



Queen Margaret University

EDINBURGH

# Programme Specification

Where appropriate outcome statements have been referenced to the appropriate Benchmarking Statement (BS)

<b>1</b>	<b>Awarding Institution</b>	Queen Margaret University. Edinburgh
<b>2</b>	<b>Teaching Institution</b>	Queen Margaret University. Edinburgh.
<b>3</b>	<b>Professional body accreditation</b>	HPC/COT
<b>4</b>	<b>Final Award</b>	Pg Dip/MSc In Occupational Therapy (Pre-Reg)
	<b>Subsidiary exit awards</b>	PG Certificate & PG Diploma (unnamed)
<b>5</b>	<b>Programme Title</b>	PgDip/Msc in Occupational Therapy (Pre- Reg)
<b>6</b>	<b>UCAS code</b> (or other coding system if relevant)	
<b>7</b>	<b>SCQF Level</b>	11
<b>8</b>	<b>Mode of delivery and duration</b>	Full-time Pg Dip Full-time: 2 -4 years Pg Dip/Msc: Full-time: 2-5 years
<b>9</b>	<b>Date of validation/review</b>	31 <sup>st</sup> March 2010

## 10. Educational Aims of the programme:

The student will:

Build the knowledge, skills, attitudes and behaviours to develop professional competencies that lead to eligibility for registration with The Health Professions Council (HPC).

Develop a critical understanding and synthesis of the: philosophy, beliefs, key theories, relevant knowledge, skills and practice of Occupational Therapy and the influence of context in shaping praxis.

Advance their ability to critically research, appraise and articulate the importance of occupation in promoting the: health and well-being, recovery, rehabilitation, social engagement and participation of individuals, groups and communities.

Build the knowledge, skills and values required to confidently implement and evaluate occupation focussed practice in diverse and changeable Practice Placement contexts.

Develop knowledge, skills and values which enable them to work effectively, autonomously, collaboratively and in partnership with individuals, groups, communities and other professionals.

Foster skills of autonomous learning, professional reasoning, evidence based practice, reflexive practice, leadership and entrepreneurship, in preparation for continuing professional development and a commitment to lifelong learning

Promote knowledge, skills and values which facilitate cultural competence, inclusive and anti-oppressive practice, occupational justice and social justice

Build upon critical research skills to enable students to develop and apply the skills of research and enquiry to practice (PgDip), and produce original work which contributes to a subject, field or profession (Msc)

## 11. Benchmark statements/professional and statutory body requirements covered by the programme:

This document outlines the PgDip/MSc in Occupational Therapy (Pre-Reg). It has been designed to comply with:

- HPC Standards of Education and Training (2009)
- HPC Standards of Proficiency: Occupational Therapists (2007)
- HPC Standards of Conduct, Performance and Ethics (2009)
- HPC Guidance on Health and Character (2009)
- The College of Occupational Therapists Curriculum Guidance for Pre-Registration Education (2009)
- The College of Occupational Therapists Pre-Registration Education Standards (2008)
- Tuning Occupational Therapy Group Reference points for the design and delivery of degree programmes in Occupational Therapy (2008)
- World Federation of Occupational Therapists Revised Minimum Standards for the Education of Occupational Therapists (2002)
- Quality Assurance Agency Higher Education (QAA) Subject Benchmark Statement: Health care programmes: Occupational Therapy (2001), Code of
- QAA (2007) Codes of Practice for the Assurance of Academic Quality and Standards In Higher Education: 9. Work Based and Placement Learning
- Scottish Credit and Qualification Frameworks (2003, 2007, 2009)
- The NHS Knowledge and Skills Framework (2004)

## 12. Learning Outcomes of the Programme

In terms of **knowledge and understanding**, students will be able to: -

Critically evaluate philosophical and theoretical perspectives and empirical knowledge related to occupation and Occupational Therapy

Demonstrate scholarship by critically debating theory driven, occupation focussed practice

Integrate knowledge from biological sciences, medical, human, social sciences, technical and occupational sciences

Critically reflect on the relationship between theory and practice

Demonstrate critical awareness of health, socio-political policies, legislation and technology and their impact on human needs and the delivery of services

Rationally debate and draw independent conclusions based on a critical approach to data and current evidence

Critically reflect on research paradigms and make informed choices about research methodologies in relation to the production of a proposal and research project (MSc)

In terms of **Intellectual skills** students will be able to: -

Debate how meaningful occupation can contribute to a persons sense of health and well being, promote recovery and quality of life

Debate the impact of contextual factors such as poverty on the occupational performance, participation and fulfilment of individuals groups and communities

Critically reflect and defend the therapeutic process of assessment, goal setting, intervention strategies and evaluation in relation to occupational performance

Critically discuss new concepts, theories and research in order to determine their relevance to Occupational Therapy

Articulate the analysis of evidence from literature and other sources to develop best practice

Critically debate legal and ethical implications of professional actions in practice

Demonstrate reflexivity in relation to learning and practice to facilitate continuing professional development and lifelong learning

Demonstrate autonomous thinking with reference to the research process (MSc)

In terms of **Practical skills** students will be able to: -

Demonstrate safe practice through achieving a pass level of competency in each separate Practice Placement experience throughout the programme

Demonstrate personal conduct in a manner congruent with professional codes of conduct

Demonstrate personal awareness and skills individually and in groups, which build professional competence in order to communicate with colleagues in a variety of contexts

Communicate appropriately and effectively with service users, carers and families with a variety of needs from diverse social and cultural backgrounds

### **Apply the basic principles of accountability, responsibility and quality assurance within Occupational Therapy practice**

Work collaboratively with other professionals in different contexts to achieve a quality service for users

Demonstrate skills in interviewing and building effective therapeutic relationships

Demonstrate skills in selecting appropriate assessments, interventions and evaluations with diverse service users in a variety of service contexts

Develop skills in person centred partnership working with clients, groups and communities

In terms of **Transferable Skills**, students will be able to: -

Engage in autonomous learning

Demonstrate confidence in understanding, interpreting, presenting and utilising different forms of literature

Apply knowledge in the management of time, financial, physical and human resources as it relates to practice

Gather and analyse knowledge through application of relevant enquiry methods

Demonstrate research skills in critiquing literature, analysis and presentation of literature (Pg Dip)

Develop an understanding and skills in research ethics developing proposals and initiating research topics (MSc)

Confidently engage with technologies in the pursuit of effective Occupational Therapy practice

Demonstrate skills required to work effectively in teams

Develop skills of reflection and reflexivity

### **13. Teaching and learning methods and strategies**

PBL is the main Teaching approach used within this programme:

The main aims of this chosen approach are:

- to foster problem posing and problem solving skills
- to synthesise knowledge from relevant informing disciplines
- to develop high level interpersonal skills particularly in relation to learning about teamwork and interagency work
- to promote reflection-in-action and reflection-on-action
- to provide the student with a real world context for learning
- to promote conceptual versatility
- to encourage creativity and independence of enquiry
- to promote autonomous intellectual endeavour
- to promote critical reflection of self and others

The philosophy is also based on a view of the programme being yet another step in life-long learning. By identifying personal needs and goals, so students are enabled to be self-determining individuals, drawing up personal programmes of study within the necessary framework that leads to competence to practise and establishing a pattern for continuing professional development.

In selecting a broad definition of problem based learning as the focus of learning and teaching within this programme a blended approach to learning will allow flexibility of delivery and to suit different learning styles. Methods and approaches will incorporate: case based learning, project work, small scale investigations, personal and professional portfolio, student centred, peer and group learning, key note lectures, professional contacts, reflective diaries, self and peer assessment and e-learning. In relation to e-learning, all students will be introduced to WebCT which provides an important forum for group discussion and communication and is used in all modules (including practice education) to promote critical reflection and sharing throughout the learning experience

### **14. Assessment strategies**

A variety of formative and summative assessment methods are used to reflect the range of learning and teaching methods. The majority of the assessments are through summative coursework assignments which are consistent with the overall aims of the programme and follow the principles of adult learning. The choice of assessment methods are informed by the nature of the module and this leads to an eclectic mix of strategies including reports, essays, group work, oral presentations to the cohort, individual viva voce, practical work, reviews of literature, systematic reviews, a research proposal, project work and experiential learning on practice education. This results in versatile learners who can negotiate different expectations. Those expectations are made clear to students within the module and at various times in the curriculum, students are invited to offer a reflective piece on the experience.

Formative assessment is carried out through the means of WebCT where questions are posted by staff on a regular basis in each of the modules. Students are required to individually respond using their “new” knowledge and previous experiences. Students are also formatively assessed in terms of evaluating their own behaviours and that of others through the mechanisms of specific instruments (see Self Evaluation and Peer Evaluation Forms in the appendices). Vivas and small projects will also be part of the formative and summative assessments.

Assessment of students’ performance during practice education continues to be based on forms which are well respected by educators and students, having been in use (and reviewed) over the past 10 years. Some changes have been made however the format remains based on semantic differentials with commentary at mid-way and final stages of each Practice Placement. Increasing demands on students are evident from both the aims of each placement and the text of each progressive assessment form.

**15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)**

<b>Level 1</b>	<b>Level 2</b>	<b>Msc route</b>
<b>OT1 Foundations and skills for Practice</b> (30M level credits)	<b>OT3 Intervention and Evaluation</b> (30M level credits)	<b>Research Methods</b> (30M level credits)
<b>OT: Practice Placement 1</b> (SCQF L7, 30 SCOT CAT)	<b>OT: Practice Placement 3</b> (SCQF L9, 30 SCOT CAT)	<b>Research Project</b> (60M level credits)
<b>OT2 Analysis and Assessment</b> (30M level credits)	<b>OT4 Preparation for Practice in a Changing Context</b> (30M level credits)	
<b>OT: Practice Placement 2</b> (SCQF L8, 30 SCOTCAT)	<b>OT: Practice Placement 4</b> (SCQF L10, 30 SCOT CAT)	

**16. Criteria for admission**

The University shall have reasonable expectation before admission, that an individual applicant will be able to fulfil the objectives of his/her programme of study and achieve the standard required for the award sought.

Normally a degree or a professional qualification recognised for professional body membership to be equivalent in academic terms normally to an honours degree.

Evidence of a research module or experience

Subject to individual interview

Disclosure of criminal convictions “Enhanced Disclosure Scotland”

Health Declaration

## **17. Support for students and their learning**

QMU programmes normally provide the following student support:

- Personal Academic Tutors
- Personal Development Portfolios
- Student handbooks
- Access to Student Learning Services, Library and IT support
- Access to Student Services: careers, counselling, disability advice
- Representation through Student-Staff Committees

## **18. Quality Assurance arrangements**

This programme is governed by QMU’s quality assurance procedures. See the QMU website for more detail: <http://www.qmu.ac.uk/quality/>