

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	Health and Life Sciences		
Department	Allied Health Professions		
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 2026	To: August 2031

2. EDUCATIONAL AIMS OF PROGRAMME

The BSc (Hons) Occupational Therapy programme at Glasgow Caledonian University is designed to provide an excellent educational experience that develops graduates who are fit for award, fit for practice, and fit for purpose. On successful completion, graduates will be eligible to apply for registration with the Health and Care Professions Council (HCPC) and for membership with the Royal College of Occupational Therapists (RCOT).

The overarching aim of the programme is to prepare occupational therapy graduates who can confidently and competently contribute to contemporary practice. The programme develops graduates who understand and are committed to the transformative nature of occupation for optimal health and wellbeing.

The BSc Hons Occupational Therapy programme at GCU aims to develop graduates who will:

- Possess the necessary knowledge, skills and attributes to work as competent practitioners.
- Understand the complexity and transformative nature of human occupation and are committed to occupational justice for individuals, communities and society.
- Be prepared to meet the challenges of complex and demanding environments.
- Be confident, flexible, and able to lead and innovate change across a range of settings.
- Have a strong professional identity who can work autonomously, collaboratively and inter-professionally.

The curriculum is structured using a spiral design that integrates theoretical, practical, and evidence-based learning across four levels:

- **Level 1:** Introduces foundational occupational therapy knowledge, skills, and attributes for safe and ethical practice.
- **Level 2:** Consolidates learning and expands understanding of theory, practice, research, and inter-professional working.
- **Level 3:** Enhances critical thinking and complex reasoning, with emphasis on applying evidence to practice and understanding broader influences on health and service delivery.
- **Level 4:** Prepares students for transition to professional practice, focusing on the application of occupation-centred approaches in diverse, challenging, and evolving practice environments

By the end of the programme, graduates will be equipped to contribute meaningfully to the health and wellbeing of individuals and communities, while advancing the profession of occupational therapy.

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, in relation to aspects of person, environment and occupation.
- A2 Demonstrate a critical 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 sustainable occupational therapy services delivery across a range of practice contexts.
- A5 Demonstrate an understanding of research methodologies and evidence-based practice.

B: Practice: Applied knowledge, skills and understanding;

- B1 Demonstrate an understanding of and ability to apply core concepts related to occupation, occupational performance, activity and participation.
- B2 Demonstrate an understanding of and ability to apply the occupational therapy process across diverse practice contexts under the supervision of a practice educator.
- B3 Demonstrate readiness for professional registration as an occupational therapist on completion of the programme.
- B4 Demonstrate an understanding of and ability to apply principles of equity, diversity and belonging to support person-centred and culturally responsive practice.
- B5 Demonstrate the ability to reflect on the diverse concepts and contexts of health and wellbeing and associated challenges to occupation, participation and engagement.
- B6 Demonstrate the ability to evaluate and debate theoretical frameworks and approaches to intervention in occupational therapy.
- B7 Demonstrate an awareness of professional, interprofessional and collaborative practice skills as applied within both local and global contexts.
- B8 Demonstrate the ability to evaluate and apply legislation, policy and guidelines relevant to practice.

B9 Demonstrate the ability to engage with techniques of enquiry and apply the research process.

C: Generic cognitive skills;

C1 Demonstrate the ability to critically apply, evaluate and synthesise evidence used to guide practice.

C2 Demonstrate the ability to engage in debate driven by professional practice curiosity to develop responses to problems and issues both locally and globally.

C3 Demonstrate the ability to engage in critical thinking, problem solving and reflection to develop knowledge, skills and professional practice.

C4 Demonstrate the ability to evaluate insights of an occupational perspective in a range of practice settings.

C5 Demonstrate the ability to engage in complex decision making, drawing on ethical, moral and professional reasoning abilities.

D: Communication, numeracy and ICT skills

D1 Demonstrate the use of adaptive and effective communication with diverse individuals, groups and communities.

D2 Recognise the importance of professional ethics, confidentiality, consent, compliance, safe information handling and recording of information.

D3 Demonstrate effective skills in digital literacy and understand how technological advances can enhance occupational therapy practice.

E: Autonomy, accountability and working with others.

E1 Demonstrate the ability to analyse and evaluate the continuum of care within a range of practice contexts from a uni-professional and interprofessional perspective.

E2 Demonstrate the ability to exercise autonomy and initiative in professional and equivalent activities.

E3 Demonstrate the ability to plan, monitor, review and evaluate own learning and development.

E4 Demonstrate leadership and initiative to contribute to change and development.

E5 Practise in ways which draw on critical reflection on own and others' roles and responsibilities.

E6 Manage complex ethical and professional issues and make informed judgements on practice issues that are informed by interprofessional collaboration.

E7 Demonstrate the ability to contribute to the supervision, support, and development of others.

E8 Demonstrate an understanding of the importance of maintaining personal health and wellbeing and apply strategies to support safe, effective, and sustainable professional practice.

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
- 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, OSCE)
- 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		Ex 1 50 Ex 2 50	
M1B130634	Preparation for Professional Practice	Core	7	20	100		
M1B930641	Occupational Therapy: Process and Skills	Core	7	20	100		
M1B930639	Foundations of Occupational Therapy	Core	7	20	100		
M1B930640	Occupation, Health and Wellbeing	Core	7	20	100		
M1B930642	Practice based learning 1	Core	7	20			100
M2B930843	Occupational Therapy: Assessment and Intervention	Core	8	40	100		
M2B130636	Methodology and Research in Effective Practice	Core	8	20	100		
M2B130635	Community Centred Interprofessional Education and Collaborative Practice	Core	8	20	100		
M2B930844	Practice Based Learning 2	Core	8	40			100
M3B930845	Making Complex Decisions	Core	9	20	100		
M3B930847	Practice Based Learning 3	Core	9	40			100
M3B930848	Use of Evidence	Core	9	20	100		
M3B930846	Occupational Therapy: Contexts and Influences	Core	9	20	100		
M3B130638	Leadership and Collaboration in Interprofessional Teams	Core	9	20	40/60		
MHB930851	Transition to Practice	Core	10	20	100		
MHB930849	Occupation and Societal Transformation	Core	10	20	100		
MHB925801	Honours Project	Core	10	40	100		
MHB930850	Practice Based Learning 4	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:

<https://www.gcu.ac.uk/currentstudents/essentials/policiesandprocedures>

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 with Honours in Occupational Therapy 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:

<https://www.gcu.ac.uk/aboutgcu/services-and-facilities/qualityassuranceandenhancement/regulations-and-policies>

In addition to the GCU Assessment Regulations noted above, this programme (BSc Hons in Occupational Therapy) is subject to Programme Specific Regulations in line with the following Exceptions

Case 254

- 1 University Assessment Regulations apply except where there is a documented exception approved by the University Exceptions Sub-Committee. These Health and Life Sciences programme-specific regulations deviate from the University's standard regulations as outlined below.
- 2 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 degree programme while enrolled on any of the programmes listed above.
- 3 **Compensation (University Assessment Regulations, Section 13.2)**

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.

In line with Assessment Regulation 13.2.6, compensation cannot be exercised in any module leading to the awards listed above.

4 Aegrotat Awards (University Assessment Regulations, Section 23)

Due to the requirements of the regulatory/professional bodies any aegrotat award will be in alignment with the School's generic award structure (e.g. BSc Health and Social Care).

5 External Examiner (Section 10, AQPP)

HCPC regulated programmes will have at least one external examiner who is appropriately experienced and qualified and, unless other arrangements are agreed, will be form the relevant part of the HCPC register.

Additional Assessment Regulations Specific to Practice Based Learning

1. All practice-based learning modules must be passed including elective placements

2. Maximum Number of Attempts at a Module (University Assessment Regulations, Section 14)

Only two attempts are permitted for practice-based learning modules at all levels of the programme (including undergraduate modules)

3. Module Pass Criteria (University Assessment Regulations, Section 13.1)

In the case of practice-based learning modules (i.e. any module that includes hours accrued for practice-based learning including simulation) with multiple assessment components, all components must be passed at a minimum of 40% (UG) or 50% (TPG)

4. Unsuccessful at First Diet (University Assessment Regulations, Section 15)

Where a student has been unsuccessful at first diet on a practice-based learning module it may be necessary to interrupt progression to the following level of study until the module is successfully completed (i.e., it may not be possible to carry practice-based learning module into the following year irrespective of the number of credits).

5. Attendance Requirements on Practice-Based Learning/Placements (Student Attendance and Engagement Policy)

Students must satisfactorily complete 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.

For **MSc Physiotherapy (pre-registration), MSc Occupational Therapy (pre-registration), BSc (Hons) Physiotherapy; BSc (Hons) Occupational Therapy; BSc (Hons) Human Nutrition and Dietetics; BSc Paramedic Science**: Students are expected to complete 100% of the required days / hours of practice-based learning for each placement, including simulation-based placements, as specified in the programme handbook. Where a student has absence of 20% or more in any practice-based learning placement, they may be required to retake the module with attendance.

Case 222

Preparation for Professional Practice

Exclusion of module from calculation set for awards of Merit and Distinction at SCQF Levels 7&8 (Cert HE/DipHE)

Case 248

Exemption from Fit to Sit declaration process (Section 1 of Fit to Sit policy only) for all placement/work-based/practice-based learning (placement/WBL/PBL) assessment components in modules on the programmes listed that are undertaken in the clinical or professional workplace environment (including simulated environments where the number of hours/days contribute to the total number of placement hours required on a programme and that are concerned with the direct assessment of professional skills, competency and abilities in practice.

Case 256Additional Subject-Specific Requirements (Occupational Therapy)

1. Learners who fail a practice-based learning component on substantiated grounds of fitness to practise concerns must be denied a retrieval attempt.
2. Students are required to complete a minimum of 1000 hours' successful placement experience. Failure to do so will require additional placements to be undertaken.
3. Failed practice education hours will not count towards the minimum hours required by the professional body.

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	Submitted for re-approval 22 nd September 2025	January 2026	September 2026
1.1	Update to exceptions following approval at Exceptions Sub-committee	July 2026	September 2026