

University of Worcester

MSc Occupational Therapy (Pre-registration)

Is the MSc (Pre-registration) Occupational Therapy the right course for you?

If you are considering applying for a qualification in occupational therapy at University of Worcester (UW), and already hold an undergraduate degree at 2:2 classification or above, you may apply for the MSc Occupational Therapy (Pre-registration). This new programme is currently recruiting students to commence the 2-year programme in July 2021. Applications for the MSc programme will be assessed on your qualifications, personal statement and at a selection interview. If you have already applied for the BSc (Hons) Occupational Therapy programme and have been successful in the admissions interview, you are not be expected to have another interview. If you would like to apply and already have an undergraduate degree qualification, or are due to graduate in June 2021, you may be interested in this new MSc course. Below are some points to bear in mind.

The Occupational Therapy academic team have designed the course to provide an alternative route into the occupational therapy, through study at level 7 (Masters Level). The MSc Occupational Therapy (Pre-registration) programme has been approved (subject to conditions) by the UW Academic Quality Unit, the Royal College of Occupational Therapists (RCOT), and the Health Care Practitioners Council (HCPC). Therefore, students who successfully complete the MSc Occupational Therapy programme will be eligible for registration as an Occupational Therapists by the HCPC and to become full members of the RCOT once full approval is granted.

The MSc Occupational Therapy (preregistration) programme is an accelerated programme, that is undertaken in 2 years, whereas the BSc (Hons) is a 3-year full-time programme. There are an equal number of weeks of learning (90 weeks in total) in both programmes. The Masters programme runs across 45 weeks of the year with approximately 30 weeks of university-based study and 15 weeks of full-time practice education per year. The two major differences between the MSc (Pre-registration) and the BSc(Hons) programmes is the higher a level of academic study and the number of weeks of holiday. In the MSc programme, holidays are scheduled around practice placements and are spread throughout the year in 1-, 2- or 3-week blocks, including a Christmas break and an Easter break. The MSc students do not have a summer break, which may be a consideration if you have responsibilities for school age children.

Key Dates and Schedule

The teaching schedule for year one 2021, will commence on July 5th with a one day induction programme and formal teaching commences week beginning July 12th. Formal face to face teaching will be on Tuesdays and Wednesdays in the first semester, i.e. from July to October, with the first 6-week fulltime practice placement scheduled for November/December and finishing in the week before Christmas. In the second semester scheduled teaching will occur on Mondays, Tuesday and Wednesdays between January and April with the second 8-week fulltime placement scheduled over May and June. There will be some assessments scheduled in late June and early July, i.e. at the end of the first year.

Progression into the second year will be dependent on achieving pass grades in all the first year modules, there will be opportunities for resubmission of assignments however failure in practice placement is likely to result in a delay in progressing into the second year of the programme.

Year 1 Schedule at a glance (Subject to changes)

Shading Code

	Campus/independent learning
	Practice Learning
	Holiday

Year 1 2021/2022

Semester 1		Semester 2	
5/07/21	Induction Day 5/7/21		
12/7/21 – 20/8/21	Teaching (6 weeks)	3/1/22 – 25/2/22	Teaching (8 weeks)
23/8/21 – 27/8/21	Progress Week (no teaching)	28/2/22- 4/3/22	Progress Week (no teaching)
30/8/21 – 8/10/21	Teaching (6 weeks)	7/3/22 – ¼/22	Teaching (4 weeks)
11/10/21 – 22/10/21	Assessment weeks (2 weeks)	4/4/22 – 22/4/22	Easter Break (3 weeks)
25/10/21 – 5/11/21	Mid Semester Break (2 weeks)	25/4/22 – 17/6/22	Practice Placement 2 (8 weeks)
8/11/21 – 17/12/21	Practice Placement 1 (6 weeks)	20/6/22 – 1/7/22	Assessment Weeks (2 weeks)
20/12/21 – 1/1/22	Christmas Break (2 weeks)	4/7/22 – 8/7/22	End of Year Break 1 week

Year 2 2022/2023

Semester 1		Semester 2	
11/7/22 – 19/8/22	Teaching (6 weeks)	2/1/23 – 24/2/23	Teaching (8 weeks)
22/8/22 – 26/8/22	Progress Week (no teaching)	27/2/23 – 3/3/23	Progress Week (no teaching)
29/9/22 – 7/10/22	Teaching (6 weeks)	6/3/23 - 31/3/23	Teaching (4 weeks)
10/10/22 – 14/10/22	Assessment Weeks (1 week)	3/4/23 – 20/4/23	Easter Break 7/4and 10/4 (3 weeks)
17/10/22 – 4/11/22	Mid Semester Break (2 weeks)	24/4/23 – 30/6/23	Practice Placement 2 (10 weeks)
7/11/22 – 16/12/22	Practice Placement 1 (6 weeks)	3/7/23 – 14/7/23	Assessment Weeks (2 weeks)
19/12/22 – 30/12/22	Christmas Break (2 weeks)		

Year 1 Modules

ALHS4001 – Applied Health Improvement 15 credits (July – October, 2021)

This shared module critically explores professional and regulatory responsibilities of occupational therapists and physiotherapists in public health and health promotion, through exercise, activity, fitness for work and occupation. Students will critically analyse barriers and enablers to wellbeing across the lifespan, including the social determinants of health and the impact of inequalities. Strategies to improve health and wellbeing will be discussed in relation to impact on health beliefs, personal values, and individual rights. The module focuses on understanding the impact of culture and diversity on health and wellbeing and explore health disadvantage and social justice within local, national and global populations.

ALHS4003 – Professional and Collaborative Practice 15 Credits (January to April, 2022)

This inter-disciplinary module introduces occupational therapy and physiotherapy students to the theory and practice of working professionally together as set out by the HCPC, RCOT and CSP. The module prepares students to be effective team workers, developing strategies for effective communication, exploring values, attitudes, prejudices and inequalities in relation to physiotherapy and occupational therapy practice. Student will critically discuss the challenges and opportunities of team-working whilst recognising the benefit of collaboration to integrated person-centred care. Through interdisciplinary enquiry-based learning teams, students will research and critically reflect on their experience of different teamwork roles and others' performance.

OCTH4004 – Evidence-based Occupational Therapy 30 credits (July to April)

This module develops students' application and synthesis of biological, psychological, social and occupational sciences to support evidence-based occupational therapy practice. Professional reasoning theory and skills will be developed and applied to person-centred or population centred care. Students will investigate the research underpinning occupational therapy practice and develop a rich understanding of applied research methods. A critical approach to evidence will be encouraged including appraisal strategies and application to practice settings. Effective strategies for searching literature from a range of disciplines will enable students to appraise, synthesise, and interpret the evidence underpinning practice.

OCTH4005 – Essential Occupational Therapy Practice 30 credits (July to April)

This module introduces students to occupational therapy theories and core practical skills required for professional practice. Students will explore the history and philosophy underpinning occupational therapy practice, and its relevance to current day practice. Using the framework of the OT process students will develop core practice skills of assessment, intervention planning and facilitation and evaluation of outcomes. An enquiry-based learning strand will provide opportunities for students to research, collaboratively design and facilitate group interventions with peers, and demonstrate effective communication and professional skills. Service user input throughout the module aims to encourage a person-centred approach to interventions. A focus of this module will be on the study of occupational injustice as experienced through disadvantage and disability, in local, national and international contexts. The module also introduces students to the legal, ethical and professional requirements for practice, as set out by the HCPC and the RCOT, and includes 2 practice learning placements (a minimum of 500 hours) to ensure that students achieve competence in practice and meet the H

Year 2 Modules

OCTH4006 – Essential Occupational Therapy Practice 2 30 credits (July to April)

Building on Essential Occupational Therapy Practice 1, students' theoretical knowledge of occupational therapy practice in complex and specialist areas will be further expanded. Students will critically analyse competing theories and sources of evidence to discuss alternative approaches to complex interventions that meet occupational needs. An enquiry-based learning strand will provide opportunities for students to research and collaboratively design interventions with peers, including groups interventions. This module includes 2 practice learning placements (a minimum of 500 hours) to ensure that students achieve competence in practice and meet the HCPC (2013) Standards of Proficiency for Occupational Therapists.

ALHS4002 - Dissertation 30 Credits (July to April)

Students will choose a dissertation topic relevant to their profession and apply research knowledge and skills to design and conduct an independent research study. Students can choose to conduct either an empirical study or a systematic review of literature. The student will be allocated a research supervisor, who will support the student to finalise the study design, provide guidance on the processes for ethical approval, data analysis and write-up. The study will form a substantial enquiry and be written up as either a 7,500 word dissertation, or a journal article adhering to the authors guidelines.

ALHS4007 – Leading Contemporary Practice 15 Credits (July – December)

This module is designed to nurture the individual leadership styles of each student and enable them to contribute to service enhancement and innovation across a range of public, private, independent and third sector organisations. Students will critically apply theoretical models of leadership, organisational development, and quality assurance to enhance graduate employability. To enable students to adapt to changes and new demands within integrated health systems, they will critically analyse current services, with a view to improving quality, accessibility or sustainability, making innovative change and service improvements.

OCTH4008 - **Critical Perspectives in Occupational Therapy 15 Credits (January – April)**

This module engages students in a systematic and critical examination of a chosen aspect of occupational therapy theory and practice that could impact on minority or disadvantaged clients. Critical engagement with the occupational science literature will enable students to identify and challenge culturally unsafe and discriminatory practice. Students will apply critical thinking to a chosen topic, to construct a professional position and objective argument to defend that position. The overall aim of this module is to hone advocacy and lobbying skills to support populations that experience disadvantage and discrimination.

Admissions Process

In the first year there will be 24 places in the MSc (Pre-registration) programme and admission offers will be allocated by the admission tutor, dependent on qualification and Interview scores. All applicants must have a previous degree at 2:2 or above, and we would prefer applicants to have had recent educational experience at level 4-6, to ensure capacity to study at level 7.

Application is through the Online application process, please see How to Apply at:

<https://www.worc.ac.uk/courses/occupational-therapy-msc-pre-registration>

Expectation of MSc Students

There will be an expectation of independent learning in the Masters programme, as students will need to identify any gaps in underpinning knowledge and review and study independently to ensure achievement of the first year modules. As the programme is open to students with a broad range of educational and work experiences, we are anticipating that some students will have greater knowledge of anatomy and physiology, or sociology and psychology than others. Similarly, some students will have recent knowledge of qualitative and quantitative research methods while others may not have studied or conducted research for many years. Online resources and support of module leaders and of Personal Academic Tutors will be provided to students, to help to identify the background reading and learning required, however ensuring underpinning knowledge is achieved, is the responsibility of the individual student.

The MSc Occupational Therapy (Pre-registration) programme provides an opportunity for motivated students to study fulltime for two years, and to achieve a Masters level qualification. The teaching and learning programme will include a mix of face to face seminars and practical skills teaching, enhance online learning and group work, and 4 fulltime practice education placements (in excess of 1000 hours) in a range of service delivery settings. We recommend that full time study requires a commitment of 40 hours per week, with some flexibility in the days outside of the scheduled commitments. We are aware and sympathetic to the knowledge that some students will have other commitments while studying, however it is important to note that practice education placements are a fulltime commitment which may require extended days and weekend hours and may be located outside of Worcestershire and Herefordshire, requiring up to 90 mins commuting time.

If it sounds like you are up to the challenge, please register your interest or apply on line here:

<https://www.worc.ac.uk/courses/occupational-therapy-msc-pre-registration>

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