

Occupational Therapy BSc (Hons) Programme Specification

<https://www.bradford.ac.uk/courses/ug/occupational-therapy-bsc/>

Academic Entry Year:	2026/2027
Degree Awarding Body:	The University of Bradford
Main Location:	City Campus
Qualifications Framework:	Framework for HE Qualifications of UK Degree Awarding Bodies (FHEQ: QAA 2014)
Target Degree Award:	Bachelor of Science with Honours (BSc Hons) Occupational Therapy [FHEQ Level 6]
Intermediate/exit awards:	Ordinary Degree of Bachelor (BSc) Rehabilitation Studies [L6] Diploma of Higher Education (DipHE) Rehabilitation Studies [FHEQ Level 5] Certificate of Higher Education (CertHE) Rehabilitation Studies [FHEQ Level 4]
Programme Admissions:	UK and international students
Programme Start Date(s):	September
Programme Modes of Study:	(UCAS code B930) 3 years full-time

This programme is approved by HCPC. The successful award of BSc (Hons) Occupational Therapy will allow eligibility to apply for registration with the Health and Care Professions Council as an occupational therapist. The course is also accredited by the [Royal College of Occupational Therapists](#).

Please note: Information about this programme and its modules has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. The current tariff and accepted qualifications for entry onto the programme is published at the online course page:

<https://www.bradford.ac.uk/courses/ug/occupational-therapy-bsc/>

The University has a set of terms and conditions for all students accepting an offer to study on a course here at Bradford. This is called the Student Contract. This document sets out the Terms and Conditions which apply when you accept an offer of a place on a programme of study at the University of Bradford. [View our Student Contract for further details](#).

Introduction

Occupational therapists enable people's participation and engagement in their activities of daily living. Occupational therapists are experts in understanding how the participation of humans in daily occupations, such as playing games, getting dressed or working, contributes to their health and wellbeing. Occupational therapists are specialists in the assessment and treatment of occupation. It is by way of our occupations that we engage and understand the world. However, because of illness, injury, disability or environmental constraints, we may struggle to do the things we need and want to do that make our life meaningful. It is through occupational therapy interventions that people can maintain their identity, achieve their potential, and flourish. At the University of Bradford our mission is to educate and empower students to become skilled, compassionate professionals who are able to meet the diverse occupational needs of the communities they serve. We are committed to fostering an environment of academic excellence, ethical practice, and lifelong learning that prepares our students to meet the evolving challenges of healthcare in the 21st century. Our vision is to create occupational therapists ready for the future.

Our Bachelor of Science in Occupational Therapy curriculum has 5 key threads:

- Occupation
- Leadership
- Inclusion And Participation
- Evidence-Informed Practice
- Professionalism

What makes our programme unique is:

- An emphasis on participation and ecologically focused occupational therapy
- An explicit inclusive curriculum design
- Case simulation to apply and bring learning to life
- Consideration of global perspectives and diverse ways of knowing
- All students complete a LEAP (Leadership, Emerging, Advocacy, Programme Development Placement)
- Tailored support for international students
- Involvement in the University Occupational Therapy clinic.

In addition, we have aligned the curriculum to the four Pillars of Practice (RCOT 2021):

- Professional Practice
- Facilitation of Learning
- Leadership
- Evidence, Research and Development

Occupational therapy education at the University of Bradford draws on the academic discipline of occupational science, the study of human occupation, which provides a solid theoretical foundation for practice. Building on these core concepts students learn practical skills of evidence-informed occupational therapy assessment, formulation, and intervention which can be delivered to individuals, groups, and communities of people. Our curriculum encourages student creativity but also values the need for occupational therapy to be effective and to show measurable outcomes. We are strong advocates for the use of ecological (outdoor

activities and nature) and participatory approaches to occupational therapy that use the person's own environment, build on people's abilities, challenge discrimination, and promote occupational justice. We are actively embracing a paradigm shift in our curriculum to create space for other philosophies and knowledge.

The innovative and student-centric curriculum at Bradford engages students as active learners. Our curriculum is delivered mostly face to face. We use small group work to enable students to work through complex problems, with an emphasis on depth of content and learning. Our teaching methods provide a dynamic learning environment which develops and supports students' knowledge and skills for contemporary professional practice. We are committed to an inclusive curriculum design that makes adjustments in advance for all learners. Our assessments provide varied ways of demonstrating learning through a range of assessment formats, and where possible assessment choice.

The curriculum includes opportunities for students to learn with other health and care students, from experts in the field, and from those who have received occupational therapy services. We have a dedicated Inter Professional Education event, mandatory training and some joint teaching that brings together health and social care students from across the university. Our new University Occupational Therapy clinic will also provide opportunity for interprofessional working. The Experts by Experience team work closely with us across the curriculum helping in the design of our simulation case studies, the delivery of teaching and by contributing to assessments. We have an excellent relationship with local clinicians and who provide expert teaching and university colleagues bring interdisciplinary perspectives to the curriculum.

Practice education is a strong component of our programme. Students must successfully complete at least 1000 hours in professional practice settings. We offer a range of different placement opportunities including in health and social care settings, charities, voluntary organisations, and private providers. Students can expect to have a variety of types of placements including clinical, leadership, research, and service development; all supervised by qualified and registered occupational therapists.

Our teaching faculty lead and inspire the profession and have a broad range of practice, research, and teaching excellence. The team use their own research and the research of others to inform the development of the curriculum and content of teaching. They write textbooks and journal articles, present at conferences, conduct research and serve on local and national committees. The team draw on their own experience and knowledge to bring teaching to life; you will find them supportive, accessible, and inspiring. At the University of Bradford, we create an education community of academics, occupational therapists in practice and service users where our students feel connected to the university, the profession and the people we serve. We are committed to inclusion, and equality of opportunity. Students are allocated a Personal Academic Tutor who will use a coaching approach to scaffold transition to higher education, educational development, professionalism, and self-reflection, as well as offering pastoral support. Students can join the Occupational Therapy Society organised and run by the Students Union, which provides informal opportunities for socialising and professional development.

Our graduates have a strong professional identity as an occupational therapist demonstrated through a sound and evidence-informed application of the occupational therapy process. The successful completion of the Bachelor of Science with honours in Occupational Therapy will allow eligibility to apply for registration with the Health and Care Professions Council (HCPC) as an occupational therapist. Graduates go into roles in the NHS, social care, private or charitable organisations. Our programme is approved by the World Federation of Occupational Therapists and graduates have applied to work in Hong Kong, Oman, Australia and New Zealand. The most recent data shows that 95% of our graduates are in work or study within fifteen months of graduation.

Professional, Statutory and Regulatory Body Approval

The BSc Occupational Therapy programme is accredited by the Royal College of Occupational Therapists and approved by the Health and Care Professions Council. The curriculum is mapped against the Royal College of Occupational Therapists Learning and Development Standards (2019) and the Health and Care Professions Council Standards of education and training (HCPC 2017) and Standards of Proficiency for Occupational Therapists (2023).

Programme Aims

Students on the Bachelor of Science in Occupational Therapy programme at the University of Bradford will:

- Become experts in the use of occupation to support health and wellbeing. Promote equality of health through occupation underpinned by occupational science and justice, have a critical appreciation of structural factors that influence health inequality and demonstrate a sound applied understanding of people and communities, the environment, and occupations through models of occupation.
- Have a practical, sustainable, technological, creative, and research-informed approach to the occupational therapy process with diverse people and in varied settings. Assess the occupational needs of people, use professional reasoning and creatively facilitate evidence-informed occupation-based and occupation-focused interventions in a variety of settings.
- Build collaborative, respectful, and empowering partnerships with diverse people through an understanding of their lived experience, therapeutic use of self, cultural safety, inclusion, and effective communication.
- Develop curiosity, cultural agility¹, critical thinking, autonomy, reflection, structural awareness, and ability to be a team player. Contribute effectively to teams, including building professional relationships, an awareness of others' roles and reflection of own professional identity, team roles and responsibilities.
- Systematically obtain, critically evaluate, and apply evidence from a range of sources to promote and prioritise effective, innovative, and prudent occupational therapy services.

¹ Cultural agility refers to the ability to be open to new experiences, working respectfully with others and adapting to cultural uniqueness.

Design, conduct, and disseminate research that contributes to new knowledge and/or practice improvement for the profession.

- Demonstrate leadership and innovation qualities and skills for a changing health and social care landscape.
- Work autonomously and be accountable for personal and professional practice. Be resilient and flexible with a strong professional identity making them empathetic and competent work-ready practitioners. Show a proactive commitment to the profession and its future through lifelong learning.

Learning Outcomes

Stage 1 (Level 4) Learning Outcomes

1. Discuss and apply foundation concepts associated with occupation, occupational science, occupational therapy, inclusion, health, body structures and body functions.
2. Explain the history and role of the occupational therapist across cultures and knowledge systems.
3. Detail and apply introductory theory and skills to communication and therapeutic use of self with a range of people.
4. Demonstrate foundation knowledge and application of the occupational therapy process.
5. Discuss and evaluate a range of evidence that informs occupational therapy practice.
6. Exhibit ethical and professional and academic conduct including self-awareness and reflection.

Stage 2 (Level 5) Learning Outcomes

1. Effectively explain and use professional reasoning with a range of people, including services users, carers, and other professionals.
2. Select, appraise, and apply a range of policy, legislation, theory, research, approaches, skills, techniques, and technologies to a sustainable occupational therapy process.
3. Select, appraise, and apply evidence-informed occupational therapy interventions based on a sound assessment of occupational need.
4. Critically argue for occupational participation, inclusion, and justice in a diverse range of settings and with local, national, and international communities.
5. Critique research that contributes to new knowledge and/or practice improvement for the profession.

6. Develop and reflect on the qualities necessary for team working, leadership, innovation, and personal and professional decision making, including self-reflection, and seeking feedback to inform self-awareness, competence, and team roles.

Stage 3 (Level 6) Learning Outcomes

1. Critically appraise, analyse, and synthesise theoretical constructs that underpin people as occupational beings, including the consideration of health, social and occupational disparities.
2. Critically justify and coherently apply professional reasoning to the occupational therapy process.
3. Creatively and ethically practice occupational therapy that manages uncertainty and includes an evaluation of risk, choice, and limits to knowledge and/or practice.
4. Conduct and disseminate research that contributes to new knowledge and/or practice improvement for the profession.
5. Discuss and demonstrate a clear professional identity as an autonomous occupation-centred occupational therapist.
6. Show a commitment to the profession and its future through lifelong learning.

Curriculum

The Bachelor of Science in Occupational Therapy course is at least 90 weeks in length, typically students' study for three years. All modules of study are core, studied by all students on the Occupational Therapy programme.

Table 1: Occupational Therapy Year 1 Core Modules (FHEQ Level 4)

Module Code	Module Title	Credit	Study Period
OCT4502-B	Foundation Sciences	20	Semester 1
OCT4501-B	Occupation	20	Semester 1
OCT4500-B	Professional, Placement and Academic Skills	20	Semester 1
OCT4504-B	Evidence-Informed Practice	20	Semester 2
OCT4505-B	Occupational Therapy Placement 1	20	Semester 2
OCT4503-B	Occupational Therapy Process	20	Semester 2

At the end of stage 1, students will be eligible to exit with the award of Certificate of Higher Education Rehabilitation Studies if they have successfully completed at least 120 credits and achieved the award learning outcomes.

THIS CERTIFICATE AWARD DOES NOT CONFER ELIGIBILITY TO REGISTER WITH THE HEALTH AND CARE PROFESSIONS COUNCIL OR FOR PROFESSIONAL MEMBERSHIP WITH THE ROYAL COLLEGE OF OCCUPATIONAL THERAPISTS

Table 2: Occupational Therapy Year 2 Core Modules (FHEQ Level 5)

Module Code	Module Title	Credit	Study Period
OCT5501-B	Group Occupational Therapy Interventions	20	Semester 1
OCT5500-B	Individual Occupational Therapy Interventions	20	Semester 1
OCT5505-A	Leadership and Innovation for Occupational Therapists	10	Semester 2
OCT5504-B	Occupation in Context	20	Semester 2
OCT5502-C	Occupational Therapy Placement 2	30	Semester 2
OCT5503-B	Understanding and Evaluating Research	20	Semester 2

At the end of stage 2, students will be eligible to exit with the award of Diploma of Higher Education Rehabilitation Studies if they have successfully completed at least 240 credits and achieved the award learning outcomes.

THIS DIPLOMA AWARD DOES NOT CONFER ELIGIBILITY TO REGISTER WITH THE HEALTH AND CARE PROFESSIONS COUNCIL OR FOR PROFESSIONAL MEMBERSHIP WITH THE ROYAL COLLEGE OF OCCUPATIONAL THERAPISTS

Table 3: Occupational Therapy Year 3 Core Modules (FHEQ Level 6)

Module Code	Module Title	Credit	Study Period
OCT6501-D	Evidence for Practice	40	Academic Year
OCT6503-C	Occupational Therapy Placement 4 (LEAP)	30	Academic Year
OCT6500-C	Occupational Therapy Placement 3	30	Semester 1
OCT6502-B	Transition into Practice	20	Semester 2

Students will be eligible for the award of Bachelor of Science (Honours) Occupational Therapy if they have successfully completed at least 360 credits, achieved the award learning outcomes, and successfully completed 1000 hours of practice placement.

THIS BSC (HONS) AWARD CONFERS ELIGIBILITY TO REGISTER WITH THE HEALTH AND CARE PROFESSIONS COUNCIL AND FOR PROFESSIONAL MEMBERSHIP WITH THE ROYAL COLLEGE OF OCCUPATIONAL THERAPISTS

If a student does not meet the professional requirements that permit application for professional registration with the Health and Care Professions Council students will be eligible to exit with the award of Ordinary Degree of Bachelor Rehabilitation Studies if they have successfully completed at least 300 credits.

THIS BSC (ORD) AWARD DOES NOT CONFER ELIGIBILITY TO REGISTER WITH THE HEALTH AND CARE PROFESSIONS COUNCIL OR FOR PROFESSIONAL MEMBERSHIP WITH THE ROYAL COLLEGE OF OCCUPATIONAL THERAPISTS

Aegrotat awards do not confer eligibility to apply for registration with the Health and Care Professions Council or for professional membership with the Royal College of Occupational Therapists.

Placement

This programme has at least 1000 hours of practice placement, undertaken between year 1 and year 3 (level 4, 5 and 6). To be eligible to apply for registration with the Health and Care Professions Council as an occupational therapist, students must be successful in the completion of the minimum 1000 hours. The practice hours of failed or not fully completed practice placements will not count towards the minimum requirement of 1000 hours. Attendance at practice placement modules is mandatory. Placements are full-time or, where there is a rationale, at least 0.5 full-time equivalent. Placements are attended in blocks of between 5 and 10 weeks, students may be allocated to a placement during term time or over the summer, depending on clinical availability.

Practice placements take place in a variety of settings, such as the National Health Service (NHS), social care, voluntary sector, private practice and University clinic. Should any placement include simulated practice-based learning there will be a maximum of 40 hours across all placements. Practice placements are typically in the geographical area of Bradford and Airedale but could be further afield in the UK. Students may need to travel to or stay in accommodation closer to the placement setting. Home students may be eligible for the NHS Learning and Support Fund, which provides financial support for additional travel and accommodation costs whilst on practice placement. International students will need to meet their own placement travel and accommodation costs. Students may experience several types of placements, including clinical, leadership, project, and research. On practice placement students will work with people with a variety of health and social issues and from diverse socio-economic and cultural backgrounds.

Teaching and Learning Strategy

The Bachelor of Science in Occupational Therapy programme is centred around the student learning experience; we are invested in ensuring all students can flourish and can make a difference. Overall, we take an inclusive and compassionate² approach. The programme team build a friendly, supportive, and engaging learning environment that creates a learning community of occupational therapists at the University of Bradford.

The curriculum design reflects the University of Bradford strategy which embeds inclusivity throughout. Where possible, and within our Professional, Statutory, and Regulatory

² An inclusive approach aims to improve the experience and attainment of all students and a compassionate approach aims for teaching and interactions with students to be kind.

requirements, we have integrated universal design. This means we have adjusted the learning to try and meet the needs and abilities of all students. Our approach to learning is one that stimulates interest, engagement, autonomy, and challenge for learners.

In the classroom we use a variety of student-centred teaching methods, such as simulation (virtual patients or hospital wards), problem-based learning (using case scenarios to stimulate discussion and problem solving), team-based learning (group learning, testing and application), flipped classroom learning (watching learning material then coming in to university to apply the learning) and dialogic learning (discussion based activities). Attendance at all teaching is mandatory. Students are expected to prepare for classes which focus on relating and applying knowledge to authentic case and learning activities. Small group work provides brave and safe spaces for collaborative learning, with an emphasis on depth of content and learning. Students will predominantly experience face to face learning with online synchronous (live) or asynchronous (pre-recorded) learning where appropriate. We use a variety of teaching environments; these include seminar rooms, lecture theatres and The Green Room (our specialist occupational therapy teaching space) and Tech House which simulate home environments. We also use community environments, such as schools and parks. Through our virtual learning environment, known as Canvas, we provide supporting materials in multiple ways, such as reading lists, diagrams, videos, podcasts, journal articles. Presentations used in taught sessions are published to Canvas to facilitate pre-reading and where possible taught sessions are recorded providing students the opportunity to rewind/replay.

Learning from people who are experts by experience, from other team members, and from expert clinicians is embedded into the curriculum. The involvement of experts by experience begins in our applicant interviews and continues into our taught content, delivery, and assessments. Students develop an understanding of and work with different professionals and teams during taught sessions, during placement, at mandatory training and at our dedicated-on campus interprofessional education days. Expert clinicians regularly contribute to teaching, ensuring that our curriculum includes contemporary and relevant practice that reflects real-world working.

It is important that our students progress; to achieve this the complexity of the curriculum gradually increases. We use a spiral curriculum whereby students build on their knowledge and skills of occupational therapy practice, theory, and research each year. This approach ensures that students progressively develop professional behaviours, knowledge, and skills to deliver occupational therapy. To provide a progressive structure, at level 4 we have an emphasis on transition to higher education learning and into the profession. In addition, level 4 modules support students to discuss and explain how and why humans engage in occupation across their lifespan and the role occupational therapy has in supporting this. There is one practice placement in the first year. At level 5 there is a focus on consolidation and contextualisation. Modules at this level enhance students' skills in selecting, applying, and evaluating occupational therapy assessments and interventions to people with diverse presentations and across a range of health and social care contexts. There is one practice placement in year two. At level 6 we focus on critical application of knowledge and autonomy. There are two practice placements in year three, one of which will be in a contemporary setting. The taught level 6 modules support students to transition to autonomous professional practice. To scaffold evidence-informed practice we have embedded research skills modules across the three years. This delivers an intentional building of research skills that enable students to conduct a rigorous project at Level 6.

We welcome international students on the programme and aim to support their transition to studying the UK. Through the University of Bradford Language Centre, we can offer tailored support for spoken and written English as well as assistance to develop an understanding of cultural differences and expectations that will support performance on placements in health and social care.

Interprofessional Learning

Working with different professionals is a core principle of occupational therapy. We have created a range of opportunities at university for occupational therapy students to study with and learn from professionals within and beyond health and care systems. At all levels of study students may be taught by tutors from other professions, such as physiotherapy, paramedic science, midwifery or social work. Our modules that focus on Leadership, Occupation in Context and Transition into Practice include teaching from a broader range of professionals such as, nursing, public health, charities and industry. Students will learn with other health and social care students during preparation for placement (moving and handling, life support, breakaway training), and at our a dedicated Inter Professional Education Events which simulate multidisciplinary teams. Practice placement provides a natural context for students to work with others, and our Occupational Therapy Placement 4 (LEAP) placement gives an opportunity to broaden that context, for example at schools and voluntary organisations. The Occupational Therapy clinic will be used for teaching and practice placements, this is situated alongside our physiotherapy and optometry clinics, which provides ideal opportunities for learning together.

Assessment Strategy

Our Professional, Statutory and Regulatory standards are mapped to our programme, module and assessment learning outcomes. Acknowledging the different ways that students can express what they know we have developed an overall assessment strategy that provides students with varied ways of demonstrating learning through a range of assessment formats, and where possible with assessment choice.

Formative feedback is utilised throughout the programme through tutor, self, and peer assessment. Students will be prepared to provide effective peer feedback. Feedback is timely, promotes learning, facilitates improvement, and helps learners stay on schedule.

There are summative assessments for all taught modules. We have developed variety to the types of assessments which include a video, power point presentation, multiple choice question exam, essay, report, oral report, poster, and dissertation; these reflect the different ways occupational therapists use knowledge in practice. In three modules students have a choice of assessment format so they can select how to best demonstrates their learning. All modules have assessment touch points and ways for students to clarify the assessment, including assessment clinics, question and answer opportunities. The programme module schedule has been designed with assessment periods, with no formal teaching, prior to all submission deadlines. Students are encouraged to develop a plan to stagger their submissions and develop skills to work to deadlines.

We want summative assessment feedback to be constructive, accessible, and useful. Details of how assessment feedback will be provided is detailed in each module handbook. The programme team have a rigorous process to ensure fairness of marking, this includes pre-marking meetings to standardise the marking approach, post marking moderation meetings

to ensure consistency and accuracy of marking anonymous marking where possible, and an external examiner from another occupational therapy programme who reviews a sample of marked work. Students will receive feedback on their summative assessed work in four ways.

1. Their mark,
2. Rubric that measures how a student has performed against the assessment criteria,
3. Feedback on what they have done well and
4. Feedforward on what they need to do to improve for next time.

Placements are designed to progressively develop the student's levels of competency. All summative placement assessments are graded, with those completed in stage 2/level 5 and stage 3/ level 6 counting towards the final degree classification. Placements are graded by the Practice Educator. Practice Educators attend training delivered by NHS England Workforce, training and education and the University of Bradford to support them with quality student practice education and grading. Student performance on practice placements is assessed using the Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE-OT) (Bossers, Miller, Polatajko, and Hartley, 2007).

Assessment, Continuation and Award Regulations

This programme follows the Assessment, Continuation and Award regulations published on the University's website for undergraduate courses ([Regulation 2](#)) with variance from the regulation as outlined below and documented in the Variance Register:

1. **Variance from 4.2** - Students must achieve at least the pass mark stated in the module descriptor for all individual components within each module, to pass all modules on the programme.
2. **Variance from 6.1 and 6.2** - Students who have passed 90 credits in Stage 2 and have not achieved a pass mark in module OCT5502-C Occupational Therapy Placement 2, will also be permitted to continue to the next stage of their programme.

Variance from 6.2 and 6.3 - Students will be permitted one reassessment opportunity at a professional practice placement module (OCT4505-B, OCT5502-B, OCT6500-C, OCT6503-C) to continue on the programme. Students will not be permitted to restudy a professional practice placement module (OCT4505-B, OCT5502-B, OCT6500-C, OCT6503-C). This exemption will not impact on students' attempts at the practice placement module where extenuating circumstances have been applied or who are successful in an appeal. (RCOT, 2019: 6.4.3)

Programme Operational Plan

1. OCT4505-B Occupational Therapy Placement 1, OCT5502-C Occupational Therapy Placement 2, OCT6500-C Occupational Therapy 3 and OCT6503-C Occupational Therapy Placement 4 (LEAP), must be passed in sequence. In exceptional circumstances OCT6500-C Occupational Therapy 3 and OCT6503-C Occupational Therapy Placement 4 only may be re-sequenced.
2. Where a Professional Practice Placement module is failed (OCT4505-B Occupational Therapy Placement 1, OCT5502-C Occupational Therapy Placement 2, OCT6500-C

Occupational Therapy 3 and OCT6503-C Occupational Therapy Placement 4 (LEAP)) the reassessment will normally be undertaken at the next available placement opportunity.

3. Students who fail a practice-based learning component on substantiated grounds of fitness to practise concerns must be denied a retrieval attempt (2nd attempt) (RCOT, 2019: 6.4.1). This exemption will not impact on students' attempts at the practice placement module where extenuating circumstances have been applied or who are successful in an appeal.

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning to provide applicants with exemptions from specified modules or parts of the programme. A maximum of one third of the total programme may be considered for recognition or prior learning and only successfully completed hours of practice-based learning equivalent to the first year can be included. Where a learner is transferring from another occupational therapy programme details relating to professional misconduct or fitness to practice will be sought from the releasing education provider.

Admission Requirements

We take into consideration a number of factors when assessing your application. Whilst grades are important, we also consider your life and work experience and how these contribute to your potential to flourish at university and into the profession.

Please note: The current tariff and accepted qualifications for entry onto the programme is published at the online course page:

<https://www.bradford.ac.uk/courses/ug/occupational-therapy-bsc/>

The **minimum** entry requirements for the programme are as follows:

- 120 points from 3 full A levels or equivalent on the UCAS tariff system.
- BTEC Extended Diploma with DDM in a relevant health/science subject.
- T level in Health with a specialism in Supporting Therapy teams overall Merit.
- GCSE English Language, Mathematics and Science or Combined Science at grade C or grade 4. Level 2 equivalences are accepted in place of GCSE English Language and Mathematics.

Applications are welcome from mature students (those over 21 years of age on entry); we are happy to review and advise on qualifications that may not fit the above criteria.

If you are thinking of coming or have recently applied to the University of Bradford, don't wait until you have arrived to contact our Disability Service. We can arrange for you to talk to a member of our team about what support is on offer here at the University including an

invitation to our Get Set Day. To contact the Disability Service please complete the [request support form](#). If reasonable adjustments or flexibility are required as part of the admissions process the applicant should contact the admissions team. Applicants' details of disability or health are not known to the programme team until an offer of a place has been made, once eligible for enrolment a plan for reasonable adjustments to support your studies can be made. We welcome international students onto this programme. As well as meeting the entrance requirements above, applicants at point of entry will need to achieve the following English Language qualifications: Level 7 of the International English Language Testing System, with no element below 6.5.

Applicants from the University of Bradford International College (UBIC) Health Foundation programme or the University of Bradford Foundation Year must achieve an average of at least 60%, as well as meeting the above maths and language requirements and successfully passing an interview.

Applicants who have previously been enrolled in an occupational therapy pre-registration programme or any other health or social care professional education programme must submit a self-declaration confirming no previous fitness to practice concerns.

Applicants, already studying on another programme at the University of Bradford, wishing to transfer internally are required to submit a new application and must successfully pass an interview.

We are committed to raising aspirations and widening access to higher education, regardless of your background. The [University of Bradford Progression Scheme](#) welcomes applicants from a number of groups including adult learners who are 21+ on the first day of term, British armed forces families, carers and care experienced learners, estranged or orphaned learners, refugees and asylum seekers, and Romani or Traveller family members.

Those shortlisted from application will be required to attend an online interview. The interview will be conducted by a member of the academic team and typically a service-user or clinician; you will be asked questions that help us understand how you demonstrate the values and behaviours we would expect in a healthcare professional.

All places are offered subject to satisfactory occupational health screening, a second reference and a Disclosure and Barring Service (DBS) check.

Document Changes Schedule

1. July 2025: Annual Changes for the 2025 academic year, including changes to academic regulation.
2. April 2026: Annual changes for the 2026 academic year and some format changes.