



Course Specification Template

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

We undertake continuous review of our courses to ensure quality enhancement and professional relevance, in response to student and other stakeholder feedback and to manage our resources. As a result, this course may be revised during a student's period of registration. Major changes to courses and modifications to courses are approved following consideration through the University College's Course Approval and Review processes or Course and Unit Modification policy, as appropriate; Any changes will be balanced against our obligations to students as set out in our Student Agreement and will be discussed with and communicated to students in an appropriate and timely manner.

Basic Course Information

Final award and title	MSc Occupational Therapy (pre-registration)	Course Code	MSOTPRF
FHEQ level and credit of final award	MSc Occupational Therapy (pre-registration) (180 CATS at Level 7 plus 100 CATS at Level 6) MSc Therapeutic Studies (180 CATS at Level 7) Interim awards do not convey eligibility to apply for registration with the HCPC		
Intermediate awards titles	Postgraduate Cert (PG Cert) in Therapeutic Studies (60 CATS at Level 7) Postgraduate Diploma (PG Dip) in Therapeutic Studies (120 CATS at Level 7) Interim awards do not convey eligibility to apply for registration with the HCPC		
FHEQ level and credit of intermediate award	7		
Awarding Institution	AECC University College		
Teaching Institution	N/A		
Professional, Statutory & Regulatory Body (PSRB) accreditation/recognition	Health and Care Professions Council (HCPC) – Approval Royal College of Occupational Therapists (RCOT) – Accreditation granted		
Duration of PSRB accreditation/recognition where applicable)	Royal College of Occupational Therapists (RCOT) – Accreditation for a five-year period commencing January 2023		
Mode of study	Full-time		
Distance Learning course	No		
Standard length of course	2 years		
Language of delivery	English		
Place of delivery	AECC University College		

UCAS code (where applicable)	N/A
HECOS Code(s)	100255
Date Course initially approved	01 December 2022
Version number	V1.0
Date this version approved	01 December 2022
Academic year from which this applies	2022-2023
Author	Stewart Cotterill

Course Overview

1. Admissions regulations and entry requirements

The regulations for this Course are the University College's Standard Admission Regulations which may be found from the [Latest Policies webpage](#). These regulations include the general entry requirements and specific requirements regarding English language.

The detailed entry requirements for the course may be found from the relevant course page on the University College website.

Recognition of Prior Learning (RPL)

AECC University College has a Recognition of Prior Learning Policy which can be found from the [Latest Policies webpage](#)

2. Additional entry requirements

For this course, applicants are required to achieve the equivalent of an IELTS (academic) score of 7.0 or above with no less than 6.5 in each section.

Occupational Therapy students will have substantial access to children and vulnerable adults, and as such are required to undertake an enhanced DBS check before being eligible to proceed onto the course. In addition, all students are required to undertake occupational health checks as part of the application process and are required to have specific vaccinations in order to be able to undertake placements while studying the course.

Finally, all students will be interviewed as part of the application process.

3. Aims of the course

The aims of the course are to:

1. develop competent evidence-based Occupational Therapists who are fit for award, practice, and the profession.
2. foster a strong professional role identity, autonomy, accountability, and resilience.
3. develop Occupational Therapists who able to work autonomously to manage patients/clients using a personalized approach, when planning, implementing, and evaluating occupational therapy practice.
4. equip students with the skills to act as confident, competent, and reflective practitioners, who practice autonomously, compassionately, skillfully, and safely, whilst maintaining dignity, and promoting health and wellbeing.
5. develop graduates who act as ambassadors for the occupational therapy profession.
6. build students' professional, clinical leadership, research capabilities, and ability to work collaboratively with other healthcare professionals.
7. foster independence in learning and commitment to continued professional development and lifelong learning.

3. Aims of the course

8. integrate theory and practice to enhance service user outcomes.

4. Course Learning Outcomes – what students will be expected to achieve

<p>This course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:</p>	<p>The methods used to enable outcomes to be achieved and demonstrated are as follows:</p>
<p>Subject Knowledge and Understanding Having successfully completed this course students will be able to demonstrate knowledge and understanding of:</p> <p>A1 the fundamental sciences underpinning occupational therapy practice.</p> <p>A2 scientific knowledge, critical thinking, and values in contemporary occupational therapy practice.</p> <p>A3 the ethical, moral, and legal frameworks and legislation relating to occupational therapy practice.</p> <p>A4 the nature of contemporary occupational therapy service delivery and practice.</p> <p>A5 the appropriateness of specific occupational therapy assessment tools and models of practice.</p> <p>A6 the design of appropriate assessments, treatments, and management plans for specific service-user groups.</p>	<p>Teaching and Learning Methods A1-A6 are achieved through Inquiry and problem-based learning sessions. These are delivered through a combination of both synchronous and asynchronous learning activities. The asynchronous learning activities introduce core concepts that are then practically applied in the on-campus sessions, delivered through workshops, seminars, and practical skills classes. This foundation knowledge is further developed through small group interactive skills development sessions, Individual assignment and group work, and through utilising inquiry-based approaches, such as through the School of Rehabilitation, Sport, and Psychology's programme of course-specific Peer-Assisted Learning (PAL).</p> <p>Assessment Methods A1, 2, 3,4, 5, and 6 are assessed by course work, portfolio, practical skills assessments, video production, presentations, and case studies.</p>
<p>Cognitive Skills Having successfully completed this course students will be able to:</p> <p>B1 critically discuss the knowledge base of the occupational therapy profession and theories underpinning the approaches used in occupational therapy practice.</p> <p>B2 evaluate and apply the scientific principles underpinning occupational therapy practice.</p> <p>B3 systematically evaluate the legal moral and ethical issues relevant to the clinical situation and be able to identify the impact on occupational therapy practice.</p> <p>B4 deal with complex issues both systematically and creatively</p> <p>B5 critically review research designs and methods which are used to generate evidence in occupational therapy.</p>	<p>Teaching and Learning Methods Student cognitive skills relating to B1, B2 and B3 are developed adopting a range of assessment strategies. Students engage with professional standards of practice relating to the regulator (HCPC) and the professional body (RCOT) and the associated standards of practice and professional conduct. Core information is presented to students through a range of asynchronous online learning tasks prior to attending practical sessions on campus. Students then through workshops, seminars, practice skills classes and small group work further discuss their understanding and practical application of this knowledge.</p> <p>Directed personal study time enables the student to deepen and strengthen this learning through problem and enquiry-based learning.</p> <p>Assessment Methods B1, B2 and B3 are assessed through a range of assessments including reflective essays, practice skills assessments and case study presentations. B3 is assessed through clinical reasoning skill development and application in the professional</p>

4. Course Learning Outcomes – what students will be expected to achieve	
	skills units (OCC7002, OCC7004, and OCC7005) and the practice placement units (OCC6001 and OCC6002).
<p>Practical Skills</p> <p>Having successfully completed this course students will be able to:</p> <p>C1 engage in continued learning and enable them to adapt to the challenges and opportunities of an ongoing career in occupational therapy.</p> <p>C2 practice within the legal, ethical, policy and professional frameworks relevant to occupational therapy.</p>	<p>Teaching and Learning Methods</p> <p>Students are introduced to the profession and key regulatory, professional ethical and moral reference points in the Introduction to Professional Practice Unit (OCC7001). Subsequent units build upon these key principles (e.g., OCC7002, OCC7004, OCC7005, OCC7006) to enable students to demonstrate the application and development of these practice skills whilst on their practice placements (OCC6001 and OCC6002).</p> <p>Assessment Methods</p> <p>Initial understanding of key concepts of continuing professional development and autonomous practice within the required ethical, professional and policy guidelines is assessed in a reflective essay/Continuing Professional Development Portfolio. The application and assessment of professional practice skills takes place in taught Units OCC7001, OCC7002, OCC7004 and in the practice placement units OCC6001 and OCC6002.</p>
<p>Transferable skills</p> <p>Having successfully completed this course students will be able to:</p> <p>D1 learn, think and problem solve independently in familiar and unfamiliar situations with an open mind.</p> <p>D2 take personal responsibility for working effectively, independently and in partnership with others.</p>	<p>Teaching and Learning Methods</p> <p>The course applies an experiential learning approach to the development of key transferable skills. Students are provided with opportunities to develop both D1 and D2 in the key Occupation for Health and Well-being Units (OCC7002, OCC7004, OCC7005), before then having the opportunity to put these skills into practice whilst out on their placements in OCC6001 and OCC6002.</p> <p>Assessment Methods</p> <p>D1 and D2 are assessed across a range of units utilizing varied assessment approaches including individual and group presentations, case studies, practice placement assessment, written academic assignments and portfolio.</p>
<p>Professional competencies</p> <p>Having successfully completed this course students will be able to</p> <p>E1 safely and effectively practice the core skills of occupational therapy and demonstrate the qualities and abilities needed to act autonomously in planning, implementing, and analyzing occupational therapy practice.</p> <p>E2. work within the professional boundaries outlined by the Royal College of Occupational Therapists (RCOT) Code of Ethics and Professional Conduct, and the</p>	<p>Teaching and Learning Methods</p> <p>The course is designed to develop effective highly skilled practitioners in the profession of occupational therapy. The whole curriculum is designed to meet the needs of the regulator (HCPC) and the professional body (RCOT) to ensure that on graduation students can demonstrate both E1 and E2. This is achieved through successful completion of a range of units that seek to integrate theory and practice thereby developing the required knowledge, skill, values and behaviors required to become a safe, effective and autonomous registered occupational therapist.</p>

4. Course Learning Outcomes – what students will be expected to achieve	
HCPC Standards of Proficiency, and Standards of Conduct.	Assessment Methods E1 and E2 are assessed through a range of integrated and incremental assessments to enhance the integration of theory and practice and professional reasoning (case studies, presentations), demonstrate research and evidence informed practice (dissertation, critical essay, poster presentation) and developmental autonomous, ethical, self-directed and life-long learning skills (reflection, portfolio) and skills of proficiency and competence (practice placement assessments 1-4)

<p>Intermediate exit award outcomes</p> <p>Postgraduate Certificate in Therapeutic Studies</p> <p><i>Subject knowledge and understanding</i></p> <p>Having successfully completed this course students will be able to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> A1 the fundamental sciences underpinning occupational therapy practice. A2 scientific knowledge, critical thinking, and values in contemporary occupational therapy practice. A3 the ethical, moral, and legal frameworks and legislation relating to occupational therapy practice. A4 the nature of contemporary occupational therapy service delivery and practice. A5 the appropriateness of specific occupational therapy assessment tools and models of practice. A6 the design of appropriate assessments, treatments, and management plans for specific service-user groups. <p><i>Cognitive skills</i></p> <p>Having successfully completed this course students will be able to:</p> <ul style="list-style-type: none"> B1 discuss the knowledge base of the occupational therapy profession and theories underpinning the approaches used in occupational therapy practice. B2 evaluate and apply the scientific principles underpinning occupational therapy practice. B3 systematically evaluate the legal moral and ethical issues relevant to the practice situation and be able to identify the impact on occupational therapy practice. <p><i>Practical skills</i></p> <p>Having successfully completed this course students will be able to:</p> <ul style="list-style-type: none"> C1 engage in continued learning and enable them to adapt to the challenges and opportunities of an ongoing career in occupational therapy. C2 practice within the legal, ethical, policy and professional frameworks relevant to occupational therapy. <p><i>Transferable skills</i></p> <p>Having successfully completed this course students will be able to:</p> <ul style="list-style-type: none"> D1 learn, think and problem solve independently in familiar and unfamiliar situations with an open mind.

Intermediate exit award outcomes

D2. take personal responsibility for working effectively, independently, and in partnership with others.

Postgraduate Diploma in Therapeutic Studies

Subject knowledge and understanding

Having successfully completed this course students will be able to demonstrate knowledge and understanding of:

- A1 the wider determinants of health and wellbeing including biological, medical, psychological, and social.
- A2 the person-centered approach to healthcare and service delivery.
- A3 the importance of training, supervision, and mentoring, and when to make referrals.
- A4 the importance of data collection, service evaluation, audit processes and quality assurance.
- A5 the importance of psychology informed practice, emotional responses, and patient mental health.

Cognitive skills

Having successfully completed this course students will be able to:

- B4 critically reflect on practice ensuring an evidence-based approach to the professional role.
- B5 engage in the underlying principles of supervision.
- B6 analyze and interpret the information gained from the assessment of patients/service users/carers, apply problem solving and clinical reasoning to plan, prioritize, and implement appropriate occupation focused interventions whilst effectively considering wider biopsychosocial and environmental needs.
- B7 critically review research designs and methods which are used to generate evidence in occupational therapy.

Practical skills

- C3 consistently demonstrate skills in communication, information giving and developing therapeutic relationships to support health and wellbeing, occupation focused and client-centered care.
- C4 demonstrate the ability to manage their own caseload and work planning, organizing, directing, and facilitating appropriate action to ensure effective use of resources (financial, human, physical and technological).
- C5 apply appropriate assessment techniques considering the physical, psychological, and cultural needs of the service users/carers and the practice context or environment that they are working in.

Transferable skills

Having successfully completed this course students will be able to:

- D3 use information and communications technology effectively, both in the practice situation and as a learning resource.
- D4 work effectively with others and perform as an effective member across a range of teams and/or occupational therapy settings.
- D5 respect and work with the occupational needs of individuals, and their significant others, in a culturally sensitive, respectful and client-centered way, having regard to their lifestyle and the impact of the environment on their health and wellbeing.

Course Structure

5. Outline of course content

The course is composed of 180 level 7 (postgraduate) credits and 100 level 6 credits as follows:

Level 7

- Introduction to Professional Practice (20)
- Occupation, Health, and Wellbeing 1 (20)
- Foundation Sciences for Health, Wellbeing and Participation (20)
- Occupation, Health, and Wellbeing 2 (20)
- Occupation, Health, and Wellbeing 3 (20)
- Transforming health and wellbeing – advancing occupational therapy research, practice and innovation (20)
- Research Methods in Health Science (20)
- Occupational Therapy Dissertation (40)

Level 6

- Practice Placement 1 (40)
- Practice Placement 2 (60)

The MSc in Occupational Therapy (pre-registration) is a qualifying course for graduates with a suitable and relevant first degree seeking to train as an Occupational Therapist. The course is two years full-time, starting in January and finishing in December.

This course aims to develop students fit for purpose, practice, and award. The philosophy underpinning this aim is one of supporting the student in developing the required knowledge, skills, values and expertise underpinning occupational therapy practice and an enthusiasm for and understanding of themselves as lifelong learners. In this way they will acquire core clinical and professional knowledge and skills that will support a client-centered, and evidence-based approach to their professional practice and which can be built on throughout their careers through continuing professional development and reflective practice.

As part of the course, students will experience a range of practice placements (4) including the option of the AECC University College's on-site healthcare-focused clinic. Through these practice placements students will gain a variety of experiences with a wide range of client groups, under the guidance of qualified occupational therapist/clinicians. Each student will gain experience of occupational therapy within various clinical, private and voluntary settings. With the support of Practice Educators, students will assess and manage service users, have opportunities to observe and work with a range of experienced clinicians, and participate in all aspects of occupation-focused practice including working with individuals and groups, case conferences, ward rounds and home visits.

The occupational philosophy and values underpinning our course are therefore that it:

- Includes a consistent definition of occupation and taxonomy of terms related to occupation which helps students, and subsequently the broader community, to understand occupational therapy
- Draws on the Pan Occupational Paradigm (POP) to create a framework for understanding individuals as occupational beings and focuses on the connection between meaning and performance in occupations
- Values the interconnected dimensions of *doing*, *being*, *becoming*, and, *belonging* to bridge the gap between theory and practice by condensing an individual's participation into distinct areas, providing a comprehensive depiction of their occupational being
- Captures the contemporary nature of the occupational therapy profession with a focus on concepts such as participation, occupational performance, and occupational justice

5. Outline of course content

- Makes explicit reference to occupational science and conceptual practice models as providing a theoretical basis to the profession
- Values opportunities to engage with local services and providers of occupational therapy to address and understand how participation in occupation impacts the health and well-being of local communities and populations, thereby contributing to the growing recognition of the contribution of occupational therapy to individuals, groups, and communities
- Makes explicit reference to the role occupational therapy can play in health promotion, prevention and equality to achieve individual, community and population health goals.

In terms of the specific focus of the relevant units; In the **Foundation Sciences for Health, Wellbeing and Participation** students develop an understanding of sciences underpinning occupational therapy practice, exploring the relationship between human function, occupational performance, and participation. In Introduction to **Professional Practice** students develop an understanding of the healthcare context, the profession of occupational therapy and the professional requirements to qualify as an occupational therapist. In **Occupation, Health and Wellbeing 1** students are introduced to the occupational therapy process and begin to develop critical and professional reasoning skills.

In **Occupation, Health and Wellbeing 2** students will explore ways in which occupational therapy uses occupation to promote health and wellbeing, continuing to develop their knowledge and application of appropriate knowledge and skills. In **Transforming Health and Wellbeing** students will explore the use of occupational therapy theory and practice in the transformation of health and wellbeing for individuals, local communities and society. In **Occupation, Health and Wellbeing 3** students will build upon prior knowledge skills and expertise developed in other units to develop and deliver evidence-based and client centered practice. Applying the occupational therapy process to more complex cases and scenarios/

Finally, students are required to undertake a research project as part of the Occupational Therapy Dissertation, and in preparation for this compete the **Research Methods in Health Science** unit to develop their knowledge, skills and expertise regarding interpreting and undertaking research.

In addition, students also undertake two placement units: **OT Practice Placement 1** and **OT Practice Placement 2**. In these two units students undertake a minimum combined total of 1000 practice hours through which they develop and demonstrate their competency in core practice areas of occupational therapy.

6. Placements, work-based learning or other special features of the course

Students will undertake a minimum of 1000 hours of occupational therapy-focused practice placements. These placement experiences will be delivered through the two level 6 units on the course:

- OT Practice Placement 1 (Placements 1 & 2)
- OT Practice Placement 2 (Placements 3 & 4)

Placements will broadly focus on both acute and community placements relating to both physical and mental health placement contexts. Examples of placements include: local NHS Hospital and Community Trusts, Local Authorities, Local Businesses, AECC University College clinics.

Further details regarding the structure, organizations, and delivery of these placement experiences will be provided in the MSc Occupational Therapy (pre-registration) Practice Placement handbook.

7. Course structure, levels, units, credit, and award

The level of study, units and credits required for the course and for final and exit awards are set out in the **course diagram** provided as [Appendix 1](#).

The **learning outcomes mapping document** at [Appendix 2](#) shows the relationship between ILOs for units and the overarching ILOs of the course.

7. Course structure, levels, units, credit, and award

The **Course summary document** at [Appendix 3](#) shows the structure of each unit in terms of summative assessment and gives an indication of learning hours/student workload for each unit.

8. Learning hours/student workload

AECC University College courses are made up of units of study, which are given a credit value indicating the notional amount of learning undertaken. One credit equates to ten student study hours, including student contact time, tutor guided learning time, and independent study (including assessment). 10 University credits are equivalent to five European Credit Transfer System (ECTS) credits.

Student contact time is a broad term, referring to the amount of time students can expect to engage with University College staff in relation to teaching and learning. It includes scheduled teaching sessions (sessions on a student and/or staff timetable), specific academic guidance (i.e., not broader pastoral support/guidance) and feedback. Contact time can take a wide variety of forms depending on the subject and the mode of study. It can include engagement both face-to face (in person) through on-campus seminars, labs, studios, and workshops - and online, for example through Zoom/Teams lectures/seminars, online discussion forums, webinars, email, or live chat. Online contact time can be synchronous or asynchronous. Online contact time is always characterized by personalized tutor presence and input within a specified timeframe.

Opportunities for one-to-one interaction with members of staff, during which students can receive individual help or personalized feedback on their progress, may not always present themselves as formal scheduled sessions. 'Office hours' for example are a frequent feature where members of staff are available for one-to-one sessions at set times. Interactions via email for e.g., is another example of contact time.

Independent study incorporates student-led activities (without the guidance of a member of teaching staff), such as preparation for scheduled sessions, reflecting on feedback received and planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice, revision, and completion of assessment tasks, Independent study helps students learn to manage their own learning as preparation for the expectations of a professional life that emphasizes continuing professional development and life-long learning.

Tutor-guided learning covers specific learning activities that students are asked to undertake by a tutor, such as directed reading, review of learning materials on the Virtual Learning Environment (VLE) in advance of scheduled 'flipped classroom' sessions.

In a typical week, students on this course will normally have around 20 hours of contact time, that may include lectures, seminars, labs, practicals, workshops. Contact time may be face-to-face or on-line activities that are tutor-led or mediated. Students will have around 10 hours of tutor guided time, that may include directed reading, review of lecture presentation on the VLE in advance of scheduled 'flipped classroom' sessions.

In addition to contact time and guided non-contact hours, students are expected to undertake around 5 hours of independent study per week. This includes time for revision/preparation for assessments, as well as activities such as private reading and researching.

More detail about student workload is provided in unit specifications.

9. Staff delivering the course

Students will be taught by AECC University College academic staff and qualified professional practitioners with relevant expertise. This will include HCPC registered Occupational Therapists, and other appropriately qualified staff where required.

10. Progression and assessment regulations

The regulations for this course are the University College's Assessment Regulations which may be found from the [Latest Policies webpage](#).

Where specific requirements apply – for example, where Professional, Statutory and Regulatory bodies have additional or alternative requirements, this is specified in the relevant course-specific section of the Assessment regulations.

11. Employment progression routes

It is expected that students who complete the MSc Occupational Therapy course will register with the Health and Care Professions Council as practitioner Occupational Therapists. The graduates from the course would then seek to apply for positions as Occupational Therapists in both publicly (e.g., NHS) and privately funded positions.

Students who do not complete the full course but achieve sufficient credit will have the opportunity to graduate with either a PG Cert in Therapeutic studies or PG Dip in Therapeutic studies. Students who do not complete the placement hours but complete 180 CATS at postgraduate level will be awarded an MSc in Therapeutic studies. Students leaving with one of these qualifications, in addition to their prior undergraduate degree might be able to pursue a career in an associated health discipline, progress onto a research programme or consider a career in an aligned care-focused profession.

12. Additional costs and special or unusual conditions which apply to this course,

Additional costs are mandatory or optional costs which students will need to meet in order to fully participate in and complete their course. Students will need to budget for these costs separately as they are not included in the overall Tuition Fee they are charged.

'Special or unusual conditions' are aspects of the course which students may not be expecting and which may therefore have an impact on whether or not they wish to undertake the course.

Information about additional costs and special or unusual conditions applying to students on this course can be found in the **Important information to take into account when choosing your course** available from the [Latest Policies webpage](#)

Potential additional costs include:

Placement related costs: Placements will usually be located in Dorset and Hampshire, though on agreement with the student, could be further afield. As such their might be associated travel costs that need to be considered. Placement travel costs can be claimed back for NHS placements.

Uniform: Students will be provided with a uniform for their placements, but will need to provide their own appropriate black non-slip shoes. Students wishing to wear a head covering such as a hijab must provide these for themselves, and these must be plain.

DBS Checks: At the start of the course, students must complete an enhanced criminal record check through the Disclosure and Barring Services. If a student suspends their studies for a year or more, they will also have to pay for a new criminal records check.

13. Methods for evaluating the quality of learning and teaching

Students can engage in the quality assurance and enhancement of their courses in several ways, which may include:

- Completing student surveys annually to give feedback on individual units and on the course.
- Taking part in focus groups as arranged.
- Seeking nomination as a Student Union representative OR engaging with these elected student representatives.
- Serving as a student representative on Course Consideration panels for course approval /review.

13. Methods for evaluating the quality of learning and teaching

- Taking part in Course Consideration or professional body meetings by joining a group of students to meet with the panel.
- Taking part in meetings with the external examiner(s) for the course (such meetings may take place virtually).

The ways in which the quality of the University College's courses are monitored and assurance checked, both inside and outside the institution, are:

- Annual monitoring of units and courses
- Periodic Course review, at least every six years.
- External examiners, who produce an annual report. These external examiners will be HCPC registered occupational therapists with appropriate occupational therapy higher education experience.
- Oversight by Academic Standards and Quality Committee (which includes student representation), reporting to Academic Board
- Professional body accreditation and annual reports to these bodies

14. Inclusivity statement

AECC University College is committed to being an institution where students and staff from all backgrounds can flourish. AECC University College recognises the importance of equality of opportunity and promoting diversity, in accordance with our Dignity Diversity and Equality Policy. We are committed to a working and learning environment that is free from physical, verbal, and non-verbal harassment and bullying of individuals on any grounds, and where everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

AECC University College seeks to ensure that all students admitted to our courses can fulfil their educational potential. The interests of students with protected characteristics will be taken into consideration and reasonable adjustments will be made, provided these do not compromise academic or professional standards as expressed through the learning outcomes.

15. External reference points

- UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)
- QAA Characteristics Statement: Master's Degree (2020).
- QAA Subject Benchmark Statement for Occupational Therapy (2001)
- HCPC Standards of Conduct, Performance and Ethics (2016)
- HCPC Standards of Education and Training Guidance (2014)
- HCPC Standards of Proficiency – Occupational Therapists (2013)
- RCOT Learning and Development Standards for pre-registration education (2019).
- SEEC Credit Level Descriptors for Higher Education (2016)
- Knowledge and Skills Framework (NHS 2010)
- Clinical Leadership Competency Framework (NHS 2011)
- A Health and Care Digital Capabilities Framework (NHS 2018)

16. Internal reference points and policy frameworks

AECC University College Strategic Plan (2021-2026)

AECC University College Course Design Framework

AECC University College Feedback on Assessments policy

AECC University Placement Policy

The course conforms fully with the University College's academic policies and procedures applicable to Taught Courses.

Record of Modifications

Course level

Description of Modification	Date approved	Intake to which modification applies

Unit level

Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies