



## Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face-to-face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24<sup>th</sup> July 2020

### Course Details

Course Title(s)	Post graduate diploma (pre-registration) Occupational Therapy (Course code 4893)
	Master of Science (pre-registration) Occupational Therapy (Course Code 4895)
Course Director	Dr Janice Jones
Shared Modules?	TAR-7-010 MSc dissertation

### Changes to the mode of delivery and course composition

Module code and name	Changes to delivery mode	Changes contact hours		
<b>TOT-7-011 Introduction to Occupational Therapy and Occupational Science</b>	All teaching and small group work will be delivered online during semester 1. No face to face contact Semester1 2020. No change to the days of delivery. The 2 days of delivery for this module have been structured 10am – 12pm and 2 -4pm to allow students adequate breaks from the screen.	No change		
<b>TOT-7-012 Human Function and Occupational Performance</b>	All teaching and small group work will be delivered online semester 1. No face to face contact Semester 1 2020. Plan for practical face to face delivery post-Christmas into Semester 2. No change to the days and times of delivery.	No change		
<b>TOT-7-014 Autonomy, Accountability and Professional Identity</b>	All teaching and small group work will be delivered online semester 1. No face to face contact Semester 1 2020.	No change		

<b>TOT-7-015 Person, Environment and Occupation</b>	All teaching and small group work will be delivered online semester 1. No face to face contact Semester 1 2020.	No change		
<b>TAR -7-010 MSc Dissertation</b>	6 weeks of lectures delivered online. Supervision 9 hours specified will be via phone call or another virtual method Semester 1. Early introduction of the module during previous year	No change		

### Removal / Alterations of placements

<b>No change required</b>	
Module or course and name	Change / alteration to placement
<b>Cohort 2020</b>	
<b>TOT-7-011 Introduction to Occupational Therapy and Occupational Science</b>	
The academic work and assessment will be completed in Semester 1, however the Mandatory training and Practice Placement (PP1) will be in Semester 2. No change to length of weeks PP1 will be 6 weeks.	
<b>TOT-7-013 Promoting Health and Wellbeing through Occupation.</b>	
No change planned (as of June 2020) to the academic work and assessment delivered in Semester 2. The Practice Placement will be in Semester 1 of 2021/22 No change to length of placement Practice Placement 2 will be 7 weeks.	
There is no change to the length of placements.	
<b>Cohort 2019</b>	
<b>TOT-7-013 Promoting Health and Wellbeing through Occupation.</b>	
Due to COVID19 Practice Placement 2 (PP2) cancelled for 2019 cohort. Revised date for PP2 4 <sup>th</sup> January 2021 (week 24) to 19 <sup>th</sup> February 2021 (week 30) 6 weeks. No change in length of placement.	
<b>TOT-7-014 Autonomy, Accountability and Professional Development</b>	
Due to delayed placements COVID19. Practice placement 3 (PP3) and Practice placement 4 (PP4) are scheduled as follows: PP3: 3 <sup>rd</sup> May 2021 (week 41) to 2 <sup>nd</sup> June 2021 (week 49) PP4: 26 <sup>th</sup> July 2021 (week 0) to 1 <sup>st</sup> October 2021 (week 9)	

### Additional course costs

<b>No change required</b>	
Module code and name	Changes to additional course costs
	<b>Current</b>
	<b>New</b>
<b>TOT-7-012 Human Function and Occupational Performance</b>	Purchase of an anatomy model. Specific details will be provided to the students by the module leader. Approximate cost = £35.

<b>All modules</b>		Technology required to engage in the online learning in Semester 1. Students will require a reliable device and internet connection.
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Additional information

<b>Any additional information</b>
<p><b>Cohort 2020</b> The projected completion date for Cohort 2020 (MSc and PgDip) is 7<sup>th</sup> October 2022 (week 11). This is an extension due to limitations posed on practice placements in year 1 (2020/21) of the course. Usual end of course mid-August of Year 2.</p> <p><b>Cohort 2019</b> The projected completion date for Cohort 2019 (MSc and PgDip) is 8<sup>th</sup> October 2021. This is an extension due to limitations posed on practice placements in year 1 (2020/21) of the course. Usual end of course mid-August of Year 2.</p>

### Original Course Specification

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

<b>A. Course Information</b>											
<b>Final award title(s)</b>	MSc Occupational Therapy Pg Dip Occupational Therapy										
<b>Intermediate exit award title(s)</b>	<ul style="list-style-type: none"> <li>- PgDip Occupational Therapy (confers eligibility to apply for registration with the Health Professions Council)</li> <li>- PgCert in Health Studies</li> <li>- PgDip in Health Studies</li> </ul>										
<b>UCAS Code</b>		<b>Course Code(s)</b>	4895 - MSc 4893 – Pg Dip 4518 – MSc Top UP								
	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 type="checkbox"/> HSC <input checked="" type="checkbox"/> LSS										
<b>Division</b>	Allied Health										
<b>Course Director</b>	Janice Jones										
<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>2</td> <td>September</td> <td>August</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time	2	September	August
Mode	Length years	Start - month	Finish - month								
Full time	2	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 2016									
	Course specification last updated and signed off	September 2019									
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	Healthcare Professions 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	External: HCPC Standards of Education and Training (2014) HCPC Standards of Proficiency (2013)									

		<p>College of Occupational Therapists Code of Ethics and Professional Conduct (2015)</p> <p>College of Occupational Therapists' learning and development standards for pre-registration education (2014)</p> <p>European Network of Occupational Therapy in Higher Education TUNING competences for Europe (2008)</p> <p>World Federation of Occupational Therapists Revised Minimum Standards for the Education of Occupational Therapists (2008)</p> <p>QAA The Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies (2014)</p> <p>QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education – Section 3: Disabled students (QAA 2010)</p> <p>QAA Benchmark Statement for Occupational Therapy (2001)</p> <p>SEEC Credit Level Descriptors (2016)</p> <p>Knowledge and Skills Framework (2004)</p>
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<p>The distinctive features of the courses include:</p> <ul style="list-style-type: none"> <li>• The programme meets 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 as an occupational therapist.</li> <li>• It is an accelerated programme, over two years, for graduate students who already have a level 6 qualification.</li> <li>• The PgDip and MSc awards confer the professional qualification in occupational therapy.</li> <li>• The possibility to undertake a concurrent 60 credit dissertation module in year two to exit with an MSc award that will confer eligibility to apply for registration with HCPC.</li> </ul>	
<b>Course Aims</b>	<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>A Students will acquire knowledge and understanding of:</p> <p>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.</p> <p>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.</p> <p>A3 The need to critically appraise and synthesise relevant theories and concepts from a range of disciplines, as they complement theories of occupation and participation.</p> <p>A4 The facilitation of accessible and adaptable environments to ensure the upholding of the individual's rights, needs and preferences.</p> <p>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.</p> <p>A6 The need to proactively influence the legal, political and social contexts within which occupational therapists practise.</p> <p>A7 Effective inter-professional working and collaboration as they apply to the organisation, management, delivery, quality and audit of services</p> <p>A8 The principles of professional accountability, leadership and change management and their application to occupational therapy practice.</p> <p>A9 The methods of research and inquiry which are used to create and interpret knowledge and the evidence-informed practice of occupational therapy</p> <p>A10 Research methodologies, forms of inquiry and models of evidence informed practice used within and beyond occupational therapy</p> <p>B Students will develop their intellectual skills such that they are able to:</p> <p>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.</p> <p>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 the client and communities.</p> <p>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.</p>
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	<p>B4 Use professional and ethical reasoning to make decisions and judgements required for occupation-focused, evidence-informed and client-centred practice.</p> <p>B5 Analyse and critically appraise theories and aspects of current research evidence related to occupation and synthesise these in the context of a changing society.</p> <p>B6 Construct and defend reasoned argument to justify occupational therapy practice based on informed evidence, logical and systematic thinking.</p> <p>B7 Demonstrate a comprehensive and critical understanding of designs and methods relevant to research in occupation and occupational therapy, including ethics and dissemination.</p> <p>B8 Demonstrate self-direction and originality of thought together with progressively autonomous practice in preparation for life-long learning.</p> <p>C Students will acquire and develop practical skills such that they are able to:</p> <p>C1 Demonstrate professional reasoning, critical reflection and competent performance in academic work and through a range of professional practice settings.</p> <p>C2 Analyse, select, implement and evaluate occupational therapy strategies to address assessed occupational performance and participation needs.</p> <p>C3 Analyse, manage, adapt and use the environment to enable maximum occupational performance, participation and quality of life.</p> <p>C4 Demonstrate safe, ethical and competent application of all stages of the occupational therapy process.</p> <p>C5 Prepare, maintain, review and communicate documentation related to occupational therapy intervention and outcomes.</p> <p>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.</p> <p>C7 Build therapeutic relationships and collaborative partnerships as the foundation for effective and sustainable occupational therapy practice.</p> <p>C8 Take a proactive role in the development, improvement and promotion of occupational therapy.</p> <p>C9 Interpret, analyse, synthesise and critique research informed evidence and use this to engage with continuous improvement of the quality of occupational therapy provision.</p>
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	<p>D Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1 Develop confidence in self-management, self-awareness, resilience and knowledge of own limitations as an occupational therapist.</p> <p>D2 Demonstrate independent learning ability and commitment to continuing life-long learning to enhance occupational therapy practice.</p> <p>D3 Demonstrate teamwork, interprofessional and collaborative skills.</p> <p>D4 Demonstrate a logical, systematic and creative approach to problem solving.</p> <p>D5 Interact and communicate effectively with peers, colleagues and a range of interprofessional teams and stakeholders.</p> <p>D6 Select and adapt communication skills to meet the needs of individual service users and carers.</p> <p>D7 Engage with technology, particularly the effective and efficient use of information and communication technology.</p>
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### **C. Teaching and Learning Strategy**

#### **Inquiry-Based Learning**

The PgDip Occupational Therapy course employs the philosophy of Inquiry-based Learning. Inquiry-based learning involves students carrying out small or large scale inquiries that enable them to engage actively and creatively with questions or problems from their discipline. This is a student-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
- Experiential learning
- Case study

#### **Additional Methods of Facilitating Learning**

- Provision of material on-line and e-tivities
- Lectures
- Seminars and workshops
- Tutorials
- Critical reflection
- Structured reading/guided study
- Workbooks to develop and update knowledge
- Small group sessions
- Service User Perspectives

#### **Student-directed learning**

Student-directed learning is an important feature of the MSc/PgDip course. The MSc/PgDip students come to the course with a first degree and existing self-directed learning skills, so the aim of the course is to build on existing academic skills rather than develop new ones. As the student progresses through the course, the level of support and structure decreases with the student becoming increasingly



autonomous in directing their own learning. The Masters dissertation module is entirely self-directed with individual supervision from a member of the academic staff.

Practical skills are normally developed through practical, skills based sessions and inquiry based approaches.

Methods of facilitating learning:

- Problem-based learning
- Case studies
- Experiential activities
- Provision of material on-line and e-tivities
- Lectures
- Seminars and 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**

Assessment methods are specified in each Module Guide and cover the prescribed module and course learning outcomes. Content, knowledge and understanding are assessed through either coursework or on practice placement. Coursework can take many forms based on the practical or theoretical content of the modules.

- Essays
- Presentations
- Critical evaluations
- Critical appraisal of research
- Examinations
- Professional Development Profile
- Reports

#### **E. Academic Regulations**

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

#### **F. Entry Requirements**

**Pg Diploma & MSc Programmes:** 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 values required to work in health and social care as stated in the NHS Constitution
- The values and purposes of VbR

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 Criminal Records Bureau Disclosure

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

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

In order to be considered for entry to the programme applicants will be required to have the following qualifications:-

- Bachelors 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 mathematics and English (language), grade C or above

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

Potential students may also apply for exemption for certain modules on the basis of prior learning and/or experience through the AP(E)L process when applying. This will be reviewed by the APEL team in the School for consideration of exemption.

### **Accreditation of Prior Learning**

The College of Occupational Therapists Learning and Development Standards for Pre-Registration Education (2014) and current position statement on AP(E)L, Standard 4.3, states that "No more than one third of the programme or part of the programme may be subject to AP(E)L . 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 (p15).

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 6.5 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.

*In addition to the appropriate academic qualifications, applicants to both 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 and equal opportunities.

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

#### **Pg Dip Occupational Therapy**

Level 7 Year 1	S 1	Module 1 20 credits  Introduction to Occupational Therapy and Occupational Science  [To include Occupational Therapy practice 1]	Module 2 20 credits  Introduction to Human Function and Occupational Performance
	S 2	Module 3 20 credits  Promoting health and well-being through occupation [To include Occupational Therapy Practice 2]	
Level 7 Year 2	S 1	Module 5 20 credits  Person, Occupation and Environment	Module 4 20 credits  Autonomy, accountability and development of professional identity  [To include Occupational Therapy Practice 3 and 4]
	S 2	Module 6 20 credits  Contemporary issues in Occupational Therapy	

## MSc Occupational Therapy

Level 7 Year 1	S 1	<p>Module 1 20 credits</p> <p>Introduction to occupational therapy and occupational science</p> <p>To include occupational therapy practice 1</p>	<p>Module 2 20 credits</p> <p>Introduction to Human Function and Occupational Performance</p>	
	S 2	<p>Module 3 20 credits</p> <p>Promoting health and well-being through occupation To include Occupational Therapy Practice 2</p> <p>AT</p>		
Level 7 Year 2	S 1	<p>Module 5 20 credits</p> <p>Person, occupation and environment</p>	<p>Module 4 20 credits</p> <p>Autonomy, accountability and development of professional identity</p> <p>To include Occupational Therapy Practice 3 and 4</p>	<p>Module 7 60 credits</p> <p>Dissertation</p>
	S 2	<p>Module 6 20 credits</p> <p>Contemporary issues in occupational therapy</p>		

### Placements information

Practice education is an integral and major component of the total curriculum that enables students to demonstrate and achieve competence. The proportion of learning that takes place in practice varies by discipline; some disciplines report placement learning by percentage, others by hours. Learning gained in practice settings is vital to the students' educational and professional development and ensures appropriate competence development and assessment to practise as a professional in the chosen profession. Experience gained enables the acquisition of new knowledge and skills as well as the application, consolidation and reflection upon the learning gained in the university environment.

## H. Course Modules

Overview of Assessments and Submission					
Module	Credits	Module title	Semester	Assessment	Weighting
<b>Year 1</b>					
1	20	Introduction to Occupational Therapy & Occupational Science	1	<p><u>Formative</u></p> <p>500 words in relation to PBL trigger</p> <p><u>Summative</u></p> <p>3000 word essay with a focus on occupation</p> <p>Practice Placement 1</p>	<p>100%</p> <p>Pass/Fail</p>
2	20	Human Function and Occupational Performance	1	<p><u>Formative</u></p> <p>Formative exam with group discussion and feedback</p> <p><u>Summative</u></p> <p>2 hour written examination</p>	<p>100%</p>
3	20	Promoting Health & Wellbeing through Occupation	1	<p><u>Formative</u></p> <p>Small group tutorial facilitated discussion of progress with summative topic</p> <p><u>Summative</u></p> <p>Critical appraisal (3000 words)</p> <p>Practice Placement 2</p>	<p>100%</p> <p>Pass/fail</p>
Overview of Assessments and Submission Schedule					
Module	Credits	Module title	Submission Semester	Assessment	Weighting
<b>Year 2</b>					
4	20	Autonomy, accountability &	2	Formative	

		development of professional identity		10 minute reflection on elements of the Professional Development Portfolio (in relation to PP3), peer evaluation through Q&A and written feedback  <u>Summative</u>  3000 word Professional Development Review (critical synthesis)  Practice Placement 3 and 4	100%   Pass/fail
5	20	Person, Environment & Occupation	2	<u>Formative</u>  Presentation to peers (group presentation on environmental modification related to PBL trigger)  <u>Summative</u>  3000 word essay with a focus on environment and/or long term conditions	100%
6	20	Contemporary Issues in Occupational Therapy	2	<u>Formative</u>  Small group presentation exploring contemporary or emerging practice  <u>Summative</u>  Poster Presentation.  Critical evaluation of a contemporary topic in Occupational Therapy (20 minutes with 10 minutes Q&A)	50%   Pass/fail
For the award of the MSc in Occupational Therapy only					

7	60	Dissertation	2	<p><b>Summative</b></p> <p>12,000 word dissertation on either:</p> <p>a) A research project proposal  b) A work based project – service evaluation, audit, role evaluation, practice development project  c) A mini systematic review – a review that aspires to the rigor of a Cochrane review but recognises the student has time limits and is unlikely to get access to, for example, much grey literature.</p> <p>Some programmes may choose to restrict the types of project allowed for the programme</p> <p><b>Pass Mark – 50%</b>  <b>Weighting - 100%</b></p>	100%
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#### 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

## Curriculum Maps

	Year 1			Year 2			MSc Only
	Introduction to Occupation and Occupational Science	Human Function & Occupational Performance	Promoting Health & Wellbeing through Occupation	Autonomy, Accountability & Development	Person, Environment and Occupation	Contemporary Issues in OT	Dissertation
<b>A. Knowledge and understanding</b>							
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>B Intellectual skills</b>							
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	
<b>C Practical skills</b>							
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	D A	TDA	DA	A

## QAA Benchmark Statements

	Introduction to Occupation & Occupational Science	Human Function & Occupational Performance	Promoting Health & Well Being through Occupation	Autonomy, Accountability & Development	Person, Environment & Occupation	Contemporary Issues in Occupational Therapy	MSc Only Dissertation
<b>A. Expectations of a health professional in providing patient/client services</b>							
A1	✓			✓		✓	✓
A2				✓		✓	
A3				✓			
A4	✓			✓		✓	✓
<b>B. Application of practice in securing, maintaining or improving health and wellbeing</b>							
B1		✓	✓	✓	✓	✓	
B2		✓	✓		✓	✓	✓
B3				✓		✓	✓
B4			✓	✓	✓	✓	✓
<b>C Knowledge, understanding and skills that underpin the education and training of health care professionals (AHP award holder)</b>							
C1	✓	✓	✓		✓	✓	
C2a				✓	✓	✓	✓
C2b	✓	✓	✓	✓	✓	✓	✓
C2c				✓	✓	✓	
C2d							✓
C2e	✓	✓	✓	✓	✓	✓	✓
<b>A Expectations of the occupational therapist when providing client services (graduate occupational therapist)</b>							
A1	✓			✓		✓	✓
A2	✓			✓		✓	✓
A3				✓		✓	
A4			✓	✓	✓	✓	✓
<b>B Application of occupational therapy in securing, maintaining or improving health and wellbeing (graduate occupational therapist)</b>							
B1	✓	✓	✓	✓	✓	✓	✓
B2		✓	✓		✓	✓	✓
B3	✓	✓	✓	✓	✓	✓	✓
B4		✓	✓		✓	✓	✓
<b>C Subject knowledge, understanding and associated skills for safe and effective practice (graduate occupational therapist)</b>							

C1a	✓	✓	✓		✓	✓	✓
C1b	✓	✓	✓		✓	✓	✓
C1c	✓		✓		✓	✓	✓
C2 Skills (graduate occupational therapist)							
C2a			✓		✓	✓	
C2b		✓	✓	✓	✓	✓	✓
C2c		✓	✓	✓	✓	✓	✓
C2d				✓	✓	✓	
C2e			✓	✓	✓	✓	✓
C2f				✓		✓	✓

	Introduction to Occupation & Occupational Science	Human Function & Occupational Performance	Promoting Health & Well Being through Occupation	Autonomy, Accountability & Development	Person, Environment & Occupation	Contemporary Issues in Occupational Therapy	Dissertation
A. Expectations of the occupational therapist when providing client services							
A1	✓			✓			✓
A2	✓		✓	✓	✓	✓	✓
A3				✓			
A4				✓			
A5				✓			
A6					✓	✓	✓
A7				✓		✓	✓
A8				✓			
A9				✓			
A10				✓			
A11			✓		✓	✓	✓
A12	✓	✓	✓	✓	✓	✓	✓
B. Application of practice in securing, maintaining or improving health and wellbeing (AHP award holder)							
B1				✓			
B2		✓	✓		✓	✓	

B3	✓	✓	✓		✓	✓	
B4	✓	✓	✓		✓	✓	✓
B5			✓		✓	✓	
B6	✓	✓	✓	✓	✓	✓	✓
B7	✓	✓	✓	✓	✓	✓	✓
B8			✓		✓	✓	✓
B9		✓	✓		✓	✓	✓
B10		✓	✓	✓	✓	✓	✓
B11				✓			
C Subject knowledge, understanding and skills							
C1	✓	✓	✓		✓	✓	✓
C2	✓	✓	✓	✓	✓	✓	✓
C3	✓	✓	✓	✓	✓	✓	✓
C4	✓	✓	✓		✓	✓	✓
C5	✓	✓	✓	✓	✓	✓	✓
C6		✓	✓	✓	✓	✓	✓
C7		✓	✓	✓	✓	✓	✓
C8				✓	✓	✓	✓
C9	✓		✓	✓	✓	✓	
C10	✓			✓		✓	
C11	✓			✓		✓	
C12	✓	✓	✓	✓	✓	✓	✓
C13				✓		✓	✓
C14	✓	✓	✓	✓	✓	✓	✓
C15	✓	✓	✓	✓	✓	✓	✓

## HCPC Standards of Proficiency

Standards	Introduction to Occupation & Occupational Science	Human Function & Occupational Performance	Promoting Health & Well Being through Occupation	Autonomy, Accountability & Development	Person, Environment & Occupation	Contemporary Issues in Occupational Therapy	MSc Only Dissertation
<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	✓	✓	✓	✓	✓	✓	✓
<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	✓	✓	✓	✓	✓	✓	

Standards	Introduction to Occupation & Occupational Science	Human Function & Occupational Performance	Promoting Health & Well Being through Occupation	Autonomy, Accountability & Development	Person, Environment & Occupation	Contemporary Issues in Occupational Therapy	MSc Only Dissertation
<b>8. Be able to communicate effectively</b>							
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	✓	✓	✓	✓	✓	✓	✓
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		✓	✓	✓	✓	✓	✓
<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	✓	✓	✓	✓	✓	✓	✓

Standards	Introduction to Occupation & Occupational Science	Human Function & Occupational Performance	Promoting Health & Well Being through Occupation	Autonomy, Accountability & Development	Person, Environment & Occupation	Contemporary Issues in Occupational Therapy	MSc Only Dissertation
<b>13. Understand the key concepts of the knowledge base relevant to their profession</b>							
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	✓	✓	✓	✓	✓	✓	✓
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 Mapping

		Introduction to Occupation & Occupational Science	Human Function & Occupational Performance	Promoting Health & Well Being through Occupation	Autonomy, Accountability & Development	Person, Environment & Occupation	Contemporary Issues in Occupational Therapy	MSc Only Dissertation
<b>1. Knowledge and understanding of occupational therapy</b>								
i	A1, A2, B1	✓	✓	✓	✓	✓	✓	✓
ii	A1, A2, B1	✓	✓	✓	✓	✓	✓	✓
iii	A3,A9,B5	✓	✓	✓	✓	✓	✓	✓
iv	A2,B1, B5	✓	✓	✓	✓	✓	✓	✓
v	A3, A6,B1	✓	✓	✓	✓	✓	✓	✓
vi	A3, B2, B3	✓	✓	✓	✓	✓	✓	✓
<b>2. Professional and ethical reasoning and practice</b>								
i	A1,A2,A5,B4, B6,C2A6	✓	✓	✓	✓	✓	✓	✓
ii	A1,A2,A4,A5 ,B4,C1,C2A5	✓	✓	✓	✓	✓	✓	
iii	A2, B1,B4,C2, C3	✓	✓	✓	✓	✓		
iv	A5,C7,D5	✓	✓	✓	✓	✓		
v	A6, A8C6,C7, D2	✓	✓	✓	✓	✓	✓	✓
vi	A8,B2,B6, C5,D7			✓	✓	✓	✓	✓
<b>3. Professional relationships and partnerships</b>								
i	A2,A5	✓	✓	✓	✓	✓	✓	✓
ii	A5,A5,C7	✓	✓	✓	✓	✓	✓	
iii	A7,C7,D3,D5	✓	✓	✓	✓	✓		
<b>4. Professional autonomy and accountability</b>								
i	A8,B4,C1, C4, C5,D1C5	✓	✓	✓	✓	✓	✓	✓
ii	A8,B8,C4, C6, D1,D2	✓	✓	✓	✓	✓	✓	
iii	A6,A8, B4,C4	✓	✓	✓	✓	✓	✓	✓
iv	A8,C4,C6,D1	✓	✓	✓	✓	✓	✓	✓
v	A8,C8, D1	✓	✓	✓	✓	✓	✓	

vi	B8,C1,C6,D2	✓	✓	✓	✓	✓	✓	✓
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		Introduction to Occupation & Occupational Science	Human Function & Occupational Performance	Promoting Health & Well Being through Occupation	Autonomy, Accountability & Development	Person, Environment & Occupation	Contemporary Issues in Occupational Therapy	MSc Only Dissertation
<b>5. Scholarly practice in occupational therapy and occupational science</b>								
i	A9, A10, B7	✓	✓	✓	✓	✓	✓	✓
ii	B1, B2, B5, C9, D7	✓	✓	✓	✓	✓	✓	✓
iii	A6, B8			✓		✓	✓	✓
iv	A10, B2, B5				✓		✓	✓
<b>6. Leadership in occupational therapy</b>								
i	A8, B6, D5	✓	✓	✓	✓	✓	✓	
ii	A6, A8, C8	✓	✓	✓	✓	✓	✓	✓
iii	A7, B3, C2, C5	✓	✓	✓	✓	✓	✓	✓
iv	A6, B6, C8, D1	✓	✓	✓	✓	✓	✓	✓
v	A7, A8, B2, B6, C8	✓	✓	✓	✓	✓	✓	✓
<b>7. Promotion of occupational therapy</b>								
i	A6, A8, B2, C8, D2	✓	✓	✓	✓	✓	✓	✓
ii	A6, B5, C8	✓	✓	✓	✓	✓	✓	✓
iii	A4, A5, B2, B6, C2	✓	✓	✓	✓	✓	✓	
<b>8. Employability</b>								
i	A8, B8, C1, C4, C6, D1, D2	✓	✓	✓	✓	✓	✓	
ii	A7, A8, B6, B8, C1, C4, C6, C7, D1, D3, D5	✓	✓	✓	✓	✓	✓	

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

<b>LSBU Values</b>	
1	Excellence
2	Professionalism
3	Integrity
4	Inclusivity
5	Creativity
<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

	Introduction to Occupation & Occupational Science	Human Function & Occupational Performance	Promoting Health & Well Being through Occupation	Autonomy, Accountability & Development	Person, Environment & Occupation	Contemporary Issues in Occupational Therapy	MSc Only Dissertation
<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.

	Introduction to Occupation & Occupational Science	Human Function & Occupational Performance	Promoting Health & Well Being through Occupation	Autonomy, Accountability & Development	Person, Environment & Occupation	Contemporary Issues in Occupational Therapy	MSc Only Dissertation
1	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓	✓	✓
5	✓		✓	✓		✓	✓
6	✓	✓	✓	✓	✓	✓	✓
7	✓	✓	✓	✓	✓	✓	✓
8	✓		✓	✓		✓	
9	✓	✓	✓	✓	✓	✓	✓
10	✓	✓	✓	✓	✓	✓	✓
11	✓	✓	✓	✓	✓	✓	✓
12	✓	✓	✓	✓	✓	✓	✓
13	✓	✓	✓	✓	✓	✓	✓
14	✓	✓	✓	✓	✓	✓	✓
15	✓	✓	✓	✓	✓	✓	✓
16	✓	✓	✓	✓	✓	✓	✓
17	✓	✓	✓	✓	✓	✓	✓
18	✓	✓	✓	✓	✓	✓	✓
19	✓	✓	✓	✓	✓	✓	✓
20	✓	✓	✓	✓	✓	✓	✓

## Appendix C: Terminology

[Please provide a selection of definitions 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]

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	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
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work

<b>formative assessment</b>	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
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<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, assignments
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	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 'programme' with reference to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	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)
<b>seminar</b>	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
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	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)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	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
<b>workload</b>	see 'total study time'
<b>written examination</b>	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