

Programme Specification: Undergraduate

For Academic Year 2025/26

1. Course Summary

Names of programme and award title(s)	BSc (Hons) Occupational Therapy
Award type	Single Honours
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Normal length of the programme	3 years
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	Health and Care Professions Council (HCPC), Royal College of Occupational Therapists (RCOT) and World Federation of Occupational Therapists (WFOT).
Regulator	Office for Students (OfS)
Tuition Fees	<p>UK students:</p> <p>Fee for 2025/26 is £9,535*</p> <p>International students:</p> <p>Fee for 2025/26 is £20,200**</p>

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.

* These fees are regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

** These fees are for new students. 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 BSc (Hons) Occupational Therapy programme aims to support the development of your competencies, standards of proficiency and the knowledge, skills, behaviours and values required to become an Occupational Therapist ready to join a profession which continues to rapidly grow and evolve. Occupation and its dynamic

relationship with health and wellbeing will be the focus of the programme, ensuring that you are able to articulate your 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. You will be prepared for the diversity of occupational therapy practice through your academic studies and your 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 you 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 promote autonomy in learning and practice, as you are encouraged to take responsibility for planning and implementing your 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. You will access to a range of methods for recording your CPD achievements and you are encouraged to document these achievements and formulate future development plans within academic mentor meetings and within placement briefing and debriefing.

Diversity in learning opportunities within the university and in practice support the development of your confidence, self-efficacy, resilience and adaptability, which are all skills required when working within contemporary occupational therapy practice. The programme aims to support you to develop teamworking and leadership skills and to aspire to become a leader of the future. There are opportunities within the programme for you to engage in high quality multi and interprofessional learning. 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 other undergraduate programmes within the School of Allied Health Professions and Pharmacy as well as IPE with other health professionals from within the Faculty of Medicine and Health Sciences.

The Programme will support you to gain the competencies required for occupational therapy practice. The programme aims to support the development of a strong sense of professional identity, professionalism and core professional knowledge and skills which will enable you to support the continued evolution of the occupational therapy profession.

As a professionally regulated programme the BSc (Hons) Occupational Therapy 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](#).

3. Aims of the programme

The programme aims to have the centrality of occupation at its heart whilst providing a learning environment which fosters the development of core knowledge and skills, the implementation of evidence-based practice and reflexivity and creativity to prepare you for lifelong learning and continuing professional development.

The broad aims of the programme are to enable you to:

- safely and effectively practice, working within legal and ethical boundaries, in accordance with professional and governing bodies,
- develop an understanding 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 and intervention planning, implementation, evaluation and modification within your scope of practice in changing and diverse complex health and social care systems.
- demonstrate communication, team working and collaboration with others in the best interests, and to improve the health and wellbeing, of the individuals, communities and populations with which you work.
- 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, reflecting and evaluating your 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 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.
- develop skills in critical thinking, professional reasoning, research and leadership.

4. What you will learn

This 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 BSc (Hons) Occupational Therapy programme at Keele will support you to develop your skills in reflection and evidence informed practice. You will be supported to develop the attributes of a competent practitioner underpinned by knowledge, skills, behaviours and a vision of person-centred care which enable the delivery of high quality, safe, integrated and effective care in contemporary practice environments.

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 Entry Level Occupational Therapy Core Knowledge and Practice Skills (RCOT 2016), Learning and Development Standards for Pre-registration Education (RCOT 2023), Professional Standards for Occupational Therapy Practice, Conduct and Ethics (RCOT 2021) and WFOT (2016) Minimum Standards for the Education of Occupational Therapists.

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
- Subject specific skills
- Key or transferable skills (including employability skills)

Subject knowledge and understanding

Successful students will be able to:

- the history and evolution of the occupational therapy profession, including its unique philosophy, values, beliefs and skills which underpin occupation focused practice.
- the dynamic relationship between the individual, their occupations, the environment and their health and wellbeing.
- the human body and mind, including common pathologies, life choices and life changes and their application to occupational performance and participation.
- the influence of occupational science on human performance and participation.
- the impact of communication skills and the therapeutic use of self on the therapeutic relationship and professional practice.
- relevant professional standards and the importance of professionalism, ethics and governance in relation to contemporary occupational therapy practice.
- 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.
- service development and delivery within the changing and diverse context of occupational therapy practice.
- health, ill-health, health beliefs and health promotion to work effectively in partnership and actively promote health, wellbeing, occupational engagement and participation.

Subject specific skills

Successful students will be able to:

- demonstrate knowledge of and apply the OT process
- identify, select, justify, competently lead, facilitate and evaluate assessments, occupation focused interventions and outcome measures used in contemporary and diverse occupational therapy practice.
- demonstrate professional reasoning skills relevant to occupational therapy practice.
- apply the use of grading and adaptation in occupation focussed interventions.

- demonstrate application of a variety of Occupational Therapy models which underpin contemporary occupational therapy practice.
- 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.
- reflect and appraise self, personal practice and service delivery to maintain a focus on occupation and occupational performance.
- articulate a strong sense of professional identity to become a confident advocate of the profession, who embraces the power of occupation to transform lives.
- demonstrate self-management skills including planning organising and prioritising workload in occupational therapy practice.
- analyse the characteristics of effective leadership and apply these skills to facilitate occupational therapy service provision considering the determinants of a healthy workplace and the requirements for effective workforce management.

Key or transferable skills (including employability skills)

Successful students will be able to:

- use critical reflection skills, CPD and lifelong learning to become an effective practitioner.
- demonstrate critical thinking and high levels of concise written communication.
- demonstrate professional and interprofessional team working skills and discuss 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 and ethical 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 overarching intention and educational philosophy of the programme is to support the development of adult lifelong learners. A wide range of adult learning theories underpin the teaching and education within the programme. The fundamental philosophy and principles of occupational therapy are embedded within the programme when facilitating learning. We creatively use the campus environment including our excellent simulation facilities to consider and promote self-reflection on the dynamic relationship the environment has on participation in occupation to support health and wellbeing. Learning is facilitated within practice-based learning settings and within the University. The programme is structured and taught to enable you to develop your occupational therapy knowledge, understanding and skills and apply this within your practice-based learning. You will then have opportunities to apply and evaluate their learning from practice within future academic modules. The programme is structured so that you are able to build upon your previous knowledge and skills, to deepen your learning, application to practice, reflection on practice, critical thinking and evaluation skills.

The programme seeks to maximise opportunities for active social learning and therefore embraces synchronous scheduled learning activities including interactive lectures, workshops, seminars and practical classes. This offers opportunities for you to engage in real time learning whilst interacting with others in a shared space and with content as part of a community of learners, thus developing communication, interpersonal and social skills required in occupational therapy practice. Synchronous and asynchronous teaching is designed to encourage and maximise meaningful student engagement, deep learning and add value to the learning experience.

Occupational therapists of the future are also required to have enhanced digital technology skills and the

programme delivery is designed to support learning and enhance digital skills by deliberate integration of digital technologies to deepen learning, adding flexibility to the ways you 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 you to revisit sessions at a time that is convenient to you. It also offers additional opportunities to engage with learning where you may be unable to attend sessions because of illness. The integration of universal design for learning strategies within the curriculum also provides you 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. The size of these groups varies depending on the subject matter and skills being taught. During practice-based learning, you are supported by a qualified occupational therapist (practice educator) and a university-based link tutor. Subject specialists from occupational therapy practice and service users are 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:

- **Lectures** where the lecturer provides you 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 you actively in your 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 you to develop your practical and professional skills under the supervision of a designated practice educator(s).
- **Simulation and role play**, is embedded in modules to allow you to consider real world scenarios that will enhance and balance your experience and practice.
- **Small group workshops** where you will work with others to, for example to develop a poster or a presentation which you then may subsequently present and defend or to appraise journal articles relating to some aspect of occupational therapy practice.
- **Individual and group presentations** where you will research and present a topic with relevance to 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 you to contribute 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 students.
- **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)** - you 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 sessions also offer you the opportunity to receive further feedback related to assessed work and support the development of strategies to manage your 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 you to broaden and deepen your 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 you to develop, enhance, and update your 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 you to clarify understanding and knowledge whilst exchanging ideas with peers and staff. This is also an opportunity to question and challenge professional concepts, enabling you to further develop your critical thinking and evaluation skills.

- Guided independent study and tutorials will help you explore aspects of professional practice.
- Seminars, tutorials, and web-based e-learning activities encourage reflection upon learning and requires you 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

The academic staff contributing to the programme are drawn from the University's School of Allied Health Professions and Pharmacy 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 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, speech and language therapists, 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 current 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 have undertaken practice educator training prior to supervising you on placement.

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 but HCPC and RCOT requirements will continue to be met. 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 academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid- December, and from mid-January to the beginning of June. Our degree courses are organised into modules. Each module is usually a self- contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

Within the BSc (Hons) Occupational Therapy all modules are compulsory modules i.e. modules that you are required to study on this course. There are no optional modules available within the programme.

For further information on the content of modules currently offered, please visit:

<https://www.keele.ac.uk/recordsandexams/modulecatalogue/>

A summary of the credit requirements per year is as follows.

Year	Compulsory	Optional	
		Min	Max
Level 4	120	0	0
Level 5	120	0	0
Level 6	120	0	0

Module Lists

Level 4

Compulsory modules	Module Code	Credits	Period
Health and Wellbeing	OCT-10003	15	Semester 1
Anatomy, Psychology and Occupational Performance and Participation	OCT-10009	15	Semester 1
Foundations of Human Occupation and the Occupational Therapy Process	OCT-10019	15	Semester 1
Communication, Interpersonal Skills and Professional Practice	OCT-10011	30	Semester 1-2
Practice Based Learning A	OCT-10005	15	Semester 2
Applying Theory to Occupational Performance and Participation	OCT-10021	30	Semester 2

Level 5

Compulsory modules	Module Code	Credits	Period
Evidence Based Occupational Therapy	OCT-20005	15	Semester 1
Professional Reasoning and Influences on Practice	OCT-20007	15	Semester 1
Assessments and Interventions in Occupational Therapy Practice	OCT-20009	30	Semester 1
Practice Based Learning B	OCT-20003	30	Semester 2
Diversity in Occupational Therapy	OCT-20011	15	Semester 2
Research Proposal	OCT-20013	15	Semester 2

Level 6

Compulsory modules	Module Code	Credits	Period
Practice Based Learning C	OCT-30009	15	Semester 1
Research Project	OCT-30013	30	Semester 1-2
Professional Identity, Leadership and Transitioning into Occupational Therapy Practice	OCT-30017	30	Semester 1-2
Practice Based Learning D	OCT-30011	30	Semester 2
Addressing the Health and Occupational Needs of Communities and Populations	OCT-30015	15	Semester 2

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 4

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.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Demonstrate knowledge and understanding of the history and evolution of the occupational therapy profession, including its unique philosophy, values, beliefs and skills which underpin occupation focused practice.	Anatomy, Psychology and Occupational Performance and Participation - OCT-10009 Applying Theory to Occupational Performance and Participation - OCT-10021 Communication, Interpersonal Skills and Professional Practice - OCT-10011 Foundations of Human Occupation and the Occupational Therapy Process - OCT-10019
Understand the dynamic relationship between the individual, their occupations, the environment and their health and wellbeing.	Foundations of Human Occupation and the Occupational Therapy Process - OCT-10019 Anatomy, Psychology and Occupational Performance and Participation - OCT-10009 Applying Theory to Occupational Performance and Participation - OCT-10021 Practice Based Learning A - OCT-10005
Demonstrate knowledge and understanding of the human body and mind, including common pathologies, life choices and life changes and their application to occupational performance and participation.	Applying Theory to Occupational Performance and Participation - OCT-10021 Practice Based Learning A - OCT-10005 Anatomy, Psychology and Occupational Performance and Participation - OCT-10009
Understand the impact of communication skills and the therapeutic use of self on the therapeutic relationship and professional practice.	Communication, Interpersonal Skills and Professional Practice - OCT-10011 Practice Based Learning A - OCT-10005
Demonstrate knowledge of relevant professional standards and the importance of professionalism, ethics and governance in relation to contemporary occupational therapy practice.	Practice Based Learning A - OCT-10005 Communication, Interpersonal Skills and Professional Practice - OCT-10011
Demonstrate knowledge and understanding of 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.	Health and Wellbeing - OCT-10003 Practice Based Learning A - OCT-10005
Demonstrate knowledge and understanding of health, ill-health, health beliefs and health promotion to work effectively in partnership and actively promote health, wellbeing, occupational engagement and participation.	Health and Wellbeing - OCT-10003 Practice Based Learning A - OCT-10005

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Explore the influence of occupational science on human performance and participation.	Practice Based Learning A - OCT-10005 Applying Theory to Occupational Performance and Participation - OCT-10021
Demonstrate effective, enhanced communication and interpersonal skills with service users, carers and colleagues and evaluate their importance in enhancing professional practice.	Practice Based Learning A - OCT-10005 Communication, Interpersonal Skills and Professional Practice - OCT-10011
Demonstrate knowledge of and apply the OT process	Foundations of Human Occupation and the Occupational Therapy Process - OCT-10019 Practice Based Learning A - OCT-10005
Demonstrate professional reasoning skills relevant to occupational therapy practice.	Foundations of Human Occupation and the Occupational Therapy Process - OCT-10019 Practice Based Learning A - OCT-10005
Identify, select, justify, competently lead, facilitate and evaluate assessments, occupation focused interventions and outcome measures used in contemporary and diverse occupational therapy practice.	Practice Based Learning A - OCT-10005
Apply the use of grading and adaptation in occupation focussed interventions.	Practice Based Learning A - OCT-10005
Demonstrate application of a variety of Occupational Therapy models which underpin contemporary occupational therapy practice.	Practice Based Learning A - OCT-10005
Demonstrate safe practice and the assessment and management of risk when working with individuals and groups.	Practice Based Learning A - OCT-10005
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.	Communication, Interpersonal Skills and Professional Practice - OCT-10011 Practice Based Learning A - OCT-10005
Reflect and appraise self, personal practice and service delivery to maintain a focus on occupation and occupational performance.	Practice Based Learning A - OCT-10005 Health and Wellbeing - OCT-10003 Communication, Interpersonal Skills and Professional Practice - OCT-10011
Articulate a strong sense of professional identity to become a confident advocate of the profession, who embraces the power of occupation to transform lives.	Communication, Interpersonal Skills and Professional Practice - OCT-10011 Foundations of Human Occupation and the Occupational Therapy Process - OCT-10019
Demonstrate self-management skills including planning organising and prioritising workload in occupational therapy practice.	Practice Based Learning A - OCT-10005

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Use critical reflection skills, CPD and lifelong learning to become an effective practitioner.	Practice Based Learning A - OCT-10005 Health and Wellbeing - OCT-10003 Communication, Interpersonal Skills and Professional Practice - OCT-10011
Demonstrate critical thinking and high levels of concise written communication.	All modules
Demonstrate professional and interprofessional team working skills and discuss the contribution of the interdisciplinary team within the service user's journey	Health and Wellbeing - OCT-10003 Practice Based Learning A - OCT-10005
Develop and use a range of ICT and digital skills to enhance practice.	All modules
Demonstrate project management, report writing and effective presentation skills.	Foundations of Human Occupation and the Occupational Therapy Process - OCT-10019 Health and Wellbeing - OCT-10003 Applying Theory to Occupational Performance and Participation - OCT-10021

Level 5

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Demonstrate knowledge and understanding of the history and evolution of the occupational therapy profession, including its unique philosophy, values, beliefs and skills which underpin occupation focused practice.	Assessments and Interventions in Occupational Therapy Practice - OCT-20009 Professional Reasoning and Influences on Practice - OCT-20007 Diversity in Occupational Therapy - OCT-20011
Understand the dynamic relationship between the individual, their occupations, the environment and their health and wellbeing.	Assessments and Interventions in Occupational Therapy Practice - OCT-20009 Diversity in Occupational Therapy - OCT-20011 Practice Based Learning B - OCT-20003 Professional Reasoning and Influences on Practice - OCT-20007
Demonstrate knowledge and understanding of the human body and mind, including common pathologies, life choices and life changes and their application to occupational performance and participation.	Professional Reasoning and Influences on Practice - OCT-20007 Assessments and Interventions in Occupational Therapy Practice - OCT-20009 Practice Based Learning B - OCT-20003 Diversity in Occupational Therapy - OCT-20011
Understand the impact of communication skills and the therapeutic use of self on the therapeutic relationship and professional practice.	Practice Based Learning B - OCT-20003 Diversity in Occupational Therapy - OCT-20011 Assessments and Interventions in Occupational Therapy Practice - OCT-20009
Demonstrate knowledge of relevant professional standards and the importance of professionalism, ethics and governance in relation to contemporary occupational therapy practice.	Diversity in Occupational Therapy - OCT-20011 Practice Based Learning B - OCT-20003 Professional Reasoning and Influences on Practice - OCT-20007 Assessments and Interventions in Occupational Therapy Practice - OCT-20009
Demonstrate knowledge and understanding of 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.	Practice Based Learning B - OCT-20003 Diversity in Occupational Therapy - OCT-20011 Professional Reasoning and Influences on Practice - OCT-20007 Assessments and Interventions in Occupational Therapy Practice - OCT-20009
Demonstrate knowledge and understanding of health, ill-health, health beliefs and health promotion to work effectively in partnership and actively promote health, wellbeing, occupational engagement and participation.	Practice Based Learning B - OCT-20003 Professional Reasoning and Influences on Practice - OCT-20007 Diversity in Occupational Therapy - OCT-20011 Assessments and Interventions in Occupational Therapy Practice - OCT-20009
Demonstrate knowledge and understanding of service development and delivery within the changing and diverse context of occupational therapy practice.	Professional Reasoning and Influences on Practice - OCT-20007 Diversity in Occupational Therapy - OCT-20011 Practice Based Learning B - OCT-20003

Subject Specific Skills	
Learning Outcome	Module in which this is delivered

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Explore the influence of occupational science on human performance and participation.	Assessments and Interventions in Occupational Therapy Practice - OCT-20009 Diversity in Occupational Therapy - OCT-20011 Professional Reasoning and Influences on Practice - OCT-20007 Practice Based Learning B - OCT-20003
Demonstrate effective, enhanced communication and interpersonal skills with service users, carers and colleagues and evaluate their importance in enhancing professional practice.	Diversity in Occupational Therapy - OCT-20011 Practice Based Learning B - OCT-20003
Demonstrate knowledge of and apply the OT process	Assessments and Interventions in Occupational Therapy Practice - OCT-20009 Diversity in Occupational Therapy - OCT-20011 Practice Based Learning B - OCT-20003 Professional Reasoning and Influences on Practice - OCT-20007
Demonstrate professional reasoning skills relevant to occupational therapy practice.	Professional Reasoning and Influences on Practice - OCT-20007 Assessments and Interventions in Occupational Therapy Practice - OCT-20009 Practice Based Learning B - OCT-20003 Diversity in Occupational Therapy - OCT-20011
Identify, select, justify, competently lead, facilitate and evaluate assessments, occupation focused interventions and outcome measures used in contemporary and diverse occupational therapy practice.	Practice Based Learning B - OCT-20003 Assessments and Interventions in Occupational Therapy Practice - OCT-20009 Diversity in Occupational Therapy - OCT-20011 Professional Reasoning and Influences on Practice - OCT-20007
Apply the use of grading and adaptation in occupation focussed interventions.	Diversity in Occupational Therapy - OCT-20011 Practice Based Learning B - OCT-20003
Demonstrate application of a variety of Occupational Therapy models which underpin contemporary occupational therapy practice.	Professional Reasoning and Influences on Practice - OCT-20007 Practice Based Learning B - OCT-20003
Demonstrate safe practice and the assessment and management of risk when working with individuals and groups.	Diversity in Occupational Therapy - OCT-20011 Assessments and Interventions in Occupational Therapy Practice - OCT-20009 Practice Based Learning B - OCT-20003
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.	Assessments and Interventions in Occupational Therapy Practice - OCT-20009 Diversity in Occupational Therapy - OCT-20011 Practice Based Learning B - OCT-20003 Professional Reasoning and Influences on Practice - OCT-20007
Reflect and appraise self, personal practice and service delivery to maintain a focus on occupation and occupational performance.	Assessments and Interventions in Occupational Therapy Practice - OCT-20009 Practice Based Learning B - OCT-20003 Professional Reasoning and Influences on Practice - OCT-20007 Diversity in Occupational Therapy - OCT-20011
Articulate a strong sense of professional identity to become a confident advocate of the profession, who embraces the power of occupation to transform lives.	Professional Reasoning and Influences on Practice - OCT-20007 Assessments and Interventions in Occupational Therapy Practice - OCT-20009 Practice Based Learning B - OCT-20003 Diversity in Occupational Therapy - OCT-20011

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Demonstrate self-management skills including planning organising and prioritising workload in occupational therapy practice.	Practice Based Learning B - OCT-20003

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Use critical reflection skills, CPD and lifelong learning to become an effective practitioner.	Evidence Based Occupational Therapy - OCT-20005
Demonstrate critical thinking and high levels of concise written communication.	All modules
Demonstrate professional and interprofessional team working skills and discuss the contribution of the interdisciplinary team within the service user's journey	Assessments and Interventions in Occupational Therapy Practice - OCT-20009 Practice Based Learning B - OCT-20003
Effectively search for, identify and critically appraise relevant evidence to support and underpin practice.	All modules
Develop research questions, justify and implement appropriate and ethical methods of investigation, data collection, analysis and dissemination of findings.	Research Proposal - OCT-20013
Develop and use a range of ICT and digital skills to enhance practice.	All modules
Demonstrate project management, report writing and effective presentation skills.	Practice Based Learning B - OCT-20003 Research Proposal - OCT-20013 Professional Reasoning and Influences on Practice - OCT-20007 Assessments and Interventions in Occupational Therapy Practice - OCT-20009

Level 6

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Demonstrate knowledge and understanding of the history and evolution of the occupational therapy profession, including its unique philosophy, values, beliefs and skills which underpin occupation focused practice.	Practice Based Learning C - OCT-30009 Practice Based Learning D - OCT-30011 Addressing the Health and Occupational Needs of Communities and Populations - OCT-30015
Understand the dynamic relationship between the individual, their occupations, the environment and their health and wellbeing.	Addressing the Health and Occupational Needs of Communities and Populations - OCT-30015 Practice Based Learning D - OCT-30011 Practice Based Learning C - OCT-30009
Demonstrate knowledge and understanding of the human body and mind, including common pathologies, life choices and life changes and their application to occupational performance and participation.	Addressing the Health and Occupational Needs of Communities and Populations - OCT-30015 Practice Based Learning D - OCT-30011 Practice Based Learning C - OCT-30009
Understand the impact of communication skills and the therapeutic use of self on the therapeutic relationship and professional practice.	Practice Based Learning C - OCT-30009 Addressing the Health and Occupational Needs of Communities and Populations - OCT-30015 Practice Based Learning D - OCT-30011
Demonstrate knowledge of relevant professional standards and the importance of professionalism, ethics and governance in relation to contemporary occupational therapy practice.	Practice Based Learning C - OCT-30009 Professional Identity, Leadership and Transitioning into Occupational Therapy Practice - OCT-30017 Practice Based Learning D - OCT-30011 Addressing the Health and Occupational Needs of Communities and Populations - OCT-30015
Demonstrate knowledge and understanding of 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.	Addressing the Health and Occupational Needs of Communities and Populations - OCT-30015 Practice Based Learning C - OCT-30009 Practice Based Learning D - OCT-30011
Demonstrate knowledge and understanding of health, ill-health, health beliefs and health promotion to work effectively in partnership and actively promote health, wellbeing, occupational engagement and participation.	Professional Identity, Leadership and Transitioning into Occupational Therapy Practice - OCT-30017 Addressing the Health and Occupational Needs of Communities and Populations - OCT-30015 Practice Based Learning D - OCT-30011 Practice Based Learning C - OCT-30009
Demonstrate knowledge and understanding of service development and delivery within the changing and diverse context of occupational therapy practice	Addressing the Health and Occupational Needs of Communities and Populations - OCT-30015 Practice Based Learning C - OCT-30009 Practice Based Learning D - OCT-30011 Professional Identity, Leadership and Transitioning into Occupational Therapy Practice - OCT-30017

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Explore the influence of occupational science on human performance and participation.	Practice Based Learning D - OCT-30011 Practice Based Learning C - OCT-30009 Addressing the Health and Occupational Needs of Communities and Populations - OCT-30015
Demonstrate effective, enhanced communication and interpersonal skills with service users, carers and colleagues and evaluate their importance in enhancing professional practice.	Practice Based Learning C - OCT-30009 Practice Based Learning D - OCT-30011

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Demonstrate knowledge of and apply the OT process	Practice Based Learning D - OCT-30011 Practice Based Learning C - OCT-30009 Professional Identity, Leadership and Transitioning into Occupational Therapy Practice - OCT-30017 Addressing the Health and Occupational Needs of Communities and Populations - OCT-30015
Demonstrate professional reasoning skills relevant to occupational therapy practice.	Practice Based Learning C - OCT-30009 Practice Based Learning D - OCT-30011 Addressing the Health and Occupational Needs of Communities and Populations - OCT-30015
Identify, select, justify, competently lead, facilitate and evaluate assessments, occupation focused interventions and outcome measures used in contemporary and diverse occupational therapy practice.	Practice Based Learning D - OCT-30011 Practice Based Learning C - OCT-30009
Apply the use of grading and adaptation in occupation focussed interventions.	Practice Based Learning C - OCT-30009 Practice Based Learning D - OCT-30011
Demonstrate application of a variety of Occupational Therapy models which underpin contemporary occupational therapy practice.	Practice Based Learning C - OCT-30009 Addressing the Health and Occupational Needs of Communities and Populations - OCT-30015 Practice Based Learning D - OCT-30011
Demonstrate safe practice and the assessment and management of risk when working with individuals and groups.	Practice Based Learning C - OCT-30009 Practice Based Learning D - OCT-30011
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.	Practice Based Learning D - OCT-30011 Practice Based Learning C - OCT-30009
Reflect and appraise self, personal practice and service delivery to maintain a focus on occupation and occupational performance.	Practice Based Learning D - OCT-30011 Professional Identity, Leadership and Transitioning into Occupational Therapy Practice - OCT-30017 Practice Based Learning C - OCT-30009
Articulate a strong sense of professional identity to become a confident advocate of the profession, who embraces the power of occupation to transform lives.	Professional Identity, Leadership and Transitioning into Occupational Therapy Practice - OCT-30017 Practice Based Learning C - OCT-30009 Practice Based Learning D - OCT-30011
Demonstrate self-management skills including planning organising and prioritising workload in occupational therapy practice.	Practice Based Learning C - OCT-30009 Practice Based Learning D - OCT-30011
Analyse the characteristics of effective leadership and apply these skills to facilitate occupational therapy service provision considering the determinants of a healthy workplace and the requirements for effective workforce management.	Professional Identity, Leadership and Transitioning into Occupational Therapy Practice - OCT-30017

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Use critical reflection skills, CPD and lifelong learning to become an effective practitioner.	Practice Based Learning C - OCT-30009 Professional Identity, Leadership and Transitioning into Occupational Therapy Practice - OCT-30017 Practice Based Learning D - OCT-30011
Demonstrate critical thinking and high levels of concise written communication.	All modules
Demonstrate professional and interprofessional team working skills and discuss the contribution of the interdisciplinary team within the service user's journey	Practice Based Learning D - OCT-30011 Practice Based Learning C - OCT-30009
Effectively search for, identify and critically appraise relevant evidence to support and underpin practice.	All modules
Develop research questions, justify and implement appropriate and ethical methods of investigation, data collection, analysis and dissemination of findings.	Research Project - OCT-30013
Develop and use a range of ICT and digital skills to enhance practice.	All modules
Demonstrate project management, report writing and effective presentation skills.	All modules

8. Final and intermediate awards

Credits required for each level of academic award are as follows:

Honours Degree BSc (Hons) Occupational Therapy	360 credits	You will require at least 120 credits at levels 4, 5 and 6 Graduates are eligible to apply for registration with the HCPC and then use the protected title of 'Occupational Therapist'
Diploma in Higher Education	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher

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 you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. Assessment methods including direct observation during practice-based learning, support the development of your 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.

The following list is representative of the variety of assessment methods used on your programme:

- **Written work/ assignments** test the quality and application of subject knowledge. In addition, they allow you to demonstrate your ability to carry out basic literature searches, communicate your ideas effectively in writing and support your arguments with appropriate referencing. Written assessments vary in length depending upon the module.
- **Written examinations** are designed to test your knowledge and your ability to apply that knowledge appropriately to professional practice.
- **Reflective assignments** enable you to develop the 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 your subject knowledge and understanding. They may also be used to test your ability to work effectively as a member of a team, to communicate what you know orally and visually, and to reflect on these processes as part of your own personal development. Verbally presenting information is also a key skill required by health and social care professionals in practice and oral presentations offer you the opportunity to practice these skills in preparation for practice-based learning.
- **Research project** is a student led piece of independent research. Nominated supervisors support you 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 your 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, NVivo, Atlas.ti, Qual coder etc).
- **Practice based learning assessment** is undertaken during practice-based learning modules and enables you to demonstrate safe, competent and effective professional practice. Achievement in practice-based learning is assessed and graded by qualified occupational therapists who have been trained to become practice educators. You must successfully complete a minimum of 1000 hours of assessed practice-based learning. As stated by RCOT, 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. In this situation you may be eligible for the award of Certificate in Higher Education. This award does NOT confer eligibility to apply for registration with HCPC and recipients are not entitled to use the title of Occupational Therapist.

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 to be eligible to register with the HCPC as an occupational therapist and to be eligible for professional membership with RCOT.

10. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
Year 1 (Level 4)	32.2%	50.5%	17.3%
Year 2 (Level 5)	28.1%	47%	24.9%
Year 3 (Level 6)	16.4%	40.1%	43.5%

11. Accreditation

This programme seeks approval from the Health and Care Professions Council (HCPC) and accreditation by the Royal 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.

12. 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'.

13. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme:

<https://www.keele.ac.uk/study/>

Applicants who are not currently undertaking any formal study or who have been out of formal education for more than 3 years and are not qualified to A-level or BTEC standard may be offered entry to the University's Foundation Year Programme.

Applicants for whom English is not a first language must provide evidence of a recognised 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.

English for Academic Purposes

Please note: All new international students entering the university will provide a sample of Academic English during their registration. Using this sample, the Language Centre may allocate you to an English language module which will become compulsory. This will replace any GCP modules. *NB:* students can take an EAP module only with the approval of the English Language Programme Director and are not able to take any other Language modules in the same academic year.

English Language Modules at Level 4:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2)
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

English Language Modules at Level 5:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2)
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

English Language Modules at Level 6:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2); ENL-90005 Advanced Business English Communication

- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

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/>

A maximum of one third of the total pre-registration programme may be considered for recognition of prior learning (RPL).

14. How are students supported on the programme?

Support for student learning on the Programme is provided in the following ways:

- 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 your learning and provide pastoral support. The SESO can refer you 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.
- Practice Educators provide supervision and support during practice-based learning.
- Link Tutors liaise between the School and practice based learning settings and provide you with support during placements including a midway link tutor meeting.
- For research modules, you will be allocated a research supervisor who will guide and support you through your research proposal and project.

All members of academic staff are available to see you on an individual basis (exceptionally outside of 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 you 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.

15. 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 include:

- A purpose built Activities of Daily Living (ADL) suite including a large therapeutic kitchen.
- A multi-purpose workshop space which enable you 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 BSc (Hons) Occupational Therapy programme.

The resources available to you on the programme include:

- an extensive collection of materials relevant to undergraduate occupational therapy studies held in both the main University Library on the 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 provide 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 programme and module information including information integrating learning with assessment is available through the KLE.
- The School of Allied Health Professions and 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 first year of the programme.
- Computers for learner use are situated in both the Main Library and in the Health Library.

16. Additional Costs

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

- Students are responsible for reasonable costs incurred in travelling to local placements and making travel arrangements - in the same way as for travel to and from the University generally. However, for additional travel incurred on placements, some costs can be reclaimed as per the NHS Learning Support Fund guidelines (Available at <https://www.nhsbsa.nhs.uk/nhs-learning-support-fund-lsf>). Students will also be able to reclaim reasonable costs for additional accommodation required whilst on placement according to the NHS Learning Support Fund guidelines. Not all students are eligible to access The Learning Support Fund, so students are advised to check their eligibility.
- You may need to continue to fund your 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.
- Subscription to the Disclosure and Barring update Service is mandatory. The current costs for a DBS check are detailed on the additional costs webpage: <https://www.keele.ac.uk/study/undergraduate/tuitionfeesandfunding/undergraduatetuitionfees/additionalcosts>
- A vaccination programme must be undertaken before you begin your first placement module. The commencement of your course will depend upon a health fitness report being provided by the University's Occupational Health Service. As part of this process you MUST complete a health questionnaire prior to the start of your programme and have it verified by your GP. You must also undertake as necessary immunisations and/or blood tests to meet practice learning requirements. You will be responsible for any fee that may be required by your GP and for occupational health visit costs including any non-attendance.
- 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	£263
The additional costs attributed to placement location and potential vaccination programme is variable and dependent on individual circumstances and therefore can not be estimated.	
Total estimated additional costs	£263

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 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.

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 National Student Survey (NSS), 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 in all three years of 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:

- UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- Keele Learning Principles [Keele Learning Principles](#)
- Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>
- UK AHP Public Health Strategic Framework 2019 - 2024
<http://www.ahpf.org.uk/files/UK%20AHP%20Public%20Health%20Strategic%20Framework%202019-2024.pdf>
- Health and Care Professions Council Standards of Proficiency for Occupational Therapists (2022) - valid from September 2023 <https://www.hcpc-uk.org/globalassets/standards/standards-of-proficiency/new/occupational-therapists-new-standards.pdf>
- Health and Care Professions Council Standards of Education and Training (2017) - <https://www.hcpc-uk.org/resources/standards/standards-of-education-and-training/>
- Health and Care Professions Council The Standards of Conduct, Performance and Ethics (2016) [Standards of conduct, performance and ethics | \(hcpc-uk.org\)](#)
- 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>
- College of Occupational Therapists Entry level occupational therapy core knowledge and practice skills (2016) [Entry-level-core-OT.pdf \(rcot.co.uk\)](#)
- 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: BSc (Hons) Occupational Therapy

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	BSc (Hons) Occupational Therapy
Intermediate Award(s)	Diploma HE Certificate HE
Last modified	July 2025: DBS/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 clause(s) listed below describe where a variation from the University's Academic Regulations exists:

Variation 1: This programme varies from Regulation B3

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

All assessments in each module must be successfully completed and a score of at least 40% 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 (3 years) plus two years and is therefore normally no more than 5 years.

Variation 3: 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 40% is required in all academic module assessments to include all components as required.
- only those hours undertaken during successfully completed practice-based learning count towards a student's overall minimum requirement of 1000 practice-based learning hours.
- if a student 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: 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.

Additional requirement 2: 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 3: Attendance

Attendance at ALL components of the BSc (Hons) 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).

Guidance: Attendance will be monitored and students with a poor attendance record without good cause will normally be subject to disciplinary procedures. Students with a poor attendance record may be required to withdraw from the programme. Absences may be authorised (at the discretion of the Programme Director) where students comply fully with the procedure for reporting sickness and non-attendance.

Additional requirement 4: Core Skills for Practice Based Learning.

In order to undertake any /all practice based learning (placement) 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 Practice Education 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 5: Eligibility for Practice Based Learning Assessment

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 6: Fitness to Practice.

As a professionally regulated programme the BSc (Hons) Occupational Therapy 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](#).

A student whose behaviour gives cause for concern regarding professional conduct or suitability will in the first instance, be advised of the implications of their behaviour and offered the opportunity to address the concerns raised. They will be advised that should there be no change in their behaviour, they will be referred to the School Health and Conduct Committee. Where behaviour that gives cause for concern regarding professional conduct or suitability is repeated, the student may be issued with a School written warning and may then be referred to the School Health and Conduct Committee. Where student behaviour gives cause for grave concern regarding professional conduct or suitability the student will be referred directly to the School Health and Conduct Committee. The School of Allied Health Professions has a duty to ensure that students registered on the programme are fit to practise, in order to protect present or future service users and to comply with the requirements of professional / regulatory bodies. Students registered on the programme must comply with the requirements of the Royal College of Occupational Therapists (RCOT) and the Health and Care Professions Council (HCPC).

Students must make known at the first opportunity, any issues which impact upon their ability to study effectively.

Guidance: It is the students obligation to disclose any circumstances that may affect either their capacity to study effectively or their professional conduct and / or suitability. Failure to make such a declaration may constitute an issue of fitness to practise and may limit the grounds a student may invoke to support an appeal. Examples of the types of issues that it may be appropriate to disclose include temporary or permanent changes in health status, adverse personal circumstances or changes in Disclosure and Barring Service (DBS) status (these examples are not exhaustive). Where a student may be unsure as to whether disclosure is appropriate they must seek advice from their academic mentor or the programme director. Any such advisory discussions will be treated in confidence and it will then be the student's responsibility to disclose information should they be so advised. The School Health and Conduct Committee will monitor issues regarding student health and conduct that cause concern regarding a student's fitness to practise in line with the Faculty of Health Fitness to Practise policy and Keele University Fitness to Practise Regulation B5. See: <https://www.keele.ac.uk/regulations/regulationb>

Additional requirement 7: Entry Requirements.

On commencement of the programme all students must complete consent and disclosure documentation. These must then be updated annually or sooner if there are changes to an individual student status. Any student who is found to have an undisclosed criminal conviction may be asked to leave the programme, even though the conviction is considered to be "spent". On commencement of the programme, all BSc (Hons) Occupational Therapy students are required to register with the Royal College of Occupational Therapists (RCOT). Occupational Therapy student are, for the duration of their programme, student members of the RCOT.

Guidance: As Student Members of the RCOT, students have the benefit of professional liability insurance cover for practice based learning in the UK provided they are appropriately supervised. It is the responsibility of each student to ensure the validity of this insurance outside the UK. Failure to register with the RCOT will impact upon the students professional liability status and will preclude the student from undertaking the practice based learning modules of the programme. Such action will preclude completion of the programme. In these circumstances the student will be required to withdraw from the programme. All undergraduate occupational therapy students are obliged to comply with the Professional Standards for Occupational Therapy Practice, Conduct and Ethics (RCOT 2021) and must also comply with the HCPC Standards of Conduct, Performance and Ethics (2024) and work towards graduate attributes described in the HCPC Standards of Proficiency - Occupational Therapy (2023). Failure to abide by RCOT and / or HCPC standards may, following an investigation (see previous section), result in the student being required to withdraw from the programme

Guidance: As Student Members of the RCOT, students have responsibilities with regard to their conduct and behaviour. A copy of current documents, and / or electronic access to them, will be provided to each student on commencement of the programme. All students must comply with the School requirements with regard to immunisation. Failure to comply with this requirement will preclude the student from undertaking the practice based learning modules of the programme. Such action will preclude satisfactory completion of the programme. In these circumstances, the student will be required to withdraw from the programme. All students must comply with School requirements in respect of ethical procedures and approval for activities related to the research project. Failure to comply with this requirement may constitute an issue of fitness to practise.

Additional requirement 8: Awards

Programme awards are made under Keele University Regulation C3:
<https://www.keele.ac.uk/regulations/regulationc3/>

Students who have successfully completed all assessments (including successfully completing a minimum of one thousand [1,000] hours of practice based learning) and so have obtained full credits for the programme, will be awarded a BSc (Hons) Occupational Therapy. These graduates will then be eligible to apply to register with the Health and Care Professions Council, a pre-requisite for employment as an Occupational Therapist in the UK. Graduates will also be eligible for full membership of the RCOT.

Guidance: In order to achieve a BSc (Hons) Occupational Therapy and be eligible for registration with the Health and Care Professions Council candidates MUST successfully complete all modules and achieve 360 credits.

Additional requirement 9: Practice Based Learning

The School will provide comprehensive requirements and guidelines for practice based learning to which students must adhere. Failure to comply with these requirements may result in disciplinary action including action under the University Fitness to Practise regulation. Where a student's professional conduct and / or suitability is deemed not to meet professional standards, the Programme Team may deem it inappropriate / unacceptable for the student to participate in the practice based learning. Subsequently, the student may be required to withdraw from the programme. A student demonstrating unprofessional / dangerous / unsafe behaviour in the practice setting will be withdrawn from the practice based learning and may, following an investigation, be required to withdraw from the programme (see Fitness to Practise Regulation information).

Guidance: Students are also referred to the BSc (Hons) Occupational Therapy Practice Based Learning Handbook for further information.

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.

[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: 16 September 2025

What's Changed

Amendment to additional costs to add standard wording relating to DBS checks and Occupational Health

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1.1	2025/26	TERESA RUSHTON	07 July 2025	Updated information relating to DBS and Occupational Health requirements added to the programme-specific regulations annex
1	2025/26	TERESA RUSHTON	18 March 2025	