GCU
Glasgow Caledonian University

1.		GENERAL INFORMATION	
1.		**Programme Title:**	BSc (Hons) Occupational Therapy
2.		**Final Award:**	BSc (Hons) Occupational Therapy
3.		**Exit Awards:**	HE Certificate, HE Diploma, BSc Health and Social Care, BSc (Hons) Health and Social Care
4.		**Awarding Body:**	Glasgow Caledonian University
5.		**Period of Approval:**	2020 - 2024
6.		**School:**	School of Health and Life Sciences
7.		**Host Department:**	Department of Occupational Therapy and Human Nutrition and Dietetics
8.		**UCAS Code:**	B930
9.		**PSB Involvement:**	Health and Care Professions Council, The Royal College of Occupational Therapists (RCOT)
10.		**Place of Delivery:**	Glasgow Caledonian University
11.		**Subject Benchmark Statement:**	
12.		**Dates of PSP Preparation/Revision:**	September 2019

2. EDUCATIONAL AIMS OF THE PROGRAMME

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 (2013) 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.

The aims of the BSc (Hons) occupational therapy programme are to:

• 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.

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3.   **INTENDED LEARNING OUTCOMES**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas: [cross refer to the appropriate benchmark statement]

3A   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.

3B   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

3C   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

3D   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

3E   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

Strategy for Learning for Programme

Engaged Learning:
1   Personal Tutor group meetings are timetabled and students are encouraged to meet with their personal tutor each trimester individually.
2   BSc students are encouraged to facilitate learning with other cohorts.
3   BSc students sharing of Practice Based Learning with both BSc and BSc Occupational therapy students.
4   Increased use of the inter-professional simulation centre to encourage and facilitate engaged learning.
5   Programme modules maximise the use of digital learning to facilitate self-directed learning.
6   Student generated learning and teaching strategies, are utilized within programme modules such as the Honours Project and Occupational Participation Through the Lifespan.

Divergent Thinking:
1   Integration of diverse Practice Based Learning module within the BSc programme, encouraging new ways of viewing client needs and developing and emerging areas for Occupational Therapy practice.
2   Enhanced assessment strategy across the programme, using a broad range of assessment methods such as Viva Voce and Team Observed Structured Professional Encounter (TOSPE).
3   In Level 4 of the programme students undertake the module 'Occupational Justice for the Common Good' with a focus on analaysing the current and predicted health and wellbeing needs including social, economic, environmental, health disparities.

Flexible, Inclusive, Accessible Learning:
1   Enhanced Feedback Strategy remains an integral part of the programme. Personalised feedback and feed-forward is available to students via Turnitin on all programme modules including Practice Based Learning.
2   Admissions policy continues to clearly advocate a commitment to inclusive, accessible learning. Reasonable adjustments are implemented for all students who have Reasonable Adjustment Plan. All four levels of the programme have Level Sites within GCU Learn, which hosts all general programme information in the Virtual Learning Environment (VLE).
3   Each module also has its own GCU learn Site in the VLE to further enhance inclusive, accessible learning in the VLE.
4   Pause for feedback in week 7 of each trimester is utilised in each module to facilitate increased personalised feedback and learning.
5   International student placement opportunities continue to develop.

Broader and Deeper Learning:
1   Inter-professional Education Framework continues to encourages students to think from a broad base.
2   Assessment Strategy – fosters deeper learning through a range of methods with reflection at the core.
3   Pedagogy (social constructivism) promotes growth in knowledge and skills developing independent and critical thinkers.

Global Learning:
1   Projects as part of the Honours Project may have an international perspective.
2   Several academic modules embed international issues as part of the World Federation of Occupational Therapists global agenda.
3   Delivery of the Level 4 module Occupation for 'Occupational Justice for the Common Good'.
4   Development of the programme structure supports the option for students to undertake practice based learning (PrBL2, PrBL4) out with Scotland.

Real World Problem Solving:
1   A diverse range of Practice Based Learning opportunities are available to all students. There are currently five practice based learning opportunities on the programme, two of which are undertaken in a diverse setting.

Entrepreneurship and Employability:
1   Employment sessions are organised to support students into professional practice. These involve sessions from employers, the careers service and academic staff.
2   PRBL3: Community Based Practice. Students are tasked with using a systems thinking approach to create solutions and identify opportunities for change in response to identified real world problems within diverse settings and cultures. This provides the opportunity for students to be curious and creative thinkers, in order to identify appropriate occupation focused interventions within the practice setting.

Responsible Leadership and Professionalism:
1   Fitness to Practice is central to the curriculum and professional Codes of Ethics embedded within modules. Practice Based Learning aims to develop professional skills and leadership behaviours.
2   'Understanding Professional Teams and Leadership supports students to develop appropriate leadership behaviours and the ability to work collaboratively with others to meet a common outcome

Common Good Curriculum within the Programme:

Active and Global Citizenship:
1   Theoretical Foundations of Occupational Therapy and Occupational Science: In this module students will develop their understanding of the complex and diverse nature of occupation in a culturally relevant context.
2   Individuals, Teams and Communities: Students work with students from other disciplines to develop interprofessional team working, knowledge and skills that can be applied to communities who have a social mission.
3   PRBL3: Community Based Practice: Students are able to participate in the community by engaging in a 7-week placement within a diverse practice setting e.g. Youth Action, War Blind, Day Centres. Within this module student are also given the opportunity to be immersed in different cultures.
4   Occupational Justice for the Common Good: The module provides an opportunity for students to demonstrate analysis of the current and predicted health and wellbeing needs including social, economic, environmental and health disparities and the associated occupations relevant to local, national and international communities

Entrepreneurial Mind-set:
1   Occupational Therapy Practice: Theory, Process and Skills: Through an introduction to the Occupational Therapy process students are encouraged to begin to identify opportunities for change, identify solutions and think creatively and critically.
2   Inclusive Environments to Facilitate Occupational Justice: Students develop skills to evaluate the environmental demands and seek creative solutions to minimise barriers and facilitate engagement in occupation.
3   PRBL3: Community Based Practice: Students are tasked with using a systems thinking approach to create solutions and identify opportunities for change in response to identified real world problems within diverse settings and cultures. This provides the opportunity for students to be curious and creative thinkers, in order to identify appropriate occupation focused interventions within the practice setting.
4   Occupational Justice for the Common Good: The module enables student to develop entrepreneurial skills and business acumen and apply this to occupational therapy practice at a micro to macro level to facilitate occupational justice.

Responsible Leadership:
1   Professional skills and behaviour for competent practice: Students will be introduced to responsible leadership through gaining an understanding of professional standards, responsibilities and expectations. The need for high standards of professional and personal conduct will also be explored.
2   PRBL1 (Practice Based Learning): Students are assessed on their ability to demonstrate a range of communication skills within a professional context and their ability to develop therapeutic relationships and collaboration within an interdisciplinary team and wider care services.
3   Understanding Professional Teams and Leadership: Students will develop appropriate leadership behaviours and the ability to work collaboratively with others to meet a common outcome.

4   PRBL4 (Practice Based Learning): Within a practice setting students are able to employ empathy, resilience, demonstrate professionalism, manage a small caseload autonomously and work collaboratively with others. Students are assessed on these and other appropriate aspects.

Confidence:
1   Professional skills and behaviour for competent practice: Through the placement component of this module students will be given the opportunity to develop confidence with professional behaviours and communication skills within a diverse practice setting.
2   Individuals, teams and communities: Students work with others to develop an interprofessional digital story based on exploring challenges experienced by a diverse range of service users and communities. Students are challenged to build relationship with others, acting assertively and reasonably and learn from this experience. Students will also build confidence in a range of skills relating to this innovate assessment method.
3   Professional reasoning and decision making within Occupational Therapy:
Through exploration of a range of case studies students develop confidence to make informed, reasonable and justifiable decisions relating to practice.
4   Honour's Project: Students are challenged with completing an independent project.

Learning, Teaching and Assessment Strategy

Within the programme there is an incremental change in approaches to learning and teaching throughout the programme. A more didactic knowledge imparting approach sees its greatest use in the delivery of the early core areas of academic education in modules which underpin professional theory and practice. This is supported with directed learning, engagement with online learning materials and tasks, group activities and an introduction to reflective practice. As the student continues on their academic journey a more student-led research oriented approach is facilitated. Throughout the programme the students will gain a depth of knowledge of occupational science and occupational therapy as their subject specific area, but with this, a breadth of understanding of other professions and team-working through both practice exposure to other professions and their involvement with the IPE framework.

Learning and teaching strategies within all of the occupational therapy practice based learning modules are student orientated and vary according to the year of study. In addition to the experience achieved through 'real-world' exposure in working environments the development of the Interprofessional Simulation Centre enables skills development to be undertaken in a safe environment. Whilst this is still challenging for the student it is a safe environment which enables them to undertake a mastery approach and receive positive reinforcement. This enables the development of skills, including communication skills and the exploration of issues regarding human factors as well as the importance of awareness of personal strengths and weaknesses.

Our learning and teaching approach continues to value learning strategies that place students at the centre of the learning journey and harness the benefit of sharing and collaborative learning creating a safe and respectful learning environment in the classroom ultimately enhances the potential to achieve student engagement and learning. All of the modules on the programme are taught by skilled, current and experienced experts in the field, with input from a range of GCU lecturers, practice educators and guest speakers using a collegial approach. This is inclusive of experts in the field of occupational therapy, support from learning development centre and library support services and experts in life sciences and inter-professional teaching.

Teaching is supported by a variety of learning and teaching activities delivered to students using a 'blended learning' approach. This approach involves a blend of online/digital learning materials, face-to-face learning activities in university and work-based learning whilst on placement, in the practice environment. Face-to-face teaching activities include a further blend of lectures, tutorials, seminars and practical sessions. Face-to-face learning approaches include theoretical lectures with student interaction (with in-class student led presentations/demonstrations, discussion, debate, quizzes, case studies and group work which can be facilitated with and without technology/mobile electronic devices), problem-based tutorials where students can consolidate theory and 'put into practice' learning whilst on placement. A range of activities are available to develop both the 'deep' and 'superficial' student learning, although all students will be encouraged to engage with learning materials to a deeper level, with access to further self-directed learning with access to formative assessment, as highlighted in each module descriptor.

Digital learning materials are integrated both online, via the GCU Learn platforms, and in the classroom environment. Online learning materials allow students to both revisit material covered within the academic setting and be guided towards other supplementary information, as well as develop their own personal and shared resources. The virtual learning environment employed by GCU, is GCU Learn and each module has its own GCU Learn site which contains a variety of information available to the students including: Module handbooks, lecture notes, tutorial topics, discussion boards, links to external websites/journals, self-study revision exercises, narrated PowerPoint and video based learning material. Electronic submission of coursework is also achieved via GCU Learn and students can log in to obtain feedback and results. This also allows module leaders to monitor engagement with online material by viewing access statistics.

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

SCQF Level 7

Module Code	Module Title	Credit
M1B102521	Fundamentals of Human Physiology	20
M1B025798	Preparation for Professional Practice	20
M1B926065	Theoretical Foundations of Occupational Therapy and Occupational Science	20
M1B926066	Professional Skills and Behaviours for Competent Practice	20
M1B926068	Occupational Therapy Practice: Theory, Process and Skills	20
M1B926075	Understanding Occupation, Health and Well-being	20

Exit Award – Certificate of Higher Education (Health and Social Care) **120**

SCQF Level 8

Module Code	Module Title	Credit
M2B926070	Occupational Therapy Process; Theoretical Approaches for Health and Wellbeing	20
M2B926067	Inclusive Environments to Facilitate Occupational Justice	20
M2B926053	Practice Based Learning 1 (PrBL1)	40
M2B025800	Methodology and Research for Effective Practice	20
M2B025796	Individuals, Teams and Communities	20

Exit Award – Diploma of Higher Education (Health and Social Care) **240**

SCQF Level 9

Module Code	Module Title	Credit
M3B926057	Practice Based Learning 2 (PrBL2)	40
M3B926069	Evidence Informed Inquiry for Occupation Focused Practice	20
M3B025797	Understanding Professional Teams and Leadership	20
M3B926060	Practice Based Learning 3 (PrBL3)	20
M3B926073	Professional Reasoning and Decision Making within Occupational Therapy	20

Exit Award – BSc Health and Social Care **360**

SCQF Level 10

Module Code	Module Title	Credit
MHB926072	Occupational Justice for the Common Good	20
MHB926074	Occupational Participation Through the Lifespan	20
MHB925801	Honours Project	40
MHB926062	Practice Based Learning 4 (PrBL4)	40

Exit Award – BSc Hons Occupational Therapy with eligibility to apply for registration with HCPC. **480**

No exit award other than the award of BSc Hons Occupational Therapy will confer eligibility to apply for registration with the Health and Care Professions Council.

| 5. | **SUPPORT FOR STUDENTS AND THEIR LEARNING** |

Students entering occupational therapy programmes come with a wide range of experiential and academic backgrounds. The Programme offer induction and support systems that are responsive to the range of student needs:

- Specific Induction programme and Enhanced Induction throughout all levels (1-4)
- Programme and Module Handbooks
- Academic Disability Co-ordinator
- Library and Study Skills Pack
- GCULearn and online resources
- Students have a named Librarian to provide information skills tuition
- Saltire Centre with access to other local and national library resources
- Each student has a named Personal Tutor (an academic member of staff) who provides both academic and pastoral support throughout the duration of the degree.
- Open door policy of academic staff gives access to module tutors and Programme Leader
- Access to technical support
- Level Co-ordinators
- Programme Specific Assessment Criteria
- University Citation Handbook
- Interprofessional Simulation Centre
- Open access to university computing services
- Access to Student Services Department which provides support and guidance for students
- School of Health and Life Sciences Learning Development Centre which provides specific study support and guidance
- Student representatives from each class group are members of the Programme Board
- Student –Staff Consultative Committee
- Each class group has nominated class representatives who liaise with academic staff regarding class issues
- The Professional Body – Membership of the Royal College of Occupational Therapists is mandatory from year one of the programme, this provides access to the student society.
- GCU Students Association Occupational Therapy Society (offers opportunities for peer support and networking across other years of the programme)

| 6. | **CRITERIA FOR ADMISSION** |

Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University

Glasgow Caledonian University leads the way in widening access to higher education. As part of the University's mission to promote the common good, we work with schools, children and families in the local community to raise educational aspirations in young people and their families. The Contextualised Admissions Policy aims to build on this work and recognise the different student leaner journeys. The policy aims to recognise and acknowledge that not all applicants have an equal opportunity to demonstrate their full academic potential and will take into consideration the context and circumstance in which a student has achieved his/her academic grades. For details please access the policy here: https://www.gcu.ac.uk/aes/documentsandpolicies/

6.CRITERIA FOR ADMISSION
Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University
Programme Admission Requirements:
Entry requirements for BSc (Hons) Occupational Therapy programme as of March 2019.

HIGHERS SG/INT2/NAT 5	Essential subjects Higher English or equivalent SG3/Int2 Maths or Nat 5 Maths or Lifeskills Maths (Application of Mathematics) at C 102 UCAS Points	To include specific grades BBBC to include English plus Nat 5 Maths or Lifeskills Maths (Application of Mathematics) at C Contextual Eligible Offer BBCC to include English Recommended subjects Biology or Human Biology	
Foundation Apprenticeships	Accepted as equivalent to one Higher as part of the overall grade profile of Highers required for entry. Any essential subjects at Higher should still be achieved in addition to the Foundation Apprenticeship		
A Level GCSE	Essential subjects 104 UCAS Points GCSE English at C/4 , GCSE Maths at C/4	To include specific grades BCC plus GCSE English and Maths at C Recommended subjects Health & Social Care. Biology or Human Biology	
BTEC Level 3	Extended Diploma level 3 Level 3 Diploma Level 3 90 Credit Diploma Level 3 Subsidiary Diploma Level 3 Foundation Diploma Level 3 Extended Certificate	DMM plus GCSE Maths and English at C/4 MM acceptable along with 1 A level plus GCSE Maths and English at C/4 DD acceptable along with 1 A level plus GCSE Maths and English at C/4 M acceptable along with 2 A levels – plus GCSE Maths and English at C/4 M acceptable along with 2 A levels – plus GCSE Maths and English at C/4 M acceptable along with 1 A level plus GCSE Maths and English at C/4	
IRISH LEAVING CERTIFICATE	Essential subjects English or equivalent at Higher level. Maths or numeracy subject at Ordinary level grade 02 above.	To include specific grades H2 H2 H3 H3 to include English plus Ordinary Maths at 02 Recommended subjects Biology or Human Biology.	
ACCESS PROGRAMMES	SWAP Access to Health and Biological Sciences from Glasgow Clyde College Cardonald Campus at BBB Other Access to Higher Education courses considered although preference will be given to subjects related to health or social care, or with a science base. English nursing or health related Access courses considered with 60 Credits overall with 45 at level 3 considered with 18 Distinctions, 15 Merits and 12 Passes. We consider - Access to Nursing & Allied Health		

	Professions at Manchester College. Northern Irish - Access to Higher Education Certificate/ Certificate in Foundation Studies in Biological/Biomedical Science accredited by Queens University Belfast with overall Merit profile of 60% including 60% in each level 3 module and NICATS maths (25 Credits) 1 & 2 or GCSE Maths at C (taught at Belfast Met)	
HNC/HND	HNC Occupational Therapy Support from Glasgow Clyde College Langside Campus (1 year programme) Other HNCs considered are: HNC / HND Health Care; Social Care; Social Services; Social Science; Care and Administrative Practice. Other HNC / HND courses considered although preference will be given to subjects related to health or social care, or with a science base.	
IELTS	7.0 with no component below 6.5 for entry to the programme. All international referrals to be referred to Admissions Tutor	
FETAC/QQI	QQI level 5 in Health Service Skills with Occupational Therapy Assistant Course (QQI Code SM3782) from Caven Institute with at least 6 Distinctions QQI Level 5 Certificate in Applied Social Studies 5M2181 Psychology and Social Studies from Cork College of Commerce with at least 6 Distinctions.	

Criminal Convictions /Health Declarations
Code 51 to be added as part of UCAS text for all offers which states the following: - "This offer is subject to satisfactory occupational health screening and a satisfactory enhanced disclosure check. The University has the right to withdraw an offer should the outcome be unsatisfactory".

Disability
If a student declares that they have a disability, Code 16 will be entered along with the offer text which states the following: "You have disclosed a disability on your application form. The University's Positive Living Team will contact you in due course to discuss any support you may require".

Disclosure of Criminal Convictions

In respect of suitability for the profession, it should be noted that on entry to the programme, all students are required to make an application to the Protection of Vulnerable Groups (PVG) Scheme. The Protection of Vulnerable Groups (PVG) Scheme was introduced by the Scottish Government in February 2011 to replace the Disclosure Scotland Scheme. All publicity material informs prospective applicants that criminal records are not deemed as spent under the

Rehabilitation of Offenders Act (1974) (Exceptions) Order 1975. The management of the applicant's requirement to make a declaration of criminal conviction is as follows.

If an applicant is deemed to meet the selection criteria and that applicant has declared a conviction on their UCAS form, the University Admissions office will refer the application to the BSc Hons Occupational Therapy admissions coordinator. The applicant will then be contacted by Occupational Therapy staff to discuss the impact on suitability for eligibility to apply for registration with the regulatory body, and employability. Information discussed and issues identified at this stage in the process may be used in reaching the final decision to accept the applicant or otherwise onto the programme. However, if doubt exists the HCPC will be contacted for guidance. The fee for joining the PVG scheme is borne by the student. Furthermore, the following requirements will be adhered to throughout the student's registration on the programme:

- Existing students are required to complete and sign a criminal record disclaimer at the beginning of   each academic year confirming that their previous status in this regard has not changed.
- Existing students may be required to complete an Enhanced Disclosure (or equivalent) if a Practice Based Learning site deems this to be necessary, and in this instance the student will normally bear the cost.
- Existing students are required to notify the programme leader immediately should their status alter. Existing students are required to sign that they have read and understood the School of Health and Life Sciences Fitness to Practise documents at the start of each new academic year in relation to criminal convictions.

Health Issues/Applicants with Disabilities

Information provided by an applicant in relation to their health related issue or disability is not be used as part of the selection process but mainly to ensure support needs are identified. If an applicant has been offered a place on the programme and they have disclosed a health related issue or disability the Disability Service will contact the student to establish if the university is able to provide for their educational needs.

Additional student support is available from the Glasgow Caledonian University student services, which include the Disability Service, and the Positive Living Team. Where required, an individualized Reasonable Adjustment Plan (RAP) will be completed in collaboration with the student, and distributed to appropriate members of the teaching team. At any stage throughout the programme if illness occurs, then students will follow the normal procedures regarding notification and certification. Should the illness be for a prolonged length of time the student, may be asked for medical confirmation of fitness to return to study.

Students are advised to obtain a Hepatitis B vaccination and BCG vaccination. All vaccinations offered will be driven by advice from Health Protection Scotland. Students who refuse vaccination may be deemed fit for practice with restrictions i.e. they may not be able to undertake a placement in infectious diseases. Ramifications of vaccination refusal will be clearly explained to the student so the student can make informed decisions on vaccination. Restrictions in practice are documented in the students' placement passport (See SHLS Generic Practice Education Document).

Existing students are required to sign a declaration that they have read and understood the School of Health and Life Sciences Fitness to Practise documents at the start of each new academic year in relation to their own health status.

Table 4: UCAS Tariff points tables

SCOTTISH HIGHERS	UCAS TARIFF POINTS
A	33
B	27
C	21
D	15

A LEVEL	UCAS TARIFF POINTS
A*	56
A	48

B	40
C	32
D	24
E	16

IRISH LEAVING CERTIFICATE (HIGHER)	UCAS TARIFF POINTS
H1	36
H2	30
H3	24
H4	18
H5	12
H6	9
H7	0
H8	0

UCAS points:
Scottish Highers (BBBC) = 102
A Levels (BCC) = 104
ILC (H2H2H3H3) = 108

International Admissions Template:

Programme	BSc (Hons) Occupational Therapy
Qualification Level	Undergraduate / BSc (Hons)
SCQF level of completed programme	SCQF 10
School	SHLS
AOS Code (FT)	P00307
UCAS Code	B930

Academic Contact(s)	Chris McMahon (L1 and L4 international) x1914 Shirley Morrison-Glancy (for L2 and L2 international) x8899 Sandra Robertson (L3)
Admin Contact(s)	To be confirmed

September 2020	Available
January 2021	Not available

Standard Entry Requirements (UK)	A Levels: BCC
Professional Qualifications	
International Qualifications	Consideration for year 1: Hong Kong: X A Levels BCC X Diploma of Secondary Education with 3 or 4 subjects at grade 4 India: Senior School Certificate with minimum of 70% overall to include 70% in two science subjects Nigeria: WASSC plus 3 A Levels at grades BCC

	Pakistan: HSSC science with overall grade B
	Saudi Arabia: College of Technology Diploma or Higher Technical Institute Diploma or Junior Health College Diploma or Undergraduate Diploma to include two science subjects at grade 70% or above
	Other programmes will be considered on an individual basis via referral to the admissions co-ordinator.
IELTS Requirement	7 with no point lower than 6.5 If an applicant has completed a diploma in the last two years from one of the five recognised polytechnics (Nanyang Polytechnic (NYP), Ngee Ann Polytechnic (NP), Republic Polytechnic (RP), Singapore Polytechnic (SP) and Temasek Polytechnic (TP)) then we would not ask for further evidence of English
Refer all applications?	Yes – at receipt of application
APEL / Advanced Entry	International applicants who have completed an occupational therapy diploma/degree from a World Federation of Occupational Therapy (WFOT) accredited programme can be considered for advanced entry on to the programme. All advanced entry applications need to be considered and approved by the admissions co-ordinator before an offer can be made Consideration for advanced programme entry will be given to the following: Singapore: Average GPA 3.0 or above in three-year Occupational Therapy Diploma (Year 4 entry). Other programmes will be considered on an individual basis via referral to the admissions co-ordinator.
References Required?	Must provide an acceptable reference in relation to the applicant being a caring, motivated individual who has a strong commitment to learning. The applicant should be self-organised, have interpersonal skills such as communication, ability to work in teams, positive attitude, dependable, trustworthy and be a good time manager.
Personal Statement	Must demonstrate a level of interest in occupational therapy and should normally have a sound knowledge of the breadth and scope of Occupational Therapy practice. Evidence of visits to Occupational Therapy departments or work experience in a care environment is recommended, wherever possible. Voluntary work or part-time employment in an area where the impact of disability will be experienced is also worthwhile. Must also demonstrate an understanding of the role of an Occupational Therapist.
Interview	No
Criminal Convictions / Disclosure Check / Occupational Health Check	Additional Enhanced Disclosure and Occupational Health Check required. International applicants require local police check from home country
Offer wording / coding	Wording for offers to direct applicants: Satisfactory local Police Check plus satisfactory occupational health screening and a satisfactory enhanced disclosure check. The university has the right to withdraw this offer should the outcome be unsatisfactory.

	UCAS codes:
	94 to be added as part of UCAS text for all offers (This offer is subject to satisfactory occupational health screening and a satisfactory enhanced disclosure check. The University has the right to withdraw and offer should the outcome be unsatisfactory.) 16 (You have disclosed a disability on your application form. The University's Positive Living Team will contact you in due course to discuss any support you may require.)

ATAS required? If yes, include JACS code	No

Scholarship	Standard international scholarships as per Fees and Scholarships Paper.

Alternative Courses?	Applicants with a 2:1 in a related health and social care degree may wish to consider application to the MSc (Pre-Registration) Occupational Therapy programme.
Exit Awards available?	Exit awards are un-named (i.e. generic as opposed to profession specific).
Other Information	Students who successfully complete the BSc Hons Occupational Therapy programme are eligible to apply for registration as occupational therapists with the Health and Care Professions Council (HCPC). The programme is accredited by the College of Occupational Therapists, and it is approved by the Health and Care Professions Council. The programme is also one of the World Federation of Occupational Therapy approved educational programmes. Practice Based Learning forms an integral part of the 4-year programme and students will engage with placements at every level of the programme. Students also have the opportunity for exchange within the third year of the programme. Students who engage with the programme required to commence professional membership of BAOT prior to starting placement in level 3. Students are required to sign a disclaimer at the start of their programme noting that they are aware of placements being located anywhere within Scotland. Subsequently, students may have to travel and/or move away from home dependent on the location of the placement. It is essential for Students to sign a 'Fitness to Practice' register on commencement of the programme. Fitness to practise in this context means having the skills, knowledge, health and character to work safely and effectively whilst on the programme.

Flexible Entry - Credit Transfer and RPL:

Recognition of prior learning

Students who are able to demonstrate prior learning in specific modules are considered eligible to apply for exemption from undertaking the module and/or being required to complete the module assessment. The BSc (Hons) Occupational Therapy programme continues to adhere to the Glasgow Caledonian University Recognition of Prior Learning Policy (RPL) Policy which can be found using the following link: https://www.gcu.ac.uk/media/gcalwebv2/theuniversity/aqd/RPL_at_GCU_v7.2_OCT_18.pdf
It is mainly students who have completed the HNC in Occupational Therapy Support and commenced the programme in level 1 rather than entering directly into level 2 who apply for RPL. These claims are normally successful as the HNC in Occupational Therapy Support (duration of 1 year) has been mapped against the learning outcomes for level 1 of the programme.

From academic year 2016-17 RPL claims for interprofessional education modules are now rejected, due to the impact on the student experience as the undergraduate IPE framework is a progressive framework from initial exposure to interprofessional working to immersion and then mastery therefore participation in all modules throughout the programme is required.

Entry with Advanced Standing:

Advanced entry

A small number of applications are received for entry into the BSc (Hons) Occupational Therapy programme at Glasgow Caledonian University from applicants who have completed study at other institutions across the UK and EU, and who are seeking transfer into year 2 or 3. All applications are considered individually and a mapping exercise completed for each applicant, by the admissions co-ordinator and or level co-ordinator. This is to ensure that all graduates are able to meet the Standards of Proficiency for Occupational Therapy (HCPC, 2013). Applicants to level 2 of the programme who have completed Personal Development Award (PDA) in Occupational Therapy Support, delivered by Glasgow Clyde College, will be reviewed individually by the admissions tutor.

International applicants
All international applications are reviewed by the admissions tutor and level co-ordinator using the International Applications template. These must be from WFOT accredited programmes which can be mapped to the BSc Hons programme. Mapping is undertaken by the admissions tutor and the relevant level co-ordinator.

7.	**METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING**

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards
- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Feedback Questionnaire
- External Examiner(s) Reports
- Annual monitoring (required by Professional and/or Statutory Bodies)
- Enhancement-led Internal Subject Review (ELISR)
- Enhancement-led Institutional Review (ELIR)
- Committees with responsibility for monitoring and evaluating quality and standards:
- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- School Board
- Assessment Board (AB)
- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Policy Committee (APC)
- University Senate
- Mechanisms for gaining student feedback on the quality of teaching and their learning experience:
- Student-Staff Consultative Group (SSCG)
- Student representation on Programme Board (PB)
- Student representation on School Board
- Module Feedback Questionnaire
- GCULearn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Academic Advisor, Year Tutor
- National Student Survey
- Student Experience Survey
- Week 6 Pause for Feedback
- Staff development priorities include:
- Postgraduate Certificate in Academic Practice
- Continuous Professional Development (CPD)
- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- Conference and seminar attendance and presentation
- Research Excellence Framework (REF) submission
- Membership of Higher Education Academy (HEA)
- Fellowship of Higher Education Academy (FEA)
- Membership of and involvement with Professional Bodies

ASSESSMENT REGULATIONS

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

GCU Assessment Regulations
https://www.gcu.ac.uk/media/gcalwebv2/theuniversity/aqd/University_Assessment_Regulations_2018_19_Undergraduate.pdf

Undergraduate Programme-Specific Assessment Regulations for awards regulated by the HCPC and SSSC

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.

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.

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.

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   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.

5   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. This also applies to the Physiotherapy programme.

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).

9.	**INDICATORS OF QUALITY AND STANDARDS**
	Details of Programme Validation and Review events – involving University, Education and Training Committee of the HCPC and the College of Occupational Therapists. Details of approval, development events and reviews organised by the School and University, in conjunction with the professional bodies where appropriate SQAA Subject Review

School of Health and Life Sciences Departmental Quality Committee review of module evaluation analysis
Annual Programme Analysis report and programme improvement plan
External Examiner reports
Student Representatives' Annual Reports
Module progression rates
Quality statements in Module Reports
Annual Monitoring Report to the College of
Departmental Module Performance Summary Reports
Alternating annual audit or declaration to HCPC
External members on the Programme Board
Employment Statistics
Quality of student intake

10. INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

Definitive Programme Document
Programme Handbook
Module Handbook
University Website http://www.gcu.ac.uk
School Website
GCULearn
My Caledonian
University Prospectus

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

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A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE: **September 2019**

Curriculum Map for BSc (Hons) Occupational Therapy
The curriculum map links the modules (Section 4) to the Outcomes listed in Section 3

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. The map shows only the main measurable learning outcomes which are assessed. There are additional learning outcomes (e.g. attitudes and behaviour) detailed in the module specifications which are developed but do not lend themselves to direct measurement

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	
	M1B025798	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	
	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	
	M1B926075	Understanding Occupation, Health and	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X		X	X	X		X	X	X	X	X	

SCQF	Code	Module	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
		Well-being																												
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		
	M2B025796	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	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	X
SCQF9	M3B926073	Professional Reasoning and Decision Making within Occupational Therapy		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X
	M3B926057	PRBL2 (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
	M3B926060	PRBL 3 – Community Based 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	X	X	X

	Code	Module																													
		in Occupational Therapy																													
	M3B926069	Evidence Informed Inquiry for Occupation Focused 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	X	
	M3B025797	Understanding Professional Teams and Leadership		X		X	X			X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
SCQF10	MHB926072	Occupational Justice for the Common Good	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	
	MHB925801	Honours Project	X	X	X	X	X		X	X	X	X	X	X	X	X	X		X	X		X		X	X	X	X	X	X	X
	MHB926074	Occupation Participation Through The Lifespan	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	
	MHB926062	PRBL4 (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

ASSESSMENT LOADING MATRIX

SHE Level 1									
Module Code	**Module Title**	**Trimester**	**Credits**	**Assessment Weighting**					
				Cw1	**Cw2**	**Cw3**	**Exam1 (Exams Office)**	**Ex2 (Exams Office)**	**Ex3 (Class Test)**
M1B102521	Fundamentals of Human Physiology	A-B	20				50	50	
M1B025798	Preparation for Professional Practice	A	20	100					
M1B926065	Theoretical Foundations of Occupational Therapy and Occupational Science	A	20	100					
M1B025798	Professional Skills and Behaviours for Competent Practice	A	20	100					
M1B926068	Occupational Therapy Practice: Theory, process and skills	B	20	100					
M1B926075	Understanding Occupation, Health and Well-being	B	20	100					
EXIT AWARD: Certificate of Higher Education									

SHE Level 2				
Module Code	**Module Title**	**Trimester**	**Credits**	**Assessment Weighting**

				Cw1	Cw2	Cw3	Exam1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)
M2B025800	Methodology and Research for Effective Practice	A	20	80					20
M2B025796	Individuals, Teams and Communities	A	20	60	40				
M2B926070	Occupational Therapy Process; Theoretical Approaches for Health and Wellbeing	A	20						Two components (30/70)
M2B926053	PRBL1 (Practice Education)	B	40	100					
M2B926067	Inclusive Environments to Facilitate Occupational Justice	B	20	100					
EXIT AWARD: Diploma of Higher Education									

SHE Level 3

Module Code	Module Title	Trimester	Credits	Assessment Weighting					
				Cw1	Cw2	Cw3	Exam1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)
M3B926073	Professional Reasoning and Decision Making within Occupational Therapy	A	20	100					
M3B926057	PRBL2 (Practice Education)	A	40	100					
M3B926060	PRBL 3 – Community Based Practice in Occupational Therapy	B	20						100
M3B926069	Evidence Informed Inquiry for Occupation Focused Practice	A	100						
M3B025797	Understanding Professional Teams and Leadership	B	60						40
EXIT AWARD: Diploma of Higher Education									

SHE Level 4									
Module Code	**Module Title**	**Trimester**	**Credits**	**Assessment Weighting**					
				Cw1	**Cw2**	**Cw3**	**Exam1 (Exams Office)**	**Ex2 (Exams Office)**	**Ex3 (Class Test)**
MHB926072	Occupational Justice for the Common Good	A	20	100					40
MHB925801	Honours Project	A-B	40	100					
MHB926074	Occupation Participation Through The Lifespan	A	20	100					
MHB926062	PRBL4 (Practice Education)	A	40	100					
EXIT AWARD: Bachelor Degree with Honours									