Programme Specification
MSc Occupational Therapy (Pre-registration)

A	NATURE OF THE AWARD	
1	Programme Title	MSc Occupational Therapy (Pre-registration)
2	Final award	MSc Occupational Therapy (Pre-registration)
3	Intermediate awards	PGDip Occupational Therapy (Pre-registration)
4	Awarding institution/body	St George's Hospital Medical School, a constituent College of the University of London
5	Teaching institution	Centre for Allied Health Faculty of Health, Social Care and Education St George's, University of London/ Kingston University
6	Programme approved by	Health and Care Professions Council (HCPC) Royal College of Occupational Therapists (RCOT)
7	UCAS/JACS code	B920
8	QAA benchmark statements	QAA (2020) Master's Degree Characteristics Statement
9	Date specification produced	March 2021
B	FEATURES OF THE PROGRAMME	
1	Mode of study	Full time
2	Usual length of programme	MSc – two years Maximum period of registration 4 years
3	Other features of the programme	
C	EDUCATIONAL AIMS OF THE PROGRAMME	

The MSc Occupational Therapy (Pre-registration) aims to provide an accelerated route for occupational therapy education, for students who hold a previous degree. It combines a theory and practice-based learning to ensure students meet the competencies and requirements of a graduate occupational therapist. The programme has been designed specifically to meet the demands of a growing AHP workforce locally and nationally. We expect graduates to have the knowledge, skills and aptitudes for traditional, new, and emerging health and social care, commensurate

with the needs of the population. Our graduates will aspire to become leaders, managers, or researchers for the profession.

Key elements of the programme are contemporary, evidence-based occupational therapy founded on theoretical influences such as occupational science; the potential for role development and practice environments for occupational therapy, with occupation-focused, person-centred, inclusive practice at the core of service delivery. Occupational therapists work with people across the lifespan who may have difficulties with their everyday activities or meaningful lives due to ageing, mental/physical health conditions, neurodevelopmental disorders, or social disadvantages.

Graduates will develop business, entrepreneurial and management skills, necessary for the diversity of occupational therapy practice, enabling them to promote and develop future areas of practice. They will also be encouraged to recognise and foster their own potential. Furthermore, graduates will have an aptitude and enthusiasm for life-long learning and an appreciation of the continuum from qualifying education into post-qualifying practice and development. There is an expectation that they will contribute to the body of knowledge within the profession, through their research projects.

Graduates will need to be competent, reflective, critical thinking practitioners who are able to develop and deliver safe, effective services within a range of practice-based settings and organisations, demonstrating leadership, management, and decision-making skills. The advanced scholarship required at master's level will provide graduates with the opportunity to develop skills in critical reflection and the application of contemporary occupational therapy theory, which will support future innovation in service delivery.

Successful graduates will be eligible to register with the Health and Care Professions Council as an occupational therapist. It will also infer eligibility for membership of the Royal College of Occupational Therapists. To ensure that the appropriate

standards of education and training have been met, the programme has been mapped against:

Health and Care Professions Council (HCPC, 2013) Standards of Proficiency for Occupational Therapists.

Health and Care Professions Council (HCPC, 2017) Standards of Education and Training Guidance.

Royal College of Occupational Therapists (RCOT, 2019) Learning and Development Standards for Pre-registration Education.

World Federation of Occupational Therapists (WFOT, 2017) Minimum Standards for the Education of Occupational Therapists.

Accreditation Council for Occupational Therapy Education (AOTA, 2020) Standards for US programmes. ACOTE

Key features of the programme include:

A specific focus on occupation-centred, socially inclusive occupational therapy practice.

The contribution of occupational science and the links between human occupation, the environment, achieving and maintaining health and well-being.

A focus on health, well-being and health promotion, combining the principles of early targeted interventions.

The principles of occupational justice and how these are relevant to health and

social care; students will recognise the changing political and societal contexts and how occupational therapy can meet the needs of individual, groups, and communities.

The potential for research and evidence-based practice with students becoming potential contributors to the knowledge and evidence-base.

Critical thinking, problem identification and problem solution.

The future possibilities for occupational therapy in the changing health, social care, academic and research landscape, both nationally and internationally.

Skills, knowledge, and aptitudes to become autonomous and effective practitioners.

Mission statement

The mission of St George's University of London is to pursue excellence in healthcare, informed by a global outlook. As an institution we create and share knowledge, inspiring and developing students who will contribute to and improve society (SGUL, n.d)

The mission of the occupational therapy team at the University is to provide high quality, comprehensive pre-registration programmes at undergraduate and postgraduate level. The aim is to prepare our students for careers in research, health, education, social care, and non-traditional settings. Our graduates will be creative, flexible problem-solvers with a strong professional identity.

Teaching philosophy

The learning and teaching approaches are underpinned by the notion of critical constructivism. It is an approach which encourages students to take personal accountability for their learning, reflexivity, critical thinking, recognition of prior

experience and contexts and differing ways of learning. Comprehensive knowledge will be developed through the students' active engagement in problem-based learning using real-life issues, independent research, practice placement, and complex problem solving with solutions. There will be a blended learning approach.

The curriculum is designed to encourage students to critically examine the social conditions, individual and political circumstances and systemic barriers that can limit the participation of individuals, groups and communities using an occupational science framework. By fostering an understanding of the interplay between theory and practice, students will develop their own appreciation and synthesis of multiple perspectives, a sense of critical consciousness and professional identity. They will be able to tolerate and challenge theoretical assumptions and dissonance.

In addition to the theoretical and professional assumptions, students will engage in curriculum activities to develop their clinical/practical skills. There will be an emphasis on critical thinking and self-reflection leading to their professional identity and transformation. The programme is designed to enable and empower graduates to be compassionate and ethical occupational therapists, who will work autonomously and collaboratively to deliver high quality, person-centred, and flexible, health and social care. Students undertaking this course are expected to behave and engage professionally in theoretical and practice-based learning, and demonstrate high levels of personal motivation, emotional resilience, and academic performance.

Programme aims

The MSc Occupational Therapy pre-registration programme is designed to ensure that graduates can:

1. Demonstrate competence as a person-centred occupational therapist and support integrated health and social care service development, combining quality improvement through professional practice and leadership skills.

2. Through our curriculum, achieve the Health and Care Professions Council (HCPC, 2013) Standards of Proficiency for Occupational Therapists which provides eligibility to apply for registration with the HCPC and for professional membership of the Royal College of Occupational Therapists (RCOT).

3. Practice in a professional and inclusive manner; reflecting upon and critically evaluating their own abilities, scope of practice and limitations, in accordance with the HCPC (2016) Standards of Conduct, Performance and Ethics; and acknowledging the need to seek appropriate support and advice where necessary.

4. Critically reflect upon and contribute to the current occupational science and theoretical knowledge base underpinning the scope of professional practice and adhere to the [RCOT (2021) Professional Standards for Occupational Therapy Practice, Conduct and Ethics](#).

5. Demonstrate competence and confidence in assessing, planning, delivering, evaluating, and modifying professional practice where required, whilst 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 the professional, ethical, and legal frameworks, including wider political, cultural, economic, and social context of current health and social care provision, and acknowledge 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, reflective practice; and ongoing personal and professional development.

8. Be accountable, innovative practitioners, working in partnership and teams, demonstrating flexible leadership of self and others, enabling them to improve and develop person-centred services.

D	LEARNING OUTCOMES OF THE PROGRAMME	
	Advanced knowledge and understanding At the end of the programme, the student will be able to:	*Related teaching and learning methods and strategies:* Lectures, Seminars and Workshops On-line discussion Groups Tutorials Self-directed learning and independent study Problem- Based Learning Practice-based learning Assessments Independent study Formative and summative assessments
1	Design and undertake substantial investigations to address areas of theory and practice; and select appropriate advanced methodological approaches and critically evaluate their effectiveness.	
2	Demonstrate advanced knowledge and an understanding of concepts associated with innovative practice as an occupational therapist in the diverse, complex, and evolving role of the profession within the widest health and social care arena.	
3	Think critically in relation to the evidence and influence of policy and legal frameworks; combined with the ability to discuss the impact on health and social care settings, considering and tackling inequalities in health.	
4	Critically reflect on previously and newly acquired learning and experience; considering how to incorporate this into future learning and professional practice opportunities.	
5	Justify research and enquiry techniques to collect, analyse, interpret, and apply relevant information to occupational therapy theoretically and in practice at master's level.	

| 6 | Demonstrate leadership qualities, independence, initiative, creative and innovative problem-solving, and an ability to make decisions in challenging and unpredictable situations. | |
| 7 | Articulate an advanced conceptual understanding of evaluation, quality, its measurement, and impact upon managing risk and reasoned decision making in the practice settings. | |

	Disciplinary/Professional Skills. At the end of the programme, the student will be able to:	*Related teaching and learning methods and strategies:* Lectures, Seminars, and Workshops Problem-based learning Practice-based learning Portfolio Personal tutor sessions Professional behaviour assessments Formative and summative assessments
1	Articulate a systematic understanding of the potential contributions and possible limitations of occupational therapy in relation to the health, well-being and occupational lives of a society, groups, and individuals of all ages.	
2	Convey a strong sense of professional identity and advocacy aligned to occupational therapy with a willingness to take the profession forward as it evolves and works beyond the boundaries of statutory services.	

3	Promote the value, power and transformative nature of occupation and its centrality to human life, health, and well-being.	
4	Critically evaluate and implement evidence-based interventions with service users in a variety of professional practice settings.	
4	Critical thinking to evaluate and implement evidence-based interventions with service users in a variety of professional practice settings.	
5	Communicate and offer professional opinions with clarity and competence, with an uncompromising ability to defend such opinions in debate, whilst acknowledging the opinions of others and showing due respect for the different perspectives.	
6	Demonstrate core skills of occupational therapy in a range of practice-based settings, including complex and specialised settings.	

7	Critically reflect on personal and professional values and discriminatory practices; and actively seek to diminish the barriers to inclusivity.	
8	Compliance with the [Health and Care Professions Council (2016) Standards of Conduct, Performance and Ethics](#) and [RCOT (2021) Professional Standards for Occupational Therapy Practice, Conduct and Ethics](#).	

	Practical and transferable skills. By the end of the programme, the student will be able to:*:	*Related teaching and learning methods and strategies:*
1	Independently manage their own professional learning and development by acknowledging personal attributes and values; setting personal objectives; efficient time-management; and their own performance appraisal.	Lectures, Seminars, and Workshops Problem-based learning Practice-based learning Portfolio Projects Personal tutor sessions Professional behaviour assessments Formative and summative assessments
2	Utilize ffective learning strategies self-determined and shared learning; sourcing and managing information; using a wide range of academic skills; and evaluating personal learning requirements.	

3	Demonstrate enhanced communication and presentation skills necessary to articulate ideas and opinions, with confidence and clarity, to a variety of audiences using appropriate language and media.	
4	Appreciate critical thinking and problem-solving skills that enable identification of, and resolution strategies for a given problem. Demonstrating analysis; lateral thinking; identifying strategic options and decision making; and evaluating the success of different strategies.	
5	Employ digital literacy skills consistent with their learning and employability needs; as a communication and learning tool; to access and manage information; to present ideas; and use specialist software where relevant.	

E	**Programme structure and features**

This programme of study is designed to provide a different pre-registration pathway into the profession of occupational therapy: MSc Occupational Therapy (pre-registration). It is designed to provide graduates with the eligibility to register with the Health and Care Professions Council in the UK.

The MSc Occupational Therapy (Pre-registration) programme is studied over 2 years full-time, approximating 45 weeks per year. The programme is divided into study units called modules. Each module has a credit value of 10.15. 30 or 40 credits according to the subject and nature of learning. 15-credits represents approximately 150 hours of

student learning, endeavour, and assessment. Each year level has an equivalent of 90 credits.

A feature of the programmes is practice-based learning. There are four practice placements throughout the programme designed to assist in developing and demonstrating core knowledge and practice skills. Time is allocated for independent research and reflection during each placement.

Modules incorporate key skills and facilitate personal development planning as an integral part of the learning process; this is embedded within a student's Professional Development Portfolio. Students have access to the SGUL web-based learning management system, Canvas. This enables access to information about the programme including course administration matters, module and assessment details, course learning materials and e-communication. The programme modules are listed below:

HE level 7 – Year 1 and 2 MSc Occupational Therapy (Pre-registration). This will consist of seven university-based modules (described below) and four practice-based modules (180 credits).

Modules are as follows:

Module table

Module codes TBC	Module title	Level	Credits
Year 1	Occupational beings	7	10
	Theory and Foundations of Occupational Therapy Practice	7	30
	Maximising Occupational Performance	7	40
	Practice Placement 1	UG	Pass/Fail
	Practice Placement 2	UG	Pass/Fail
	Evidence-based practice and Research	**7**	10
Year 2	Advancing contemporaneous occupational therapy practice	7	15
	Research in Practice	7	60

	Contributing to communities	7	15	
	Practice Placement 3	UG	Pass/Fail	
	Practice Placement 4	UG	Pass/Fail	

To satisfy professional body and academic requirements for the UK and the US, we have taken into consideration several external reference points to underpin and drive the curriculum, and overall programme requirements. These are:

ACOTE (2018) Standards and Interpretive Guide – Doctoral and Master's degree levels.

HCPC (2017) Standards of Education and Training

HCPC Standards of Conduct Performance and Ethics

HCPC (2013) Standards of Proficiency for Occupational Therapists

UK Quality Code for Higher Education

QAA (2020) Characteristics Statement Doctoral Degree

QAA (2020) Characteristics Statement Master's Degree

RCOT (2017) Career Development Framework

RCOT (2019) Learning and development standards for pre-registration education

WFOT (2016) Minimum Standards for the Education of Occupational Therapists

F	General teaching and learning strategies

The learning and teaching approaches are underpinned by the notion of critical constructivism. It is an approach which encourages students to take a personal accountability for their learning, reflexivity, critical thinking, recognition of prior experience and contexts and differing ways of learning. Comprehensive knowledge will be developed through the students' active engagement in problem-based learning using real-life issues, independent research, practice placement, and complex problem solving with solutions.

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In addition to the theoretical and professional assumptions, students will engage in curriculum activities to develop their clinical/practical skills. There will be an emphasis on critical thinking and self-reflection leading to their professional identity and transformation. The programme is designed to enable and empower graduates to be compassionate and ethical occupational therapists, who will work autonomously and collaboratively to deliver high quality, person-centred, and flexible, health and social care. Students undertaking this course are expected to behave and engage professionally in theoretical and practice-based learning, and demonstrate high levels of personal motivation, emotional resilience, and academic performance.

Practice Based Learning provides students with exposure to inter-disciplinary working, services users, patients and carers, and the opportunity to participate in team meetings and case conferences etc. in a range of settings.

G	Assessment

Assessment is an integral part of the continuous process of learning and development, with the purpose of enhancing a student's total university experience. There are formative and summative assessments for each module. Formative assessment will be provided at the end of each PBL cycle by peers and staff. Summative assessments are designed to reflect the knowledge, skills and competencies required for professional practice.

Assessments across the two years reflect an understanding of learning as multidimensional, integrated, and revealed in performance over time. It is important to measure outcome, but it equally important that the experience is recognised and valued by students as challenging and rewarding.

Evidence indicates that effective assessment (feedback and feedforward) improves student learning. Students are provided with developmental feedback designed to help them make the most from assessment to continue to develop as students and future professionals.

Feedback

Feedback is an essential part of education and training programmes. It helps students to maximise their potential at different stages of their education and training to become an occupational therapist. Effective feedback should raise students' awareness of strengths and areas for improvement and identify actions to be taken to improve performance.

Feedback can be informal (for example, in day-to-day encounters between teachers and students or trainees, between peers or between colleagues) or formal (for example, as part of written or practice assessment).

Feedforward

The proactive direction which enables the candidate to move forward is referred to as "feedforward" and is the natural extension of good feedback.

The occupational therapy programme includes a variety of assessments. Formative assessments in each module do not contribute to the overall module or course mark, these are designed to prepare students for the final or summative course work or assessments. It is crucial that the students are given feedback and feedforward after both processes, to maximise their potential.

Students are facilitated by staff throughout the course to:

- ➢ Understand the concept of the learning outcomes and level 7 requirements.
- ➢ Compare the actual (or current) level of performance with those requirements; and
- ➢ Engage in appropriate action which leads to some closure of the gap.

By using these processes with students, we will guide students to reflect on and plan future study and performance in the light of past performance, which is an important part of all health and social care professional practice.

Assessment is designed to ensure the student has successfully fulfilled the learning outcomes of the programme of study and has achieved the standard required for:

- The academic award of MSc/PGDip Occupational Therapy (Pre-registration).
- Eligibility to apply for Registration by the Health and Care Professions Council.
- Eligibility to apply for Membership of the Royal College of Occupational Therapists.

Assessing Student Performance

A wide range of summative assessments are used to assess integrated theory,

knowledge, and skills, for example:

- Occupational analysis
- Computer based examination (single best answer)
- Essays and written assignments including:
    - o Critical appraisal of occupational therapy interventions
    - o Service improvement report
    - o OSCE – professional communication and interaction
- Oral presentations, individual
- Poster
- Professional Development Portfolio
- Practice placement assessments
- Research proposal and project (MSc only)

See full summary in the Scheme of assessment

Assessment for an Award of MSc/PgDip Occupational Therapy (Pre-registration)

To qualify for the chosen academic award, students must complete all the course requirements and pass all modules, including professional practice modules.

Postgraduate Diploma Occupational Therapy (Pre-registration) – 120 credits, without research project in Year 2

MSc Occupational Therapy (Pre-registration) – 180 credits, with research project in Year 2

Full details of the assessments can be found in the **Scheme of Assessment**

H	Support for students and their learning

Occupational therapy students have access to the educational, recreational, and pastoral services provided by SGUL University. A wide range of other services and facilities are available locally within the occupational therapy team and Faculty and

as well as wider provision from SGUL.

Student Services:

The Student Life Centre (https://www.sgul.ac.uk/about/our-professional-services/registry) co-ordinates student support at SGUL. This includes:

- Financial support and advice
- Counselling services
- Chaplaincy
- Learning support
- Disability advisors
- Careers support
- The Student Achievement Officer

Pastoral Support:

In addition to the academic and pastoral support facilities via student services, all students are also allocated a personal tutor at the beginning of the programme. Guidance notes on expectations of personal tutor and tutees are available via the course landing pages on CANVAS.

Pastoral support at programme level is provided by the professional lead for occupational therapy.

Libraries:

The SGUL library is the main library offering support and resources to occupational therapy students. Further information about the library can be found here:

- http://library.sgul.ac.uk/

Academic Support:

Module leaders and other members of the module team will offer advice and support on issues related to each module and its assessment. Support will be offered for all students in the form of group tutorials and assessment clinics during module delivery. The VLE will be used as an additional method of support for assessments.

Learning Support:

Additional learning support is available via the

- **Study +** – an online area for resources and advice on a range of topics such as mathematics, English, Science, IT skills, study skills (please see the Study + CANVAS course page).
- **Academic Success Centre** – for one-to-one advice and guidance on draft assignments *before* submission. Students are supported in developing skills such as grammar, referencing, academic structure, and plagiarism. (please see the ASC CANVAS course page).

Support in Practice:

There are a range of support mechanisms available to students to guide their learning and development whilst on practice placement. Prior to each placement, there is week of learning activities designed to prepare students for their practice placement. Each student and their practice educator will be contacted for a half-way visit to ascertain progress and development required for the placement.

The Practice Educator:

Practice Educators are usually on-site occupational therapists who supervise the student, negotiate their learning opportunities necessary to meet the required placement outcomes, and assess the students' required competencies throughout the placement. Other practitioners and service user in the practice setting are encouraged to support the practice educator and the student and contribute to the students' assessment.

A key element of the practice educator's role is to provide regular feedback to the student about their progress and to support them in the identification of learning opportunities and development of action plans and learning goals to assist in the achievement of the placement learning outcomes. A formal halfway feedback session between the student and the practice educator is required for all placements. This process is supported by the academic link tutor from the

programme team.

For role-emerging placements, students can be supervised by a registered occupational therapist in practice or a member of the programme team. They will have an on-site mentor who may not be an occupational therapist but who acts as the person the students can contact/go to on a day-to-day basis.

Link Tutor:

The link tutor will support students whilst on practice placement. They will act as the student's link with the university, support communication between the student and educator and promote standardisation of the placement assessment. If a student's performance is not satisfactory, the link tutor will discuss the level of achievement with the student and seek to support the practice educator and offer strategies of remediation which might be put in place.

Specialist Academic Resources:

Academic and teaching accommodation is located on the SGUL campus. Occupational therapy students have access to several dedicated rooms for practical teaching and learning with adjacent storage facilities.

Within SGUL, there is an additional provision of seminar and tutorial rooms for small and large groups, and well-equipped lecture theatres. Occupational therapy students have access to the dissection rooms in the Department of Anatomy as well as the Physiotherapy labs and additional moving and handling equipment.

The Faculty is part of the London and South East Area Placement Partnership (LSEAPP), which involves collaboration between all occupational therapy education providers in London and maximises the availability of practice placements.

Students and Staff have access to the CANVAS Virtual Learning Environment (VLE) to support teaching and enhance learning.

Virtual Handbook:

Several documents are available within the course landing pages in CANVAS that constitute the student handbook and are updated annually, this includes the scheme and calendar of assessments Similar information is available via CANVAS for individual modules.

Administrative Support:

A full range of services are provided for the support of this programme including:

- Student Centre and Academic Registry for university wide support
    - Includes the Admissions Office, Examinations Office, Financial support, Disability advisor at SGUL.
- Programme Office – providing professional services support as part of the Course Team.
- Practice Placements support team – providing support as part of the Practice Education Team.

Peer Support:

The programme team strives to enable students to become a learning community. Students are encouraged to support their peers throughout their time on the course. This includes formal and informal support within and between years. Alumni provide support to sessions during the final year largely focusing on students' future employment.

The student body organises several peer support initiatives which the course team are supportive of including:

The Students' Union https://www.sgsu.org.uk/, Student 'families' / Mums and Dads (via the Students' Union) and The OT Society.

The Students Union has a dedicated welfare officer who can provide confidential support to students.

Students with Disabilities:

The programme welcomes students with disabilities and learning needs. Students with disabilities are supported via the Disabilities and Dyslexia Tutor (in liaison with the SGUL Disability Advisor), the personal tutor network and all academic staff. Students are encouraged to declare any disability, including mental health needs at the start of the course so that support mechanisms can be put in place. Students are monitored by the Disability and Dyslexia Tutor; whose role is to liaise between the students and the service provided by SGUL.

I	Criteria for admissions

Details for admissions are updated annually via the programme website
https://www.sgul.ac.uk/study/courses/occupational-therapy

Admissions

For the first year of the programme, the intake will be 20 home and 2 international students, in the second year this will be 20 home and five international students. The third year of operation will see an increase in target figures of 20 home and 10 international students.

Roles and Responsibilities

There is a designated Admissions Tutor (AT) responsible for recruitment, selection, and admissions to the programme. The AT has delegated responsibility for ensuring that all aspects of the admissions policy are implemented and maintained. The role of the AT includes oversight of the recruitment and selection processes outlined below.

Selection and Entry Requirements

UK applicants:

Applicants will follow the usual application process to the university, i.e. via UCAS. For both the MSc Occupational Therapy (Pre-registration) Postgraduate Diploma Occupational Therapy (Pre-registration), the entry criteria will be:

1. Successful achievement of an Honours degree, normally at 2:1 or above, or equivalent internationally recognised qualification.

2. Evidence of relevant work experience at the time of application.

3. Evidence of an informed appreciation of the occupational therapy profession.

4. Enhanced DBS clearance.

5. Occupational Health Clearance.

In terms of widening participation and inclusivity, we want to welcome students from a diverse range of backgrounds. Therefore, we will consider students with a 2:2 degree classification for the MSc OT, if there is evidence of more than three years relevant work experience.

International applicants:

As above, plus the relevant visa to study in the UK. In addition, applicants will have to demonstrate English language proficiency equivalent to IELTS 7.0 using test recognised by the University unless they have completed a UK equivalent degree in Barbuda, Ireland, Australia, Jamaica, The Bahamas, New Zealand, Barbados, St Kitts and Nevis, Belize, St Lucia, Canada, St Vincent and the Grenadines, Dominica, Trinidad and Tobago, Grenada, United Kingdom, Guyana, United States of America.

We welcome applications from prospective students from diverse backgrounds with the intention of widening participation. Applicants are admitted to the programme where there is a reasonable expectation that they will be able to fulfil the learning outcomes and achieve the required standard for the academic award. Candidates must meet the minimum academic and English language requirements as set out in the course entry requirements (https://www.sgul.ac.uk/study/courses/occupational-therapy).

All applicants who meet the academic and non-academic admissions criteria will be required to attend for interview. They will participate in a Multiple Mini Interview

(MMI); the outcome of which will determine whether they are made an offer to study on the programme.

Academic staff, practice colleagues, service users and current students are included in the design of MMI stations (i.e., questions/tasks/role play scenarios) and as assessors (interviewers). MMI assessors receive training conducted by the Admissions Tutor and team.

Occupational Health

All offers of places on occupational therapy programmes are made subject to satisfactory health clearance and an agreement to undergo appropriate blood tests and necessary immunisations. Candidates who are concerned about a health issue are strongly advised to contact the Admissions Team at St George's University of London for advice prior to applying.

There is ongoing provision for occupational health assessment and advice regarding students who may experience health issues whilst studying at the University.

Disclosure and Barring Service (DBS)

All applicants are required to have an enhanced DBS disclosure at the point of entry to the programme. Information about this process will be sent to applicants as part of the Admissions process.

Equal Opportunities and Disability

Admission procedures are designed to be consistent with SGUL equal opportunities procedures. Students are encouraged to declare disability in order that they can access the support available to them.

Enrolment

All students must complete the registration process of SGUL and will be expected to sign a declaration that they intend to abide by the regulations for students of SGUL.

A disciplinary code will come into effect if students are observed to infringe the General Regulations or Programme Regulations.

Fees

Students entering the Postgraduate Diploma/MSc Occupational Therapy (Pre-registration) will be liable for tuition fees and accommodation fees (if appropriate). In addition, overseas or private students will also be liable for fees. The fee will be set by the University in April each year for the following academic year.

J	Career opportunities

Upon completing the programme, students will be able to apply for registration as an occupational therapist with the Health and Care Professions Council. Occupational therapists can work in a wide variety of health and social care settings including the NHS, social care, private practice, charitable sectors, outside of the UK, industry, research, and academia.

The University has a dedicated Careers advice service who provide students with information and guidance regarding careers, applying for jobs and developing a CV. This is integrated into one final year modules.

K	Methods for evaluating and improving the quality and standards of teaching and learning

There are a range of methods to ensure the quality of the programme is monitored and improved where necessary, these include:

- Annual Programme Monitoring Report incorporating module reports derived from student module evaluations (and by feedback via the Student Staff Liaison Group) and External Examiners' reports
  - Approval at Course Committee then to Faculty Quality Committee
- Student Experience Surveys (Years 1 and 2).
- Module evaluation and feedback surveys.
- Course Committees and Student Staff Liaison Group.

- Annual monitoring processes - Health and Care Professions Council and Royal College of Occupational Therapists.

- Peer observation and review of teaching.

- Review and revalidation processes.

- Staff appraisal processes.

- Staff development in teaching and learning and assessment.

- Employer feedback including feedback from Practice Educators and Clinical Managers via Practice Education Liaison Meetings (PELM).

- Practice placement audits.

- Student Practice Placement Evaluations.

- Faculty Quality Committee/ Quality Assurance and Enhancement Committee/ Senate/ Faculty Teaching and Learning Committee.

- Staff research and consultation activities.

L	Regulation of assessment

The assessments are currently regulated by the St George's, University of London SGUL:

- Regulations for the Occupational Therapy programme and by the General Regulations for Students and Programmes of Study (SGUL).

- There is a specific Scheme of Assessment for the programme.

See Occupational Therapy course landing pages in the virtual learning environment for the assessment calendar and scheme of assessment.

M	Indicators of quality and standards

The following indicators are considered for the programme:

- Health and Care Professions Council and the Royal College of Occupational Therapists annual reports.

- Module and annual student evaluation.

- National Student Survey (NSS).

- Student experience feedback via Student Representatives and the Student Staff Consultative Committee held once per term.

- Course Committee is held once per term with representation from Occupational Therapists Managers, Students and Service Users.

- Practice Educator liaison meetings each term.

- External Examiners annual reports are considered at Course Committee together with the responses to the recommendations made by the academic team. These are also reported to St George's Hospital SGUL Academic Quality Committee, the Health and Care Professions Council and to the Royal College of Occupational Therapists.

- Student prizes:

- The Principal's Award (best overall performance).

Publication: This specification is available in the following locations: SGUL website; VLE (Canvas home page for the programme so that students can access)

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 he/she takes full advantage of the learning opportunities provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module directory, scheme of assessment and, where they are produced, separate module guides (Via Canvas).

Key sources of information are:
Module Directory

Scheme of Assessment

Virtual Student Handbook via the VLE

The SGUL prospectus and the Kingston University prospectus

Course leaflets

The SGUL internet site and the Kingston University internet site: TO BE INSERTED

General Regulations for students and programmes of study