

Undergraduate Programme Specification

BSc Hons Occupational Therapy

This specification provides a summary of the main features of the programme and learning outcomes that a student might reasonably be expected to achieve and demonstrate where full advantage is taken of all learning opportunities offered. Further details on the learning, teaching and assessment approach for the programme and modules can be accessed on the University website and Virtual Learning Environment, GCU Learn. All programmes of the University are subject to the University's [Quality Assurance](#) processes.

1. GENERAL INFORMATION			
Programme Title	Bachelor of Science with Honours in Occupational Therapy		
Final Award	Bachelor of Science with Honours in Occupational Therapy		
Awarding Body	Glasgow Caledonian University		
School	School of Health and Life Sciences		
Department	Department of Occupational Therapy and Human Nutrition and Dietetics		
Mode of Study	Full-time		
Location of Delivery	Glasgow Campus		
UCAS Code	B930		
Accreditations (PSRB)	Health and Care Professions Council, The Royal College of Occupational Therapists		
Period of Approval	From:	September 2020	To: September 2026

2. EDUCATIONAL AIMS OF PROGRAMME
<p>The aim of this programme of studies is to produce graduates who are fit for award, fit for practice and fit for purpose. The aim of this educational programme of study is to produce graduates who meet HCPC Standards of Proficiency (2023) for safe and effective practice. We aim to produce lifelong learners who will embrace inquiry based learning and engage critically with their studies both in university and in practice. Learners should leave the programme with a strong professional identity, ability to work collaboratively and inter-professionally with the potential to enhance practice development through the ability to contribute as initiators or change agents within organisations and considering occupational justice for communities and society. The programme also aims to provide the opportunity for students to develop responsible leadership behaviours, entrepreneurial skills and to become highly skilled and competent occupational therapists who are flexible, creative, and able to initiate, manage and respond to change. The programme aims to ensure that the entry-level education of occupational therapists is anticipatory in terms of global health challenges, is responsive to new research and enables students to develop digital capabilities and understand how technological advances can enhance occupational therapy practice.</p> <p>The aims of the BSc (Hons) occupational therapy programme are to:</p> <ul style="list-style-type: none"> • Develop students' knowledge of occupational therapy and occupational science focusing on the centrality of occupation, conceptualising of people as occupational beings • Establish a critical understanding of the complexity and transformative nature of human occupation, considering occupational justice for individuals, communities and society. • Develop critical understanding of occupational perspectives in the promotion of health and wellbeing • Develop a critical understanding of knowledge, skills, values and behaviours, commensurate with occupational therapy practice • Enable students to contribute to and initiate evidence informed occupational transformation. • Develop versatile professional reasoning and decision making skills to manage in unpredictable contexts • Enable students to demonstrate the value and nature of critical reflective learning and practice. • Facilitate students' social responsibility and foster appreciation of how the study of human occupation contributes to the Common Good through promotion of social and occupational justice

On completion of Level 1, students should be able to:

- Demonstrate an understanding of the core concepts related to occupational science (including occupational justice),
- Understand the theoretical foundations for person, environment and occupation to facilitate health and wellbeing
- Demonstrate knowledge regarding body structures and functions and their impact on occupational performance and participation
- Demonstrate an understanding of the behavioural and social basis of occupational performance and participation
- Demonstrate knowledge of people as occupational beings
- Demonstrate a basic understanding of therapeutic relationships
- To initiate the development of inter-professional relationships within the learning environment
- Use a range of effective communication and interpersonal skills
- To introduce students to the simulated and real-life practice learning environments
- Understand the importance of personal development, CPD and life-long learning
- Demonstrate an awareness of professional ethics and responsibility

On completion of Level 2 students should be able to:

- Understand research skills, analysis and evaluation.
- Analyse the environmental impact on occupational performance and participation and to develop skills in planning inclusive environments to facilitate occupational justice
- Demonstrate and understand inter-professional working practices.
- Demonstrate an understanding of the determinants of health, including poverty, inequality and asset - based approaches to public health.
- Demonstrate and reflect upon practice knowledge and skills within a practice placement and simulated environment.
- Understand theoretical frameworks and apply approaches to assessment, goal setting and intervention in occupational therapy.
- Develop understanding and application of safe and effective practice in-line with professional expectations and standards

On completion of Level 3 students should be able to:

- Critically reflect and evaluate skills for practice
- To demonstrate self-efficacy and evaluation of occupation focused practice in traditional and diverse settings
- To critically analyse and evaluate occupation focused practice through engagement with evidence informed practice
- Evaluate practice in relation to professional ethics, expectations and standards
- Evaluate and integrate theory into practice with emphasis on developing independent learning
- To apply an evidence informed framework to guide safe and effective practice.
- To evaluate their own and other disciplines' contribution to the continuum of care in diverse and health and social care settings.
- To develop independent research skills to inform occupational therapy practice.

On completion of Level 4 students should be able to:

- Collect, critically evaluate and disseminate knowledge through engaging in a research project.
- Demonstrate enhanced knowledge and understanding of working inter - professionally within teams.
- Work at a competent Pre-Registration level in the Practice Based Learning environment.
- Critically evaluate the impact lifespan development and long-term conditions have on occupation
- Critically evaluate and synthesise occupational justice with the GCU Common Good curriculum
- Access information and support for their continuing professional development needs
- Undertake further study at a higher level, should they so wish

3. LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

A: Knowledge and understanding;

- A1 Demonstrate an understanding of the inhibiting and facilitating factors related to human occupation, performance and function.
- A2 Demonstrate an understanding of theories, approaches and models of practice used in contemporary occupational therapy practice
- A3 Demonstrate an understanding of the philosophical basis and contribution of occupational therapy as part of the health and social care team.
- A4 Demonstrate the ability to evaluate the range of influences on occupational therapy services delivery across a range of practice contexts.
- A5 Demonstrate an appreciation of the research process and evidence-based practice.

B: Practice: Applied knowledge, skills and understanding;

- B1 Demonstrate an understanding and the ability to apply core concepts related to occupation, occupational performance, activity and participation.
- B2 Demonstrate an understanding and the ability to apply the occupational therapy process within health and social care environments under the supervision of a practice educator during the programme.
- B3 Demonstrate readiness for professional registration as an occupational therapist on completion of the programme.
- B4 Demonstrate the ability to reflect on the diverse concepts and contexts of health and wellbeing and associated challenges to occupation, participation and engagement.
- B5 Demonstrate the ability to evaluate and debate theoretical frameworks and approaches to intervention in occupational therapy.
- B6 Demonstrate an awareness of professional practice skills within both a local and global context
- B7 Global citizenship skills

C: Generic cognitive skills;

- C1 Demonstrate ability as a consumer of research such that an evidence informed framework is used to guide practice
- C2 Demonstrate the ability to engage in debate driven by professional practice curiosity.
- C3 Demonstrate the ability to engage in reflective practice.
- C4 Demonstrate the ability to evaluate insights of an occupational perspective in health and social care.
- C5 Demonstrate the ability to engage in complex decision making, drawing on ethical, moral and professional reasoning abilities
- C6 Critical thinking and problem solving

D: Communication, numeracy and ICT skills

- D1 Demonstrate adaptive and effective inter-professional and inter-personal verbal and non-verbal communication skills within health and social care settings
- D2 Recognise the importance of professional ethics, confidentiality, consent, compliance and recording of information
- D3 Presentation skills
- D4 Demonstrate effective skills in digital literacy

E: Autonomy, accountability and working with others.

- E1 Demonstrate the ability to analyse and evaluate the continuum of care within health and social care environments from a uni-professional and interprofessional perspective.
- E2 Demonstrate the ability, on completion of the programme, to work autonomously within the changing nature of health and social care provision and demonstrate an understanding of their knowledge base and the social and legislative frameworks that underpin practice.
- E3 Demonstrate time management – organizing and planning
- E4 Demonstrate the ability to plan, monitor, review and evaluate own learning and development
- E5 Demonstrate lifelong learning skills
- E6 Demonstrate interprofessional working skills

4. LEARNING AND TEACHING METHODS

The programme provides a variety of learning and teaching methods. Programme and Module specific guidance will provide detail of the learning and teaching methods specific to each module.

Across the programme the learning and teaching methods and approaches may include the following:

- Lectures
- Seminars/tutorials
- Practical classes
- Placements
- Simulation experiences
- Groupwork
- Flipped classroom approaches
- Online learning

The above approaches may be delivered either in person or online as appropriate and determined at module level by the Module Leader.

5. ASSESSMENT METHODS

The programme provides a variety of formative and summative assessment methods. Programme and Module specific guidance will provide detail of the assessment methods specific to each module.

Across the programme the assessment methods may include the following:

- Written coursework (essays, reports, case studies, literature review)
- Oral coursework (presentations)
- Practical Assessment (Placement, VIVA)
- Group work
- Blogs and Wikis
- Portfolio Presentations
- Formal Examinations and Class Tests

The above assessments may be delivered either in person and online as appropriate and determined at module level by the Module Leader.

6. ENTRY REQUIREMENTS

Specific entry requirements for this programme can be found on the prospectus and study pages on the GCU website at this location: www.gcu.ac.uk/study

The Course webpage specific to this Programme is: <https://www.gcu.ac.uk/study/courses/undergraduate-occupational-therapy-glasgow>

All students entering the programme are required to adhere to the [GCU Code of Student Conduct](#).

7. PROGRAMME STRUCTURE AND AVAILABLE AND FINAL EXIT AWARDS¹

The following modules are delivered as part of this programme:

Module Code	Module Title	Core or Optional	SCQF Level	Credit Size	Coursework %	Examination %	Practical %
M1B102521	Fundamentals of Human Physiology	Core	7	20		Ex1 50 Ex2 50	
M1B025798	Preparation for Professional Practice	Core	7	20	100		
M1B926065	Theoretical Foundations of Occupational Therapy and Occupational Science	Core	7	20	100		
M1B926066	Professional Skills and Behaviours for Competent Practice	Core	7	20	100		Pass/fail
M1B926068	Occupational Therapy Practice: Theory, Process and Skills	Core	7	20	100		
M1B926075	Understanding Occupation, Health and Well-being	Core	7	20	100		
M2B926070	Occupational Therapy Process; Theoretical Approaches for Health and Wellbeing	Core	8	20	CW1 30 CW2 70		
M2B025800	Methodology and Research for Effective Practice	Core	8	20	CW1 20 CW2 80		
M2B030697	Individuals, Teams and Communities	Core	8	20	100		
M2B926067	Inclusive Environments to Facilitate Occupational Justice	Core	8	20	100		100
M2B926053	Practice Based Learning 1 (PrBL1)	Core	8	40			100
M3B926069	Evidence Informed Inquiry for Occupation Focused Practice	Core	9	20	100		
M3B926057	Practice Based Learning 2	Core	9	40			100
M3B025797	Understanding Professional Teams and Leadership	Core	9	20	CW1 60 CW2 40		
M3B926060	Practice Based Learning 3 (PrBL3)	Core	9	20	100		Pass/fail
M3B926073	Professional Reasoning and Decision Making within Occupational Therapy	Core	9	20	100		
MHB926072	Occupational Justice for the Common Good	Core	10	20	100		
MHB926074	Occupational Participation Through the Lifespan	Core	10	20	100		
MHB925801	Honours Project	Core	10	40	100		
MHB926062	Practice Based Learning 4 (PrBL4)	Core	10	40			100

Students undertaking the programme on a full-time basis commencing in September of each year will undertake the modules in the order presented above.

¹ Periodically, programmes and modules may be subject to change or cancellation. Further information on this can be found on the GCU website here: www.gcu.ac.uk/currentstudents/essentials/policiesandprocedures/changesandcancellationtoprogrammes

The following final and early Exit Awards are available from this programme²:

Certificate of Higher Education in Health and Social Care - *achieved upon successful completion of 120 credits*

Diploma of Higher Education in Health and Social Care - *achieved upon successful completion of 240 credits*

Bachelor of Science in Health and Social Care - *achieved upon successful completion of 360 credits*

Bachelor of Science with Honours in Occupational Therapy- *achieved upon successful completion of 480 credits*

No exit award other than the award of Bachelor of Science in Occupational Therapy with Honours will confer eligibility to apply for registration with the Health and Care Professions Council.

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the GCU Assessment Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students. These can be found at:

www.gcu.ac.uk/aboutgcu/supportservices/qualityassuranceandenhancement/regulationsandpolicies

In addition to the GCU Assessment Regulations noted above, this programme (Bachelor of Science with Honours in Occupational Therapy) is subject to Programme Specific Regulations in line with the following approved Exceptions:

1. University Assessment Regulations apply except where there is a documented exception approved by the University Exceptions Committee. The Programme-Specific Regulations override the University's standard Undergraduate Assessment Regulations (Approved September 2019) in sections 6, 9,10,13,14 and 23.
2. These Programme-Specific Assessment Regulations apply to the BSc (Hons) Diagnostic Imaging, BSc (Hons) Occupational Therapy, BSc Oral Health Sciences, BSc (Hons) Physiotherapy, BSc (Hons) Podiatry and BSc (Hons) Social Work programmes. They apply to all modules irrespective of the number of credit points allocated.
3. Due to the time commitments and Practice Based Learning elements of the professional programmes hosted by the SHLS, students may not be registered on a second full-time programme of study while enrolled on any Health or Social Care programme.
4. The minimum length of study is 3 years for an ordinary degree and 4 years for an honours degree. The maximum period within which a student must complete the programme is normally 5 years for an ordinary degree and 6 years for an honours degree. This period includes the successful completion of all assessments. In the situation where a student is not in attendance at the University, e.g. for significant medical/personal circumstances, the maximum period of time out from the programme is 1 academic year.

² Please refer to the [GCU Qualifications Framework](#) for the minimum credits required for each level of award and the Programme Handbook for requirements on any specified or prohibited module combinations for each award.

5. The offer of re-entering Level 4 as an attached student is normally permissible only in exceptional medical/personal circumstances, which are documented appropriately.
6. Students within Health and Social Care programmes are expected to attend all classes, practice visits, laboratory sessions and Practice Based Learning placements. Where a student has unauthorised absence of, or in excess of, 20% in any module he/she may be required to retake the module with attendance prior to undertaking Practice Based Learning Modules, or proceeding to the next level of the programme. Unauthorised absence in more than one module may result in the student being required to withdraw from the Programme.
7. Students within Health and Social Care Programmes are normally required to successfully complete all modules identified in the Definitive Programme Document for their programme as these are protected titles leading to an academic and professional qualification and require successful completion of all core modules.
8. Compensation for failure in a single module, where a student has passed modules at any one level, will not normally apply to modules leading to the award as identified in the definitive programme document for Health and Social Care programmes. Compensation/condonement of a fail in Practice Based Learning modules is not permitted. This is consistent with the guidelines set by Regulatory/Professional Bodies concerning professional standards.
9. For Honours degree programmes the submission of the Honours Project is compulsory. Failure to submit an Honours Project will result in the student being ineligible for the named award and consequent eligibility to apply for registration with the Regulatory Body.
10. Failure in any Level 4 module at second attempt will result in the award of an unclassified degree (e.g. BSc in Health and Social Care) and will result in the student being ineligible for the named award and consequent eligibility to apply for registration with the Regulatory Body.
11. A student may be required to withdraw from the programme if he/she is deemed by the Fitness to Practise Board, and ratified by the Assessment Board, to be professionally unsuitable or guilty of professional misconduct. A student who fails to demonstrate appropriate standards of professionalism, either at University or in the practice environment, may be considered to be professionally unsuitable.
A student who is considered to be professionally unsuitable or guilty of professional misconduct will be one who:
 - has failed to abide by the SHLS Fitness to Practice Policy and GCU Code of Student Conduct,
 - and/or has failed to meet the standards, policies or codes of conduct laid down by partner organisations that provide Practice Based Learning Placements
 - and/or is unable to meet the programme requirements despite reasonable adjustments.Students will be required to declare at the commencement of each session his/her Fitness to Practise and Good Character through Self-Disclosure.
12. Due to the requirements of the Regulatory/Professional Bodies there will be no aegrotat awards of the programme to which these regulations apply.
13. Students who are awarded one of the aforementioned degrees are eligible to apply for Registration with the Health and Care Professions Council (HCPC) / General Dental Council (GDC) / Scottish Social Services Council (SSSC) and/or Membership of the named Professional Body.
14. In the case of HCPC regulated Programmes, all Programmes will have at least one external examiner who is appropriately experienced and qualified and, unless other arrangements are agreed, will be from the relevant part of the Register.

Additional Assessment Regulations Specific to Practice Based Learning

1. All Practice Based Learning Modules must be passed, including Elective Placements where offered.

2. For Practice Based Learning Module assessments that consists of multiple components all components must be passed at a minimum of 40% in order to complete the module successfully.
3. Only two attempts are permitted for Practice Based Learning Modules at all levels of the programme.
4. Students are expected to attend Practice Based Learning modules 100% of the time allocated. If a student misses up to 20% (continuous or accumulated time) of a practice placement, they will be required to make up the time missed. How and when this time will be made up is at the discretion of the programme of study.
5. A student who fails or is unable to successfully complete Practice Based Learning Module(s) will be required to re-enter the module(s) either during the student's summer recess, or as an attached student, as determined by the Programme Assessment Board. The specific dates will be determined by placement availability.
6. A student must complete satisfactorily all requirements laid down by Regulatory/Professional bodies in relation to Practice Based Learning, e.g. number of placement days/ hours (as specified in the Programme Handbook). Failure to do so will require additional placements to be undertaken.

Additional Subject- Specific Regulations (Occupational Therapy)

1. Students are required to complete a minimum of 1000 hours' successful placement experience. Failure to do so will require additional placements to be undertaken.
2. A student who fails / voids Practice Education Module(s) will normally be required to re-enter these modules either during the students' summer recess, or as an attached student as determined by the Programme Assessment Board. The specific dates will be determined by placement availability and opportunity for a period of learning.
3. Failed practice education hours will not count towards the minimum hours required by the professional body. This also applies to the Physiotherapy programme.
4. Only one attempt at retrieval is permissible for each period of learning/modules related to practice education. When the first attempt and retrieval process for the module have been exhausted, the student is deemed to have failed the requirements of the course and therefore must be withdrawn from the named award.
5. The maximum period within which a student must complete the programme is normally 6 years. For students who enter the programme directly into level 2 having completed the HNC in Occupational Therapy Support the maximum period within which the student must complete the programme is 5 years.
6. Where there are more than two external examiners for the programme, the majority must be occupational therapists.
7. Occupational Therapy external examiners will have oversight of all modules contributing to the professional qualification, this includes interprofessional education modules.
8. No more than one-third of the programme or part of the programme may be subject to RPL in accordance with the Royal College of Occupational Therapists Education Standards (2014, 2019). An exception to this requirement is an occupational therapy student who is transferring between education providers. In this instance, the student must meet the credit transfer requirements of GCU and be recommended as 'fit for the profession' by the original programme (releasing education provider should provide details of any issues regarding professional misconduct or fitness for the profession).

Additional Assessment Regulations Specific to Interprofessional Education

M1B025798 Preparation for Professional Practice is not included in the set of modules used calculation of merit and distinction for the awards of Certificate of HE and Diploma of HE. (Therefore, for the award of Certificate of HE, only 100 SCQF7 credits would be included in the calculation set).

VERSION CONTROL (to be completed in line with AQPP processes)**Any changes to the PSP must be recorded below by the programme team to ensure accuracy of the programme of study being offered.**

<i>Version Number</i>	<i>Changes/Updates</i>	<i>Date Changes/Updates made</i>	<i>Date Effective From</i>
1.0	Transfer of PSP to New GCU PSP Template	August 2024	September 2024
1.0	Removal of Exceptions Case 208	August 2024	November 2023
1.0	Removal of Exceptions Case 213	August 2024	October 2023
1.0	Addition of Exceptions Case 222 (Module M1B025798 Preparation for Professional Practice is not included in the set of modules used calculation of merit and distinction for the awards of Certificate of HE and Diploma of HE. (Therefore, for the award of Certificate of HE, only 100 SCQF7 credits would be included in the calculation set).	August 2024	September 2022
1.0	Change of module code for module Individuals, Teams and Communities (from M2B026832 to M2B030697)	August 2024	September 2024
1.0	Change of number of assessment components for Individuals, Teams and Communities from two assessment components to one component.	August 2024	September 2024

Curriculum Map for BSc (Hons) Occupational Therapy

The curriculum map links the modules listed in the Programme Structure to the Learning Outcomes.

This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. It also provides a checklist for quality assurance purposes and could be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses.

Modules		Programme Outcomes																												
Code	Title	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	E1	E2	E3	E4	E5	E6	
SCQF7	M1B102521	Fundamentals of Human Physiology	X						X	X		X		X									X			X	X	X		
	M1B025798	Preparation for Professional Practice			X	X	X			X			X		X	X	X	X		X	X	X	X	X	X		X	X	X	X
	M1B926065	Theoretical Foundations of Occupational Therapy and Occupational Science	X	X	X		X	X		X	X			X	X	X	X	X	X	X	X		X	X	X		X	X	X	
	M1B926066	Professional Skills and Behaviours for Competent Practice	X	X	X		X	X		X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	
	M1B926068	Occupational Therapy Practice: Theory, process and skills	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	M1B926075	Understanding Occupation, Health and Well-being	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X		X	X	X		X	X	X	X	X	
SCQF8	M2B025800	Methodology and Research for Effective Practice					X			X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X		
	M2B030697	Individuals, Teams and Communities		X	X	X	X			X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M2B926070	Occupational Therapy Process; Theoretical Approaches for Health and Wellbeing	X	X	X	X	X	X		X	X	X	X		X	X	X	X	X	X		X	X	X		X	X	X		
	M2B926053	PRBL1 (Practice Education)	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M2B926067	Inclusive Environments to Facilitate Occupational Justice	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X	X	X	

