UNIVERSITY OF WOLVERHAMPTON

# Course Specification

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| **Published Date:** | 27-Aug-2026 |
| **Produced By:** | Multi Type Usr Record For All Personnel |
| **Status:** | Validated |

# Core Information

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| **Awarding Body / Institution:** | University of Wolverhampton | | |
| **School / Institute:** | School of Health and Wellbeing | | |
| **Course Code(s):** | AH021P01UW | Full-time | 2 Years |
| **Course Title:** | MSc Occupational Therapy (Pre-registration) | | |
| **Hierarchy of Awards:** | Master of Science Occupational Therapy<br>Postgraduate Diploma Occupational Therapy<br>Postgraduate Certificate Occupational Therapy<br>University Statement of Credit Occupational Therapy | | |
| **Language of Study:** | English | | |
| **Date of first cohort:** | 14/Sep/2026 | | |
| **Specification valid from:** | 2025/6 | | |

# Academic Staff

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| **Course Leader:** | Monica Paul |
| **Head of Department:** | |

# Course Information

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| **Location of Delivery:** | University of Wolverhampton |
| **Category of Partnership:** | Standard Provision (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 need a good degree in a related subject (normally 2:1 or above) or hold a professional qualification such as teaching, nursing, social work or an allied health profession
- Applicants with a 2:2 in a related subject will be considered on an individual basis.
- Applicants with a 2:1 in a non-related subject will be considered on an individual basis, subject to relevant work experience.
- We will consider applicants who have other qualifications or experience, equivalent to degree level. If you've got other qualifications or relevant experience, please contact The Gateway for further advice before applying.
- You will need to supply evidence in the personal statement on the application form that demonstrates your suitability for the MSc Occupational Therapy programme and your reasons for wanting to study the course.
- Please note those receiving an offer of a place on the course will be subsequently required to meet a Disclosure and Barring Service (DBS) Check.
- Applicants from overseas should also have a good standard of written and spoken English (IELTS 7.0). You will also need to obtain a certificate of good conduct/character and any other references from your home country, and this will be required to ensure you pass the UK police (DBS) checks that are a requirement of the course.
- 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.
- International entry requirements and application guidance can be found here 

Please note you will be required to attend an interview for this course.

Other Requirements

You will 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 programme 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.

Entry to this programme requires a satisfactory occupational health assessment. You are required to complete a health questionnaire and meet occupational health requirements. If you are accepted onto the programme, 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.

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

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.

Recognition of Prior Learning (RPL) will be assessed in advance of your entry to the programme and 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.

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

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.

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-thebasics) 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:

The MSc Occupational Therapy (pre-registration) distinctive features:

- Inter-professional learning (IPL) throughout both years, with selected modules shared with other allied health students such as Physiotherapy. You will learn with, from and about other professions, preparing you for the increasingly integrated and complex health and social care environments you'll work in after graduation.
- Extensive hands-on simulation learning, using specialist equipment, dedicated lab spaces and a fully equipped mock house to recreate real-world scenarios. You will practice assessment, communication and clinical reasoning skills in a safe, supportive environment before applying them in practice.
- Direct involvement of service users and carers, who contribute to teaching, assessment and curriculum design. Their lived experience helps you understand the real impact of occupational therapy and keeps your learning grounded in authentic perspectives.
- A small, close-knit cohort of just 20 MSc students per year, creating an intimate learning community where collaboration, peer learning and meaningful interaction are central. This environment allows practical skills, confidence and communication to flourish, offering richer opportunities for feedback than larger programmes typically provide.
- Diverse practice placement opportunities across mental health, physical health and community settings. Placements may take place within NHS organisations, private providers or emerging services, helping you build confidence, adaptability and professional networks.
- Leadership, coaching and mentoring embedded throughout the programme. You will learn how to manage caseloads, support others and navigate the responsibilities of an allied health professional. Final-placement students even have the opportunity to mentor peers on earlier placements.
- Development of key professional skills, including service development, writing business proposals and managing projects—valuable preparation for roles in the NHS, private practice or emerging areas of occupational therapy.
- A strong focus on applying occupational therapy to real-world contexts, ensuring you graduate with the practical skills and professional insight needed to succeed in contemporary practice.
- Teaching delivered by a team committed to Royal College of Occupational Therapists and World Federation of Occupational Therapists standards, ensuring high-quality, evidence-based education.
- Input from visiting lecturers and honorary speakers from a wide range of health and social care fields, bringing current, real-world examples directly into your learning.

Links to local, national and international research initiatives, giving you access to contemporary thinking, innovation and emerging developments within occupational therapy and wider health research.

## 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 |
|---|---|---|---|
| 2026/7 | H | Full Time / Sandwich | £9790.00 |
| 2026/7 | Overseas | Full Time / Sandwich | £17600.00 |

## PSRB:

AH021P31UW (Part-time)

Professional Accreditation Body:
Royal College of Occupational Therapists

Accrediting Body:
College of Occupational Therapists (COT)

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

| Approved | Start | Expected End | Renewal |
|---|---|---|---|
| 12/Sep/2023 | 01/Sep/2023 | 31/Aug/2028 | 31/Aug/2028 |

AH021P01UW (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 |
|---|---|---|---|
| 06/Apr/2022 | 30/Apr/2022 | | |

## Course Structure:

# September (Full-time)

| Module | Title | Credits | Period | Type |
|---|---|---|---|---|
| 7AH078 | Foundations and Frameworks of Occupational Therapy | 30 | INYR | Core |
| 7AH079 | The Human Journey: Development and Occupation | 30 | SEM1 | Core |
| 7AH076 | The Professionals Survival Kit: Think, Talk, Theory | 30 | INYR | Core |

## September (Full-time)

| Module | Title | Credits | Period | Type |
|---|---|---|---|---|
| 7AH081 | Sustaining Practice: An OT Lens | 30 | INYR | Core |
| 7AH080 | A Public Health Lens on Occupational Dysfunction | 30 | SEM1 | Core |
| 7AH077 | Transforming Healthcare Services | 30 | INYR | 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

### Regulations Exemption:

2.3.6 - Exemption in accordance with Royal College of Occupational Therapists (2019) Learning and Development Standards for Pre-Registration Education Standard 2.6.3. A maximum of one third of the total pre-registration programme may be considered for recognition of prior learning.

Students are permitted up to a maximum of one third of the total pre-registration programme, including practice-based learning, to be considered for recognition for prior learning. The hours of practice-based learning that may be considered for recognition of prior learning:

- Must not exceed the hours of practice-based learning scheduled for the first year of the pre-registration programme
- Must have been assessed
- Must have been successfully completed.

If a learner is transferring from another occupational therapy pre-registration programme delivered by a different education provider, more than one third may be considered for recognition of prior learning. In this instance the learner must:

- Meet the admission requirements
- Demonstrate that the teaching, learning and assessment strategy of the releasing pre-registration programme is commensurate with the stage of study they are seeking admission to
- Ensure the releasing education provider details any issues regarding professional misconduct or fitness for the profession

4.5.5 - Exemption in accordance with Royal College of Occupational Therapists (2019) Learning and Development Standards for Pre-Registration Education Standard 6.4.1. A learner who fails a practice-based learning component on substantiated grounds of fitness to practise concerns must be denied a retrieval attempt. Learners are permitted a second attempt for each failed practice-based learning placement element of a module but will not be permitted a retake.

### Reference Points:

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

University Policies and Regulations

Equality Act 2010: guidance - GOV.UK

Professional Reference Points

- The Standards of Proficiency for Occupational Therapists (HCPC).
- HCPC Standards for Education and Training
- Code of Ethics and Professional Conduct (RCOT)
- The Professional Standards for Occupational Therapy Practice (RCOT)
- The Learning and Development Standards for Pre-Registration Education (RCOT) 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 selfdeclaration 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 MSc Occupational Therapy (pre-registration) programme 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 4 years of its start (the duration of the programme + 2 years).

- Successful completion of the two-year MSc Occupational Therapy (Pre-Registration) 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/wpcontent/uploads/2019/08/nhs-long-term-plan-version-1.2.pdf
- NHS Interim People Plan (2019) https://www.longtermplan.nhs.uk/wpcontent/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_Strategy__2020-25__Executive_Summary.pdf

- Public Health England screening https://www.gov.uk/government/groups/uk-nationalscreening-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-nhsfoundation-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-Review2019.pdf
- Working Together to Safeguard Children (2018)
- https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

## Overview of Assessment:

| Learning Outcomes | Modules |
|---|---|
| **PGCERT01** Critical evaluate and apply current theories, concepts and insights informed by, the forefront of your academic discipline, field of study or area of professional practice (Knowing) | 7AH076 The Professionals Survival Kit: Think, Talk, Theory<br>7AH077 Transforming Healthcare Services<br>7AH078 Foundations and Frameworks of Occupational Therapy<br>7AH079 The Human Journey: Development and Occupation<br>7AH080 A Public Health Lens on Occupational Dysfunction<br>7AH081 Sustaining Practice: An OT Lens |
| **PGCERT02** Demonstrate in-depth knowledge and practical and/or professional skills in your discipline. (Knowing) | 7AH076 The Professionals Survival Kit: Think, Talk, Theory<br>7AH077 Transforming Healthcare Services<br>7AH078 Foundations and Frameworks of Occupational Therapy<br>7AH079 The Human Journey: Development and Occupation<br>7AH080 A Public Health Lens on Occupational Dysfunction<br>7AH081 Sustaining Practice: An OT Lens |
| **PGCERT03** Make informed decisions on complex issues, and communicate your conclusions clearly to different audiences. (Doing) | 7AH076 The Professionals Survival Kit: Think, Talk, Theory<br>7AH077 Transforming Healthcare Services<br>7AH078 Foundations and Frameworks of Occupational Therapy<br>7AH079 The Human Journey: Development and Occupation<br>7AH080 A Public Health Lens on Occupational Dysfunction<br>7AH081 Sustaining Practice: An OT Lens |
| **PGCERT04** Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level. (Doing) | 7AH076 The Professionals Survival Kit: Think, Talk, Theory<br>7AH077 Transforming Healthcare Services<br>7AH078 Foundations and Frameworks of Occupational Therapy<br>7AH079 The Human Journey: Development and Occupation<br>7AH080 A Public Health Lens on Occupational Dysfunction<br>7AH081 Sustaining Practice: An OT Lens |
| **PGCERT05** Critically analyse, identify and utilise various study methods to improve your own performance. (Being) | 7AH076 The Professionals Survival Kit: Think, Talk, Theory<br>7AH077 Transforming Healthcare Services<br>7AH078 Foundations and Frameworks of Occupational Therapy<br>7AH079 The Human Journey: Development and Occupation<br>7AH080 A Public Health Lens on Occupational Dysfunction<br>7AH081 Sustaining Practice: An OT Lens |
| **PGCERT06** Reflect on your own achievements, identify future goals and plan for a further career or study (Being) | 7AH076 The Professionals Survival Kit: Think, Talk, Theory<br>7AH077 Transforming Healthcare Services<br>7AH078 Foundations and Frameworks of Occupational Therapy<br>7AH079 The Human Journey: Development and Occupation<br>7AH080 A Public Health Lens on Occupational Dysfunction<br>7AH081 Sustaining Practice: An OT Lens |

| Learning Outcomes | Modules |
| --- | --- |
| **PGDIP01** Demonstrate critical evaluation of current theories, concepts and insights informed by, the forefront of your academic discipline, field of study or area of professional practice. Show how you have applied this knowledge in original and insightful ways. (Knowing) | 7AH076 The Professionals Survival Kit: Think, Talk, Theory<br>7AH077 Transforming Healthcare Services<br>7AH078 Foundations and Frameworks of Occupational Therapy<br>7AH079 The Human Journey: Development and Occupation<br>7AH080 A Public Health Lens on Occupational Dysfunction<br>7AH081 Sustaining Practice: An OT Lens |
| **PGDIP02** Demonstrate in-depth knowledge and practical and/or professional skills in your discipline. (Knowing) | 7AH076 The Professionals Survival Kit: Think, Talk, Theory<br>7AH077 Transforming Healthcare Services<br>7AH078 Foundations and Frameworks of Occupational Therapy<br>7AH079 The Human Journey: Development and Occupation<br>7AH080 A Public Health Lens on Occupational Dysfunction<br>7AH081 Sustaining Practice: An OT Lens<br>7AH076 The Professionals Survival Kit: Think, Talk, Theory<br>7AH077 Transforming Healthcare Services<br>7AH078 Foundations and Frameworks of Occupational Therapy<br>7AH079 The Human Journey: Development and Occupation<br>7AH080 A Public Health Lens on Occupational Dysfunction<br>7AH081 Sustaining Practice: An OT Lens |
| **PGDIP03** Make informed decisions on complex issues, and communicate your conclusions clearly to different audiences employing discipline conventions and expectations. (Doing) | 7AH076 The Professionals Survival Kit: Think, Talk, Theory<br>7AH077 Transforming Healthcare Services<br>7AH078 Foundations and Frameworks of Occupational Therapy<br>7AH079 The Human Journey: Development and Occupation<br>7AH080 A Public Health Lens on Occupational Dysfunction<br>7AH081 Sustaining Practice: An OT Lens |
| **PGDIP04** Demonstrate self-direction and originality in tackling and solving problems, acting independently and autonomously in planning and implementing tasks at a professional or equivalent level. (Doing | 7AH076 The Professionals Survival Kit: Think, Talk, Theory<br>7AH077 Transforming Healthcare Services<br>7AH078 Foundations and Frameworks of Occupational Therapy<br>7AH079 The Human Journey: Development and Occupation<br>7AH080 A Public Health Lens on Occupational Dysfunction<br>7AH081 Sustaining Practice: An OT Lens |
| **PGDIP05** Critically analyse, identify and utilise various study methods to improve your own performance. (Being) | 7AH076 The Professionals Survival Kit: Think, Talk, Theory<br>7AH077 Transforming Healthcare Services<br>7AH078 Foundations and Frameworks of Occupational Therapy<br>7AH079 The Human Journey: Development and Occupation<br>7AH080 A Public Health Lens on Occupational Dysfunction<br>7AH081 Sustaining Practice: An OT Lens |
| **PGDIP06** Reflect on your own achievements and plan for a future career or further study (Being) | 7AH076 The Professionals Survival Kit: Think, Talk, Theory<br>7AH077 Transforming Healthcare Services<br>7AH078 Foundations and Frameworks of Occupational Therapy<br>7AH079 The Human Journey: Development and Occupation<br>7AH080 A Public Health Lens on Occupational Dysfunction<br>7AH081 Sustaining Practice: An OT Lens |
| **MA01** Demonstrate a systematic understanding of the key aspects of Occupational Therapy practice, including the uncertainty, ambiguity and limits of knowledge within your practice. (Knowing) | 7AH077 Transforming Healthcare Services<br>7AH078 Foundations and Frameworks of Occupational Therapy<br>7AH080 A Public Health Lens on Occupational Dysfunction<br>7AH081 Sustaining Practice: An OT Lens |

| Learning Outcomes | Modules |
| --- | --- |
| **MA02** Demonstrate clinical reasoning skills within Occupational Therapy practice to initiate, review and carry out assessments and interventions within your scope of practice. (Knowing) | 7AH078 Foundations and Frameworks of Occupational Therapy<br>7AH079 The Human Journey: Development and Occupation<br>7AH080 A Public Health Lens on Occupational Dysfunction<br>7AH081 Sustaining Practice: An OT Lens |
| **MA03** Reflect upon and critically evaluate evidence to inform professional judgement in the identification and assessment of health and social care needs in complex situations within the Occupational Therapy field. (Doing) | 7AH076 The Professionals Survival Kit: Think, Talk, Theory<br>7AH077 Transforming Healthcare Services<br>7AH079 The Human Journey: Development and Occupation<br>7AH080 A Public Health Lens on Occupational Dysfunction<br>7AH081 Sustaining Practice: An OT Lens |
| **MA04** Demonstrate a comprehensive and diverse range of applied technical skills to effectively carry out Occupational Therapy assessments, interventions and evaluations in a range of environments. (Doing) | 7AH076 The Professionals Survival Kit: Think, Talk, Theory<br>7AH077 Transforming Healthcare Services<br>7AH078 Foundations and Frameworks of Occupational Therapy<br>7AH080 A Public Health Lens on Occupational Dysfunction |
| **MA05** Demonstrate the ability to manage your own learning, use Evidence Based Practice to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. (Being) | 7AH076 The Professionals Survival Kit: Think, Talk, Theory<br>7AH077 Transforming Healthcare Services<br>7AH080 A Public Health Lens on Occupational Dysfunction<br>7AH081 Sustaining Practice: An OT Lens |
| **MA06** Evidence readiness for employability by applying Occupational Therapy practice values and skills that foster lifelong learning through the engagement of continuous professional development and sustainability. (Being) | 7AH076 The Professionals Survival Kit: Think, Talk, Theory<br>7AH080 A Public Health Lens on Occupational Dysfunction<br>7AH081 Sustaining Practice: An OT Lens |

## Teaching, Learning & Assessment Strategy/(Learning and Teaching):

Your learning on the MSc Occupational Therapy (Pre-Registration) course is designed to build your confidence step by step, using a spiral curriculum that introduces foundational knowledge before gradually progressing to more complex skills. You will learn through a blend of teaching styles, including lectures, seminars, workshops, group activities, problem-based learning, and hands-on simulated practice sessions. These approaches help you understand core concepts before applying them in increasingly realistic and challenging scenarios.

As you move through the course, your practice placements provide structured, graded opportunities to develop your skills in real-world settings. Each placement increases in length and responsibility, helping you grow from observing practice to confidently contributing as part of a professional team. You will be supported throughout by a dedicated placement supervisor and a university link tutor.

Teaching takes place in person, creating an interactive and engaging classroom environment. This is complemented by online learning through CANVAS, where you will access weekly digital materials, readings, videos and activities to deepen your understanding. This combination of face-to-face and online learning supports flexibility, inclusivity and different learning preferences.

You will develop strong academic and digital skills through a variety of learning activities and assessments, including group work, research tasks, independent study, presentations, group interventions and digital posters. These experiences help you become confident in communicating your ideas, working collaboratively and using digital tools effectively.

Digital fluency is embedded throughout the programme. You will learn about the ethical use of digital tools, AI and data through sessions delivered by the Skills for Learning team, and you will encounter digital technologies within your modules to prepare you for modern occupational therapy practice.

Overall, the course is structured to support your growth as a reflective, skilled and adaptable practitioner, ready to apply your learning confidently in real-world health and social care environments

## Assessment Methods/Assessments:

Assessment on the MSc Occupational Therapy (Pre-Registration) course is designed to support your

learning, challenge you, and prepare you for real-world professional practice. As this is an accelerated programme, the workload is demanding, but assessments are varied, engaging and carefully structured to help you succeed. You will experience a balanced mix of assessment types, including written

assignments, presentations, practical assessments, group interventions and reflective work, allowing you to demonstrate your strengths in different ways.

To help you feel confident and prepared, every module includes scheduled assessment workshops. These sessions give you the chance to explore expectations, ask questions and practice key skills. You will also have opportunities for 1:1 feedback, written formative feedback on draft work, and engage in group feedback discussions. Each assessment is supported by a clear rubric that links directly to the learning outcomes, helping you understand exactly what is required and how your work will be marked. After each summative assessment, you will receive strengths-based feedback and feedforward guidance to support your progress.

Developing intellectual skills is central to the assessment design. Across the course, you will be encouraged to think critically, analyse evidence and problem-solve—essential abilities for working in complex healthcare environments. Assessments such as interviews, case-based tasks, written analyses and reflective pieces help you apply theoretical knowledge to realistic scenarios and demonstrate your ability to make informed, evidence-based decisions.

Inclusivity and accessibility are built into the assessment approach as some modules offer a choice of assessment format, and many allow you to select case studies or topics that align with your interests, lived experiences or placement learning. This flexibility helps you personalise your assessment journey; while ensuring you can engage meaningfully with the tasks.

Assessments also reflect real occupational therapy practice. You will work with authentic case studies, draw on placement experiences and apply professional models and interventions. This ensures that what you learn in the classroom directly connects to the skills and reasoning you will use as a qualified occupational therapist.

Overall, the assessment strategy is designed to challenge you, support you and help you grow into a confident, reflective and capable practitioner.

## Further Information for Student:

The MSc Occupational Therapy (Pre-registration) course is designed to support students in their transition to postgraduate study while fostering their professional identity from the outset. An induction week introduces academic expectations, unconscious bias awareness, research skills, critical thinking, and reflective practice. Each student is allocated a Personal Tutor, ensuring access to guidance and support. Academic staff also provide orientation to university resources, including the library, online platforms, and student services. The library offers tailored sessions on study skills, referencing, and academic writing, equipping students with essential tools for success.

Inclusive teaching practices underpin the course, enabling students from diverse educational and professional backgrounds to thrive. Assessment workshops are embedded within modules, offering dropin sessions, one-to-one support, formative submissions, and in-class feedback. A variety of assessment types allow students to develop a broad skillset, while additional support for academic writing, referencing, and critical analysis is available through the library. The university’s disability and wellbeing services ensure reasonable adjustments are made, and collaborative learning activities encourage students to share perspectives and experiences. This emphasis on equity and inclusivity builds confidence and nurtures professional growth.

Formative opportunities are integrated early in the programme, allowing students to practice academic skills. Tasks such as reflective essays, case studies, and interactive presentations provide meaningful opportunities to demonstrate understanding. Feedback is detailed, timely, and constructive, highlighting strengths and areas for improvement. Staff employ feed-forward strategies, guiding students on how to apply feedback to future work. This approach reduces anxiety, builds confidence, and ensures students develop the critical and professional skills required for later stages of the course.

Practice Placements form a vital part of the programme. Each student participates in pre-placement and post-placement meetings, receives supervisor support during placements, and is assigned a university

link tutor to oversee their development. These structures ensure students are well supported in applying theory to practice.

Feedback is a continuous feature of the course. Each module incorporates opportunities for reflection and review, while semester evaluations capture student experiences. The course team responds to feedback through “you said, we did” updates, demonstrating how student input shapes ongoing improvements. Student representatives further amplify the student voice, ensuring learners are active partners in the development of the programme.

Overall, the MSc Occupational Therapy (Pre-registration) course combines academic rigor, inclusivity, and strong support systems to prepare students for professional success.

The University provides a wide range of academic and pastoral support to help students succeed in their studies and personal development. This includes access to the Library and Skills for Learning service, student success coaching for students in early stages, and tailored advice from the Careers and Enterprise teams. Students also benefit from 24/7 wellbeing support through WLV Student Life

Connect, pastoral care via the Multi-faith Chaplaincy, and assistance from the Mental Health and Wellbeing team. Those living in university accommodation have additional access to Residential Life support, and all students can engage with the Students’ Union for advocacy, societies, and further peer-led services.

## Currency:

The MSc Occupational Therapy (Pre-Registration) course is designed to stay current, relevant and responsive to the fast-changing world of health and social care. The module content is regularly reviewed and updated to reflect new research, emerging theories and contemporary issues affecting the profession. Staff actively draw on new data, national policies, professional guidance and trends in healthcare to ensure your learning reflects the realities of modern practice. Furthermore, we also have guest speakers deliver sessions from varying professions to demonstrate the current climate of healthcare first hand.

Research-informed teaching helps you understand how evidence shapes practice, while assessments and learning activities encourage you to develop your own inquiry skills. Through critical reading, discussion, and applied tasks, you will learn to question assumptions, evaluate evidence and make informed decisions—key abilities for any occupational therapist.

The course also prepares you to think creatively and critically about real-world challenges. You will explore issues such as sustainability, health inequalities, equity and social responsibility, and consider how occupational therapists can contribute to positive change. Case-based learning, simulation, and placement experiences help you apply your knowledge to complex situations and develop innovative, person-centred solutions.

The University’s Graduate Attributes are embedded throughout your learning. You will become a Global Citizen by exploring diverse perspectives and understanding the social, cultural and political factors that influence health. You will grow as a Knowledgeable and Professional practitioner through evidence-based learning, reflective practice and real-world experience. Digital tools, online resources and teaching on the ethical use of AI support your development as a Digitally Fluent graduate ready for contemporary practice.

Interdisciplinary collaboration is a core part of the programme. You will learn alongside students from other allied health professions, helping you understand different roles and work effectively within integrated teams. This, combined with a strong emphasis on reflection and continuing professional development, supports you in becoming a lifelong learner, someone who can adapt to future challenges and continue growing throughout their career.

## Personalisation Opportunities:

Personalisation is at the heart of the MSc Occupational Therapy (Pre-Registration) programme, giving you the freedom to shape your learning around your interests, ambitions and lived experiences. Throughout the course, you will have opportunities to choose topics, projects and assessment formats that reflect what matters most to you as a developing occupational therapist.

Many modules allow you to select your own case studies or draw directly on your placement experiences, helping you connect academic learning with real-world practice. Several assessments also offer flexibility in format—such as choosing between written work or presentations—so you can demonstrate your understanding in a way that best suits your strengths and learning style.

You will also have choice in how you engage with learning across the programme. Modules such as the service improvement proposal or those exploring emerging areas of practice allow you to focus on topics you are passionate about. A wide range of resources are available, including academic literature, multimedia materials, e-learning content and practical workshops, enabling you to tailor your study approach, and learn new approaches that suit you. Learning activities vary from simulation and hands-on practical sessions to flipped learning, where you take the lead in teaching back to your peers, an approach that builds confidence, communication skills and professional identity.

Inclusivity is embedded throughout the programme, ensuring that diverse perspectives, backgrounds and identities are valued and reflected in the learning environment. This helps make your studies meaningful, relevant and connected to the communities you will eventually serve.

Reflection is a key part of your development. You will take part in end-of-semester reflection sessions, pre- and post-placement reviews and ongoing feedback opportunities. Many modules include reflective components, and during placements you will maintain a professional development portfolio to document your growth, insights and achievements. These structured opportunities help you understand your progress, identify areas for development and make informed decisions about your future practice.

## Employability in the Curriculum/Employability and Professional Development:

Your professional development is built into every stage of the MSc Occupational Therapy

(Pre-Registration) course, helping you grow into a confident, capable and future-ready practitioner. From the beginning, you will explore a wide range of career pathways and through your practice placements. These can take place in diverse settings such as mental health, physical health, community services, private practice and emerging areas of occupational therapy. These experiences allow you to discover what areas of practice excite you most while building the practical skills employers look for.

You will be supported to develop a strong professional identity. You will build a portfolio of skills, reflections and achievements, supported by your CPD folder during placements, which helps you evidence your growth and prepares you for future job applications. Learning activities, assessments and placement expectations are all aligned with the professional standards set by the Health and Care Professions Council (HCPC) and the Royal College of Occupational Therapists (RCOT), ensuring you understand what is required of you as a safe, ethical and effective practitioner

Employability skills are also woven throughout the programme. You will practice communication, teamwork, leadership and problem-solving in both academic and practice-based settings. Year 2 workshops and guidance on CV writing, interview preparation and professional networking help you feel confident when applying for roles.

As you progress, you will be encouraged to make informed choices about topics, case studies and areas of focus that align with your career ambitions. Modules that allow topic selection—such as service improvement proposals or emerging practice areas, give you the freedom to explore specialisms that interest you.