therapist.

Approved	Start	Expected End	Renewal
12/Nov/2020	01/Sep/2021		

Course Structure:

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
4AH013	Foundations and Context of Occupation	20	SEM1	Core
4AH015	Human Sciences	40	INYR	Core
4AH017	Professional Governance	20	SEM1	Core
4AH014	Interpersonal and Communication Skills (IPE)	20	SEM2	Core
4AH019	Practice-Based Learning I	20	INYR	Core

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each

academic calendar year.

Module	Title	Credits	Period	Type
5AH013	Applied Models and Theories of Occupational Therapy	40	INYR	Core
5AH014	Enhancing Human Occupation	20	SEM2	Core
5AH017	Clinical Governance and Evidence Based Practice	20	INYR	Core
5AH019	Practice Based Learning II	40	INYR	Core

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
6AH025	Practice Based Learning III	20	INYR	Core
6AH026	Effective Collaborative Practice	20	SEM1	Core
6AH029	Practice Based Learning IV	20	INYR	Core
6AH028	Continuing Professional Practice	20	SEM2	Core
6AH027	Professional Dissertation	40	YEAR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

Section 1.2.3 - Exemption for delivery outside the standard University Academic Calendar in order to enable blended/flexible delivery for employees.

Section 1.3.1 - Exemption to exceed normal module credits within the standard University Framework allowing for the use of some 40 credit practice and theory modules.

Section 4.2.2 - Exemption for use of a Distinction/Pass/Fail mark scheme on the following module;

6AH030 EPA Occupational Therapy Professional Consolidation (20 credits).

Section 4.3.3 - Exemption in accordance with the Professional Body (Royal College of Occupational Therapists) Fitness to Practice procedures. There will be no automatic right to a second attempt for any failed practice components at the discretion of the Assessment Board.

Section 4.4.4 - Exemption in accordance with the standards of the Professional Body (Royal College of Occupational Therapists). No compensation will be awarded on any modules with no third attempts permitted for practice modules (third attempts are permitted for theory modules in accordance with thresholds stated in Section 4.4.4 of the Academic Regulations) as follows;

4AH016 Practice Based Learning I (Apprenticeship)

4AH019 Practice Based Learning I

5AH015 Practice Based Learning II (Apprenticeship)

5AH018 Practice Based Learning III (Apprenticeship)

5AH019 Practice Based Learning II

6AH025 Practice Based Learning III

6AH029 Practice Based Learning IV

6AH031 Practice Based Learning IV (Apprenticeship).

Section 5.2.2 - Exemption to exclude the 20 credit EPA module (6AH030) from the criteria for classification of an Honours Degree (calculated with 180 credits from 240 credits at Level 5/6).

APPROVED (by Chair's Action on 28/7/2020).

Section 2.3.2 - Exemption in accordance with Professional Body (Royal College of Occupational Therapists) requirements to have Recognition of Prior Learning (RPL) considered for a maximum of one third of the total pre-registration programme, including practice-based learning. Practice based learning RPL cannot exceed the hours of practice-based learning scheduled for the first year of the pre-registration programme.

APPROVED by AFRSC on 19/11/2020).

Reference Points:

Academic Reference Points

- UK Quality Code for Higher Education
- Qualifications and Credit Frameworks
- Subject Benchmark Statements
- University Policies and Regulations

Professional Reference Points

- The Standards of Proficiency for Occupational Therapists (HCPC, 2013).
- Code of Ethics and Professional Conduct (RCOT, 2015)
- The Professional Standards for Occupational Therapy Practice (RCOT, 2017)
- The Learning and Development Standards for Pre-Registration Education (RCOT, 2019)

Regulatory and Professional Body Requirements

- You are required to demonstrate that you have the skills, knowledge, health and character to care for people safely. This requires you to demonstrate high level reflective skills and a duty of candour towards patients and their families, meeting the ethical and professional conduct expectations of the profession. Failure to adhere to the expected conduct will result in a fitness to practise investigation.

- During enrolment at the start of each year of the course you will be required to undertake a self-declaration to declare any cautions and/or convictions, reprimands or warnings from the police and any health conditions and/or disability that could affect your ability to practice safely and effectively. You must declare any changes to your health or character status as soon as they arise: you should not wait for the annual declaration process to do this. You can discuss any changes with your personal tutor or the course leader so that they can identify whether any further action or investigation is required with regards to your fitness to practise.

- The BSc Occupational Therapy course is structured so that you spend 1000 hours in practice in order to meet the World Federation of Occupational Therapists registration requirements. You will undertake a placement in a variety of placement settings, including mental health, physical health and community as stipulated by RCOT. You will have supernumerary status in practice which means that you will be additional to the workforce requirement and staffing figures. During the course you will make an evolving contribution to the work of the placement area to enable you to learn how to care for clients/patients and meet the professional competence requirements of their programme. Any absence taken during your course, for example due to sickness, special leave or compassionate leave, will need to be retrieved. Any delay in completing the required hours can delay your completion of the course and influence the timing of your registration.

- Completed hours of a failed practice-based learning placement do not count toward the overall minimum requirement of 1000 practice-based learning hours.

- You must complete the programme within 5 years of its start (the duration of the programme + 2 years).

- Successful completion of the three-year BSc (Hons) Occupational Therapy programme will provide

eligibility for you to apply to register as an Occupational Therapist with the Health and Care Professions Council (HCPC) and to become a member of the Royal College of Occupational Therapists (RCOT) and the World Federation of Occupational Therapists (WFOT).

Wider Reference Points

- Equality Act (2010)
- NICE (2019) Workplace Health: long term sickness absence and capability to work (NG146)
- NHS long-term plan (DoH 2019) https://www.longtermplan.nhs.uk/wp-content/uploads/2019/08/nhs-long-term-plan-version-1.2.pdf
- NHS Interim People Plan (2019) https://www.longtermplan.nhs.uk/wp-content/uploads/2019/05/Interim-NHS-People-Plan_June2019.pdf
- Public Health England Strategic Plan 2020 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830105/PHE_Stra 25__Executive_Summary.pdf
- Public Health England screening https://www.gov.uk/government/groups/uk-national-screening-committee-uk-nsc
- Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry (Francis Report) (2013)
- https://www.gov.uk/government/publications/report-of-the-mid-staffordshire-nhs-foundation-trust-public-inquiry
- Royal College of Occupational Therapists: Best Practice Guidelines
- The Topol Review: Preparing the healthcare workforce to deliver the digital future (HEE 2019) file://prs-store2.unv.wlv.ac.uk/home2$/ex6697/home/Profile/Downloads/HEE-Topol-Review-2019.pdf
- Working Together to Safeguard Children (2018)
- https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
BHONS01 Meet the HCPC standards of proficiency for occupational therapists in order to assume full responsibility and accountability for your autonomous practice as a registered occupational therapist	
BHONS02 Provide treatment, advice and care that is safe, effective and responsive to the needs of the individual, promoting and providing continuity of care	
BHONS03 Exhibit the behaviours of a critical thinker, using research and evidence to inform and justify your practice as an Occupational Therapist	
BHONS04 Promote the development of healthy working relationships using positive role modelling and leadership skills to support effective multi-professional working	
BHONS05 Respond constructively to changes within the political, professional and social climate in order to adapt service provision to the changing needs of the population	
BHONS06 Demonstrate competence in digital literacy to quality assure and enhance your occupational therapy practice, and maintain your commitment to lifelong learning and the education of others	
BHONSN01 Demonstrate a systematic understanding of key aspects of your field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline with an appreciation of the uncertainty, ambiguity and limits of knowledge	
BHONSN02 Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within a discipline and apply the methods and techniques that they have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects.	

Learning Outcomes	Modules
BHONSN03 Demonstrate conceptual understanding that enables the student: a} to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline b} to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline	
BHONSN04 Demonstrate the ability to manage your own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline) and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	
BHONSN05 Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem	
BHONSN06 Demonstrate the qualities and transferable skills necessary for employment requiring: a} the exercise of initiative and personal responsibility b} decision-making in complex and unpredictable contexts c} the learning ability needed to undertake appropriate further training of a professional or equivalent nature.	
CERTHE01 Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study.	
CERTHE02 Demonstrate the ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.	
CERTHE03 Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work	
CERTHE04 Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments.	
CERTHE05 Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility	
DIPHE01 Demonstrate knowledge and critical understanding of the weel established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.	
DIPHE02 Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.	
DIPHE03 Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.	
DIPHE04 Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.	
DIPHE05 Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.	
DIPHE06 Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.	

Teaching, Learning and Assessment:

Health and social care in the UK is undergoing rapid change. New models of care are being introduced and there is a need for staff with a variety of skills who can take on a wide range of roles and who are comfortable in developing different ways of working (NHS Interim People Plan 2019). It is essential therefore that when you enter the workplace as an occupational therapist you have developed a wide range of transferable skills, can work within and across different care settings and can recognise and pursue your own professional development needs. With that in mind, our approach to learning and teaching within the BSc (Hons) Occupational Therapy programme supports you to explore and assess your own strengths and weaknesses, encourages you to manage your own learning, develops you as a confident and compassionate practitioner and promotes critical reflection as a lifelong skill.

During the course importance is placed on your ability to contextualise and apply your developing knowledge to your broader practice experiences and to bring insights from practice into the taught sessions. Therefore, the core principles of occupation and occupation-centred practice are integrated into all aspects of teaching and learning within the programme and all learning and teaching methods are based on contemporary evidence. The range of teaching and learning strategies used provide you with opportunities to develop your professional knowledge, skills and behaviours through lectures, theme days, seminar discussions, reflection and scenario-based learning, thus preparing you for autonomous practice and understanding of your scope of practice.

Opportunities for inter-professional learning (IPL) and collaboration are embedded across the curriculum to enable you to understand the contribution of other professionals to patient/service-user care and promote the development of team-working skills to improve quality of care. IPL is vital in supporting you to develop the knowledge, skills and insights necessary for employment within increasingly integrated and complex health and social care setting and is embedded in all 3 years of the programme. Within the university setting you will have the opportunity to work with other health and social care students, such as physiotherapy, social work, paramedic and nursing students in planned and directed activities to develop your ability to work collaboratively with others. This will be achieved through shared modules, specialist lectures, and simulation activities. Further opportunity for inter-professional learning will occur during your practice-based learning placements and will incorporate collaboration with, and learning from, a wider range of professional and non-professional individuals involved in service user care.

During the programme you will have access to our advanced simulation facilities where you will be able to experience clinical scenarios and develop your skills in a safe environment. This includes simulated in-hospital, home and community environments and our human-patient simulators will allow you to hone your skills, supported by experienced practitioners to guide you. A range of technology is embedded into our skills and simulation environments, including a virtual dissection table, which allows 3D images of human anatomy and diseases to come alive to support your learning. We also use an integrated learning and teaching audio visual recording system called “Panopto” which links to the University’s virtual learning environment (Canvas) and allows you to record, upload and review footage of your practice in the simulated environment.

Flexible learning is promoted through regular, self-managed activities where independent study and the use of Canvas support and consolidate taught theory to broaden your knowledge and understanding of the subject. In the first year you will be introduced to the skills you will draw upon throughout the programme such as information technology, library search skills, self- assessment and reflection strategies that build the foundations of lifelong learning. Alongside this you will begin to develop enquiry and research skills and explore the meaning of professional practice, critical thinking, decision making and leadership, concepts developed throughout your programme.

Our curriculum has been designed to align with the University of Wolverhampton Framework for Curriculum Design and the Teaching Excellence Strategy in enabling you to achieve your full learning potential through being empowered and inspired. The course is designed to be inclusive and flexible, to meet the needs of a diverse student community. You will develop and enhance ongoing skills in relation to employability, digital literacy, enterprise, entrepreneurship, professional practice, sustainability and global citizenship through learning that is informed by evidence-based research, practice and innovation.

Assessment

Assessment is planned from a course wide perspective and the assessments that you complete have been designed to mirror a range of practice / real-world contexts. This helps you to develop confidence and prepares you for the challenges of independent practice. The course includes a range of different assessment tasks, such as case studies, examinations, reflections, presentations, skills assessments and an in-depth project which all contribute to your formation as a critical thinker and as a life-long learner. Assessments

build on each other and grow in complexity, enabling you to see the connections across modules and years. The assessment strategy and methods assure graduates meet the ethical and professional conduct expectations of the profession.

All students will enter the course from different backgrounds, with different life experiences, with different abilities and varying levels of knowledge. The development of inclusive assessment opportunities which meet the needs of all learners is central to the course philosophy and our assessment strategy encourages you to take responsibility for your own learning by offering choice of assessment in some modules. For example, in some modules there is a choice of assessment topic (where you can choose your own case study, for example) whilst in other modules you can choose how you would like to be assessed (such as submitting an essay or undertaking a presentation).

The ways in which you will be assessed will:

- allow you to demonstrate that you have met the learning outcomes of your course and modules;
- demonstrate you have met the professional standards for practice as an occupational therapist;
- demonstrate you have met the ethical and professional conduct expectations of an occupational therapist;
- enable you to reflect on your performance, following timely, meaningful and useful feedback;
- encourage you to identify your strengths and weaknesses so that the level of achievement can be measured and recorded.

The assessment strategy for the BSc (Hons) Occupational Therapy programme has been designed to reflect the 'spiralled' nature of your learning experiences and assessments will focus on the integration of subject knowledge with theory and practice. There are two types of assessment you will encounter throughout the course: -

Formative - the marks and grades for these assessment activities do not contribute towards the module mark and grade. Formative assessment activities are useful to provide you with comments to let you know how you are doing. Sometimes the format of a formative assessment activity will be similar to the final (summative) assessment activity for the module, in order to prepare you and ensure that you are familiar with the summative assessment task

Summative - assessment activities where the mark you receive will contribute towards the final mark for your modules

Feedback and feed forward are an integral part of teaching and learning and are crucial elements in supporting your learning experience. Feedback and feed forward comments on a formative piece of work, for example, enable you to look at the strengths and weaknesses of your work and allow you to take action to improve before you have to submit your assessment. In each module you will have opportunities to submit formative assessment and to receive feedback and feed forward advice.

Assessment throughout the three years is cumulative and incremental enabling you to build self-confidence and orientate you to university life and learning with others. At academic Level 4 you will be typically asked to discuss, demonstrate, explain and identify. At academic Level 5 you may be asked to recognise, demonstrate, respond, justify, apply, critically discuss and evaluate. At academic Level 6 you will typically be asked to construct, critically evaluate, develop, appraise and synthesise. The culmination of the programme is your independent study project where you will explore a specific topic, relevant to occupational therapy, in detail.

To qualify for the award of an Honours Degree, and be eligible for registration with the HCPC students must complete all course requirements and pass all modules.

Practice-Based Learning

Practice-based learning is central to your educational studies and allows the opportunity to apply the theory you have learnt in university to your practice as an occupational therapist. Although integrated as an educational method, practice-based learning has specific standards and criteria which apply. It facilitates the formation of your professional identity as an occupational therapist and develops your knowledge, skills and behaviour to meet the professional standards for practice and professional conduct expectations of the profession. Practice-based learning is integrated in each year of your study.

As part of your learning you will successfully complete a minimum of 1000 hours in practice with a named Practice Educator who will facilitate, supervise and assess your performance in the workplace. The length of each placement will vary from 4 - 6 weeks depending on the year that you are in. Academic educators work closely with a variety of organisations, such as NHS Trusts, local authorities, private and charitable organisations, to ensure you are exposed to a range of diverse placement settings. The range might include acute and long-term services for physical and psycho-social health (including people with a learning disability) as well as rehabilitation and specialist services such as hand therapy. These will be in both residential and community settings where Occupational Therapists are traditionally found working as part of the multi-disciplinary team, but they may also be in a role emerging setting where there are no Occupational Therapists in post. All placement settings are subject to regular educational audit and review to ensure they maintain and develop an optimum learning environment for students to achieve their standards of competency. Throughout your placement you will be supported by a practice placement educator, you will have access to academic educators, and your assessment of proficiency will be signed off by an appropriately accredited practice educator.

Prior to, during and after placement you are expected to link theory to practice and practice to theory. You are also encouraged to link Occupational Therapy practice to the local, national and global environment through the lens of the well-established occupational science framework.

You will have opportunity to select, produce and record personal evidence in a portfolio which follows the four pillars of practice within RCOTs Career Development Framework enabling you to reach the practice standards for professional registration and Continuing Professional Development (RCOT, 2017 HCPC 2016). Guidance on how to maximise personal experiences and manage study time in a university setting is essential and support to develop a personal and professional portfolio of evidence will be provided to enhance this learning process. The portfolio links theory to practice through each level of the programme, the overall purpose being for you to learn how to independently judge your performance in challenging situations and to develop the transferable life-long learning skills required in everyday health and social care practice.

Specific information relating to your course will be available in your placement handbook.

About Your Practice-Based Learning Placements

Your placement experiences will equip you with the underpinning transferable skills necessary to work in many fields of occupational therapy including traditional, private and charitable settings. The course includes placements in several different organisations, each of which may have differing models of practice educator support. In some practice areas, for example, you may be supported by a few team members who contribute to the service user / patient's treatment plan, whilst in other placements you may just have one practice educator to support your learning. You may also be offered a placement in an organisation which does not employ an occupational therapist, and therefore you may be supported by a member of the academic team. Whichever model of practice education you experience, be assured that you will be well supported to achieve the standards of proficiencies (competencies) expected at each stage of your study.

Your practice placement educator has an important role in supporting and guiding you through your learning experience to ensure safe and effective learning and will assess the achievements of your standards of proficiency at the end of each placement. The practice educator will facilitate learning opportunities, including any reasonable adjustments you may need, for you to get the maximum benefit from your placement. They will observe you, conduct and record your assessments informed by your reflections, and feedback from others to confirm achievement. You will receive regular feedback from the practice placement educator to ensure you progress to achieve the standards of proficiency necessary to become an occupational therapist. These standards of proficiency will be formally confirmed within the placement documentation by the practice educator at the end of each placement.

As you progress through your course you will be expected to take on more responsibility within your practice placements. This will enable you to develop confidence and skills in your work as a member of the occupational therapy / multidisciplinary team.

Throughout your practice placement learning you will always be expected to conduct yourself in a professional manner. We will provide guidance and information on the requirements regarding professional conduct to help you understand how to manage learning in the complex and sometimes unpredictable world of healthcare.

Further information related to your practice learning experience can be found in the practice handbook.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)

Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

Support for Students – University Library

Our Libraries combine traditional library services with IT facilities to focus on the ways students choose to study. There is a Library on each campus, with 24/7 access provided during peak times of the year. Each Library provides subject-specific book and journal resources, as well as diverse study environments including IT suites and group/single study rooms. In addition to our physical stock, the University Library provide access to over 8,000 full text electronic journals, 100 online databases and e-book versions of all reading list titles where available. Our online services are available both on and off campus. Our Library staff provide day to day support to students, and our ASSIST online chat service operates on a 24/7 basis. Our Skills for Learning service helps students to develop the skills required for successful academic study, including; Academic, Information and Research Skills. Students can access workshops and drop-in sessions facilitated by experienced learning support staff, as well as appointment slots including via Skype. Workshops can also be run as part of modules, at the request of tutors. Further support is provided by online skills resources including guides, tip sheets, and interactive materials and each Library has a designated collection of study skills books.

The Student Support and Wellbeing webpages, located below

https://www.wlv.ac.uk/current-students/student-support/student-support-and-wellbeing-ssw/ offers students advice on a variety of matters linked to their Health and Wellbeing. You can contact the SSW team to:

- discuss a disability or specific learning difficulty support
- access advice and support for a mental health condition
- access information about supporting your mental health and wellbeing
- connect with our Chaplaincy service
- seek advice on funding and financial support
- seek advice as a deaf or hearing impaired student
- access advice and support if you are an apprentice
- access advice and support if you are a LGBT student
- find out about events and activities across our campuses

Course Specific Support:

Student Advisors

There are student advisors within the Faculty of Education Health, and Wellbeing to help with a range of matters, detail can be found at: https://www.wlv.ac.uk/schools-and-institutes/faculty-of-education-health-and-wellbeing/student-services/

They are here to support you in a professional and confidential way by either resolving or referring your query to one of our many professional services within the University. The student advisors work closely with the various support networks within the University and are supported by our graduate interns. Please see the points below for some examples of their support.

- Sign posting to Support and Wellbeing Services
- Support with progression
- Advice on extensions and extenuating circumstances claims
- Support students with attainment and retention

Advisors and interns can be contacted via email (FEHWstudentservices@wlv.ac.uk).

Personal Tutors

You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you work towards achieving the course learning outcomes. Your personal tutor will meet with you on a regular basis (at least three times per academic year) in order to offer support, identify if you are making satisfactory progress and to offer support if you are at risk of withdrawal. Your personal tutor will assist you in your personal and academic development, planning and progression as well as helping you liaise

with other staff and support facilities in their Faculty and the wider University. You can find out who your personal tutor is by visiting e:Vision.

Module leaders

Your module leaders are your first point of contact for everything module related whether that's help with a particular part of the module or advice on how to complete the assessment. Module leaders will usually be able to schedule a meeting with you via phone, WebEx or Skype. A list of module leaders is available in your Course Guides, along with their contact details.

Course leader

The course leader is an HCPC registered Occupational Therapist and has overall responsibility for your course and the enrolled students. They monitor the quality of the course through course committees which collect feedback from staff and students. They manage the academic programme of study and are responsible for reporting any issues raised and examples of good practice.

Faculty Student Enabling Tutor

The Faculty Student Enabling Tutor (FSET) liaises with the Student Support and Wellbeing (SSW) department regarding provision for specific disabilities and disseminates information from the SSW on any identified learning needs. The FSET monitors requests for, and provision of, specific examination and assessment arrangements. The FSET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Academic Coaches

Academic Coaches are linked to all programmes and have specific role in supporting students' transition into higher education at undergraduate Level 4.

Working in partnership with you

The University and the Student's Union take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience. Our student charter sets out what you are expected to give and what you gain by involving yourself in as much as possible. All of our support mechanisms are enshrined in the Student Charter:-https://www.wlv.ac.uk/about-us/student-charter/

Employability in the Curriculum:

Occupational therapists take a "whole-person approach" to both mental and physical health and wellbeing and enable individuals to achieve their full potential (RCOT, 2020). They work in a variety of settings including mental health, acute care and community services within public, independent, private and third sector settings. The practice placements will offer insight into a variety of these employment areas and will enable to you develop the necessary competencies to practice safely and confidently as a registered occupational therapist in your chosen employment area.

The course will assist you to develop a strong professional identity and to be confident in demonstrating key employability skills such as being self-directed in your learning, having the ability to problem solve and to think critically. You will develop effective communication, leadership and decision-making skills to ensure you are an effective and safe practitioner with a good awareness of the wider influences on your practice. You will also gain core skills in research, audit and service improvement to ensure you are responsive to change and utilise evidenced based practice. These are all qualities that are essential for providing expert, evidence-based care and will make you highly employable. Immediate career prospects are excellent for newly qualified occupational therapists.

The programme, through its use of innovative, creative and reflective learning, will equip you with the knowledge, skills and values necessary to practise within a range of health and social care environments, public organisations (such as schools and prisons) and private organisations (such as charities, social enterprises and businesses). Within the programme you will have the opportunity to explore emerging employment opportunities for occupational therapists as well as becoming confident in developing existing services to meet the needs of individuals and communities. You will also be able to work in certain countries overseas, as occupational therapy education in the UK is well respected around the world.

During your course you can access the support of an employability champion within the Faculty who helps to develop a dedicated programme of events designed to help you build new skills and boost your employability. The 'My Course+More' is a packed programme of events, courses, workshops, trips and activities. The aim is to help you add to your CV and own personal development and in turn helping your job prospects.

During the final year of your study you will be helped to prepare for employment opportunities through the writing of application forms and developing your interview techniques, as well as exploring the use of social media to find employment and promote yourself as a professional.