



HIGHER EDUCATION ACHIEVEMENT RECORD

NAME NAME

BACHELOR OF SCIENCE (HONOURS) IN OCCUPATIONAL THERAPY

SECOND CLASS HONOURS (1ST DIVISION)

JULY 2011

This Higher Education Achievement Record follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES for the Diploma Supplement.

The purpose of the supplement is to provide sufficient recognition of qualifications (diplomas, degrees, certificates etc). It is designed to provide a description of the nature, level, context and status of the studies that were pursued and successfully completed by the individual named on the original qualifications to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition.

The University of Derby only produces HEARs in a digital format. Only HEARs accessed via <https://uverify.derby.ac.uk> can be considered valid and verified.

1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

- 1.1 Family name(s): NAME
- 1.2 Given name(s): NAME
- 1.3 Date of birth (day/month/year): 01 JAN 1990
- 1.4 Student identification number: 123456789 HESA number: 000000123456789  
HESA, the Higher Education Statistics Agency, UK, the unique national identifying number for students registered at a state university.

2. INFORMATION IDENTIFYING THE QUALIFICATION

- 2.1 Name of qualification/programme of study: Bachelor of Science (Honours) in Occupational Therapy
- 2.2 Main field(s) of study for the qualification: Occupational Therapy
- 2.3 Name and status of awarding institution: University of Derby  
The University of Derby was granted legal powers by the Privy Council in 1992 to award UK degrees and is designated as a 'recognised body'.
- 2.4 Name and status of institution (if different from 2.3) administering studies:
- 2.5 Language(s) of instruction/examination: ENGLISH/ENGLISH

### 3. INFORMATION ON THE LEVEL OF THE QUALIFICATION

- 3.1 **Level of qualification:** UK Bachelors Degree with Honours Level 6  
(European HE 1st cycle qualification)

See Section 8 for reference to nationally devised 'level indicators' which relate to the qualification as contained within the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, (QAA, 2008). Also available at <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/FHQ08.pdf>

- 3.2 **Official length of programme: 3 years**

3.3 **Access requirement(s):**

For entry to undergraduate courses appropriate preparation for higher education may include: Passes at A Level (2 for a Degree or 1 for an HND or Foundation Degree) supported by passes at Grade C in a further 3-5 GCSE subjects or level 2/3 Key Skills equivalents; Appropriate BTEC, NVQ, SQA awards; Appropriate BTEC, NVQ, SQA awards; Appropriate BTEC, NVQ, SQA awards; Satisfactory completion of an Access to HE Diploma programme or Foundation Programme; Open University credits; Art Foundation; Diplomas: The University will take the level 2 diploma as the equivalent to GCSEs and the level 3 diploma as the equivalent to A levels. Offers to students taking diplomas will be made in terms of tariff points. The Progression Diploma (principal plus generic/core learning) will be accepted as the equivalent of one to two A levels and will thus open access to HNDs or FDs. For entry to degrees, students are recommended to take the Advanced Diploma. Applicants must note also that there are a number of degrees which require certain subject knowledge at level 3, and this will need to be translated into the specialist learning component of the Advanced Diploma; Any other recognised equivalent qualifications.

### 4. INFORMATION ON THE CONTENTS AND RESULTS GAINED

- 4.1 **Mode of study:** Full Time

4.2 **Programme Requirements:**

The Bachelor's degree with honours is normally obtained after 3 years of study. 360 credits (180 ECTS) from HE levels 4, 5 and 6 with at least 120 credits being achieved at each level are required for the honours qualification. An alternative honours qualification may be achieved from 330 credits (of which at least 90 must be at Level 6) but this qualification will bear the Award title of BSc (Hons) in Allied Health Studies. A non honours qualification may be achieved from 300 credits (of which at least 60 must be at Level 6) but this qualification will bear the title of BSc Allied Health Studies.

4.2.1 **Programme Learning Outcomes:**

**Knowledge and Understanding:**

Develop knowledge and understanding of the history, values and conceptual basis of occupational therapy. Develop understanding of the concept of occupation and its relationship to health and illness of individuals. Develop knowledge of occupational therapy in contemporary practice settings. Gain understanding of normative development of individuals on occupational participation. Develop understanding of the potential impact of life changes on the occupational performance. Gain understanding of the use of self in building and maintaining a therapeutic relationship. Develop knowledge and understanding of professional and ethical behaviours. Develop knowledge of the theoretical models, frameworks and processes that underpin occupational therapy practice. Develop understanding of the assessments and outcome measures that are utilised in occupational therapy practice. Develop understanding of health and social care policy and legislation that influence practice. Gain understanding of the role of governance in occupational therapy. Gain understanding of the relationship between occupation and the health of communities and society. Develop knowledge and understanding of the importance of evidence based practice. Gain understanding of the principles and practice of research-based interventions. Develop critical understanding of occupational therapy practice in contemporary and future practice settings.

Demonstrate competent application occupational therapy interventions in a variety of diverse settings. Develop critical understanding of the unique contribution of occupational therapy in current agendas/initiatives. Demonstrate critical reflection on the boundaries of your professional practice. Demonstrate ability to critically evaluate and synthesise evidence related to an identified topic within occupational therapy

#### **Intellectual Skills:**

Locate own practice within conceptual and value bases of occupational therapy and clarify your own values; Recognise the importance of client-centred practice, and apply professional principles to individual situations. Develop problem solving strategies to make informed choices within your own practice; Reflect on self, own experience, own learning, own development needs and own practice; Adopt a questioning approach to the subject matter; Apply theory to practice; Integrate learning from practical experience with theoretical concepts and client needs. Appreciate the broader context of occupational therapy provision. Apply professional principles to individual and community situations Examine and evaluate evidence to develop a coherent argument based on theory, evidence, values and practice applications. Apply theory and research to practice, and adopt critical, evidence-based approaches to practice Reflect on own practice with a view to its improvement Contextualise occupational therapy interventions within understandings of individuals' lives, social policy and organisational strategies. Apply critical appraisal skills to a range of practical scenarios. Synthesise knowledge and experience in informed evaluation of occupational therapy issues. Appreciate the unique contribution of occupational therapy in relation to other professions, and the importance of inter-professional working. Critically reflect on the unique contribution of occupational therapy in relation to individual and community needs. Demonstrate independence in learning and apply this to a chosen subject area; Use skills of critical analysis, academic conventions and argument to honours degree level; Professionally reason to make informed decisions within professional frameworks; Take inter-disciplinary and multi-professional perspectives into account when formulating strategy; Design occupational approaches to health;

#### **Practical Skills:**

Demonstrate competence in completion of activity analysis. Complete initial interviews with a range of individuals. Identify your own learning needs. Demonstrate competence in communication, interpersonal and management skills, appropriate to the level of practice placement assessed. Demonstrate your grading and adaptation of a variety of occupations. Identify and adapt environmental influences on occupational opportunities for individuals and groups. Competently undertake a variety of assessment and related outcome measures. Demonstrate competence in professional and practice skills and be able to reflect on these, appropriate to the level of practice placement assessed. Identify and critically evaluate interventions with a range of individuals. Competently identify learning and professional needs in relation to safe and effective practice, appropriate to the level of practice placement assessed.

#### **Key Skills/Transferable Skills:**

Reflect upon and evaluate self as a professional In accordance with lifelong learning, identify and address individual future learning/ development needs Work autonomously with ability to identify and access support as required Develop and use effective time management skills Demonstrate professional suitability within both university- and practice-based learning Effectively communicate and collaborate with others Use constructive feedback to develop as a professional Plan, undertake and report on a significant piece of written work Contribute to the learning experiences of others Act in a way that supports equality and values diversity

### **4.3 Details of Study:**

The University issues an official certificate to each student on graduation. The transcript which presents the full details of the study is given next.

**Date of Commencement of Programme:** 01 August 2008

<b>Module Code</b>	<b>Module Title</b>	<b>Grade</b>	<b>Credits</b>	<b>ECTS</b>	<b>Semester</b>	<b>Academic Year</b>
4OT015	Biological Perspectives for Occupational Therapists	D	15	7.5	Autumn	2008
4OT016	Human Dysfunction for Occupational Therapists	C-	15	7.5	Spring	2008
4OT018	Communication and Self Awareness	B	7.5	3.75	Spring	2008
4OT019	Occupation, Health and Illness	B-	15	7.5	Spring	2008
4OT020	Practice Placement Education 1	B+	30	15	Summer	2008
4OT021	Process of Practice	C-	7.5	3.75	Spring	2008
4OT022	Psychological Perspectives of Human Development	A-	15	7.5	Autumn	2008
4RD056	Common Learning 1: A Basis for Practice	C	15	7.5	Autumn	2008
<b>Total Number of Credits achieved at Level 4</b>			<b>120</b>	<b>60</b>		
5OT001	Clinical Governance	C-	15	7.5	Summer	2009
5OT013	Applied Occupational Therapy	C+	15	7.5	Through	2009
5OT014	Approaches in Occupational Therapy	D+	15	7.5	Autumn	2009
5OT016	Practice Placement 2	A-	30	15	Spring	2009
5OT017	Specialist and Emerging Practice in Occupational Therapy	D	15	7.5	Summer	2009
5OT018	Theoretical Frameworks for Occupational Therapy Practice	C-	15	7.5	Autumn	2009
5RD045	Common Learning 2: Understanding Research	D-	15	7.5	Autumn	2009
<b>Total Number of Credits achieved at Level 5</b>			<b>120</b>	<b>60</b>		
6IP001	Improving Health and Social Care Services	B	15	7.5	Spring	2010
6OT002	Critical Issues	C-	15	7.5	Summer	2010
6OT005	Skills and Media	D-	15	7.5	Spring	2010
6OT013	Occupational Performance Promoting Healthy Lifestyles	B	15	7.5	Summer	2010
6OT014	Practice Placement Education 3	B+	30	15	Autumn	2010
6OT998	Independent Study	B-	30	15	Through	2010
<b>Total Number of Credits achieved at Level 6</b>			<b>120</b>	<b>60</b>		

<b>4.4 Grading scheme:</b>	<b>Report Grade</b>	<b>Descriptor</b>	<b>Indicative Grade</b>
	A+ to A-	Excellent	First Class
	B+ to B-	Very Good	Second Class (Division I)
	C+ to C-	Good	Second Class (Division II)
	D+ to D-	Satisfactory	Third Class
	N	Accredited Prior Learning	

At level 6, FM, MP and MP- report grades on non-professional qualification programmes indicate the achievement of the minimum standard of performance in the work concerned and credits are awarded. Modules to the value of 30 credits may be condoned at level 6, reducing the total number of credits required by the same amount. Some professional programmes may not allow condonement.

The honours degree is awarded on achievement of 360 credits and the classification is normally determined by the student's overall performance at levels 5 and 6 and the student's characteristic performance at level 6.

The overall performance is based on 20% of the average of the highest graded 120 credits achieved at level 5 plus 80% of the average of the highest graded 120 credits at level 6. Where the average grade falls into the borderline range, the profile of marks will be reviewed against a final level performance indicator (grade profile): at least 60 credits at level 6 must be at or above the average grade mark.

<b>Avg Grade</b>	<b>Grade Profile</b>	<b>Honours Classification</b>
At least A-	60 credits graded A- or above	First Class
At least B-	60 credits graded B- or above	Second Class (Division I)
At least C-	60 credits graded B- or above	Second Class (Division II)
Achievement of credit requirement for honours		Third Class
Non-honours award	minimum of 60 credits level 6	Pass

- 4.5 Overall classification of the qualification: Bachelor of Science (Honours) in Occupational Therapy**  
**Classification: SECOND CLASS HONOURS (1st Division)**  
**Conferred on: 15 July 2011**

## 5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

- 5.1 Access to further study:** Access to postgraduate study (2nd cycle Degree), normally with second class honours or above.
- 5.2 Accredited by/Professional status:** The programme attracts professional body regulation with the Health Professions Council and accreditation with the College of Occupational Therapists. However, when a student achieves a minimum of 60 credits at Level 6 but does not meet the requirements for the Degree in Occupational Therapy, the Assessment Board may recommend the award of a non honours degree with the title BSc in Allied Health Studies. Students who achieve 90 credits at level 6 may be awarded BSc (Hons) in Allied Health Studies. The award of such degrees will not confer eligibility for HPC registration. Successful health screening and Criminal Records Bureau clearance is needed for this programme.

## 6 ADDITIONAL INFORMATION

Students at the University of Derby have the opportunity to engage with activities outside the academic curriculum which contribute to the life of the University and the wider community. Participation in the following activities has been verified by the University of Derby. Students may also have engaged in other activities outside the University which may have contributed to their personal and professional development and may be recorded in student documents elsewhere, e.g. CV or e-portfolio.

### 6.1 Additional recognised activities:

2009-2010	<p>Student Ambassador</p> <p>In this role, students provide up to date and relevant information and positive role models to young people considering higher education. They promote the University and are required to maintain a positive and professional attitude. They need strong communication skills and a sense of responsibility to the wider organisation.</p>
-----------	--

### Information on the University of Derby

The University of Derby was established in 1992 and its origins date back to 1851. Over the years, the institution has incorporated several educational establishments covering art, science, technology, occupational therapy, education and radiography. Throughout its evolution, the University has always specialised in preparing students to join the world of work and make a useful contribution to it. This remains our focus to this day.

Our teaching and research now covers four broad areas. Our Faculty of Education Health and Sciences has worked with the NHS for over 50 years and enjoys a reputation for excellence particularly in teacher training and health. Our Faculty of Arts, Design and Technology has a rich heritage in photography, fashion and engineering and includes the Sir Richard Branson Centre for Innovation and Design. The Faculty of Business, Computing and Law is closely linked to supporting regional economic development and has a national reputation for its Law and Computer Gaming courses. Our Faculty in Buxton provides unique and award winning programmes in areas such as Hospitality, Tourism, Event Management, Leisure, Spa and Hair and Beauty.

All of our Faculties offer industry standard facilities in which to learn. All of our Faculties feature teaching staff who have actually worked in the subject they are teaching. Wherever possible we ensure that our students receive 'experiential learning' so they can put into practice what they have learnt. This unique three-way combination ensures that University of Derby graduates are ready to hit the ground running when they enter the world of work. This is often commented on by the companies that employ our graduates.

To achieve this, we ensure that our students are given the opportunity to develop their transferable skills as well as learning an academic subject. During their course, our students will have been given the opportunity to develop their skills in team working, presentation, leadership, and problem solving. They will have had the opportunity to take part in volunteering, community work and paid employment for the University or another organisation.

The quality of provision at the University of Derby was independently reviewed in 2010 by the Quality Assurance Agency which rated our quality procedures and management as excellent. In the same year the senior management team at the University won the Times Higher Award for Outstanding Leadership and Management. The University of Derby is a high quality, well run University educating work-ready graduates who can make an excellent contribution to any organisation.

### 6.1.1 Further Information Sources

Further information on the University, its regulations and its programmes of study is available at [www.derby.ac.uk](http://www.derby.ac.uk)

Further information on the HEAR is available at [www.derby.ac.uk/HEAR](http://www.derby.ac.uk/HEAR)

## 7.0 CERTIFICATION OF THE HIGHER EDUCATION ACHIEVEMENT REPORT

7.1 Date: 11 August 2011

7.2 Signature:



7.3 Capacity: Registrar, University of Derby

## 8.0 Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland<sup>1</sup>, higher education institutions are independent, self-governing bodies active in teaching, research and scholarship. They are established by Royal Charter or legislation and most are part-funded by government.

Higher education (HE) is provided by many different types of institution. In addition to universities and university colleges, whose charters and statutes are made through the Privy Council which advises the Queen on the granting of Royal Charters and incorporation of universities, there are a number of publicly-designated and autonomous institutions within the higher education sector. Publicly funded higher education provision is available in some colleges of further education by the authority of another duly empowered institution. Teaching to prepare students for the award of higher education qualifications can be conducted in any higher education institution and in some further education colleges.

### Degree awarding powers and the title 'university'

All universities and many higher education colleges have the legal power to develop their own courses and award their own degrees, as well as determine the conditions on which they are awarded. Some HE colleges and specialist institutions without these powers offer programmes, with varying extents of devolved authority, leading to the degrees of an institution which does have them. All universities in existence before 2005 have the power to award degrees on the basis of completion of taught courses and the power to award research degrees. From 2005, institutions in England and Wales that award only taught degrees ('first' and 'second cycle') and which meet certain numerical criteria, may also be permitted to use the title 'university'. Higher education institutions that award only taught degrees but which do not meet the numerical criteria may apply to use the title 'university college', although not all choose to do so. All of these institutions are subject to the same regulatory quality assurance and funding requirements as universities; and all institutions decide for themselves which students to admit and which staff to appoint. Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state. The names of institutions with their own degree awarding powers ("Recognised Bodies") are available for download at:

<http://www.dcsf.gov.uk/recognisedukdegrees/index.cfm?fuseaction=institutes.list&InstituteCategoryID=1>

Higher education institutions, further education colleges and other organisations able to offer courses leading to a degree of a Recognised Body are listed by the English, Welsh and Northern Irish authorities, and are known as "Listed Bodies". View the list at:

<http://www.dcsf.gov.uk/recognisedukdegrees/index.cfm?fuseaction=institutes.list&InstituteCategoryID=2>

### Qualifications

The types of qualifications awarded by higher education institutions at sub-degree and undergraduate (first cycle) and postgraduate level (second and third cycles) are described in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). This also includes qualification descriptors that were developed with the HE sector by the Quality Assurance Agency for Higher Education (QAA - established in 1997 as an independent UK-wide body to monitor the standard of higher education provision - [www.qaa.ac.uk](http://www.qaa.ac.uk)). The FHEQ was self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework adopted as part of the Bologna Process, in February 2009. Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001. In terms of the European Higher Education Area they are "short cycle" qualifications within the first cycle. The FHEQ is one component of the Credit and Qualifications Framework for Wales (CQFW). The Qualifications and Curriculum Authority (QCA), the Department for Children, Education, Lifelong Learning and Skills, Wales (DCELLS) and the Council for Curriculum Examination and Assessment, Northern Ireland (CCEA) have established the Qualifications and Credit Framework (to replace, in time, the National Qualifications Framework (NQF)). These authorities regulate a number of professional, statutory and other awarding bodies which control VET and general qualifications at all levels. The QCF is also incorporated into the CQFW. There is a close association between the levels of the FHEQ and the NQF (as shown overleaf), and other frameworks of the UK and Ireland (see 'Qualifications can cross Boundaries'

<http://www.qaa.ac.uk/standardsandquality/otherrefpoints/Qualsboundaries09.pdf> )

### Quality Assurance

Academic standards are established and maintained by higher education institutions themselves using an extensive and sophisticated range of shared quality assurance approaches and structures. Standards and quality in institutions are underpinned by the universal use of external examiners, a standard set of indicators and other reports, by the activities of the QAA, and in professional areas by relevant professional, statutory and regulatory bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark statements, the Code of Practice and programme specifications. QAA conducts peer-review based audits and reviews of higher education institutions with the opportunity for subject-based review as the need arises. The accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA also reviews publicly funded higher education provision in further education colleges.

### Credit Systems

Most higher education institutions in England and Northern Ireland belong to one of several credit consortia and some operate local credit accumulation and transfer systems for students moving between programmes and/or institutions. A framework of national guidelines, the Higher Education Credit Framework for England, was launched in 2008. Credit is also an integral part of the CQFW and the QCF. It may be possible for credit awarded in one framework to be recognised by education providers whose qualifications sit within a different framework. HE credit systems in use in England, Wales and Northern Ireland are compatible with the European Credit Transfer System (ECTS) for accumulation and transfers within the European Higher Education Area, and are used to recognise learning gained by students in institutions elsewhere in Europe.

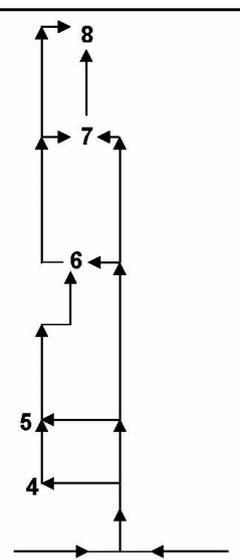
### Admission

The most common qualification for entry to higher education is the General Certificate of Education at 'Advanced' (A) level. Other appropriate NQF level 3 qualifications and the kite-marked Access to HE Diploma may also provide entry to HE. Level 3 qualifications in the CQFW, including the Welsh Baccalaureate, also provide entry, as do Scottish Highers, Advanced Highers or qualifications at the same levels of the Scottish Credit and Qualifications Framework. Part-time and mature students may enter HE with these qualifications or alternatives with evidenced equivalent prior formal and/or experiential learning. Institutions will admit students whom they believe to have the potential to complete their programmes successfully.

---

<sup>1</sup> The UK has a system of devolved government, including for higher education, to Scotland, to Wales and to Northern Ireland. This description is approved by the High Level Policy Forum which includes representatives of the Department for Business, Innovation and Skills, the Scottish Government, the Welsh Assembly Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), GuildHE and the National Recognition Information Centre for the UK (UK NARIC).

### Diagram of higher education qualification levels in England, Wales and Northern Ireland

Framework for Higher Education Qualifications (FHEQ) <sup>5</sup>		FQ- EHEA cycle	Credit		Progression for selection of students (FHEQ levels)	National Qualifications Framework for England, Wales and Northern Ireland <sup>6</sup>		
Typical Qualifications	Level		Typical UK	Typical ECTS credit ranges <sup>3</sup>		Typical Qualifications	Level	
Doctoral Degrees (eg PhD, DPhil, EdD)	8	3 <sup>rd</sup> cycle	Typically not credit rated <sup>1</sup>	Typically not credit rated		Vocational Qualifications Level 8	8	
Masters Degrees Integrated Masters Degrees Postgraduate Diplomas Postgraduate Certificate of Education Postgraduate Certificates	7	2 <sup>nd</sup> cycle	180	60-120 <sup>2</sup>		Fellowships NVQ Level 5 Vocational Qualifications Level 7	7	
Bachelors Degrees with Honours Bachelors Degrees Professional Graduate Certificate in Education Graduate Diplomas Graduate Certificates	6	1 <sup>st</sup> cycle	360	180-240		Vocational Qualifications Level 6	6	
Foundation Degrees Diplomas of Higher Education Higher National Diplomas	5	Short cycle	240	120		NVQ Level 4 Higher National Diplomas (HND) Higher National Certificates (HNC) Vocational Qualifications Level 5	5	
Higher National Certificates Certificates of Higher Education	4		120			Vocational Qualifications Level 4	4	
Entry to HE via equivalent experiential or prior learning							National Vocational Qualification (NVQ) Level 3 Vocational Qualifications Level 3 GCE AS and A Level Advanced Diploma Welsh Baccalaureate Advanced <sup>4</sup>	3
							Levels 2, 1 and entry	

<sup>1</sup>PhD and DPhil qualifications are typically not credit-rated. Newer doctoral degrees, such as the Professional Doctorate, are sometimes credit rated, typically 540 UK credits.

<sup>2</sup>A range of 90-120 ECTS is typical of most awards

<sup>3</sup>1 ECTS credit is typically worth 2 UK credits

<sup>4</sup>The Welsh Baccalaureate Qualification is part of the Credit and Qualifications Framework for Wales (CQFW)

<sup>5</sup>For students with the necessary prerequisites, entry to each FHEQ level is possible from the next lower level in the NQF or Framework for Higher Education Qualifications.

<sup>6</sup>These levels will also apply to the Qualifications and Credit Framework (QCF). The QCF will eventually replace the National Qualifications Framework (NQF)