

## PROGRAMME SPECIFICATION PRO-FORMA (PSP)

### GLASGOW CALEDONIAN UNIVERSITY

#### 1. GENERAL INFORMATION

<b>Programme Title:</b>	MSc Occupational Therapy (pre-registration)
<b>Final Award:</b>	MSc Occupational Therapy (pre-registration)
<b>Exit Awards:</b>	MSc Health and Social Care Postgraduate Diploma in Health and Social Care Postgraduate Certificate in Health and Social Care
<b>Awarding Body:</b>	Glasgow Caledonian University
<b>Period of Approval:</b>	2019 - 2024
<b>School:</b>	School of Health and Life Sciences
<b>Host Division/Dept:</b>	Department of Occupational Therapy, Human Nutrition and Dietetics
<b>UCAS Code:</b>	N/A
<b>PSB Involvement:</b>	Health and Care Professions Council Royal College of Occupational Therapists
<b>Place of Delivery:</b>	Glasgow Caledonian University
<b>Subject Benchmark Statement:</b>	Occupational Therapy
<b>Dates of PSP preparation/revision:</b>	May 2020

#### 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. Building on the pre-existing scholarship which learners bring to this programme, 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. MSc 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 curriculum aims to:

- Encourage students to use their existing transferable skills to adapt quickly to the educational experience through sharing pre-existing knowledge and skills to complement their emerging knowledge of occupational therapy and to integrate their existing knowledge with an extensive understanding of people as occupational beings.
- Establish a critical understanding of the complexity and transformative nature of human occupation for individuals considering occupational justice for communities and society.
- Produce original insights on occupational perspectives in the promotion of health and wellbeing.
- Develop a critical understanding of knowledge, skills and therapeutic attitudes concerning the occupational therapy process.
- 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.
- Embed in students the importance of occupational science to underpin practice and the centrality of occupation in goal directed lives and purposeful activity.
- Facilitate students' social responsibility and foster appreciation of how the study of human occupation contributes to social justice and social inclusion.

The curriculum objectives for Year 1 are to:

- Establish a critical understanding of the core concepts of occupational therapy and occupational science.
- Establish a critical understanding of the complexity and transformative nature of human occupation for individuals considering occupational justice for communities and society.
- Develop foundational knowledge regarding structure and function of the human body in enabling health and wellbeing.
- Critically evaluate the occupational nature of human beings to enable health and wellbeing.
- Develop occupational therapy skills for occupation focused practice and critical thinking.
- Bridge theory into practice by developing Occupational Therapy skills in practice based learning settings.
- Develop a critical understanding of evidenced informed occupational transformation.
- Develop a critical understanding of the value of collaborative practice and interprofessional working.

The curriculum objectives for Year 2 are to:

- Development of practice readiness in Practice Based Learning meeting professionalism expected of regulatory expectations and standards.
- Develop learners' critical understanding of societal impact of occupation to achieve societal transformation; occupational and social justice within a global setting.
- Support learners' autonomy and ability to critically evaluate their own and other disciplines contribution to the unpredictability of the continuum of care in health and social care settings.
- Develop learners' scholarship through critical evaluation of the complexity of evidence informed occupational therapy practice and development.
- Develop learners' knowledge, skills, values and critical understanding of effective and efficient collaborative practice.
- Provide an optional opportunity for final practice based learning experience to be undertaken in an international setting.
- Develop learners' professional reasoning skills to make autonomously evidence informed occupation focused decisions in professional practice.

**PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS**

<u>Module Code</u>	<u>Module Title</u>	<u>Credits</u>
M2B926401	Practice based Learning 1	40 (SCQF 8)
M3B926402	Practice based Learning 2	40 (SCQF 9)
M3B926060	Practice based Learning 3	20 (SCQF 9)
MHB926403	Practice based Learning 4	40 (SCQF 10)
<b>Total: 140 credits (SCQF 8, 40; SCQF 9, 60; SCQF 10, 40)</b>		
MMB926054	Foundations of occupational therapy and occupational science	15 (SCQF 11)
MMB926056	Occupational Performance; Body Structure, Function and Participation	30 (SCQF 11)
MMB926055	Essential practice skills for occupation focused practice	15 (SCQF 11)
<b>Exit Award: Postgraduate Certificate: Health and Social Care: Total 60 (SCQF 11) credits</b>		
MMB926059	Evidence informed occupational transformation	15 (SCQF 11)
MMB525799	Inter-professional Working: Context, Organisations and Practice'	15 (SCQF 11)
MMB926061	Ethics and reasoning for occupation focused practice	15 (SCQF 11)
MMB926063	Occupational Justice, policy and societal transformation	15 (SCQF 11)
<b>Exit Award: Postgraduate Diploma: Health and Social Care: Total 120 (SCQF 11) credits</b>		
MMB025802	Dissertation	60 (SCQF 11)
<b>Exit Award: MSc Health and Social Care: Total 180 (SCQF 11) credits</b>		
<p><b>Final Award: MSc Occupational Therapy (pre-registration):</b> Total 180 credits (SCQF 11) + Practice Based Learning module credits (Total: 320 credits). This award leads to eligibility to apply for professional registration with the Health and Care Professions Council.</p> <p>N.B. Normally the SCQF credits for the Practice Based Learning modules are not included in the calculation for the exit awards in health and social care. The Health and Social Care exit awards do not lead to eligibility to apply for professional registration with Health and Care Professions Council.</p>		

## **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.

## **ASSESSMENT REGULATIONS**

**Glasgow Caledonian University Regulations can be found at:**

<https://www.gcu.ac.uk/academicqualityanddevelopment/academicquality/regulationsandpolicies/universityassessmentregulationsandpolicies/>

The MSc Occupational Therapy (pre-registration) Programme has a number of programme specific assessment regulation which are detailed below.

### **Taught Post Graduate Programme Specific Assessment Regulations**

***The following Programme Specific Regulations supersede the University's Taught Postgraduate Assessment Regulations (2019 - 20).***

1. University Assessment Regulations apply except where Programme-specific Assessment Regulations are prescribed. The Programme Specific Regulations override the University's standard Taught Postgraduate Assessment Regulations.
2. These Programme-Specific Assessment Regulations apply to the above-named 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 2 years. The maximum period within which a student must complete the programme is 4 years. This period includes the successful completion of all assessments.
5. Students within the above-named programmes are expected to attend all classes, clinical visits, laboratory sessions and Practice Education placements. Where a student has unauthorised absence of, or in excess of, 20% of a University based 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.
6. Students within the above-named 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.
7. 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 the above-named programmes. Compensation 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.

8. Normally, all modules must be passed to allow progression to succeeding stages of the Programme, as defined in the Programme Handbook. Students who are permitted to carry a module(s) will be required to pursue such a programme of study in that module as the Assessment Board considers necessary and will be required to re-enter the assessment in that module at the next available assessment diet, or as agreed by the Assessment Board. The carried module(s) must be passed to allow further progression. Where a student has failed a module/modules at first attempt in Year 1, the Assessment Board may recommend that the student must pass such modules before proceeding into Year 2 of the programme.
9. Students who, at second attempt, fail to pass one or more modules will be required to withdraw from the programme and will result in the student being ineligible for the named award and consequently eligibility to apply for registration with the Regulatory Body. In exceptional circumstances the Assessment Board may, in consultation with Registry and the External Examiner for the programme, allow an extraordinary third attempt in a single module.
10. In being considered for a Masters' degree, students must have successfully completed the Masters Dissertation module within their programme of study. Failure to complete the Masters Dissertation module will result in the student being ineligible for the named award and, consequently, 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. Students will be required to declare at the commencement of each session his/her Fitness to Practise and Good Character through Self-Disclosure.

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,

which includes the Rules of Professional Conduct and Standards of Regulatory/Professional Bodies & University.

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.

12. Exit awards which include eligibility to apply for registration with the Regulatory body are as follows:
  - MSc Occupational Therapy (pre-registration)
  - MSc Physiotherapy (pre-registration)
  - MSc Social Work

No other exit awards will allow eligibility to apply for registration with the regulator.

13. Due to the requirements of the Regulatory/Professional Bodies there will be no exit awards on the above-named programmes.
14. Students who are awarded a Masters in Occupational Therapy (pre-reg) or a Masters in Physiotherapy (pre-reg) are eligible to apply for Registration with the Health and Care Professions Council and Membership of the named Professional Body.
15. Students who are awarded a Masters in Social Work degree are eligible to apply for Registration with the Scottish Social Services Council.
16. 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. Only two attempts are permitted for Practice Based Learning Modules at all levels of the programme (including undergraduate modules).
3. For Practice Based Learning Module assessments that consist of multiple components, all components must be passed at a minimum of 40% (UG) or 50% (TPG) in order to complete the module successfully.
4. Students will not normally be permitted to carry Practice Based Learning Modules into a successive stage of the programme of study.
5. 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, he/she is 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.
6. Students who miss more than 20% (continuous or accumulated time) of a placement will be deemed to have failed the placement and will be required to re-enter the placement as a second attempt, at a time to be arranged by the Programme of study.
7. 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 re-enter with attendance the following academic year, as determined by the Programme Assessment Board. The specific dates will be determined by placement availability.
8. 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 Requirements: (Physiotherapy & Occupational Therapy)**

9 Students are required to complete a minimum of 1000 hours' successful placement experience. Failure to do so will require additional placements to be undertaken.

10 A student who fails / voids Practice Based Learning 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.

11 Failed practice Based Learning hours will not count towards the minimum hours required by the professional body.

### **Additional subject-specific requirements**

(Occupational Therapy)

1. 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.
2. Where there are more than two external examiners for the programme, the majority must be occupational therapists.
3. Occupational Therapy external examiners will have oversight of all modules contributing to the professional qualification, this includes interprofessional education modules.
4. 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).