PROGRAMME SPECIFICATION

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Award titles
Programme Title(s)

BSc (Anrh) Therapi Galwedigaethol

BSc (Hons) Occupational Therapy

Internal Programme Title(s) (if different to the title on the certificate)

BSc (Hons) Occupational Therapy with eligibility to apply for registration with HCPC

Programme to be included in Graduation Ceremonies
Yes

Delivery period
Sept 2022 – Sept 2026

Intake points
Full time route: September intake
Part time route: January intake

Regulatory details

Regulatory details
Awarding body
Glyndŵr University
Programme delivered by
Wrexham Glyndŵr University
Location of delivery
Plas Coch Campus
Faculty/Department
Social and Life Sciences
Exit awards available
Certificate of Higher Education in Health Studies
Diploma of Higher Education in Health Studies
Professional, Statutory or Regulatory Body (PSRB) accreditation
This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.
Royal College of Occupational Therapists (RCOT)

Regulatory details
Full time programme re-accredited July 2022 Part time programme accredited October 2019 and due to re-accredit before January 2025. Health and Care Professions Council (HCPC) – current approval status with ongoing approval subject to satisfactory annual monitoring review process. Students successfully meeting the BSc (Hons) Occupational Therapy programme are eligible to apply for registration with HCPC
Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) *e.g. completion of placement.*
N/A
HECoS codes
100249
UCAS code
B930
Relevant QAA subject benchmark statement/s
At time of re-validation there is not a specific benchmark statement for Occupational Therapy
Mode of study
Full time and Part time
Normal length of study for each mode of study
Full time: 3 years Part-time: 4 years
Language of study
English
Transitional arrangements for re-validated provision if applicable
BSc (Hons) Occupational Therapy full-time route Level 4 (Cohort 21) – transition into Level 5 BSc (Hons) Occupational Therapy part-time route Level 4 (Cohort 22) – transition into Level 5 BSc (Hons) Occupational Therapy full-time route Level 5 (Cohort 20) – transition into Level 6 BSc (Hons) Occupational Therapy part-time route Level 6 (Cohort 20) – transition into Level 6
The following University Award Regulations apply to this programme (*highlight the appropriate ones and delete the others*)
General Regulations and Definitions Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees Language Admissions Policy

OFFICE USE ONLY	
Date of validation event:	4-5th April 2022
Date of approval by Academic Board:	*Enter date approved by Academic Board*
Approved Validation Period:	*5 Years from Sept 2022*
Transitional arrangements approved (if revalidation)	*Existing students studying on the current BSc (Hons) Occupational Therapy degree are expected to transition onto the new degree at the appropriate progression stage of study, after having completed the 120 credits at the previous level. Full-time students at level 4 and 5 to transfer onto the new programme from September 2022. Part-time students at Levels 4 and 5 to transfer from February 2023.*
Date and type of revision:	*Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)*

1 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. Admissions policies

The University's entry requirements are set out on our Admissions webpages

Qualification	Entry requirements
Bachelor's degree	112 Tariff points

Each application is considered individually.

International entry qualifications are outlined on the UK National Information Centre for global qualifications and skills (UK ENIC) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English, or Welsh must demonstrate English language proficiency to IELTS level 7 (HCPC 2017).

European students are able to provide this evidence in a number of ways (please see academic-entry-requirements for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University *(please see English-language-requirements for details).*

Non-Standard entry criteria

If an applicant chooses to disclose a disability or specific learning need during their application process, the admissions team work in partnership with the inclusion team to ensure that reasonable adjustments are in place.

We will expect applicants to:
- Have achieved a minimum of 5 GCSE passes (A*-C or 9-4) to include Maths and English/Welsh (if first language) or equivalent. (*application*)
- Provide an acceptable reference (academic or professional) (*application*)
- Provide evidence of recent academic study within last 5 years (*application*)
- Demonstrate insight into occupational therapy as a profession, gained through employment/voluntary work, visits, taster days or similar (*application/interview*)

- Demonstrate insight into Wrexham Glyndŵr University and the demands of studying to become an occupational therapist (*application/interview*)
- Demonstrate insight into the expectations regarding professional conduct, behaviours and attributes reflected in the professional standards for practice (*application/interview*)
- Submit a self-declaration confirming no previous fitness to practice concerns where applicants have been previously enrolled in an occupational therapy pre-registration programme at another University (*application stage*)
- Be subject to satisfactory occupational health clearance, including a requirement for relevant and recommended immunisations on being offered a place. This is carried out by an occupational health provider (*post conditional offer*)
- Be subject to satisfactory Disclosure and Barring Scheme (DBS) clearance (*Application/interview/post conditional offer*)

All shortlisted applicants are required to attend an interview which will focus on the values, behaviours, and professional expectations of being part of the occupational therapy profession.

The whole selection process is based on NHS Wales Core Values:

1) We put our patients and users of our services first

2) We seek to improve our care

3) We focus on wellbeing and prevention

4) We reflect on our experiences and learn

5) We work in partnership and as a team

6) We value all who work for the NHS

Interviews are facilitated with experts by experience (service users and carers), tutor, and clinician representation using multiple mini-interviews. Applicants are presented with a variety of scenarios related to the NHS Wales Core Values and are scored by panel members according to their reflections, insights and demonstration / articulation of desirable professional attributes. Each panel member brings a different perspective to the recruitment process.

Applicants can receive pre-application information from the Wrexham Glyndŵr University website, open events, specific subject and applicant events. Presentations at such events focus on the demands of the programme of study and the role, responsibilities, professional conduct and expectations of being an occupational therapist.

In line with the University's widening access focus, the admissions tutor, and representatives of the tutor team, alongside student ambassadors also attend and engage in a wide range of additional events within the local community for example careers days, further education visits, school visits etc.

Equality, Diversity and Inclusivity are pivotal in the marketing and recruitment of the programme as we reach out across the regions of Wales and beyond to attract and encourage individuals into the profession.

The admissions tutor works closely with the admissions team throughout the application process to ensure PSRB programme requirements meet admission entry standards.

The University run a range of short courses which provide opportunity for applicants to gain skills for study, insights into University life and specific knowledge related to the subject.

Record of Prior (Experiential) learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. Applicants are supported through the process by the admissions tutor for the occupational therapy programme and staff within the programme specific restrictions outlined below.

A maximum of one third of the total pre-registration programme (see exception below) may be considered for recognition of prior learning (RPL) (standard 2.6.3) (RCOT, 2019). Practice-based learning can be included:

- Must not exceed the hours of practice-based learning scheduled for the first year of the programme at Wrexham Glyndŵr University
- Must have been assessed
- Must have been successfully completed
- The process for assessing the achievement of practice-based learning is described.

Each application for RPL will be considered in relation to the guidance within the Academic Quality Handbook, and on an individual basis, by the admissions tutor and the Quality and Regulation team at the University. A Student Guide to applying for RPL/RPEL is available via the website.

Exception: Where a learner is transferring between occupational therapy pre-registration programmes delivered by different education providers, more than one third may be considered for RPL (standard 2.6.3) (RCOT, 2019). In such cases the learner must:

- Meet the admissions requirements of the receiving education provider
- Demonstrate that the teaching, learning and assessment strategy of the releasing pre-registration programme is commensurate with the stage of the pre-registration programme they are seeking admission to
- Ensure the releasing education provider details any issues regarding professional misconduct or fitness for the profession for the receiving education provider to make an informed decision.

Responsibilities of all stakeholders in the RPL process are outlined in the Academic Quality Handbook and RPL Guide for Students.

2 DBS Requirements

All applicants successful in being offered a place on the programme will be subject to a satisfactory enhanced DBS for children and adults' clearance, undertaken by Wrexham Glyndŵr University. Failure to declare a conviction, which is subsequently revealed by a DBS check may result in exclusion from the programme. The nature of declared convictions is taken into consideration following our Consideration of Criminal Convictions Policy & Procedure. In line with the Universities Disciplinary Procedure for Students.

Where applicants who are not able to provide a DBS certificate prior to the commencement of the course may be allowed to enrol but will not be able to commence regulated activity until a satisfactory DBS is received. The offer of a place will be subject to the provision of a suitable DBS certificate. DBS checks can be completed immediately after receiving an offer letter, including over the summer months prior to enrolment. After enrolment, the DBS check application form must be completed within 6 weeks of enrolment. Failure to complete in this timeframe will result in the University taking appropriate action for breach of contract. In such cases, students could be withdrawn from their studies and the relevant funding bodies will be notified.

Regulated activity includes the commencement of placement modules and in circumstances where you may have contact with vulnerable adults and children.

A voluntary self-declaration of DBS record is completed by all returning students each year of the programme and any student declaring a criminal conviction will be dealt with under the Consideration of Criminal Convictions Policy and Procedure and Suitability for Practice Procedure. All students are required to disclose a criminal record acquired during the student's enrolment with the University at the time of occurrence in addition to the annual self-declaration and will be dealt with under the above policy and procedure.

All occupational therapy students must adhere to the HCPC Guidance on Conduct and Ethics for Students (2016) and RCOT Professional Standards for Occupational Therapy Practice, Conduct and Ethics (2021) (Section 5.5).

Suitability for Practice Procedure

The Suitability for Practice Procedure applies to this programme of study. All occupational therapy students must adhere to the HCPC Guidance on Conduct and Ethics for Students (2016) and RCOT Professional standards for occupational therapy practice, conduct and ethics (2021) at all times during their duration of study. In addition to academic modules, students complete practice placements as a mandatory part of their studies and their professional conduct and practice is a key element of their satisfactory progress towards their award. Specific placement learning outcomes in professional behaviours and attributes such as integrity, accountability and due diligence are assessed in each placement.

3 Aims of the programme

To develop students into competent, reflective occupational therapists who are able to:

Adapt and respond to contemporary health and wellbeing service delivery in a local, national, and global context

Respond to occupational issues that arise due to social and health disparities, diversity and human rights issues for populations, communities and individuals

Utilise skills in promoting change towards a more inclusive and participatory society

Analyse, select, adapt, and use occupation as a therapeutic tool

Use theoretical frameworks of occupational therapy to guide and inform practice

Understand and apply the principles of evaluation and research to ensure sustainable practice through best evidence

Demonstrate leadership and understanding of quality improvement to inform service delivery

View the delivery of occupational therapy as a co-productive interaction within an inter-professional context

Apply lifelong learning principles and continuing personal and professional development to their professional practice

Instil innovative practice and apply through an entrepreneurial mindset

Embed sustainability in practice

4   Distinctive features of the programme

The Occupational Therapy degree programme is regulated by Health and Care Professions Council meeting the Standards of education and training (2017) and the Royal College of Occupational Therapists (RCOT) Learning and Development standards for pre-registration education (2019). To meet the requisite quality the programme is subject to monitoring processes on an annual basis.

The occupational therapy programme has been delivered by Glyndŵr University since 2004 to train and nurture graduates who are contemporary and fit for practice in healthcare. The curriculum design has evolved to reflect the needs of the occupational therapy workforce across health, social care, and the third/ independent sectors resulting in excellent employability for our students. The tutor team value high-quality delivery that places the student experience at the core of the programme. This **student-centred** approach allows for all learners to be supported in their development in becoming competent practitioners who can thrive in healthcare environments. The programme supports the Allied Health Professions Framework for Wales (2019) that sets out the future direction of the workforce driving the value of occupational therapy at the heart of service delivery through generating practitioners who can work at the top of their professional licence.

The full time and part time delivery available on the programme offers students flexible learning options addressing **equality, diversity, and inclusion,** for individuals to train as an occupational therapist. Wrexham Glyndŵr University adopts an inclusive philosophy through a mission to inspire and enable its student community. It holds a vision and values, advocating **lifelong learning** and that background and circumstances should not be a barrier to engaging in higher education. The Active Learning Framework (ALF) supports the curriculum delivery making it accessible and student centred and is embedded through a blended approach to learning and teaching.

The **tutor team is experienced across a range of clinical expertise** and specialist practice that supports the breadth of learning and teaching across the curriculum requisite for becoming an occupational therapist (standard 3.10) (RCOT, 2019). The use of lecturer practitioner roles allows for a symbiotic alignment between practice, academia, and research to enhance the programme. The programme benefits from a strong, collaborative partnership with the health boards, social care, and third/ independent sectors reflecting shared practices and supporting placement capacity. Clinicians from practice support the programme through active engagement in recruitment, assessments, and learning and teaching opportunities.

The programme equally values involvement of those who are **Experts by Experience** (service users and carers), through their contribution in the applicant selection process to determine who are deemed to hold desirable attributes to be a healthcare practitioner of the future, delivering services to meet their needs. These individuals also support learning and teaching, participating in curriculum delivery to enrich sessions through their own perceptions and experiences.

The curriculum combines 14 modules including practice education, across the 3 levels that are designed to spiral core elements, allowing students to continually develop knowledge and skills and apply and synthesise theory to practice. Three placement modules, one within each level provide the requisite 1000 assessed hours in practice education (WFOT, 2016). An elective experience in Level 5 provides students with an opportunity to explore diverse areas of practice through community-based approaches to support **health and well-being** or addressing occupational issues which arise through social and health disparities, diversity and human rights issues for populations, communities, and individuals.

The curriculum allows students to explore the **life course and pivotal life stages** underpinned by health and well-being and the prevention of illness and disease. Professional practice modules across the levels build foundational aspects, through development and transition into practice. **Research skills,** with one module per level mirror a similar building of skills and application of evidence to inform practice. Final year students are able to undertake an empirical research project with primary data collection from clinical practice in the form of service evaluation. This consolidates understanding of the value of research to inform practice. Underpinning the curriculum is the core element of **occupation** driving a student's understanding of occupational identity and occupational science and its fundamental place in the profession that advocates people as occupational beings.

The expansion of allied health and nursing programmes, amongst other relevant subject areas brings opportunity to embed **interprofessional education** (IPE) into the curriculum allowing students to learn side by side through shared delivery developing depth of understanding of roles and interprofessional working. An explicit IPE strategy underpins this aspect of the curriculum aligning across academic and placement modules with a range of opportunities including IPE days throughout the year for students to explore their own professional identity alongside those in other health disciplines and wider University subject areas such as social work, youth and community and policing.

Curriculum design has person-centred **digital literacy and proficiency** at its core, with a focus on skills for *learning* and skills for *practice. S*tudents will be at the forefront of developments, using digital healthcare technology within their learning and on placement. They will be confident to use technology to deliver therapy, and as a therapeutic tool, leading developments of the future. **Simulation** learning technologies will facilitate the development of practical skills in environments that compliment learning on placement. Students can learn from positive risk taking in a safe and supportive approach using on-campus simulation resources.

The occupational therapy programme recognises and embeds the value of **innovation** and **creativity** with opportunities for students to develop an **entrepreneurial mindset** and skills for driving change and improvement through **sustainable practice** (WFOT 2018), combined with an ability to thrive. Guiding principles including the need to develop professional competence for administration of occupation-based interventions to address sustainability issues through an educational platform that will drive and shape future practice. **Leadership, management, and quality improvement** are embedded throughout the curriculum and form part of the indicative content within relevant modules. The programme embeds the Wrexham Glyndŵr University values at the core of delivery, aiming to be **Accessible,**

Supportive, Innovative and Ambitious to benefit the students and those who are stakeholders in our education provision.

The occupational therapy curriculum is informed by the guiding principles of the Career Development Framework (RCOT, 2021) with the 4 Pillars of Practice:

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

The pillars offer a structure to support professional development of the occupational therapy workforce at all career levels and is deemed pivotal to pre-registration learners supporting transition into practice. The curriculum is an ideal platform to apply the framework to the benefit of learners as they develop in their career journey and transition into practice as competent practitioners who are able to thrive.

The programme supports **student engagement** in a variety of ways to develop a sense of belonging and identity including the proactive use of student representatives, student ambassador roles and a thriving OT Society.

The programme recognises excellence in research with a level 6 student achieving the highest mark for the research module being given the Research Award. The programme also recognises the desirable attributes and behaviours of an exceptional graduate occupational therapist in the Alex Rouse Award that is nominated by the final year cohort and tutor team.

5   Credit Accumulation and exit awards

Exit Awards

Successful completion of 120 credits at Level 4 entitles the student to the exit award of Certificate of Higher Education in Health Studies

Successful completion of 240 credits at Level 5 entitles the student to a Diploma of Higher Education in Health Studies

Successful completion of 360 credits at level 6 entitles the student to a Bachelors Degree with Honours in Occupational Therapy

An aegrotat award without classification may be given when a student is unable to complete all level 6 assessments because of illness or death, and where it has been deemed that the candidate would have otherwise passed. An aegrotat award will not lead to eligibility to apply for registration as an occupational therapist with the HCPC or professional membership with RCOT (RCOT, 2019).

6   Programme Structure Diagram, including delivery schedule

The programme is delivered through two routes and intake points in the academic year. The full-time programme commences in September and is delivered over 3 years of study. The part-time programme commences in January and is delivered over 4 years of study.

Full-time delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 4	AHP403	Foundations in Professional Practice1	20	Core	1
Level 4	AHP402	Foundations in Research	20	Core	1
Level 4	OCC422	Human Function Through Occupation	40	Core	1/2
Level 4	OCC423	Foundations in Professional Practice 2	20	Core	2
Level 4	OCC421	Practice Placement 1	20	Core	2
Level 5	OCC520	Development in Professional Practice	40	Core	1/2
Level 5	AHP501	Evidence in Practice	20	Core	1/2
Level 5	OCC519	Overcoming Occupational Barriers Through Intervention	20	Core	1/2
Level 5	OCC521	Complexity in Practice	20	Core	2
Level 5	OCC518	Practice Placement 2	20	Core	1
Level 6	AHP602	Transition to Professional Practice	20	Core	1
Level 6	AHP601	Research for Practice	40	Core	1/2
Level 6	OCC608	Evaluating Complex Practice	20	Core	2
Level 6	OCC607	Practice Placement 3	40	Core	1/2

Part-time delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery Sem 2 start date	Year of Study Jan start
Level 4	AHP403	Foundations in Professional Practice1	20	Core	2	Y1
Level 4	AHP401	Foundations in Research	20	Core	2,1	Y1
Level 4	OCC422	Human Function Through Occupation	40	Core	2,1,2	Y1/ 2
Level 4	OCC423	Foundations in Professional Practice 2	20	Core	2	Y2
Level 4	OCC421	Practice Placement 1	20	Core	2	Y1
Level 5	OCC520	Development in Professional Practice	40	Core	2,1,2	Y2/3
Level 5	AHP501	Evidence in Practice	20	Core	2	Y2
Level 5	OCC519	Overcoming Occupational Barriers Through Intervention	20	Core	1,2	Y2/3
Level 5	OCC521	Complexity in Practice	20	Core	2	Y3
Level 5	OCC518	Practice Placement 2	20	Core	1	Y2

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery Sem 2 start date	Year of Study Jan start
Level 6	AHP602	Transition to Professional Practice	20	Core	1	Y3
Level 6	AHP601	Research for Practice	40	Core	1,2	Y3,4
Level 6	OCC608	Evaluating Complex Practice	40	Core	1	Y4
Level 6	OCC607	Practice Placement 3	20	Core	2	Y4

BSC Hons OCCUPATIONAL THERAPY FULL TIME – Indicative Schedule

Level	Semester 1 (Oct – End of Jan)	Credit / assessment	Semester 2 (Feb – July)	Credit / assessment
Level 4	**AHP403 Foundations in Professional Practice 1** (IPE)	IPE assessment (20)	**OCC421 Practice Placement 1 PP1** (8 weeks)	(20)
	AHP402 Foundations in Research (IPE)	Article Critique (20)	**OCC423 Foundations in Professional Practice 2**	Case Study Presentation (20)
	OCC422 Human Function Through Occupation Through Occupation		**OCC422 Human Function Through Occupation Through Occupation**	Occ Analysis (40)
Level 5	**OCC520 Developing in Professional Practice**		**OCC520 Developing in Professional Practice**	Creative Resource & reflection (40)
	AHP501 Evidence in Practice (IPE)		**AHP501 Evidence in Practice** (IPE)	Proposal (20)
	OCC518 Practice Placement 2 PP2 (10 weeks)	(20)	**OCC519 Overcoming Occupational Barriers Through Intervention Through Intervention**	Intervention Analysis (20)
			OCC521 Complexity in Practice/ Elective Experience (3 weeks)	Poster presentation (20)
Level 6	**AHP602 Transition to Professional Practice** (IPE)	Service Development Plan (20)	**OCC607 Practice Placement 3 module PP3** (12 weeks)	(40)
	AHP601 Research for Practice (IPE)		**AHP601 Research for Practice (IPE)**	Project (40)
			OCC608 Evaluating Complex Practice	Viva (20)

BSC Hons OCCUPATIONAL THERAPY PART TIME – Indicative Schedule

Level	Block 1 (End Jan - July) (Sem 2)	Credit/ assessment	Block 2 (Sept-End Jan) (Sem 1)	Credit / assessment	Block 3 (End Jan – End March) (Sem 2)	Credit/ assessment
Level 4	**AHP402 Foundations in Research (IPE)** **OCC422 Human Function Through Occupation Through Occupation** **AHP403 Foundations in Professional Practice 1 (IPE)** **OCC421 Practice Placement 1 PP1 (8 weeks)**	Reflective Presentation (20)	**AHP402 Foundations in Research** **OCC422 Human Function Through Occupation Through Occupation** **AHP403 Foundations in Professional Practice 2**	Article Critique (20)	**OCC422 Human Function Through Occupation Through Occupation** **AHP403 Foundations in Professional Practice 2**	Occ analysis (40) Case study presentation (20)
Level 5	**OCC520 Developing in Professional Practice** **AHP501 Evidence in Practice**	Research proposal (20)	**OCC520 Developing in Professional Practice** **OCC519 Overcoming Occupational Barriers Through Intervention** **OCC518 Practice Placement 2 PP2 (10 weeks)**	(20)	**OCC520 Developing in Professional Practice** **OCC519 Overcoming Occupational Barriers Through Intervention** **OCC521 Complexity in Practice (elective)**	Creative resource & reflection (40) Intervention analysis (20) Poster Presentation (20)
Level 6	**AHP602 Transition into Practice (IPE)** **AHP601 Research for Practice (IPE)**	Service development plan (20)	**OCC607 Practice Placement 3 PP3 (12 weeks)** **AHP601 Research for Practice (IPE)**	(40)	**AHP 601 Research for Practice (IPE)** **OCC608 Evaluating Complex Practice**	Research paper (40) Case based viva (20)

Intended learning outcomes of the programme

Knowledge and Understanding

	Level 4	Level 5	Level 6 (Hons)
A1	Define and apply occupational therapy philosophy, assumptions, values and beliefs	Comprehend conceptual models and frames of reference to inform occupationally focused interventions	Appraise occupational philosophy and values on a local, national and international level
A2	Illustrate the application of core principles of occupational science underpinning practice	Demonstrate and reflect on the evidence base to meet current and future needs of people who access occupational therapy services	Critique the evidence-base within the complexity of occupational therapy practice
A3	Explain components of occupational performance of a human to inform understanding of engagement in occupations	Comprehend current and predicted health and well-being needs and associated occupations relevant to local, national and international communities	Synthesise complexity of occupational performance to evidence-based interventions
A4	Identify and explore occupational barriers in relation to human performance which arise due to social and health disparities, diversity and human rights issues for populations, communities, and individuals	Illustrate professional and political influences on the occupational therapy profession to shape future direction.	Evaluate occupational issues that arise due to social and health disparities, diversity and human rights issues for populations, communities, and individuals

Intellectual Skills

	Level 4	Level 5	Level 6 (Hons)
B1	Utilise reflective thinking to inform personal and professional development	Demonstrate a range of reflective skills to inform decision making in practice	Evaluate complex practice through critical reflection
B2	Demonstrate independence in utilising and applying credible sources of evidence related to practice	Adopt a range of research modes of inquiry to inform evidenced based practice through relevant academic materials to inform and justify clinical decisions	Synthesise and critically appraise a comprehensive range of research modes of inquiry to inform evidenced based practice to academic and supplemental materials to develop insights and enhance learning
B3	Employ informational technology and online platforms to support and enhance learning and development	Illustrate and adopt use of technologies in healthcare delivery	Evaluate use of technologies to enhance and shape future practice
B4	Identify ways to reason and problem solve to inform learning and development	Adopt and demonstrate selective decision making to inform occupationally focused practice	Justify with well-argued reasoning the decisions made in occupational therapy practice

Subject Skills

	Level 4	Level 5	Level 6 (Hons)
C1	Define the occupational therapy process within relation to contemporary occupational therapy practice	Apply the occupational therapy process within relation to contemporary occupational therapy practice	Critically evaluate the occupational therapy process within complex practice using evidence-based clinical reasoning across a range of diverse settings
C2	Identify occupational science and occupational therapy philosophy to underpin practice	Adopt and demonstrate occupationally focused occupational therapy practice across a range of health settings	Appraise and shape practice to inform the development of the occupational therapy profession
C3	Utilise skills of occupational analysis within unique contexts of human individuals	Apply occupational analysis skills, frames of reference and theoretical models of practice to inform clinically reasoned interventions	Enhance practice through skills of analysis in complex human performance where occupational barriers exist
C4	Identify occupational issues which arise through social and health disparities, diversity and human rights issues for populations, communities, and individuals	Discriminate impact of professional and socio-economic and political influences on practice	Appraise and shape practice using skills in promoting change towards a more inclusive and participatory society

Practical, Professional and Employability Skills

	Level 4	Level 5	Level 6 (Hons)
D1	Identify entrepreneurial attributes to develop innovation, creativity, and enterprise in contemporary practice	Synthesise innovation and enterprise through an entrepreneurial mindset to inform practice	Generate and shape opportunities for contemporary and diverse practice through entrepreneurial reasoning
D2	Identify skills and attributes required to work in an inter professional context	Determine impact of interprofessional roles to influence contemporary occupational therapy practice.	Appraise and evaluate interprofessional working across a range of healthcare settings
D3	Understanding of self as a student practitioner to build resilience	Reflect on self as a student practitioner to demonstrate development of autonomy	Critically evaluate self as a resilient student practitioner through robust continuing professional development
D4	Understand the core tenet of occupation to inform practice	Synthesise occupation in service delivery as a core tenet of practice	Evaluate occupation to shape contemporary practice through diversity, social justice and preventative agendas

7   Learning and teaching strategy

The learning and teaching strategy employed by the programme is underpinned by the Active Learning Framework (ALF) that places the principles of Universal Design for Learning at the core of the curriculum delivery. At the core of ALF is the use of digital technologies across all aspects of teaching, learning and assessment in order to support active, accessible, flexible and inclusive practice. ALF champions have supported staff to deliver this.

The learning and teaching strategy reflects the philosophy of occupational therapy by encouraging its students to take an increased responsibility for their own learning and development through a student-centred approach to empower and nurture autonomy. The programme adopts the occupational therapy professions remit of inclusivity and diversity valuing learners from across adults of varying ages and backgrounds of life and work experience. Equally, the Welsh culture and language is explicitly embedded, with students expected to immerse themselves in placement experiences in rural and urban communities across Wales.

The ALF principle of flexible and accessible learning supports the ability to recruit learners from across a wide geographic area including rural locations and where social deprivation exists meeting the need for diversity in student populations. A blended and flexible approach to delivery of the curriculum combines both synchronous and asynchronous learning and teaching using a mix of online, virtual and augmented learning platforms and on campus delivery. The learners are expected to attend practical sessions and explicit mandatory training to ensure they develop the requisite skills and knowledge for modules, primarily in preparing for placement. Essential and core occupational therapy skills are taught using the most relevant approaches to support student development and adopts strategies for 'Building a taxonomy for digital learning' (QAA, 2020) and considers engagement and experience. This blended approach brings a seamless synthesis between online and onsite learning and opens up opportunity for extensive personalisation to meet individual student needs.

A spiral curriculum design facilitates a progressive development of knowledge and skills in core modules including Professional Practice and Research. Students revisit core content as they progress through the levels developing a greater depth of understanding with increasing complexity of the subject. Students consolidate learning as a consequence building competence and confidence. The curriculum combines 14 modules including practice education, across the 3 levels that are designed to spiral core elements, allowing students to continually develop knowledge and skills and apply and synthesise theory to practice. At Level 4 students develop core profession specific knowledge and skills with underpinning theory. Students develop as reflective practitioners, building professional values and identity. As student's progress into level 5 and 6, the learning and teaching builds on the theory-practice synthesis and application. Students' knowledge, and competence builds with content reflecting increasing complexity of practice. Students develop a greater sense of professionalism and value of evidence-based practice to inform clinical reasoning. The curriculum design allows for students to experience the wider value of occupational therapy to address social injustice and in creating a more participatory society where occupational barriers are addressed through practice. Three placement modules, reduced from four, ensures a sustainable capacity across a range of contextual experiences can be achieved in the practice-based learning element of the degree.

Professional standards stipulate that a minimum of 60% of the programme is focused on occupation and occupational therapy (standard 4.3) (RCOT, 2019). However, a core requisite to developing graduates who are fit to practice in a collaborative and modern way of working across North Wales will be met through Inter-professional education. Defined as

"…*when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes*" (WHO, 2010), interprofessional education (IPE) remains a key enabler to develop the professional respect, collaborative competence and compassionate leadership that will improve patient experiences and outcomes. The underpinning philosophy guides a collaborative approach across healthcare education with shared aspects of the curriculum through a WGU IPE strategy. The strength of this approach is a cohesive and collaborative teaching strategy that enhances student inter professional learning. The themes of communication, health and well-being, leadership, professionalism, evidence informed practice and person-centred care are threaded through all levels of the programme.

- Knowledge and understanding – learners will develop this through a range of learning methods including keynote lectures, seminar group work, case study workshops and experiential / immersive / placement experiences. The spiral nature of the curriculum facilities a structured delivery in level 4 and develops with increasing complexity of practice and autonomous learning as students' progress through level 5 and 6.

- Subject Specific – Core skills adopted by occupational therapists including occupational and activity analysis aligned to understanding of human performance, problem solving skills to meet occupational needs and interventions to address occupational barriers will be learnt through module content relevant to contemporary practice. A range of assessment methods to evidence competence and safe practice will measure subject relevant skills and knowledge.

- Intellectual Skills – application of learning and synthesis with and to inform practice will be achieved through case-based scenarios, analysis, practical and immersive experiences including placement, evidence-based practice and research modules.

- Practical, Professional and Employability skills – learners will develop these skills through a range of immersive and practical experiences including practice education, elective experience, simulation and practical sessions underpinned by a 'learning by doing' approach bound within the professional standards for occupational therapy practice, conduct and ethics (RCOT, 2021). A spiral of professional-focused modules across levels builds professional identity, resilience, values, entrepreneurial mindset and behaviours in readiness for employment. A core thread of the curriculum is sustainability in healthcare delivery as it is pivotal for students to understand its relevance and value aligned to their future role as a practitioner through application in the module content and assessments. The opportunity to develop conversational skills in Welsh for non-Welsh speaking students whilst studying enhances their employability on qualification and taking up healthcare posts in Wales.

8 The Wrexham Glyndwr Graduate

At Glyndŵr University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities, referred to as the Glyndŵr Graduate Framework.

The Careers team are available to provide information, advice and guidance and access to resources for potential students, current students, and graduates. WGUConnect provides students with access to an online directory of vacancies.

The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

Employability is embedded throughout the programme. The programme team facilitate transition to practice sessions in the level 6 module Transition to Professional Practice to further support employability. Graduates and employers are invited to support these scheduled sessions. The tutors work with the commissioners and NHS Wales Shared Services to ensure students meet with bursary contract requirements in seeking employment and support students through this process.

9   Work based/placement learning statement

Practice education is integral to the occupational therapy programme. Practice-based learning must be embedded throughout the curriculum and must enable learners to successfully complete 1000 hours of assessed learning across a range of placement experiences including health, social care, independent and third sector / charitable organisations (RCOT, 2019). Students are expected to meet the working hours of practice in the allocated placement setting that may include 7 day working, that includes working at weekends or relevant shift patterns aligned to the core hours of their educator and team environment. Where students do not meet the expected learning outcomes in a placement they must reattempt the module and must pass each one as they progress through the programme RCOT, Standard 6.4). All 3 placements must be successfully completed.

The programme embeds three placements, one at each level where learners undertake an immersive, full time, experience of 8 weeks in level 4, 10 weeks in level 5 and 12 weeks in level 6. Each placement aligns to the taught element of the curriculum. The final placement is situated mid-year in level 6, where learners can evidence competence and fitness for practice in readiness for registration and transition to a graduate practitioner role. Interprofessional Professional Education (IPE) as a core requisite is achieved through shared learning outcomes and opportunities when placements align with other subject disciplines to share placement experiences.

The learning outcomes for all placements are based on the RCOT Career Framework: Guiding Principles for Occupational Therapy (RCOT, 2021) and the four pillars:- Professional Practice, Facilitation of Learning, Leadership and Evidence, Research and Development. These form 4 skill sets with learning outcomes to measure competency in which the student must evidence working at an expected level for the stage of training.

Learners are assessed in the placement outcomes that are competency based and each outcome is deemed as a fail, pass or excellent pass. Students with any unmet learning outcomes in each placement would be deemed to have failed the placement unless extenuating circumstances are in place. (Further guidance on this will be available in the Practice Education handbook). Across the 3 placement modules a student can attain an Excellence in Practice Award if they achieve 2 or more placement outcomes at an Excellent Pass level.

To ensure high quality placement experiences the programme has a number of quality monitoring processes in place including a Local Level Agreement with all placement providers to ensure placements within the organisation meet with expected standards of

provision. The agreement is an All-Wales document drawn up with placement providers and HEI's and applies for a 2-year period.

Practice Educators are expected to undertake regular training (via an HEI accredited course) to understand the process of facilitating placement learning, assessment of students, supervisory processes to ensure parity across student experiences and placement outcomes. Practice educators are encouraged to explore different models of supervision and placement opportunities to develop diversity in learning experiences including leadership and research focused placements, project placements in addition to those where students are in clinical settings.

The Practice Education handbook states roles, responsibilities and expectations of students, practice educators, the placement coordinators and HEI tutor team. Practice educators agree to this on accepting a student on placement and completed as an electronic tick against the standards to access the placement allocation details. Students are asked to read and understand these expectations too. A placement profile information sheet completed and signed by the student indicates what considerations should be accounted for in placing them through a process of reasonable adjustments.

All students are allocated a designated placement tutor and a half-way review meeting is carried by out by this individual where both student and educators are met individually and then together. The placement experience and any issues over the placement, learning environment, supervision and expectations are discussed and documented in a placement report for both student and practice educator. Any actions are agreed, and explicit processes are in place where risk of failure is identified, and regular review meetings are held. This is an important mechanism for monitoring placement quality.

An explicit escalation policy ensures students have a transparent process to follow where they observe and experience unsafe practice that may cause harm to individuals and/or unethical and unprofessional practice that may breach codes of conduct and standards of practice. This extends to where students themselves have been subject to such practice and behaviours during studies and placement experiences. A WGU Safeguarding policy also applies.

All students and practice educators complete a written evaluation post placement. Students are expected to attend post placement consolidation sessions to reflect on their experiences. Across all these monitoring platforms the placement tutor gains insights and monitors placement concerns. Where concerns are raised these are actioned in the most appropriate way.

Recognition is given to practice educators who facilitate an exceptional placement experience, who have nurtured and supported the student beyond the normal placement expectations and where the educator has been inspirational. All students are invited to nominate their practice educator for the annual **Practice Educator Award** presented at the end of the academic year.

The programme has all placement documentation related to student placement modules reviewed and ratified by the appointed programme External Examiner throughout the year. Any placement issues linked to quality and performance are scrutinised adding to monitoring and quality processes.

7   Welsh medium provision

The University is fully committed to sector-wide developments in relation to Welsh-medium provision (please refer to the WGU Welsh Language Policy). The programme acknowledges the importance of the Welsh language and culture within healthcare, meeting the health and well-being needs of communities across the region of North Wales, Powys and beyond. We recruit students with varying abilities of speaking Welsh, from first language Welsh students to those who are non-Welsh speakers. The programme is delivered predominantly through the medium of English however proficient Welsh speakers are able to receive tutorials through the medium of Welsh and submit assessments including written and viva voce in Welsh.

Wherever possible, appropriate placements are sourced for Welsh-speaking students who request a setting that offers bilingual learning opportunities (e.g., with a Welsh-speaking practice educator or in a geographical area where they are likely to be able to work with service users and their families through the medium of Welsh).   The University works with the Students' Union and with the The Coleg Cymraeg Cenedlaethol to support students in using the Welsh language and offer a range of courses for varying levels of proficiency (Further details can be found on the Welsh Language page on our website):

In addition to this non-Welsh speaking students participate in additional conversational Welsh language sessions which are tailored to health and social care contexts. This is to enable them to have an appreciation of conversational Welsh during placement experience in Wales. Students who are proficient in Welsh speaking, act as mentors to support those learning it. These sessions enhance the student experience and develop employability skills in readiness for taking up graduate healthcare posts in Wales and form part of the placement preparation process similarly to mandatory training.

8   Assessment strategy

There are no QAA benchmark statements that currently apply to the subject area of Occupational Therapy.

The assessment strategy is underpinned by the Academic Regulations and Academic Quality Handbook of the University. The Learning and development standards for pre-registration education (RCOT, 2019) underpins the need to ensure the assessment strategy and design allows those completing the programme meet professional standards for practice. Students must demonstrate they meet expectations of professional behaviour, including the standards of conduct, performance, and ethics (RCOT, 2021).

The assessment strategy provides a range of assessment methods to accommodate a wide variety of learning styles. The assessments address the skills, knowledge and competence required by that of an occupational therapist and include written submissions (reports, analyses, critiques, and research proposals / projects), oral assessment (viva voce and group presentations, poster presentations). There is one group assessment equal to the value of 50% of the credits in a level 5 module.

Use of simulation and digital resources allow for developing opportunities to serve as assessment tools where relevant and appropriate. Practical and clinical spaces designed with a profession-specific focus equally provide ways to assess the students both in formative and summative expectations. Students can develop practical skills in the on-

campus learning spaces. Students can adopt positive risk taking in a safe and supportive environment with their peers.

Three placement modules, one in each level facilitate assessment of a student's competency in practice. Each placement has requisite learning outcomes to be met that develop in complexity of expected competency and the need to be more evaluative as they progress through the levels.

Each module uses summative assessment to determine whether a student has met the learning outcomes at the end of each module. Formative assessments using various methods including case studies, group feedback, task focused activities etc will monitor and evidence a student's progress and learning at a relevant stage of the module delivery to optimise outcomes. The formative assessments may fall at the mid-module point or in the later stage of module delivery preceding the summative assessment.

The assessments are focused on the development and application of research skills, occupation, underpinning theory, professional identity and professionalism, intervention, innovation and entrepreneurship, and practice-based skills requisite for becoming an occupational therapist.

The assessments are designed to be relevant to contemporary practice using occupational analysis, professional posters, oral case study presentations, reflective / group presentations, research proposals and projects (empirical and literature based) and adopt varying modes of facilitation to demonstrate and apply skills such as use of technology, design and creativity.

The placement modules are aligned within each level to synthesise with academic modules informed by the curriculum content. The placements are situated across the academic year to ensure capacity can be met at any given time and to allow for re-attempt of failed placements prior to progression opportunities.

Full Time:

Module code & title	Assessment type and weighting	Indicative submission date (full time)
Level 4:		
AHP402 Foundations in Research (IPE)	Written assignment 100%	*Sem 1 Wk 20*
AHP403 Foundations in Professional Practice 1 (IPE)	Presentation 100%	Sem 1 Wk 26
OCC421 Practice Placement 1	Practical 100%	Sem 2 Wk 27-34
OCC422 Human Function Through Occupation	Written assignment 100%	Sem 2 Wk 43
OCC423 Foundations in Professional Practice 2	Presentation 100%	Sem 2 Wk 45
Level 5:		
OCC518 Practice Placement 2	Practical 100%	Sem 1 Wk 10-19
OCC519 Overcoming Occupational Barriers Through Intervention	Written assignment 100%	Sem 2 Wk 33
AHP501 Evidence in Practice (IPE)	Written assignment 100%	Sem 2 Wk 36
OCC520 Developing in Professional Practice	Group Project 50% Written assessment 50%	Sem 2 Wk 40
OCC521 Complexity in Practice	Oral Assessment 100%	Sem 2 Wk 45

Module code & title	Assessment type and weighting	Indicative submission date (full time)
Level 6:		
AHP601 Transition to Professional Practice (IPE)	Written assignment 100%	Sem 1 Wk 20
OCC607 Practice Placement 3	Practical 100%	Sem 2 Wk 25-36
AHP601 Research for Practice (IPE)	Dissertation/Project 100%	Sem 2 Wk 42
OCC608 Evaluating Complex Practice	Oral assessment 100%	Sem 2 Wk 44

Part Time

Module code & title	Assessment type and weighting	Indicative submission date (part time)
Level 4:		
AHP403 Foundations in Professional Practice 1 (IPE)	Presentation 100%	*Sem 2 Wk 41*
OCC421 Practice Placement 1	Practical100%	Sem 2 Wk. 42-49
AHP402 Foundations in Research 1 (IPE)	Written assignment	Sem 1 Wk 16
OCC422 Human Function Through Occupation	Written assignment 100%	Sem 2 (yr 2) Wk. 30
Foundations in Professional Practice 2	Presentation100%	Sem 2 (yr 2) Wk. 35
Level 5:		
AHP501 Evidence in Practice (IPE)	Written assignment 100%	Sem 2 (yr 2) Wk. 49
OCC518 Practice Placement 2	Practical 100%	Sem 1 (yr 2) Wk 10-19
OCC520 Developing in Professional Practice	Group Project 50% Written assessment 50%	Sem 2 (yr 3) Wk. 36
OCC519 Overcoming Occupational Barriers Through Intervention	Written assignment 100%	Sem 2 (yr 3) Week 39
ICC521 Complexity in Practice	Oral Assessment 100%	Sem 2 (yr 3) Wk 49
Level 6:		
AHP602 Transition to Professional Practice	Written assignment 100%	Sem 1 (yr 3) Wk 20
OCC607 Practice Placement 3	Practical 100%	Sem 2 (yr 4) Wk. 38-49
AHP601 Research for Practice	Dissertation/Project 100%	Sem 1 (yr 4) Wk. 20
OCC608 Evaluating Complex Practice	Oral assessment 100%	Sem 1 (yr 4) Wk. 20

9 Assessment and award regulations

Derogations

A maximum of one third of the total pre-registration programme may be considered for recognition of prior learning and may include practice-based learning (RCOT, 2019: Standard 2.6.3).

Practice-based learning can be included:
- Must not exceed the hours of practice-based learning scheduled for the first year of the programme at Wrexham Glyndŵr University
- Must have been assessed
- Must have been successfully completed
- The process for assessing the achievement of practice-based learning is described.

All assessments must be successfully completed and a pass mark of 40% must be achieved in all modules and where there is more than one assessment in a module each element must be passed, therefore condonement is not permitted.

Students are permitted three attempts at non placement modules but students who submit an assessment for the third time (in absence of extenuating circumstances) must engage fully with the module in order to receive further academic learning.

Students are permitted two attempts only in placement modules (RCOT 2019).

The degree classification will be based on non-placement credits only, i.e., only 100 credits at Level 5 and 100 credits at Level 6.

The period of learning is expected to be completed within the normal length of the pre-registration programme plus two years. Where a student transfers between programmes e.g., full-time to part-time, the timeline is based on a date of commencement of the initial programme and is extended by the permitted time of the new programme. If required, an individual scheme of study can be agreed with the programme lead, with timescales for completion beyond the expected timeframe (RCOT, 2019).

An aegrotat award without classification may be given when a student is unable to complete all level 6 assessments because of illness or death, and where it has been deemed that the candidate would have otherwise passed. An aegrotat award will not lead to eligibility to apply for registration as an occupational therapist with the HCPC or professional membership with RCOT (RCOT, 2019).

Students who fail the second attempt of a placement module, are deemed to have failed the requirements for the pre-registration programme and must be withdrawn (standard 6.4) RCOT, 2019).

Students who fail the first attempt at consecutive placement modules are deemed to have failed the requirements for the pre-registration programme and must be withdrawn (standard 6.4) RCOT, 2019).

Placements are assessed to a pass, fail and excellent pass. The pass and excellent pass grade achieve the credits awarded for the module.

Learners who fail a practice–based learning component on substantiated grounds of fitness to practice concerns will not be given the opportunity of a retrieval attempt and must be withdrawn.

All placements must be passed and 1000 successfully assessed hours of placement must be recorded (standard 6.4) (RCOT, 2019, WFOT, 2016), for students to progress and to register as a graduate occupational therapy practitioner with HCPC.

Students are not permitted to postpone completion of their placement when there is a likelihood of a refer predicted by both placement educator and university tutor, and there is an absence of acceptable extenuating circumstances.

Students will be deemed to have failed a placement module when they decline or refuse to attempt a placement unless they have extenuating circumstances in place to negate this expectation. Students must engage in negotiating reasonable adjustments to support any attempt at a placement module where required.

Non-Credit Bearing assessment

There is an expectation that students will attend all scheduled sessions and achieve the requisite number of hours in placement modules across the three levels of the programme. The timetabled sessions use synchronous and asynchronous learning, which the student must engage in to meet the intended learning outcomes of the modules.

Mandatory training must be undertaken prior to placement and completion of this learning must be evidenced. This includes manual handling, Basic Life Support, Safeguarding, Information Governance, De-escalation, Food Hygiene and Welsh Language.

Engagement and attendance monitoring is undertaken by the University and programme team using relevant systems and reporting. Where a student is unable to attend due to illness or other circumstances the student is expected to notify the tutor team and University of absence and where relevant apply for extenuating circumstances approval or a suspension of study. Students who fail to adhere to these policies will be considered through Professional Suitability for Practice Policy.

Borderline Classifications (Undergraduate programmes)

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:
•   At least 50% of the credits at level 6 fall within the higher classification.
•   All level 6 modules must have been passed at the first attempt.
•   The mark achieved for the Practice Placement 3 (PP3) level 6 module is within the higher classification (Excellent Pass).

Accreditation

On successful completion of the BSc (Hons) Occupational Therapy degree award, as confirmed at Awards Assessment Board, the professional lead notifies the Health and Care Professions Council (HCPC) and Royal College of Occupational Therapists (RCOT) of graduate data. Students, at that point can apply to register with HCPC and will be provided with a pin to inform employers of their graduate status enabling them to take up employment. The student has a period of 5 years from qualification to register without any need to evidence further knowledge and skill development. https://www.hcpc-uk.org/registration/getting-on-the-register/uk-applications/uk-application-forms/

10 Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance, and review programmes delivery;

Student Evaluation of Module Questionnaire
Student Voice Forum
Individual student feedback
Student representatives
Annual Monitoring reports
Periodic review and re-validation process
External Examiner reports
PSRB requirements and accreditation activities including stakeholder events
National Student Survey (NSS)
HEIW Contract meetings and Performance Reports
HEIW Wales Health Student Forum

11 Support for Students

The University has a range of departments that offer support for students such as:
- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the Glyndŵr website at www.glyndwr.ac.uk to find out more about the Departments.

Glyndŵr Student Union offers support for students, please access their website at to find out more. https://www.wrexhamglyndwrsu.org.uk/

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University. Each student is entitled to 3 personal tutorials at a set time across the academic year or with mutually agreed appointments at other times.

All students are assigned a personal tutor who supports them throughout the duration of their study. The programme team aligns students to a tutor who is best placed to meet their needs. For example: first language Welsh students have a Welsh speaking tutor. The personal tutor can sign post students to relevant University services dependent on their identified needs.

The occupational therapy programme team align the personal tutor support process with the need for students to undertake a Professional and Personal Development Review (PDR). These take place in each level between the student and personal tutor. All students are

expected to actively engage in their own learning and development alongside developing as a reflective student practitioner and in the explicit need to evidence use of a Continuing Professional Development (CPD) portfolio. This aligns with module learning in Foundations in Professional Practice, Developing in Professional Practice and Transition to Professional practice and all placement modules.

The usual timeframe of study is the programme length plus 2 years. If required, an individual scheme of study can be agreed with the programme lead, with timescales for completion beyond the expected timeframe (RCOT 2019). Such a scheme of study will take the form of an individual learning plan negotiated between the student and programme lead.

12 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information about equality and diversity