



Queen Margaret University

EDINBURGH

# Programme Specification

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement (BS)

<b>1</b>	<b>Awarding Institution</b>	Queen Margaret University. Edinburgh
<b>2</b>	<b>Teaching Institution</b>	Queen Margaret University. Edinburgh.
<b>3</b>	<b>Professional body accreditation</b>	HCPC/COT
<b>4</b>	<b>Final Award Subsidiary exit awards</b>	BSc (Hons) in Occupational Therapy BSc Health Studies; Diploma in Higher Education, Certificate in Higher Education
<b>5</b>	<b>Programme Title</b>	BSc (Hons) in Occupational Therapy (Pre-reg)
<b>6</b>	<b>UCAS code</b> (or other coding system if relevant)	OT: B920
<b>7</b>	<b>SCQF Level</b>	10
<b>8</b>	<b>Mode of delivery and duration</b>	Full-time: 4 years
<b>9</b>	<b>Date of validation/review</b>	20 <sup>th</sup> April 2016

## 1. Educational Aim (s) of the programme:

The aim of the 2016 programme is to produce graduates who are autonomous lifelong learners and who meet the Health and Care Professions Council Standards of Proficiency for Occupational Therapy (2013) for safe and effective practice. Students will leave the programme with a strong professional identity regarding the unique contribution of occupation to the health and wellbeing of individuals, groups and communities; Students will have the knowledge, skills and values to work effectively with people, families, groups and communities within diverse practice contexts.

## 2. Benchmark statements/professional and statutory body requirements covered by the programme:

The BSc (Hons) in Occupational Therapy (Pre-reg) has been designed to comply with:

HCPC Standards of Proficiency (2013), Standards of education and training (2014), HCPC Guidance on Health and Character (2014), HCPC Guidance on Conduct and Ethics (2016)

Changes in policy and practice outlined in the College of Occupational Therapists Learning and Development Standards for pre-registration education (2014) and College of Occupational Therapists Code of Ethics and Professional Conduct (2015)

World Federation of Occupational Therapy Minimum Standards for Occupational Therapy Education (2002)

Tuning Occupational Therapy Group Reference points for the design and delivery of degree programmes in Occupational Therapy (2008)

The Quality Assurance Agency (QAA) for Higher Education (2001)

Benchmark statements for Occupational Therapy, and QAA Code of Practice (2012)

The Quality Assurance Agency (2015)

UK Quality Code for Higher Education; and the QAA (2007)

Codes of Practice for the Assurance of Academic Quality and Standards In Higher Education:  
9. Work Based and Placement Learning

Scottish Credit and Qualification Framework (SCQF) (2012)

SCQF Framework for Lifelong learning (2009)

SCQF Partnership handbook (2015)

### **3. Learning Outcomes of the Programme**

#### **The students will be able to:**

- Critically articulate the philosophy, beliefs, key theories and relevant knowledge, including that of occupational science and other related disciplines, that informs occupational therapy (K, I)
- Develop, implement and evaluate occupation focussed practice in diverse contexts (K, I)
- Demonstrate attitudes and values consistent with health and social care professionals and citizenship (K, I, P, T)
- Critically appraise and articulate the importance of occupation in promoting the health and well-being of individuals, families, groups and communities, including concepts of: health promotion, recovery, rehabilitation, and participation (K, I)
- Work autonomously and collaboratively in partnership with individuals, groups, communities and with other professionals and stakeholders (K, I, P, T)
- Demonstrate skills in professional reasoning and reflexivity, in preparation for continuing professional development and commitment to lifelong learning (K, I, P, T)
- Critically identify systems and structures (such as legislation, policy) and demonstrate leadership and engagement with processes of change (K, I, P, T)
- Critically identify practice issues and critically engage with forms of knowledge (including as a consumer of, and contributor to research), to address these and advance Occupational Therapy practice (K, I, P, T)
- Practice social and ethical responsibility, cultural and environmental sensitivity and rights based practice, based on equal dignity, and demonstrate how occupation contributes to occupational justice, social justice and social inclusion (K, I, P, T)

#### **Key:**

Knowledge and understanding	(K)
Intellectual skills	(I)
Practical skills	(P)
Transferable skills	(T)

## 4. Teaching and learning methods and strategies

Approaches to learning are blended within this programme with enquiry based learning and use of VLE as key drivers in the curriculum. A blended approach allows flexibility of delivery, suits different learning styles and fits with the QELTA strategy of maximising potential through learning. It ensures a learner centred focus and reinforces the need for strategies that promote active autonomous, self- directed learning and collaborative learning.

### Enquiry Based Learning

Enquiry based learning (EBL) promotes active learning, reasoning and reflection and is driven by a process of enquiry. Taking an enquiry based approach, often starting with a “story” or ‘scenario’, the learner identifies issues and questions and examines the resources needed to research the topic. Learning is essentially student-centred, with an emphasis on group work and the use of web and other information resources. In this way, lecturers become facilitators, providing encouragement and support to enable students to take responsibility for what and how they learn. Students become more engaged with the subject and learning is perceived as being more relevant to their own needs, thus they are enthusiastic and ready to learn (University of Manchester (2010)). Learners gain a deeper understanding of the subject-matter, as well as cognitive and leadership skills required for tackling complex problems that occur in practice. EBL allows students to develop a flexible approach to their studies, giving them the freedom and the responsibility to organise their own pattern of work within the time constraints of the task. Aspects of EBL that will be incorporated into the delivery of the curriculum are case based learning; project work; peer and group learning; personal and professional portfolios; reflective diaries; self and peer assessment and evaluation.

## 5. Assessment strategies

A variety of formative and summative assessment methods are adopted within the BSc (Hons) Occupational Therapy. These are designed to ensure the rigour of academic thinking as well as to encompass the development of transferable skills. Strategies ensure that assessment is both applied and practical, and supports personal growth and practice development. Assessments progressively challenge the learner across all four levels of the curriculum with occupation and occupational therapy at the heart of the assessment experience. The use of formative assessment is an important component of assessment. This is in line with the programme philosophy of promoting autonomous learning while supporting learners to engage in their studies by enabling them to receive early feedback on their performance. Students will be introduced to the value of formative assessment early in level 1 and through this will develop an understanding of how formative assessment prepares them for summative assessment and feeds into the overall learning experience. Assessment strategies have been planned in this programme to ensure:

- The mode of assessment is appropriate for the learning outcomes.
- Assessments cater for different learning styles and preferences.
- Assessments offer the opportunity for formative as well as summative measures.
- Assessments are accompanied by comprehensive feedback which has the possibility of being transferred into other learning situations.
- Students have the opportunity for self assessment and peer assessment as part of their learning.
- Choice is available where possible.
- Students receive information about assessments at the beginning of each module, including full assessment specifications, due dates, criteria and details of the feedback process.

The choice of assessment methods are informed by the nature of the module, the aims, learning outcomes and the learning approaches for that module. Guided by the principles of constructive alignment (Biggs 2007) the assessment methods are also supportive of deep learning. This leads to an eclectic mix of strategies including reports, academic essays,

reflexive essays, group work, oral presentations, individual viva voce, public presentations, objective structured practical examinations (OSPEs), Hub discussion board postings, critical appraisals/ literature reviews, posters /leaflets, research proposals, conference abstract and experiential learning on practice education. This results in versatile learners who can negotiate different expectations. Students are assessed on each practice placement by their Practice Educator(s) in collaboration with the student and, if appropriate, other departmental staff, or service users. The process of assessment is ongoing throughout the placement and involves both the practice educator and the student in evaluating performance, using evidence from the student's practice. Students are expected to actively participate in the midway review, and final evaluation. This process of self-assessment contributes towards the development of students' professional judgment.

## 6. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

### BSc (Hons) Occupational Therapy – 480 SCQF, 240 ECTS

Level	BSc (Hons) Occupational Therapy	Credits	
1 SCQF 7	Becoming a Professional	20	
	Finding and Consuming Knowledge	20	
	Humans as Occupational Beings 1	20	
	Humans as Occupational Beings 2	20	
	Service Learning	0	
	Manual Handling	0	
	Practice Placement 1	20	
	Interprofessional Education 1	20	
<b>Certificate in Higher Education</b>		<b>120</b>	
2 SCQF 8	Assessment and Analysis : Information-based decision making for therapy	30	
	Intervention 1: Developing core skills for therapy	30	
	Intervention 2: Critically applying core skills for intervention	20	
	Practice Placement 2	20	
	Interprofessional Education 2	20	
<b>Diploma in Higher Education</b>		<b>240</b>	
3 SCQF 9	Critical Considerations of Occupation and Occupational Therapy	20	
	Reconstructing Occupation: Therapy, Theory & Practice	30	
	Evaluating Occupation and Occupational Therapy	20	
	Practice Placement 3	30	
	Interprofessional Education 3	20	
	International Exchange 1: Professional autonomy and critical engagement with learning ( <b>Exchange Students only</b> )	10/20/30	
<b>BSc in Health Studies</b>		<b>360</b>	
4 SCQF 10	Translating knowledge into practice	20	
	Transformation Through Occupation	40	
	Professional autonomy and critical engagement with learning	10	
	Practice Placement 4	30	
	Interprofessional Education 4	20	
	Independent Study: Critically engaging with occupational therapy ( <b>Direct Entrants only</b> )	30	
	<b>BSc (Hons Occupational Therapy)</b>		<b>480</b>
	International Exchange 2: Professional autonomy and critical engagement with learning ( <b>Exchange Students only</b> )	10/20/30	

## 7. Criteria for admission

The University shall have reasonable expectation before admission, that an individual applicant will be able to fulfil the objectives of his/her programme of study and achieve the standard required for the award sought.

**Scottish Qualifications Authority:** A minimum of 4 passes at Higher Grade are required where Highers are taken in fifth year. Candidates achieving the required passes at one sitting will be preferred. Queen Margaret University will accept a pass at Higher Grade of C or above. Preferred passes at Higher Grade normally include English or a discursive subject such as social science e.g. Psychology, Sociology or Geography. Preferred applicants will have at least BBBC if achieved in one sitting and BBCC if achieved over two sittings.

**Advanced Higher:** Where a candidate has a subject qualification at both Advanced Higher and Higher level, only one qualification will be considered (i.e. that qualification which gives the candidate the highest number of UCAS points).

**General Certificate of Education:** A minimum of 3 passes is required at Advanced Level - BBC at one sitting. Passes at an A level from the following subjects are preferred: Biology, Psychology, Sociology, and English Literature.

**Irish Leaving Certificate:** Queen Margaret University will accept a pass at the Higher (Honours) Level of the Irish Leaving Certificate at Grade C1 or above. Applicants should offer a minimum of BBBC. Preferred subjects include Biology, Psychology, Sociology, and English.

**BTEC National Diploma:** A minimum of Distinction, Merit, Merit (DMM) in a health or social care related programme is the minimum result that may be considered. For competitive consideration, a DDD is preferred.

**Other Qualifications:** Applicants who are classified within the Widening Participation frame are equitably considered if they meet the minimum criteria. These applicants may have participated in the QMU Academies programme, are LEAPS eligible or have completed other recognised qualifications. Those which may be acceptable for entry to the programme include Open University and overseas qualifications. Individuals who have successfully completed an appropriate one year Access Course may also be considered.

**Admission with Academic Credit:** Credit for advanced standing may be awarded to any candidate who is able to demonstrate either prior certificated learning (APL) or prior experiential learning (APEL). The University must be satisfied that the applicant has fulfilled the progression and assessment requirements of the course up to the point by means other than attendance on the course and will be able, by completing the remaining requirements, to fulfil the objectives of the course and attain the standard required for the award sought.

Normally an applicant should not be admitted with academic credit to a point more than three weeks into the taught element of the course leading to the award sought, unless there is a demonstrated close match between the applicant's prior learning and the requirements of the course.

The University's standard procedures for advanced standing are set out in the Governance and Regulations Handbook.

**English Language Requirements for International Students:** International students will be expected to be able to communicate in English to the standard equivalent of the International English Language Testing System (IELTS) Level 6 in both the reading and the writing sections.

International students will be informed that to be eligible for registration as an occupational therapist with the Health and Care Professions Council they will be expected to have attained

an IELTS Level 7 with no element below 6.5 (HCPC 2013 -*Standards of Proficiency: Occupational Therapists*, Standard 8.2)

**Mature Applicants:** Applicants aged 21 years or over at the point of application to the course will be considered as mature applicants. They may be judged to have satisfied the entry requirements on account of having work experience in an appropriate field and demonstration of recent participation in higher education.

**Direct Entrants:** Applicants holding an HNC in Occupational Therapy Support will be considered for direct entry to Level Two of the undergraduate programme. The work experience component of the HNC will be considered for accreditation as the equivalent of the undergraduate programme's Level One six week block of practice education.

Applicants holding an HNC in Health or Social Care, who have extensive experience and are currently working as an Occupational Therapy Assistant or Technical Instructor may be considered for direct entry to Level Two of the undergraduate programme. Applicants work experience will be considered for accreditation as the equivalent of the undergraduate programme's level one six week block of practice education. This will be decided on an individual basis in order to ensure the practice education requirements and learning objectives are appropriately completed.

Individuals interested in upgrading a World Federation of Occupational Therapy recognised diploma in occupational therapy into a BSc (Hons) are considered for direct entry into Level Four.

### **Selection Procedures for the B.Sc. (Hons) in Occupational Therapy**

The Division wishes to recruit individuals who already possess qualities that enable them to undertake study in an appropriate manner and at the appropriate academic level. Thus the students recruited to the programme are committed, diligent and possess the skills, curiosity and drive to enhance their knowledge base. They also possess an awareness and ability to demonstrate the values-based ethos that is currently outlined in NHS England recruitment. This includes values of: partnership, respect, dignity, commitment to quality, compassion, improving quality of life and inclusivity.

The selection procedure has historically involved community clinical partners. This involvement is being expanded to include input from service users and carers.

## **8. Support for students and their learning**

QMU programmes normally provide the following student support:

- a. Personal Academic Tutors
- b. Personal Development Portfolios
- c. Student handbooks
- d. Access to Student Learning Services, Library and IT support
- e. Access to Student Services: careers, counselling, disability advice
- f. Representation through Student-Staff Committees

## **9. Quality Assurance arrangements**

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <http://www.qmu.ac.uk/quality/>