



Who belongs in Occupational Therapy?

A critical look at (UK) pre-registration recruitment processes

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WHAT?

(Driscoll, 1994)

Author (year)	Participants	Gender	Ethnicity
Yates (1996)	92 (students)	92 % Female	90% White
Taylor (2007)	482 (students)	88% Female	87% White
RCOT (2017)	2,053 (students)	86% Female	77% White
HCPC (2021)	7,175 (registered OTs)	92% Female	87% White



SO WHAT?

(Driscoll, 1994)

1

- Review of UK University websites (n=40) using content analysis
- Published academic, professional & alternative entry criteria
- Lack of visibility, understanding & representation

2

- Anonymous online survey (n=34) using closed & open-ended questions
- UK OT Admissions Tutors (OTATs) perspectives of admissions enablers & barriers
- Multiple academic, financial, health & disability barriers

3

- Individual semi-structured interviews (n=12)
- Disabled, ethnic minority, non-A-Level entry, LGBTQIA+ &/or male OT students & newly qualified OTs
- Racism & ableism in education & practice



NOW WHAT?

(Driscoll, 1994)

Discovering & Exploring

- Invisibility, misunderstanding & under-representation cause individual harm at all levels of the profession
- There has been little change in visibility, understanding & representation of the profession in several decades

Accessing & Navigating

- UK universities, admissions tutors & professional bodies must work together to acknowledge, challenge & dismantle systemic barriers
- Who is the profession missing or excluding at the point of enquiry and/or application?

Transitioning & Participating

- Presence of racism & ableism during the admissions & transition process contradicts occupational justice
- When occupational therapy is visible it is not always accessible or welcoming to all





THANK YOU!

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