****

**Programme Specification for Postgraduate Programme Leading to:**

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

*Applicable for all postgraduate learners starting on or after* ***1st September 2023***

|  |  |  |  |
| --- | --- | --- | --- |
| Version No. | Date | Notes – QA USE ONLY | QA |
| *1* | *Jun-23* | *Significant changes to programme made via PPR, for Sept 2023 start.* | *RJC* |
|  |  |  |  |

|  |  |
| --- | --- |
| **Postgraduate Taught Programme** | |
| 1. Awarding institution | Brunel University London |
| 2. Teaching institution(s) | Brunel University London |
| 3.Home College/Department/Division | College of Health, Medicine and Life Sciences, Department of Health Sciences, Division of Occupational Therapy |
| 4.Contributing College/Department/Division/ Academic Institution | None |
| 5. Programme accredited by | Royal College of Occupational Therapists (RCOT)  Approved by The Health and Care Professions Council (HCPC)  Accreditation Council for Occupational Therapy Education (ACOTE) |
| 6. Final award(s) and FHEQ Level of Award | MSc Occupational Therapy FHEQ Level 7  Conferring eligibility to apply for registration with the Health and Care Professions Council  Conferring eligibility to sit for the US national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy |
| 7. Programme title | MSc Occupational Therapy (Pre-Registration) |
| 8. Programme type (single, honours/joint) | N/A |
| 9. Normal length of programme (in months) for each mode of study | 24 months |
| 10. Maximum period of registration for each mode of study | Normal or standard duration plus 2 years |
| 11. Variation(s) to September start | None |
| 12. Modes of study | Full - time |
| 13. Modes of delivery | Standard with placements |
| 14. Intermediate awards and titles | MSc in Therapeutic Studies FHEQ Level 7  Postgraduate Diploma in Occupational Therapy (Pre-Registration) Level 7  Postgraduate Diploma in Therapeutic Studies FHEQ Level 7  Postgraduate Certificate in Therapeutic Studies FHEQ Level 7 |
| 15. UCAS Code | N/A |
| 16. HECoS Code | 100249 Occupational Therapy |
| 17. Route Code | TBC |
| 18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design | QAA UK Quality Code for Higher Education which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards <https://www.qaa.ac.uk/docs/qaa/quality-code/quality-code-overview-2015.pdf?sfvrsn=d309f781_6>  [Brunel 2030](http://www.brunel.ac.uk/about/strategic-plan)  Brunel Placement Learning Policy  [Placement Learning Policy (brunel.ac.uk)](https://students.brunel.ac.uk/documents/Policies/Placement-Learning-Policy.pdf)  Accreditation Council for Occupational Therapy Education (2018) Standards and Interpretive Guide  Health and Care Professions Council (2023) Standards of Proficiency: Occupational Therapists  Health and Care Professions Council (2017) Standards of Education and Training  Health and Care Professions Council (2016) Standards of Performance, Conduct and Ethics.  Health and Care Professions Council (2016) Guidance on Conduct and Ethics for Students  Royal College of Occupational Therapists (2019) Learning and Development Standards for Pre-Registration Education  Royal College of Occupational Therapists (2021) Professional Standards for Occupational Therapy Practice, Conduct and Ethics  World Federation of Occupational Therapists (2016) Minimum Standards for the Education of Occupational Therapists |
| 19. Admission Requirements | **Method of application**  Applications are made online through the specific [course information page.](http://www.brunel.ac.uk/courses/course-finder)  <http://www.brunel.ac.uk/courses/postgraduate/occupational-therapy-pre-registration-msc>  *Overseas Candidates:* Overseas candidates are considered on individual merit with reference to the published information about equivalence of local qualifications to existing UK qualifications.  Learners whose first language is not English will be required to meet the English language requirements of the HCPC and Brunel University. Information about these requirements for this programme is available online through the specific programme information page:  <http://www.brunel.ac.uk/courses/postgraduate/occupational-therapy-pre-registration-msc>  *Deferred Entry:* Applications for deferred entry may be considered on an individual basis, provided the candidate fully satisfies the admissions criteria prior to the commencement of the deferred period and has good reason to defer. Late requests for deferred entry will be granted at the discretion of the programme leader/admissions tutor(s). Except in exceptional circumstances, deferred entry will only be considered for a period of one year from initial application.  *Applicant Screening:*  Any offer of a place to study on the MSc (Pre-Registration) Occupational Therapy programme is conditional upon a completed application for the Disclosure Barring Service (DBS) at an enhanced level. Only those applicants deemed fit for practice will be admitted to the programme, with fitness to practice covering the following areas:   * Declaration of a criminal conviction * Declaration of a medical condition * Declaration of disability, including mental health problems.   The University admissions policy procedures for fitness to practice and for criminal convictions can be found at:  [**https://students.brunel.ac.uk/documents/Policies/admissions-policy-and-procedure-2022.pdf**](https://students.brunel.ac.uk/documents/Policies/admissions-policy-and-procedure-2022.pdf)  *The Selection Process*  Those applicants who meet the specified eligibility criteria will be shortlisted by the programme and year leaders. Shortlisting will be based on the applicant’s personal statement, written piece, CV, previous academic transcripts and references. Shortlisted applicants will be invited to interview where they will be further assessed for professional suitability. The interview process will be virtual and will include   * Presentations from staff * An opportunity to tour facilities and the campus * A 15-minute individual interview   Members of the occupational therapy team will assess the applicant’s written work, personal statement and performance at interview and in addition input may be obtained from invited practice educators and members of the public. Applicants attending interviews will be ranked and the top ranked applicants will receive offers.  *Recognition of Prior Learning (RPL) / Recognition of Prior Certificated Learning (RPCL)*  As the MSc Occupational Therapy (pre-registration) is also accredited by the USA regulator ACOTE, it does not accept applications for recognition of prior learning and / or prior certificated learning as outlined in Brunel University Senate Regulation 3 (Appendix 9). |
| 20. Other relevant information (e.g. study abroad, additional information on placements) | **Practice Placement Education**  Learners must successfully complete a minimum of 1,000 hours supervised and assessed practice education in order to complete the programme and be eligible for the award of MSc Occupational Therapy (Pre-Registration). Placement modules are a vital and compulsory part of the programme but do not attract M level credits. There is a 4-week placement (PP1-B) that has an additional 40 hour preparatory simulated element (PP1-A), plus a 12-week placement in year 1 (PP2). A second 12-week placement is sited in year 2 (PP3). This placement configuration will yield learners a profile of around 1070 placement hours. Learners must acquire experience in a range of differing placement settings, including physical and psychosocial services as a minimum. Placements are organised in liaison with a placement management service which is a centralised on-line system that organises placements for a range of allied health professions programmes across London. Allocation is undertaken by Brunel staff to ensure each learner receives a mix of experiences and that any adjustments arising from specific learning needs/disabilities can be a set in place. A signed Placement Agreement is established between Brunel and the services that provide placements  **Immunisations**  In order to undertake practice placements, learners must have completed all relevant immunisations. Information is provided to learners when an offer of a place on the programme is made. Learners are required to submit a pre course Health questionnaire along with their immunisation records to our Occupational Health Provider. Learners who need further immunisations are then invited to Occupational Health clinic/s to ensure that they are cleared for their first placement. This is monitored in the passport for Placement 1A (PP1-A) and the mandatory clinical training block.  Learners are required to provide evidence of mandatory training (as per the UK Core Skills Training Framework), in order to undertake practice placements.   * Resuscitation * Equality, Diversity and Human Rights * Health, Safety and Welfare * Fire Safety * Infection, Prevention and Control * Moving and Handling * Safeguarding Adults * Safeguarding Children * Preventing Radicalisation * Information Governance and Data Security * Conflict resolution (including breakaway training)   Each practice placement has a mandatory requirement within it to evidence current immunisation and mandatory training.  Successful completion of practice placement 1A (PP1-A) is a pre-requisite to practice placement 1B (PP1-B). Any failures to adhere to mandatory training or health requirements for PP1-A will result in a failed grade for the module. This means that the learner will not be permitted to go on placement (PP1-B) until the next agreed opportunity. In addition, unless there are approved extenuating circumstances, the resubmission of PPA-1 will be as a second attempt. Failure to meet the mandatory requirements in PPA-1 as a second attempt, can result in the learner being withdrawn from the MSc Occupational Therapy (pre-registration) programme (with any interim award as appropriate). Learners may choose to continue for a MSc in Therapeutic Studies which is not acceptable for eligibility to apply to register with the HCPC as a licence for practice, or to be awarded an HCPC protected title (c.f. SR 2.62e).  After PPA-1, this mandatory training will occur before placement modules (PP2 & PP3) but will not be assessed. Instead, this will be a mandatory programme requirement to gateway access to placements. Failure to provide evidence of completed immunisations and/or mandatory training by the required date can result in not being permitted to attend placement. This means that the learner will not be permitted to go on placement until the next agreed opportunity (e.g. resit period) which can delay graduation. The programme team may refer learners who do not comply with mandatory training or health requirements to Fitness to Practise proceedings.  **Consent**  Before learners participate in practical learning activities, in role-play, as models or as service users, they provide written consent in line with the college’s consent procedures.  **Attendance Requirements**  Since the award of MSc Occupational Therapy (pre registration) also confers eligibility to apply for registration with the HCPC for a licence to practise, attendance on campus and placements is considered essential to facilitate safe practice. There is also a requirement to complete a number of core skills mandated by Health Education England. Learners are expected to achieve 100% attendance at all practicals/ tutorials/seminars in all academic modules and placements. Attendance is monitored by the module leads and if concerns are raised the learner and their personal tutor are notified.  If a learner is unable to attend, they are expected to explain their absence to the module lead and personal tutor, and placement educator where appropriate.  There is an expectation that any missed time and learning is made up and evidence of this provided in the form of a short reflection (maximum 500 words) submitted to the learner’s personal academic tutor.  When attendance is noted as a concern, (normally when attendance falls to 80% or less), the learner will be issued with a written reminder of the attendance requirement, copied to the personal tutor and retained in the learner’s file. If attendance does not improve and there are no known extenuating circumstances, this may become a conduct issue under the fitness to practise policy (see below).  If it is judged that the learner has not been able to gain sufficient classroom-based experience for safe and effective placement then the relevant placement module may be delayed until such time as attendance issues have been satisfactorily resolved. Where this impacts upon a learner’s progression between levels, a variation to scheme of studies may be devised, with the express permission of the Examination Board.  **Volunteering**  This programme has a requirement for participation in a volunteering capacity within the community in OT76X Professionalism and the evaluative occupational therapist 1: doing, being and becoming. This requirement is part of the learning experience in this year one module, and an expectation of the programme. There are 35 hours dedicated to this activity over the scheduled module time.  **Professional Misconduct and Fitness to Practice**  Procedures for consideration of any issues around professional misconduct and/or unsuitability are carried out in accordance with [Senate Regulation 6](http://www.brunel.ac.uk/about/administration/senate-regulations) and/or [Senate Regulation 14](https://www.brunel.ac.uk/about/administration/governance-and-university-committees/senate-regulations)  Learners undergoing fitness to practice investigation will not normally be permitted to go on practice placement until the investigation, and any subsequent actions required prior to placement, have been completed.  **Aegrotat awards**  Aegrotat awards are not acceptable for eligibility to apply to register with the HCPC as a licence for practice, or to be awarded an HCPC protected title (c.f. SR 2.62e). |
| 21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 must be stated here and approved by Senate. | The award of the MSc Occupational Therapy (Pre-Registration) gives eligibility to apply for registration with the HCPC.  The intermediate award of Postgraduate Diploma in Occupational Therapy (Pre-Registration) gives eligibility to apply for registration with the HCPC.  In accordance with the requirements of the HCPC and the RCOT, a number of exemptions from Senate Regulation 3 are given below.  **Assessment of Practice Placement Modules**  The purpose of the degree is to prepare learners to practise as occupational therapists; therefore, failure on a practice placement is viewed as a serious matter. In order to meet the professional requirements of RCOT (2019), the degree and protect the learners’ rights to re-sit, learners failing one practice placement will be permitted to re-sit that modular block on one further occasion only, except where extenuating circumstances are accepted. If they fail the second attempt, they have failed the requirements of the programme and must be withdrawn from the pre-registration award. If learners fail the first attempt at consecutive placements, they must be withdrawn under RCOT standards (2019). If learners fail a second but not consecutive practice placement, they will only be permitted to re-sit that module with the permission of the Examination Board. (c.f.SR2.66; 2.67; 2.68; 2.70). Learners who fail a placement on substantiated grounds of fitness to practice concerns, must be denied a retrieval attempt under RCOT standard 6.4.1 (RCOT 2019) and may transfer to a programme without a pre-registration award in occupational therapy.  Placement modules may be trailed with the express permission of the Examination Board.  *Early Termination of Placement*  All learners are required to undertake specified periods of placement. Every attempt is made to match the learner’s placement needs. Learners may not unreasonably reject the offer of a placement setting nor are they permitted to unilaterally discontinue a placement setting once commenced. The University and the placement provider may terminate a placement setting only with good cause. Learners who wish to discontinue a placement setting must gain the agreement of the University before they may discontinue the placement setting; relevant procedures are defined in the placement handbook.  Where, after due process as defined in the relevant placement handbook, a learner’s progress in a placement setting is judged as irredeemable, the placement setting may be terminated early by the University and placement provider. An ‘irredeemable’ judgement will be made only where the learner’s progress in the placement setting is such that it will not be possible for the learner to meet the assessment requirements of the placement module/block within the remaining standard period of the current placement setting.  **Fitness To Study (Extraordinary Support for Learning)**  If, following reasonable inquiry by an authorised member of staff, a learner is considered emotionally unstable and a hazard to him/herself, service users or their peers, the learner may be counselled to suspend study and seek medical assistance. Failing this, the procedures of [Senate Regulation 14](https://www.brunel.ac.uk/about/administration/governance-and-university-committees/senate-regulations) may be invoked.  **External Examiners**  External examiners are appointed to the programme and are registered occupational therapists. The term of appointment is generally for 4 years plus 1 additional optional year. Further to the criteria for recruitment of external examiners detailed in SR4.85-4.132, external examiners must also be appropriately experienced and qualified, and be an occupational therapist registered with the HCPC. |
| 22. Further information about the programme is available from: | <http://www.brunel.ac.uk/courses/postgraduate/occupational-therapy-pre-registration-msc> |

|  |
| --- |
| **23. EDUCATIONAL AIMS OF THE PROGRAMME** |
| The overall aim of the MSc (Pre-Registration) Occupational Therapy is to provide the learner with an excellent educational experience in both academic and practice environments. Successful completion of the programme will enable the graduate to apply for registration with the HCPC, apply for full professional membership of the RCOT in the UK and be eligible to sit for the US national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). The newly qualified occupational therapist will be equipped with knowledge, skills and attributes required to work and develop as a competent practitioner within the changing health and social care environment. However, graduating with this Masters degree will also provide the practitioner with clinical scholarship, research skills, an advanced understanding of evidence-based practice as well as leadership and innovation skills. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES**  The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:  [\* indicates the learning outcomes for the award of Post Graduate Diploma]  ***All modules are at Level 7 (M): with the exception of mandatory placements, which are non credit bearing and equivalent to undergraduate level*** | | | | |
| **Categ-**  **Ories**  (K = knowledge & under-standing  C = cognitive (thinking) skills,  S = other  skills &  attributes | **Learning Outcome** | **Masters Award Only** | **Associated Modules** |
| K,C\* | Critical appraisal of the theoretical and philosophical underpinnings of the profession. | OT5606 | This is an expectation of all modules on the programme but especially:  OT5606  OT5607  OT5610  OT5611  OT5612  OT5603  OT5604 |
| K,C\* | Critical synthesis of models, systems and approaches relevant to occupational therapy practice. |  | OT5606  OT5607  OT5610  OT5611  OT5612  OT5603  OT5613  OT5605  OT5608  OT5609  OT5615 |
| K\* | Demonstration of a critical understanding of research methods and research governance relevant to occupational therapy. | OT5606 | OT5604 |
| K\*, C,  S | Work autonomously within an ethical, compassionate and non-discriminatory framework with clients, patients, service users, carers and families. |  | OT5603  OT5608  OT5609  OT5615 |
| K\*, C | In-depth understanding of the concepts of leadership, innovation and change management to enhance and apply to occupational therapy practice. |  | OT5613  OT5615 |
| K\*, C | Critical analysis of the interaction of health conditions on occupational performance at the level of body, person and society. |  | OT5606  OT5607  OT5610  OT5611  OT5612  OT5603  OT5608  OT5609  OT5615 |
| K\*, S | Demonstration and critical understanding of the importance of effective communication with service users, their families and colleagues in inter-disciplinary and inter-agency working. |  | OT5606  OT5607  OT5610  OT5611  OT5612  OT5603  OT5613  OT5614  OT5605  OT5608  OT5609  OT5615 |
| K\*, C,  S | Demonstrate a deep understanding of the legislative and ethical aspects of occupational therapy and always acting in accordance with the conduct requirements of statutory and professional bodies. |  | OT5606  OT5607  OT5610  OT5611  OT5612  OT5603  OT5613  OT5614  OT5604  OT5606  OT5605  OT5608  OT5609  OT5615 |
| K\*, C,  S | Demonstration of a sophisticated understanding of lifelong learning and the concept of continuing professional development, taking personal responsibility for their on-going personal and professional development. |  | OT5612  OT5603  OT5613  OT5614  OT5605  OT5608  OT5609  OT5615 |

|  |  |  |  |
| --- | --- | --- | --- |
| K, C | Evaluation of the organisation and management of service provision in a variety of settings through the use of audit, clinical and academic evidence, in order to enhance practice. | OT5606 | OT5606  OT5607  OT5610  OT5611  OT5612  OT5613  OT5604  OT5615 |
| K, S | Demonstration of a critical understanding of effective inter-professional and interagency working, being able to work appropriately with others in a variety of practice settings. |  | OT5606  OT5607  OT5610  OT5611  OT5612  OT5603  OT5613  OT5614  OT5605  OT5608  OT5609  OT5615 |
| K,S | Demonstration and critical understanding of the importance of working collaboratively with service users, their carers and families and in uni-professional, interprofessional, and interagency teams. |  | OT5606  OT5607  OT5610  OT5611  OT5612  OT5603  OT5613  OT5614  OT5605  OT5608  OT5609  OT5615 |
| C\* | Synthesis of conceptual and practical knowledge into their practice. |  | OT5606  OT5607  OT5610  OT5611  OT5612  OT5603  OT5613  OT5614  OT5605  OT5608  OT5609  OT5615 |
| C | Critical evaluation of contemporary occupational themes, whilst exploring their historical perspectives alongside current discourses and future directions. |  | OT5606  OT5607  OT5610  OT5611  OT5612  OT5603  OT5614 |
| C | Evaluation of themselves as professionals and identify future learning needs through reflective practice. |  | OT5612  OT5603  OT5613  OT5614  OT5605  OT5608  OT5609  OT5615 |
| C | Undertake and complete a research dissertation to Masters level expectations. | OT5606 |  |
| C\* | Demonstration of skilled professional / clinical reasoning. |  | OT5606  OT5607  OT5610  OT5611  OT5612  OT5603  OT5605  OT5608  OT5609  OT5615 |
| C S\* | Demonstration of the ability to exercise professional judgement and autonomy in the practice setting. This will include the ability to work within the limits of their knowledge and skills. |  | OT5605  OT5608  OT5609  OT5615 |

|  |  |  |  |
| --- | --- | --- | --- |
| C, S\* | Demonstration of reflexivity in the application of the occupational therapy process within the context of multi-agency provision. |  | OT5606  OT5607  OT5610  OT5611  OT5612  OT5603  OT5613  OT5608  OT5609  OT5615 |
| C,S | Understanding of the need for, and demonstrate the ability to work in a safe practice environment. |  | OT5605  OT5608  OT5609  OT5615 |
| C,S | Critical appraisal and subsequent incorporation of best evidence into the occupational therapy process. |  | OT5606  OT5607  OT5610  OT5611  OT5612  OT5603  OT78X  OT5604  OT5605  OT5608  OT5609  OT5615 |
| S | Communication of a coherent perspective of an occupational view of health and wellbeing. |  | OT5606  OT5607  OT5610  OT5611  OT5612  OT5603  OT5613  OT5614  OT5604  OT5606  OT5605  OT5608  OT5609  OT5615 |
| S | Endorsement of occupation as a therapeutic agent for change for people with complex health and social care needs. |  | OT5606  OT5607  OT5610  OT5611  OT5612  OT5603  OT5614  OT5605  OT5608  OT5609  OT5615 |
| S | Proficiency in the skills required for safe and effective occupational therapy assessment, intervention and evaluation. |  | OT5606  OT5607  OT5610  OT5611  OT5612  OT5603  OT5605  OT5608  OT5609  OT5615 |
| S | Demonstration of on-going commitment to the professional, compassionate and caring values that underpin a safe, ethical, non-discriminatory and high quality occupational therapy service. |  | OT5606  OT5607  OT5610  OT5611  OT5612  OT5603  OT5613  OT5614  OT5606  OT5605  OT5608  OT5609  OT5615 |
| S | Working in the best interests of their service users, always respecting their confidentiality. |  | OT5608  OT5609  OT5615 |
| **Learning/teaching strategies and methods** to enable learning outcomes to be achieved, including formative assessments | | | |
| * The programme utilises a variety of learning and teaching methods. Knowledge is gained through blended learning, seminars, problem-based learning, case study presentations and workbooks, critique of research papers and directed study. Interprofessional and interagency learning is systematically embedded in the learning to develop the attitudes necessary for collaborative practice. Brightspace virtual learning environment is also used to facilitate learning. * Reflective and critical skills are developed both in the academic and practice placement environment by seminars, tutorials and practicals. The research modules encourage the learners to critically evaluate research, reflect and refine their analytical skills. * Practical and professional skills are key aspects of a professional programme and occur in both years in academic modules studied at university and practice placement modules with the link between them constantly emphasised * Transferable skills are covered in a variety of modules and are developed by group work, seminars, presentations, practicals, poster presentations, case proposals, project briefs, the preparation of a research manuscript and whilst on practice placements. | | | |
| **Summative assessment strategies and methods**to enable learning outcomes to be demonstrated. | | | |
| * A variety of assessment methods are used to assess knowledge and understanding with emphasis given to ‘authentic’ assessment techniques to develop professional skills relevant to the practice of occupational therapy. This means that whilst an unseen practical examination is used to assess knowledge, skills and professional reasoning other professional skills are assessed through viva voce to focus on professional reasoning and the understanding and application of evidence, written submission in report format or linked to contemporary professional guidance such at the RCOT Career Development Framework (2022), an assignment based on environmental adaptation using architectural drawings and practice placement reports utilised to assess the depth of knowledge and applied understanding of the learner. On completion of the research process, a written manuscript in the form of a research paper is required to be submitted, fully referenced and formatted according to the style laid down by the target journal (e.g. British Journal of Occupational Therapy). * The assessment of cognitive skills is achieved by the use of written submissions and verbal assessments that draw on professional reasoning. This can be discussed verbally through viva voce, a business ‘pitch’ presentation with questions, academic posters with questions or written reports. The cognitive skills of learners will also be seen on placement and feed into practice placement assessment reports. Learners will also be required to give critical rationale for practical skills in the practical examination. By having a range of assessments based on professional scenarios for occupational therapy, learners will demonstrate a depth of academic approach, synthesis and critical evaluation commensurate with M level learning and assessment. In the second year, learners are facilitated to direct their own major study by following a research pathway and completing their own dissertation. * Professional skills and attributes are assessed through a variety of methods including a practical examination, a written submission based on environmental adaptation and demonstrations on practice placements, seen in the practice placement reports. * Reflective practice and transferable skills are seen as vital to enable the professional development of pre-registration occupational therapy learners. These skills are assessed in both written submissions that critically examine the profession and development of skills, knowledge and professionalism including a patchwork text based on the RCOT (2022) Career Development Framework, that includes reflection on a volunteering experience, and a continuing professional development portfolio review, as well reflection on practice placement. * Summative assessment is supported by a range of formative assessment strategies that enable learners to rehearse skills and or content relevant to their summative assessment schedule. * Feeback and feed-forward comments on assignments are scheduled at intervals throughout the 2-year programme so that learners can benefit from this and further develop their academic skills and approach at M level submission. | | | |

|  |  |
| --- | --- |
| **Level 7** | |
| **Compulsory assessment block codes, titles and credit**  **Year 1**  N/A  **Year 2**  N/A | **Optional assessment block codes, titles and credits**  N/A |
| **Compulsory study block codes, titles and credit volume**  **Year 1**  N/A  **Year 2**  N/A | **Optional Study block codes, titles and credit volume**  N/A |
| **Compulsory modular block codes, titles and credits**  **Year 1**  OT5606 Enabling Occupation and Advancing Practice 1: Working with older adults *20 credits* CORE BLOCK  OT5607 Enabling Occupation and Advancing Practice 2: Working with adults of working age *20 credits* CORE BLOCK  OT5610 Enabling Occupation and Advancing Practice 3: Working with children and young people *20 credits* CORE BLOCK  OT5611 Enabling Occupation and Advancing Practice 4: Working with groups, communities and global perspectives *10 credits* CORE BLOCK  OT5603 Professionalism and the Evaluative Occupational Therapist (PEOT) 1: Professional knowledge, doing, being and becoming *10 credits* CORE BLOCK  OT5604 Evidence Based Practice and Research 1 *10 credits* CORE BLOCK  OT5605 Practice Placement 1A *no credits* COMPULSORY BLOCK  OT5608 Practice Placement 1B *no credits* COMPULSORY BLOCK  OT5609 Practice Placement 2 *no credits* COMPULSORY BLOCK  **Year 2**  OT5612 Enabling Occupation and Advancing Practice 5: Specialities for practice *10 credits* CORE BLOCK  OT5613 Professionalism and the Evaluative Occupational Therapist (PEOT) 2: Advancing leadership and entrepreneurial practice *10 credits* CORE BLOCK  OT5614 Professionalism and the Evaluative Occupational Therapist (PEOT) 3: Preparing for career development and professional practice *10 credits* CORE BLOCK  OT5606 Evidence Based Practice and Research 2: Dissertation *60 credits* CORE BLOCK  OT5615 Practice Placement 3 *no credits* COMPULSORY BLOCK  *The pass threshold for all Core Blocks is C-, the pass threshold for Compulsory Blocks is D-* | **Optional modular block codes, titles and credits**  **Year 2**  N/A |
| **Level 7 (M) Progression and Award Requirements**  **As per** [**Senate Regulation 3**](https://www.brunel.ac.uk/about/administration/governance-and-university-committees/senate-regulations)  **Continuation into Year Two**  Learners must achieve at least a Grade C- in all Year 1 taught modules, and at least a Grade D- in all Year 1 placement modules, in order to continue to year 2 of the pre-registration award. Learners with outstanding credits in Year 1 will normally be asked by the Examination Board to retrieve those credits at the end of Year 1.  Learners may be permitted to continue to year 2 while requiring re-assessment with the express permission of the Examination Board.  Learners with less than a C- in any taught modules, or less than a D- in any placement modules at the end of Year 1 will be permitted to continue to Year 2 of the non-registration intermediate award (Therapeutic Studies). Learners will not be allowed to undertake practice placements while undertaking an intermediate award without a pre-registration title, as they are not eligible to apply for registration to the HCPC (see section 14) - the intermediate award that is an exception to this is the Postgraduate Diploma in Occupational Therapy (pre-registration) - awarded at Level 7.  Learners may undertake a practice placement module while awaiting academic re-assessment, if their study profile means they are still eligible to proceed to an award with a pre-registration title. However, the Examination Board normally requires that a placement module is trailed in order to allow for successful reassessment or retrieval, especially where reassessment relates to skills required for placement. Placement modules may only be trailed with the express permission of the Examination Board.  Learners are not allowed to go on a practice placement during the August resit /resubmission period if:   * They have to resubmit/resit any work AND have LESS than a C on any previous placement.   .  HOWEVER extenuating circumstances may override this decision with agreement from the Examination Board or the Board approves circumstances that they consider acceptable.  Those learners resubmitting/resitting and eligible to go on placement will be fully advised by the programme team so that they:   * Can make an informed choice about resubmitting/resitting assessments whilst on placement, if the Examination Board allows them to do so. * Are made aware that they will not be able to appeal against poor performance (academic or placement), based on the choice they have made.   Learners must achieve the 180 Credit Grade Profile specified in SR3 at grade C- or above and in addition all practice placements must be passed at a minimum of Grade D- for the award of MSc Occupational Therapy (Pre-Registration) with eligibility to apply to register with the HCPC and / or sit the US national certification examination for the occupational therapist administered by NBCOT  **Intermediate awards**  An award of Postgraduate Diploma Occupational Therapy (Pre-Registration) will be made at the discretion of the Board of Examiners to a learner who successfully completed all other components of the MSc programme but failed the dissertation OT5606. In addition, all practice placements must be passed at a minimum of Grade D- for the award of Postgraduate Diploma Occupational Therapy (Pre-Registration) with eligibility to apply to register with the HCPC but not eligible to sit the US national certification examination for the occupational therapist administered by NBCOT. **PG Dip may not be awarded by substitution of the dissertation (OT5606) for modules in the taught part of the programme.**  For the following three awards practice placement modules are not taken into consideration, and all taught modules are to be considered not core (standard SR3 limit on D band grades apply):     * Postgraduate Certificate in Therapeutic Studies without eligibility to apply to register with the HCPC or sit the US national certification examination for the occupational therapist administered by NBCOT (60 credits) * Postgraduate Diploma in Therapeutic Studies without eligibility to apply to register with the HCPC or sit the US national certification examination for the occupational therapist administered by NBCOT (120 Credits) * MSc in Therapeutic Studies without eligibility to apply to register with the HCPC or sit the US national certification examination for the occupational therapist administered by NBCOT (180 Credits) | |
| Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a learner might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the module outlines and other programme information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs. | |