

## Course Specification

<b>A. Course Information</b>																			
<b>Final award title(s)</b>	BSc (Hons) Occupational Therapy																		
<b>Intermediate exit award title(s)</b>	Diploma in Health Studies Certificate in Health Studies																		
<b>UCAS Code</b>		<b>Course Code(s)</b>	PT – 2386 FT – 3769 Ext Deg - 5358																
	London South Bank University																		
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS																		
<b>Division</b>	Allied Health Sciences																		
<b>Course Director</b>	Sarah Prior																		
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify																		
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify																		
<b>Length of course/start and finish dates</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Mode</th> <th style="width: 25%;">Length years</th> <th style="width: 25%;">Start - month</th> <th style="width: 25%;">Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td>3</td> <td>September</td> <td>August</td> </tr> <tr> <td>Part time</td> <td>4</td> <td>September</td> <td>August</td> </tr> <tr> <td>Extended degree (5358)</td> <td>4</td> <td>September</td> <td>August</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time	3	September	August	Part time	4	September	August	Extended degree (5358)	4	September	August
Mode	Length years	Start - month	Finish - month																
Full time	3	September	August																
Part time	4	September	August																
Extended degree (5358)	4	September	August																
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	No																		
<b>Approval dates:</b>	Course(s) validated / Subject to validation	July 2017																	
	Course specification last updated and signed off	September 2020																	
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	Healthcare Professional Council College of Occupational Therapists																		
<b>Reference points:</b>	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations																	
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications																	

		Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<p>The inclusive curriculum aims to enable the full and equitable participation in and progression through higher education for all prospective and existing students. We are working towards more inclusive policies and educational strategies in teaching and assessment and away from remedial interventions. Inquiry based learning designed with opportunities for blended learning provide an ideal, flexible strategy for all students needs to be met in an inclusive manner.</p> <p>The distinctive features of the BSc (Hons) Occupational Therapy programme include:</p> <ul style="list-style-type: none"> <li>• The BSc (Hons) Occupational Therapy award confers the professional qualification in occupational therapy.</li> <li>• Meeting the HCPC Standards of Proficiency (2013) and HCPC Standards of Education and Training (2014), and enables successful students to be eligible to apply for registration with the Health and Care Professions Council.</li> <li>• Offering two modes of study: part-time over four years and full-time over three years.</li> </ul>	
<b>Course Aims</b>	<p>The primary aim of the programmes is to produce competent occupational therapy practitioners who are fit for award, practice, purpose and profession and who are able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate strong professional role identity, autonomy, accountability and resilience and be able to act as ambassadors for the profession;</li> <li>• Work in partnership with peers, colleagues, service users and carers, to promote participation, health and well-being;</li> <li>• Respond appropriately and sensitively to the needs of service users in an anti- discriminatory, inclusive and culturally competent way;</li> <li>• Practise occupational therapy in the context of current and emergent services and work effectively within a changing political and socio-economic climate;</li> <li>• Contribute to the evolution of the profession through the implementation of evidence- based practice;</li> <li>• Take professional and personal responsibility for life-long learning.</li> </ul>	

<p><b>Course Learning Outcomes</b></p>	<p><b>Students will acquire knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• A1 The philosophical and theoretical underpinnings of occupational therapy and occupational science, specifically the occupational nature of human beings, the analysis and performance of occupations and the occupational therapy process.</li> <li>• A2 The therapeutic potential of occupation to maintain health and wellbeing and the factors that facilitate or challenge participation in occupations, such as social difference, diversity and deprivation.</li> <li>• A3 The need to synthesise biopsychosocial concepts and theories from a range of disciplines, as they complement theories of occupation.</li> <li>• A4 The facilitation of accessible and adaptable environments to ensure the upholding of the individual's rights, needs and preferences.</li> <li>• A5 The need to work in partnership with individuals, groups and communities using occupation in health promotion, rehabilitation and intervention, in order to promote participation, health and wellbeing.</li> <li>• A6 The legal, political, social and emergent contexts within which occupational therapists practise.</li> <li>• A7 Effective interprofessional and collaborative working as applied to the organisation, management, delivery, quality and audit of services.</li> <li>• A8 The principles of professional accountability, leadership and change management and their application to occupational therapy practice.</li> <li>• A9 Research methodologies, forms of inquiry and models of evidence-based practice used within occupational therapy.</li> </ul> <p><b>Students will develop their intellectual skills such that they are able to:</b></p> <ul style="list-style-type: none"> <li>• B1 Analyse, synthesise and critically appraise theories of occupation as they relate to occupational performance, health outcomes and well-being in the context of a changing society.</li> <li>• B2 Actively seek, critically evaluate and apply a range of information and evidence to ensure that occupational therapy practice is evidence-informed, current and relevant to clients and communities.</li> <li>• B3 Engage in rational and reasoned debate in relation to occupation and occupational therapy to critically evaluate and judge the impact of therapy on the service user/carer.</li> </ul>
--	---

- B4 Use professional and ethical reasoning to make decisions and judgements required for occupation-focused, evidence-informed practice and client-centred practice.
- B5 Analyse and critically appraise theories and aspects of current research evidence related to occupation and occupational therapy and synthesise these in the context of a changing society.
- B6 Devise & sustain ideas and techniques based on informed evidence, and through logical and systematic thinking.
- B7 Understand and critically appraise research designs and methods which are used to generate evidence about occupation and occupational therapy, including ethical and dissemination considerations.
- B8 Develop self-direction, independent thought and increasingly autonomous practice in preparation for life-long learning.

**Students will acquire and develop practical skills such that they are able to:**

- C1 Demonstrate professional and ethical reasoning and reflection in professional practice.
- C2 Demonstrate safe, ethical and competent application of all stages of the occupational therapy process.
- C3 Analyse, select, implement and evaluate occupational therapy strategies to address assessed occupational performance and participation needs.
- C4 Analyse, manage, adapt and use the environment to enable maximum occupational performance and participation to promote health and well-being.
- C5 Prepare, maintain, review and communicate documentation related to occupational therapy intervention and outcomes.
- C6 Understand the value of reflection on practice and the need to record the outcomes of these reflections to display resilience, resourcefulness and self-management..
- C7 Build therapeutic relationships and collaborative partnerships as the foundation for effective and sustainable occupational therapy practice.
- C8 Take a proactive role in the development, improvement and promotion of occupational therapy.
- C9 Interpret, analyse, synthesise and critique research and other evidence and use this to inform practice and to engage with

	<p>continuous improvement of the quality of occupational therapy provision.</p> <p><b>Students will acquire and develop transferable skills such that they are able to:</b></p> <ul style="list-style-type: none"> <li>• D1 Develop confidence in self-management, self-awareness, resilience and knowledge of own limitations as an occupational therapist.</li> <li>• D2 Develop and demonstrate continuing life-long learning to enhance occupational therapy practice.</li> <li>• D3 Demonstrate effective teamwork, interprofessional and collaborative skills. D4  <p style="margin-left: 40px;">Demonstrate a logical, systematic and creative approach to problem solving.</p> </li> <li>• D5 Interact and communicate effectively with peers, colleagues and a range of interprofessional teams and stakeholders.</li> <li>• D6 Select and adapt communication skills to meet the needs of individual service users and carers.</li> <li>• D7 Engage with technology, particularly the effective and efficient use of information and communication technology.</li> </ul>
--	---

### **C. Teaching and Learning Strategy**

#### **Inquiry- based learning**

Additional methods of facilitating learning include:

- Provision of material on-line and E-tivities.
- Lectures
- Seminars & workshops
- Tutorials
- Critical reflection
- Structured reading/guided study
- Workbooks to develop and update knowledge
- Small group sessions
- Role modelling and direct observation and discussion in practice placement environments
- Clinical Skill laboratory demonstration and practice sessions Student-directed learning

#### D. Assessment

- Presentations - PowerPoint & poster
- Critical evaluation
- Examinations
- Professional Development Portfolio and profile
- Reports
- Critical reflection
- Placement competencies

#### E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

#### F. Entry Requirements

##### Entry Requirements - BSc (Hons) Occupational Therapy

**BSc (Hons) Programme:** Applicants to these programmes will need to meet the following entry criteria (or recognised equivalent):

The admission and selection procedures outlined are based on the following principles:

- Fitness for practice
- An imperative to ensure flexibility of entry in accordance with Department of Health guidance
- The course team's commitment to facilitate equal opportunities at the point of entry and throughout the course.

The university operates an equal opportunities policy where there is no discrimination in view of age, gender, race, marital status, sexual orientation, socio-economic background, disability or religious beliefs.

All offers of places on the programme are conditionally based on:

1. Satisfactory outcome of an interview;
2. Occupational Health clearance;
3. Satisfactory outcome of an Enhanced Disclosure and Barring Service (DBS) check

Applications from candidates with disabilities are considered and assessment of abilities and needs undertaken sensitively. The safety of the potential student is an important consideration.

All applicants must be 18 years or over at the commencement of the course.

Applicants to both the 3 year and 4 year programme routes will need to meet the following entry criteria (or recognised equivalent):

UCAS tariff of 120 points:

- BBB or above at A Level or equivalent plus five GCSEs/equivalent (grade 4 or

- above, or C or above in previous grading system) including English and Maths; **or**
- BTEC Level 3 Extended Diploma (formerly ND) DDM in a health-related subject plus five GCSEs/equivalent (4 or above/C or above) including Maths and English; **or**
- Open University degree or Foundation degree/diploma (or similar), 120 credits plus five GCSEs/equivalent (4 or above/C or above) including Maths and English; **or**
- International Baccalaureate (26 points) plus five GCSEs/equivalent (4 or above/C or above) including Maths and English; **or**
- NVQ Level 3 plus one year relevant experience plus five GCSEs/equivalent (4 or above/C or above) including Maths and English; **or**
- Pass in a recognised Access to Science, Access to Health, Access to Health and Social Care, or similar (60 credits of which 45 credits will be at Level 3 including 30 at Distinction grade, 15 at merit grade); **plus** English and Maths GCSEs/equivalent (4 or above/C or above); **or** A recognised equivalent.

Students for whom English is not their first language must achieve a minimum score of 7 overall or equivalent with not less than 7.5 in listening/speaking and not less than 6 in writing and reading for the International English Language Test Score (IELTS) [or TOEFL: 570 including 55 in the Test of Spoken English (TSE) and at least 5 in the Test of Written English (TWE)], at the time of application.

Application for the 3 year full time route is through UCAS.

Application for the 4 year in-service or part-time routes is through direct online application.

#### **Accreditation of Prior Learning**

The Royal College of Occupational Therapists Learning and Development Standards for Pre-Registration Education (2019) and current position statement on AP(E)L, Standard 2.6.3, states that “A maximum of one third of the total pre-registration programme may be considered for recognition of prior learning. An exception to this requirement is an occupational therapy student who is transferring between education providers. In this instance, the student must meet the assessment requirements and requirements of the receiving HEI and be recommended as ‘fit for the profession’ by the original programme.

### **G. Course structure(s)**

#### **Course overview**

The BSc (Hons) Occupational Therapy programme is structured around a personal and professional development framework which focuses on five key themes/thresholds required for professional learning in occupational therapy:

- Occupational perspectives of health and wellbeing
- Professional identity, autonomy and accountability
- Person centred practice
- Professional and ethical reasoning
- Occupation centred practice

(Rodger & Turpin, 2011; COT 2014)

These themes/thresholds are addressed to varying degrees throughout each module, practice placement and year of the programme.

This programme design aims to ensure that future graduates are able to:

- Demonstrate strong professional role identity, autonomy, accountability and resilience and be able to work in partnership with peers, colleagues, service users and carers, to promote participation, health and well-being; Practise occupational therapy in the context of current and emergent services and work effectively within a changing political and socio-economic climate

BSc (Hons) Occupational Therapy programme is offered as a 3 year full time and a 4 year part-time route leading to the award and eligibility to apply for registration with the HCPC, in order to practice as an occupational therapist.

The programme consists of 13 modules as follows:

- 2 will be Interprofessional Learning modules (IPL Levels 4 & 6)
- 1 shared learning module (Research & Evidence Based Practice Level 5) with diagnostic radiography, therapeutic radiography, operating department practice, physiotherapy, sports rehabilitation, chiropractice, social work, and occupational therapy students (BSc (Hons) Allied Health Professions);
- 5 profession-specific modules are valued at 20 credits
- 5 profession-specific modules are valued at 40 credits and 4 of these include a practice placement. The fifth 40 credit module occurs in the final year of the programme and focuses on professional identity, autonomy and accountability.

All modules must be passed in order to be awarded the BSc (Hons) Occupational Therapy and to be eligible to apply for registration with the Health and Care Professions Council and for membership of the College of Occupational Therapists. Students who do not complete the BSc (Hons) but have sufficient credits will be awarded a Diploma or Certificate in Healthcare Studies; these awards do not confer eligibility to apply for registration with HCPC.

There will be one intake a year in September for each route of the BSc (Hons) programme.



### Modules on the 3 year Full Time Course

Level 4 Year 1	S 1	IPL 1 20 credit	Module 1 Exploring Occupation 20 credit	Module 2 Occupational Therapy Practice 1 40 credit	Module 3 Occupational Performance Analysis and Human Function 20 credit
	S 2		Module 4 Introduction to Occupation Focused Practice 20 credit		
Level 5 Year 2	S 1	Research & Evidence-based Practice Shared Learning 20 credit	Module 5 Occupational Therapy Practice 2 40 credit	Module 6 Delivering Occupation Focused Practice 20 credit	
	S 2		Module 7 Occupational Therapy Practice 3 40 credit		
Level 6 Year 3	S 1	IPL 3 20 credit	Module 8 Professional Identity, Autonomy and Accountability 40 credit	Module 9 Research and evidence based practice in Occupational Therapy 20 credit	Module 10 Occupational Therapy Practice 4 40 credit
	S 2				

### Modules on the 4 year Part Time Course

Level 4 Year 1/2	Year 1	S1	IPL 1 20 credit	Module 1 Exploring Occupation 20 credit	Module 2 Occupational Therapy Practice 1 40 credit	Module 3 Occupational Performance Analysis and Human Function 20 credit
	Year 1	S2				
	Year 2	S1		Module 4 Introduction to Occupation Focused Practice 20 credit		
Level 5 Year 2/3	Year 2	S1	Research & Evidence- based Practice 20 credit	Module 6 Delivering Occupation Focused Practice 20 credit		
	Year 2	S2		Module 5 Occupational Therapy Practice 2 40 credit		
	Year 3	S1		Module 7 Occupational Therapy Practice 3 40 credit		
	Year 3	S2				
Level 6 Year 3/4	Year 3	S1	IPL 3 20 credit	Module 9 Research and evidence based practice in Occupational Therapy 20 credit		
	Year 3	S2				
	Year 4	S1		Module 8 Professional Identity, Autonomy and Accountability 40 credit	Module 10 Occupational Therapy Practice 4 40 credit	
	Year 4	S2				

## Placements information

There are 33 weeks of practice placement experience, which is **1155** hours. This is in line with the World Federation of Occupational Therapists (2008) minimum requirements of 1000 hours of practice placement education and training.

## H. Course Modules

Overview of Module Assessments and Submission Schedule				
BSc (Hons) Occupational Therapy Programmes				
Occupational Therapy specific	Summative assessments		Assessment type & description	
	Semester & Year of programme		Number of assessments	
	4 year PT	3 year FT		
Exploring Occupation	Sem 1, Year 1	Sem 1, Year 1	1	<p><b>Formative Assessment:</b> In class students will present an aspect of their practical skills based learning to a small group of peers. Informal feedback will be given but a mark will not be awarded.</p> <p><b>Summative Assessment:</b> A portfolio of their experience of choosing and participating in an occupation (e.g. art, craft, sport, etc.) which will include a log of their experience and an analysis of the activity completed.</p> <p><b>3,000 Words</b> <b>100% Weighting</b></p>
<b>Occupational Therapy Practice 1</b> – includes 6 week practice placement with 1 day each week at university	Sem 2, Year 1	Sem 1 & 2, Year 1	2 & Practice Placement 1	<p><b>Formative assessment:</b> Small group facilitated discussion of factors influencing the occupational therapy process</p> <p><b>Summative assessment:</b> Discussion of the occupational therapy process</p> <p><b>3000 words</b> <b>100% Weighting</b> <b>Occupation Therapy Practice Placement 1</b> Pass/Fail</p>
Occupational performance analysis and human function	Sem 1 & 2, Year 1	Sem 1 & 2, Year 1	2	<p><b>Formative assessment:</b> 1 hour mock examination</p> <p><b>Summative Assessment:</b> 2 hour written examination – short answer questions</p> <p><b>100% Weighting</b></p>

Introduction to occupation focused practice	Sem 1, Year 2	Sem 2, Year 1	1	<p><b>Formative Assessment:</b> Small group case based presentation</p> <p><b>Summative Assessment:</b> Individual case presentation related to an aspect of the OT Process/Occupation focused practice 15 minute presentation and 5 minute question and answer session.</p> <p><b>100% Weighting</b></p>
IPL <b>Concepts of Interprofessional and Collaborative Practice</b>	Sem 2, Year 1	Sem 2, Year 1	1	<p><b>Formative Assessment:</b> The learning set will work collaboratively on a given project relating to service user perspectives and the roles and relationships of Health and Social Care Professionals. The project will be presented by the learning set and should be set in the wider context of health and social care in the UK.</p> <p><b>Summative Assessment:</b></p> <p><b>3000 word</b> <b>100% weighting</b></p> <p>Each student will submit a reflective account of the experience of working in their multi-professional learning. They should focus on their learning around one or more of the following areas and relate their learning set experience to what they have seen in clinical practice, applying relevant theory:</p> <ul style="list-style-type: none"> <li>• Teamworking and Team Roles</li> <li>• Involvement of Service users</li> <li>• Leadership styles</li> </ul>
<b>Occupational Therapy Practice 2</b> – includes 7 week practice placement and with 4 scheduled days at university during placement	Sem 2, Year 2	Sem 1, Year 2	2 & Practice Placement 2	<p><b>Formative Assessment:</b> Individual peer presentation of a short reflective piece about an aspect of group work (500 words).</p> <p><b>Summative Assessment :</b></p> <p>Reflective report on person-centred practice based on placement. Submission after placement semester 1</p> <p><b>3000 Words</b> <b>100% Weighting</b></p> <p><b>Occupational Therapy Practice Placement 2</b> Pass/Fail</p>

Delivering Occupation Focused Practice	Sem 1, Year 2	Sem 1, Year 2	1	<p><b>Formative assessment:</b> A 1hour mock examination under normal examination conditions</p> <p><b>Summative assessment:</b> 2 hour written examination based on an seen case study</p> <p><b>100% weighting</b></p>
<b>Occupational Therapy Practice 3</b> – includes 10 week practice with 2 scheduled days at university during placement	Sem 2, Year 3	Sem 2, Year 2	2 & Practice Placement 3	<p><b>Formative Assessment:</b> Peer presentation of an environmental analysis based on case material.</p> <p><b>Summative Assessment :</b>  Case study based assignment (from placement) exploring the impact of the environment on health and wellbeing. <b>3000 Words</b> <b>100% weighting</b> Practice Placement 3 <b>Pass/Fail</b></p>
Shared Learning Appraising Evidence for Research Informed Practice	Sem 2, Year 2	Sem 2, Year 2	1	<p><b>Formative assessment:</b> Students are required to critique a chosen research article and present this in a group format.</p> <p><b>Summative assessment:</b> <b>3000 word written assignment 100% weighting</b>  Students will be required to undertake a critical appraisal of an assigned article of relevance to discipline specific practice.</p>
Professional Identity, Autonomy and Accountability	Sem 1 & 2, Year 4	Sem 1 & 2, Year 3	2	<p><b>Formative assessment</b> 10 minute individual reflection (small groups) on an aspect of professional development (drawn from evidence in professional development portfolio). 5 minute open peer feedback and discussion to support learning.</p> <p><b>Summative assessments (2):</b> A personal statement critically discussing how the student meets specific standards for practice as outlined by the Health and Care Professions Council.</p> <p><b>1000 Words</b> <b>30% Weighting</b></p>

				Two critical reflections focused on: 1) Personal development 2) Service delivery <b>2000 words each</b> <b>70% Weighting</b>
<b>Occupational Therapy practice 4</b> - includes a 10 week practice placement	Sem 2, Year 4	Sem 2, Year 3	2 & Practice Placement 4	<b>Formative Assessment:</b> Small group presentation of occupational therapy practice with a given complex case study  <b>Summative Assessment:</b> Presentation demonstrating professional reasoning and evaluation of evidence-informed occupation- focused practice. A <b>20 minute</b> oral presentation followed by <b>10 minutes</b> of questions and answers. <b>100 % weighting</b> Practice placement 4: <b>Pass/Fail</b>
Research and evidence based practice in Occupational Therapy	Sem 2, Year 3	Sem 2, Year 3	1	<b>Formative Assessment:</b> 5 minute small group presentation on chosen topic with peer and tutor feedback.  <b>Summative Assessment:</b> A critical literature review of an aspect of occupational therapy practice. The review will include: <ul style="list-style-type: none"> <li>• a rationale for the selected topic and its relevance to service user experience</li> <li>• reference to the context of care</li> <li>• a critical review of relevant research based evidence</li> <li>• a conclusion summarising the evidence for best practice (including the gap(s) and future considerations).</li> </ul> <b>3000 Words</b> <b>100% Weighting</b>
IPL Improving quality, change management and leadership	Sem 2, Year 3	Sem 2, Year 3	1	<b>Formative assessment:</b> Small group discussion to identify and explore areas for improvement and ways in which change could be initiated. This will include consideration of observed leadership styles, team work practices and how feedback from the service is used to promote improvement and change.

					<p><b>Assessment:</b>  <b>3000 word written change proposal 100% weighting</b></p> <p>Students will be required submit a 3000 word change proposal, to a given specification, and with reference to leadership, change management or quality improvement methods.</p> <p>Students will be required to demonstrate how feedback from service users, the team, data and other forms of evidence have been used systematically to question current practice.</p>
--	--	--	--	--	---

**I. Timetable information**

- Timetables will be on moodle

**J. Costs and financial support**

**Course related costs**

**Tuition fees/financial support/accommodation and living costs**

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

**List of Appendices**

- Appendix A: Curriculum Map
- Appendix B: Educational Framework (undergraduate courses)
- Appendix C: Terminology

## Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Module	Lv4 EO	Lv 4 PP 1	Lv4 OPAHF	Lv4 IOFP	Lv4 IPL	Lv 5 PP 2	Lv5 DOFP	Lv5 PP3	Lv5 RE BP	Lv6 PI,A & A	Lv6 PP 4	Lv6 R&EB P	Lv6 IPL
A1	TDA	TD A	TD	TDA		TD A	TDA	TDA		DA	DA	DA	
A2	TD	TD A	TD	TDA		TD A	TD	TDA		DA	DA	DA	
A3	TD	DA	TDA	TDA		D	TDA	TDA		D	DA	D	
A4	TD	TD A	TD	TD		DA	TDA	TDA		D	DA		
A5	TDA	TD A	TD	TDA	TDA	DA	TD	DA	D	DA	DA		TDA
A6	TD	TD A	TD	TDA	TD	TD A	TDA	TDA		TD A	TDA	D	DA
A7		TD A	D	TDA	TD	D	TD	DA	D	DA	DA	DA	TDA
A8		TD A	TD	TD	TD	DA	TD	DA		TD A	DA	DA	TDA
A9		D		TD		D		DA	TD A	D	DA	DA	



B1	DA	D	TD	TD	D	DA	DA	TDA	TD	DA	DA	TDA	
B2		TD	TDA	TD		TD A	D	TDA	TD A	DA	DA	DA	
B3	D	TD A	TDA	TD		TD A	TD	TDA	TD A	DA	DA	DA	
B4	D	DA	D	TD		TD A	TDA	TDA	D	DA	TDA	DA	D
B5	TD	D	D	D		TD A	TD	TDA	TD A	DA	DA	DA	D
B6	TD	TD A	D	DA	D	DA	TDA	DA	TD A	DA	DA	DA	TDA
B7		TD	TD	D		TD	TD	TDA	TD A	TD A	DA	DA	D
B8	TD	TD A	TD	D	D	DA	TDA	TDA	D	DA	DA	DA	D
C1	TDA	TD A	DA	DA	TDA	DA	TDA	TDA		DA	TDA	DA	
C2	TD	DA	TDA	TD		TD A	TDA	TDA		DA	TDA		
C3	TD	DA	TD	D		DA	TDA	TDA		DA	DA		
C4	TD	DA	D	TD		TD A	TDA	TDA		DA	DA	DA	
C5						TD A	TD	TDA		D	DA		
C6	D	D	D	D	TD	DA	D	DA	D		TDA		D
C7	TD	TD	TD	TD	D	TD A	TD	TDA	TD	DA	DA		DA
C8			D			D		D	D	DA	DA	DA	DA
C9	TD		D			DA	D	DA	TD	DA	DA	DA	TDA

									A				
D1	TD	TD	D	TD		DA	TD	DA		DA	DA	D	D
D2	TD	TD	D	TD		DA	D	DA		DA	TDA		
D3	D	D	D	D	TDA	DA	DA	DA	D		DA		D
D4	TD	TD	TDA	TD	DA	DA	DA	DA		DA	DA	DA	D
D5	TD	D	TD	D	TDA	TD A	DA	DA		DA	DA		D
D6	TDA	TD	TD	TD		TD A	TDA	DA		DA	DA		
D7	TDA	TD	TD	TD	D	TD A	TD	DA	D	DA	TD	DA	D

## QAA Benchmarks

	Lv4 1 EO	Lv4 2 PP1	Lv4 3 OPHF	Lv4 4 IOFP	Lv4 5 IPL	Lv5 2 PP2	Lv5 1 DOFP	Lv5 3 PP3	Lv5 4 REBP	Lv6 2 PI,A & A	Lv6 1 PP4	Lv6 3 REBP OT	Lv6 4 IPL
A. Expectations of a health professional (AHP award holder)													
A1	✓	✓				✓	✓	✓		✓	✓	✓	✓
A2		✓				✓		✓		✓	✓		✓
A3		✓				✓		✓		✓	✓		
A4	✓	✓				✓		✓		✓	✓	✓	✓
B. Application of practice in securing, maintaining or improving health and wellbeing (AHP award holder)													
B1	✓	✓	✓	✓		✓	✓				✓		
B2		✓				✓	✓	✓		✓	✓	✓	✓
B3		✓				✓	✓	✓		✓	✓		✓
B4		✓				✓	✓	✓			✓		✓
C Knowledge, understanding and skills that underpin the education and training of health care professionals (AHP award holder)													
C1	✓	✓	✓	✓	✓	✓		✓			✓		✓
C2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C2a		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C2b		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
C2c	✓	✓			✓	✓			✓	✓	✓	✓	✓
C2d						✓		✓	✓	✓	✓		✓
C2e	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A Expectations of the occupational therapist when providing client services (graduate occupational therapist)													
A1	✓	✓				✓	✓	✓		✓	✓	✓	
A2	✓	✓			✓	✓		✓	✓	✓	✓	✓	✓
A3		✓				✓			✓	✓		✓	
A4		✓			✓	✓		✓	✓	✓	✓	✓	✓
B Application of occupational therapy in securing, maintaining or improving health and wellbeing (graduate occupational therapist)													
B1	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓
B2		✓	✓	✓		✓	✓	✓			✓	✓	✓
B3	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓
B4			✓			✓		✓		✓	✓	✓	✓
C Subject knowledge, understanding and associated skills for safe and effective practice (graduate occupational therapist)													
C1a	✓		✓	✓			✓	✓			✓	✓	
C1b	✓	✓	✓	✓		✓	✓	✓			✓	✓	
C1c	✓	✓				✓					✓		✓
C2 Skills (graduate occupational therapist)													
C2a		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
C2b	✓	✓	✓	✓		✓	✓	✓			✓	✓	
C2c	✓	✓			✓	✓	✓	✓			✓	✓	✓
C2d		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
C2e		✓	✓			✓			✓			✓	✓
C2f			✓			✓		✓	✓	✓	✓	✓	✓

	Lv4 EO	Lv4 PP1	Lv4 OPHF	Lv4 IOFP	Lv4 IPL	Lv5 PP2	Lv5 DOFP	Lv5 PP3	Lv5 REBP	Lv6 PIA&A	Lv6 PP4	Lv6 REBPOT	Lv6 IPL
<b>A Expectations of the occupational therapist when providing client service (at point of graduation as an occupational therapist)</b>													
A1		✓				✓		✓		✓	✓	✓	✓
A2		✓				✓		✓		✓	✓		
A3		✓				✓		✓		✓	✓		✓
A4		✓				✓		✓		✓	✓		
A5		✓				✓		✓		✓	✓		
A6		✓			✓	✓	✓	✓	✓		✓	✓	✓
A7	✓	✓				✓		✓		✓	✓		
A8		✓				✓		✓		✓	✓		
A9		✓				✓		✓		✓	✓		
A10		✓						✓		✓	✓		
A11	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A12	✓	✓			✓	✓		✓		✓	✓		✓
<b>B Application of occupational therapy in securing, maintaining or improving health and wellbeing (at point of graduation as an occupational therapist)</b>													
B1		✓				✓		✓		✓	✓		
B2		✓	✓	✓		✓		✓		✓	✓		
B3	✓	✓		✓		✓		✓			✓		
B4		✓	✓		✓	✓	✓	✓	✓		✓		
B5		✓			✓	✓		✓	✓	✓	✓		
B6		✓			✓	✓		✓	✓		✓		✓
B7	✓	✓				✓	✓	✓	✓	✓	✓		✓
B8		✓				✓		✓			✓		
B9		✓				✓		✓	✓	✓	✓		✓
B10		✓				✓		✓			✓		
B11		✓				✓		✓			✓		
<b>C Subject knowledge, understanding and skills (at point of graduation as an occupational therapist)</b>													
C1	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	
C2			✓			✓			✓	✓	✓		✓
C3	✓			✓	✓	✓			✓	✓	✓	✓	
C4	✓	✓	✓	✓		✓		✓			✓		
C5		✓	✓					✓		✓	✓	✓	✓
C6		✓	✓		✓	✓	✓	✓			✓		
C7						✓	✓	✓	✓	✓	✓		✓
C8		✓	✓					✓	✓	✓	✓	✓	✓
C9		✓	✓			✓		✓	✓	✓	✓		
C10		✓	✓				✓	✓		✓	✓		✓
C11		✓	✓			✓			✓				
C12								✓		✓	✓		
C13													✓
C14	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C15									✓		✓	✓	✓

## HCPC Standards of Proficiency

Standards	Exploring OPAHF Occupation	Occupational Therapy Practice 1	Occupational Performance Analysis & Human Function	Introduction to Occupation Focused Practice	Concepts of Interprofessional and Collaborative Practice (IPL)	Occupational Therapy Practice 2	Delivering Occupation Focused practice	Occupational Therapy Practice 3	Appraising Evidence Base for Occupational Therapy (SL)	Professional Identity, Autonomy & Accountability	Occupational Therapy Practice 4	Research & Evidence Based Practice in Occupational Therapy	Improving quality, change management and leadership (IPL)
<b>1. Be able to practise safely and effectively within their scope of practice</b>													
1.1	✓	✓			✓	✓		✓		✓	✓		✓
1.2		✓			✓	✓		✓		✓	✓		✓
<b>2. Be able to practise within the legal and ethical boundaries of their profession</b>													
2.1	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓
2.2	✓	✓			✓	✓		✓		✓	✓		✓
2.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.4	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓
2.5	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓
2.6	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
2.7		✓		✓		✓		✓	✓	✓	✓	✓	✓
2.8		✓			✓	✓	✓	✓		✓	✓	✓	✓
<b>3. Be able to maintain fitness to practise</b>													
3.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.2	✓	✓			✓	✓		✓		✓	✓		✓
3.3	✓	✓				✓	✓	✓		✓	✓		✓
<b>4. Be able to practise as an autonomous professional, exercising their own professional judgement</b>													
4.1		✓			✓	✓				✓	✓		✓
4.2		✓		✓		✓	✓			✓	✓		✓
4.3		✓		✓		✓				✓	✓		✓
4.4	✓	✓		✓		✓	✓	✓		✓	✓		✓
4.5						✓	✓	✓		✓	✓		
4.6		✓			✓	✓	✓	✓		✓	✓		✓

Standards	Exploring Occupation	Occupational Therapy Practice 1	Occupational Performance Analysis & Human Function	Introduction to Occupation Focused Practice	Concepts of Interprofessional and Collaborative Practice	Occupational Therapy Practice 2	Delivering Occupation Focused practice	Occupational Therapy Practice 3	Appraising Evidence Base for Occupational Therapy	Professional Identity, Autonomy & Accountability	Occupational Therapy Practice 4	Research & Evidence Based Practice in Occupational Therapy	Improving quality, change management and leadership
<b>5. Be aware of the impact of culture, equality, and diversity on practice</b>													
5.1		✓		✓		✓	✓	✓		✓	✓	✓	
5.2	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	
5.3	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
5.4	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
<b>6. Be able to practise in a non-discriminatory manner</b>													
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>7. Understand the importance of and be able to maintain confidentiality</b>													
7.1		✓	✓	✓	✓	✓		✓		✓	✓	✓	
7.2		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
7.3		✓	✓	✓	✓	✓	✓	✓			✓	✓	
<b>8. Be able to communicate effectively</b>													
8.1	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	
8.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8.3		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
8.4	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
8.5	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	
8.6	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓
8.7		✓	✓	✓		✓	✓	✓		✓	✓	✓	
8.8	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	
8.9		✓		✓		✓	✓	✓		✓	✓	✓	
8.10	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
<b>9. Be able to work appropriately with others</b>													
9.1		✓		✓	✓	✓	✓	✓		✓	✓	✓	
9.2	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	
9.3	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	

Standards	Exploring Occupation	Occupational Therapy Practice 1	Occupational Performance Analysis & Human Function	Introduction to Occupation Focused Practice	Concepts of Interprofessional and Collaborative Practice	Occupational Therapy Practice 2	Delivering Occupation Focused practice	Occupational Therapy Practice 3	Appraising Evidence Base for Occupational Therapy	Professional Identity, Autonomy & Accountability	Occupational Therapy Practice 4	Research & Evidence Based Practice in Occupational Therapy	Improving quality, change management and leadership
9.4		✓			✓	✓	✓	✓		✓	✓		✓
9.5		✓			✓	✓	✓	✓		✓	✓		✓
9.6	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓
9.7	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓
9.8	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓
9.9	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓
9.10		✓				✓	✓	✓		✓	✓		✓
<b>10. Be able to maintain records appropriately</b>													
10.1		✓	✓	✓	✓	✓	✓	✓		✓	✓		✓
10.2		✓	✓	✓	✓	✓	✓	✓		✓	✓		✓
<b>11. Be able to reflect on and review practice</b>													
11.1	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓
11.2		✓	✓		✓	✓	✓	✓		✓	✓	✓	✓
11.3	✓					✓		✓	✓	✓	✓	✓	✓
<b>12. Be able to assure the quality of their practice</b>													
12.1			✓			✓		✓	✓	✓	✓	✓	✓
12.2								✓	✓	✓	✓	✓	✓
12.3						✓	✓	✓	✓	✓	✓	✓	✓
12.4								✓	✓	✓	✓		✓
12.5								✓		✓	✓		✓
12.6			✓				✓	✓		✓	✓		
12.7								✓	✓	✓	✓		✓

Standards	Exploring Occupation	Occupational Therapy Practice 1	Occupational Performance Analysis & Human Function	Introduction to Occupation Focused Practice	Concepts of Interprofessional and Collaborative Practice	Occupational Therapy Practice 2	Delivering Occupation Focused practice	Occupational Therapy Practice 3	Appraising Evidence Base for Occupational Therapy	Professional Identity, Autonomy & Accountability	Occupational Therapy Practice 4	Research & Evidence Based Practice in Occupational Therapy	Improving quality, change management and leadership
<b>13. Understand the key concepts of the knowledge base relevant to their profession</b>													
13.1	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
13.2	✓		✓	✓									
13.3	✓	✓	✓			✓	✓	✓	✓		✓	✓	
13.4		✓	✓	✓		✓	✓	✓	✓		✓	✓	
13.5	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	
13.6				✓	✓	✓	✓	✓	✓		✓	✓	✓
13.7				✓		✓	✓		✓	✓	✓	✓	✓
13.8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13.9	✓		✓	✓			✓		✓			✓	✓
13.10	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
13.11	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓
13.12					✓	✓	✓	✓	✓	✓	✓		✓
13.13		✓			✓	✓		✓			✓		✓
13.14		✓		✓	✓	✓	✓	✓			✓		✓
<b>14. be able to draw on appropriate knowledge and skills to inform practice</b>													
14.1				✓		✓	✓	✓	✓	✓	✓		✓
14.2		✓	✓	✓		✓	✓	✓	✓	✓	✓		✓
14.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14.4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
14.5				✓		✓	✓	✓		✓	✓		
14.6		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
14.7	✓	✓		✓	✓	✓	✓	✓		✓	✓		



Standards	Exploring Occupation	Occupational Therapy Practice 1	Occupational Performance Analysis & Human Function	Introduction to Occupation Focused Practice	Concepts of Interprofessional and Collaborative Practice	Occupational Therapy Practice 2	Delivering Occupation Focused practice	Occupational Therapy Practice 3	Appraising Evidence Base for Occupational Therapy	Professional Identity, Autonomy & Accountability	Occupational Therapy Practice 4	Research & Evidence Based Practice in Occupational Therapy	Improving quality, change management and leadership
<b>14. be able to draw on appropriate knowledge and skills to inform practice</b>													
14.8		✓	✓	✓		✓	✓	✓		✓	✓		
14.9	✓	✓	✓	✓		✓	✓	✓		✓	✓		
14.10			✓			✓	✓	✓			✓		
14.11			✓			✓	✓	✓			✓	✓	✓
14.12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
14.13	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14.14				✓	✓	✓	✓	✓			✓		
14.15	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
14.16	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
14.17	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14.18	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓
14.19		✓				✓	✓	✓	✓		✓		✓
14.20		✓				✓	✓	✓	✓	✓	✓		✓
14.21	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14.22	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14.23			✓	✓			✓	✓	✓		✓	✓	✓
14.24								✓	✓	✓	✓	✓	✓
<b>15. understand the need to establish and maintain a safe practice environment</b>													
15.1		✓	✓	✓	✓	✓		✓		✓	✓		
15.2		✓	✓			✓		✓		✓	✓		✓
15.3		✓				✓		✓		✓	✓		✓
15.4		✓	✓	✓		✓		✓		✓	✓		
15.5		✓				✓		✓		✓	✓		
15.6		✓	✓	✓		✓		✓		✓	✓		✓

## COT Graduate Profile BSc (Hons) Occupational Therapy

		Lv4 EO	Lv4 IOFP	Lv4 OPAHF	Lv4 PP1	Lv4 IPL	Lv5 PP2	Lv5 DOFP	Lv5 PP3	Lv5 AEBP	Lv6 PP4	Lv6 PIA&A	Lv6 REBPO T	Lv6 IPL
<b>3.1 Knowledge and understanding of occupational therapy</b>														
i	A1	✓	✓	✓	✓		✓	✓	✓		✓	✓		
ii	A2,B1, B5	✓	✓	✓	✓		✓		✓		✓	✓	✓	
iii	A3, A9,B1,C1	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	
iv	A2, A5,B5	✓	✓	✓	✓		✓	✓	✓		✓	✓		
v	A5	✓	✓	✓	✓		✓		✓		✓	✓		
vi	B1,B3, B7	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
<b>3.2 Professional and ethical reasoning in practice</b>														
i	A5, A6,B4	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	
ii	A4, A5,B3,C1,C2,D6	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓
iii	A5, A7, B1, B4	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓
iv	A4,A5,A7,C7,D3,D5, D6	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		
v	A7, B2, B4,B1,C6	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	
vi	A6, A7,A8,B2,B9,C3,C5,D7		✓	✓	✓		✓	✓	✓		✓	✓	✓	
<b>3.3 Professional relationships and partnerships</b>														
i	A2	✓	✓	✓	✓		✓		✓		✓	✓		
ii	A5,C7,D5	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		
iii	A5,C7,D3, D5		✓		✓	✓	✓	✓	✓		✓	✓	✓	
<b>3.4 Professional autonomy and accountability</b>														
i	A6,C2, D1	✓			✓		✓		✓		✓	✓		
ii	A8,C6, D1	✓		✓	✓		✓		✓		✓	✓		
iii	A6, A8, B4	✓		✓	✓		✓	✓	✓		✓	✓		
iv	D2,C9		✓	✓	✓		✓		✓		✓	✓	✓	
v	A8,C8,D1						✓	✓	✓	✓	✓	✓	✓	
<b>3.5 Scholarly practice in occupational therapy and occupational science</b>														
i	A9,B5, B7	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
ii	A9, B2, B5	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
iii	A9,B2,B7,B8										✓	✓	✓	✓
vi	B7										✓	✓	✓	✓
<b>3.6 Leadership in occupational therapy</b>														
i	A5,A8,C3						✓		✓	✓		✓	✓	
ii	A8,C8,D2	✓					✓	✓	✓	✓	✓	✓	✓	✓
iii	A7,B3,C2						✓	✓	✓	✓	✓	✓	✓	
iv	A6,A7,A8,B1,C8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>3.7 Promotion of occupational therapy</b>														
i	A5,B2,C8,C9					✓	✓			✓	✓	✓	✓	✓
ii	A6,B2, B5,C8,D2									✓	✓	✓	✓	✓
iii	A2,A5,A7,B2, C7,D5					✓	✓			✓	✓		✓	✓
<b>3.8 Employability</b>														
i	B4,B8, C6,D1										✓	✓		
ii	B4,B8, C6,D1									✓	✓	✓	✓	✓

## LSBU Values, NHS Core Values and Social Care Values

<b>LSBU Values</b>	
1	<b>E</b> xcellence
2	<b>P</b> rofessionalism
3	<b>I</b> ntegrity
4	<b>I</b> nclusivity
5	<b>C</b> reativity
<b>NHS Core Values</b>	
6	Respect and dignity
7	Commitment to quality of care
8	Compassion
9	Improving lives
10	Working together for patients
11	Everyone counts
<b>Social Care Values</b>	
12	Recognise and manage conflicting values and ethical dilemmas in practice
13	Promote individuals rights to determine their own solutions
14	Empower people and communities to take control of their own care needs

## LSBU Values, NHS Core Values and Social Care Values

	Exploring Occupation	Occupational Therapy Practice 1	Occupational Performance Analysis & Human Function	Introduction to Occupation Focused Practice	Concepts of Interprofessional and Collaborative Practice	Occupational Therapy Practice 2	Delivering Occupation Focused practice	Appraising Evidence Base for Occupational Therapy	Occupational Therapy Practice 3	Professional Identity, Autonomy & Accountability	Occupational Therapy Practice 4	Research & Evidence Based Practice in Occupational Therapy	Improving quality, change management and leadership
<b>LSBU Values</b>													
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>NHS Core Values</b>													
6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Social Care Values</b>													
12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## HSC Top 20 Principles

The HSC 2020 curriculum will:
1. Produce highly employable professionals with the skills, knowledge and experience to make a difference
2. Represent the best in terms of contemporary content and delivery to ensure our students are the best.
3. Ensure that our assessment process complies with LSBU time frames and procedures and Professional Standards Regulatory Bodies
<b>Our students will:</b>
4. Demonstrate commitment to safe, effective, person centred Health and Social Care
5. Be provided with opportunities to learn with those from other professional disciplines
6. Demonstrate the highest standard of professionalism underpinned by the core LSBU, NHS and Social values
7. Be personally valued and supported
8. Where appropriate and practicable, all students will spend at least one third of their practice time in community settings
9. Have graduate skills in addition to demonstrating skills in prioritising, problem solving, decision making, team working and management to meet Health and Social Care needs
10. Be prepared to work with people who are at risk from exclusion from health and social care services to include disability, mental health problems, culture and ethnicity
11. Demonstrate they are dementia aware and we will deliver HEE dementia education standards and principles
12. Be digitally literate
13. Be able to critically appraise research and implement best evidence in their practice.
14. Our graduates will be enterprising, innovative and inspirational
<b>Our staff will:</b>
15. Support our students to work and think flexibly and creatively and to develop personal resilience
16. Co-design and deliver courses in partnership with students, service users/carers, employers and academics
17. Continuously evaluate our courses providing opportunities to implement changes and improvement in response to student and stakeholder feedback
18. Deliver teaching and learning using dynamic, innovative and participatory approaches to promote transformative learning.
19. Adopt innovative, relevant and varied forms of assessment
20. Be committed to their own professional development and lifelong learning.

## HSC 2020 – 20 Principles

	Exploring Occupation	Occupational Therapy Practice 1	Occupational Performance Analysis & Human Function	Introduction to Occupation Focused Practice	Concepts of Interprofessional and Collaborative Practice	Occupational Therapy Practice 2	Delivering Occupation Focused practice	Appraising Evidence Base for Occupational Therapy	Occupational Therapy Practice 3	Professional Identity, Autonomy & Accountability	Occupational Therapy Practice 4	Research & Evidence Based Practice in Occupational Therapy	Improving quality, change management and leadership
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8		✓				✓			✓		✓		
9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
14	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
16	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
19	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓