

# PROGRAMME SPECIFICATION

## 1. Key Information

<b>Programme Title:</b>	BSc (Hons) Occupational Therapy
<b>Awarding Institution:</b>	Buckinghamshire New University
<b>Teaching Institution(s):</b>	
<b>Subject Cluster:</b>	Allied Health & Advanced Practice
<b>Award Title (including separate Pathway Award Titles where offered):</b>	BSc (Hons) Occupational Therapy
<b>Pathways (if applicable)</b>	N/A
<b>FHEQ level of final award:</b>	6
<b>Other award titles available (exit qualifications):</b>	<ul style="list-style-type: none"> <li>● Certificate of Higher Education in Health Care Studies (CertHE) – (not eligible to apply for HCPC registration)</li> <li>● Diploma of Higher Education in Health Care Studies (DipHE) (not eligible to apply for HCPC registration)</li> <li>● Bachelor of Science Health Care Studies (not eligible to apply for HCPC registration)</li> </ul>
<b>Accreditation details:</b>	<ul style="list-style-type: none"> <li>● Health and Care Professions Council (HCPC) approval</li> <li>● Royal College of Occupational Therapists (RCOT) accreditation</li> </ul>
<b>Length of programme:</b>	3 years
<b>Mode(s) of Study:</b>	Full time
<b>Mode of Delivery:</b>	In-person
<b>Language of study:</b>	English
<b>QAA Subject Benchmark(s):</b>	N/A
<b>Other external reference points (e.g. Apprenticeship Standard):</b>	<ul style="list-style-type: none"> <li>● HCPC Standards of Education (2017)</li> <li>● HCPC Standards of Proficiency Occupational Therapy (2022)</li> <li>● Learning and Development Standards for Pre-registration Education, RCOT (Revised, 2019)</li> </ul>

<b>Course Code(s):</b>	BSOCTHFT
<b>UCAS Code(s):</b>	
<b>Approval date:</b>	
<b>Date of last update:</b>	

*Note: in this document the terms 'learner' and 'student' are used interchangeably.*

## 2. Programme Summary

The BSc (Hons) Occupational Therapy programme is a three-year, full-time undergraduate degree programme. The programme has been designed to align with the skills, requirements, and standards set out by the regulator, the Health and Care Professions Council (HCPC) and the Royal College of Occupational Therapists (RCOT). Successful completion will enable you to apply to register as an occupational therapist with the Health Care Professions Council (HCPC), and to become a professional member of the Royal College of Occupational Therapists (RCOT). This programme is subject to the University's Fitness to Practice Procedures.

The programme enables you to develop a strong professional identity as an occupational therapist and to understand the importance of occupation to the health and well-being of individuals, families and communities. The programme prepares you to think creatively and analyse complex situations effectively, to develop tailored and innovative interventions based on occupation in order to facilitate therapeutic change and transformation.

Occupational therapy graduates must recognise and respond to diverse and challenging health and care environments in which traditional health and social care and associated professional roles are rapidly changing in response to broader political, social, economic and demographic changes. To ensure competence there is an obvious need to support these changes through contemporary and innovative evidence-based occupational therapy education.

This programme will provide the key knowledge and skills to achieve what is both required and expected within contemporary health and care settings and uses modern and innovative approaches to teaching and learning to accommodate learning, including simulation, lectures, seminars, group activities and learner-centred approaches with the support of the VLE and other technological resources to support your learning in a variety of contexts. This programme provides in-person teaching requiring university attendance, and attendance at and successfully passing all practice-based learning (practice placements).

To further ensure each individual is deemed clinically competent, practice-based learning (practice placement) will be undertaken throughout the length of the programme. As a graduate from the programme, you will be equipped with the

knowledge, skills, attitudes and values commensurate with occupational therapy practice. In addition, you will be a reflective, evidence-based practitioner with potential leadership skills and the ability to promote the unique features of the profession in a modernising health and social care arena.

There is a dedicated space on the Virtual Learning Platform (VLE) to facilitate communication between learners and the programme team. The VLE supports digital literacy development, which is essential for working in the current and future health and social care environments.

Learning and teaching activities will include both synchronous and asynchronous activities. Synchronous activity is that which takes place at a scheduled time, usually face-to-face, whilst asynchronous activity can be engaged with more flexibly – at a time that is convenient to the learner and at a pace that suits the learner to ensure their understanding and learning.

Professional competence and clinical skills will be addressed during the programme through simulated skills sessions, workshops, problem-based learning and practice-based learning (practice placement) within a variety of practice settings including, NHS trusts, independent healthcare providers, voluntary organisations, social care and education settings. Practice-based learning will provide real experience into the role of the occupational therapist and the range of their scope of professional practice.

### 3. Programme Aims and Learning Outcomes

#### Programme Aims

This programme aims to:

1. Produce graduates who fulfil the requirements to be eligible to apply for registration with the Health and Care Professions Council (HCPC) as an occupational therapist.
2. Provide a stimulating, and academically sound education, enabling graduates to practice within a complex environment effectively, flexibly, and responsively as competent occupational therapists.
3. Develop the skills of critical thinking, professional reasoning and a research informed evidence-based approach to the application of high quality contemporary occupational therapy practice.
4. Produce graduates who are resilient and have the skills of accountability, leadership, entrepreneurship, enterprise and innovation to drive the profession and healthcare forward.
5. Enable graduates to reflect on their practice and exercise professional autonomy following legislation, policies, procedures, and best practice.

## Programme Learning Outcomes

### Knowledge and Understanding (K)

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

ID	Learning Outcome
K1	Demonstrate a coherent and detailed knowledge of human anatomy, physiology, psychology and sociology, relating these to participation in everyday occupation.
K2	Critically analyse the relationship between occupation, health and well-being and the factors that facilitate or challenge participation in occupations.
K3	Critically evaluate the health and social care systems, policy and legislation priorities for the enhancement of occupational therapy services.
K4	Critically discuss the impact of occupational disruption in relation to the occupational performance of individuals, groups and communities, and the value of restoring opportunities for participation in occupation.
K5	Synthesise theories from occupational science and other relevant bodies of knowledge to form the foundation of safe reasoned professional practice.

### Analysis and Criticality (C)

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

ID	Learning Outcome
C1	Critically analyse relevant theoretical frameworks and concepts acknowledging the importance of occupation and participation to the wellbeing of individuals, groups and communities.
C2	Enhance practice through skills of analysis in complex human performance where occupational barriers exist.
C3	Critically reflect upon contemporary theoretical perspectives which provide the underpinning knowledge base for professional practice recognising the importance of participation and occupation.
C4	Critically reflect on and understand the underpinning knowledge necessary to work effectively with individuals with occupational needs.
C5	Analyse health and wellbeing through the application of occupational science to individuals, groups and communities.

### Application and Practice (P)

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

<b>ID</b>	<b>Learning Outcome</b>
<b>P1</b>	Apply critical thinking and leadership skills to support occupational therapy practice, encourage self-development and to promote service improvement.
<b>P2</b>	Critically evaluate and synthesise research, demonstrating the ability to use research to enhance clinical practice.
<b>P3</b>	Communicate in a professional and effective manner with service users, colleagues, and others in accordance with professional standards.
<b>P4</b>	Deliver inclusive, accessible, culturally relevant occupational therapy to individuals, groups and communities with diverse needs.
<b>P5</b>	Demonstrate comprehensive, systematic occupational therapy assessment skills maintaining clear, accurate and complete records.

### Transferable skills and other attributes (T)

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

<b>ID</b>	<b>Learning Outcome</b>
<b>T1</b>	Evaluate your own learning needs and plan your own continuing professional development.
<b>T2</b>	Demonstrate the essential skills of negotiation, engagement and facilitation to allow effective team working and partnerships with colleagues, other health and social care professionals, service users, carers and their families to promote participation, health and wellbeing.
<b>T3</b>	Recognise own values, principles and assumptions and develop self-awareness establishing a non-judgemental and anti-discriminatory attitude, which is sensitive to the values and interests of others.
<b>T4</b>	Demonstrate problem solving skills, critical thinking skills and professional judgement in both routine and complex, unpredictable and challenging situations..
<b>T5</b>	Practice as a reflective, critical, evaluative and evidence-based occupational therapist with the entrepreneurial skills required to obtain and further develop employment in traditional, non-traditional or role-emerging settings.

### Graduate Attributes

The BNU Graduate Attributes of; knowledge and its application; creativity; social and ethical awareness and responsibility, leadership and self-development focus on the development of innovative leaders in professional and creative capacities who are

equipped to operate in the 21st century labour market and make a positive impact as global citizens.

#### 4. Entry Requirements

BNU publish concise information on the website regarding the HCPC approved programme and entry criteria. The University has a clear widening participation agenda for all programmes. Selection and admission processes are transparent, reliable and inclusive. Open days allow prospective candidates to choose a University to study the right programme, and applicants are shortlisted for an if they can evidence the appropriate qualifications and values through their application.

All applicants must demonstrate evidence as required by standards for pre-registration programmes. This detail is within the admissions criteria in the Programme Specification.

Applicants' suitability for the BSc (Hons) Occupational Therapy and the BSc (Hons) Occupational Therapy Integrated Degree Apprenticeship programmes are appraised by a panel, consisting of an academic, a service user and a practice partner.

The University's [general entry requirements](#) will apply to admission to this programme with the following additions:

- 5 GCSE's including Maths, English and a Science at grade 4 / C or above or equivalent e.g. level 2 functional skills in Maths and English, level 2 adult literacy and numeracy.
- and**
- 120 -136 UCAS tariff points (e.g. 3 A Levels at grades BBB or above)
- or**
- BTEC Level 3 extended diploma (before 2010 known as BTEC national diploma level 3) DMM in a health-related subject
- or**
- International Baccalaureate (30 points)
- or**
- Access to Higher Education course in Science, Health, Social Care or similar (60 credits, of which 45 credits will be at Level 3, including 30 at distinction grade and 30 at merit grade).
- Practical experience relating to occupational therapy, such as shadowing, work, access to virtual placements or healthcare work experience. It is recognised that it may be difficult for the prospective learner to gain access to appropriate practice experience.
- For learners, whose first language is not English, there is a requirement to achieve an IELTS tariff of 7 with no individual component below 6.5. This falls in line with the recommendations of the HCPC.
- Satisfactory completion of an Enhanced Disclosure from the Disclosure Barring Service (DBS).

Applicants who do not meet the typical entry requirements may be considered on an individual basis. In this situation, evidence of recent study to A level standard (level 3) alongside a profile of longstanding relevant health or social care experience and demonstrate the necessary knowledge and understanding for entry onto the course.

Applicants with a previous degree will be considered on an individual basis.

Applicants who have previously been enrolled in an occupational therapy pre-registration programme or any other health professional education programme must submit a self-declaration confirming no previous fitness to practise concerns.

This programme is intended for applicants wishing to become registered occupational therapists identified through an interest in health and social care settings.

The entry requirements will include:

- assessment of applicants through a values-based recruitment process based on an interview
- evidence of achievement and/or ability to study at the required academic level

At interview, applicants will be expected to demonstrate:

- the appropriateness of the programme for their career aspirations
- their awareness of the nature of occupational therapy (those who have no health or social care experience)
- their awareness of the academic, practice and professional requirements of the programme

### Applicants with Disabilities

We take seriously our obligation to make reasonable adjustments to ensure that all learners with disabilities can successfully complete their studies. All applicants will be assessed based on the criteria outlined here, regardless of any disability. If you declare a disability, we will invite you to work with us to explore how best we can support your studies.

### Pre-enrolment checks

This programme is subject to the University's Fitness to Practice Procedures. All successful applicants must agree to and sign our rules of professional conduct, which reflect the professional and regulatory body standards of practice and include consent to practical classes.

All successful applicants are required to have Disclosure and Barring service screening (DBS) and an Occupational Health screening. A satisfactory occupational health clearance and [immunisations](#) are required by all applicants prior to acceptance on the course. Candidates who fail the occupational health assessment will not be

given entry onto the course. Please see further details in the applicant's guide on the university website.

### Rehabilitation of Offenders Act 1974 (Exemption Orders 1975)

Admission to the occupational therapy degree programme is subject to the Rehabilitation of Offenders Act (1994) section 4 (2) Exemption Order 1975 and DHSS HC 88 (9) guidelines regarding child protection and police checks. All applicants are required, as a condition of acceptance, to satisfactorily complete a criminal record disclaimer form and give their permission for us to obtain enhanced police check with the Disclosure and Barring Screening Service (DBS). Each year after that, learners are required to self-declare any police cautions or convictions before each practice-based learning (practice placement) education module.

As this programme involves or may involve direct contact with people receiving health care, they are exempt from the provision of the above Act, and applicants are required to give details of all previous convictions, all cautions, warnings, binding-overs, or detentions by police, including any spent convictions. Failure to disclose is a serious breach of entry requirements. Progression prior to any year of study will be subject to a self-declaration form being completed by the learner relating to the above statement.

The DBS in the United Kingdom (UK) does not currently conduct overseas criminal record checks. Therefore, international applicants, those without British Citizenship and British Citizens with a significant period of overseas residency, require a criminal record check or certificate of good conduct from their home/overseas country prior to entry onto the course. International applicants need to obtain a recent criminal record certificate from their home country and ensure that this is still valid by the date of enrolment in addition to the DBS requirements detailed above. A list of admissible certificates can be found on the [UK Government website](#). Where an equivalent check is provided, applicants are required to complete an enhanced police check with the DBS a year later.



## 5. Programme Structure

Pathway 1 or stand-alone course

Level	Modules (Code, Title and Credits)	Exit Awards
<p><b>Level 4</b></p>	<p><b>Core modules:</b></p> <p><b>ALL4028</b> - Becoming a Professional (20 credits)  <b>ALL4029</b> - Occupational Performance Across the Lifespan (20 credits)  <b>ALL4032</b> - Professional Skill for Occupational Therapy Practice (20 credits)  <b>ALL4031</b> - Principles of Occupational Therapy Practice (20 credits)  <b>ALL4033</b> - Working with Older People (20 credits)  <b>ALL4030</b> - Practice-based Learning 1 (Practice Placement 1) (20 credits)</p>	<p><b>Certificate of Higher Education</b> (CertHE), awarded on achievement of 120 credits at Level 4</p> <p>CertHE Health Care Studies (not eligible to apply for HCPC registration)</p>
<p><b>Level 5</b></p>	<p><b>Core modules:</b></p> <p><b>ALL5026</b> - Evidence-based Practice in Occupational Therapy (20 credits)  <b>ALL5028</b> - Professional Reasoning for Occupational Therapy Practice (20 credits)  <b>ALL5039</b> - Working with People with a Diversity of Needs (20 credits)  <b>ALL5029</b> - Working with Children and Young People (20 credits)  <b>ALL5038</b> - Community Engagement (20 credits)  <b>ALL5027</b> - Practice-based Learning 2 (Practice Placement 2) (20 credits)</p>	<p><b>Diploma of Higher Education</b> (DipHE), awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5</p> <p>DipHE Health Care Studies (not eligible to apply for HCPC registration)</p>

<b>Level 6</b>	<b>Core modules:</b> <b>ALL6030</b> - Engaging in Research and Evidence in Practice (Dissertation) (40 credits) <b>ALL6033</b> - Transition to Professional Practice (20 credits) <b>ALL6032</b> - The Entrepreneurial and Visionary Occupational Therapist (20 credits) <b>ALL6031</b> - Practice-based Learning 3 (Practice Placement 3) (40 credits)	<b>Ordinary Degree</b> , awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5  Bachelor of Science Health Care Studies (not eligible to apply for HCPC registration)  <b>Honours Degree</b> , awarded on achievement of 360 credits, including 120 credits at each of Levels, 4, 5 and 6
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## 6. Learning, Teaching and Assessment

### Learning and teaching

This programme adopts a progressive model of learning and teaching, which will support the learner to develop autonomy so that by the end of their studies, they will be adept, independent learners with the capacity to think critically, adapt to new situations and work effectively both independently and in teams. As the learner progresses through the programme they will be required to take more responsibility for their learning. The teaching and learning strategies employed will enable learners to take a life-long approach to their learning in order to learn from and through practice.

The development of learning materials and activities that scaffold learning across the different learning environments will enable the learner to focus on individual or complementary aspects of the curriculum. Our approach to learning aims to be continuously relevant to practice by utilising experienced service users, registered occupational therapists and other healthcare professionals. This will give learners access to a breadth of expertise across a wide variety of professional specialisms throughout the programme.

An in-person (face-to-face) learning approach is adopted throughout the programme for knowledge and skills acquisition and development. A range of different teaching and learning approaches are used to meet the needs of learners' and the varied approaches to learning, each designed to support the learners' learning and development of subject expertise or competence.

Professional competence and practice skills will be addressed during the programme through practical skills sessions, simulated practice, workshops, and problem-based learning with multimedia resources to support reflection.

In-person (face-to-face) contact is made up of practical workshops, seminars, tutorials, and problem-based learning in small groups. As well as face-to-face contact, some of the theoretical components will be delivered online via different mediums, including webinars, videos and discussion forums. A virtual learning environment (VLE) will support the learners with online learning content, resources and contemporary technologies, enhancing traditional face-to-face teaching. Independent study will be expected under the guidance of the module leader. This will include wider reading, preparation for lectures, reading and planning to prepare for assignment submission.

Service users are integral to the programme and will be invited to provide their perspectives on the practice environment. This will be further supported by the VLE and other technological resources and successfully pass a minimum of 1000 practice-based learning (practice placement) hours (approximately 30 weeks). Through project work, the attributes of leadership and creativity are fostered and an innovative approach to problem-solving is acquired. The links between academic and clinical modules are consistently emphasised to enable learners to develop and transfer their knowledge and skills across all aspects of the programme.

Clinical skills are key aspects of this professional course and are developed through clinical observations, seminars, tutorials, practical classes, simulated practice, e-learning resources, and clinical practice-based learning (practice placement). The links between academic and clinical modules are consistently emphasised to enable learners to develop and transfer their knowledge and skills across all aspects of the programme.

Learners will be given the opportunity through structured practice-based learning (practice placement) to develop their knowledge, understanding and skills within the practice setting. This experience will also allow links to be made between theory and practice-based learning on the content of the modules. To ensure learners gain the experience required to become competent occupational therapists, practice-based learning will take place across a variety of settings. The emphasis is on learners learning *through* practice and not learning *to* practise. Learners will be encouraged to accept responsibility for their own learning and practice within the confines of governance.

Throughout the programme, every learner will be allocated a personal tutor for their pastoral and academic needs in accordance with the university's personal tutor policy. The tutor will be available to meet with the learners when they are on campus, virtually and also, when learners are on practice placements; they will be supported. Please see the Practice-based learning (practice placement) handbook for further information.

## Content and Structure

Learners will be taught alongside the learner enrolled on the BSc (Hons) Occupational Therapy Integrated Degree Apprenticeship programme. This is to ensure equity in learning and teaching experiences across both programmes. Both learners and apprentices enrolled can benefit from peer-to-peer learning and the sharing of experiences.

## Interprofessional learning

The development of the skills to be able to work inter-professionally is a core requirement of the modern healthcare professional and the skills of collaboration are embedded throughout. Learners have opportunities for interprofessional learning (IPL) with learners from other programmes. Interprofessional education (IPE) is embedded within the occupational therapy curriculum as a cross-curriculum theme that runs throughout the three years of the course. IPL takes place both on campus and within the health and social care environments within which the learners have practice-based learning (practice placement). There are modules dedicated to interprofessional learning throughout the programme. Activities include, workshops, simulations and service user involvement.

In year 1, interpersonal learning will take place within the module 'Becoming a Professional'. Learners from paramedicine, physiotherapy, diagnostic radiography,

operational department practitioners (ODP) and physician associates will come together and learn from and with each other, in aspects that are common to all health and AHP learners, for example, the principles of IPE and collaborative practice, safeguarding, ethics and communication and professionalism.

Learners will be placed in interprofessional groups and will discuss their professional roles and scope of practice, how their role supports interprofessional working, the benefits and challenges of interprofessional working and the benefits for the patient/ carer/ their families.

In year 2, interprofessional learning opportunities with learners from paramedicine, physiotherapy, diagnostic radiography, operational department practitioners (ODP) and physician associates will take place within the 'Evidence-based Occupational Therapy' module. An interprofessional journal club will offer learners the opportunity to review journal articles (qualitative and quantitative) in discussions with their peers from other health and social programmes.

In year 3, a conference focusing on understanding organisations and leadership will be held for occupational therapy, physiotherapy, diagnostic radiography, ODP and paramedicine students. This will take place at a time that is suitable for all the healthcare students that will be attending.

Therefore, throughout the programme, learners have opportunities to learn with, from and about other health and social care learners and professionals. During practice-based learning (practice placement), learners will be developing their collaborative skills within the practice environment, working with a range of different professionals and working with others is assessed in their adapted Competency Based Fieldwork Education (CBFE) assessment tool, which forms part of learners' practice-based learning (practice placement) portfolios. Learners are encouraged on each placement to spend some time shadowing other healthcare professionals and to reflect on this for further IPL opportunities.

## Practice Education

The University prides itself on strong links with practice partners. To ensure the programme remains current and responsive to the dynamic reformation of the NHS and social care, practitioners from our partner organisations will be invited to be involved in the delivery and ongoing enhancement of the programme. Our partners have been involved and will continue to be involved in the development of the curriculum, review and monitoring process, engagement in the joint working forum, clinical simulation sessions and the provision of patient pathways and patient scenarios for teaching and learning purposes. The learners will be supported further by practice colleagues, practice educators, practice supervisors, mentors and link lecturers. See Programme Handbook.

## Practice-based Learning (Practice Placement)

Practice-based learning (practice placement) will provide opportunities for learners to learn alongside practice educators, who will guide their learning and facilitate the development of practice skills. During practice-based learning (practice placement), learners will be considered supernumerary to the workforce. Incorporated in the programme from a practice perspective, there will also be various allocations in a variety of settings to allow learners to gain insights into the overall care of patients and to match the evolving nature of practice and the changing health and care landscape.

Practice-based learning (practice placement) is an essential part of the programme, and learners must successfully complete and pass a minimum of 1000 hours of practice placement attendance hours and meet the HCPC and RCOT requirements and associated clinical practice assessment and pass all modules to successfully pass the course.

In year 1 of the programme, there is a two-week observation period, which is non-credit rated but is mandatory. This will enable learners to familiarise themselves with working within a practice setting, communicating with service users and other healthcare professionals and begin to understand how the organisation functions.

There is one practice-based learning (practice placement) block in each year of the programme. Each block week consists of 37.5 hours of practice placement time, including a half-day self-study.

See table below:

<b>Year</b>	<b>Credits</b>	<b>Weeks</b>	<b>Hours</b>
Year one	20	10	375
Year two	20	10	375
Year three	40	10	375
<b>Total hours</b>			<b>1125</b>

All practice-based learning (practice placement) blocks are 10 weeks, and in years one and two, each is 20 credits, and the third and final placement in year three is 40 credits. In addition to the final placement, there is an assignment which is a reflective essay (see module handbook for further information). In one block attendance hours are 375 hours, totalling 1125 hours for the duration of the programme.

A practice-based learning (practice placement) week would typically consist of 37.5 hours within the clinical setting. This would be achieved through 5 days of attendance (Monday-Friday) which also includes a half day of placement related independent study. Shifts are mainly day shifts that run from 08:00-18:00, although local variations can be seen within varied allocations.

These study blocks are an integral part of the programme. The practice-based learning (practice placement) study blocks undertaken by the learner are in a variety of practice areas across a variety of NHS Trusts, social care, and independent healthcare

providers, including the voluntary sector and education settings within Buckinghamshire, Oxfordshire, Berkshire, London and the surrounding areas.

A dedicated placement administrator will do all placement-related administration. An allocated member of the programme team will act as a placement coordinator to oversee the administrative process, ensure that practice educators are up to date with relevant practice educator training, allocate link lecturers (in some cases this could be the learners personal tutor) to learners before they go out on placement, and oversee learner support while they are on placement. The placement coordinator will also lead the pre and post-practice lectures. Link lecturers will meet with learners and their practice educator virtually at least once in each placement. This will enable an effective line of communication for feedback regarding the learner's performance and ensure the smooth running and coordination of placements for the learners. Should the learner or practice educator request to meet more than once for any issues or support needs that may arise this will be arranged.

As occupational therapy learners, learners studying on a professional programme are required to sign a 'Student Practice Placement Agreement'. This degree allows learners to acquire the essential skills, knowledge and clinical competencies needed to work as an occupational therapist. To gain these and for BNU to be able to facilitate the acquisition of them, a working agreement, rules, and regulations that outline the roles and responsibilities need to be agreed upon.

### Pre-clinical Immunisations

Learners must have completed all relevant immunisations requested by occupational health. Failure to complete the occupational health requirements will result in a delay in attending practice placement. Continued failure to meet the requirement for immunisations, could ultimately result in withdrawal of the learner from the programme.

### Pre- Practice-based learning (practice placement) training

Mandatory clinical training consisting of, but not limited to moving and handling (manual handling), basic life support, infection control, equality and diversity, infection control and data protection will be delivered in preparation for practice placement attendance. Where a learner fails to attend the required training, their placement would be deferred. Usually, this will result in an extension of their programme duration except in cases of extenuating circumstances.

### Attendance requirements on the Programme

The University strongly believes that consistently good attendance and engagement are linked to good academic performance and are areas the University and programme consider essential for learner success. It is evidenced that a good attendance record has a positive impact on performance, and as a programme team,



we are keen to support learners to enable them to maximise their potential. By contrast, poor attendance can be an indicator that learners are experiencing personal problems that are affecting their studies.

The University operates an attendance monitoring system for both in-person and online (in-attendance) timetabled teaching sessions. Attendance is monitored and managed according to the university's [Attendance and Engagement policy](#). Learners are expected to attend all of their timetabled sessions for all modules, including practice-based learning (practice placement). Practice-based learning (practice placement) attendance is monitored and also recorded within the Practice-based Learning (Practice Placement) Portfolio documents. Learners need to successfully pass 100% of all practice-based learning (practice placement) modules.

We will take appropriate steps to monitor attendance and will contact learners if their level of attendance starts to cause concern. By monitoring attendance we hope to be able to identify those learners who might need support. We can then discuss with them the range of support services available within the University and make an appropriate referral if required. For further information please read the Attendance and Engagement Policy.

The University has several policies aimed at ensuring that learners are treated in a fair and appropriate manner and are not disadvantaged because of disability or a health and well-being issue; these include:

1. Attendance and Engagement Policy
2. Fitness to Practice procedure
3. Pregnancy and Maternity Policy (Students)
4. Interruption, Withdrawal External Transfer or Internal Transfer of Studies
5. Support to Study Procedure

## Assessment

The [Assessment and Examination webpages](#) provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to learners, including our commitment to ensure this is provided to learners within 15 working days (the 'three-week turnaround').

A variety of assessment approaches will be used to balance the assessment methods and to promote different knowledge, skills and understanding whilst reflecting the content of the module. The mixed diet of assessments that address practical, intellectual and problem-solving challenges ensures varied approaches to learning are incorporated and learners can be successful in this learning environment.

Assessment methods used on this programme include:

- Written examinations



- Oral assessments – individual and group
- Poster presentation
- Objective Structured Clinical Examination (OSCE)
- Written assignments

All modules will include online activities for learners to engage in, providing them with formative feedback on their work feeding forward into their summative assessments. Other forms of formative feedback include peer feedback, discussions, and in-class (face-to-face) interactions. The use of patient scenarios and the patient pathway will provide a suitable framework for learning and allow learners to demonstrate the application of theory to practice and vice versa. Feedback from exams will be provided to learners and will follow the university policy.

Formative assessment will provide learners with development advice and feedback to enable them to prepare for their summative work. It is essential to ensure that learners receive appropriate support throughout the learning process. To this end, we will employ various techniques to cater to diverse approaches to learning, including visual aids, hands-on activities, and interactive sessions.

Our programme will incorporate formative assessments that will be used to monitor the progress of learners in each session. We will use a range of formative assessment techniques, including observation, questioning, and feedback to ensure that learners are making progress towards meeting the objectives of each session. To ensure that learning is taking place for all learners, we will provide differentiated support that meets the individual educational needs of each learner. We will use a variety of methods to differentiate instruction, including personalised learning plans, scaffolding, and the use of assistive technology.

Our programme will promote inclusion by adopting a learner-centred approach, providing opportunities for learners to collaborate and learn from each other, and providing a supportive and inclusive learning environment. We will encourage learners to actively engage in their learning process, taking ownership of their learning, and setting personal learning goals.

Learners will be given two attempts at the theoretical element of the module and the practice component of the module. There will be two progression points during the programme: completion of level four and again upon completion of level five. Assessments on the BSc (Hons) Occupational Therapy programme will have a pass mark of 40%. Condonement or compensation of failure in any module is not permitted.

### Practice-based Learning (Practice Placement) Assessment

Assessment of practice practice-based learning (practice placement) uses the Adapted Competency Based Fieldwork Education (CBFE) assessment tool. The learner's performance on placement will be assessed by the Practice Placement Educator whilst on placement, who will liaise with other members of the team before grading the learner; the learner's assessment is 100% of the final module mark for

practice-based learning (practice placement) in years 1 and 2, and 80% of the learner's mark in year 3 alongside a graded assignment.

The learner is marked against the seven competencies outlined in the Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE-OT) (Bossers, *et al.*, 2007).

The seven competencies are:

- 1) Practice knowledge
- 2) Clinical reasoning
- 3) Facilitating change within a practice process
- 4) Professional interactions and responsibilities
- 5) Communication
- 6) Professional development
- 7) Performance management

## Contact Hours

A full breakdown of contact hours can be found in individual module descriptors.

<b>Course stage</b>	<b>Scheduled activities (hours)</b>	<b>Guide independent study (hours)</b>	<b>Practice-based Learning (practice placement)</b>
Year one	299	701	375
Year two	244	756	375
Year three	129	671	375

Within the delivery schedule, learners will gain a total of 37 weeks in year one, 35 weeks in year two and 31 weeks in year three of delivery consisting of teaching weeks and 10 weeks of practice-based learning (practice placement). This will be delivered through a block of teaching, followed by a block of practice-based learning (practice placement).

As the learner journey develops from level four towards level six, the focus on independent study becomes greater and additional self-directed learning will be incorporated.

## Additional costs

There may be additional costs for travel to and from practice placements. Learners are responsible for their own travel, accommodation, and general living costs relating to placements. There may be additional costs regarding the specific clothing, materials or equipment required. The University will provide learners with a standard occupational therapy uniform for practice-based learning (practice placement).

The University provides all learners who enrol on the programme with a comprehensive reading list and our extensive library holds either material or virtual versions of the key texts that are required to read. However, some learners may prefer to purchase some of these for themselves and learners will be responsible for that cost.

From September 2023, pre-registration undergraduate and postgraduate healthcare students can apply for the NHS Learning Support Fund (LSF).

If eligible, learners could receive:

- A training grant of £5,000 GBP per academic year.
- Increased parental support of £2,000 GBP, if you have at least one dependent child under 15 years, or under 17 years if registered with special educational needs.
- Increased money back for excess travel and temporary accommodation costs (Travel and Dual Accommodation Expenses) while you're on your practice placement.
- Students experiencing financial hardship (Exceptional Support Fund).

For more information and to see eligibility, visit the NHS LSF website [here](#).

Please note, that this government bursary is available to home students only.

Please note that international students will not be eligible for support for travel and accommodation.

Placement expenses for travel, and accommodation may be reimbursed by NHS Bursaries where, for example, the requirement exceeds that of attending university; requires transport out of normal operating hours; or requires additional accommodation to that of the usual term time location. These expenses may need to be covered initially by the student before any applicable reimbursement is received.

The current rates for reimbursement can be found [here](#).

## 7. Programme Regulations

This programme will be subject to the following assessment regulations:

Academic Assessment Regulations

Additional programme specific regulations:

- All modules are non-condonable
- Modules cannot be trailed between academic progression points/years
- All assessments must be successfully completed and are non-compensable
- In order to be awarded your degree you must pass all of the modules on the programme and meet the HCPC and RCOT standards.

- Learners on this programme are required to successfully complete and pass a minimum of **1000 hours** of practice-based learning (practice placement) across the three years of the programme prior to completion of their studies.
- Learners who fail to meet the standard expected by the Student Code of Conduct or the Standards of Conduct, Performance and Ethics (HCPC, 2016) for Students may be subject to Fitness to Practise proceedings and suspension/removal from the programme.
- In collaboration with the programme lead, practice partners may withdraw support from any learner who does not demonstrate professional behaviour or adherence to the Standards of Conduct, Performance and Ethics (HCPC, 2016). This would normally result in a suspension from practice learning, pending completion of an investigation by the University and/or practice partner.
- The Student Code of Conduct, or the Standards of Conduct, Performance and Ethics (HCPC, 2016) are being assessed in all modules and at all stages of the course – failing to adhere to the Student Code of Conduct, or the Standards of Conduct, Performance and Ethics (HCPC, 2016) may result in students being suspended or withdrawn from the programme, or not progressing to the next academic stage.
- Learners who fail a practice-based learning (practice placement) component on substantiated grounds of fitness to practise concerns will be denied a retrieval attempt (RCOT Standard 6.4.1).
- Completed hours of a failed practice-based learning (practice-placement) component do not count towards the overall minimum requirement of 1000 hours practice-based learning hours (RCOT Standard 6.4.2).
- Learners are withdrawn from the course if they fail their second attempt at any practice-based learning component (RCOT Standard 6.4.3).
- All assessments within the course leading to eligibility to apply to register as an occupational therapist with the HCPC must be successfully completed (i.e. no compensation of assessment is permitted) (RCOT Standard 4.11.1).
- All modules are core modules and therefore, constitute essential components of the programme. There is **no provision for optional opportunity modules**.
- For individuals with prior study experience, admission may be considered through the Accreditation of Prior Certificated Learning (APCL) processes. However, given the professional nature of the programme, applicants must illustrate their alignment with the specific module, level, and learning outcomes. Comprehensive information is available in the University's Admissions policy (2021) and the Accreditation of Prior Learning (APL) policy and procedures (updated 2021).
- Adhering to the RCOT requirements, applicants can only receive advanced standing for up to one-third of the programme.
- Practice-based learning (practice placement) hours are not eligible for recognition, as they are assessed within the programme and carry academic credit. The evaluation of APL is conducted on an individual basis, and the Programme Leader must be able to correlate prior academic learning with the programmes learning outcomes to make the final decision.
- It is essential to note that professional or vocational experiences are not acknowledged as equivalent learning experiences. The programme does not allow

for exemptions from studying specific modules through the accreditation of prior learning (APL) process.

*For example, a student may have achieved 120 credits at level 4. However, serious concerns about their adherence to the Student Code of Conduct, or the Standards of Conduct, Performance and Ethics have been noted in practice and/or by university staff. Progression to level 5 may be withheld, pending a full determination of the student's professional behaviour.*

## 8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic registry staff providing general guidance on University regulations, exams, and other aspects of learners and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes
- Information, Advice and Guidance will also be provided for career progression purposes

## 9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of teaching and learning on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader and/or module leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery

- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The annual monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

## 10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- Standards of Proficiency (SoP) for Occupational Therapy (HCPC, 2022)
- Learning and Development Standards for Pre-registration Education, (RCOT, revised edition 2019)
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy, Thrive 28
- The University Strategy, Curriculum 23 (C23)

Appendix

Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Level 4</b>																				
ALL4028 Becoming a Professional			x						x				x			x				x
ALL4029 Occupational Performance Across the Lifespan	x	x		x				x	x				x	x					x	
ALL4032 Professional Skills for Occupational Therapy Practice					x		x					x	x		x		x	x		
ALL4031 Principles of Occupational Therapy Practice		x			x	x		x						x					x	

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
ALL4033 Working with Older People	x			x		x	x			x			x				x	x	x	
ALL4030 Practice-based Learning 1 (Practice Placement 1)	x	x		x			x		x	x			x	x	x	x	x		x	
<b>Level 5</b>																				
ALL5026 Evidence-based Practice in Occupational Therapy								x		x		x	x				x			x
ALL5039 Working with People with a Diversity of Needs	x			x		x	x			x			x				x	x	x	
ALL5028 Professional Reasoning for Occupational Therapy					x			x		x	x			x			x		x	
ALL5038				x		x	x				x		x				x	x	x	



Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Community Engagement																				
ALL5029 Working with Children and Young People	x			x		x	x			x			x				x	x	x	
ALL5027 Practice-based Learning 2 (Practice Placement 2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
<b>Level 6</b>																				
ALL6033 Transition to Professional Practice			x					x			x	x		x		x		x		x
ALL6030 Engaging in Research and Evidence in Practice										x		x	x							
ALL6032 The Entrepreneurial and Visionary Occupational Therapist			x							x	x	x					x	x	x	x

<b>Programme Learning Outcome</b>	<b>Knowledge and understanding (K)</b>					<b>Analysis and Criticality (C)</b>					<b>Application and Practice (P)</b>					<b>Transferable skills and other attributes (T)</b>					
<b>Module Code (Core)</b>	<b>K1</b>	<b>K2</b>	<b>K3</b>	<b>K4</b>	<b>K5</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>	<b>T5</b>	
ALL6031 Practice-based Learning 3 (Practice Placement 3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Appendix A20

- Mapping of course to HCPC Standards of Proficiency for Occupational Therapy.