LSBU
EST 1892

Course Specification

A. Course Information

Final award title(s)	MSc Occupational Therapy PgDip Occupational Therapy
Intermediate exit award title(s)	Postgraduate Diploma in Health Studies Postgraduate Certificate in Health Studies Only the MSc Occupational Therapy and PgDip Occupational Therapy confer eligibility to apply for registration with the Health and Care Professions Council.
UCAS Code		**Course Code(s)**	4895 – MSc FT 4893 – PgDip 4518 – MSc Top Up
Awarding Institution	London South Bank University
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS
Division	Division of Occupational Therapy
Course Director	Dr Janice Jones
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Croydon ☐ Other: (please specify)
Mode(s) of delivery	☒Full time ☐Part time ☐Other (please specify)
Length of course/start and finish dates	

Mode	Length years	Start - month	Finish - month
Full time	2	September	September

Is this course suitable for a Visa Sponsored Student?	☒ Yes ☐ No
Approval dates:	Course validation date	March 2022
	Course specification last updated and signed off	September 2022
Professional, Statutory & Regulatory Body accreditation	Health and Care Professions Council Royal College of Occupational Therapists
Link to Institute of Apprenticeship (IoA) Standard and Assessment Plan (Apprenticeship only)	N/A
Reference points:	Internal	• LSBU Corporate Strategy 2020-2025

		•	LSBU Academic Quality and Enhancement Website
		•	School Strategy
		•	LSBU Academic Regulations
	External	•	HCPC Standards of Proficiency for Occupational Therapists (2013)
		•	HCPC Standards of Education and Training (2017)
		•	HCPC Standards of Conduct, Performance and Ethics (2016)
		•	Royal College of Occupational Therapists Learning and Development Standards for Pre-Registration Education (2019)
		•	RCOT Professional Standards for Occupational Therapy Practice, Conduct and Ethics (2021)
		•	QAA The Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies (2014)
		•	QAA The UK Quality Code for Higher Education (2018)
		•	QAA Higher Education Credit Framework for England (2018)
		•	QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, Section 3: Disabled Students (2010)
		•	Office for Students Regulatory Framework for Higher Education in England (2018)
		•	Competition and Markets Authority guidance
		•	SEEC Credit Level Descriptors (2016)
		•	World Federation of Occupational Therapists Minimum Standards for the Education of Occupational therapists (2016)

B. Course Aims and Features

Distinctive features of course	The inclusive curriculum aims to enable the full and equitable participation in and progression through the course for all prospective and existing learners. We are working towards more inclusive, equitable and just 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 learners' needs to be met in an inclusive manner that promotes equity and justice. The distinctive features of the programmes include: • An accelerated programme, over 2 years, for graduate learners who already have a level 6 qualification. • Conferring the professional qualification in occupational therapy. • Meeting the HCPC Standards of Proficiency (2013) and HCPC Standards of Education and Training (2017), enabling successful learners to be eligible to apply for registration with the Health and Care Professions Council as an Occupational Therapist and professional membership of the Royal College of Occupational Therapists. • Offering two options to study, either the PgDip Occupational Therapy or an MSc Occupational Therapy by undertaking a concurrent 60 credit dissertation module in year 2.

Course Aims	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: 1. Demonstrate strong professional role identity, autonomy, accountability and resilience and be able to act as ambassadors for the profession. 2. Work in partnership with peers, colleagues, service users, carers and wider systems to promote participation, health and wellbeing. 3. Respond appropriately and sensitively to the needs of service users in an anti-discriminatory, inclusive and culturally competent way. 4. Practise occupational therapy in the context of current and emergent services and work effectively within a changing political and socio-economic climate. 5. Contribute to the evolution of the profession through the implementation of evidence-based practice. 6. Take professional and personal responsibility for life-long learning.
Course Learning Outcomes	**A) <u>Learners will have knowledge and understanding of</u>:** 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, and how theoretical underpinnings affect the way the knowledge base is interpreted. A2 A deep and systematic understanding of 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. A3 The need to critically appraise and synthesise theories and concepts from a range of disciplines, as they interact with and complement theories of occupation and participation. A4 The facilitation of accessible and adaptable environments to ensure the upholding of the individual's rights, needs and preferences. A5 The need to work effectively in partnership with individuals, groups and communities using occupation in health promotion, rehabilitation and intervention, in order to promote participation, health and wellbeing. A6 The need to proactively influence the legal, political, social and emergent contexts within which occupational therapists practise, including the impacts of these on health equity A7 Effective interprofessional and collaborative working as applied to the organisation, management, delivery, quality and audit of services. A8 The principles of professional accountability, leadership and change management and their application to occupational therapy practice.

A9
The methods of research and inquiry which are used to create and interpret knowledge and the evidence-informed practice of occupational therapy.

A10
Research methodologies, forms of inquiry and models of evidence-based practice used within and beyond occupational therapy, undertaking analysis of complex, incomplete or contradictory evidence and applying knowledge in diverse contexts.

Teaching and learning and assessment strategies to support the knowledge and understanding outcomes

(Full details of the teaching and learning and assessment strategies are outlined below, sections C and D).

Inquiry-Based Learning
The PgDip/MSc Occupational Therapy programmes adopt the overarching philosophy and methods of Inquiry-Based Learning, a learner-centred approach to learning that is of value in developing capability for life-long learning and employability (Brew, 2006). Inquiry based approaches include:
- Problem-based learning
- Case study
- Experiential learning

Additional methods of facilitating learning:
- Provision of materials online through the virtual learning environment (VLE) and e-tivities
- Lectures, delivered both on campus and online. This is supported with recorded lectures of core materials made available via the VLE
- Seminars, workshops, and small group sessions
- Tutorials
- Critical reflection
- Debates and discussion
- Role play
- Structured reading/guided study
- Workbooks to develop and update knowledge
- Role modelling and direct observation and discussion in practice placement environments
- Service user engagement
- Learner-directed learning

Assessment strategies to support the outcomes
Assessment methods are specified in each module descriptor and cover the prescribed module and programme learning outcomes. Content, knowledge and understanding are assessed through either coursework or practice placement. Coursework can take many forms based on the practical or theoretical content and requirements of the modules:
- Presentations
- Posters
- Critical reflection
- Examinations
- Continuing Personal and Professional Development portfolio
- Reports
- Essays
- Critical appraisal of research

B) Learners will develop their intellectual skills such that they are able to:

B1
Analyse, synthesise and critically appraise theories of occupation as they relate to occupational performance, health outcomes, well-being and health equities in the context of a changing society.

B2
Systematically search a wide range of information sources, collect and analyse data effectively and critically evaluate findings to ensure that occupational therapy practice is evidence-informed, current and relevant to diverse clients and communities, including those from marginalised and under-represented groups.

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.

B4
Use professional and ethical reasoning to make decisions and judgements required for occupation-focused, evidence-informed and client-centred practice in multiple, unpredictable and complex contexts.

B5
Analyse and critically appraise theories and aspects of current research evidence related to occupation and occupational therapy and synthesise these in innovative ways to the context of a changing society.

B6
Construct and defend reasoned argument to justify occupational therapy practice based on informed evidence, logical and systematic thinking.

B7
Demonstrate a comprehensive and critical understanding of designs and methods relevant to research in occupation and occupational therapy, including ethical, health equity, justice and dissemination considerations.

B8
Demonstrate self-direction and originality of thought together with progressively autonomous practice in preparation for life-long learning.

Teaching and learning and assessment strategies to support the intellectual skills outcomes

Methods of facilitating learning:
- Problem-based learning
- Case studies
- Experiential activities
- Provision of materials online through the virtual learning environment (VLE) and e-tivities
- Lectures, delivered both on campus and online. This is supported with recorded lectures of core materials made available via the VLE
- Seminars, workshops, and small group sessions
- Tutorials
- Critical reflection
- Debates and discussion

- Structured reading/guided study
- Workbooks to develop and update knowledge
- Service user engagement
- Learner-directed learning

Assessment strategies to support the outcomes:
- Presentations
- Posters
- Critical reflection
- Examinations
- Continuing Personal and Professional development portfolio
- Reports
- Essays
- Critical appraisal of research

C) <u>Learners will acquire and develop practical skills such that they are able to</u>:

C1
Demonstrate professional reasoning, critical reflection and competent performance in academic work and through a range of professional practice settings.

C2
Autonomously analyse, select, implement and evaluate occupational therapy strategies to address assessed occupational performance and participation needs, adapting performance to multiple contexts.

C3
Autonomously analyse, manage, adapt and use the environment to enable maximum occupational performance, participation and quality of life.

C4
Demonstrate safe, ethical and competent application of all stages of the occupational therapy process, managing the implications of safety and ethical dilemmas.

C5
Prepare, maintain, review and communicate documentation related to occupational therapy intervention and outcomes in a range of complex and specialised contexts.

C6
Use personal reflection to analyse self and others, understanding 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, drawing on innovative and sectoral best practice and evidence, and use this to engage with continuous improvement of the quality of occupational therapy provision.

Teaching and learning and assessment strategies to support the practical skills outcomes

Practical skills are developed through practical, skills-based sessions and inquiry-based approaches. These skills are further developed through practice placements.

Methods of facilitating learning:
- Problem-based learning
- Case studies
- Experiential activities
- Provision of materials online through the virtual learning environment (VLE) and e-tivities
- Lectures, delivered both on campus and online. This is supported with recorded lectures of core materials made available via the VLE
- Seminars, workshops, and small group sessions
- Tutorials
- Critical reflection
- Debates and discussion
- Role play
- Structured reading/guided study
- Workbooks to develop and update knowledge
- Professional skills laboratory and practice sessions
- Role modelling and direct observation and discussion in practice placement environments
- Service user engagement
- Learner-directed learning

Assessment strategies to support the outcomes:
- Presentations
- Critical reflection
- Continuing Personal and Professional Development portfolio
- Practice placement competencies

D) <u>Learners will acquire and develop transferable skills such that they are able to</u>:

D1
Develop confidence in self-management, self-awareness, resilience and knowledge of own limitations as an occupational therapist.

D2
Demonstrate independent learning ability and commitment to continue life-long learning to enhance occupational therapy practice.

D3
Demonstrate effective teamwork, interprofessional and collaborative skills with multiple teams as leader or member.

D4
Demonstrate a logical, systematic and creative approach to problem solving to address significant areas of theory and practice.

D5
Interact and communicate effectively with peers, colleagues and a range of interprofessional teams and stakeholders.

D6
Select and adapt communication skills to meet the needs of individual service users and carers.

D7
Engage with technology, particularly the effective and efficient use of information and communication technology.

Teaching and learning and assessment strategies to support the transferable skills outcomes

Methods of facilitating learning:
- Problem-based learning
- Case studies
- Experiential activities
- Provision of materials online through the virtual learning environment (VLE) and e-tivities
- Lectures, delivered both on campus and online. This is supported with recorded lectures of core materials made available via the VLE
- Seminars, workshops, and small group sessions
- Tutorials
- Critical reflection
- Debates and discussion
- Role play
- Structured reading/guided study
- Workbooks to develop and update knowledge
- Professional skills laboratory and practice sessions
- Role modelling and direct observation and discussion in practice placement environments
- Service user engagement
- Learner-directed learning

Assessment strategies to support the outcomes:
- Presentations
- Posters
- Critical reflection
- Examinations
- Professional Development Portfolio and profile
- Reports
- Essays
- Critical appraisal of research
- Placement competencies

C. Teaching and Learning Strategy

The professional and educational philosophies of the courses are outlined in the Academic Rationale and Overview, section 3, Occupational Therapy.

The PgDip/MSc Occupational Therapy programme adopts the overarching philosophy and methods of Inquiry-Based Learning. IBL is used to describe approaches to learning that are based on a process of self-directed inquiry or research. Learners conduct small or large-scale inquiries that enable them to engage actively and creatively with the questions and problems of their discipline, or in collaboration with

others. IBL approaches include problem-based learning (PBL), case study, experiential learning and research projects. It is a key characteristic of IBL that inquiry tasks facilitate exploration and investigation of issues or scenarios that are open-ended enough for different responses and solutions to be possible (Kahn & O'Rourke, 2004).

Problem-based learning (PBL)
Problem-based Learning (PBL) is an extensively researched and well-established method of education for medical and health and social care learners (Seymour, 2013). The philosophy and methods of PBL are seen as appropriate to the development of autonomous, life-long learning and reflective practitioners who are required to deliver the emerging health and social care principles of person-centred practice and consumer satisfaction (Matheson & Haas, 2010). PBL can be implemented across a whole curriculum, as is the case for the PgDip/MSc course. PBL promotes independence in self-directed and collaborative learning and can meet the challenges of integrating theory and professional practice (Barrows & Tamblin, 1980; Westcott, Seymour & Roberts, 2010). Other outcomes of PBL include improved professional and critical reasoning, communication and team-working skills, knowledge retention and information management (Seymour, 2013).

Additional methods of facilitating learning that support IBL include:
- Provision of materials online through the virtual learning environment (VLE) and e-tivities
- Lectures, delivered both on campus and online. This is supported with recorded lectures of core materials made available via the VLE
- Seminars, workshops, and small group sessions
- Tutorials
- Critical reflection
- Debates and discussion
- Role play
- Structured reading/guided study
- Workbooks to develop and update knowledge
- Professional skills laboratory and practice sessions
- Role modelling and direct observation and discussion in practice placement environments
- Service user engagement
- Learner-directed learning

Learner-directed learning
Learner-directed learning is an important feature of the PgDip/MSc programme. Learners come to the programme with a first degree and existing self-directed learning skills. The aim of the programme is therefore to build on existing academic skills. As the learner progresses through the programme, the level of scaffolding and tutor facilitated support decreases as the learner becomes increasingly autonomous in directing their own learning.

An inclusive and equitable curriculum
The inclusive curriculum aims to enable the full and equitable participation in and progression through higher education for all prospective and existing learners. We are working towards more inclusive, equitable and just 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 learners' needs to be met in an inclusive manner that promotes equity and justice.

Resources
Resources include:
- Large and small teaching spaces.
- Skills laboratories, including four specialist occupational therapy laboratories (Art and Music skills laboratory, Splinting laboratory, and two Assisted Daily Living laboratories).
- Simulation suite laboratories.
- Computer laboratories.
- Library.
- Work-based learning environments.

Staff
Staff who teach on the course come from the Division of Occupational Therapy, with input from other Divisions in the Institute of Health and Social Care. Service users and people with lived experience contribute to delivery of the course.

D. Assessment

The programme is based on the following assumptions that assessment:
- Is an integral part of the learning process of the curriculum;
- Encourages learners to develop a variety of skills and abilities and build on the strengths they already have;
- Comprises formative assessment in order to provide feedback to learners on their progress;
- Provides constructive and detailed summative feedback to learners to enable progression on the programme;
- Will promote the integration of theoretical perspectives with professional practice;
- Will promote the principles of inclusive and equitable assessment practice;
- Will test the learning outcomes for each module;
- Encourages learners to demonstrate excellence;
- Allows learners to demonstrate an appropriate level of thinking;
- Client/patient safety is a key requirement for registration as an occupational therapist and as such this is reflected in the assessment profile;
- Enables the learner to become an effective and competent practitioner;
- Enables the learner to demonstrate skills in evaluating research and other evidence to inform their practice.

In order for the assessment strategy to ensure learner success, the following conditions will be in place:
- From the outset of the programme, a clear indication will be given regarding the assessment strategy, university expectations, programme and university regulations and procedures;
- Assessment outlines will be included in module guides;
- Learners will have scheduled sessions in each module of learning, to support their preparation for assessment;
- Criteria and guidelines for all assessed components will be provided to learners during modules;
- Formative feedback will be given to learners throughout the modules. This will generally be undertaken during the delivery of the module;
- Learners with specific learning needs or other difficulties impacting their learning will be identified early in the programme and offered the appropriate educational support to maximise their chance of success**.**
- Given the accelerated nature of the programme resubmission dates for assignments may be set before the first submission mark has been ratified by the Examination Board.

Assessment methods
A variety of approaches will be used in order to balance the assessment methods and to promote different skills/abilities whilst reflecting the nature of the module of learning. The main rationale for choosing the assessment method is helping learners in the development of a wide range of professional knowledge and skills. The types of assignments demonstrate progression of skills and abilities as learners progress on the programme.

Learners will be assessed in each practice placement against specific practice learning outcomes, incorporated within the practice module. In a similar way, practice learning outcomes will necessarily demonstrate differentiation and progression.

The organisation of theory and practice assessment will promote the integration of theory and practice for learners. This coherent approach underpins the structure throughout the programme. The proposed strategy aims to help learners to:
- Develop key skills such as communication, information technology and professional practice skills
- Develop a range of transferable skills

- Develop an understanding of the complexity of the professional role
- Integrate knowledge from a variety of disciplines to the practice of occupational therapy
- Develop skills of self and peer assessment
- Become competent in the application of the occupational therapy process
- Develop skills in critical reasoning, reflection, analysis, and evaluation
- Develop ability to self-direct and self-manage
- Gain the necessary competencies, knowledge, values and skills to be eligible to apply to register as an occupational therapist with the Health and Care Professions Council.

Specific details of the formative and summative assessments on each module are written in the Module Descriptors and are outlined below in Section H Course Modules.

Assessment types used by the course include:
- Presentations.
- Posters.
- Critical evaluation.
- Examinations.
- Continuing Personal Professional Development portfolio.
- Reports.
- Essays.
- Creative media presentation.
- Critical reflection.
- Placement competencies.

All modules include formative assessments, aimed at supporting learners to develop knowledge and skills required for the summative assessment.

Feedback is provided throughout each module through a variety of means e.g. discussion forums, drafts of written work, and assessment tutorials.

E. Academic Regulations

The University's Academic Regulations apply for this course: LSBU Academic Regulations

The school follows the university regulations apart from:
- Learners will not be eligible for compensation in the modules as a pass in all elements of assessment is required to demonstrate competence.

PROTOCOL FOR THIRD ATTEMPTS

This to apply only for exceptional third attempt at a single assessment in the final year and may only be considered by the examination board in accordance with both of the following eligibility criteria for a single module.

Eligibility criteria

1. Increase in mark between first attempt and second.
2. Second attempt mark to be within 5% of the pass mark.

Non-eligibility criteria

1. Post-registration courses
2. CPPD stand alone modules

F. Entry Requirements

Admission and selection procedures

All admission and selection procedures are based on:
- Fitness for practice, with specific reference to the HCPC (2013) *Standards of Proficiency for Occupational Therapists* and the Royal College of Occupational Therapists (2021) *Professional Standards for Practice, Conduct and Ethics*.
- An imperative to ensure flexibility of entry in accordance with Department of Health and Social Care guidance.
- The course team's commitment to facilitate equity and 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, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.
- Values-based recruitment.

Admissions process
All offers of places on the programmes are conditionally based on:
- Satisfactory outcome of an interview.
- Occupational Health clearance.
- Satisfactory outcome of an enhanced Disclosure and Barring Service check.

We are committed to providing an inclusive and accessible environment, and to making reasonable adjustment to accommodate individuals with disabilities. Applications from candidates with disabilities are considered and assessment of abilities and needs undertaken sensitively. The safety of the potential learner is an important consideration. We take into consideration the guidance from HCPC (2015) *Health, Disability and Becoming a Health and Care Professional*.

Applicants who have previously been enrolled in an occupational therapy pre-registration programme, or any other health professional education programme, must submit a self-declaration confirming no previous fitness to practise concerns.

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

Application is through UCAS.

Learners enrol on either the MSc Occupational Therapy or PgDip Occupational Therapy. Learners who enrol on the PgDip Occupational Therapy may return at a later date to complete the dissertation module to achieve an MSc (a 'top-up'). Under such circumstances they will be governed by the academic regulations in respect of registration period and must complete the MSc within 6 years of initial registration.

Entry requirements
In order to be considered for entry to the programme, applicants will be required to have the following qualifications:
- Bachelors (Hons) degree of 2:2 or above (subject area not specified) or equivalent as acceptable to London South Bank University.
- Values and attributes that are comparable to the NHS constitution.
- GCSE English (language), grade A-C or 4-9 or equivalent.

Consideration will be given to other relevant qualifications recognised as equivalent to the above.

For candidates whose first language is not English
Candidates must have the following minimum International English Language Test Score (IELTS) results at the time of applying:
- 7.0 overall or equivalent, with no element below 6.5.

In addition to the appropriate academic qualifications, applicants to the programme will need to demonstrate the following abilities:
- Communicate effectively both verbally and in writing.
- Commitment to the values and principles that underpin the occupational therapy profession.

- Articulate their understanding of the role of the occupational therapist including the value base of the profession.
- Demonstrate reasons for interest in chosen field of occupational therapy.
- Reflect upon their life skills and the relevance to occupational therapy and the demands of the programme.
- Uphold the values and attributes required to work in health and social care as stated in the NHS constitution.
- Willingness to learn and engage in lifelong learning and support the achievement of quality care.
- Personal resilience and adaptability to respond to and manage the demands of working in the evolving health and social care sectors.
- Demonstrate due regard for dignity, respect for persons, confidentiality, equity and equal opportunities.

Accreditation of prior learning
Potential learners may apply for exemption for certain modules on the basis of prior learning and/or experience through the AP(E)L process when applying. A maximum of one third of the total pre-registration programme may be considered for recognition of prior learning. This will be reviewed by the APEL team in the Institute of Health and Social Care for consideration of exemption. See LSBU Assessment and Examination Procedure, Transfer of Credit (2.6-2.14) and Accreditation of Prior Experiential Learning (2.15-2.22): LSBU Assessment and Examinations Procedure

G. Course Structure(s)

Course overview
The PgDip/MSc Occupational Therapy is structured around a personal and professional development framework which focuses on five key threshold concepts 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)

In addition the following themes run through the programmes:
- Evidence-informed practice, research and scholarship
- Occupational performance/activity analysis
- Application and demonstration of occupational therapy skills
- The occupational therapy process and underpinning theoretical and ethical frameworks
- Professional reasoning and reflection

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

The designs of the programmes aim to ensure that future graduates are able to:
- Demonstrate strong professional role identity, autonomy, accountability and resilience, and be able to act as ambassadors for the profession;
- Work in partnership with peers, colleagues, service users, carers and wider systems to promote participation, health and wellbeing;
- Respond appropriately and sensitively to the needs of service users in an anti-discriminatory, inclusive and culturally competent way;
- Practise occupational therapy in the context of current and emergent services and work effectively within changing political and socio-economic climates.
- Contribute to the evolution of the profession through the implementation of evidence informed practice;

- Take professional and personal responsibility for life-long learning.

There are 32 weeks (1,110 hours) of practice placement experience. This is in line with the World Federation of Occupational Therapists (2016) minimum requirements of 1,000 hours of assessed practice placement education and training.

Course structure
The PgDip and MSc Occupational Therapy programmes are full time and extend over a period of 2 calendar years (90 weeks), exclusive of holidays.

The **PgDip Occupational Therapy** comprises six modules of 20 credits each (total of 120 credits for PgDip award). The four practice placements are attached to modules but do not attract academic credit. This award confers eligibility to apply for registration with the Health and Care Professions Council as an Occupational Therapist.

The **MSc Occupational Therapy** comprises seven modules. The six 20 credit modules of the PgDip, the four practice placements, plus a 60-credit Dissertation Module (module 7). Learners who successfully complete module 7 (Dissertation, 60 credits) will obtain the MSc award (total 180 credits).

Learners enrolled on the MSc Occupational Therapy who do not pass the 60-credit dissertation module, but do pass the six 20-credit modules and all practice placement requirements, will be awarded the PgDip Occupational Therapy (and be eligible to apply for registration with the Health and Care Professions Council).

There will be one intake a year in September.

Module overview: PgDip Occupational Therapy

All modules are compulsory

	Semester 1		Semester 2	
Level 7 Year 1	Module 1 Introduction to Occupational Therapy and Occupational Science (to include Practice Placement 1)	20	Module 3 Promoting Health and Wellbeing through Occupation (to include Practice Placement 2)	20
	Module 2 Human Function and Occupational Performance			20
Level 7 Year 2	Module 4 Autonomy, Accountability and Development of Professional Identity (to include Practice Placement 4)			20
	Module 5 Person, Environment and Occupation (to include Practice Placement 3)	20	Module 6 Contemporary Issues in Occupational Therapy	20

Module overview: MSc Occupational Therapy

All modules are compulsory

	Semester 1		Semester 2	
Level 7 Year 1	Module 1 Introduction to Occupational Therapy and Occupational Science (to include Practice Placement 1)	20	Module 3 Promoting Health and Wellbeing through Occupation (to include Practice Placement 2)	20
	Module 2 Human Function and Occupational Performance			20
Level 7 Year 2	Module 4 Autonomy, Accountability and Development of Professional Identity (to include Practice Placement 4)			20
	Module 5 Person, Environment and Occupation (to include Practice Placement 3)	20	Module 6 Contemporary Issues in Occupational Therapy	20
	Module 7 MSc Dissertation			60

Placement information

Full details of practice learning on the occupational therapy programmes are outlined in the Practice Learning Guidelines, School of Allied and Community Health, pre-registration programmes. The guidelines include Appendix D: Occupational Therapy Programme Specific Information.

Rationale for Practice Education

Practice placements are an integral component of the total curriculum that enables the learner to develop, demonstrate and achieve competence to practise. It is therefore undertaken as a requirement of the educational programme leading to a qualification in occupational therapy. Professional standards require learners to have completed a minimum 1,000 hours (WFOT 2016) assessed practice placement experience as a condition of qualification.

The purpose of practice is for learners to integrate knowledge, professional reasoning and professional behaviour within practice and to develop skills and attitudes to a new graduate level. Practice placements encompass all aspects of implementing the occupational therapy process.

All Practice Placements are compulsory for all the Occupational Therapy programmes and must be passed for a learner to qualify as an occupational therapist. These placements are only open to learners enrolled on the Occupational Therapy programmes.

Interprofessional collaborative learning and working is integrated throughout the programmes to prepare learners for their professional roles in delivering person-centred health and social care. Quality enhancement, leadership and change management are features of contemporary practice and these are also drawn upon to promote the highest standards of professional practice and to meet the future needs of health and social care. There are opportunities for shared and interprofessional learning in practice placements, and learners are encouraged to engage with these. However, these learning experiences will depend on the type of placement undertaken and the type of teams in place. An IPL Study Guide will be used to support the development of the learners' interprofessional and collaborative capabilities.

Integration of the Practice and Academic Curricula
Practice placements are at the centre of the occupational therapy programmes and are designed to enable learners to develop a strong role identity as they become increasingly autonomous, accountable and resilient. Integration between the academic curriculum and the practice placements, at the level of the individual, aims to support learners to manage and take responsibility for their professional development over time.

Practice experiences are integrated into the academic curriculum in both years the PgDip and MSc programmes. The placements total 32 weeks (1,110 hours) of full-time study and allow learners to achieve the minimum 1,000 assessed hours required for their professional qualification. Practice placements are organised through the programme as illustrated in the tables below.

PgDip and MSc Occupational Therapy:

Practice Placement	Focus of Placement	Number of weeks	Time schedule	Placement Hours
One (Module 1: Introduction to Occupational therapy and Occupational Science)	Introduction to occupational therapy practice	6 weeks (includes 1 day per week in university)	Year 1 Semester 1-2	180
Two (Module 2: Human Function and Occupational Performance)	Implementing a person-centred, occupation-focused occupational therapy process	7 weeks (includes 3 days in university)	Year 1 Semester 2	232
Three (Module 5: Person, Environment and Occupation)	Developing competence in application of the occupational therapy process and self-management skills	9 weeks (includes 1 day in university)	Year 2 Semester 1	330

Four (Module 4: Autonomy, Accountability and Development of Professional Identity)	Demonstration of HCPC Standards of Proficiency and RCOT Professional Standards for Occupational Therapy Practice, Conduct and Ethics	10 weeks (includes 1 day in university	Year 2 Semester 2	367.5
Total Weeks and hours		**32**		**1,110**

Placement Levels, Learning Outcomes and Assessment
Prior to each placement, learners will receive university-based placement preparation, which will support their preparation and understanding of the level and their responsibility on the practice placement.

The aims and learning outcomes for all practice placements are structured around the programme's five key threshold concepts with varying degrees of emphasis on each placement. These themes and thresholds are explicitly stated in the Practice Placement Assessment Forms as learning outcomes which are graded as learners progress through the course (placements 1-4). Specific learning outcomes for each placement and the Assessment Forms are detailed in the Practice Learning Guidelines. Learners keep copies of these in their professional development portfolios as evidence of their personal and professional achievements, which they may reflect upon, and also serve as evidence of achievement of the HCPC Standards of Proficiency and the RCOT Standards of Occupational Therapy Practice, Conduct and Ethics.

Each practice placement must be successfully passed. If a learner does not meet the expectation for any aspect of the assessed placement components identified on the assessment form, this will result in failure of the placement. Retake of any failed placement is a requirement. Failure at second attempt, or failure at first attempt at two consecutive placements, will result in the learner being asked to withdraw from the programme.

Balance of experience and allocation of placements
It is necessary for learners to gain supervised experience of working with service users and carers of different ages, who experience different problems and whose care is managed in different service contexts. By having each Practice Placement experience in a different setting learners gain a balance of experience across occupational therapy practice areas, in line with standards set out by the World Federation of Occupational Therapists (2016).

All allocations of learners to placements are carried out by the Placement Facilitator Lead. The following criteria will be taken into consideration to ensure balance of experience:
1. The learner must complete at least one physical and one psychosocial placement across practice placements 1, 2, 3 and 4.
2. Learners' balance of experience must include working in acute, long term or inpatient, and community.
3. Consideration is given to experience of working with people across the lifespan.

Placements involve a formal agreement between the University and the placement provider, and might be subject to contractual restrictions, therefore:
1. The final decision on allocation lies with the Placement Facilitator Lead.
2. All learners must be prepared to accept placements outside the Greater London area.
3. When the final decision has been made on placement allocation, there will be no negotiation to change.
4. Learners may need to travel up to two hours each way or seek alternative accommodation.

Learner Preparation for Practice Placement
Prior to each placement learners will receive university-based placement preparation, which will support their preparation and understanding of the level and their responsibility on the practice placement. In addition to this annual mandatory training will include:

- Manual handling
- Basic life support
- Infection Control
- Conflict management and de-escalation

All learners will be cleared through the Disclosure and Barring Service (DBS) (Enhanced Disclosure) and through Occupational Health prior to their first Practice Placement. They will be required to complete a self-declaration regarding health and criminal convictions on an annual basis.

Pre-Practice Placement Information
Practice Educators are requested to prepare and provide information to learners about the placement and expectations of learners. It is suggested the prospectus should include information about the placement as follows:
- Organisational and management structure
- Skills/expertise of staff in post
- Learning opportunities available to learners
- Potential study visits
- Normal hours of work
- Uniform requirements
- Special requirements for accessing the placement (e.g. use of car)
- Special demands which may be made of learners (e.g. evening work)
- Information which the learner should supply
- Pre-placement reading
- Other preparations which the learner should make
- Other relevant information
- Accommodation information where necessary
- Map

Learner Support in Practice Learning
Learning agreements are established between the learner and the practice educator early on in the placement. Formal supervision time will be used for supporting the learner's progressive learning on the agreed outcomes and reviewing and revising objectives and plans for the placement. The weekly records should indicate areas both for recognition of achievement and areas that need specific work. In addition to formal supervision, short feedback and discussion sessions may occur naturally between intervention sessions or at the end of a working day.

As with academic work, it is important for the learner to gain feedback on practice and to recognise how they are progressing with the acquisition and application of their skills. An assessment strategy that has an integral mechanism for providing learners with verbal and written feedback on performance and for making graded judgements using predetermined criteria can support learner learning and development. The mode of assessment is therefore intended to facilitate learning.

It is important for learners to be given feedback on specific strengths and limitations in their practice so they know where improvements might be made. It is also important for them to be given opportunity to act on the feedback in an attempt to improve performance during the timeframe of the practice experience; learners will therefore have a midway and final assessment.

Personal tutors from LSBU conduct a visit to learners half-way through their placements, either by telephone, video call or in person. In general terms, the visiting tutor ensures that all procedures and support mechanisms are in place and working productively and supports learner learning and achievement. The tutor will interview the learner and the practice educator in order to determine that the assessment of the learner is being carried out in a fair and objective manner and the placement meets the intended learning outcomes expressed within the validation document.

The visiting tutor or Placement Facilitator Lead may be called upon to visit the placement more than once and attend, at request, the giving of a half-way or final report if this is a fail grade.

<u>Preparation for Practice Educators</u>

Preparation for Practice Educators and practice learning is fundamental for all programmes. Preparation for Practice Educators is facilitated through a number of forums:

- Practice Educators' Courses at LSBU (one day, with additional blended study) are designed to equip new practice educators with the knowledge and skills to fulfil their role.
- Practice Educators are provided with a copy of the Practice Learning Guidelines, which provides an overview of the Institute of Health and Social Care and School of Allied and Community Health, and the relationship between Practice Placement education and the academic curriculum. The Guidelines also give information about practice assessment and the relative roles and responsibilities of Practice Educators and the academic staff. This information is also available on-line.
- Practice Educator Briefing Sessions prior to the commencement of Practice Placements to provide educators with the knowledge and skills to take learners on a specific level of placement. This information is also available on-line.
- Refreshers Days are provided for Practice Educators who require an update on their knowledge and skills for taking learner.

H. Course Modules

Modules in the PgDip Occupational Therapy and MSc Occupational Therapy programmes

Module Title	Level	Semester	Credit value	Assessment
Year 1				
Introduction to Occupational Therapy and Occupational Science	7	1	20	<u>Formative Assessment:</u> 500 words in relation to the Problem-Based Learning trigger An optional assignment plan (2 sides of A4) <u>Summative Assessment:</u> CW1 3,000 word written essay 100% weighting CW2 Occupational Therapy Practice Placement 1 Pass/Fail
Human Function and Occupational Performance	7	1 & 2	20	<u>Formative assessment:</u> Formative exam with group discussion and feedback <u>Summative Assessment:</u> CW1 2 hour written examination 100% weighting
Promoting Health and Wellbeing through Occupation	7	2	20	<u>Formative assessment:</u> Small group tutor facilitated discussion of progress with summative topic <u>Summative assessment:</u> CW1 3,000 word critical appraisal 100% weighting CW2 Occupational Therapy Practice Placement 2 Pass/Fail

Year 2				
Autonomy, Accountability and Development of Professional Identity	7	1 & 2	20	Formative Assessment: 1: 1,000 word reflection, and 2: 10 minute presentation/5 minute Q&A with written feedback, on one theme of professional development related to the summative assessment Summative Assessment: CW1 3,000 word professional development profile review (critical synthesis) 100% weighting CW2 Occupational Therapy Practice Placement 4 Pass/Fail
Person, Environment and Occupation	7	1 & 2	20	Formative Assessment: Group presentation to peers on environmental modification in relation to the Problem-Based Learning trigger Summative Assessment: CW1 3,000 word essay with a focus on environmental changes or 20 minute creative media presentation with a focus on environmental challenges 100% Weighting CW2 Occupational Therapy Practice Placement 3 Pass/Fail
Contemporary Issues in Occupational Therapy	7	2	20	Formative assessment: Small group presentation exploring contemporary or emerging practice areas Summative assessment: CW1 Poster presentation: critical evaluation of a contemporary topic in occupational therapy (20 minutes with 10 minutes Q&A) 100% weighting
For the award of the MSc Occupational Therapy only				
Dissertation	7	1 & 2	60	Summative assessment: CW1 12,000 word dissertation on either: a) A research/work-based project such as service evaluation, audit, or practice development project b) A systematic review – a review that aspires to the rigour of a Cochrane review but recognises the learner has time and resource limits Some programmes may choose to restrict the types of project allowed for the programme 100% weighting

I. Timetable Information

Learners are timetabled for study 5 days per week, Monday-Friday, during term time. Study is a combination of timetabled teaching and learning sessions and self-directed study.

An indicative provisional timetable is available 9 months prior to the start of the academic year. A confirmed timetable is made available at the end of each academic year for the following academic year.

J. Costs and Financial Support

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
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 learners to monitor their own learning and development as the course progresses.

The letters T for taught, D for developed and A for assessed should be added as appropriate to each Course Outcome.

Course Outcome	Year 1			Year 2			MSc only
	Introduction to Occupational Therapy and Occupational Science	Human Function and Occupational Performance	Promoting Health and Wellbeing through Occupation	Autonomy, Accountability and Development of Professional Identity	Person, Environment and Occupation	Contemporary Issues in Occupational Therapy	Dissertation
A. Knowledge and understanding							
A1	TDA	TDA	TDA	TD	TDA	DA	
A2	TDA	TD	TDA	TD	TDA	DA	
A3	TDA	TD	TD	TDA	DA	DA	TDA
A4		TD	DA	TDA	TDA	D	
A5	T	TD	TDA	D	TDA	DA	
A6		TD	TDA	D	TDA	DA	
A7	TDA		TDA	TDA	TDA	DA	
A8		T	TDA	TDA	TDA	TDA	
A9		T	TDA		D	DA	TDA
A10		T	TDA		D	DA	TDA
B. Intellectual skills							
B1	TDA	TD	TD	TD	TDA	TDA	DA
B2	T	TD	TDA	DA	DA	DA	DA
B3	TD	TDA	TDA	TDA	TDA	DA	DA
B4		TDA	TD	TDA	TDA	DA	DA
B5	TDA	TD	TDA	TDA	TDA	TDA	DA
B6	TDA	TDA	TDA	TDA	TDA	TDA	DA
B7	TDA	TD	TD	TDA	TDA	TD	DA
B8		TD	TDA	TD	DA	DA	
C. Practical skills							
C1	T		TDA	TDA	DA	DA	
C2		TDA	TDA	TDA	TDA	DA	
C3	T	TD	TDA	TDA	TDA	D	
C4		TDA	TDA	TDA	TDA	D	
C5		TDA	TDA	TDA	TD		
C6	T	TD	DA	TDA	D		
C7	TD	TDA	TDA	TDA	TD		
C8			D	DA		TDA	DA
C9	T	TD	TDA	TDA	DA	TDA	DA
D. Transferable skills							
D1	TD	TD	D	TDA	D	DA	DA
D2	TD	DA	DA	DA	D	DA	D
D3	TD	DA	DA	TDA	D	DA	
D4	TD	TD	TD	TDA	TD	DA	DA
D5	TD	DA	DA	TDA		DA	
D6	TD	DA	DA	TDA		DA	
D7	TDA	DA	DA	DA	TDA	DA	A

Appendix B: Personal Development Planning (<u>For Postgraduate Courses Only</u>)

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	Students are able to meet with their Personal Tutor to discuss their achievements and to consider how their skills and knowledge can be developed. Practice Placement performance may also be discussed at these meetings. Students meet their Personal Tutor at the end of each academic year to review their progress throughout the year using an appraisal form. This meeting enables students to obtain feedback on elements of their Continuing Personal and Professional Development portfolio and their development of interprofessional and collaborative capabilities.
2 Supporting the development and recognition of skills in academic modules.	Teaching of practice-based and personal management skills occurs within all modules. Students complete a Continuing Personal and Professional Development portfolio (launched in Year 1), the evidence from which forms part of the required assessment for module *Autonomy, Accountability and Development of Professional Identity*. Within the portfolio, students reflect on their learning within campus-based modules and Practice Placements, including the development of interprofessional and collaborative capabilities. Students are required to self-assess on all practice placements and academic assignments; this self-assessment forms the basis of discussion with the Practice Educator and Personal Tutor.
3 Supporting the development and recognition of skills through purpose designed modules.	Practical skills are developed through all of the PgDip modules and practice placements 1-4. There is indicative content relating to personal and professional development in all of the PgDip modules.
4 Supporting the development and recognition of skills through research projects and dissertations work.	Inquiry based and problem-based learning naturally imply an evaluative approach to research and the current evidence base in all modules. Students undertake a critical appraisal in Year 1 (module *Promoting Health and Wellbeing through Occupation*) and staff work very closely with MSc students for the Dissertation (Year 2) in the development of their research, critical appraisal and writing skills. The choice of topic for the Dissertation is student-led and reflects their personal and professional interests.
5 Supporting the development and recognition of career management skills.	This is a vocational educational programme, therefore this is an integral aspect of the curriculum. Specific sessions on supervision, resilience, time and self-management. Professional practice placement experiences, which are balanced across a range of practice areas, further support this. Discussions in whole cohort sessions and with the Personal Tutor around career decisions and interview advice also occurs in the final year.
6 Supporting the development and recognition of career management skills through work placements or work experience.	There are four professional practice placement experiences (totalling 32 weeks) through the two years of the programme. During placement, career management skills are developed and supported through self-assessment, weekly formal supervision with the Practice Educator and through students' identification of their learning objectives for each placement. Students are encouraged to express interest and/or professional/personal needs in relation to the practice areas which are used by the Occupational Therapy Practice Placement Team in allocating placements.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Extracurricular opportunities are regularly posted on the Virtual Learning Environment. Occupational Therapy students have created and run the very active and successful LSBU Occupational Therapy Society and actively engage in relevant entrepreneurial opportunities and events. Students are also invited to attend any Regional Group activities held at the University. There is an annual opportunity for one or two students to attend the UK occupational therapy conference (places funded by the Royal College of Occupational Therapists). Students are fully integrated into the university systems and can access all university facilities. Students are encouraged to develop their skills through acting as course representatives They also take part in a 'buddying' system whereby second year students support new first year students.

8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	One aim of the PgDip/MSc occupational therapy programmes is to promote life-long learning and this is supported through the programme ethos, particularly through problem-based learning and supported by the Continuing Personal and Professional Development Portfolio. Continuing professional development is a requirement of the RCOT (2021) Professional Standards for Occupational Therapy Practice, Conduct and Ethics, and is assessed on placement and specifically through module *Autonomy, Accountability and Development of Professional Identity*.
9 Other approaches to personal development planning.	Students' personal development planning is also supported through meeting with their tutors on an informal basis to discuss personal and professional development, peer assessment (feedback on presentations), reflection at the end of modules, and through Practice Placement. In the Continuing Personal and Professional Development portfolio students reflect on their own skills against the HCPC Standards of Proficiency. The portfolio draws together all self-evaluations, reflections and evidence for the development of interprofessional and collaborative competencies. Furthermore, students are encouraged to use the study guides from the Student Life Centre.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Students are signposted at the start of their first year to a Continuing Personal and Professional Development Portfolio template available online. Evidence from the portfolio is formally submitted to the personal tutor for formative feedback at the end of Year 1. Towards the end of Year 2 students complete a Continuing Personal and Professional Development Profile which draws together all of their self-reflections, critical evaluations, reflections on the development of interprofessional and collaborative skills and professional development plans.

Appendix C: Terminology

(Please review the definitions and add those according to your own course and context to help prospective students who may not be familiar with terms used in higher education.)

Some examples are listed below:

accelerated degree	accelerated degrees (also known as two-year degrees) are full bachelor's degrees (undergraduate courses) you can complete in a condensed time period
awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extended degree	an extended degree provides a bridging route for students who don't meet the initial entry requirements for the undergraduate degree. The first year provides the necessary knowledge and skills before students begin the degree-level course.
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students
foundation	foundation year programmes are designed to develop skills and subject-specific knowledge to ensure a student can advance to a degree course. They may be offered as stand-alone one-year courses or integrated into degree programmes.
higher education provider	organisations that deliver higher education

independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
integrated	an integrated Master's degree combines undergraduate and postgraduate study. In relation to Apprenticeships, integrated would usually mean that the End Point Assessment (EPA) is integrated with the academic award
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance- based subjects such as drama and music
pre-registration (HSC only)	a pre-registration course is designed for students who are not already registered with an independent regulator such as the Nursing and Midwifery Council (NMC)
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider
regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities

scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
top-up degree	A top-up degree is the final year (Level 6) of an undergraduate degree course. It allows students to top-up an existing qualification to a full BA, BSc or BEng.
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions