## Record of Enhancement

<table>
<thead>
<tr>
<th>No.</th>
<th>Detail of modification</th>
<th>Date Effective</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Advanced Occupational Therapy Practice module: To change the mode of assessment from presentation to essay (2000 words). It is 50% of total module mark. The content remains the same.</td>
<td>September 2017.</td>
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## Version Control

<table>
<thead>
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<tbody>
<tr>
<td>Version number and date effective</td>
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<td>For completion by Quality Assurance Services only:</td>
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<td>Next Re-validation date</td>
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Target award, course title and programme code: MSc Occupational Therapy (Pre-registration)

Level of Qualification: Level 7

Overview and Aims

The overall philosophy of the MSc Occupational Therapy programme at Leeds Beckett University is to create occupational therapy clinical scholars who are fit for practice now, and in the future. To achieve this, the concepts of occupation, research and innovative practice form the foundations to our programme.

The occupational therapy profession has journeyed through the eras of the arts and crafts, rehabilitation, medicalisation and specialisation to emerge today as a profession reunited with its core philosophy of occupation (Paterson, 2014). The discourse of health through occupation is a pivotal concept that underpins the unique nature of occupational therapy. An occupational view of health has some coherence with the social model of health and challenges the medical model of health (Wilcock, 1999). Health and wellbeing through occupation underpins the essential role that occupation takes in human life and it is this notion that is fundamental to occupational therapy practice and forms the basis for the programme at Leeds Beckett University. This is also echoed in the vision for the professional body in that the workforce should ‘Steadfastly embrace the power of occupation to transform lives as the central tenet of the profession. This belief should be at the core of our professional identity as occupational therapists and must be visible to others’ (p.2 COT, 2014). The first Module (historically called ‘Humans as occupational Beings’) has now integrated the elements of relating occupational science to the goals of global health in relation to supporting wellbeing. Philosophical understanding of occupational justice has been synthesised within all modules, and therefore, this allows for greater emphasis within the first module to consider how to use occupation as a means to prevent ill-health, thus matching global health visions.

Our focus on occupation is underpinned by the discipline of occupational science which has been established as an academic discipline to support a rigorous and systematic way of studying the relationship be-tween occupation, health and wellbeing (Yerxa et al. 1990; Clark et al. 1991; Wilcock 2001). Occupational scientists believe that occupations are complex and multidimensional in nature requiring an understanding of type, purpose, meaning and socio-cultural and historical contexts (Wilcock 1991). Occupational science views humans as central actors in their lives initiating and constructing occupations to master their environment (Kantartzis and Molineux, 2012). The relationship between occupational science and occupational therapy is that of a basic science to an applied discipline (Yerxa et al.1990) and the theory of occupation and the principles occupational justice are embedded throughout our curriculum (Whiteford and Wilcock, 2001).

In addition to a foundational philosophy in occupation and occupational science the MSc Occupational Therapy programme aims to create students who are able to use theory and
research to inform their practice. The use of research in the profession is seen as a priority, in her 2010 Dr. Elizabeth Casson Lecture, Drummond reported that the profession should be “directed by research” (p. 298). The profession has risen to this challenge and the British Journal of Occupational Therapy has appointed an international editorial board and has worked to improve its impact factor which is currently 0.636. The development of the United Kingdom Occupational Therapy Research Foundation has cemented the importance of research in occupational therapy to show that our interventions are beneficial (COT, 2015).

The programme is designed to expect and ensure that on successful completion of the course, not only may students graduate with eligibility to practice as an occupational therapist, but that as practitioner they will be able to critically evaluate research evidence as well as contribute their own new knowledge.

Creating occupational therapists of the future is an important feature of our programme. Occupational therapy has an expanding role to deliver interventions that restore, maintain and prevent ill health and disability at both an individual and population level (Kronenberg, Pollard, and Sekellariou, 2011). The development of the profession needs to be considered within global and local health and social care agendas. The World Federation of Occupational Therapists is advocating for the role of occupational therapy in disaster preparedness and response and working with NGOs (WFOT, 2015). At a more local level occupational therapists are beginning to work in health promotion and prevention roles as well as in other role-emerging areas of practice (Thew et al, 2011). The MSc Occupational therapy programme at Leeds Beckett University has a philosophy of supporting students to be entrepreneurial, develop business acumen and look for opportunities to forge professional practice opportunities.

The Context of Occupational Therapy Education

The context of occupational therapy practice has undergone considerable and rapid change particularly in the past five years, and the advent of a new government suggests further change in the healthcare landscape. The Health and Social Care Act 2012 introduced radical changes to the way that the NHS in England is organized. The Global recession has driven Governments to consider a variety of strategies to reduce the health costs and burden to the economy, one of which was to reduce the number of commissioned places for NHS funded training, which was in response to the NHS restructuring to reduce the staff costs. However, this strategy has been seen as being reactionary to a ‘supply driven strategy’ (Health Education England, HEE, 2015). ‘The Five Year Forward View’ (NHS England, 2014), is now changing the landscape of commissioning of many services, including that of pre-registration courses such as the MSc Occupational therapy “so we can support service transformation at scale and pace through more targeted investment in our existing workforce, as well as commissioning new roles for the future” (HEE, 2015).

In addition, the course must reflect the movement towards ‘healthy life expectancy’ through developing strategies that improve and protect health via the Department of Health’s ‘Public Health Outcome Frame-work’ (2012). In response to these important shifts in health and social care, the College of Occupational Therapists are now expecting all curricula to reflect the movement of occupational therapy towards working ‘beyond the remit of statutory services …providing health education and promotion…. In these settings the occupational
The therapist’s focus is always to enable individuals and communities to establish ways of living that are personally meaningful and sustainable and which support the achievement of people’s occupational aspirations (COT, 2014). This programme has a proven record of producing therapists who are working in settings that are either emergent or developing occupation focused services to meet the public health agenda.

The number of occupational therapists is expected to rise in number due to an increasing demand for occupational therapy services based on an ageing population, increasing prevalence of long-term conditions and a rise in mental health conditions (Centre for Workforce Intelligence CfWI 2012). Government policy initiatives such as Reablement, wellbeing at work, and the re-forms in health and social care systems are expected to increase opportunities for occupational therapists to work within an increasingly diverse range of settings (Department of Health 2014, Dancza et al 2013, CfWI 2012). Health Education England (2014) are looking to develop a future workforce that embraces moving current models of care towards that of holistic, community based, inclusive, and less specialist approaches, all of which match the occupational therapists skills set.

Therefore, future graduate employability and career pathways for occupational therapists will require both clinical competence and the ability to promote and develop occupational therapy roles within a widening range of health and social care services (College of Occupational Therapists 2014, Health Education England 2014). Graduates must be adequately prepared with skills that match this diverse range of health and social care settings, hence, curricula must consider the skills and environments in which graduates could potentially as well as typically work (Kearsley 2012, McClure 2011). This is particularly evident in the new module ‘Emerging Occupational Therapy’ Module.

In 2003, the Department of Health published ‘Ten Key Roles for Allied Health Professionals’ (DOH, 2003) with the aim of assisting allied health professionals to contribute to the modernisation of NHS services. The aspirational tool which gave allied health professionals permission to be innovative about the way services are delivered. This has now been developed further with the ‘High-Quality Care for All’, published in 2008, stating that:

‘Department of Health is committed to the following outcomes for the second phase of Modernising Allied Health Professional Careers:

- Focus on putting in place the educational drivers necessary to ensure that pre- and post-registration education supports a flexible and responsive approach to allied health professional careers
- Sharing best practice regarding the implementation of the competence-based career framework
- Considering how we might better secure the quality of practice placements across a variety of settings
- Taking forward the UK Clinical Research Collaboration recommendations for developing a clinical academic training pathway for allied health professionals
- Considering the benefits of preceptorship for newly qualified staff’ (DOH, 2008)
In order to match this directive, The MSc Occupational Therapy Course at Leeds Beckett University has integrated the cited key components into the curricula, such as ensuring that graduates are aware of a range of strategies to best meet need, whether that be a range of standardized assessments for individual care or Health Needs Assessments to understand population health and social care need. The Course integrates a range of conditions via a PBL stratagem, which in principle facilitates learning of the Bio-psychosocial aspects, but importantly, also students are given experience in political, environmental, cultural and societal factors that influence humans’ engagement in occupation, this allows the AHP approach to be truly flexible and responsive to a wide range of factors. This in turn matches the COT standards for pre-registration curricula in that ‘There is evidence that the programme is forward thinking, able to identify professional and political influences and future directions, and to affect and shape the profession into the future’ (COT, 2014a. P11).

In addition, the programme expects students to carry out primary research that will benefit the profession and that it is disseminated at an end of course conference alongside physiotherapy graduates. External clinical staff are invited to this event, which has been applauded by external examiners, stakeholders (from the NHS, and none public sector placement providers) and in 2013 was the platform for national attention when HRH Princess Royal visited and spoke with students reading their research projects and their aspirations for the future.

In 2014, the College of Occupational Therapists published the updated ‘Learning and Development standards for pre-registration’ (COT, 2014a). At its core are three fundamental competencies that underpin pre-registration curricula.

‘For the profession to continue to move forward, students must develop competence in three areas:

1. **Professionalism: including a strong professional identity; established values and beliefs in occupational therapy; professional attitudes and aspirations and critical thinking and capability.**

2. **Knowledge: including understanding of the nature and importance of occupation to individuals, communities and populations; the relationship of occupation to health and wellbeing; the professional purpose of occupational therapy and how occupational therapy works to improve health and wellbeing.**

3. **Skills: including a broad range of thinking and reasoning skills; occupational therapy process skills and skills in the analysis and use of activities as therapeutic media.’ COT, 2014 p.4.’

These new standards have been integrated into each module of the programme and reflects the increasing focus of occupational therapy in the UK to suffuse the value of occupation and the importance and relevance to wellbeing, not just as a curative factor, but to consider meaningful occupation to be an important preventative strategy to prevent the increasing health burden of lifestyle related conditions such as coronary heart disease, diabetes, depression and lower back pain (Murray et al., 2013). The ‘Occupation, Health and Wellbeing’ Module in particular, reflects the COTs (2014a) central tenet of the profession considering the
‘centrality of occupation in human life’ however the principles of Occupational Justice are influential in all modules.

Conditions that are taking central stage in the UK governmental drivers are those conditions that are causing increased health burden and disability as well as leading the UK to fall behind over 15 European countries in terms of early age mortality, particularly from mental health disorders, substance use, musculoskeletal disorders, and falls (Murray et al., 2013). These factors, along with populations living longer coinciding with an expectation of longer periods of disability require investment and are likely to lead to expansion of roles for occupational therapists. It is with this in mind that the PBL ‘triggers’ within the past five years have reflected this, with substance misuse, homelessness, chronic pain and falls prevention being integrated to various modules (see appendix 6: for an outline of the various ‘triggers per module p.142.)

In addition, with people living longer, inevitably, age related disorders are on the rise, life altering conditions such as dementia places significant changes and affects family and carers as well as the person living with a progressive disease. In April 2015 the ‘Dementia Core skills Framework’ (HEE, 2015) was published, which develops the ‘Prime Minister’s challenge on dementia to 2020’ a strategy to improved awareness, earlier diagnosis and intervention and a higher quality of care for people living with dementia, this can only be achieved by supporting the development and delivery of appropriate and consistent dementia education and training for the health and care workforce. The MSc Occupational Therapy programme has already focused on dementia as one of the conditions that has a two week trigger focussing on understanding the condition and its impact on people lives, but it is also complimented by students engaging in role plays regarding communication, support in understanding the role of ‘life stories’ and other skills (such as focusing on carers needs) are encouraged via other triggers. In addition, the OSCE built into the ‘Advanced Occupational Therapy Module’, prepares students for practice in teaching and assessing appropriate skills of the ‘6 Cs’ (DOH, 2014) which are a key element of supporting those with dementia.

Occupational Therapists have always adhered to a ‘professional’ approach to all that they do, and must demonstrate sufficient skills, attitudes and knowledge to be ‘Proficient’ practitioners. Scope of practice has to be carried out ‘lawfully, safely and effectively, in a way that meets HCPC standards and does not pose any danger to the public or to themselves (HCPC, 2013). These standards are mapped to all modules, and specifically taught from the very start of the programme (Working and Learning Together) ‘what does it mean to be a professional’ session, legal aspects of practice, working with vulnerable adults and safeguarding is taught by experts in their field.

Following the Francis Report (Francis, 2013) the occupational therapy programme has embraced the philosophy for nursing regarding the ‘6 Cs’, building ‘Care, Compassion, Competence, Communication, Courage and Commitment into the curriculum to ensure more robust approaches in addressing and teaching effective and appropriate professional attitudinal attributes and skills related to building ‘therapeutic relationships and collaborations as the foundation for occupational therapy” (COT 2014 p. 7). In addition, respect, dignity, sensitivity (HCPC 2013b; COT 2005) and compassion (DOH, 2014) are assessed both formatively in all PBL sessions (see resources document for Formative feedback for PBL) and summatively assessed within the curriculum. There are numerous role plays with
either simulated patients or Service Users, particularly leading to the first practice placement, these are assessed in the OSCE with a requirement to pass this assessment to enable the student to commence their first placement (see module specifications for the ‘Occupational Therapy Practice’ Module).

With the new ‘Values Based Recruitment’ (HEE, 2014) strategy being adopted as directed by Health Education England, potential candidates for a NHS funded place on the course will face a joint interview with a Service User and member of university staff or qualified local Occupational therapist. This will aim to recruit occupational therapy students ‘with the right values to support effective team working in delivering excellent patient care and experience’.

The issues raised in the preceding paragraphs have all influenced the development of the MSc Occupational Therapy (Pre-registration) course. Their influence can be seen in the choice of learning, teaching and assessment methods (e.g. problem-based learning, inter-professional learning) and the structure and content of the course and individual modules.

**Governmental and Societal context**

Government health policy, together with a changing economic and social environment continue to inform the profession and, as a consequence, training provision. Key external drivers over the past 5 years have included ‘The Five year Forward View’ (DoH, 2014) which sets standards in order to secure a national Health Service that reflects the ever changing needs of the population:

‘Our values haven’t changed, but our world has. So the NHS needs to adapt to take advantage of the opportunities that science and technology offer patients, carers and those who serve them. But it also needs to evolve to meet new challenges: we live longer, with complex health issues, sometimes of our own making. One in five adults still smoke. A third of us drink too much alcohol. Just under two thirds of us are overweight or obese’.

These lifestyle factors are an area for real growth in the profession, and the changes to the modules reflect this, for example, we now have a trigger looking at bariatric care and the Emerging Occupational Therapy Module focusses on strategies that OTs can apply to healthy populations to prevent ill health both within 3rd and private sectors, and also supporting statutory services in helping people to manage chronic conditions in the community. These developments can only be achieved by skills in service development and understanding basic business and enterprise skills, hence the ‘new’ module focusing on leadership and entrepreneurial skills which are essential to promote occupational therapy (COT, 2014a)

In addition to the requirements for the MSc Course, is also the recognition of development and enhancement of education and training to other related courses and one member of the team has been involved in the development and provision of a certificated ‘Health Support Workers Course’ this is in direct relation to the Department of Health’s agenda to enhance and develop the skills and competence of the NHS work-force (DOH, 2011). Indeed, “Developing health care support worker roles enable the professional worker to do what only they can do and thus support the development of a flexible workforce that is able to deliver high quality patient care within a cost effective service.” P.11 Report to the National Allied
Health Professional Advisory Board on the outcomes of the Modernising Allied Health Professional Careers Programme

**Market and Demand for the course**

Occupational therapy is a high demand course with applications greatly exceeding the number of available places. Student numbers are limited by the number of commissions awarded by the Local Education and Training Board and to some extent by placement capacity within the region. There is no other Masters level course in Occupational Therapy within the Yorkshire and Humber region and it continues to recruit to commissioned numbers. Not only that, but there has been zero attrition for over three years.

The numbers of NHS funded places have increased from the lowest point in 2013 (15 places) back up to 19 places in 2015. Meanwhile, self-funded places and those of (principally North American and Canadian) international applicants have brought our largest ever cohort to 24 which commenced in January 2015. Commissioned places may possibly rise further with the AHP extended role (Saxon et al., 2014) and con-sequential increased demand as well as Occupational Therapy being considered in the USA as one of the ‘top 10 careers’ (US News, 2015) the team face the challenge of running three PBL groups and are exploring options as to how this would be facilitated without any detrimental impact on assessment, teaching and learning.

Indeed, there is now precedence of funded only places at one accredited occupational therapy course in the UK and as the course at Leeds Beckett is only over two years with a superb employability factor, there is scope to market the self-funded route further. This can only be achieved however, with work into practice placement providers in trying to help them to provide placements where the model is less apprentice style 1:1 ratio of student to practitioner as is the case with other professionals and is being seen as the way for-ward for contemporary practice (Graves and Hanson 2014). This may be facilitated by the fact that the LETB is now providing a direct tariff to Trusts to incentivise and grow more practice placements within the NHS.

The growth in the number of international students over the past 5 years has brought a new focus to the curricula, that is welcomed by students and has encouraged a more ‘global view’ of health. International students engage in honorary contracts to enable them to undertake a NHS setting practice placement.
Course Learning Outcomes

On completion of the MSc Occupational Therapy Course (pre-registration), students will:

| 1 | Critically explore the theory of occupation and Occupational Science and demonstrate skills in advocating and committing to an occupational perspective of health and wellbeing. |
| 2 | Analyse the complexity of human occupational engagement and participation, using bio-psycho-social and ecological models. |
| 3 | Critically analyse and demonstrate clinical reasoning in order to engage, assess, plan, deliver and evaluate evidence based interventions that support occupational participation and performance. |
| 4 | Have the ability to establish and maintain individual and group therapeutic relationships; adapting appropriate communication skills that demonstrate respect, dignity, cultural competence, compassion, professionalism, and courage which reflects a commitment to service users and carers. |
| 5 | Demonstrate a critical understanding of changing contexts which influence contemporary practice; with the skills required to innovate, promote and lead high quality occupational therapy services alongside other professionals to address diverse population need. |
| 6 | To autonomously advocate safe and ethical interventions which are graded and adapted for service users and carers, that reflect the complex nature of conditions, environments, technologies and legislative aspects of health and social care. |
| 7 | Understand and generate new knowledge for occupational therapy practice including the ability to ethically appraise, synthesize, apply research and audit. |
| 8 | Be fluent in articulating his or her professional identity and the potential of occupational therapy across a wide range of contemporary and emerging contexts; in addition, demonstrating skills in creating economically viable services that meet need within a competitive market. |
| 9 | Offering a fit for professional practice employee who demonstrates a commitment to life-long learning and is well prepared to meet the demands of a continually evolving political, economic and diverse health and social care landscape. |
Course Structure

The MSc Occupational Therapy (Pre-registration) course is a two-year, accelerated course. It is offered as a full-time mode of study. All University-based modules are at Level 7. The timetable demonstrating the course structure is within appendix 1.

The MSc Occupational Therapy (Pre-registration) is a problem-based course with seven 20-credit point modules, with one 40-credit module. It includes 1050 hours of practice education over two calendar years within 4 separate practice placement modules. The course runs over 90 weeks, delivered over two calendar years, and students have seven weeks holiday each year. In order to qualify for the award of MSc Occupational Therapy (Pre-registration), students must successfully complete all elements—all academic modules and all practice placement modules. A student may fail a module (RIOT2) and qualify with eligibility to apply for registration with HCPC with a PGDip.

The modules comprise of university-based learning experiences or practice-based learning experiences, many of the modules reflect on the practice placement that often runs concurrently to the associated university-based module. This approach provides students with the opportunity to incorporate their practice learning with university learning through reflecting academically on practice. It ensures that theory and practice are not separated and guards against practice being divorced from sound theoretical foundations and theory developing without concern for how it can be applied for the benefits of clients.

The themes for each module do not focus on particular diagnostic groups or practice venues; instead they highlight particular aspects of practice which are grounded in an occupational perspective of humans and health. This in line with the COT guidance for pre-registration education, (COT, 2014) which highlights two particular themes that should be key to any occupational therapy curricula: that of ‘The centrality of occupation to human life’ and Transformation though occupation’ (p.7). These themes can be seen to feature in all the modules. This ensures students develop a clear professional identity, become immersed in the professional philosophy and develop the necessary skills, knowledge and attitudes to develop, deliver and evaluate traditional and innovative occupational therapy services in a range of settings. Each Module comprises of a block of ‘Triggers’ which are either one or two weeks long. These Triggers may focus on a specific medical condition, or a set of occupational scenarios.
## Modules year and assessment modality at level 7 (* not level 7) (See MATs)

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<th>Core (Y)</th>
<th>Year 2 (January start)</th>
<th>Core (Y)</th>
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<tr>
<td>Occupation Health and Wellbeing (OHW) 20 credits</td>
<td>Y</td>
<td>Occupation in Context (OIC) 20 credits</td>
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</tr>
<tr>
<td>Occupational Therapy Practice (OTP) 20 credits</td>
<td>Y</td>
<td>Practice Placement 2 minimum of 225 hours successfully passed.*</td>
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<tr>
<td>Practice Placement 1 minimum of 225 hours successfully passed.*</td>
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<td>Emerging Occupational Therapy (EOT) 20 credits</td>
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<tr>
<td>Advanced Occupational Therapy Practice 20 credits</td>
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<td>Role Emerging Placement minimum of 225 hours successfully passed.*</td>
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<tr>
<td>Research In Occupational Therapy RIOT (1) 20 Credits</td>
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<td>Research In Occupational Therapy RIOT 40 credits</td>
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<td></td>
<td></td>
<td>Transition into Practice (TiP) 20 credits</td>
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<tr>
<td></td>
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<td>Practice Placement 4: minimum 375 hours successfully passed*.</td>
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## Contained awards available

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<tr>
<td>PGDIP (PGDTH)</td>
<td>Occupational Therapy (pre-registration)</td>
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<tr>
<td>PGDIP (PDHOC)</td>
<td>Human Occupation (no eligibility to register with HCPC)</td>
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<tr>
<td>PGCERT (PCHOC)</td>
<td>Human Occupation (no eligibility for HCPC registration)</td>
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## Length and status of programme and mode of study

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<th>Mode (campus-based / DL or other)</th>
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<tbody>
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<td>Full Time</td>
<td>2 years FT</td>
<td>Campus-based</td>
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Learning and Teaching

Details relating to contact hours and other key information sets (KIS) are available on the course page of our Online Prospectus on our website.

<table>
<thead>
<tr>
<th>University ALT Strategy 2010-15 Aims</th>
<th>Reflection in the MSc Occupational Therapy (Pre-registration) Course</th>
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</table>
| (I) The strengthening of student satisfaction, achievement and employment.  
- Promoting the continuous improvement of our students’ learning experience and reviewing and enhancing the quality of teaching across our university.  
- Agreeing student learning entitlements, introducing mid-module evaluations on all modules and mid-semester course focus groups on all courses, involving students as part of course development teams and designing fit for purpose systems which empower course leaders to regularly update and improve their courses.  
- Ensuring that all academic staff involved in teaching or supporting student learning are capable teachers; that all new academic appointments, including graduate assistants, will be expected to demonstrate teaching capability at interview. All new appointments, including graduate assistants, must successfully complete an introductory in-house teaching, learning and assessment course prior to commencing teaching. New academic appointments, will be expected to enrol on the PG Cert in Academic Practice (to within 2 years of appointment) and successfully complete the modules relevant to their role and development needs.  
- Promoting inclusive learning and teaching policies and practices to help all our students to achieve irrespective of background or ethnicity.  
- Supporting flexible learning, deploying staff time on diagnostic, responsive teaching, personalised curriculum, learning and support; Expanding and strengthening our students network of pastoral and academic support, including peer support.  
- Exploiting and strengthening our repository of high quality online resources, reusable learning objects and open educational resources, embedding high quality learning objects into the curriculum; | The development of the course is informed in a multitude of ways by student feedback. Student opinion is constantly sought when designing and redesigning assessment, learning and teaching, e.g. curriculum development days, mid semester enhancement review, face-to-face meetings, module evaluations, placement audit, VLE discussion boards.  
Students are involved in the interview process for new positions. The candidate has to provide a teaching session to students.  
All staff attend relevant in-house sessions.  
All OSOT staff have successfully completed their PG Cert in Academic Practice, or have a relevant academic qualification in education.  
If a student identifies culturally relevant needs the course leader discretionally ensures that the students beliefs and cultural needs are accommodated.  
All students are allocated a personal tutor each, who helps the student identify needs via a SWOT analysis at the beginning of the course.  
PBL tutorials are small to promote peer support and learning.  
All tutors and the course leader review the student progress every week in a team meeting to identify any issues that appear to be arising from students. |
<table>
<thead>
<tr>
<th>University ALT Strategy 2010-15 Aims</th>
<th>Reflection in the MSc Occupational Therapy (Pre-registration) Course</th>
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<tr>
<td>- Focusing on the development of graduate attributes and autonomous, enterprising learners equipped for a globalised world, involving employers in course development and increasing staff awareness of employability issues.</td>
<td>The use of learning technologies on the programme is wide-ranging and current. Tutors incorporate a variety of media in their teaching practice such as VLE, videos, PDA’s, Turnitin, Adobe connect, Facebook. Students use the end of course conference to present their research by a formal poster. Students also go to a small business and presents business development ideas to the MD in a ‘Dragons Den’ style pitch. Employers have been involved in ‘mock’ interviews for students in the employability trigger, they are also integral to the ongoing review of the curriculum and come to the curriculum review day. As to service users. Employability success is a key feature of the course and has led to research to understand whether the enterprising skills encouraged by a REP is part of this (Thew and Thomas, In press) The course team actively encourage students at all levels to widen their horizons globally by looking beyond the immediate requirements of the course and occupational therapy in the UK. Past students have and are engaged in finding / have found work abroad, e.g. USA, Hong Kong, Malaysia, Australia etc. and in non-NHS environments such as private hospitals and social care settings. To increase student employability, the placement tutor and other members of the course team try to ensure varied placement experience above and beyond the requirements of the HCPC (see accompanying Critical Appraisal document).</td>
</tr>
<tr>
<td>University ALT Strategy 2010-15 Aims</td>
<td>Reflection in the MSc Occupational Therapy (Pre-registration) Course</td>
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| (II) The ongoing refocusing of undergraduate and postgraduate taught courses by:  
- Identifying and articulating what a course can offer our students alongside subject knowledge and professional qualifications;  
- Offering our students choice about where, when and how to study;  
- Offering a smaller number of better resourced and supported courses and modules;  
- Developing an across University strategy and framework for embedding employability, enterprise and work based learning into courses;  
- Integrating technology supported learning, teaching and assessment through-out every course;  
- Developing an across University strategy and framework for developing on-line learning resources; | There is a wide range of teaching and learning strategies to suit every type of learner. The students learn business skills to enable them to promote OT and develop services.  
The ratio of tutors to students is high (over 1:10), the modules are supported by many external talks and visits. There are only 7 modules within the whole curriculum. With a maximum of two assessments per module.  
The course underwent a re-focusing exercise in 2013. The feedback from the external advisor was particularly glowing and complimentary (see critical appraisal document).  
The 'Emerging Occupational Therapy' module reflects enterprise, employability and entrepreneurship. The Role Emerging Placement Module ensures that the service development skills learnt are embedded for 'real' in providing a project to meet the placement settings needs that is both occupational and addresses local needs.  
Assessment, teaching and learning in all modules is structured to fulfil the needs of students, students use virtual and online strategies for PBL work and often engage in adobe connect VLE sessions. |
| (III) The Integration of student support systems and mechanisms by:  
- Reviewing and strengthening the pastoral and academic support systems;  
- Developing and strengthening an institutional approach to information and digital literacy;  
- Strengthening integrated working between student learning services (Centre for Learning and Teaching, IMTS, Library; Student Services, QSRE and Registry and Associate Deans with a remit for Learning and Teaching) | Assessments of student performance are carefully structured to make these maximally fit-for-purpose. Feedback is provided in a variety of ways, e.g. electronically, face-to-face, written feedback sheet, videos.  
Students use a variety of media to present ‘products’ at the need of each ‘trigger’ in PBL this enhances student digital literacy (an enhances that of the tutors!).  
Learning and teaching strategies employed on the course are diverse, innovative, and tailored to individual student needs where appropriate. They are delivered in a variety of environments, ranging from hospitals, lecture theatres, practical rooms and the clinical skills suite (adapted apartment) (see resources document). |
<table>
<thead>
<tr>
<th>University ALT Strategy 2010-15 Aims</th>
<th>Reflection in the MSc Occupational Therapy (Pre-registration) Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>(IV) The development of enabling infrastructure by:</td>
<td>Members of staff encourage and support each other in the development and delivery of the teaching and learning on the course through peer review; and if required, the advice of School ALT Teacher Fellows.</td>
</tr>
<tr>
<td>- Recognising and rewarding excellent teachers;</td>
<td>All members of the OSOT Team are working on completing their PhD or Prof Doc (see staff CV). All regularly publish and/or present at National and International level.</td>
</tr>
<tr>
<td>- Reviewing and strengthening the recognition, development and support of course leaders;</td>
<td>All staff are involved in supplying references for students whom they have been personal tutors for. Often alumni ask for advice regarding their career progression.</td>
</tr>
<tr>
<td>- Considering thoroughly the continuing professional development structure for all staff involved in supporting student learning;</td>
<td>The team is involved in strategy development days and present to in service sessions regards ALT innovative practice.</td>
</tr>
<tr>
<td>- Facilitating increased pedagogic research-Informed teaching to enhance the quality of teaching and secure contestable funding;</td>
<td>A member of the team has written a book with international colleagues regarding Role Emerging practice and Role Emerging Placements. Other members of the team have contributed to book chapters and a variety of other disseminated student research.</td>
</tr>
<tr>
<td>- Increasing staff awareness of employability issues.</td>
<td>The team ensures that the students teaching environment is fit for purpose and the practical sessions in the Clinical skills suite (particularly the Apartment) is proving very popular.</td>
</tr>
<tr>
<td>- Valuing all aspects of academic practice by developing a comprehensive framework and process for Academic Professional Development.</td>
<td></td>
</tr>
<tr>
<td>- Continuing development of University wide opportunities for academic learning and teaching dialogue;</td>
<td></td>
</tr>
<tr>
<td>- Creating structures for the systematic dissemination of good practice in learning and teaching;</td>
<td></td>
</tr>
<tr>
<td>- Reviewing the peer observation of teaching system to ensure fitness for purpose;</td>
<td></td>
</tr>
<tr>
<td>- Further developing the Teacher Fellow Network and the role of Teacher Fellows within faculties;</td>
<td></td>
</tr>
<tr>
<td>- Ensuring that University Estates policies and practices primarily support the University learning and teaching strategy.</td>
<td></td>
</tr>
</tbody>
</table>

Members of staff encourage and support each other in the development and delivery of the teaching and learning on the course through peer review; and if required, the advice of School ALT Teacher Fellows. All members of the OSOT Team are working on completing their PhD or Prof Doc (see staff CV). All regularly publish and/or present at National and International level. All staff are involved in supplying references for students whom they have been personal tutors for. Often alumni ask for advice regarding their career progression. The team is involved in strategy development days and present to in service sessions regards ALT innovative practice. A member of the team has written a book with international colleagues regarding Role Emerging practice and Role Emerging Placements. Other members of the team have contributed to book chapters and a variety of other disseminated student research. The team ensures that the students teaching environment is fit for purpose and the practical sessions in the Clinical skills suite (particularly the Apartment) is proving very popular.
Learning and Teaching Activities

Problem-based Learning- philosophy

The educational approach used in the course is problem-based learning. Problem-based learning as viewed here, is not just a tool to be used to facilitate learning, but is an overall philosophy and overarching approach to learning, teaching and assessment on the course. As such, all learning opportunities offered to students on this course will be done so within the context of problem-based learning.

Problem-based learning first emerged in medical education in the 1960s and was pioneered by Howard Barrows and colleagues at McMaster University in Canada. Since that time it has spread throughout the world and across a wide range of professions and disciplines. Royeen (1995) has suggested that problem-based learning is relevant for occupational therapy education particularly because it addresses three needs, which still hold relevance today. First, there is a need for occupational therapists to apply principles, theories, and approaches to the complex problems of occupational performance which some clients may face. Second, there is a need to work within a constantly changing society. Third, the need to recognise that occupational therapy can make useful contributions to disabled and non-disabled people. It has also been suggested that problem-based learning is a way of manifesting the professional philosophy of learning through engaging in occupation, within an educational setting (VanLeit, Crowe, & Waterman, 2000). It has been evaluated as effective in occupational therapy to help students prepare for the transition from student to practitioner (Spalding & Killett, 2010).

In problem-based learning students are presented with real-world ‘problems’ which provide the motivation and context for learning (Whitcombe, 2013). Students are required to take an active part in their learning (Chung & Chow, 2004) and therefore there is potential for deep learning with regard to acquiring clinical knowledge and skills. In addition the problem based learning context has the potential to facilitate the development of effective team working, problem solving skills (Reeves et al, 2004) and clinical reasoning skills (McCannon, Robertson et al. 2004).

Problem-based learning is well suited to the MSc Occupational Therapy (Pre-registration) course given that the students are adult learners preparing to practice as team members in a world characterised by continual change.

Problem based learning addresses the following objectives:
• Develops subject knowledge, and integrates theory and practice
• Develops skills for lifelong and self-directed learning
• Enhances commitment to, and skills for, team working
• Develops clinical reasoning and critical thinking

(Whitcombe, 2013).

The implementation of problem-based learning in the MSc Occupational Therapy (Pre-registration) course is best exemplified by considering a weekly student timetable – see Figure
3. Within each module, student learning will be focused around problems (triggers) and each problem will be explored for one or two weeks. The keystones for this period are the problem-based learning tutorials which occur at the start and end of each week.

<table>
<thead>
<tr>
<th></th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM</td>
<td>Study</td>
<td>PBL tutorial</td>
<td>Fixed resource session</td>
<td>Research</td>
<td>PBL tutorial</td>
</tr>
<tr>
<td>PM</td>
<td>Study</td>
<td>Fixed resource session</td>
<td>Study</td>
<td>Skills session</td>
<td>Study</td>
</tr>
</tbody>
</table>

Figure 3. Sample student timetable in a problem-based learning curriculum.

Students meet in small groups and in the first year each group has a facilitator. In the second year, as independent learning develops, there is one facilitator between two groups.

Each tutorial has a particular focus;
Tutorial 1: Students encounter the problem (trigger), explore their initial reaction to it, and identify initial learning points.
Tutorial 2: Students share their learning since the last tutorial and refine their hypotheses and potential solutions.
Tutorial 3: Students share their learning since the last tutorial and refine their hypotheses and potential solutions. This tutorial provides an opportunity to deepen students understanding and refine their application of skills and knowledge.
Tutorial 4: Students discuss their learning and present a solution. The group reflect on their performance throughout the process.

Although student independence is central to a problem-based curriculum, it is important to recognise that student learning is supported with a range of activities. These activities might include skills sessions, lectures, or meetings with clients / carers / experts, for example. These sessions can be staff or student selected (and this may change over the time of the course) but are carefully and deliberately managed so as to support the students in addressing the problem for that block.

The staff who facilitate problem-based learning (PBL facilitators) have developed their skills and expertise in this area over a number of years. Students and visiting lecturers comment favourably on the innovative triggers (scenarios used for problem-based learning) and how the teaching/learning that takes place can apply/transfer to practice-based settings. Each ‘trigger’ has its own facilitators guide (See resource CD for examples). Students are provided with feedback regarding their performance and progress in the middle of each module. A form is used for students to self-rate and for PBL facilitators to give written feedback (See resource CD for example). Any actions resulting from this feedback is negotiated between PBL facilitator and the student.
Use of the Virtual Learning Environment

A key ALT priority is the integration of a Virtual Learning Environment (VLE) with Technology-Enhanced Learning (TEL) tools and techniques to enhance the student experience. This is guided by the University ALT strategy 2010-15, which prioritises the use of ‘up-to-date, appropriate and enabling technologies to enhance learning’ More detail can be found at: [http://learningsystems.m.leedsbeckett.ac.uk/](http://learningsystems.m.leedsbeckett.ac.uk/)

Training and support materials for students and staff using the MyBeckett Portal & VLE and related learning technologies. Including:

- Modules, Groups, Tabs and Channels in MyBeckett (Blackboard based Portal & VLE)
- Google Apps for students (Email, Calendar, Collaboration)
- Google Apps for staff (Collaboration)
- E-Portfolio (PebblePad)
- Plagiarism and assessment (TurnItIn)
- Web conferencing (Adobe Connect)
- Other learning technologies e.g. Wimba and Respondus

Extensive use is made of MyBeckett across the course modules to support face-to-face delivery through the provision of flexible access to:

- Learning materials including reading lists, handouts and appropriate online multimedia resources
- Support for formative and summative assessments through, for example, the provision of written feedback to individuals and groups.
- Online communication tools to facilitate communication between students and tutors and peers. This ranges from the use of online announcements to effectively communicate module information, to the integrated use of discussion boards to support group work and online discussion activities following on from timetabled sessions.
- Module information, ensuring a consistent and accessible route to obtaining information on, for example, assessment details and specifications, tutor contact details and learning schedules.

Both the School and the University provide support for the use of TEL on the course. The School has its own dedicated Learning Technology Unit (LTU) which works with a School TEL Group consisting of a representative from each of the School’s subject groups. This group promotes and disseminates good practice in the use of TEL, coordinates TEL development and training within the subject groups, and audits take-up of TEL tools and techniques. Leeds Beckett University engages in support and guidance, resources development, research and evaluation activities and staff development across the School. It works closely with the University TEL Team which supports the embedding of TEL across the institution. This allows it to disseminate good practice from other areas of the University and from the wide range of research and development projects that the TEL Team were involved in
Use of Blended-Learning

Not applicable.

Student Support Network

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators works closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students’ Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is StudentHub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students’ Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.

Assessment Strategy

Summative assessment is used to develop skills, abilities and competencies in students. Summative assessment of practice placements also offers feedback to the student relating to occupational therapy-specific and cross-discipline skills within the context of the course, and also the recognition and understanding of external and environmental influences, such as culture, social, and global issues. Appendix 1 illustrates where the varying assessment strategies sit within the modules within the curriculum.

The range of assessments used include;

- essay,
- Objective Structured Clinical Examination, (OSCE)
- occupational analysis
- formal written report,
- oral presentations, (including a case study)
- reflection on a CPD portfolio,
- reflective case study,
- research project (written up as a peer reviewed journal article),
- research Viva
- Conference research poster
- written exam

The Competency Based Fieldwork Evaluation tool is used to assess students whilst on practice placement.

In addition, there are a number of formative assessments to enable students to build on skills and receive thorough and comprehensive support and guidance on the skills that need development to level 7 requirements. For example, there are two critical appraisals of primary research papers within RIOT 1 within the first few weeks of the course. There is also an occupational profile written to allow the students to receive feedback on writing at Masters level and to synthesise their newly developed knowledge in occupational science.


**Feedback on Assessed Coursework**

All work is marked according to university guidelines, which includes the following;

- Clear guidelines relating to the content of assessments and the marking criteria are provided in each module handbook and in the assessment ‘clinic’ in which all students and staff markers attend.
- Marking and feedback is guided by the assessment criteria which is given in the module handbook.
- Each student is provided with written/electronic feedback, the content of which will be guided by the assessment criteria for that piece of work.
- any student who fails is offered an immediate session time with the module leader to establish support for re-submission.
- As soon after the end of a module as possible, the whole cohort is provided with general feedback about areas of strength and weakness for the module assessments as a whole.
Module Assessment Methods

<table>
<thead>
<tr>
<th>Module Titles</th>
<th>Core (Y)</th>
<th>Coursework</th>
<th>Presentation</th>
<th>Practice Placement Competency</th>
<th>Practical</th>
<th>Exam</th>
<th>Written Assignment</th>
<th>Research Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Occupational Therapy Practice</td>
<td>Y</td>
<td>X</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Emerging Occupational Therapy</td>
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<td></td>
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<tr>
<td>Occupation Health and Wellbeing</td>
<td>Y</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Occupation in Context</td>
<td>Y</td>
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<tr>
<td>Occupational Therapy Practice</td>
<td>Y</td>
<td></td>
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<tr>
<td>Practice Placement 1 (min of 225 hours successfully passed)</td>
<td>Y</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Practice Placement 2 (min of 225 hours successfully passed)</td>
<td>Y</td>
<td></td>
<td>X</td>
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<tr>
<td>Role Emerging Placement (Practice Placement 3)</td>
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<tr>
<td>Practice Placement 4 (min 375 hours successfully passed)</td>
<td>Y</td>
<td></td>
<td>X</td>
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<tr>
<td>Research in Occupational Therapy (RIOT 1)</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Research in Occupational Therapy (RIOT 2)</td>
<td>Y</td>
<td>X</td>
<td></td>
<td></td>
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<td>X</td>
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<tr>
<td>Transition into Practice</td>
<td>Y</td>
<td>X</td>
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</tbody>
</table>

Employability and Professional Context

Occupational therapy is a high demand course with applications greatly exceeding the number of available places. Student numbers are limited by the number of commissions awarded by the Local Education and Training Board and to some extent by placement capacity within the region. There is no other Masters level course in Occupational Therapy within the Yorkshire and Humber region and it continues to recruit to commissioned numbers. Not only that, but there has been zero attrition for over three years.

The numbers of NHS funded places have increased from the lowest point in 2013 (15 places) back up to 19 places in 2015. Meanwhile, self-funded places and those of (principally North American and Canadian) international applicants have brought our largest ever cohort to 24 which commenced in January 2015. Commissioned places may possibly rise further with the AHP extended role (Saxon et al., 2014) and con-sequential increased demand as well as
Occupational Therapy being considered in the USA as one of the ‘top 10 careers’ (US News, 2015) the team face the challenge of running three PBL groups and are exploring options as to how this would be facilitated without any detrimental impact on assessment, teaching and learning.

Indeed, there is now precedence of funded only places at one accredited occupational therapy course in the UK and as the course at Leeds Beckett is only over two years with a superb employability factor, there is scope to market the self-funded route further. This can only be achieved however, with work into practice placement providers in trying to help them to provide placements where the model is less apprentice style 1:1 ratio of student to practitioner as is the case with other professionals and is being seen as the way for-ward for contemporary practice (Graves and Hanson 2014). This may be facilitated by the fact that the LETB is now providing a direct tariff to Trusts to incentivise and grow more practice placements within the NHS.

The growth in the number of international students over the past 5 years has brought a new focus to the curricula, that is welcomed by students and has encouraged a more ‘global view’ of health. International students engage in honorary contracts to enable them to undertake a NHS setting practice placement.

Employability:

This is a significant achievement that the course, year on year has achieved a reputation for an incredibly successful (100%) employability of students as full time occupational therapists within 3 months of graduating, many of which are employed locally. The external examiner sees this as a key feature of the course. There is also recognition form local practitioners that our course creates ‘fit for purpose’ OTs who can ‘hit the ground running’, and this is evidenced in the high scores in practice placement assessments, the key factors behind this success is currently being researched. The feedback from students who have attended interview have also indicated that their REP placement was also of interest to the interview panel. It is thought that the PBL experience as well as the preparation for interview and the CPD portfolio are all likely to be making the students highly attractive to employers.

Recent destination statistics reveal that our graduates all gain employment within a very short period of time. This year (2015) as a point of case, of all those who went to interview gained employment within a month of graduating. Some started to work immediately on obtaining HCPC registration having gained a post whilst still a student. Of the 2015 graduates (2013 cohort), most chose to work in the NHS (88%). The steady increase in the success in attracting, recruiting and graduating international (mainly North American) students could be as a result of some adaptation of triggers to match the NBCOT (American registration body for occupational therapists), for example, providing an in depth Splinting course

**Reference Points used in course design and delivery**

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and relevant subject benchmarks (where these are
available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA website at http://www.qaa.ac.uk/reviews-and-reports

We appoint External Examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the FHEQ (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.

**Staff Teaching on the Course**

You can find details of our highly qualified permanent teaching staff on our website, who are involved in teaching, research and administration associated with the course.

**Regulatory Exemption details**

The University Assessment Regulations (UAR) apply to this course and can be consulted at http://www.leedsbeckett.ac.uk/public-information/academic-regulations/

The MSc Occupational Therapy (Pre-registration) course has a number of course specific regulations which are detailed below and in table 1.

The MSc Occupational Therapy (Pre-registration) course is two year, accelerated course. It is offered as full time mode of study.

The MSc Occupational Therapy (Pre-registration) is a problem-based course with seven 20 credit point modules, with one 40 credit module. It includes 1052 hours of practice education over two calendar years within 4 separate practice placement modules. The course runs over 90 weeks, delivered over two calendar years, and students have seven weeks holiday each year. In order to qualify for the award of MSc Occupational Therapy (Pre-registration), students must successfully complete all elements—all academic modules and all practice placement modules. A student may fail a module (RIOT2) and qualify with eligibility to apply for registration with HCPC with a PGDip.

The modules comprise of university-based learning experiences or practice-based learning experiences, many of the modules reflect on the practice placement that often runs concurrently to the associated university-based module. This approach provides students with the opportunity to incorporate their practice learning with university learning through reflecting academically on practice. It ensures that theory and practice are not separated and
guards against practice being divorced from sound theoretical foundations and theory developing without concern for how it can be applied for the benefits of clients.

The themes for each module do not focus on particular diagnostic groups or practice venues; instead they highlight particular aspects of practice which are grounded in an occupational perspective of humans and health. This in line with the COT standards for pre-registration education that the workforce should ‘Steadfastly embrace the power of occupation to transform lives as the central tenet of the profession. This belief should be at the core of our professional identity as occupational therapists and must be visible to others’ (p.2 COT, 2014). These themes can be seen to feature in all the modules.

This ensures students develop a clear professional identity, become immersed in the professional philosophy and develop the necessary skills, knowledge and attitudes to develop, deliver and evaluate traditional and innovative occupational therapy services in a range of settings.

The aims of the course are also developed in accordance with the HCPC Standards of Proficiency for Occupational therapists (HCPC, 2013a), the HCPC Standards for Education and Training (HCPC, 2013b); QAA Benchmark Statements for Occupational Therapy (2001), pre-registration occupational therapy standards (COT, 2014) and the QAA Framework for Masters Degree Qualifications in England, Wales and Northern Ireland (2008). It is a recognised programme which is subject to ongoing monitoring and reaccreditation with the Health and Care Professions Council, College of Occupational Therapists and World Federation of Occupational Therapists.
In order to meet the professional, statutory and regulatory body requirements of the HCPC and COT/ WFOT the following exceptions to UAR apply:

Table 1

<table>
<thead>
<tr>
<th>UAR</th>
<th>Exception</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.7.5</td>
<td>COT 1.5.6</td>
</tr>
<tr>
<td>2.2.10.4</td>
<td>COT 2.5.1</td>
</tr>
<tr>
<td>2.3.4</td>
<td>COT 3.3</td>
</tr>
<tr>
<td>2.3.5</td>
<td>COT 3.4</td>
</tr>
<tr>
<td>2.3.13.8</td>
<td>COT 4.4.8</td>
</tr>
</tbody>
</table>

**UAR 1**

**COT1.5.6 Attendance**

Attendance at all modules: lectures, practical’s, tutorial classes and practice placements is mandatory. Non-attendance for any reason should be reported to the course leader, normally via the course administrator. If a students’ non-attendance is sufficient to give cause for concern regarding the students’ professional suitability this will then be managed through application of the Policy, Regulations and Procedures relating to Fitness to Practice (http://www.leedsbeckett.ac.uk/public-information/student-regulations/).

Students must complete the programme within a maximum four years.

**Practice placement attendance**

A student must fully attend practice placements in order to be assessed. If a student is unable to complete a placement through illness or other extenuating circumstance the practice placement educator together with the university visiting tutor will decide whether the students attendance has been sufficient to enable the student to meet the module learning outcomes and allow assessment. If this is allowed and the students’ performance is at the required pass level the completed hours will be counted towards the minimum number of hours of practice. If the hours are insufficient, mitigation may be applied for to enable deferment of the placement.

A student who fails to complete the minimum number of hours of practice (1000 hours) will need to undertake additional periods of practice to meet this requirement. Students will only be able to fail and redeem one practice placement. Subsequent failure of another practice placement will result in termination of enrolment.

**UAR 2**

**COT 2.5.1 Threshold Pass**

The Threshold pass for a module is an average of 40% achieved across all components of the module with no component achieving a mark of less than 35%. A mark of between 35% and 39% may be compensated by other components of assessment within the module. The exception to this is the ‘Occupational Therapy Practice Module’, where the OSCE assessment must be passed in order to progress on to Practice Placement 1.
UAR 3
COT 3.3 Pre-requisite Modules
The following pre-requisites apply:

1) The Occupational Therapy Practice the OSCE element is a pass requisite to commencing Practice Placement 1

Students are required to pass the OSCE assessment at first sitting in the ‘Occupational Therapy Practice Module’ to enable them to progress into ‘Practice Placement 1’. If a student passes on re-sitting the exam, whilst their peers are attending ‘Practice Placement 1’ they may attend the Practice Placement 1 when their peers are completing ‘Practice Placement 2’.

2) The Practice Placement 1 Module is a pre-requisite for progression into Practice Placement 2, which is a requisite for Role Emerging practice Placement which is a requisite for Practice Placement 4.

All Practice Placements must be completed in the order in which they appear in the curriculum. Opportunity to resit a subsequent ‘block’ of practice placement does not become available until the next Practice Placement Module block. Therefore, for example, students who fail Practice Placement 1 Module will be allowed to progress into the university based modules of Advanced Occupational therapy Practice Module, and progress into the second year of the course (Occupation in Context module), but Students would re-take their Practice Placement 1 Module whilst their peers take Practice Placement 2

Opportunity to repeat failed modules at the next opportunity thereafter will be offered in accordance with the provisions of UAR.

COT 3.4 Progression Requirements and Profile of Achievement
COT 3.4.3 Attainment Requirements

A student will be required to re-submit for assessment in respect of all failed components of assessment, where his or her profile of attainment for the module shows an overall average of less than 40%. Where one component is less than 35% the student will need to re-submit that element even with compensation from other elements to an average of 40%

4.7 Re-assessment at final level
Students who fail the practice placement modules:

- Practice Placement 2
- Role Emerging Placement
- Practice Placement 4

Students will have the opportunity to redeem that placement in the next available practice placement module block. As these placements are sequential, this will result in a student having to undertake practice placement module/s after the normal end of the course. Failure of a placement at one reassessment will result in the student not being able to progress onto subsequent placement modules. If all academic modules are successfully passed, the student
will be eligible for the MSc in Human Occupation award which is also the case should the final practice placement be a fail on redemption.

UAR 4

2.3.10 Recommendation for an Award of the University

COT 4.4.8

Target Award: **MSc Occupational Therapy (Pre-registration)**. Graduates with this award are eligible to apply for registration with the Health and Care Professions Council to practice as an Occupational Therapist.

COT 4.4.12

The MSc Occupational Therapy (Pre-registration) is awarded to students who have achieved the following profile.

1. Pursued a programme of study of 180 credit points at Level 7 or above, or has been accredited with no more than 120 credit points at Level 7 on admission.

2. Satisfied the submission and attainment requirements for each module of study.

3. Achieved the overall learning outcomes for the programme of study by attaining or exceeding the following requirements:

   - Achieved a mark of 40% or more in, or been credited with, modules equivalent to 180 credit points at Level 7 or above;

   - Achieved an overall average of 40% or more in each module studied.

   - Achieved an average of 40% or more across all modules studied at level 7.

   - Successfully completed all practice placement elements and completed a minimum of 1000 hours of practice.

2.3.14 Distinction and Merit

2.3.14.2 Distinction

The award of a distinction will be made to those students who have demonstrated excellent performance and attained an average of over 70% in assessments at level 7 contributing to the final award.

2.3.14.3 Merit

The award of merit will be made to those students who have demonstrated excellent performance and attained an average of over 60% in assessments at level 7 contributing to the final award.
C4.13 Conferment of Contained Awards

Contained awards cannot be target awards in their own right within this particular provision. However, a contained award can be made as a fall back award, for example when a student has only passed some modules.

The contained awards for the MSc Occupational Therapy course are as follows:

- **The Post-Graduate Diploma in Occupational Therapy (Pre-registration)** with eligibility to apply for registration with HCPC.

  Graduates with this award are eligible to apply for registration with the Health Care Professions Council to practice as an Occupational Therapist. This particular provision is obtained by achieving the requirements set out above for the target award MSc Occupational Therapy (Pre-registration) with the exception of the requirement to pass the module “Research In Occupational Therapy 2” (40 credit module).

  The requirement is therefore: successful completion of a minimum of seven modules at level 7 excluding the module “Research In Occupational Therapy 2” (140 credits). Plus, successfully completed all practice placement modules to a minimum of 1000 hours of practice.

- **MSc in Human Occupation** (with no eligibility to apply for registration with the Health Care Professions Council to practice as an Occupational Therapist). This particular provision is obtained by the successful completion of a minimum of nine modules (180 M level credit points) but have not managed to complete 1000 hours of successful practice placement learning.

- **The Post-Graduate Diploma in Human Occupation** (with no eligibility to apply for registration with the Health Professions Council to practice as an Occupational Therapist). This particular provision is obtained by successful completion of a minimum of seven modules at level 7 excluding 40 credits from the Research In Occupational Therapy 2 Module (120 M Level credit points), but have **not** managed to complete 1000 hours of successful practice placement learning.

- **The Post-Graduate Certificate in Human Occupation** (with no eligibility to apply for registration with the Health Care Professions Council to practice as an Occupational Therapist). This particular provision is obtained by the successful completion of a minimum of three modules at level 7 (60 M Level credit points).

Course Duration

Course duration is 2 years (24 months), not 12 months. This is a pre-registration course which includes 1000 hours of placements necessary for the professional qualification and registration with the HCPC. In addition, the students concurrently complete a primary research project. This latter is an important aspect to the course, it would be impossible to complete in only a few weeks at the end of all the modules.
**Practice Placement 1, Practice Placement 2, Role Emerging Placement, Practice Placement 4**

**Requirement for Pass/Fail module**

Practice Placements 1, 2, REP (3) and 4: All students must complete a minimum of 1000 hours practice-based learning, this is a World Federation of Occupational Therapists requirement, as well as that of COT and a method by which professional suitability can be measured for HCPC registration. Students must pass each of the respective practice placement modules before progressing on to the next level of placement. Occupational therapy placements are all assessed using an internationally recognised and standardised assessment tool (Competency-based Fieldwork Evaluation documentation developed by Bossers et al., 2007). This assessment concentrates on competency skills to effectively carry out occupational therapy interventions, and the students are assessed and graded by qualified HCPC registered and practice based occupational therapists within the placement settings, they are taught how to complete the assessments by staff at the university.

There are placement log books that must be completed by the students and the practice placement educators as well as an instruction manual on how to assess the students given to all over-seeing occupational therapists.

**Additional Exceptions submitted**

**Zero Credits**

Zero academic credits for placement modules:

- Practice Placement 1
- Practice Placement 2
- Role Emerging Placement (Practice Placement 3)
- Practice Placement 4

**Pass/Fail module - Practice Placement 1, Practice Placement 2, Practice Placement 3 (Role Emerging Placement), Practice Placement 4**

Practice Placements 1, 2, REP (3) and 4: All students must complete a minimum of 1000 hours practice-based learning, this is a Health and Care Professions Council requirement for entry onto the national register as an Occupational Therapist, as well as a World Federation of Occupational Therapists requirement, as well as that of College of Occupational Therapists. Students must pass each of the respective practice placement modules before progressing on the next level of placement. Occupational therapy placements are all assessed using a standardised assessment ‘Competency-based Fieldwork Evaluation’ (CBFE) documentation developed by Bossers et al., (2002). This assessment concentrates on competency skills to affectively carry out occupational therapy interventions, and the students are assessed by practice based occupational therapists within the placement settings, the assessors are taught how to complete the assessments by staff at the university.