

Programme Specification for MSc Occupational Therapy (Pre-registration)

This document applies to Academic Year 2025/26 onwards

Table 1 Programme Specification for MSc Occupational Therapy

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	Health and Care Professions Council (HCPC) and Royal College of Occupational Therapists (RCOT)
4.	Final award or awards	Master of Science MSc
5.	Programme title	Occupational Therapy (Pre-registration)
6.	Pathways available	N/A
7.	Mode and/or site of delivery	Standard campus-based programme
8.	Mode of attendance and duration	2 years full-time. May include evening attendance. Placement attendance may include evenings, weekends and flexible working patterns.
9.	UCAS Code	Direct application
10.	Subject Benchmark statement and/or professional body statement	QAA (2020) Master's Degree Characteristics Statement RCOT (2019) Learning and Development Standards HCPC (2023) Standards of Proficiency for Occupational Therapists HCPC (2017) Standards of Education and training HCPC (2024) Standards of Conduct, Performance and Ethics
11.	Date of Programme Specification preparation/ revision	Approved June 2021 August 2022 - AQU amendments July 2023 – annual updates September 2024 – updating progression requirements, section 19, and updating of HCPC link to Standards of Conduct, Performance and Ethics (2024)

12. Educational aims of the programme

The MSc Occupational Therapy (Pre-registration) aims to provide an accelerated route of entry into the registered Occupational Therapy profession for learners who have previously achieved a relevant undergraduate degree. The course has been designed to meet local and national workforce demands for allied health professionals, with the capacity and vision to effectively contribute to integrated care systems and the aspiration to become leaders and managers of the future.

The course has been developed, and runs in parallel, with the MSc Physiotherapy (Pre-registration), valuing and integrating collaborative working, and evidence-based person-centred practice. Inter-professional learning will ensure that graduates are effective team workers, with leadership and organisational management skills to deliver and design services, relevant to the health and social care practice.

The MSc Occupational Therapy (Pre-registration) programme combines theoretical and practice learning across two years of study, ensuring that students achieve the [HCPC \(2023\) Standards of Proficiency for Occupational Therapists](#) and eligibility to apply for membership of RCOT. The programme combines master's level learning in occupational therapy theory, including advanced skills in research and evidence-based practice, with the practical application skills

required for contemporary occupational therapy practice. A specific focus of this programme is to equip graduates with the vision, practical skills, and flexibility to envision and develop opportunities for the expansion of occupational therapy practice to meet future demands. Graduates of the programme will be forward thinking, reflective practitioners.

A key feature of the MSc Occupational Therapy (Pre-registration) programme is a focus on occupational science, and an understanding of the value of occupation to human health and wellbeing. Students will apply principles of occupational science and occupational justice to current health and social priorities, with a focus on the identification and prevention of poor health and early intervention, as well as effective, sustainable rehabilitation. Occupational therapists work with people, from young children through to old age, who have difficulties in carrying out their everyday activities or finding satisfaction in their lives due to a mental or physical health condition, learning disabilities, or social disadvantage. The aim of this programme is to equip graduates with the knowledge and skills to adapt their practice to the complex needs of our society, through evidence-based, person-centred, and inclusive occupational therapy.

The teaching philosophy ensures that students develop occupational therapy knowledge, skills and professional confidence as they progress through the course. The curriculum design aims to foster students' individual strengths and attributes, develop professional competence and leadership, encourage critical reasoning in evidence-based person-centred, and population-centred care, encompassing reflection and independence in learning, and the ability to work effectively with others. The MSc Occupational Therapy aims to build on learners' undergraduate experience and attributes, through Level 7 study, to develop a critical and analytical awareness of the occupational therapy profession, and to ensure that graduates can practice, develop and lead in the changing and contemporary contexts within which future occupational therapists must be able to work.

Mission Statement

University of Worcester MSc Occupational Therapy (Pre-registration) graduates are competent professionals with the knowledge and skills to improve the health and wellbeing of people, communities, and populations. Our graduates are able to design and develop services to achieve optimal benefit. They work with service users to maximise their ability to live the life that they want and need, wherever they are.

University of Worcester MSc Occupational Therapy graduates are flexible and creative problem solvers, with strong professional identities, confident developing leaders, are resilient to, and embrace, change. Our graduates work independently and collaboratively to ensure the needs of people, communities and populations are central to their practice, in partnership with service users and other stakeholders

Programme aims

To achieve this, the MSc Occupational Therapy (Pre-registration) course sets out to ensure that graduates can;

1. Demonstrate competence as an occupational therapist and support integrated health care service development and quality improvement through professional practice and leadership skills.
2. Achieve the [HCPC \(2023\) Standards of Proficiency for occupational therapy](#) within an integrated curriculum providing eligibility to apply for registration with the HCPC and eligibility to apply for professional membership of the Royal College of Occupational Therapists.
3. Practice in a professional and inclusive manner; reflecting upon and critically evaluating own abilities and limitations, in accordance with the [HCPC \(2024\) Standards of Conduct, Performance and Ethics](#) and acknowledging the need to seek appropriate support and assistance where necessary.
4. Critically reflect upon and contribute to the current occupational science and theoretical knowledge base underpinning the scope of professional practice and adhering to the [RCOT \(2017\) Code of Ethics and Professional Conduct](#).

5. Demonstrate competence and confidence in assessing, planning, delivering, evaluating, and modifying practice accordingly, communicating and interacting inclusively with a diverse range of people in a variety of settings, indicative of safe, sustainable, and effective occupational therapy practice.
6. Critically analyse the complexity of professional, ethical and legal frameworks, including wider political, cultural, economic and social context of current health and social care provision, and their impact on occupational therapy decision making.
7. Make sound and compassionate clinical decisions and provide a consistently high standard of evidence-based care through critical and reflective practice.
8. Be accountable practitioners, working in partnership, demonstrating flexible leadership of self and others, enabling them to improve and develop person-centred services.

13. Intended learning outcomes and learning, teaching and assessment methods

Table 2 knowledge and understanding outcomes and which module/code they relate to

Knowledge and Understanding			
LO no.	On successful completion of the MSc Occupational Therapy (Pre-registration) students will be able to: <i>These LOs are based on the entry level occupational therapy core knowledge and practice skills (COT2016)</i>	Module Code/s	Award
1.	Analyse and critically discuss the complexity of contemporary occupational therapy practice, within local, national, and global contexts	OCTH4005	MSc
2.	Evaluate of the impact of diversity, culture, disadvantage and injustice on occupational engagement and performance.	ALHS4001 OCTH4005	PG Dip
3.	Critically synthesise theory and research which supports the use of occupation to improve health and wellbeing of individuals, families, communities and populations, underpinned by occupational science	OCTH4004	PG Cert
4.	Critically evaluate a breadth of evidence to implement service development, quality improvement, and the expansion of the occupational therapy.	ALHS4007 OCTH4008	MSc
5.	Design and deliver sustainable occupational therapy interventions that meets the occupational needs of individuals, groups, communities, and populations always keeping the service user(s) at the centre of involvement	OCTH4006	MSc

Table 3 cognitive and intellectual skills outcomes for module code/s

Cognitive and Intellectual skills			
5.	Critically synthesise understanding of the body's function and structures, occupational science, psychological and social theory to occupational therapy interventions	OCTH4004	PG Cert
6.	Critically analyse the influence of contextual and political factors on sustainable resource management	ALHS4007	MSc
7.	Critically evaluate and conduct research to contribute to evidence-based occupational therapy practice	ALHS4002	MSc

Table 4 learning skills and capabilities related to employability outcomes for module code/s

Skills and capabilities related to employability
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8.	Critically reflect on personal values and systemic practices that are discriminatory, and seek to reduce barriers to inclusivity	ALHS4003	PG Cert
9.	Demonstrate advanced verbal and nonverbal communication skills with all stakeholders, including the use of technology, to establish and maintain effective professional relationships and collaborations	OCTH4005 ALHS4007	MSc
10.	Apply leadership skills to enable effective delivery of occupational therapy interventions and service provision across the spectrum of public, private and independent health and care systems	ALHS4007 OCTH4008	MSc
11.	Demonstrate entrepreneurial and business skills required to obtain and develop employment in a range of diverse settings.	OCTH4008	MSc

Table 5 transferable/key skills outcomes for module code/s

Transferable/key skills			
13	Demonstrate the ability to work independently and as a collaborative team worker	ALHS4003 OCTH4004	PG Cert
14.	Use effectively a range of ICT and electronic platforms to maximise opportunities for practice and adapting to change	ALHS4005	PG Dip
15.	Demonstrate advanced use of reflective practice, professional reasoning and opportunities to maintain continual professional development to increase employability.	OCTH4006	MSc
16.	Demonstrate strong professional identity including autonomy, accountability, resourcefulness, and resilience within own practice, when working in complex situations and teams	OCTH4008	MSc

Learning, teaching and assessment

Learning and Teaching Pedagogy

A transformative pedagogical approach underpins the curriculum design, combining a constructivist and critical pedagogy. In-depth knowledge will be constructed through active engagement in enquiry-based learning, independent research, and the development of solutions to complex problems. The curriculum is designed to encourage students to critically examine the social conditions, individual circumstances and systemic barriers that limit participation, within an occupational science framework. A critical understanding of theory and practice will develop students' appreciation of multiple perspectives, and a sense of critical consciousness and professional identity. The curriculum engages students in the development of practical skills and self-reflection leading to professional transformation. Through a mix of discipline specific and shared modules the programme aims to develop graduates who are compassionate and ethical occupational therapists, who can work autonomously and collaboratively to deliver high quality, person-centred, and flexible health care, within integrated care systems. Students undertaking this course are expected to engage professionally in the theoretical and practice-based learning, demonstrating high levels of personal motivation, emotional resilience, and academic performance.

Teaching

The MSc Occupational Therapy (Pre-registration) programme employs a broad approach to teaching. Whilst teaching is predominantly campus based, all modules will include synchronous lectures, seminars, and workshops, as well as asynchronous online delivery. The specific blend of campus based and online teaching will vary across the modules. Full details are available in module outlines, however students can expect a minimum of 10% of teaching in each module to be delivered online. Constructive alignment of the programme aims, module aims, module content, learning and teaching methods and assessments, support and scaffold the development of advanced academic skills, across the two years of the course. Teaching and

learning are student-centred, reflecting the philosophy of knowledge construction whereby students are active participants in their learning experience, and learn with and from each other. Academic modules consist of specific MSc Occupational Therapy (Pre-registration) modules that can only be taken by occupational therapy students (prefixed OTH), and shared modules with MSc Physiotherapy (Pre-registration) students (prefixed ALHS). Shared modules provide valuable opportunities for interprofessional learning, where students will be able to articulate their professional roles and contribution to integrated and inter professional care, and develop collaborative skills, through learning together. Delivery of learning sessions are inclusive, providing varied opportunities for learning through active participation of learning activities designed to enable students to achieve the modular learning outcomes.

Practice based learning across the curriculum provides direct experience of working with service users and within professional teams. Students are supported by practice educators to achieve the required level of competency and develop their use of complex professional reasoning. Service users and carers are integral to teaching and learning, contributing to development, delivery and evaluation of teaching sessions.

Interactive seminars and workshops take a variety of formats and are intended to enable the application of learning through critical discussion and student-centred activities. Practical sessions are focused on developing occupational therapy and practice specific skills.

The University places emphasis on enabling students to develop the graduate attributes that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support including from Student Services and Library Services, and the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Practice Education

The MSc Occupational Therapy (Pre-registration) programme is a professional course that leads to registration with HCPC, and requires a minimum of 1000 hours practice education ([RCOT \(2019\) Learning and Development Standards for pre-registration education](#)). Practice education is aligned with, and included within, the core professional modules OTH4005: Essential Occupational Therapy Practice 1 and OTH4006: Essential Occupational Therapy Practice 2. Each module will include 2 fulltime block practice learning placements of between six and eight weeks, which will take place in a wide variety of occupational therapy practice settings, and will include practice education in contemporary, project based, and virtual placements. International placements may be possible, subject to availability and cost, organised by the Therapy Placements Team, and if undertaken, are included in placement hours.

Assessment of all practice education learning against the University of Worcester Practice Education Competency Assessment criteria, based on the [HCPC \(2013\) Standards of Proficiency](#), will be pass or fail and ungraded. Students must pass the required learning outcomes and required competencies of practice education as outlined in the Practice Learning Documents to pass the core practice modules in each year of the course.

Contact time

The MSc Occupational Therapy (Pre-registration) programme will be delivered over 2 years, across a minimum of 45 weeks of the year. In a typical week, students will have around 10-15 hours consisting of a mix of on-campus and some on-line synchronous and asynchronous teaching. The exact blend of on-campus and on-line teaching will vary however, students can expect a minimum of 1-1.5 hours per week of on-line teaching. Students should expect to undertake between 35 and 40 hours of study each week. Full-time practice learning placement equates to 34 hours for practice learning, leaving students with 3.5 hours academic or placement related study per week.

Independent self-study

Masters level study involves a considerable proportion of independent study, researching topics covered in lectures, seminars, and practice-based learning, and preparing for teaching sessions. Students are expected to manage their time effectively, to allow for the timely preparation of assignments, identifying knowledge gaps and developing their knowledge through independent study.

In addition to the contact time, students are expected to undertake around 25-30 hours of personal self-study per week which is indicated in module outlines. Typically, this will involve guided study, pre-module or session reading, quizzes and preparation for assessments related to the modules of study. Students are expected to read around topics introduced in class to further extend their knowledge and identify areas that need clarification or further discussion in class.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment (Blackboard), and extensive electronic learning resources. The course makes full use of Blackboard for each module, clearly identifying expectations for students. A shared approach to design, ensuring inclusive access for students, is used across both Physiotherapy and Occupational Therapy.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes a range of experienced, well-qualified academics in occupational therapy, supported by academics the Physiotherapy team and from other departments within the within the School, and wider University, who contribute to the delivery of shared modules. Where appropriate, guest speakers, health care professional colleagues and associate lecturers contribute to the delivery of teaching sessions. Members of the University of Worcester service user and care group, who undertake 'expert by experience' roles regularly contribute to teaching and learning, alongside academic or practice colleagues.

Teaching is informed by research and practice. All course lecturers have a higher education teaching qualification or are Fellows of the Higher Education Academy.

14. Assessment strategy

Assessment is integral to student learning and is aligned with the overall aims and learning outcomes of the MSc Occupational Therapy (Pre-registration) course. Student achievement is assessed using a diverse range of authentic assessment tasks, appropriate to the professional requirements for competence and a successful future career as a Registered Occupational Therapist. A whole team approach ensures that assessment tasks progressively build student skills, with opportunities for formative assessment and constructive feedback, which aims to 'scaffold' student learning, both within modules and across modules. Each module is assessed separately, however a consistent and progressive approach to assessment design and an overall course approach will ensure that students are adequately prepared for the increasing complexity of skills and competency requirements in year 2. A careful and balanced approach to assessment has been made to ensure that the student assessment load is appropriate for an accelerated 2-year professional course.

A diverse range of assessments are employed over the two years of the course, to capture a wide range of advanced academic and practical skills relevant to the level of qualification and the requirements for professional practice. An inclusive student-centred approach to assessment is adopted where possible, allowing for flexibility and student choice, either in the assessment focus or in the assessment method. All assessments will be graded against a marking rubric based on the University [Generic Level 7 Descriptors](#). Students will receive a mixture of feedback and feedforward from all markers to guide their academic development and practical skills. Each module must be passed to achieve the overall qualification and all modules are graded. Students cannot proceed from one year of the MSc Occupational Therapy (Pre-registration) course without having successfully completed all the Year 1 modules.

In profession specific modules (prefixed with OTH) there will be no compensation between assessment items; clear indication of this will be provided in the module outline. Students who do not successfully achieve an assessment pass will be allowed one reassessment attempt, as per the UW assessment policy. A fail at reassessment will mean that students will have to re-take the module in the following year, with attendance, resulting in a longer enrolment. Practice placement modules are limited to 2 assessment attempts. Students must not exceed the maximum period of student registration for the MSc Occupational Therapy (Pre-registration) programme which is 4 years.

A grid showing assessment methods and weightings mapped to modules at each level, together with an assessment calendar of submission dates is included in the Course Handbook.

Assessment of Theory

The curriculum has been developed with the intention of supporting progress across the range of cognitive, academic, practical, and transferable skills across the course. Students are expected to be independent in finding, appraising and applying evidence based and theoretical knowledge to practice scenarios by the end of the Year 1 of the programme, they will demonstrate effective communication and collaboration skills, with increasing levels of competence in practice. In Year 2 students will demonstrate advanced academic skills through undertaking an independent research project. Practical competence will be demonstrated through application of knowledge and skills to more complex situations, and advanced demonstration of leadership and innovative service development skills.

A mix of discipline specific and inter-professional modules, including an enquiry-based learning stream and collaborative learning activities, serve to ensure students are autonomous and reflective learners, able to evaluate their own performance and develop personal learning and development goals.

Each module includes an assessment of learning achieved in that module. In discipline specific modules with more than one assessment item, both parts must be passed to achieve an overall pass in the modules. Compensation between assessment items in discipline specific modules is not permitted. All modules have opportunity for formative assessment and feedback, designed to support the student's achievement in the module. All module specifications encourage students to act on feedback received in formative and other assessments, meeting with their Personal Academic Tutor (PAT) to discuss this.

Summative assessments at the end of each module assess student learning in a variety of ways. These include a written exam, essays, case studies, poster presentations, reflective portfolios using portfolio software, individual and group presentations, critical review of literature, and a piece of empirical research. Through [inclusive assessment](#) that includes choice in some modules, students will develop skills required of a practising lifelong learning occupational therapist. Methods of assessment reflect those likely to be encountered in occupational therapy practice.

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade. Types of assessment included in each year are:

Year 1

Health Improvement Resource
Critical Reflection
Poster Presentation
Written Essay
Group Intervention Presentation
Practice Learning Document x 2

Year 2

Written Essay
Literature Review
Reflective Essay
Scholarly Commentary
Practice Learning Document x 2
Dissertation

Assessment of practice

Students must undertake 4 practice-based learning placements and complete a minimum of 1000 hours of practice-based learning across the two years of the course. Practice learning placements 1 and 2 are aligned to a 30-credit module OETH4005: Essentials of Occupational Therapy Practice 1. Practice learning placements 3 and 4 are aligned to OETH4006: Essentials of Occupational Therapy Practice 2. Each practice-based learning placement must be passed before progressing to the next. To pass the practice placement student must achieve the criteria outlined in the Practice Learning Document (PLD) for each placement which are consistent with the [HCPC \(2013/2020\) Standards of Proficiency \(Occupational Therapists\)](#), and must complete the required hours.

Formative and summative assessment opportunities are provided in each placement to produce an ongoing record of progression and achievement over the two years. A practice educator who has undergone a formal period of preparation and education, including regular updates, prior to the placement holds the primary responsibility for student assessment. The practice educator and student are supported by the Zoned Academic who promotes robust and consistent arrangements for the assessment of practice learning.

Practice learning placements are ungraded (they are pass/fail) and failure to achieve the assessment criteria will result in failure of the placement, and of the module overall. Students are only able to be reassessed in practice a maximum of two times during the course, on non-consecutive placements. Failure of a practice placement normally involves a new practice placement which may involve a delay in progression to year two of the course, or a delay in completion of the programme. If a student fails the second attempt at a practice-based learning component or fails the first attempt at consecutive practice-based learning components, they have failed the requirements of the pre-registration programme and must be withdrawn. Completed hours of a failed practice-based learning component do not count towards the overall minimum requirement of 1000 practice-based learning hours. Failure of a practice-based learning due to substantiated grounds of fitness to practise concerns will not be offered a retrieval attempt.

Programme structures and requirements

The MSc Occupational Therapy (Pre-registration) is a full-time two-year programme. See award map below.

Table 6 award map

		Status Mandatory (M) or Optional (O)			
Module Code	Module Title	Credits	PG Cert	PG Dip	MSc/
Year 1					
ALHS4001	Applied Health Improvement	15	M	M	M
ALHS4003	Professional and Collaborative Practice	15	M	M	M
OCTH4004	Evidence based Occupational Therapy	30	M	M	M
OCTH4005	Essential Occupational Therapy Practice 1	30		M	M

Year 2					
OCTH4006	Essential Occupational Therapy Practice 2	30		O	M
ALHS4007	Leading Contemporary Practice	15		O	M
OCTH4008	Critical Perspectives in Occupation Therapy	15		O	M
ALHS4002	Dissertation- Research for Healthcare	30		O	M
Total Credits		180	60	120	180

PG Certificate

To be awarded the PG Cert in Allied Health students must successfully complete 60 credits at Level 7 including ALHS4001: ALHS4003 and OCTH4004.

The award does not confer eligibility for registration with HCPC.

PG Diploma

To be awarded the PG Dip in Allied Health students must successfully complete the PG Certificate plus OCTH4005 PLUS 30 credits from the remaining modules to a total minimum of 120 credits at Level 7.

The award does not confer eligibility for registration with HCPC.

Master of Science (MSc)

To be awarded the Master of Science in Occupational Therapy (Pre-registration), students must complete a total of 180 credits at Level 7

Students who achieved 180 credits from all mandatory modules will be eligible to apply to HCPC for registration as an occupational therapist.

All modules are mandatory, and all 180 credits must be successfully completed to achieve the award.

16. QAA and professional academic standards and quality

The MSc Occupational Therapy (preregistration) is a master's degree course leading to a qualification in occupational therapy that enables successful graduates to apply to join the Health and Care Professions Council (HCPC) register of occupational therapists. The course is subject to approval by the HCPC and accreditation by the Royal College of Occupational Therapists. Only students successfully completing the master's course are eligible to apply to register with the Health and Care Professions Council and to join the Royal College of Occupational Therapy as a full member.

This award is located at Level 7 of the [OfS sector recognised standards](#) and operates under the [Taught Courses Regulatory Framework](#). The course meets the following benchmarks:

- [HCPC \(2017\) Standards of Education and Training](#)
- [RCOT \(2019\) Learning and Development Standards for Pre-registration Education](#)
- [QAA \(2014\) Framework for Higher Education Qualifications in England, Wales and Northern Ireland \(FHEQ\)](#)
- [QAA \(2020\) Master's Degree Characteristics Statement](#)

The following professional standards are embedded within the curriculum:

- [HCPC \(2013\) Standards of Proficiency for Occupational Therapists](#)
- [HCPC \(2020\) Standards of Proficiency for Occupational Therapists \(Draft\) \(2020\)](#)
- [HCPC \(2024\) Standards of conduct, performance, and ethics](#)

17. Support for students

Induction

A short induction, shared with MSc Physiotherapy (Pre-registration) students will provide the opportunity to meet peers, the teaching team, senior members of the university and of the School Health and Wellbeing. Introductory sessions will provide an overview of the course, and an introduction to the University information and learning systems, student services, and the student union.

Personal and Academic Tutoring

There is wide ranging support for students on the MSc Occupational Therapy (Pre-registration) Course. One of the main ways in which students are supported on the course is through the university-wide [Personal Academic Tutoring](#) System. Personal Academic Tutoring (PAT) is at the heart of supporting personal, professional and academic development and tutors meet with their tutees at least four times a year in first year and three times a year thereafter. These meetings are held in group or individually as needed. PATs will 'signpost' students to the appropriate university support services as needed including Disability and Dyslexia support, IT, media and print services support, as well as student services who offer a range of health and wellbeing support services such as student counselling service, financial advice and accommodation matters.

Year Tutors

Each academic year is overseen by a Year Tutor whose role is to manage the overall student learning experience of the MSc Occupational Therapy (Pre-registration) course.

Practice Learning Support

In practice placement learning students are supported in their learning by a Practice Educator (PE). This person (or people where the role is shared) is a qualified occupational therapist who has completed the UW Practice Educator training programme and are required to attend regular updates. Both student and PE are supported by a member of the academic course team in the role of zoned academic. This role involves liaising with the placement, using virtual meetings to support both PE and student, together and separately, to review progress, discuss the Practice Learning Document (PLD) and the placement experience.

Equality, diversity and inclusion

The MSc Occupational Therapy (Pre-registration) course has a proactive and inclusive approach to students with disabilities and works closely with students to ensure that individual support needs are identified and met in a timely and professionally appropriate way within a philosophy of professional regulation, competency and inclusion. Reasonable adjustments and support strategies are considered and applied creatively for practice, ensuring patient safety. Students are actively encouraged to disclose their disability to facilitate safe systems of support and permit additional needs/reasonable adjustment to be put in place. The [Disability and Dyslexia Service](#) within Student Services provides specialist support. Additionally, the curriculum meets the University's Policy and Procedures on [Inclusive Assessment](#) to ensure that all assessments are inclusive. The [Accessible Content Toolkit](#) and [Blackboard Ally](#) enable academic staff to ensure that all teaching content is digitally accessible.

Student membership of the RCOT

Students on the MSc Occupational Therapy (Pre-registration) are encouraged to become student members of the professional body, the Royal College of Occupational Therapists during their induction. Student membership provides a range of supportive opportunities including keeping updated on the latest student and professional issues, access to a range of profession specific learning, study and professional development resources, and begin the process of developing a professional identity. Two RCOT student representatives are elected by student cohorts and attend the regional RCOT meetings.

18. Admissions

Admissions policy

The University aims to provide fair and equal access to a university education to all those who have the potential to succeed or benefit from it. Admissions to MSc Occupational Therapy (Pre-registration) are made in line with the University's [Admissions Policy](#). Applications are welcomed from mature applicants and international students, and places are offered on merit. The university is committed to widening participation and the flexible entry requirements reflect this. All applications that meet the academic entry threshold are assessed using values-based recruitment principles, to ensure that applicants have the ability and capacity to develop the knowledge, skills and behaviours required of a future occupational therapist. All successful applicants will have been interviewed.

Entry requirements

A typical applicant will demonstrate evidence of:

- A degree with evidence of knowledge or experience in the research process and / or completion of an undergraduate dissertation or independent study
- Sufficient numeracy and literacy to meet the requirements of the course. For example, 4 GCSEs (or equivalent) including maths and English at Grade 4 and above. University of Worcester GCSE Maths and English equivalency tests will be accepted. See [Admissions Policy](#) for other acceptable qualifications.
- Applicants whose first language is not English and who are required to provide a language test certificate as evidence of their proficiency must ensure that it is, or is comparable to, IELTS level 7.0 with no element below 6.5 (HCPC 2017).
- A strong interest and demonstrated understanding of the breadth of the role and the skills required to be a registered occupational therapist is necessary.

Enhanced Disclosure and Barring Service checks

Enhanced disclosure under the DBS is a requirement for entry. Applicants are asked to provide evidence of this prior to admission, and at latest before placement allocations are made. Students on the course are also asked to declare any changes in their DBS status at the beginning of each academic year on SOLE and to sign an occupational therapy Code of Conduct which is in the course handbook. Students are required to pay for their DBS check. If applicants have lived outside the UK for six months or more in the past five years, a criminal record check from the country the applicant was living in is required.

Recognition of Prior Learning

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111. The maximum amount of recognition of prior learning permitted in the MSc (Occupational Therapy (Pre-registration) programme is normally equal to one third of the total credits for this award (60 credits) and may include practice-based learning, the maximum hours of practice-based learning that will be considered for recognition of prior learning cannot exceed the hours of practice-based learning scheduled for the first year of this programme. However, where a student is transferring from an MSc occupational therapy pre-registration programme delivered by another education provider, more than one third may be considered for recognition of prior learning as indicated in the University's policy.

Further information on Recognition of Prior Learning can be found at <https://www2.worc.ac.uk/registryservices/941.htm>

Admissions procedures

Application for admission must include evidence of meeting the academic entry requirements for the MSc Occupational Therapy course, and a broad understanding of the profession to ensure clear awareness of the occupational therapists breadth of practice. Applicants must have an appreciation of the variety of practice settings where occupational therapists work, with people from all groups of the population. Applicants should provide evidence of communication, teamwork and leadership skills and demonstrate an awareness of the qualities and values required to be an occupational therapist. Guidance on completing personal statements is

published on the course website. Applications are screened online by the admissions tutor using a scoring sheet that assesses whether a student exceeds, meets or does not meet the required criteria for interview.

Admissions interview process

Selection decisions are made by the interview panel members based on set criteria following the interview process. The interview panel includes a mix of academic staff, practice partners and service users and carers, who attend training in the principles of selection, anti-discriminatory behaviour and equal opportunities through the University or the practice partner's employing institution.

The interview panel discuss each applicant and a scoring sheet is completed for each candidate. The areas assessed are:

- Communication Skills
- Qualities: Application to Profession
- Knowledge of the Profession
- Professional Values & Person-Centred Approach
- Personal Motivation for the Programme

Successful applicants are offered a place, conditional upon meeting academic requirements, satisfactory occupational health and enhanced Disclosure and Barring Service (DBS) requirements. Unsuccessful candidates are given written feedback against individual performance and interview outcome. In some instances, potential students may be advised to reapply, to seek further experience or knowledge of the profession, or to gain life experience or confidence in their communication skills.

19. Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#)

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- A student is required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- In discipline specific modules (prefixed OCH) there is no compensation between assessment items and therefore students must pass each item of assessment to pass the module.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the [Taught Courses Regulatory Framework](#).

Retrieval of failure

- A student is entitled to re-sit failed assessment items for any module that is awarded a fail grade.

- Students are only able to be reassessed in practice a maximum of 2 times during the course. Students who fail the first assessment opportunity, on consecutive placements will not be permitted further resit opportunities and will be withdrawn from the course.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module; the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student will be permitted to progress from year 1 to year 2 if, by the time of the reassessment Board of Examiners, they have passed 60 credits in year 1.
- If a student has not passed 60 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next year and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

This course is subject to the [University's fitness to practice procedures](#).

Requirements for Awards

Table 7 requirements for awards

Award	Requirement
PG Cert in Allied Health	Passed a minimum of 60 credits at level 7, including ALHS4001: ALHS4003 and OCH4004. The award does not confer eligibility for registration with HCPC.
PG Dip in Allied Health	Passed a minimum of 120 credits at level 7, including ALHS4001: ALHS4003 and OCH4004 PLUS OCH4005 PLUS 30 credits from the remaining modules to a total minimum of 120 credits at Level 7. The award does not confer eligibility for registration with HCPC
Master of Science in Occupational Therapy (Pre-registration)	Passed a minimum of 180 credits at level 7, to include all mandatory modules. This will confer eligibility to apply to HCPC for registration as an occupational therapist

PG Cert and PG Dip awards are unclassified. The awards of master's may be made with Pass, Merit or Distinction.

Classification of Masters

The classification will be determined by whichever of the following two methods results in the higher classification.

Method 1

- Candidates will be awarded a Distinction where they have attained an average of A- (PD) or higher from the credit achieved with the University for the award.
- Candidates will be awarded a Merit where they have attained an average of C+ (PM) or higher from the credit achieved with the University for the award.

Method 2

- Candidates will be awarded a Distinction, irrespective of their other module results, where they have attained 90 credits at grade A- (PD) or higher

- b) Candidates will be awarded a Merit, irrespective of their other module results, where they have attained 90 credits at grade C+ (PM) or higher

Candidates will be awarded a Pass where they have not fulfilled the rules for Method 1 or Method 2 but are eligible for the award of a Masters.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

20. Graduate destinations, employability, and links with employers

Graduate destinations

This is a new course and therefore graduate destinations related to the BSc (Hons) Occupational Therapy are provided. The BSc (Hons) graduates have found employment without difficulty, within the NHS. A small number have taken up posts in Social Care, and an even smaller number within non statutory bodies. It is expected that the MSc students will achieve a similarly high level of employment due to the need for Allied Health Professionals in the UK currently to support the NHS Long Term Plan. Our graduates can also enrol in further Advancing Practice study, at Level 7 and Doctoral studies at Level 8. Graduates are strongly encouraged to become Practice Educators and sessional lecturers within the university to share their experiences of graduate practise. Students can choose to undertake Practice Educator training in the final months of their degree. The team have also established regular involvement of graduates in teaching on the BSc (Hons) course.

Student employability

Employability is integral to the MSc Occupational Therapy (Pre-registration) course; the aim of the course is to produce registered occupational therapists, competent to work in a broad range of health and care organisations. The curriculum facilitates professional development, supported with shared modules, inter-professional learning and practice placements integrated within the course, preparing students for graduation and professional employment.

The teaching team work hard to develop students' employability skills in a shared module. This module focusses on making sure students are ready for their first job. As well as making them aware of the current political climate, and the direction of travel of the profession, it also covers the basics of securing a job; writing an application form, interview technique, and presenting themselves professionally as a future graduate in a jobs fayre supported by local employers. There is significant involvement and support from a wide network of local stakeholders with external speakers as Visiting Lecturers

Links with employers

The Occupational Therapy course has extremely close links with local practice partners who provide many opportunities for employment for graduates. They are invited to support the annual job fayre and we share job opportunities and communication during Zoned Academic meetings with students on placement. Partners have been involved in the consultation and development of this MSc, especially in relation to practice learning placements. The university hold Annual Mentor Awards ensuring that practice partners receive recognition for their input to practice education and the future of their workforces.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.