LSBU
EST 1892

Course Specification

A. Course Information

Final award title(s)	BSc (Hons) Occupational Therapy
Intermediate exit award title(s)	Diploma in Health Studies Certificate in Health Studies The BSc (Hons) Occupational Therapy confers eligibility to apply for registration with the Health and Care Professions Council.

UCAS Code		**Course Code(s)**	2386 – PT 3769 - FT
Awarding Institution	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS		
Division	Division of Occupational Therapy		
Course Director	Sarah Prior		
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Croydon ☐ Other: (please specify)		
Mode(s) of delivery	☒Full time ☒Part time ☐Other (please specify) There are two modes of delivery, full time and part time.		

Length of course/start and finish dates				
	Mode	**Length years**	**Start - month**	**Finish - month**
	Full time	3	September	August
	Part time	4	September	August

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 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. The distinctive features of the BSc (Hons) Occupational Therapy programme include: • 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 modes of study: full-time over three years and part-time over four years.
Course Aims	The primary aim of the BSc (Hons) Occupational Therapy 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 where these theoretical underpinnings originate from. 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. A3 The need to synthesise biopsychosocial concepts and theories from a range of disciplines, as they complement theories of occupation. 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 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 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

Research methodologies, forms of inquiry and models of evidence-based practice used within occupational therapy.

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 BSc (Hons) Occupational Therapy programme adopts 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:
- Case study
- Experiential learning
- Problem-based 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
Actively seek, critically evaluate and apply a range of information and evidence to ensure that occupational therapy practice is evidence-informed, current and relevant to 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 practice and client-centred practice.

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

B6
Devise and sustain ideas and techniques based on informed evidence, and through logical and systematic thinking.

B7
Understand and critically appraise research designs and methods which are used to generate evidence about occupation and occupational therapy, including ethical, health equity, justice and dissemination considerations.

B8
Develop self-direction, independent thought and increasingly autonomous practice in preparation for life-long learning.

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

Inquiry-Based 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
- 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) Learners will acquire and develop practical skills such that they are able to:

C1
Demonstrate professional and ethical reasoning and reflection in professional practice.

C2
Demonstrate safe, ethical and competent application of all stages of the occupational therapy process.

C3
Analyse, select, implement and evaluate occupational therapy strategies to address assessed occupational performance and participation needs.

C4
Analyse, manage, adapt and use the environment to enable maximum occupational performance and participation to promote health and well-being.

C5
Prepare, maintain, review and communicate documentation related to occupational therapy intervention and outcomes.

C6
Understand the value of reflection on practice and the need to record the outcomes of these reflections to display resilience, resourcefulness and self-management.

C7
Build therapeutic relationships and collaborative partnerships as the foundation for effective and sustainable occupational therapy practice.

C8
Take a proactive role in the development, improvement and promotion of occupational therapy.

C9
Interpret, analyse, synthesise and critique research and other evidence and use this to inform practice and to engage with 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.

Inquiry-Based 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
- 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
- Objective Structured Clinical Examination (OSCE)
- 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
Develop and demonstrate continuing life-long learning to enhance occupational therapy practice.

D3
Demonstrate effective teamwork, interprofessional and collaborative skills.

D4
Demonstrate a logical, systematic and creative approach to problem solving.

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

Inquiry-Based 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
- 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
- Objective Structured Clinical Examination (OSCE)
- Continuing Personal and Professional Development portfolio
- Reports
- Essays
- Critical appraisal of research

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 BSc (Hons) 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).

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 BSc (Hons) programme. Learners receive a high level of direction and structure to support them in developing the skills and abilities to be able to direct their own learning at the beginning of the programme. Over time, the level of support and structure decreases as the programme develops with the learner becoming increasingly autonomous through being able to direct and manage 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.

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.
- Objective Structured Clinical Examination (OSCE).
- Continuing Personal and Professional Development portfolio.
- Video portfolio.

- Reports.
- Essays.
- 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 on 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 for the 3-year BSc (Hons) Occupational Therapy full time route is through UCAS.
Application for the 4-year BSc (Hons) Occupational Therapy part-time route is through direct application to the University.

Entry requirements
It is anticipated that applicants will have a wide a variety of academic backgrounds, but should possess Level 2 qualifications (e.g. 5 GCSEs grade 4 or above including Mathematics and English) and one of the following Level 3 qualifications:
•   120 UCAS tariff points (e.g. 3 A Levels at grades BBB or above).
•   BTEC Level 3 extended diploma (before 2010 known as BTEC national diploma level 3) DMM in a health-related subject.
•   Foundation degree/diploma (or similar), 120 credits.
•   International Baccalaureate (26 points).
•   NVQ Level 3 plus one year relevant work experience.
•   Access to Higher Education course in Science, Health, Social Care or similar (60 credits, of which 45 credits will be at Level 3, including 30 at distinction grade and 30 at merit grade).

Plus English and Mathematics GCSE (grade A–C or 4-9) or equivalent.

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.
•   7.0 in the listening and reading sections.
•   7.0 in the writing and speaking sections.

Foundation Year Extended Degree Health and Social Care
Our entry year acts as a bridge to degree-level studies. Successful completion of this foundation year will guarantee you a place on your chosen BSc pre-registration health and social care course.
Entry criteria: A level DD or above (48 UCAS points) or Access Pass, or BTEC National Diploma MPP, and 5 GCSEs grade 4 and above including Mathematics and English.

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 BSc (Hons) 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)

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 33 weeks (1,147 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 BSc (Hons) Occupational Therapy programme is offered as a 3-year full time or a 4-year part time route.

The programme consists of 13 modules:

- 3 Interprofessional Learning modules (IPL, Levels 4, 5 & 6), valued at 20 credits. The modules are shared with diagnostic radiography, therapeutic radiography, operating department practice, physiotherapy, sports rehabilitation, chiropractic, social work, and occupational therapy learners.
- 5 profession-specific modules valued at 20 credits.
- 5 profession-specific modules valued at 40 credits, four of which include a practice placement. The fifth 40-credit module occurs in the final year of the programme and focuses on professional identity, autonomy and accountability.

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

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

Module overview: BSc (Hons) Occupational Therapy – Full time

	Semester 1		Semester 2	
Level 4	Exploring Occupation	20	Concepts of Interprofessional and Collaborative Working (IPL)	20

			Occupational Therapy Practice 1	40
			Occupational Performance Analysis and Human Function	20
			Introduction to Occupation Focused Practice	20
Level 5	Occupational Therapy Practice 2	40	Occupational Therapy Practice 3	40
	Delivering Occupation Focused Practice	20		
	Appraising Evidence for Research Informed Practice (IPL)			20
Level 6	Research & Evidence-Based Practice in Occupational Therapy	20	Occupational Therapy Practice 4	40
	Professional Identity, Autonomy & Accountability			40
	Leadership, Quality Improvement and Change Management (IPL)			20

All modules are compulsory

Module overview: BSc (Hons) Occupational Therapy – Part time

All modules are compulsory

	Semester 1		Semester 2	
Year 1	Exploring Occupation (L4)	20	Concepts of Interprofessional and Collaborative Working (IPL) (L4)	20
	Occupational Performance Analysis and Human Function (L4)			20
			Occupational Therapy Practice 1 (L4)	40
Year 2	Introduction to Occupation Focused Practice (L4)	20	Occupational Therapy Practice 2 (L5)	40
	Appraising Evidence for Research Informed Practice (IPL) (L5)			20
	Delivering Occupation Focused Practice (L5)	20		
Year 3	Occupational Therapy Practice 3 (L5)			40
	Research & Evidence-Based Practice in Occupational Therapy (L6)	20		
	Leadership, Quality Improvement and Change Management (IPL) (L6)			20
Year 4	Occupational Therapy Practice 4 (L6)			40
	Professional Identity, Autonomy & Accountability (L6)			40

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 all years of both the full-time and part-time programmes. The placements total 33 weeks (1,147 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.

BSc (Hons) Occupational Therapy full time:

Practice Placement	Focus of Placement	Number of weeks	Time schedule	Placement Hours
One (Module: Occupational Therapy Practice 1)	Introduction to occupational therapy practice	6 weeks (includes 1 day per week in university)	Year 1 Semester 2	180
Two (Module: Occupational Therapy Practice 2)	Implementing a person-centred, occupation-focused occupational therapy process	7 weeks (includes 3 days in university)	Year 2 Semester 1	232
Three (Module: Occupational Therapy Practice 3)	Developing competence in application of the occupational therapy process and self-management skills	10 weeks (includes 1 day in university)	Year 2 Semester 2	367.5
Four (Module: Occupational Therapy Practice 4)	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

Practice Placement	Focus of Placement	Number of weeks	Time schedule	Placement Hours
Total Weeks and hours		**33**		**1,147**

BSc (Hons) Occupational Therapy part time:

Practice Placement	Focus of Placement	Number of weeks	Time schedule	Placement Hours
One (Module: Occupational Therapy Practice 1)	Introduction to occupational therapy practice	6 weeks (includes 1 day per week in university)	Year 1 Semester 2	180
Two (Module: Occupational Therapy Practice 2)	Implementing a person-centred, occupation-focused occupational therapy process	7 weeks (includes 3 days in university)	Year 2 Semester 2	232
Three (Module: Occupational Therapy Practice 3)	Developing competence in application of the occupational therapy process and self-management skills	10 weeks (includes 1 day in university	Year 3 Semester 1	367.5
Four (Module: Occupational Therapy Practice 4)	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 4 Semester 2	367.5
Total Weeks and hours		**33**		**1,147**

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 Continuing Personal and 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 (2021).

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.

Preparation for Practice Educators
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

Module Title	Level	Semester / Year		Credit value	Assessment
		Full-time	**Part-time**		
Exploring occupation	4	Sem 1, Year 1	Sem 1, Year 1	20	Formative Assessment: In class learners will present an aspect of their practical skills-based learning to a small group of peers. Informal feedback will be given but a mark will not be awarded.

					Summative Assessment: CW1. Apprentices will provide a portfolio of two components: an essay discussing the relationship between occupation and health and wellbeing (1,500 words) and an activity analysis of their chosen occupation (e.g. art, craft, sport, etc.) which will include a log of their experience (1,500 words). 3,000 Words, 100% Weighting
Occupational performance analysis and human function	4	Sem 1 & 2, Year 1	Sem 1 & 2, Year 1	20	Formative assessment: 1 hour mock examination. Summative Assessment: CW1. 2 hour written examination – short answer questions. 100% Weighting
Occupational therapy practice 1	4	Sem 1 & 2, Year 1	Sem 2, Year 1	40	Formative assessment: A practice for the Objective Structured Clinical Examination (OSCE). Summative assessment: CW1. Objective Structured Clinical Examination (OSCE). 100% weighting CW2. Occupational Therapy Practice Placement 1: Pass/Fail
Concepts of Interprofessional and Collaborative Working (IPL)	4	Sem 2, Year 1	Sem 2, Year 1	20	Formative Assessment: Group presentation by a multi-professional learning set. Summative Assessment: CW1. Written submission (3,000 words) *or* Video portfolio (30 minutes) reflection on experience of working in multi-professional learning group. 100% weighting
Introduction to occupation focused practice	4	Sem 2, Year 1	Sem 1, Year 2	20	Formative Assessment: Small group case-based presentation Summative Assessment: CW1. Individual case presentation related to an aspect of the occupational therapy process/occupation-focused practice. 15-minute presentation and 5-minute question and answer session. 100% Weighting
Delivering Occupation Focused Practice	5	Sem 1, Year 2	Sem 1, Year 2	20	Formative assessment: Small group case-based presentations on the application of occupational therapy based on a case study. Summative assessment: CW1

					Oral presentation demonstrating the application of occupational therapy theory based on a case study. 20-minute presentation followed by 10-minute questions and answers 100% weighting
Appraising Evidence for Research Informed Practice (IPL)	5	Sem 1&2, Year 2	Sem 1&2, Year 2	20	<u>Formative Assessment:</u> Written draft, 500 words. <u>Summative Assessment:</u> CW1 Critical appraisal of research article. 3,000 words 100% weighting
Occupational Therapy Practice 2	5	Sem 1, Year 2	Sem 2, Year 2	40	<u>Formative assessment:</u> Individual peer presentation of a short reflective piece about an aspect of group work (500 words). <u>Summative Assessment:</u> CW1 Reflective report on person-centred practice based on placement. Submission after placement. 3,000 Words, 100% Weighting CW2 Occupational Therapy Practice Placement 2: Pass/Fail
Occupational Therapy Practice 3	5	Sem 2, Year 2	Sem 1&2, Year 3	40	<u>Formative Assessment:</u> Peer presentation of an environmental analysis based. <u>Summative Assessment:</u> CW1 Essay, based on Practice Placement 3, exploring the impact of the environment and social inclusion on health and wellbeing. 3,000 Words, 100% weighting CW2 Occupational Therapy Practice Placement 3: Pass/Fail
Research and evidence-based practice in Occupational Therapy	6	Sem 1, Year 3	Sem 1, Year 3	20	<u>Formative Assessment:</u> 10-minute small group presentation on chosen topic with peer and tutor feedback (5 minutes). <u>Summative Assessment:</u> CW1 A critical literature review of an aspect of occupational therapy practice. 3,000 Words, 100% Weighting
Leadership, Quality Improvement and Change Management (IPL)	6	Sem 1&2, Year 3	Sem 1&2, Year 3	20	<u>Formative Assessment:</u> Present a change proposal plan to the Module Leader in either written or verbal format (500 words or equivalent) and gain feedback. <u>Summative Assessment:</u> CW1

					Quality improvement change proposal, either a report *or* academic poster. 3,000 Words/Equivalent, 100% Weighting
Professional Identity, Autonomy and Accountability	6	Sem 1&2, Year 3	Sem 1&2, Year 4	40	Formative assessment Part 1: Peer review of draft posters with written feedback. Part 2: 10-minute individual reflection presented in small groups on an aspect of their professional development, then 5-minute open peer feedback and discussion to support learning. Summative assessments (2): **CW1:** Poster Presentation based on a critical evaluation of a contemporary topic in Occupational Therapy (20 minutes with an additional 10 minutes for questions & answers) 60% Weighting, 40% Pass Mark & **CW2:** A reflection critically discussing and evidencing how the student meets specific Standards of Proficiency as outlined by the Health and Care Professions Council. ==3,000 words, 40% Weighting,== 40% Pass Mark
Occupational Therapy practice 4	6	Sem 2, Year 3	Sem 1&2, Year 4	40	Formative Assessment: Small group presentation of occupational therapy practice with a given complex case study. Summative Assessment: CW1 Presentation demonstrating professional reasoning and evaluation of evidence-informed occupation-focused practice. A 20-minute oral presentation followed by 10 minutes of questions and answers. 100% weighting CW2 Occupational Therapy Practice placement 4: Pass/Fail

I. Timetable Information

Full-time 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.

Part-time learners are timetabled for study 2 days per week during term time, for a combination of timetabled teaching and learning sessions and self-directed study. The 2 days at University are arranged as follows:
• Year 1: Monday and Tuesday
• Year 2: Tuesday and Wednesday
• Year 3: Wednesday and Thursday
• Year 4: Thursday and Friday

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
Appendix B: Personal Development Planning (postgraduate courses)
Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help 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	Module												
	L4 EO	L4 OTP1	L4 OPAHF	L4 IOFP	L4 CICW (IPL)	L5 OTP2	L5 DOFP	L5 OTP3	L5 AERIP (IPL)	L6 PIAA	L6 OTP4	L6 REBP OT	L6 LQICM (IPL)
A. Knowledge and understanding													
A1	TDA	TDA	TD	TDA		TDA	TDA	TDA		DA	DA	DA	
A2	TD	TDA	TD	TDA		TDA	TD	TDA		DA	DA	DA	
A3	TD	DA	TDA	TDA		D	TDA	TDA		D	DA	D	
A4	TD	TDA	TD	TD		DA	TDA	TDA		D	DA		
A5	TDA	TDA	TD	TDA	TDA	DA	TD	DA	D	DA	DA		TDA
A6	TD	TDA	TD	TDA	TD	TDA	TDA	TDA		TDA	TDA	D	DA
A7		TDA	D	TDA	TD	D	TD	DA	D	DA	DA	DA	TDA
A8		TDA	TD	TD	TD	DA	TD	DA		TDA	DA	DA	TDA
A9		D		TD		D		DA	TDA	D	DA	DA	
B. Intellectual skills													
B1	DA	D	TD	TD	D	DA	DA	TDA	TD	DA	DA	TDA	
B2		TD	TDA	TD		TDA	D	TDA	TDA	DA	DA	DA	
B3	D	TDA	TDA	TD		TDA	TD	TDA	TDA	DA	DA	DA	
B4	D	DA	D	TD		TDA	TDA	TDA	D	DA	TDA	DA	D
B5	TD	D	D	D		TDA	TD	TDA	TDA	DA	DA	DA	D
B6	TD	TDA	D	DA	D	DA	TDA	DA	TDA	DA	DA	DA	TDA
B7		TD	TD	D		TD	TD	TDA	TDA	TDA	DA	DA	D
B8	TD	TDA	TD	D	D	DA	TDA	TDA	D	DA	DA	DA	D
C. Practical skills													
C1	TDA	TDA	DA	DA	TDA	DA	TDA	TDA		DA	TDA	DA	
C2	TD	DA	TDA	TD		TDA	TDA	TDA		DA	TDA		
C3	TD	DA	TD	D		DA	TDA	TDA		DA	DA		

C4	TD	DA	D	TD		TDA	TDA	TDA		DA	DA	DA	
C5						TDA	TD	TDA		D	DA		
C6	D	D	D	D	TD	DA	D	DA	D		TDA		D
C7	TD	TD	TD	TD	D	TDA	TD	TDA	TD	DA	DA		DA
C8			D			D		D	D	DA	DA	DA	DA
C9	TD		D			DA	D	DA	TDA	DA	DA	DA	TDA
D. Transferable skills													
D1	TD	TD	D	TD		DA	TD	DA		DA	DA	D	D
D2	TD	TD	D	TD		DA	D	DA		DA	TDA		
D3	D	D	D	D	TDA	DA	DA	DA	D		DA		D
D4	TD	TD	TDA	TD	DA	DA	DA	DA		DA	DA	DA	D
D5	TD	D	TD	D	TDA	TDA	DA	DA		DA	DA		D
D6	TDA	TD	TD	TD		TDA	TDA	DA		DA	DA		
D7	TDA	TD	TD	TD	D	TDA	TD	DA	D	DA	TD	DA	D

Appendix B: Personal Development Planning (For Postgraduate Courses Only)

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.	N/A
2 Supporting the development and recognition of skills in academic modules/modules.	
3 Supporting the development and recognition of skills through purpose designed modules/modules.	
4 Supporting the development and recognition of skills through research projects and dissertations work.	
5 Supporting the development and recognition of career management skills.	
6 Supporting the development and recognition of career management skills through work placements or work experience.	
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	
9 Other approaches to personal development planning.	
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	

Appendix C: Terminology

(Please review the definitions and add those according to your own course and context to help prospective learners 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