# Programme Specification: Post Graduate Taught

# For Academic Year 2025/26

## 1. Course Summary

| | |
|---|---|
| **Names of programme and award title(s)** | MSc Occupational Therapy |
| **Award type** | Taught Masters |
| **Mode of study** | Full-time |
| **Framework of Higher Education Qualification (FHEQ) level of final award** | Level 7 |
| **Normal length of the programme** | 2 years<br>Entry point: January |
| **Maximum period of registration** | The normal length as specified above plus 2 years |
| **Location of study** | Keele Campus |
| **Accreditation (if applicable)** | This programme is accredited by the Health and Care Professions Council (HCPC) and is approved by the Royal College of Occupational Therapists (RCOT) and World Federation of Occupational Therapists (WFOT). |
| **Regulator** | Office for Students (OfS) |
| **Tuition Fees** | **UK students:**<br>Full-time fee for 2025/26 is £9,535*<br>**International students:**<br>Full-time fee for 2025/26 is £21,400* |

***How this information might change:*** *Please read the important information at http://www.keele.ac.uk/student-agreement/. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.*

** We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at http://www.keele.ac.uk/studentfunding/tuitionfees/*

## 2. Overview of the Programme

Occupational Therapy is a person-centred profession that promotes health and wellbeing through participation in meaningful occupations and activities of daily life. Occupational Therapists work with individuals, communities and populations to enhance occupational engagement, through modification of occupations and / or the environment (World Federation of Occupational Therapists 2012).

This MSc Occupational Therapy (pre-registration) aims to facilitate the development of graduates who are fit for purpose and practice and ready to join a profession which continues to rapidly grow and evolve. The programme aims to enable students, who have previously completed a relevant undergraduate degree, to develop the competencies and standards of proficiency, knowledge, skills, behaviours and values required to become an Occupational Therapist, alongside the further development of their academic skills. Occupation and its dynamic

relationship with health and wellbeing will be the focus of the programme, ensuring that graduates are able to articulate their unique contribution to practice and develop a strong professional identity. The centrality of occupation in human life and the contribution that meaningful occupation has to the physical and mental health and wellbeing of individuals will be at the heart of the programme. The programme has been designed to ensure that its content is current, underpinned by evidence and reflective of contemporary occupational therapy practice nationally and internationally. The curriculum has been designed to reflect local and national workforce demands. Students will be prepared for the diversity of occupational therapy practice through their academic studies and their practice-based learning. The School of Allied Health Professions and Pharmacy partners with a diverse range of high-quality practice-based learning settings to deliver the practice-based learning component of the programme. Opportunities for practice-based learning across the spectrum of public, independent, private, third sector and health, wellbeing, social and integrative care systems are available.

The University promotes innovative education as a means of developing an individuals' strengths and flexibility for the future, producing graduates who 'stand out in their determination to make a positive difference'. The University is committed to making a 'genuine, measurable difference to the health, culture and economy' of the local region and students on the MSc Occupational Therapy (pre-registration) will have opportunities to engage in the local community and support this commitment. Strategic plan and mission - Keele University

The programme has been designed to develop autonomy in learning and practice, as students are encouraged to take responsibility for the ownership, planning and implementation of their continuing professional development. The curriculum is aligned with the principles of CPD and lifelong learning (Broughton and Harris 2019) and utilises the Career Development Framework (RCOT 2022) as a resource within teaching and academic tutor sessions. All students have access to a range of methods for recording their CPD achievements and are encouraged to document these achievements and formulate future development plans within academic mentor meetings and placement briefing and debriefing.

Diverse learning opportunities within the university and in practice support the development of confidence, self-efficacy, resilience and adaptability, which are all skills required when working within contemporary occupational therapy practice. The programme is committed to the development and provision of high quality multi and interprofessional learning and aims to support students to develop teamworking and leadership skills and to aspire to become leaders and managers of the future. Interprofessional Education (IPE) is designed to contribute to professional understanding and respect as students from various professions learn with, from and about each other for the benefit of service user care. The programme offers opportunities for shared teaching with MSc Physiotherapy (pre-registration) and MSc Prosthetics and Orthotics (pre-registration) students as well as IPE with other health professionals (e.g. nursing, midwifery, pharmacy, radiography, speech and language therapy etc) from within the Faculty of Medicine and Health Sciences. Shared teaching sessions will be complemented with occupational therapy specific seminars and workshops aimed at applying the theoretical concepts directly to occupational therapy practice.

Graduates of the MSc Occupational Therapy (pre-registration) programme will gain the competencies required for autonomous occupational therapy practice. The programme aims to support the development of a strong sense of professional identity, core professional knowledge and skills and professionalism and leadership which will enable graduates to support the continued evolution of the occupational therapy profession.

## 3. Aims of the programme

The programme aims to provide a learning environment which fosters the development of autonomy in learning, implementation of evidence-based practice, leadership, reflexivity, creativity and entrepreneurship to prepare students for lifelong learning and continuing professional development.

To ensure that graduates are able to:

- safely and effectively practice, working within legal and ethical boundaries, in accordance with professional and governing bodies, in a diverse and evolving profession by enabling students to develop skills in critical thinking, professional reasoning, advanced communication, teamwork and leadership.
- develop a critical understanding and synthesis of the profession's philosophy, values and beliefs, theoretical knowledge base and research underpinning occupational science, therapy and occupation focused practice.
- demonstrate professional competence and confidence in assessment, planning, implementation, evaluation and modification within their scope of practice in changing and diverse complex health and social care systems.
- work autonomously, exercising their own professional judgement and as part of a team collaborating with others in the best interests, and to improve the health and wellbeing, of the individuals, communities and populations with which they work.
- critically analyse and evaluate the influence of the environment, legislation, policy, agendas and initiatives on decision making in sustainable and effective occupational therapy practice.
- develop knowledge, skills and values which support accountability, equity, equality, diversity, occupational and social justice, culturally sensitive, person-centred, evidence-based care.
- practice in an inclusive, anti-oppressive manner, critically reflecting and evaluating their own practice, health

and wellbeing and seeking support as necessary to assure the quality of and fitness to practice.
- become a non-discriminatory, non-judgmental advocate and ally for service users and colleagues, promoting change towards a more inclusive and participatory society.
- develop knowledge, skills and behaviours in all forms of enhanced communication, leadership and service improvement to influence, innovate, diversify and advance future practice.
- develop a strong professional identity to become a confident advocate of the profession, who embraces the power of occupation to transform lives.

## 4. What you will learn

The programme is designed to provide education and training that is approved by the Health and Care Professions Council (HCPC) and accredited by the Royal College of Occupational Therapists (RCOT) and the World Federation of Occupational Therapists (WFOT), therefore allowing the title of 'Occupational Therapist' to be awarded. While the HCPC determines fitness to practice, the RCOT determines fitness for the profession and WFOT set the international minimum standards for occupational therapy practice.

The MSc Occupational Therapy programme at Keele will, in an environment of reflection and research awareness, enable students to develop into autonomous professionals, able to initiate and respond to change in a variety of settings. Students will develop a vision of person centred care within contemporary practice environments. Students will develop the attributes of a competent practitioner underpinned by knowledge and skills which enable the delivery of high quality, safe, integrated and effective care.

The programme is designed to meet the HCPC Standards of Education and Training (2017), therefore graduates of the programme will be equipped to meet the

- HCPC Standards of Proficiency - Occupational Therapy (2023)
- HCPC Standards of Conduct, Performance and Ethics (2024)

The programme is also mapped with the Learning and Development Standards for Pre-registration Education (RCOT 2022), Professional Standards for Occupational Therapy Practice, Conduct and Ethics (2021) and WFOT (2016) Minimum Standards for the Education of Occupational Therapists.

Students will develop skills which are generic to health and social care and also specific to Occupational Therapy practice.

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

### Subject knowledge and understanding

Successful students will be able to:

- demonstrate a critical appraisal of the history and evolution of the occupational therapy profession, including its unique philosophy, values, beliefs and skills and critically evaluate the core concepts which underpin occupation focused practice.
- critically evaluate the relationship between the person, their occupations and the environment.
- critically evaluate the dynamic relationship between occupation, health and wellbeing and the factors that challenge or facilitate occupational performance and participation.
- demonstrate a critical appraisal of the concepts which underpin occupational science and occupational risk factors and how these impact health and wellbeing.
- demonstrate a critical appraisal of the use of self in building and maintaining professional therapeutic relationships.
- demonstrate a critical appraisal of how the environment, governance, technology, finance, legislation, policy, agendas and initiatives can influence contemporary occupational therapy practice and service delivery.
- critically analyse the occupational and health needs of individuals, communities and populations, nationally and internationally and identify and address the potential challenges to providing equitable occupational therapy services.
- critically analyse and evaluate the changing and diverse context of complex health and social care systems.

### Subject specific skills

Successful students will be able to:

- identify, select, critically justify, competently lead and facilitate assessments, occupation focused interventions and outcome measures used in contemporary and diverse occupational therapy practice.
- critically analyse how occupational disruption, diversity, culture and injustice impact on occupational

performance and participation of individuals, communities and populations.
- use their professional reasoning to critically justify occupational therapy practice to facilitate occupational engagement.
- demonstrate a critical application of a variety of Occupational Therapy models which underpin contemporary occupational therapy practice.
- demonstrate a critical appraisal of health, ill-health, health beliefs and health promotion to work effectively in partnership and actively promote health, wellbeing, occupational engagement and participation.
- demonstrate safe practice and the assessment and management of risk when working with individuals and groups.
- adhere to legislation, local policy and Royal College of Occupational Therapists Professional Standards for Occupational Therapy Practice, Conduct and Ethics and the Health and Care Professions Council guidance on Conduct and Ethics for Students and demonstrate professional behaviours, including centralising the service user, equity and equality and anti-oppressive and non-discriminatory practice.
- demonstrate effective, enhanced communication and interpersonal skills with service users, carers and colleagues and evaluate their importance in enhancing professional practice.
- critically reflect and appraise self, personal practice and service delivery to maintain a focus on occupation and occupational performance.
- critically analyse the characteristics of effective leadership and apply these skills to facilitate occupational therapy service provision.
- articulate a strong sense of professional identity to become a confident advocate of the profession, who embraces the power of occupation to transform lives.

### Key or transferable skills (including employability skills)

Successful students will be able to:

- use advanced critical reflection skills, CPD and lifelong learning to become an effective, autonomous practitioner.
- demonstrate critical thinking and high levels of concise written communication.
- demonstrate professional and interprofessional team working skills and critically debate the contribution of the interdisciplinary team within the service user's journey.
- effectively search for, identify and critically appraise relevant evidence to support and underpin practice.
- develop research questions, justify and implement appropriate methods of investigation, data collection, analysis and dissemination of findings.
- develop and use a range of ICT and digital skills to enhance practice.
- demonstrate project management, report writing and effective presentation skills.

**Keele Graduate attributes**

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social and ethical responsibility.** You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

## 5. How is the programme taught?

The educational philosophy of the programme recognises students as adult learners, with its overarching intention being the development of autonomous lifelong learners. Teaching within the programme is facilitated within both the University and practice-based learning settings. The programme is structured and taught in order for students to develop their occupational therapy knowledge, understanding and skills and apply this within their practice-based learning. Students will then have opportunities to apply and critically evaluate their learning from practice within future academic modules. The programme is structured so that students are able to build upon previous knowledge and skills, to deepen their learning, application to practice, reflection on practice, critical thinking and evaluation.

The programme seeks to maximise opportunities for active social learning and therefore embraces synchronous scheduled learning activities including interactive lectures, seminars and practical classes. In-person teaching is designed to encourage meaningful student engagement and add value to the learning experience. The programme offers opportunities for students to engage in real time and shared space, enabling them to interact with each other and with content as part of a community of learners. The content within sessions is delivered to maximise engagement and encourage deep learning. Each student will experience a significant amount of in-person learning and this will be supported by the best use of digital technology to support learning and enhance

skills. Future occupational therapists will require enhanced digital technology skills reflecting the increased use of this technology within diverse occupational therapy practice settings. Therefore, learning will be enhanced by deliberate increased integration of digital technologies to deepen learning, adding flexibility to the ways students learn. Collaborative spaces through the Keele Virtual Learning Environment (KLE) and /or MS Teams will provide opportunities for engagement prior to or following some in-person sessions. The use of lecture capture enables students to revisit sessions at a time that is convenient to them. It also offers additional opportunities to engage with learning where students may be unable to attend sessions because of illness. The integration of universal design for learning strategies within the curriculum also provides students with equal opportunities for success and ensures accessibility. All content and resources are designed to be accessible and promote inclusion. Practical skills classes are taught in small groups within the university. Student numbers within these groups vary depending on the subject matter and skills being taught. During practice-based learning, students are supported by a qualified occupational therapist (practice educator) and a university based visiting tutor. Subject specialists from occupational therapy practice and service users will be invited to support the teaching and learning in a number of modules within the programme.

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

**University based modules are taught using a variety of approaches including:**

- **Lectures** where the lecturer provides students with a framework and context for further reading and independent study. Various lecture formats will be adopted including for example, interactive lectures designed to engage students actively in their learning, for example the use of audience response systems and a range of other media; at other times external speakers may be invited. These individuals may be patients/ service users, clinicians, active researchers, academics in the field of occupational therapy and related health and social care practice and the private, independent, and voluntary sector organisations; all offer invaluable perspectives designed to enhance the students practice.
- **Practice based learning** enables students to develop their practical and professional skills under the supervision of a designated practice educator(s).
- **Small group workshops** where students will work together to, for example, critically appraise papers relating to some aspect of occupational therapy practice. Other approaches might involve working together over an extended period, to develop a piece of work, for example, a poster or a presentation which students may then subsequently present and defend.
- **Individual and group presentations** where students will research and present a topic with relevance to practice (for example, professional reasoning for particular assessments or interventions in occupational therapy practice) to the whole group with time allowed for interactive questions and discussion.
- **Student and tutor-led tutorials** which encourage topics of interest and relevance to a module to be discussed in-depth within a small group; problem-solving scenarios and case studies may be used as a vehicle for such discussion.
- **Web-based learning** using the KLE: this medium is used by all modules and provides a platform for students to share online discussions and to access a wide range of learning resources. In addition, applications such as MS Teams and web-based audience feedback systems are used to support and monitor learning. Lecture capture and videos are also important adjuncts available to support student learning.
- **Independent study** will be required in each module; some study will be guided by tutors where necessary but will also be self-directed in relation to the various demands of each module and its assessment. This type of learning may be facilitated using various resources such as work packages and access to specific web-based programmes. Independent study also forms an important part of the development of the final year research project, which is supported by a designated member of the academic staff.
- **Inter-Professional Education (IPE)** - students will participate in inter-professional learning and education with colleagues from other health and social care disciplines enabling students to learn with, from and about future colleagues.

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their academic mentors or module lecturers on a one-to-one basis. These tutorials also offer students the opportunity to receive further feedback related to assessed work and support the development of strategies to manage their learning (e.g. writing action plans and the use of portfolios).

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

- Lectures and independent study enable students to broaden and deepen their existing professional knowledge and understanding of the core concepts of occupational therapy, and to transfer academic knowledge and understanding from theory into practice.
- Practical skill development in both University and practice-based learning environments supports students to develop, enhance, and update their learning of new and existing skills under expert supervision. It facilitates the development of safe and competent practice, and the integration of theoretical and practical knowledge and skills.

- Small group work, such as seminars, and workshops, provides opportunities for students to clarify understanding and knowledge whilst exchanging ideas with both peers and staff. This is also an opportunity to question and challenge professional concepts, enabling the students to further develop their critical thinking and critical evaluation skills.
- Guided independent study and tutorials will help students explore aspects of professional practice.
- Seminars, tutorials, and web-based e-learning activities encourage reflection upon the students learning and requires students to take responsibility for collaborating and sharing with others whilst exploring and evaluating ideas in greater depth.
- Inter-professional learning develops a culture of effective collaboration and integration across organisations, sectors, and professions (RCOT 2022).

## 6. Teaching Staff

**Programme Team**:

The permanent academic staff contributing to the programme are drawn from the University's School of Allied Health Professions & Pharmacy (SAHP&P) along with contributions from specialist experts including service users when appropriate. The school team includes: professors, senior lecturers, lecturers, teaching fellows and academic related staff currently giving a staff student ratio for the programme of 1:15-20 (RCOT, 2019). All current permanent academic staff are Fellows of the Higher Education Academy or working towards their fellowship. All current permanent academic staff who teach on the programme hold academic qualifications to at least master's degree level, and many SAHP&P staff hold or are working towards a doctoral qualification. All staff who are occupational therapists are HCPC registered and have had experience working in the National Health Service (NHS) and other areas of occupational therapy practice. The academic staff group also currently includes physiotherapists, radiographers, prosthetists and orthotists, exercise physiologists and a podiatrist. The staff group has extensive experience of teaching at undergraduate and postgraduate level and includes individuals with expertise in learning and teaching as well as research. The work of research-active staff has been widely published and shared via conference presentations.

Several current staff are active members of national clinical specialist interest groups. The Chair of Staffordshire and Stoke on Trent Allied Health Professions (AHP) Faculty, and Council for Allied Health Professional Research (CAHPR) Regional Hub Lead (Keele Hub) are permanent senior members of academic staff in the School.

The practice-based learning component of the programme is facilitated and assessed by a range of practice educators. These are suitably experienced qualified occupational therapists working across a broad range of practice environments. All practice educators will undertake the School's practice educator training and be offered regular updates.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

## 7. What is the structure of the programme?

The programme commences in January and each year is divided into two semesters. The programme is structured over an extended academic year, with reduced vacation periods. The scheduled teaching for this 2-year programme is delivered over a minimum of 90 weeks.

**MSc Occupational Therapy (Pre-Registration) Structure.**

| **MSc Occupational Therapy (Pre-Registration)** | **Sem 2 - Block A** | **(Jan-July)** | **Sem 3 and 1 - Block B** | **(July - Jan )** |
|---|---|---|---|---|
| **Year 1 Level 7** | Pre-arrival Induction and Work Packages | 0 Credits | Models of Occupational Therapy and the Occupational Therapy Process (OCT-40017) | 15 Credits |
| | Transition to Occupational Therapy Studies (IPE1) (OCT-40011) | 15 Credits | Evaluating Healthcare and Evidence Based Practice (OCT-40005) | 15 Credits |
| | Occupation: Art and Science (OCT-40013) | 15 Credits | Professional Reasoning and Diversity in Practice (OCT-40019) | 15 Credits |
| | Psychology, Pathologies, Life Changes and Life Choices (OCT-40015) | 15 Credits | | |
| | Practice Based Learning 1 (OCT-10001)<br>6 weeks | P/F<br>0 Credits | | |
| | Health, Wellbeing and Behaviour Change (OCT-40001) | 15 Credits | | |
| | | | **Total Level 7 Credits** | **105 Credits** |
| **MSc Occupational Therapy (Pre-Registration)** | **Sem 2 - Block C** | **(Jan - August)** | **Sem 1 - Block D** | **(Sept - Jan)** |
| **Year 2 Level 7** | Practice Based Learning 2 (OCT-20001)<br>8 weeks | P/F<br>0 Credits | Leadership and Service Development (OCT- 40003) | 15 credits |
| | Addressing the Occupational Needs of Communities and Populations (OCT- 40021 | 15 Credits | Practice Based Learning 4 (OCT-30007)<br>10 weeks | P/F<br>0 Credits |
| | Practice Based Learning 3 (OCT-30005)<br>6 weeks | P/F<br>0 Credits | Interprofessional Education (Values Exchange) | P/F<br>0 Credits |
| | Research Proposal (OCT-40007) | 15 Credits | | |
| | Research Project Launched (OCT-40009) | 30 Credits | Research Project (OCT-40009) | 30 Credits |
| | | | **Total Level 7 Credits** | **75 Credits** |

Students will complete 11 compulsory modules, which are assessed at level 7. Additionally, there are 4 compulsory practice-based learning modules. The practice-based learning modules are pass / fail assessed and

do not bear credit but are essential to becoming an occupational therapist and to meet the requirements for registration with the Health and Care Professions Council (HCPC), Royal College of Occupational Therapists (RCOT) and the World Federation of Occupational Therapists (WFOT).

| Year | Compulsory | Optional | |
|---|---|---|---|
| | | Min | Max |
| Level 7 | 180 | 0 | 0 |

## Module Lists

### *Level 7*

| Compulsory modules | Module Code | Credits | Period |
|---|---|---|---|
| Practice Based Learning 4 | OCT-30007 | 0 | Semester 1 |
| Leadership and Service Development | OCT-40003 | 15 | Semester 1 |
| Evaluating Healthcare and Evidence Based Practice | OCT-40005 | 15 | Semester 1 |
| Professional Reasoning and Diversity in Practice | OCT-40019 | 15 | Semester 1 |
| Practice Based Learning 1 | OCT-10001 | 0 | Semester 2 |
| Practice Based Learning 2 | OCT-20001 | 0 | Semester 2 |
| Practice Based Learning 3 | OCT-30005 | 0 | Semester 2 |
| Health, Wellbeing and Behaviour Change | OCT-40001 | 15 | Semester 2 |
| Research Proposal | OCT-40007 | 15 | Semester 2 |
| Research Project (Level 7) | OCT-40009 | 30 | Semester 2 |
| Transition into Occupational Therapy Studies | OCT-40011 | 15 | Semester 2 |
| Occupation: Art and Science | OCT-40013 | 15 | Semester 2 |
| Psychology, Pathologies, Life Changes and Choices. | OCT-40015 | 15 | Semester 2 |
| Addressing the Occupational Needs of Communities and Populations | OCT-40021 | 15 | Semester 2 |
| Models of Occupational Therapy and the Occupational Therapy Process | OCT-40017 | 15 | Semester 3 |

## Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

### *Level 7*

| Subject Knowledge and Understanding | |
|---|---|
| **Learning Outcome** | **Module in which this is delivered** |
| Safely and effectively practice, working within legal and ethical boundaries, in accordance with professional and governing bodies, in a diverse and evolving profession by enabling students to develop skills in critical thinking, professional reasoning, advanced communication, teamwork and leadership. | Practice Based Learning 4 - OCT-30007<br>Leadership and Service Development - OCT-40003<br>Evaluating Healthcare and Evidence Based Practice - OCT-40005<br>Professional Reasoning and Diversity in Practice - OCT-40019<br>Practice Based Learning 1 - OCT-10001<br>Practice Based Learning 2 - OCT-20001<br>Models of Occupational Therapy and the Occupational Therapy Process - OCT-40017<br>Health, Wellbeing and Behaviour Change - OCT-40001<br>Research Proposal - OCT-40007<br>Research Project (Level 7) - OCT-40009<br>Transition into Occupational Therapy Studies - OCT-40011<br>Occupation: Art and Science - OCT-40013<br>Addressing the Occupational Needs of Communities and Populations - OCT-40021<br>Practice Based Learning 3 - OCT-30005 |
| Demonstrate professional competence and confidence in assessment, planning, implementation, evaluation and modification within their scope of practice in changing and diverse complex health and social care systems. | Practice Based Learning 4 - OCT-30007<br>Professional Reasoning and Diversity in Practice - OCT-40019<br>Practice Based Learning 1 - OCT-10001<br>Models of Occupational Therapy and the Occupational Therapy Process - OCT-40017<br>Practice Based Learning 3 - OCT-30005<br>Occupation: Art and Science - OCT-40013<br>Addressing the Occupational Needs of Communities and Populations - OCT-40021<br>Practice Based Learning 2 - OCT-20001 |
| Develop knowledge, skills and behaviours in all forms of enhanced communication, leadership and service improvement to influence, innovate, diversify and advance future practice. | Models of Occupational Therapy and the Occupational Therapy Process - OCT-40017<br>Addressing the Occupational Needs of Communities and Populations - OCT-40021<br>Occupation: Art and Science - OCT-40013<br>Transition into Occupational Therapy Studies - OCT-40011<br>Health, Wellbeing and Behaviour Change - OCT-40001<br>Practice Based Learning 3 - OCT-30005<br>Practice Based Learning 2 - OCT-20001<br>Practice Based Learning 1 - OCT-10001<br>Professional Reasoning and Diversity in Practice - OCT-40019<br>Evaluating Healthcare and Evidence Based Practice - OCT-40005<br>Practice Based Learning 4 - OCT-30007<br>Leadership and Service Development - OCT-40003 |

| Subject Specific Skills | |
|---|---|
| **Learning Outcome** | **Module in which this is delivered** |
| Develop a critical understanding and synthesis of the profession's philosophy, values and beliefs, theoretical knowledge base and research underpinning occupational science, therapy and occupation focused practice. | Practice Based Learning 4 - OCT-30007<br>Evaluating Healthcare and Evidence Based Practice - OCT-40005<br>Professional Reasoning and Diversity in Practice - OCT-40019<br>Practice Based Learning 1 - OCT-10001<br>Practice Based Learning 2 - OCT-20001<br>Models of Occupational Therapy and the Occupational Therapy Process - OCT-40017<br>Research Proposal - OCT-40007<br>Research Project (Level 7) - OCT-40009<br>Occupation: Art and Science - OCT-40013<br>Addressing the Occupational Needs of Communities and Populations - OCT-40021<br>Practice Based Learning 3 - OCT-30005 |
| Work autonomously, exercising their own professional judgement and as part of a team collaborating with others in the best interests, and to improve the health and wellbeing, of the individuals, communities and populations with which they work. | Practice Based Learning 4 - OCT-30007<br>Evaluating Healthcare and Evidence Based Practice - OCT-40005<br>Professional Reasoning and Diversity in Practice - OCT-40019<br>Practice Based Learning 1 - OCT-10001<br>Models of Occupational Therapy and the Occupational Therapy Process - OCT-40017<br>Practice Based Learning 3 - OCT-30005<br>Health, Wellbeing and Behaviour Change - OCT-40001<br>Occupation: Art and Science - OCT-40013<br>Addressing the Occupational Needs of Communities and Populations - OCT-40021<br>Practice Based Learning 2 - OCT-20001 |
| Critically analyse and evaluate the influence of the environment, legislation, policy, agendas and initiatives on decision making in sustainable and effective occupational therapy practice. | Practice Based Learning 4 - OCT-30007<br>Leadership and Service Development - OCT-40003<br>Evaluating Healthcare and Evidence Based Practice - OCT-40005<br>Professional Reasoning and Diversity in Practice - OCT-40019<br>Practice Based Learning 1 - OCT-10001<br>Models of Occupational Therapy and the Occupational Therapy Process - OCT-40017<br>Practice Based Learning 3 - OCT-30005<br>Health, Wellbeing and Behaviour Change - OCT-40001<br>Occupation: Art and Science - OCT-40013<br>Addressing the Occupational Needs of Communities and Populations - OCT-40021<br>Practice Based Learning 2 - OCT-20001 |
| Practice in an inclusive, anti-oppressive manner, critically reflecting and evaluating their own practice, health and wellbeing and seeking support as necessary to assure the quality of and fitness to practice. | Practice Based Learning 4 - OCT-30007<br>Leadership and Service Development - OCT-40003<br>Professional Reasoning and Diversity in Practice - OCT-40019<br>Practice Based Learning 1 - OCT-10001<br>Practice Based Learning 2 - OCT-20001<br>Practice Based Learning 3 - OCT-30005<br>Health, Wellbeing and Behaviour Change - OCT-40001<br>Transition into Occupational Therapy Studies - OCT-40011<br>Occupation: Art and Science - OCT-40013<br>Addressing the Occupational Needs of Communities and Populations - OCT-40021<br>Models of Occupational Therapy and the Occupational Therapy Process - OCT-40017 |

| Key or Transferable Skills (graduate attributes) | |
|---|---|
| **Learning Outcome** | **Module in which this is delivered** |
| Develop knowledge, skills and values which support accountability, equity, equality, diversity, occupational and social justice, culturally sensitive, person-centred, evidence-based care. | Practice Based Learning 4 - OCT-30007<br>Leadership and Service Development - OCT-40003<br>Evaluating Healthcare and Evidence Based Practice - OCT-40005<br>Professional Reasoning and Diversity in Practice - OCT-40019<br>Practice Based Learning 1 - OCT-10001<br>Practice Based Learning 2 - OCT-20001<br>Models of Occupational Therapy and the Occupational Therapy Process - OCT-40017<br>Health, Wellbeing and Behaviour Change - OCT-40001<br>Research Proposal - OCT-40007<br>Research Project (Level 7) - OCT-40009<br>Transition into Occupational Therapy Studies - OCT-40011<br>Occupation: Art and Science - OCT-40013<br>Addressing the Occupational Needs of Communities and Populations - OCT-40021<br>Practice Based Learning 3 - OCT-30005 |
| Become a non-discriminatory, non-judgmental advocate and ally for service users and colleagues, promoting change towards a more inclusive and participatory society. | Addressing the Occupational Needs of Communities and Populations - OCT-40021<br>Occupation: Art and Science - OCT-40013<br>Transition into Occupational Therapy Studies - OCT-40011<br>Health, Wellbeing and Behaviour Change - OCT-40001<br>Models of Occupational Therapy and the Occupational Therapy Process - OCT-40017<br>Practice Based Learning 2 - OCT-20001<br>Practice Based Learning 1 - OCT-10001<br>Professional Reasoning and Diversity in Practice - OCT-40019<br>Practice Based Learning 4 - OCT-30007<br>Practice Based Learning 3 - OCT-30005 |
| Develop a strong professional identity to become a confident advocate of the profession, who embraces the power of occupation to transform lives. | Practice Based Learning 4 - OCT-30007<br>Evaluating Healthcare and Evidence Based Practice - OCT-40005<br>Professional Reasoning and Diversity in Practice - OCT-40019<br>Practice Based Learning 1 - OCT-10001<br>Practice Based Learning 2 - OCT-20001<br>Models of Occupational Therapy and the Occupational Therapy Process - OCT-40017<br>Health, Wellbeing and Behaviour Change - OCT-40001<br>Transition into Occupational Therapy Studies - OCT-40011<br>Occupation: Art and Science - OCT-40013<br>Addressing the Occupational Needs of Communities and Populations - OCT-40021<br>Practice Based Learning 3 - OCT-30005 |

## 8. Final and intermediate awards

| | | |
|---|---|---|
| **MSc Occupational Therapy** | 180 credits plus a minimum of 1,000 successfully completed hours of practice-based learning | You will require at least 180 credits at Level 7 plus a minimum of 1,000 successfully completed hours of practice-based learning.<br><br>Graduates are eligible to apply for registration with the HCPC and then use the protected title of 'Occupational Therapist' |
| **MSc Health & Wellbeing** | 180 credits | This award will be available to students who successfully complete at least 180 credits at Level 7 but have failed to successfully complete a minimum of 1,000 hours of practice-based learning.<br><br>This award does not entitle graduates to apply for registration as an Occupational Therapist with the HCPC and therefore they are not able to use the protected title of 'Occupational Therapist'. |
| **Postgraduate Diploma Health & Wellbeing** | 120 credits | This award will be available to students who successfully complete 120 credits of academic study at level 7.<br><br>This award does not entitle graduates to apply for registration as an Occupational Therapist with the HCPC and therefore they are not able to use the protected title of 'Occupational Therapist'. |
| **Postgraduate Certificate Health & Wellbeing** | 60 credits | This award will be available to students who successfully complete 60 credits of academic study at level 7.<br><br>This award does not entitle graduates to apply for registration as an Occupational Therapist with the HCPC and therefore they are not able to use the protected title of 'Occupational Therapist'. |

## 9. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as students progress through the pre- registration Master's programme. Assessment methods including direct observation during practice-based learning, support the development of knowledge, skills and professional conduct and are congruent with the programme learning outcomes. The content and variety of assessments utilised within the programme also reflect the knowledge and skills that future occupational therapists will require. They are therefore authentic, linked to applied learning and develop skills for future employability. Variety in assessment also offers students with different learning styles opportunities to excel. Assessments have been designed to ensure that workload is balanced, manageable and well-paced across each semester. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that supports students to develop and improve their performance. The following list is representative of the variety of assessment methods used on the programme:

- **Written work/ assignments** test the quality and application of subject knowledge. In addition, they allow students to demonstrate their ability to carry out basic literature searches, communicate their ideas effectively in writing and support their arguments with appropriate referencing. Written assessments vary in length depending upon the module.
- **Written Examinations** are undertaken in a range of different formats and include online multiple choice examinations and short answer questions. This type of assessment is designed to test the students knowledge and (as appropriate), their ability to apply that knowledge appropriately to professional practice.
- **Reflective assignments** enable students to develop their essential skills of reflective learning and practice and support professional portfolio development. These are fundamental skills used by all health and social care professionals as part of their continuing professional development.
- **Oral exams / presentations** / Vivas assess the students subject knowledge and understanding. They may also be used to test the students' ability to work effectively as a member of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development. Verbally presenting information is also a key skill required by health and social care

professionals in practice and oral presentations offer students the opportunity to practice these skills in preparation for practice-based learning e.g. Poster presentation
- **Practical Examinations** occur in modules that involve the teaching and learning of practical skills. These examinations enable students to demonstrate the safe and effective application of practical skills, to justify decisions made in practice and offer reasoned alternatives e.g. plan, risk assess and lead group facilitation, then evaluate.
- **Research project** is a student led piece of independent research. Nominated supervisors support students throughout the process, which includes gaining ethical approval from the Student Project Ethics Committee (SPEC) within the School of Allied Health Professions and Pharmacy or other appropriate ethics committees. This assessment develops capacity as an independent learner and the ability to engage in the research process. It also supports the development of digital and IT skills when using software packages for presentation and data analysis (e.g. Word, Excel, SPSS).
- **Practice assessment** is undertaken during practice-based learning modules and enables students to demonstrate safe, competent and effective professional practice. Students must successfully complete a minimum of 1000 hours of assessed practice-based learning. Students who fail a second attempt at any practice-based learning experience, will have failed to meet the requirements of the pre-registration programme and will be withdrawn from the programme.

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

Where possible, assessments are marked anonymously. However, where assessments are completed face to face e.g. oral presentations and consequently anonymity is not possible, a robust system of independent internal moderation and external examiner review of both individual assessment and cohort profiles is completed to reduce the risk of tutor bias.

All assessments that contribute to the award, including practice based learning and academic assessments must be successfully completed in order for the student to be eligible to register with the HCPC as an occupational therapist and to be eligible for professional membership with RCOT.

[1] Summative assessment - the assessment of student performance against a standard where a final mark is awarded. [2] Formative assessment - informal assessment processes designed to provide feedback to students to improve their learning.

## 10. Accreditation

This programme is approved by the Health and Care Professions Council (HCPC) and accredited by the Royal College of Occupational Therapists (RCOT) and the World Federation of Occupational Therapists (WFOT), HCPC determines fitness to practice, the RCOT determines fitness for the profession and WFOT set the international minimum standards for occupational therapy practice.

## 11. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: http://www.keele.ac.uk/student-agreement/

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

## 12. What are the typical admission requirements for the Programme?

Applicants must be able to satisfy the general requirements of Keele University and the School of Allied Health Professions.

Suitable qualifications for entry normally include:

- A 2:1 degree (or above) in a subject other than pre-registration Occupational Therapy.
- A 2:2 undergraduate degree in a relevant subject with relevant experience and evidence of continued professional development activity.
- A minimum of 5 x GCSE Grade 4 / Grade C (or equivalent) or above to include Maths and English Language.

All offers are normally conditional upon the applicant having a satisfactory occupational health assessment and enhanced clearance by the Disclosure and Barring Service (DBS). The School requires students to become student members of the Royal College of Occupational Therapists (RCOT). Student membership of the RCOT

provides access to a range of resources and provides insurance for practice placements. Further information can be found at Student Membership - RCOT.

Applicants for whom English is not a first language must provide evidence of a recognized qualification in English language. The minimum score for entry to the programme is academic IELTS 7.0 (to include a minimum of 6.5 in each sub-test) or equivalent.

Please note: Students for whom English is not their first language are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

**Recognition of Prior Learning (RPL)** is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here: https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/

**Funding Information**: The programme is student finance funded.

Applications are processed through direct entry to Keele University. Admissions procedures conform equal opportunities and procedures re disability and additional needs Contact Details: School of Allied Professions & Pharmacy. Email: sahp.admissions@keele.ac.uk Tel: 01782 734191.

In addition, all applicants should:

- Demonstrate an understanding of occupational therapy practice.
- Provide a satisfactory reference, from a previous employer, educational institute or a person of standing, supporting the application in terms of the applicants' ability to manage the demands of the programme and their good character.
- Provide a personal statement that indicates a knowledge and understanding of occupational therapy, a motivation to achieve the outcomes of the programme and professional suitability.

If applicants have previously studied any health or care professional education programme, they will be required to self-declare that there were no previous concerns regarding their fitness to practice or professional suitability.

## 13. How are students supported on the programme?

In addition to the support provided by the University, the School provides a comprehensive range of support to facilitate successful student learning on the programme. This support includes:

- The allocation of an academic mentor who is responsible for reviewing and advising on academic and practice progress.
- In addition to academic mentors, the School has a dedicated Student Experience and Support Officer (SESO) who acts as a first point of contact for non-academic issues which may affect student learning and provide pastoral support. The SESO can refer students to a range of specialist health, welfare and financial services coordinated by the University's Student Services.
- Module Leaders provide support for learning on the modules and the related assessments. They ensure that appropriate tutorial support is available via the module team and that the team provides feedback in a timely manner. Module Leaders also ensure that individual feedback on in-course assessments is available to all students.
- The School Disability Inclusion Tutor (DIT) provides support for students with disabilities (including specific learning difficulties) and works closely with wider University student support staff.
- All first year students are offered a student mentor.
- Practice Educators provide supervision during practice-based learning.
- Link Tutors liaise between the School and practice based learning settings and provide students with support during placements.

Throughout the year members of academic staff operate an 'open door' policy during normal working hours. All members of academic staff are available to see students on an individual basis (exceptionally also outside normal working hours) via a flexible appointments system. Those meetings may be face to face or can be facilitated online e.g. via Teams if students are, for example, on a placement that is distant from the University.

Programmes will actively signpost additional support for learning, such as School and University-level provision resources.

## 14. Learning Resources

The programme will be delivered in teaching rooms, which are equipped with computers, internet access and projection equipment. Many rooms are designed to be flexible and can be used for larger groups, and more informally for small groups working together.

Occupational Therapy specialist facilities will include:

- A purpose built Activities of Daily Living (ADL) suite including a large kitchen area.
- A multi-purpose workshop space which will enable cohorts to engage in practical activities such as group work and splinting.

Shared simulation spaces such as ward areas, a sensory room, individual consultation rooms, the health house and bungalow will also be used within the MSc Occupational Therapy (pre-registration) programme.

The learning resources available to students on the programme include:

- An extensive collection of materials relevant to postgraduate study held in both the main University Library on Keele campus, and in the Health Library on the campus of the University Hospital of North Midlands NHS Trust.
- A number of relevant journals are also accessible online to all registered students with a University username and password and internet access.
- The Keele Virtual Learning Environment (KLE) and MS Teams provides easy access to a wide range of learning resources including: lecture notes, presentations, and discussion boards which enable students and tutors to discuss topics; all information about the programme; and all modules and other materials designed specifically for particular modules. The KLE can also be used to develop reusable learning objects (RLOs) and integrate learning with assessment.
- The School of Allied Health Professions & Pharmacy has a wide range of relevant teaching materials available including a large selection of anatomical models, a range of occupational therapy assessments, hospital simulation equipment, basic life support patient simulator, assistive devices to provide opportunities to experience disability and dysfunction and exemplify occupational therapy interventions
- Opportunities to attend the University's Anatomy Suite (situated in the School of Medicine) are embedded in the initial module of study - Transition to Occupational Therapy Studies.
- Computers for student use are situated in both the Main Library and in the Health Library.

## 15. Other Learning Opportunities

Some students may have the opportunity to present their final year project work via poster or presentation at conferences. A contribution from the School towards the costs incurred by students in these ventures may be available and will be considered on an individual basis. Such opportunities occur outside the normal timetabled programme; thus a commitment of time will be required from students.

Discrete components of this programme are not currently available as individual units for continuing professional development.

## 16. Additional Costs

During the programme there will be some additional mandatory costs incurred: -

- There are some associated costs with attending practice based learning modules related to both travel expenses and accommodation. Students eligible for the NHS Learning support fund will be able to submit a claim for reimbursement of excess travel or accommodation costs incurred due to undertaking practical training on a placement (travel and dual accommodation expenses). More details can be found here: https://www.nhsbsa.nhs.uk/nhs-learning-support-fund/travel-and-dual-accommodation-expenses
- Many students will need to continue to fund their own University/ private accommodation whilst accessing additional accommodation when on placement away from the University setting.
- Currently, student membership of the Royal College of Occupational Therapists costs approximately £5.13 per month.
- Clearance for an enhanced DBS check is mandatory. Students will be provided with instructions on how to apply for a DBS check, including a link to apply via a company called UCheck. There is also an online DBS update service to sign up for once the DBS certificate has been received, which allows employers to check DBS status and lets students keep their DBS certificates up to date online. The cost for an enhanced DBS with the associated digital ID check are approximately £51.80, plus £13 per year for the update service.
- A vaccination programme must be undertaken before you begin your first placement module. These are required to protect you, your family and your patients from infections and/or diseases that you may be exposed to whilst working as a student health professional. Obtaining these vaccinations and evidence of their completion is your responsibility and may be completed by your GP (General Practitioner) who will charge for these services. You are advised to check the cost and feasibility of receiving these vaccinations at your GP practice. If you are unable to obtain vaccinations via your GP we will be able to arrange for you to receive them at the University, but you should be aware that you will be responsible for the cost incurred. Occupational Health screening costs will be met by the School.
- Clothing for practical sessions - whilst not mandatory there is an option to purchase clothing for practical and placement preparation sessions.

| Activity | Estimated Cost |
|---|---|
| Total estimated additional costs for DBS and Membership of the RCOT | £200 |
| The additional costs attributed to placement location and vaccination programme is variable and dependent on individual circumstances and therefore can not be estimated. | |

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

## 17. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement. The programme will be formally reviewed, revised and will seek reaccreditation from RCOT every 5 years.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.
- The programme is subject to an Institutional periodic performance review by the HCPC and annual monitoring by the RCOT. An annual monitoring report will be submitted to the RCOT and they will be informed of any major changes to the programme which may trigger a request for an earlier review.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:
http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/

## 18. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:
http://www.qaa.ac.uk/quality-code
b. Keele University Regulations and Guidance for Students and Staff: http://www.keele.ac.uk/regulations
c. Keele Learning Principles Learning Principles - Keele University

d. Curriculum Design Framework Curriculum design framework - Keele University

e. The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (The Quality Assurance

Agency for Higher Education, 2021) https://www.qaa.ac.uk/the-quality-code/higher-education-credit-framework-for-england

f. Characteristics Statement: Master's Degree (The Quality Assurance Agency for Higher Education, 2020) https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=86c5ca81_18-

g. UK AHP Public Health Strategic Framework 2019 - 2024 http://www.ahpf.org.uk/files/UK%20AHP%20Public%20Health%20Strategic%20Framework%202019-2024.pdf

h. Health and Care Professions Council Standards of Proficiency for Occupational Therapists (2022) - valid from September 2023 Occupational therapists | The HCPC

i. Health and Care Professions Council Standards of Education and Training (2017) - https://www.hcpc-uk.org/resources/standards/standards-of-education-and-training/

j. RCOT Learning and development standards for pre-registration education (2019- last updated September 2022) https://www.rcot.co.uk/practice-resources/rcot-publications/learning-and-development-standards-pre-registration-education

k. World Federation of Occupational Therapists Minimum Standards for the Education of Occupational Therapists (2016) Minimum Standards for the Education of Occupational Therapists¿ | WFOT

# 19. Annex - Programme-specific regulations

## Programme Regulations: MSc Occupational Therapy (pre-registration)

In order to fulfil the PSRB requirements for becoming and being awarded the title of Occupational Therapist students must successfully achieve all of the requirements of the HCPC and RCOT Standards of Proficiency.

| | |
|---|---|
| **Final Award and Award Titles** | MSc Occupational Therapy |
| **Intermediate Award(s)** | MSc Health & Wellbeing<br>Postgraduate Diploma Health & Wellbeing<br>Postgraduate Certificate Health & Wellbeing<br>These awards do not entitle the holder to register with the HCPC or become a member of the RCOT or to use the protected title of 'Occupational Therapist'. |
| **Last modified** | July 2025: DBS and OH information added |
| **Programme Specification** | https://www.keele.ac.uk/qa/programmespecifications |

The University's Academic Regulations which can be found on the Keele University website (https://www.keele.ac.uk/regulations/)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

### A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

- **No exemptions apply.**

## B) VARIATIONS

**The Royal College of Occupational Therapists and the Health and Care Professions Council require that academic regulations for the approved MSc Occupational Therapy (pre-registration) programme are appropriate. As such they may be more stringent than University norms in some areas in order to ensure safe and effective Occupational Therapy practice.**

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

**Variation 1:**

This programme varies from Regulation B3.9.(c).

All assessments in each module must be successfully completed and a score of at least 50% awarded to be able to meet HCPC and RCOT standards.

**Variation 2:**

This programme varies from Regulation C1.

Maximum period of registration - RCOT state an individual period of learning is generally expected to be completed within the normal length of the pre-registration programme (2 years) plus two years and is therefore normally no more than 4 years.

**Variation 3:**

This programme varies from Regulation C7.

The dissertation for this programme is 30 credits at Level 7 which is preceded by a period of research training constituting an additional 30 credits at level 7.

For this Masters degree, the dissertation is required to be up to 4,500 words, including a structured abstract of up to 250 words. This is reflective of the word count for journal papers within the sector and reflects the professional nature of the programme.

**Variation 4:**

This programme varies from Regulation D5.

As stated by RCOT, all assessments within the pre-registration programme, including both academic and practice-based learning components, that contribute to the award leading to eligibility to apply to register as an occupational therapist with the HCPC and be eligible for professional membership with the RCOT must be successfully completed and therefore:

- compensation of failure is **not** permitted in any academic module and therefore a mark of 50% is required in all academic module assessments to include all components as required.
- all practice based learning modules (PBL1, PBL2, PBL3 & PBL4) must be passed.
- only those hours undertaken during successfully completed practice-based learning count towards a learner's overall minimum requirement of 1,000 practice-based learning hours.
- if a learner fails the second attempt at a practice-based learning assessment, they have failed the requirements of the pre-registration programme and must be withdrawn.

## Additional Requirements

The programme requirements listed below are in addition to the University's Academic Regulations:

**Additional requirement 1:**

There are specific requirements with regard to health screening and disclosure and barring service requirements. Occupational health screening and Disclosure and Barring Service details are subject to modification via external agencies, as such, the School will supply prospective students with relevant detail upon request.

**Disclosure and Barring Service (DBS) checks**

Clearance for an enhanced DBS check is mandatory on this programme. Students will be provided with instructions on how to apply for a DBS check, including a link to apply via a company called UCheck. Students must also sign up to the online DBS update service once the DBS certificate has been received.

Any student who has not completed the DBS application and sign up process, or who has not made the Programme Team, Student Support, Admissions Team aware of any Exceptional Circumstances, by the first working day in November (for September start programmes) or the first working day in March (for January start programmes) will be in breach of regulation B8 (11.1) in relation to providing incomplete information during the application process, and will enter the formal termination of studies process.

**Occupational Health**

An Occupational Health assessment confirming fitness to commence the programme is mandatory on this programme.

Any student who has not completed all aspects of the Occupational Health process, or who has not made the Programme Team, Student Support, Occupational Health Team aware of any Exceptional Circumstances, by the first working day in January (for September start programmes) or the first working day in May (for January start programmes) will be in breach of regulation B8 (11.1) in relation to providing incomplete information during the application process, and will enter the formal termination of studies process.

**Additional requirement 2:**

Attendance at ALL components of the MSc Occupational Therapy programme is compulsory. Designated module leaders may issue permission in writing for attendance in specified cases to be optional. As Occupational Therapy is a professional programme, and students are expected to demonstrate appropriately responsible behaviour at all times, students who do not comply with this attendance regulation may be subject to University disciplinary procedures (University regulation B1) and/ or Health and Conduct/ Fitness to Practice procedures (University regulation B5).

**Additional requirement 3:**

In order to undertake any /all practice based learning modules the student must normally have passed the relevant campus-based module(s) underpinning each placement prior to its start.

Guidance: In the case of failure of an underpinning module, the Programme Director, Director of SAHP&P Placements and the academic mentor will consider each individual case and recommend an appropriate course of action to ensure, as far as possible, safe practice in the practice setting. This action may delay the student's progress on the programme and may result in a delay in graduation. The School reserves the right to prevent a student from participating in practice based learning if there is reason to demonstrate that they do not have the core skills to be safe in the practice setting.

**Additional requirement 4:**

In order to be eligible to be assessed for a practice-based learning module, students must normally complete a minimum 80% of the anticipated practice-based learning module hours.

**Additional requirement 5:**

As a professionally regulated programme the MSc Occupational Therapy (pre-registration) and its students are subject to the Fitness to Practice regulation (Regulation B5) and Health and Conduct processes if required. Further details of these can be found in the programme handbook and online at Regulation B5 - Keele University.

**International students only.**

All students who are considering a course change or find themselves in circumstances where they need to change will need to speak to Immigration Compliance and Support (Student Services Centre) (visa@keele.ac.uk) first to check eligibility and review the consequences of the transfer and the timings of a new Visa application from outside the UK.

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[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here https://www.keele.ac.uk/regulations/.

## Version History

### This document

**Date Approved:** 07 July 2025

## *What's Changed*

Updated information relating to DBS and Occupational Health requirements added to the programme-specific regulations annex

## Previous documents

| Version No | Year | Owner | Date Approved | Summary of and rationale for changes |
|---|---|---|---|---|
| 1 | 2025/26 | TERESA RUSHTON | 19 June 2025 | |
| 1.1 | 2024/25 | TERESA RUSHTON | | |
| 1 | 2024/25 | TERESA RUSHTON | 18 June 2024 | OCT-40017 changed to SEM3 |
| 1.1 | 2023/24 | TERESA RUSHTON | 20 May 2024 | 1. Programme now accredited by HCPC and approved by RCOT<br>2. OCT-40017 amended to SEM3 |
| 1 | 2023/24 | TERESA RUSHTON | 28 November 2023 | |