St George's University of London
Programme Specification: BSc (Hons) Occupational Therapy

A	NATURE OF THE AWARD	
1	Programme Title	BSc (Hons) Occupational Therapy
2	Final award	BSc (Hons) Occupational Therapy
3	Intermediate awards	Certificate & Diploma in Applied Health Studies
4	Awarding institution/body	St George's Hospital Medical School, a constituent College of the University of London
5	Teaching institution	Centre for Allied Health Faculty of Health, Social Care and Education St George's, University of London/ Kingston University
6	Programme approved by	Health and Care Professions Council (HCPC) Royal College of Occupational Therapists (RCOT)
7	UCAS/JACS code	B920
8	QAA benchmark statements	Not applicable
9	Date specification produced	February 2021
B	FEATURES OF THE PROGRAMME	
1	Mode of study	Full time
2	Usual length of programme	3 years (maximum period of registration 5 years)
3	Other features of the programme	See http://www.sgul.ac.uk/study/undergraduate/undergraduate-courses/occupational-therapy-bsc for features of the programme. This is updated on an annual basis
C	EDUCATIONAL AIMS OF THE PROGRAMME	

The programme team for occupational therapy at St George's University of London is committed to the principle that people thrive by their access to and participation in personally meaningful, health benefitting occupations- the activities of our everyday lives. This underpins the programme curriculum and its delivery. We value the individuality of each of our students and will optimise their potential for a career in occupational therapy.

In accordance with the aims of the Faculty of Health, Social Care and Education, and the St George's University of London strategic plan, this programme aims to ensure students:

- Develop knowledge and understanding of occupation and the value of occupation in achieving and maintaining human health and well-being.
- Develop the skills and professional attributes required order to work as effective, autonomous Occupational Therapists.
- Develop skills including effective communication, collaboration, problem solving and creativity skills to implement person-centred Occupational Therapy practice.
- Enable graduates to respond to changing political and societal contexts to provide services which meet the needs of individuals and populations.
- Inspire a responsibility to promote excellence within the Occupation Therapy profession through leadership, innovation, and evidence-based practice.

D	LEARNING OUTCOMES OF THE PROGRAMME	
	Advanced knowledge and understanding By the end of the programme students will:	*Related teaching and learning methods and strategies*
1	Demonstrate knowledge and understanding of occupation, occupational science and the dynamic relationship between occupation and health and well-being.	Lectures Seminars Case studies Discussion Groups Tutorials
2	Demonstrate knowledge of the Occupational Therapy philosophy and values, and models of practice and frames of reference for Occupational Therapy practice.	Self-directed learning and independent study Individual tutorials Workshops Debates Case Based Learning
3	Demonstrate knowledge and understanding of relevant theory including biology, pathology, sociology, psychology, human development, and models of disability, that underpin Occupational Therapy practice.	Assessment Case analyses Critiques Essays Examinations Literature reviews Portfolios Reports Research Project

4	Adhere to the relevant professional standards and code of conduct and use their professional judgement, reasoning and decision-making skills to deliver safe, effective and ethical occupational therapy practice.	Lectures Seminars Case studies Discussion Groups Tutorials Workshops Debates Case based learning Practice placement
5	Apply concepts related to innovative practice in the diverse and evolving role of the profession in the widest health and social care arena.	Lectures Seminars Case studies Discussion Groups Tutorials Self-directed learning and independent study Individual tutorials Workshops Debates Case Based Learning

	Cognitive skills By the end of the programme students will:	*Related teaching and learning methods and strategies*
1	Apply theory and models of practice to assess and analyse clients' occupational performance, participation, and goals.	Case studies Discussion Groups Tutorials Self-directed learning and independent study Individual tutorials Workshops Debates Case Based Learning Practice placement
2	Apply theory and models of practice to facilitate occupational performance and participation	
3	Apply professional reasoning and appraisal skills to evaluate interventions and strategies used to facilitate occupational performance and clients' occupational outcomes	Assessment Case analyses Critiques Essays Literature reviews Portfolios Practice placement Reports Research Project
4	Critically analyse and evaluate information from a variety of sources and integrate professional experience to implement evidence informed occupational therapy practice including in complex ethical situations or in areas in which occupational therapists may not have traditionally been employed.	

5	Critically evaluate and respond to drivers and external influences that may impact on occupational therapy practice, considering and tackling inequalities in health and creating innovative solutions and service development ideas.	Assessment Case analyses Critiques Essays Literature reviews Portfolios Practice Placement Reports Research Project

	Practical and transferable skills By the end of the programme students will:	*Related teaching and learning methods and strategies* Practical sessions Demonstrations Case studies Discussion Groups Peer-assisted learning Self-directed learning and independent study Practice placements Case Based Learning
1	Demonstrate the ability to communicate effectively in a variety of modalities with a diverse range of clients and multi-disciplinary colleagues in a variety of settings.	
2	Work collaboratively with clients and in teams with multi-disciplinary colleagues to provide client centred care.	
3	Demonstrate creativity, management and leadership skills necessary to meet the changing needs and demands of contemporary health, social care and independent practice environments.	*Assessment* Case analyses Critiques Essays Literature reviews Portfolios Practice Placement Reports Research Project
4	Demonstrate and apply critical thinking, reflection, and advanced self-management skills to develop and maintain lifelong personal and professional development, including maintaining evidence of reflective practice.	
5	Use research and enquiry techniques to collect, analyse, interpret, and apply relevant information to occupational therapy theoretically and in practice at graduate level	Research Project
E	**Programme structure and features**	

The programme is studied over three years full-time. Study is undertaken at three academic levels: Year 1= Level 4; Year 2 = Level 5; Year 3 = Level 6. Students will have University-based study (at SGUL) and work-based experience in practice (29 weeks across the three-year programme).

The programme is divided into study units called modules. Each module has a credit value of 15 or 30 credits according to the subject and nature of learning. Each 15-credit module represents approximately 150 hours of student learning, endeavour, and assessment. Each year level has an equivalent of 120 credits.

A key feature of the programme is inter-professional (IP) learning. At Level 4 (Year 1) the module Essentials for Allied Health Professions (EAHP) combines active learning with different health professional groups including physiotherapy and radiography colleagues. There is access to a dissecting room which can be used for practical demonstrations of anatomy in small IP groups. Further inter-professional learning opportunities take place at levels five and six on placement.

Another feature of the programme is practice-based learning. Four practice placements throughout the programme designed to assist in developing and demonstrating core knowledge and practice skills. Time is allocated for independent research and reflection during this time.

Modules incorporate key skills and facilitate personal development planning as an integral part of the learning process; this is embedded within a student's Professional Development Portfolio. Students have access to the SGUL web-based learning management system, Canvas. This enables access to information about the programme including programme administration matters, module and assessment details, programme learning materials and e-communication. The programme modules are listed below:

HE Level 4 (Year 1)

Modules	Credits
Essentials for Allied Health Professionals	30
Factors Influencing Professional Practice	30
Theory and Practice of Occupational Therapy 1	30
Understanding and Reviewing the Evidence Base	15
Practice Placement 1	15

Potential award on completion of these modules = Undergraduate Certificate in Applied Health Studies (SGUL) [120 credits]

HE Level 5 (Year 2)

Modules	Credits
Analysing the Evidence Base	15
Occupation in Contexts	30
Human Occupation across the Lifespan	30
Theory and Practice of Occupational Therapy 2	30
Practice Placement 2	15

Potential Award on completion of these modules and those in Year 1 = Undergraduate Diploma in Applied Health Studies (SGUL) [240 credits]

HE Level 6 (Year 3)

Modules	Credits
Contributing to the Evidence Base	30
Practice Placement 3	15
Practice Placement 4	15
Advancing Occupational Therapy Practice	30
Reflection and Leadership in Occupational Therapy	30

Award = BSc (Hons) Occupational Therapy (SGUL) [360 credits]

The description of the structure of the programme, including the lists of modules, is indicative and should not be regarded as full and definitive. For up-to-date information, see the module and programme handbooks.

Programme reference points – the following reference points were used in the preparation of this specification:
HCPC (2013) Standards of Proficiency - Occupational Therapists. Available from: http://www.hcpc-uk.org/publications/standards/index.asp?id=45
HCPC (2017) Standards of Education and training. Available from: https://www.hcpc-uk.org/standards/standards-relevant-to-education-and-training/set/
RCOT (2019) *Learning and Development Standards for Pre-Registration Education, Revised Edition 2019*. London: RCOT Available from: https://www.rcot.co.uk/node/2311 (Accessed: 8/3/2024)
World Federation of Occupational Therapists (2016) Minimum Standards for the Education of Occupational Therapists. Available from: https://www.wfot.org/resources/new-minimum-standards-for-the-education-of-occupational-therapists-2016-e-copy (Accessed: 8/3/2024)

F	General teaching and learning strategies

The programme uses a spiral curriculum and has been designed around four pillars of practice. These pillars are based upon the RCOT Career Development Framework (RCOT, 2017). The pillars adopted for this programme are:
- Foundations for Practice
- Skills for Practice
- Evidence Based Practice
- Leadership for Practice

Modules are aligned with a pillar(s) of practice to enable to students to make clear links between learning experiences in each year of the programme; and to track their own personal development as they move through the degree programme from novice student to graduate practitioner.

This scaffolded approach to learning is designed to assist students to move from more directed study to self-directed learning as they progress through the programme. Pastoral support is provided by Personal Tutors, and in addition to support from the academic team, students are encouraged to access the centralised academic support services within the university.

Inter-professional Learning is a feature of this programme, with opportunities in Year 1 and whilst students are on professional practice placements. The module 'Essential for Allied Health Professionals' in year 1 is undertaken by students of occupational therapy, physiotherapy, diagnostic radiography, and health care science programmes. The module 'Factors Influencing Professional Practice' is undertaken by occupational therapy and physiotherapy students.

Teaching strategies are informed by the programme philosophy, the fundamentals of occupational therapy and by the recognition that the programme participants are adult learners. Academic staff act as facilitators to focus and develop participants' learning, building on the experience and skills within the group.

Learning Strategies:
- Active learning approach encouraging active participation in learning activities
- Shared learning via group workshops, presentations, tutorials, and discussion
- Student led seminars and case study presentations based on individual/group learning
- Participation in workshops, which facilitate group discussion and feedback
- Acquisition of skills in a simulated environment
- Supervision and negotiation of learning contracts for practice
- Compilation of a reflective portfolio
- Self-directed study using reading lists, on-line technologies and resources, skills in information retrieval
- Technology Enhanced Learning
- Case-based learning scenarios and a modified Problem Based Learning approach
- Opportunities to learn from people with lived experience of occupational therapy and other health/ social care services

Practice Based Learning provides students with exposure to inter-disciplinary working, services users, patients and carers, and the opportunity to participate in team meetings and case conferences etc. in a range of settings.

G	Assessment

Assessment is an integral part of the continuous process of learning and development, with the purpose of enhancing a student's total university experience.

At St Georges University of London, assessments across the three years reflect an understanding of learning as multidimensional, integrated, and revealed in performance over time. It is important to measure outcome, however, it equally important that the experience is recognised and valued by students as challenging and rewarding.

Research shows conclusively that effective assessment (feedback and feedforward) improves student learning. Feedback and feedforward mechanisms are designed to help students make the most from assessment to continue to develop as students and future professionals.

Feedback
Feedback is an essential part of education and training programmes. It helps learners to maximise their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.

Feedback can be informal (for example in day-to-day encounters between teachers and students or trainees, between peers or between colleagues) or formal (for example as part of written or practice assessment)

Feedforward
The proactive direction which enables the candidate to move forward is referred to as "feedforward" and is the natural extension of good feedback.

Feedforward has been described as follows: "Good feedback comprises not just commentary about what has been done, but suggestions for what can be done next. Advice about how to improve the next element of work can be particularly helpful to students receiving feedback, especially when this advice is received during the progress of the work, so that adjustments can be made in an ongoing manner. It can be worth checking that enough such feedforward is being given, rather than merely feedback on what has already been done and often dealt with".

Therefore, the occupational therapy programme includes a variety of assessments. Formative assessments in each module do not contribute to the overall module or programme mark and designed to prepare students for the final or summative programme work or assessments.   It is crucial that the students are given feedback and feedforward after both processes, to maximise their potential.

Students are facilitated by staff throughout the programme to:

➢ Understand the concept of the learning outcomes or reference level being aimed for
➢ Compare the actual (or current) level of performance with those standards.
➢ Engage in appropriate action which leads to some closure of the gap.

By using these processes with students, we aim to facilitate and guide students to reflect on

and plan future study and performance in the light of past performance which is an important part of reflective health and social care professional practice.

Assessment is designed to ensure the student has successfully fulfilled the learning outcomes of the programme of study, and has achieved the standards required for:

- The academic award of Bachelor of Science degree with Honours in Occupational Therapy
- Eligibility to apply for Registration by the Health and Care Professions Council.
- Eligibility to apply for Membership of the Royal College of Occupational Therapists

Assessing Student Performance
A wide range of summative assessments are used to assess integrated theory, knowledge, and skills, for example:
- Computer based examination
- Essays and written assignments including
  o critical analysis of a research paper
  o appraisal of occupational therapy interventions
  o report writing
- Oral presentations, individual and group
- Posters
- Professional Development Portfolio
- Practice assessments
- Research project

See full summary in the **Scheme of Assessment**

There is one module in Year 2 (Occupations in Context) where students can choose their preferred assessment from two given options.

Formative assessments
A variety of formative assessments are built into each module of the programme. These help to identify individual student performance levels and learning needs.

In the first year of study, a variety of formative assessment strategies will be used. Directed learning tasks such as quizzes on the virtual learning environment (VLE), and case discussions and presentations in small groups, as well as practical skills-based sessions including practise of therapeutic communication skills using audio-visual tools for feedback and the first practice placement mid-way assessment are examples of formative assessment opportunities.

In Year 2, similar formative approaches are adopted. All module pages in the VLE have in-built formative learning activities. Examples of these are the Q&A and discussion boards, quizzes, and small group work activities. Students have opportunities to discuss and evaluate evidence, interventions, and techniques in the modules (Theory and Practice of Occupational Therapy 2, Occupations in Context and Human Occupations across the Lifespan) with both peer and teacher feedback, to develop their ideas for the summative assignments. The assignments are scheduled so that students have opportunities to use feedforward comments in the next submission. Practice placement mid-way assessments are conducted in each placement.

Students in Year 3 are encouraged to be more self-directed and independent in their learning, however, all modules maintain formative assessment opportunities. Small group discussion, reflection and feedback is encouraged in Advancing Occupational Therapy Practice and Refection and Leadership in Occupational Therapy modules and will help students to develop their ideas for their assignments and portfolio. Students are supported through their research project by the research supervisor and activities such as the research proposal and ethics application provide opportunities for feedback and feedforward. Students are also supported via their personal tutor and other mechanisms described in section H.

Personal Tutors also provide individual support to all students throughout each year of study.

Multiple data sources inform the students' personal, professional, and academic progress and development: **self-assessment** through profiling, reflection and practice documents; **peer-assessment** through group projects and feedback; and via the **practice** assessments, through observation and feedback on performance in practice and academic assignments and presentations. In addition, at the commencement of each practice placement, each student discusses personal learning needs with the Practice Educator. Furthermore, attendance is monitored to assist students in developing a professional approach to occupational therapy education and practice.

Assessment for an Award of Honours Degree
To qualify for the award of an Honours Degree, students must complete all the programme requirements and must pass all modules. The results from second- and third-year assessments contribute to the final classification of the degree, thus first year assessment data does not contribute to the final award. End of year 1 assessments provide evidence of 'fitness to proceed'. Marks from year 2 account for 30% of the final award, and marks from year 3 account for 70%. This reflects the greater critical analysis skills and academic independence expected of final year students.

Full details of the assessment for the BSc (Hons) Occupational Therapy can be found in the **Scheme of Assessment**

H	Support for students and their learning

BSc (Hons) Occupational Therapy students have access to the educational, recreational, and pastoral services provided by SGUL University. Points of transition within the program have been identified and the Academic and Pastoral Support programme has been developed to support students during these periods. A wide range of other services and facilities are available locally within the occupational therapy team and Faculty and as well as wider provision from SGUL.

Student Services:
The Student Life Centre (https://www.sgul.ac.uk/about/our-professional-services/registry) coordinates student support at SGUL. This includes:
- Financial support and advice
- Counselling services
- Chaplaincy
- Learning support
- Disability advisors

- Careers support
- The Student Achievement Officer

Pastoral Support:
In addition to the Academic and Pastoral Support programme and support from student services, all students are also allocated a personal tutor at the beginning of the programme. A year tutor for each of Years 1, 2 and 3 supports the group needs of the students. Guidance notes on expectations of personal tutor and tutees are available via the programme landing pages on CANVAS.

Libraries:
SGUL libraries are available to BSc (Hons) Occupational Therapy students. The SGUL library offers support and resources to BSc (Hons) Occupational Therapy students including a wide range of Computing, Library and Media services along with other specialist academic resources. Further information about the libraries can be found here:
- http://library.sgul.ac.uk/

Academic Support:
Module leaders and other members of the module team will offer advice and support on issues related to each module and its assessment. Support will be offered for all students in the form of group tutorials, assessment clinics during module delivery. The VLE will be used as an additional method of support for assessments. The Academic and Pastoral Support programme provides tailored support during key periods of transition. The Programme Director supports all these processes as appropriate.

Learning Support:
Additional learning support is available via the
- **Study +** – an online area for resources and advice on a range of topics such as mathematics, English, Science, IT skills, study skills (please see the Study + CANVAS programme page).
- **Academic Success Centre** – for one-to-one advice and guidance on draft assignments *before* submission. Students are support in developing skills such as grammar, referencing, academic structure, and plagiarism. (please see the ASC CANVAS programme page).

Support in Practice:
There are a range of support mechanisms available to students to guide their learning and development whilst in practice. Prior to each placement, there is week of learning activities designed to prepare students for their practice placement.

The Practice Educator
Practice Educators are usually on-site occupational therapists who will supervise the student, negotiate with them the learning opportunities necessary to meet the required placement outcomes, and assess the students' required competencies throughout the placement. Other practitioners in the practice setting are encouraged to support the Practice Educator and the student and contribute to the students' assessment.

A key element of the Practice Educator's role is to provide regular feedback to the student about their progress and to support them in the and identification of learning opportunities, development of action plans and learning goals to assist in the achievement of the placement learning outcomes. A formal halfway feedback session between the student and

the Practice Educator is required for all placements. This process is supported by the Academic Link Tutor from the Programme Team.

For role-emerging placements, students can be supervised by a registered occupational therapist in practice or a member of the programme team. They will have an on-site mentor who may not be an occupational therapist but who acts as the person the students can contact/go to on a day-to-day basis.

Link Tutor
The Link Tutor will support students whilst on placement. They will act as the student's link with the university, support communication between the student and educator and promote standardisation of the placement assessment. If a student's performance is not satisfactory, the practice educator will discuss the level of achievement with the student and seek to support the practice educator and offer strategies of remediation which might be put in place.

<u>**Specialist Academic Resources:**</u>
Academic and teaching accommodation is located on the SGUL campus. Occupational therapy students have access to two dedicated rooms for theory and practical teaching and learning with adjacent storage facilities.

Within SGUL, there is an additional provision of seminar and tutorial rooms for small and large groups, and well-equipped lecture theatres. Occupational therapy students have access to the anatomy suite in the Department of Anatomy as well as the Physiotherapy labs and additional moving and handling equipment.

The faculty is part of the London and South East Area Placement Partnership (LSEAPP), which involves collaboration between all occupational therapy education providers in London and maximises the availability of practice placements.

Students and Staff have access to the CANVAS Virtual Learning Environment (VLE) to support teaching and enhance learning.

<u>**Virtual Handbooks:**</u>
Several documents are available within the programme landing pages in CANVAS that constitute the student handbook and are updated annually, this includes the scheme and calendar of assessments (See https://canvas.sgul.ac.uk/courses/4528/pages/regulations-policies-and-procedures for examples). Similar information is available via CANVAS for individual modules.

<u>**Administrative Support:**</u>
A full range of services are provided for the support of this programme including:
- Student Centre and Academic Registry for university wide support
  - Includes the Admissions Office, Examinations Office, Financial support, Disability advisor at SGUL.
- Programme Office – providing support as part of the Programme Team
- Practice Placements support team – providing support as part of the Practice Education Team

<u>**Peer Support:**</u>
The programme team strives to enable students to become a learning community. Students

are encouraged to support their peers throughout their time on the programme. This includes formal and informal support within and between years. Final year students provide support through the observational practice visits for first year students.
Third year students also support the second-year students during the pre-practice placement week and second year students are encouraged to provide peer support to the first-year students during the academic year.

Alumni provide support to sessions during the 3rd year largely focusing on students' future employment.

The student body organises several peer support initiatives which the programme team are supportive of including:
The Students' Union https://www.sgsu.org.uk/, Student 'families' / Mums and Dads (via the Students' Union) and The OT Society

The Students Union has a dedicated welfare officer who can provide confidential support to students.

Students with Disabilities
The BSc (Hons) Occupational Therapy programme welcomes students with disabilities and learning needs. Students with disabilities are supported via the disability tutor (in liaison with the SGUL Disability Advisor), the Personal Tutor network and all academic staff. Students are encouraged to declare any disability, including mental health needs at the start of the programme so that support mechanisms can be put in place. They are monitored by the disability tutor whose role is to liaise between the students and the service provided by SGUL.

I	Criteria for admissions

Details for admissions are updated annually via the programme website https://www.sgul.ac.uk/study/courses/occupational-therapy

Admissions
A maximum of forty students are admitted to the programme each year.

Roles and Responsibilities
There is a designated Admissions Tutor (AT) responsible for recruitment, selection, and admissions to the programme. The AT has delegated responsibility for ensuring that all aspects of the admissions policy are implemented and maintained. The role of the AT includes oversight of the recruitment and selection processes outlined below.

Selection and Entry Requirements
We welcome applications from prospective students from diverse backgrounds with the intention of widening participation. Applicants are admitted to the programme where there is a reasonable expectation that they will be able to fulfil the learning outcomes and achieve the required standard for the academic award. Candidates must meet the minimum academic and English language requirements as set out in the programme entry requirements (https://www.sgul.ac.uk/study/courses/occupational-therapy).

Our programme does not discriminate based on age, and we welcome applications from individuals of any age however, due to legislation in professional practice, students MUST be

aged 18 years prior to commencing their first Practice Placement.

It is recognised that applicants can face difficulties in securing occupational therapy work experience, therefore applicants will not be penalised for a lack of occupational therapy-specific work experience. Applicants may undertake work experience in any setting provided it enables them to demonstrate their understanding and consideration of their own skills and values which are core to a career in a health and social care profession.

All applicants who meet the academic and non-academic admissions criteria will be required to attend for interview. They will participate in a Multiple Mini Interview (MMI); the outcome of which will determine whether they are made an offer to study on the programme.

Academic staff, practice colleagues, service users and current students are included in the design of MMI stations (i.e. questions/tasks/role play scenarios) and as assessors (interviewers). MMI assessors receive training conducted by the Admissions Tutor and team.

Recognition of Prior Learning
Candidates who are in possession of a prior qualification that has substantial similar elements to the academic programme or have completed previous study in appropriate equivalent subjects may apply for exemption from part of the programme of study. Evidence from the previous programme of study will be required to ensure the previous study aligns with the learning outcomes and assessment of the SGUL programme to enable exemption.

We welcome transfers to the programme. Students who have commenced an occupational therapy programme at another higher education institution must provide evidence of the module/s undertaken to apply for recognition of credit towards an award.

No more than 120 credits (one third of the programme credits) may be transferred to the BSc (Hons) Occupational Therapy programme.

Students who failed an Occupational Therapy programme at another institution will not normally be allowed to transfer.

It is not envisaged that there will be significant applications through this process, i.e. transfer from another institution or recognition of prior learning. However, the admissions tutor in collaboration with the Course Director will undertake to review the supporting evidence according to the SGUL General Regulations and the SGUL Quality Manual Section L: Academic Credit and the Recognition of Prior Learning. For reference see:

https://www.sgul.ac.uk/about/our-professional-services/quality-and-partnerships-directorate/quality-assurance-at-st-georges/quality-manual

Occupational Health
All offers of places on the BSc (Hons) Occupational Therapy programme are made subject to satisfactory health clearance and an agreement to undergo appropriate blood tests and necessary immunisations. Candidates who are concerned about a health issue are strongly advised to contact the Admissions Team at St George's University of London for advice prior to applying.
There is ongoing provision for occupational health assessment and advice regarding students who may experience health issues whilst studying at the University.

Disclosure and Barring Service (DBS)
All applicants are required to have an enhanced DBS disclosure at the point of entry to the programme. Information about this process will be sent to applicants as part of the Admissions process.

Equal Opportunities and Disability
Admission procedures are designed to be consistent with SGUL equal opportunities procedures. Students are encouraged to declare disability in order that they can access the support available to them.

Duration
The minimum period of study for the award of a BSc (Hons) degree is 3 academic years, full time. The maximum period of registration is 5 years. The period of study should normally be continuous unless special agreement is given. This must be authorised by the Course Director. This may be on grounds of ill health, or other appropriate and adequate cause.

The criteria and procedure for application of extension of maximum period of study can be found at:
https://www.sgul.ac.uk/for-students/your-academic-life/student-conduct-and-compliance/student-procedures/procedure-for-consideration-for-an-extension-to-a-maximum-period-of-study

Enrolment
All students must complete the registration process of SGUL and will be expected to sign a declaration that they intend to abide by the regulations for students of the SGUL. A disciplinary code will come into effect if students are observed to infringe the General Regulations or Programme Regulations.

Fees
Students entering the BSc (Hons) Occupational Therapy degree will be liable for tuition fees and accommodation fees (if appropriate). In addition, overseas or private students will also be liable for fees. The fee will be set by the University in April each year for the following academic year.

J	Career opportunities

Upon completing the BSC (Hons) Occupational Therapy programme, students will be eligible to apply for registration as an occupational therapist with the Health and Care Professions Council. Occupational therapists can work in a wide variety of health and social care settings including the NHS, social care, private practice, charitable sectors, outside of the UK, industry, research, and academia.

The BSc (Hons) Occupational Therapy and interim and alternative exit awards may also lend themselves to future careers in areas such as public health, health promotion, health services management, medical sales and non-clinical roles in health and social care settings.

The University has a dedicated Careers advice service who provide students with information and guidance regarding careers, applying for jobs and developing a CV. This is integrated into one of the year three modules.

K	Methods for evaluating and improving the quality and standards of teaching and learning

There are a range of methods to ensure the quality of the programme is monitored and improved where necessary, these include:

- Annual Programme Monitoring Report incorporating module reports derived from student module evaluations (and by feedback via the Student Staff Liaison Group) and External Examiners' reports
    - Approval at Course Committee then to Faculty Quality Committee
- National Student Survey (Year 3) and Student Experience Surveys (Years 1 and 2)
- Module evaluation and feedback surveys
- Course Committees and Student Staff Liaison Group
- Annual monitoring processes - Health and Care Professions Council and Royal College of Occupational Therapists
- Peer observation and review of teaching
- Review and revalidation processes
- Staff appraisal processes
- Staff development in teaching and learning and assessment
- Employer feedback including feedback from Practice Educators and Clinical Managers via Practice Education Liaison Meetings (PELM)
- Practice placement audits
- Student Practice Placement Evaluations
- Faculty Quality Committee/ Quality Assurance and Enhancement Committee/ Senate/ Faculty Teaching and Learning Committee
- Staff research and consultation activities

L	Regulation of assessment

The assessments are currently regulated by the St George's, University of London SGUL:

- Regulations for the BSc (Hons) Occupational Therapy and by the General Regulations for Students and Programmes of Study (SGUL)
- There is a specific Scheme of Assessment for the programme

See BSc (Hons) Occupational Therapy programme landing pages in the virtual learning environment for the assessment calendar and scheme of assessment.

M	Indicators of quality and standards

The following indicators are considered for the programme:

- Health and Care Professions Council and the Royal College of Occupational Therapists
- Module and annual student evaluation
- National Student Survey (NSS) and student Experience Survey (SES)
- Student experience feedback via Student Representatives and the Student Staff Consultative Committee held once per term.

- Course Committee is held once per term with representation from Occupational Therapists Managers, Students and Service Users.
- Practice Educator liaison meetings each term
- External Examiners annual reports are considered at Course Committee together with the responses to the recommendations made by the academic team. These are also reported to St George's Hospital SGUL Academic Quality Committee, the Health and Care Professions Council and to the Royal College of Occupational Therapists.

Publication: This specification is available in the following locations: SGUL website; VLE (Canvas home page for the programme so that students can access)

Please note: 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 they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the module directory, scheme of assessment and, where they are produced, separate module guides (Via Canvas).

Key sources of information are:
Module Directory
Scheme of Assessment
Virtual Student Handbook via the VLE
The SGUL prospectus
Programme leaflets
The SGUL internet site: http://www.sgul.ac.uk/study/undergraduate/undergraduate-courses/occupational-therapy-bsc
General Regulations for students and programmes of study