

# Occupational Therapy BSc (Hons)

## COURSE DETAILS

- A level requirements: [BBB](#)
- UCAS code: B920
- Study mode: Full-time
- Length: 3 years

## KEY DATES

- Apply by: [29 January 2025](#)
- Starts: 22 September 2025

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## Course overview

Our Occupational Therapy programme is stimulating and rewarding, delivering a breadth of patient-focused practical experience in a region with a particularly diverse population, providing an invaluable insight into a student's potential future career.

## INTRODUCTION

The Occupational Therapy programme at Liverpool will equip you with a range of both academic and practical skills for a rewarding career that enhances the quality of life for a variety of people encountering physical, emotional and social difficulties.

You will be taught by respected academics with a breadth of clinical and research experience and will graduate with up-to-date knowledge. You will learn about the human body and use the impressive Human Anatomy Resource Centre. This knowledge will help you learn about disease and disability and how they impact on the ability to engage in everyday meaningful occupation.

Throughout the three years you will undertake clinical placements. We have extensive connections with a diverse range of clinical specialties in physical and mental health and learning difficulties, for all age groups from young children to the elderly, in our student placements. There are also opportunities for you to study abroad.

More than 1,000 hours of clinical experience, together with the theoretical knowledge gained from the programme, will enable the Liverpool graduate occupational therapist to competently analyse the psychosocial, physical and environmental factors in the lives of the people in their care and devise appropriate interventions to help them.

The programme is approved by the Health and Care Professions Council (HCPC) and is accredited by the Royal College of Occupational Therapists (RCOT). The programme also has approval from the World Federation of Occupational Therapy (WFOT). Recognition of the programme by the RCOT and WFOT are important for graduates seeking international job opportunities.

### **Programme in detail**

During your three years you will engage in modules which are framed within four themes. These themes explore the person, occupation and environment relationship, which is a core underpinning philosophy for the practice of occupational therapy. They are:

- Core concepts and skills
- Professional identity
- Society and well-being
- Evidence for practice.

As a requirement for qualification you will experience a minimum of 1,000 hours practice placement education. Placements are integrated within each of the three years of the programme and are undertaken in a variety of health and social care settings.

### **WHAT YOU'LL LEARN**

- Research gathering techniques
  - Critical thinking skills
  - Communication skills
  - Self-directed learning techniques
  - Patient care
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# Course content

Discover what you'll learn, what you'll study, and how you'll be taught and assessed.

## YEAR ONE

The aims of year one are to provide you with the opportunity to:

- Develop an understanding of the concept of 'person' as it relates to health and wellbeing
- Explore and experiment with the use of occupation as a therapeutic medium
- Demonstrate basic self-awareness and communication skills
- Demonstrate an understanding of normal biological and behavioural functioning that contributes to human lifespan
- Apply systematic problem-solving approaches to rehabilitation
- Develop critical appraisal skills
- Develop skills to inform occupational therapy practice and engage with research literature.

## COMPULSORY MODULES

### MIND BODY PERFORMANCE 1 (OCCU170)

**Credits: 15 / Semester: semester 1**

This module is the first of two Year 1 modules that introduce the students to foundational anatomy and physiology knowledge relevant to occupational therapy practice. Students will learn by attending online key-note lectures, participating in online small peer group seminars, videos and through self-directed study. Students will attend online teaching sessions at the Human Anatomy Resource Centre (HARC). Students will develop skills in movement and activity analysis informed by their knowledge of the lived body.

Learning and teaching is delivered by lectures, practical and interactive small group seminars and self directed learning. Students also attend the Human Anatomy Research Centre.

The assessment is an Objective Structured Clinical Examination (OPSE).

## **MIND BODY PERFORMANCE 2 (OCCU171)**

**Credits: 15 / Semester: semester 1**

This module is the second of two Year 1 modules that introduce the students to foundational anatomy and physiology knowledge relevant to occupational therapy practice. This second module focuses on increasing students' understanding of neuroanatomy including the relationship between causes of neurological deficits and occupational performance.

Students will learn by attending virtual or on campus key-note lectures, participating in small peer groups seminars, interacting with service users, practical teaching sessions and through self-directed study. Students will attend teaching synchronous teaching sessions online from the Human Anatomy Resource Centre (HARC). Sessions at the Human Anatomy Resource Centre (HARC). Students will develop knowledge and some understanding of standardised and non-standardised assessments used to evaluate function in the central and peripheral nervous system.

The assessment is an Objective Structured Clinical Examination (OSCE).

## **OCCUPATIONS THROUGHOUT THE LIFE-COURSE (OCCU172)**

**Credits: 15 / Semester: semester 1**

In this module, students will be introduced to fundamental aspects of occupational therapy philosophy and theory. Students will discuss the different occupations that people perform throughout their life-course, the importance of occupational participation on health and well-being and key theories that underpin occupational therapy practice.

This module will be delivered through a combination of online interactive lectures and seminars, workshops and group discussions. On-line learning, including engaging with on-line quiz software and accessing video clips will also be used in this module.

This module will be assessed through a 2500 word essay. Students will be offered a choice of case-studies of people at different stages in their life-course with different occupational performance challenges.

## **OCCUPATIONAL THERAPY TOOLKIT 1 (OCCU173)**

**Credits: 15 / Semester: semester 1**

This module enables students to begin to develop their clinical reasoning skills when working with people with a range of medical conditions, pathologies, social and cultural challenges. Drawing on information from first semester modules, this module will enable students to consider an appropriate, theoretically-sound assessment for case-study individuals. The module involves keynote lectures, problem-based learning and workshops where students will develop the required knowledge and skills. This module is assessed with a presentation of the proposed occupational therapy assessment strategy and individualised goals as if to a multi-disciplinary team meeting.

The module involves keynote lectures, problem-based learning and workshops where students will develop the required knowledge and skills, particularly in assessment and goal-setting in occupational therapy.

This module will be assessed through two summative assessment components, each of 50%. Students must achieve an aggregate mark of 40% to pass this module. The assessment includes a presentation of the proposed occupational therapy assessment strategy, individualised goals and the underpinning theory for a case study, chosen from a range provided, as if to a multi-disciplinary team meeting and the submission of the powerpoint presentation with accompanying notes (equivalent of 1,500 words). This will be either on campus or via virtual delivery

## **EVIDENCE FOR PRACTICE IN OCCUPATIONAL THERAPY 1 (OCCU174)**

**Credits: 15 / Semester: semester 1**

This module sits within the 'Evidence for Practice' theme within the occupational therapy programme. In this first-year module, students will explore how evidence is relevant to occupational therapy practice. They will also be introduced to the philosophical basis underpinning established research methodologies. They will consider how best to source evidence to inform occupational therapy practice. Connections will be made between contemporary occupational therapy practice, evidence-based practice, audit and research.

Learning will comprise a blend of lectures, group-work, guided on-line learning, on-line quizzes, library supported sessions and independent study. Teaching and learning activities will be delivered in line with a hybrid approach. Throughout the module, examples of authentic occupational therapy practice will be used to enable students to recognise the importance of evidence, identify the types of evidence required to inform practice and to propose, at a basic level, how to collect, review and use evidence to inform practice. Throughout the learning journey, students will be concurrently developing IT skills, skills in referencing sources, become familiar with searching library resources and classifying sources based on their quality.

Summative assessment comprises of online assessments and a written assignment in which students can demonstrate their appreciation of the importance of evidence-informed practice and their ability to undertake a basic search for information in a specific, authentic area of practice.

## **PERSON IN CONTEXT (OCCU176)**

**Credits: 15 / Semester: semester 1**

In this first module of the Society and Well-being theme the student will develop knowledge and understanding of psychological and sociological theories and principles which are relevant to the practice of occupational therapy.

The student will learn about principles of human behaviour and society to increase their understanding of health and well-being, illness and disability.

Students will be introduced to accounts of the lived experience of disability which will enhance awareness of psychological and sociological factors impacting on disabled people's lives. Students will learn how issues of diversity, equality and disability impact on occupational participation and social inclusion and the relevance for occupational therapy.

Students will learn by attending key-note lectures, accessing on-line resources, participating in small peer group learning tutorials and through self-directed study.

The assessment is a 3000 word written assessment.

## **PROFESSIONAL PRACTICE 1 (OCCU178)**

**Credits: 15 / Semester: semester 1**

This is the first module within the Professional Practice theme. Student's will learn about the history of the Occupational Therapy profession and be introduced to the professional values, behaviours and attitudes required of an occupational therapist. Students will learn about the role of the regulatory and professional bodies, and will be introduced to the code of conduct and professional practice for occupational therapists.

Students will also begin to develop a range of skills required for professional practice, including communication skills and moving and handling. The concept of continuous professional development will be introduced.

Students will engage in a one-week observational placement within an occupational therapy clinical environment.

Learning and teaching will be delivered in a range of formats including large room and small group teaching, and practice and simulated placements.

Students will be assessed in a one hour practical examination assessing a range of professional and communication skills.

This will be delivered either on-campus or via virtual on-line delivery.

## **PROFESSIONAL PRACTICE 2 (OCCU179)**

**Credits: 15 / Semester: semester 1**

This is the second module within the Professional Practice theme.

Within this module students will participate in the first assessed practice placement (four weeks, 150 hours) within an occupational therapy clinical environment.

Students will be continuing to develop professional behaviours and attitudes required of an occupational therapist. Students will be expected to adhere to the code of conduct and professional practice for occupational therapists.

Students will continue to develop a range of skills required for professional practice, including knowledge of and fitting of standard equipment to facilitate activities of daily living, interpersonal skills and adult and paediatric resuscitation skills.

Students will begin to generate and collate evidence of personal and professional development for inclusion within their personal continual professional development (CPD) portfolio. This will use the guidance provided within the RCOT career development framework (2017b) and the HCPC audit process.

This module will also include a personal development tutorial with the student's allocated academic advisor.

This module will incorporate a mixed style of learning and teaching strategies including tutor facilitated seminars and opportunities for developing skills through experiential learning prior to and during practice placements. Students will also engage in inter-professional learning within the University environment.

This module is assessed by means of:

An OSPE delivered either on-campus or via virtual on-line delivery and a four week practice placement in an occupational therapy practice environment.

*Programme details and modules listed are illustrative only and subject to change.*

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## **YEAR TWO**

The aims of year two are to provide you with the opportunity to:

- Demonstrate an understanding and evaluation of the philosophy and theory of occupation and occupational therapy
- Appreciate the importance and implications of a multicultural society
- Demonstrate an understanding of research methodology and the importance of evidence-based practice
- Apply core skills of occupational therapy
- Develop a well-being plan to promote health and well-being through engagement in occupation
- Demonstrate the ability to work both autonomously and collaboratively.

## **COMPULSORY MODULES**

### **OCCUPATIONAL THERAPY TOOLKIT 2 (OCCU272)**

**Credits: 15 / Semester: semester 1**

This module develops students' professional reasoning skills.

This is the third module in the 'Reasoning in Occupational Therapy' theme; it builds on information from the first-year modules in this theme and also integrate information from the mind-body performance modules, as students consider the impact of more complex pathology on occupational performance.

Students will consider more complexity in terms of the medical conditions, socio-economic circumstances of the case-study individuals and types of intervention offered by occupational therapists.

This module involves keynote lectures, problem-based learning, workshops, small-group learning and self-managed learning to enable students to critically consider the role of the occupational therapist.

The assessment involves presenting the intervention plan for a case-study individual, as if to a multi-disciplinary team meeting, and the submission of a handout to support the presentation.

### **OCCUPATIONAL THERAPY TOOLKIT 3 (OCCU273)**

**Credits: 15 / Semester: semester 2**

In this module, students will explore outcome measurement as part of the occupational therapy process, alongside increasingly complex intervention contexts, including working with groups and concepts of co-occupation. This module builds on previous modules in the Reasoning in Occupational Therapy theme.

Using problem-based learning, students will devise approaches to working with individuals and groups to promote occupational well-being and critique outcome measurement strategies.

Teaching and learning will involve a mixture of keynote lectures, problem-based learning, skills workshops, group-work, role-play and self-managed learning.

Students will be assessed through one written piece of coursework, which will enable them to demonstrate their appreciation of group-work, interpersonal communication, co-occupation and also outcome measurement in occupational therapy. The course-work will be based on a chosen case-study.



## **EVIDENCE FOR PRACTICE IN OCCUPATIONAL THERAPY 2 (OCCU274)**

**Credits: 15 / Semester: semester 1**

This, the second module in the Evidence for practice in occupational therapy theme, enables students to undertake authentic critical appraisal of evidence to support a specific area of practice, which ideally will link to their interests and practice education learning.

In this module, students will work in groups to identify research questions, undertake a literature search and appraise the evidence, presenting a critically appraised topic. They will then have the opportunity to consider the evidence base and how it can be applied to occupational therapy practice. Hybrid learning will be interactive, with group discussion, on-line learning, using quiz and test software and some lecture content.

Students will present a patchwork assignment, demonstrating their acquisition of knowledge and skill in an evidence-based practice process involving identifying literature, critical appraisal, summarising literature and application to practice with a concluding narrative.

## **EVIDENCE FOR PRACTICE IN OCCUPATIONAL THERAPY 3 (OCCU275)**

**Credits: 15 / Semester: semester 2**

In the third module in the Evidence for Practice in Occupational Therapy theme, students have the opportunity to produce research, being involved in real, authentic research projects, supported by members of the academic staff team. Students will consider research ethics, data collection methods, data analysis and dissemination of research. The assessment is a patchwork where students can demonstrate their learning throughout the module with a concluding narrative.

This module uses a variety of teaching and learning methods, including practical, hands-on experience with data collection and analysis, lectures, tutorials and on-line learning.

On-line learning will support and reinforce learning from lectures and group-work.

Self-directed study will enable students to prepare for their practical work and build the 'patches' for the assignment.

## **ENGAGING IN SOCIETY (OCCU276)**

**Credits: 15 / Semester: semester 1**

This module is the second module within the Society and Well-being theme. This theme develops students' understanding of the wider societal context on occupational participation. This module builds on sociological and psychological theory and principles learnt in Year 1. It increases student awareness of how societal values and relevant policy and legislation impact on the lives of different groups of people in society and in particular the lives of disabled people.

Students learn knowledge and skills to describe facilitators and barriers to access and social inclusion for disabled people. Students will learn by attending key-note lectures, accessing on-line resources, participating in small peer group learning tutorials and through self-directed study. Students will also spend time in a community setting which will provide them with the opportunity to complete an Access Audit Tool. Students will carry out the access audit in small groups identifying environmental facilitators and barriers that influence access and social inclusion for disabled people. Students will develop recommendations that enhance disabled people's occupational participation and health and well-being.

The assessment is a 3000 word written assessment.

## **OCCUPATIONAL PARTICIPATION IN A PUBLIC HEALTH CONTEXT (OCCU277)**

**Credits: 15 / Semester: semester 2**

This module is the second Year 2 module and third module overall within the Society and Wellbeing theme. This theme develops students' understanding of the wider societal context on occupational participation. This module develops knowledge and skills relevant to the development of occupational therapy interventions which contribute to Public Health outcomes. Students develop their knowledge about a range of environments including social, economic, legislative and ecological and the impact these have on different population groups. The module promotes attitudinal recognition and change. Students learn about health promoting models and behavioural change models and their applicability to the design of occupational therapy interventions. Students will increase their knowledge of occupation as an intervention for engagement and participation to enhance health and wellbeing.

Learning and teaching includes large class lectures, small group interactive peer led seminars and tutor led groups and self-directed learning. Students will have the opportunity to pre-record their poster presentation to build their presentation skills.

This module will be assessed through two summative assessments: a poster (1000 word) and a 15 minutes presentation.

### **PROFESSIONAL PRACTICE 3 (OCCU278)**

**Credits: 15 / Semester: semester 1**

This is the third module within the Professional Practice theme. This module will focus on developing knowledge and skills for practice and increasing students' confidence and competence.

Students will undertake a 6 week Practice Placement (PP3) in semester 1 and will engage in preparatory, clinical skills teaching sessions prior to commencing their practice placement. The students will also engage in learning to enable them to generate and collate evidence of personal and professional development for inclusion within their personal continual professional development (CPD) portfolio.

This module will incorporate a mixed style of learning and teaching strategies including tutor facilitated seminars and opportunities for developing skills through experiential learning prior to and during practice placements. Students will also engage in inter-professional learning within the University environment.

This module is assessed by means of:

A University based OSPE and a six week practice placement in an occupational therapy practice setting.

### **PROFESSIONAL PRACTICE 4 (OCCU279)**

**Credits: 15 / Semester: semester 2**

This is the fourth module within the Professional Practice theme. This module will focus on developing knowledge and skills for practice and increasing students' confidence and competence.

Students will also continue to generate and collate evidence of personal and professional development for inclusion within their personal continual professional development (CPD) portfolio. This will use the guidance provided within the RCOT career development framework (2017b) and the HCPC audit process.

This module will incorporate a mixed style of learning and teaching strategies including tutor facilitated seminars and opportunities for developing skills through experiential learning prior to and during practice placements. Students will also engage in inter-professional learning within the University environment.

This module is assessed by means of:

A University based OSPE and a six week practice placement in an occupational therapy practice setting.

*Programme details and modules listed are illustrative only and subject to change.*

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## **YEAR THREE**

The aims of year three are to provide you with the opportunity to:

- Consolidate an understanding of the relationship between person, occupation, environment and wellbeing

- Demonstrate creativity, innovation and entrepreneurship through the application of technology to practice
  - Demonstrate competent acquisition of the basic professional skills
  - Make explicit the acquisition of professional standards of practice.
- It may be possible to undertake a placement overseas as an elective personal choice in year three or as part of international agreements with other universities.

## **COMPULSORY MODULES**

### **IMPROVING OCCUPATIONAL THERAPY SERVICES (OCCU373)**

**Credits: 30 / Semester: semester 2**

This, the final module in the Reasoning in Occupational Therapy theme involves consideration of service improvement and how services are delivered. Students will have the opportunity to apply information about quality assurance, entrepreneurship, service improvement and business planning to their own example of a service improvement project. They will then have the opportunity to present this, with a poster, to an audience.

Teaching and learning will involve action learning sets and keynote lectures, alongside self-directed learning and tutorials to support with individual projects. The taught content of the module will focus on service improvement, quality assurance and service development, and students will apply these concepts directly to their own example of service improvement.

This module will be assessed through two summative assessment components; a 20 minute presentation and a written service proposal of 3,00 words.

### **EVIDENCE FOR PRACTICE IN OCCUPATIONAL THERAPY 4 (OCCU374)**

**Credits: 30 / Semester: semester 3**

In this, the final module within the Evidence for Practice in Occupational Therapy theme, students will undertake an independent review of literature in a topic of their choice. Following their review of the literature, they will propose future research.

Teaching and learning strategies include lectures, group tutorials and independent study to enable students to undertake the review. The assessment is presentation of the literature review and research proposal.

There are two summative assessment for this module, which comprise of a review of the literature and a proposal for future research or practice implementation.

The review of the literature is designed to emulate a journal article format, so that students can develop academic writing skills that would be authentic to future research practice.

The research proposal will be in the format of a funding application template, created by the teaching team from a mix of forms used by funders of occupational therapy research. Again, this aims to be authentic of future research practice.

## **OCCUPATIONAL JUSTICE IN CONTEXT (OCCU376)**

**Credits: 30 / Semester: semester 1**

This Year 3 module is the fourth and final module within the Society and Well-being theme. This theme develops students' understanding of the wider societal context on occupational participation. This module builds on knowledge, skills and attitudinal change developed in Year 1 and Year 2. It focuses on greater complexity in regard to environmental impact, marginalised and potentially vulnerable population groups and developing skills in designing complex occupational therapy interventions to enhance health and well-being. This module's content includes examples of occupational therapy good practice locally, nationally and internationally in order to widen knowledge and apply understanding to design interventions to address occupational injustices. This module also enhances students' understanding of ethical issues arising in situations of complexity and principles to guide ethical occupational therapy practice.

## **PROFESSIONAL PRACTICE 5 (OCCU378)**

**Credits: 15 / Semester: semester 1**

This is the fifth module within the Professional Practice theme. This module will focus on developing knowledge and skills for practice and increasing students' confidence and competence for future employment. Students will generate, evaluate and collate appropriate evidence of personal and professional development for inclusion within their personal continual professional development (CPD) portfolio, using the guidance provided within the RCOT career development framework (2017b) and the HCPC audit process.

Students will undertake a 6 week Practice Placement (PP5) in semester 1 and engage in preparatory, clinical skills teaching sessions prior to commencing their practice placement.

This module will incorporate a mixed style of learning and teaching strategies including tutor facilitated seminars and opportunities for developing skills through experiential learning prior to and during practice placements. Students will also engage in inter-professional learning within the University environment.

This module is assessed by means of:

A University based OSPE and a six week practice placement in an occupational therapy practice setting.

## **PROFESSIONAL PRACTICE 6 (OCCU379)**

**Credits: 15 / Semester: semester 2**

This is the sixth and final module within the Professional Practice theme. This module will focus on preparing final year occupational therapy students for managing the transition from undergraduate student to qualified occupational therapist. It will develop knowledge and skills for practice and increase students' confidence and competence for future employment.

Students will generate, evaluate and present appropriate evidence of personal and professional development from within a completed personal continual professional development (CPD) portfolio.

Students will also undertake an 8 week elective Practice Placement (PP6), off campus in a health and social care setting of their choice.

This module will incorporate a mixed style of learning and teaching strategies including tutor facilitated seminars and opportunities for developing skills through experiential learning prior to and during practice placements. Students will also engage in inter-professional learning.

Learning and teaching activities will be delivered using a hybrid approach.

This module is assessed by means of:

An Objective Structured Practical Examination (OSPE) and an eight week elective practice placement.

*Programme details and modules listed are illustrative only and subject to change.*

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### **HOW YOU'LL LEARN**

Learning is promoted through a wide variety of activities that enable the students to become autonomous and continuous learners. Interactive lectures, practical and clinical skills group work, directed study, role play, problem-based learning, small group work, student-led seminars, collaborative project work and interactive tutorials are key learning strategies of the programmes. Practical work using our imaging suite digital equipment, the Clinical Skills Resource Room and the Human Anatomy Resource Centre complement teaching activities.

Face-to-face interactions between all students will occur at shared lectures, tutorials and group work and online interaction will be encouraged and facilitated. There is also inter-professional education and learning opportunities across all Healthcare Professions programmes.

### **HOW YOU'RE ASSESSED**

Using a mixture of coursework and examination, a range of assessment methods can be seen across the programmes. These include seen and unseen written examinations, essay assignments with specific word lengths, multiple choice questions, case study presentations, video analysis and interactive practical examinations. Assessment of the work-based learning element of all programmes is an important aspect. You will be required to communicate your views orally and in written form; analyse, implement and evaluate your practice; and to extend the research and evidence base of your chosen profession.

The various methods of assessments have been chosen to provide a balance that will permit the undergraduates to demonstrate their intellectual abilities in all areas to the full.

## **LIVERPOOL HALLMARKS**

We have a distinctive approach to education, the Liverpool Curriculum Framework, which focuses on research-connected teaching, active learning, and authentic assessment to ensure our students graduate as digitally fluent and confident global citizens.

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# Careers and employability

Occupational Therapy graduates are eligible to apply for membership of the Health and Care Professions Council (HCPC), the Royal College of Occupational Therapists (RCOT) and the World Federation of Occupational Therapy (WFOT) to work outside the UK.

Your qualification allows opportunities to build a career in the NHS, Social Services, and independent third-sector employers.

Successful completion of the programme will allow you to work in a range of specialist services with people of all ages to support them to address the psychological, physical, cognitive, social, and environmental challenges that impact their day-to-day functioning.

You can work in a variety of settings including:

- hospitals
- schools, higher and further education
- community centres
- prisons
- clients' homes.

**99%** OF SCHOOL OF ALLIED HEALTH PROFESSIONS AND NURSING STUDENTS FIND THEIR MAIN ACTIVITY AFTER GRADUATION MEANINGFUL.

*Graduate Outcomes, 2018-19.*

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# Fees and funding

Your tuition fees, funding your studies, and other costs to consider.

## TUITION FEES

<b>UK fees (applies to Channel Islands, Isle of Man and Republic of Ireland)</b>	
Full-time place, per year	£9,250
Year in industry fee	£1,850
Year abroad fee	£1,385

<b>International fees</b>	
Full-time place, per year	£27,200
Year abroad fee	£13,600

*Fees shown are for the academic year 2024/25. Please note that the Year Abroad fee also applies to the Year in China.*

Tuition fees cover the cost of your teaching and assessment, operating facilities such as libraries, IT equipment, and access to academic and personal support. [Learn more about paying for your studies.](#)

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## ADDITIONAL COSTS

We understand that budgeting for your time at university is important, and we want to make sure you understand any course-related costs that are not covered by your tuition fee. This includes the cost of stationery and equipment, professional association fees, and travel to placements. Students can choose to undertake a placement overseas that would incur additional costs.

Find out more about the [additional study costs](#) that may apply to this course.

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## **SCHOLARSHIPS AND BURSARIES**

We offer a range of scholarships and bursaries that could help pay your tuition and living expenses.

We've set the country or region your qualifications are from as United Kingdom. [Change it here](#)

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### **RIGBY ENTERPRISE AWARD**

◦ [Home students](#)

[Are you a UK student with a household income of £25,000 or less? If you've participated in an eligible outreach programme, you could be eligible to apply for a Rigby Enterprise Award worth £5,000 per year for three years of your undergraduate degree.](#)

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### **THE LIVERPOOL BURSARY**

◦ [Home students](#)

[If you're a UK student joining an undergraduate degree and have a household income below £35,000, you could be eligible for a Liverpool Bursary worth up to £2,000 for each year of undergraduate study.](#)

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### **CARE LEAVERS' OPPORTUNITY BURSARY**

◦ [Home students](#)

[If you've spent 13 or more weeks in Local Authority care since age 14, you could be eligible for a bursary of £3,000 per year of study. You'll need to be a UK student joining an eligible undergraduate degree and be aged 28 or above on 1 September in the year you start.](#)

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### **COWRIE FOUNDATION SCHOLARSHIP**

◦ [Home students](#)

[Are you a UK student with a Black African or Caribbean heritage and a household income of £25,000 or less? You could be eligible to apply for a Cowrie Foundation Scholarship worth up to £8,000 for each year of undergraduate study.](#)

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### **ESTRANGED STUDENTS BURSARY**

◦ [Home students](#)

[If you're a UK student identified as estranged by Student Finance England \(or the equivalent UK funding body\), you could be eligible for a bursary of £1,000 for each year of undergraduate study.](#)

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### **GENESYS LIFE SCIENCES SCHOLARSHIP**

◦ [Home students](#)

[Joining a School of Biosciences degree and have a household income of less than £25,000? If you're a UK student, you could apply to receive £4,500 per year for three years of your](#)

[undergraduate course.](#)

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## **GRADUATE ASSOCIATION HONG KONG & TUNG UNDERGRADUATE SCHOLARSHIPS**

- [International students](#)
- [Hong Kong](#)

[If you're an undergraduate student from Hong Kong who can demonstrate academic excellence, you may be eligible to apply for a scholarship worth £10,000 in partnership with the Tung Foundation.](#)

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## **NOLAN SCHOLARSHIPS**

- [Home students](#)

[Do you live in the Liverpool City Region with a household income of £25,000 or less? Did neither of your parents attend University? You could be eligible to apply for a Nolan Scholarship worth £5,000 per year for three years of undergraduate study.](#)

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## **ROLABOTIC SCHOLARSHIP**

- [Home students](#)

[Are you a UK student with a household income of £25,000 or less? Did neither of your parents attend University? You could be eligible to apply for a ROLABOTIC Scholarship worth £4,500 for each year of your undergraduate degree.](#)

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## **SPORT LIVERPOOL PERFORMANCE PROGRAMME**

- [Home and international students](#)

[Apply to receive tailored training support to enhance your sporting performance. Our athlete support package includes a range of benefits, from bespoke strength and conditioning training to physiotherapy sessions and one-to-one nutritional advice.](#)

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## **TECHNETIX BROADHURST ENGINEERING SCHOLARSHIP**

- [Home students](#)

[Joining a degree in the School of Electrical Engineering, Electronics and Computer Science? If you're a UK student with household income below £25,000, you could be eligible to apply for £5,000 a year for three years of study. Two awards will be available per academic year.](#)

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## **THE HOLT BURSARY**

- [Home students](#)

[Joining a Nursing, Occupational Therapy or Physiotherapy degree? If you're a UK student with a Merseyside connection and a household income below £25,000, you could be eligible to apply for a £2,500 bursary for each year of your course. Six awards are available per year.](#)

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## **UNDERGRADUATE GLOBAL ADVANCEMENT SCHOLARSHIP**

◦ [International students](#)

[If you're a high-achieving international student starting an undergraduate degree with us from September 2024, you could be eligible to receive a fee discount of up to £5,000. You'll need to achieve grades equivalent to AAA in A levels and be joining a non-clinical degree.](#)

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## **UNIVERSITY OF LIVERPOOL INTERNATIONAL COLLEGE EXCELLENCE**

### **SCHOLARSHIP**

◦ [International students](#)

[Completed a Foundation Certificate at University of Liverpool International College \(UoLIC\)? We're offering a £5,000 fee discount off the first year of undergraduate study to some of the highest achieving students joining one of our non-clinical degrees from UoLIC.](#)

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## **UNIVERSITY OF LIVERPOOL INTERNATIONAL COLLEGE FIRST CLASS**

### **SCHOLARSHIP**

◦ [International students](#)

[We're offering a £1,000 fee discount for years 2 and 3 of undergraduate study to eligible students progressing from University of Liverpool International College. You'll need to be studying a non-clinical subject and get an average of 70% or above in year 1 of your degree.](#)

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## **UNIVERSITY OF LIVERPOOL INTERNATIONAL COLLEGE IMPACT**

### **PROGRESSION SCHOLARSHIPS**

◦ [International students](#)

[If you're a University of Liverpool International College student awarded a Kaplan Impact Scholarship, we'll also consider you for an Impact Progression Scholarship. If selected, you'll receive a £3,000 fee discount off the first year of your undergraduate degree.](#)

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## **YOUNG ADULT CARER'S (YAC) BURSARY**

◦ [Home students](#)

[If you're a young adult and a registered carer in the UK, you might be eligible for a £1,000 bursary for each year of study. You'll need to be aged 18-25 on 1 September in the year you start your undergraduate degree.](#)



# Entry requirements

The qualifications and exam results you'll need to apply for this course.

NHS Values will be assessed in all areas of an application including UCAS Personal Statement and at interview. For more details, please download our explanation of [Value Based Recruitment](#).

We believe in treating applicants as individuals and we take into account a range of factors, both academic and non-academic, in assessing applicants' merit and potential. We consider personal circumstances and backgrounds and may be able to make offers that differ from those indicated as 'typical' below when taking extenuating circumstances or relevant experience into account.

If you would like us to consider any extenuating circumstances, please provide evidence of these and their impact on your educational achievement from an appropriate individual (school headteacher, medical practitioner, etc).

Please find below indicative offers for the BSc Occupational Therapy programme. If you would like to discuss your qualifications please contact School of [Health Science Admissions office](#) on +44 (0)151 794 9490/5712/5901 for further information.

<b>Your qualification</b>	<b>Requirements</b> <a href="#">About our typical entry requirements</a>
A levels	BBB Narrowly missed the entry requirements on results day? <div style="border: 1px solid #ccc; padding: 5px; text-align: center;">If you've studied these subjects, we may take them into account.</div> You may automatically qualify for reduced entry requirements through our <a href="#">contextual offers scheme</a> . If you don't meet the entry requirements, you may be able to complete a foundation year which would allow you to progress to this course. Available foundation years: <ul style="list-style-type: none"><li>• <a href="#">Foundation to Human and Animal Health Professions (Occupational Therapy) (Year 0)</a> BSc (Hons)</li></ul>
GCSE	5 GCSEs at grades A*-C or 4-9 including Maths and English Language. Please note English Language must be achieved at a minimum of grade 5. A GCSE Science subject (not applied) must be achieved at grades 4-9 or A*-C if

<b>Your qualification</b>	<b>Requirements</b> <a href="#">About our typical entry requirements</a>
	applicants are not offering an A-level Science qualification or level 3 equivalent.
BTEC Level 3 National Extended Diploma	<p>BTEC Nationals are considered in addition to 5 GCSEs grades A* – C or level 5, which must include English Language, Mathematics and a Science subject. Science Dual Award is acceptable. Core and Additional Science are also considered. Please note that Applied GCSEs will not be considered.</p> <p><b>BTEC National Extended Certificate</b></p> <p>We will accept one National Extend Certificate at a minimum of Distinction. This must be accompanied by two A2 subjects at grade B. The A2 subjects must include Biology/Human Biology, Sociology, Psychology, PE or Health &amp; Social Care. In total between the two types of qualification 3 separate subjects must be taken.</p> <p><b>BTEC Level 3 National Diploma</b></p> <p>We will accept in Health &amp; Social Care at grade DD plus one accompanying A2 level subject at grade B.</p> <p><b>BTEC Level 3 National Extended Diploma</b></p> <p>We will accept in Health and Social Care, Sport and Exercise Science or Applied Science at grade DDD.</p>
International Baccalaureate	30 points to include 3 Higher Level subjects at a minimum of Grade 4. Biology must be offered at a minimum of a Grade 4.
European Baccalaureate	74% overall with a minimum mark of 8 in biology and no subject mark below 6.
Irish Leaving Certificate	6 Higher Level subjects including Biology, English and Mathematics. Four subjects graded at H2 or above which should include Biology. The remaining two subjects should be graded at a minimum of H3.
Scottish Higher/Advanced	<p><b>Advanced Higher Level/Higher Level</b></p> A minimum of 5Bs from any combination of Higher levels and

<b>Your qualification</b>	<b>Requirements</b> <a href="#">About our typical entry requirements</a>
Higher	advanced Higher levels. Consideration will only be given to advanced highers in different subjects to those of highers. All grades offered must be at least B.
Welsh Baccalaureate Advanced	WJEC Advanced Welsh Baccalaureate Skills Challenge Certificate (Level 3) at grade A in addition to two level 3 qualifications as outlined above.
Cambridge Pre-U Diploma	Grade M2 accepted in addition to 2 A-levels achieve at BB. At least one subject must be taken from Biology, Health & Social Care, Psychology, Sociology, P.E or Sport Science. Three separate subjects must be taken between the two qualifications.
AQA Baccalaureate	Will be considered.
Graduate application	We welcome applications from graduates holding a 2:2 classification, or above. For queries about the suitability of your degree, please contact the Admissions Tutor in the first instance. Experience in health care is also an advantage.
Access	The Access to HE Diploma should include 45 credits at Level 3 in a Biological, Psychological, Sociological or Health related subject (all should be new learning, ie. GCSE awards cannot be APL'd against the Diploma). 30 credits passed at distinction and the remaining 15 credits must be passed at merit or higher. The diploma qualification should be supported by a sound academic background. We would usually expect applicants to meet the GCSE requirements listed.
Academic Reference	An academic reference must be included within the UCAS application. If the applicant is a graduate and has been working since graduating (within three years), an employer reference is acceptable.

<b>Your qualification</b>	<b>Requirements</b> <a href="#">About our typical entry requirements</a>
Profession-specific knowledge and skills required	<p>Candidates must show evidence, in their UCAS Personal Statement, of a good understanding of the scope of Occupational Therapy practice, preferably indicated by observational experience. It is recommended that applicants have observed Occupational Therapists at work and reflect this in their personal statement. It is preferable to have at least two visits, one being in the field of mental health and one being in the physical field.</p> <p>The Personal Statement of the UCAS application form will be screened for evidence of what has been learned from these visits. Health Trust Open Days, careers conventions, information leaflets and websites may also provide useful background information. Experience in a paid or voluntary capacity in a health and well-being environment that demonstrates your caring nature.</p>
Declaration of criminal background	<p>You will understand that as an allied health professions and nursing student, and when you qualify, you will be asked to treat children and other vulnerable people. We therefore need information about any criminal offences of which you may have been convicted, or with which you have been charged. The information you provide may later be checked with the police.</p> <p>If selected for interview you will be provided with the appropriate form to complete.</p>
Health screening	<p>The University and the School of Allied Health Professions and Nursing has an obligation to undertake health screening on all prospective healthcare students. Any offer of a place to study is conditional on completion of a health questionnaire and a satisfactory assessment of fitness to train from the University's Occupational Health Service. This will include some obligatory immunisations and blood tests.</p>
Disability information	<p>If you have, or think you have dyslexia or a long term health condition or impairment that may have the potential to impact upon your studies and/or your Fitness to Practice</p>



<p><b>Your qualification</b></p>	<p><b>Requirements</b>  <a href="#">About our typical entry requirements</a></p>
	<p>duty, please complete the <a href="#">Disability form</a>. We will contact you to discuss your support needs.</p>
<p>International qualifications</p>	<p>The IELTS requirement is an overall score of 7.0 with no component less than 6.5</p> <p>Please note – whilst we do accept <b>IELTS</b> qualifications, we do not accept IELTS qualifications that have been sat and gained <b>online</b>. We only accept qualifications that have been sat and gained <b>in person</b>.</p>

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## ALTERNATIVE ENTRY REQUIREMENTS

- If your qualification isn't listed here, or you're taking a combination of qualifications, [contact us](#) for advice
- [Applications from mature students](#) are welcome.

