PROGRAMME SPECIFICATION

1	**Awarding body**	Glyndŵr University
2	**Teaching institution**	Glyndŵr University

3	**Award title**

BSc (Hons) Occupational Therapy

4	**Final awards available**

Certificate of Higher Education in Health Studies

Diploma of Higher Education in Health Studies

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

5	**Professional, Statutory or Regulatory Body (PSRB) accreditation**

The Health & Care Professions Council (HCPC) is the professional regulator and approval leads to eligibility for graduates to apply for registration. Approval provides evidence of the programme meeting the Standards of Education and Training (HCPC 2014).

The Royal College of Occupational Therapists (RCOT) is the professional body whereby Accreditation provides evidence that programmes adhere to the Learning and Development Standards of Pre-Registration Occupational Therapy Education (2014).

Please list any PSRBs associated with the proposal

Health and Care Professions Council (HCPC)

Royal College of Occupational Therapists (RCOT)

Accreditation available

Royal College of Occupational Therapists (RCOT)

Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)

NA

6	<u>JACS3</u>**code**	B930
7	<u>UCAS</u>**code**	B930

8	**Relevant QAA subject benchmark statement/s**

QAA Quality Code Occupational Therapy Subject Benchmark Statement (2001)

9	**Other external and internal reference points used to inform the programme outcomes**

QAA Framework for Higher Education Qualifications (2008)
HCPC Standards of Education and Training (2014)
HCPC Standards of Proficiency: Occupational Therapists (2013)
HCPC Standards of Conduct, Performance and Ethics (2016)
HCPC Guidance on Conduct and Ethics for Students (2016)
HCPC Your Guide to our standards for continuing professional development (2012)
RCOT Learning and Development Standards for Pre-Registration Education (2014)
RCOT Professional Standards for Occupational Therapy Practice (2011)
RCOT Code of Ethics and Professional Conduct (2015)
RCOT Entry Level Occupational Therapy Core Knowledge and Practice Skills (2016)
World Federation of Occupational Therapists Minimum Standards for Education of Occupational Therapists (2016)
Tuning Occupational Therapy Group (2008) Reference points for the Design and Delivery of Degree Programmes in Occupational Therapy. Bilbao. Publicaciones de la Universidad de Deusto.
The Bologna Process http://ec.europa.eu/education/policy/higher-education/bologna-process_en
Dublin Descriptors; A Framework for Qualifications of the European Higher Education Area (2005)
Council for Allied Health Professions Research position statement: Developing research skills within AHP pre-registration education.
Centre for the Advancement of Interprofessional Education (CAIPE, 2012) Inter-professional Education in Pre-registration Courses.
Hearle, D., Lawson, S. and Morris, R. (2016) A Strategic Guide to Continuing Professional Development for Health and Care Professionals: The TRAMm Model. Keswick: M&K Publishing
Health Education England 2016 Values Based Recruitment

10	**Mode of study**	Full & part time

11	**Language of study**	English

Office use only
Validation Date: 26th January 2017
Approved April 2017
Updated June 2019 – part time route added (delivery commencing January 2020)

12 Criteria for admission to the programme

The programme is designed for students who aspire to work as occupational therapists (WFOT 2016). The programme will seek to provide access to study for the broadest range of students as per Glyndŵr University Admissions Policy (2016) and WFOT (2016) guidelines, aiming to ensure the demographics of entering students compares to those receiving occupational therapy services.

Essential requirements:

112 UCAS tariff points obtained via A Level, Level 3 Access course or BTEC National Diploma (Science or Health Studies) or any other relevant Level 3 Tariff bearing qualification (Statement of Qualifications reform, Glyndŵr University 2016). APPLICATION FORM

We will expect applicants to normally have achieved a minimum of 5 GCSE passes (A*-C, or 9-4) to include Maths and English/Welsh (if first language) or equivalent (Statement of Qualifications reform, Glyndŵr University 2016). APPLICATION FORM

Evidence of recent relevant academic study if above has been gained more than 5 years prior to applicant commencement. APPLICATION FORM

Evidence of experience within health or social care fields through employment and/or voluntary experience. APPLICATION FORM AND INTERVIEW

For those whom English or Welsh is not their first language, evidence of good command of written and spoken English to IELTS 7.0 is required. (HCPC 2016) APPLICATION FORM

Demonstration of insight to the occupational therapy role in a variety of settings. APPLICATION FORM AND INTERVIEW

Demonstration of commitment to Glyndŵr University APPLICATION FORM AND INTERVIEW

Acceptable DBS record

All applicants successful in being offered a place on the programme will be subject to satisfactory DBS clearance undertaken by Glyndŵr University, covering work with both adults and children, and payment of the appropriate fee. Failure to declare a conviction, which is subsequently revealed by security screening may result in exclusion from the programme. The nature of declared convictions is taken into consideration following University procedure through a panel which includes programme lecturer, clinician and chaired by Professional Lead. If as a result of the panel a candidate with item(s) on DBS is accepted onto the programme, consideration will have been made regarding their HCPC registration and employability. A voluntary self-declaration of DBS record is requested each year of the programme.

Occupational Health clearance

All applicants successful in being offered a place on the programme will be subject to satisfactory occupational health clearance. This also includes requirement for relevant immunisations prior to securing a place. This is carried out between an occupational health provider through a service level agreement between university and provider.

Desirable requirement

A full UK driving licence and use of a car is beneficial in order to maximise practice placement opportunities throughout the period of the programme.

Standard entry criteria	
UK entry qualifications	Applicants for undergraduate bachelor degrees require 112+ UCAS tariff points
International entry qualifications	NA
Programme specific requirements	

All applications are via the UCAS system. Potential students can receive pre-application information from the Glyndŵr University website, open events and specific occupational therapy potential student events. The admissions tutor also visits various local further education colleges to promote the programme.

Applicants are shortlisted using short listing criteria including consideration of UCAS reference. All shortlisted applicants are required to provide an additional reference (source of reference specified at short listing stage) and attend an interview session - this consists of:

- Group activity/discussion
- Individual interview with tutor, clinician and service user panel

The interview and group discussion is based upon values based recruitment rationale (Health Education England 2016). All those attending interview are asked the same questions. All answers are scored based on pre-set criteria.

Those with the highest scores are offered a conditional place. Conditions depend upon applicant status with regards to pending academic qualifications but will include DBS and Occupational Health clearance. All conditions must be met prior to commencement on the programme.

Non-standard entry criteria
(e.g. industry experience)

In addition to the above: Two references from different sources (academic reference on UCAS form and additional character/manager reference)

Disclosure and Barring Service (DBS) check

Occupational Health Check

13 Recognition of Prior (Experiential) Learning

No more than one third of the programme may be subject to RP(E)L in accordance with the Royal College of Occupational Therapists' current position statement on RP(E)L (RCOT 2014). An exception to this requirement is an occupational therapy student transferring between education providers. In this instance, the student must meet requirements of this programme and be recommended as "fit for profession" by the original programme (RCOT 2014).

Programme specific requirements

As above.

14 Aims of the programme

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

Adapt and respond to contemporary health and well-being delivery in a local, national and global context;

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 prudent practice;

View the delivery of occupational therapy as a co-productive interaction with the service user and in an interprofessional context.

Apply life-long learning principles and Continuing Professional Development to their professional learning and maintaining their resilience.

15 Distinctive features of the programme

The programme is well established, having excellent links into health, social care and third sector organisations and achieving consistently outstanding feedback from students. The staff group all have specialist clinical and research interests, and maintain clinical practice or advisory roles alongside academic and research demands. The team describe themselves as occupational therapists who teach and view their role as extending into applying research and project work to enhance the profession.

The programme has relatively small intakes of students enabling a true student-centred learning experience. Teaching is delivered in a flexible manner - for the full time programme, University contact time is normally structured within 3 days per week (with the exception of practice placements); for the part time programme it is 3 days at the beginning of every term followed by one day a week. Students complete self-directed study at a time that fits in with their lives. A robust personal tutor system is in place; each student has a named personal tutor who meets with them on a regular basis. A peer mentoring system provides an additional support structure for students.

Service users are considered a core part of the programme design and delivery, providing a unique and vital perspective at all stages from curriculum design and student recruitment to session delivery.

The programme is a full-time and a part time route comprising 16 modules (including Practice Education modules). Module titles have been chosen to develop a

contemporary view of occupational therapy and the current context of service provision. The integration of contributory sciences and occupational philosophy, across the boundaries of these modules, enhances the students' ability to become reflective practitioners in an interprofessional and interorganisational context.

The programme incorporates academic study plus at least 1,000 assessed hours (WFOT 2016) in practice education.

There are themes that develop the spiral element to the curriculum:

1. Occupation: Considers normal function and identity, interruption to function on occupations and evaluating the impact of interruption on occupations for diverse populations.

2. Intervention: Considers the skills, knowledge and theory underpinning professional practice to include creativity, coproduction and entrepreneurial skills.

3. Research: Evidence based practice through developing the student's knowledge and skills in accessing and utilising resources, research and evidence based practice.

4. Practice Education: This element allows the two-way transfer of skills and knowledge between practice and academic studies. The placements are structured in themes based upon the occupational therapy process encompassing assessment, planning, intervention and critical evaluation to sequentially develop the student's knowledge and skills required for effective practice in diverse settings.

The curriculum builds on experience gained since initiation of the programme in 2004. Glyndŵr University is a geographical border University and hence the curriculum and delivery reflects the importance of including both Welsh and English contexts throughout.

Interprofessional learning

The programme design operates on the premise that greater understanding of a person's own context can be gained from understanding through the lens of another; therefore, interprofessional learning and teaching integration is throughout the programme delivery. Joint session delivery is with social work, physiotherapy (from

September 2019), nursing, health, sports science and criminology. In addition, the students have the opportunity to work on creative projects with computer and media students. Students gain a rich understanding of each other's perspective.

With social work and physiotherapy (from September 2019) in particular there are two modules where there is much joint working. In addition, the students have opportunities to join interdisciplinary cross interest groups: Psychological Society and Social Work Community Lectureship Programme.

Global Networking

Similar joint sessions are delivered with international Occupational Therapy students utilizing web based interactive technology with international partners. These include question and answer with key speakers and sessions which enable case study translations across cultures. Discussions focus primarily on the translation of occupational science across cultures, the difference in health and social care provision and the implications of social justice on occupational therapy.

Sharing of clinical observation experience for students is also possible through global networking. In addition, students have the opportunity to gain from staff international, clinical and research networks.

16 Programme structure narrative

Duration

There are two routes which both operate under three terms:
Full time: September to December, January to March, and April to June.
Part time: January to March, April to June and September to December.

The period of learning must not exceed five years for the three-year route and six years for the part time route (RCOT2014). In exceptional circumstances an extension period of a maximum of six months can be applied but only with permission from Royal College of Occupational Therapists (RCOT 2014).

Expectation of attendance and engagement

Students, on being enrolled within this programme are bound to adhere to the RCOT Code of Ethics and Professional Conduct (2015) and Guidance on Conduct and Ethics for Students (HCPC, 2016). There is an expectation that all students will attend all the timetabled contact sessions, group directed study, self-directed study and a minimum of 1,000 hours of placement (WFOT 2016).

There are also extra-curricular activities with which students will be expected to engage; these will be made explicit at the beginning of each Level. Students who fail to adhere to all the above will initially be considered through the professional unsuitability process.

Potential entry and exit points

The programme recruits students who aspire to complete 360 credits: 120 at Level 4, 5 and 6 and hence achieve BSc (Hons) Occupational Therapy with eligibility to apply for HCPC registration.

Students who achieve 120 credits at Level 4 can exit with Certificate of Higher Education in Health Studies. This does not confer eligibility to apply for HCPC registration.

Students who achieve a further 120 credits at Level 5 can exit with Diploma of Higher Education in Health Studies. This does not confer eligibility to apply for HCPC registration.

Progression and Award Requirements

Students must achieve a level (pass all modules for that level) before they can progress to the next level. A student however may commence studying the next level but will be unable to submit a summative assessment for a further level until passed and progressed from the previous level. Students are able to trail a 20 credit module (subject to meeting all criteria as stated in the University's Academic Regulations). Students are permitted a second attempt only at placement modules but it must be completed successfully prior to them being assessed in the next level. The team arranges for this to be done, in consultation with the student, and the arrangements of this should not affect a student being able to continue with their studies.

Assessment boards are held in June (for full time route) and additionally January and March (for part time route) to accommodate progression between levels. The full time

route exits at the June Board and the part time exits at the January board. These boards are scheduled at these dates as a direct request from employers to have graduated occupational therapists for employment commencement at two exit points which includes the full time route early in the summer leave period. A resit board is scheduled for September as required.

Practice Education

Students must pass all placement modules to progress through levels and for registration as a graduate practitioner with HCPC. Students must accrue a minimum of 1,000 successfully assessed hours for registration (WFOT 2016); failed hours do not count towards the degree.

Credits for placements increase according to the duration and hours assigned to each placement. Students must pass all learning outcomes in each of the four placements. Only two attempts of placement can be undertaken. Students at each level of placement are awarded a fail, pass or excellent pass. For students to achieve an excellent pass they must meet 70% or above at an excellent pass level across all skill sets. The Critical Evaluation placement at Level 6 can be used to uplift an award in a borderline of classification if the student achieves an excellent pass outcome. Further detail can be found in the Practice Education Handbook (2017) (updated annually).

17 Programme structure diagram

Full time route

Level Four					
Term 1 Sept -Dec	Mod title	**Research 1**	Mod title	**Human Function**	Mod title	**Professional Studies**
	Mod code	OCC401	Mod code	OCC406	Mod code	OCC407
	New/Exist	Existing	New/Exist	New	New/Exist	New
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Neil Robdale	Mod leader	Helen Carey	Mod leader	Bethan Owen-Booth
Term 2 Jan - March	Mod title	**Practice Placement - Assessment**	Mod title	**Occupational Barriers**	Mod title	**Professional Studies**
	Mod code	OCC404	Mod code	OCC408	Mod code	OCC407
	New/Exist	Existing	New/Exist	New	New/Exist	New
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Liz Cade	Mod leader	Neil Robdale	Mod leader	Bethan Owen-Booth
Term 3 April - July	Mod title	**Practice Placement - Planning**			Mod title	**Professional Studies**
	Mod code	OCC405			Mod code	OCC407
	New/Exist	Existing			New/Exist	New
	Credit value	20			Credit value	20
	Core/Opt	Core			Core/Opt	Core
	Mod leader	Liz Cade			Mod leader	Bethan Owen-Booth

		Level Five			
Term 1 Sept - Dec	Mod title	**Approaches to Practice**	Mod title	**Occupational Intervention 1**	
	Mod code	OCC503	Mod code	OCC504	
	New/Exist	New	New/Exist	New	
	Credit value	30	Credit value	20	
	Core/Opt	Core	Core/Opt	Core	
	Mod leader	Helen Carey	Mod leader	Rhiannon Macpherson	
Term 2 Jan - March	Mod title	**Research 2**	Mod title	**Practice Placement - Intervention**	
	Mod code	OCC511	Mod code	OCC502	
	New/Exist	Existing	New/Exist	Existing	
	Credit value	20	Credit value	30	
	Core/Opt	Core	Core/Opt	Core	
	Mod leader	Bethan Owen-Booth	Mod leader	Liz Cade	
Term 3 April - July	Mod title	**Research 2**	Mod title	**Occupational Intervention 2**	
	Mod code	OCC511	Mod code	OCC505	
	New/Exist	Existing	New/Exist	New	
	Credit value	20	Credit value	20	
	Core/Opt	Core	Core/Opt	Core	
	Mod leader	Bethan Owen-Booth		Rhiannon Macpherson	

		Level Six				
Term 1 Sept -Dec	Mod title	**Practice Placement – Critical Evaluation**	Mod title	**Negotiated Study**	Mod title	**Research 3**
	Mod code	OCC603	Mod code	OCC602	Mod code	OCC611
	New/Exist	Existing	New/Exist	Existing	New/Exist	Existing
	Credit value	40	Credit value	10	Credit value	30
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Liz Cade	Mod leader	Liz Cade	Mod leader	Rhiannon Macpherson
Term 2 Jan - March	Mod title	**Evaluating Practice**	Mod title	**Leadership and Innovation in Practice**	Mod title	**Research 3**
	Mod code	OCC604	Mod code	OCC605	Mod code	OCC611
	New/Exist	New	New/Exist	New	New/Exist	Existing
	Credit value	20	Credit value	20	Credit value	30
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Helen Carey	Mod leader	Helen Carey	Mod leader	Rhiannon Macpherson
Term 3 April - July			Mod title	**Negotiated Study**	Mod title	**Research 3**
			Mod code	OCC602	Mod code	OCC611
			New/Exist	Existing	New/Exist	Existing
			Credit value	10	Credit value	30
			Core/Opt	Core	Core/Opt	Core
			Mod leader	Liz Cade	Mod leader	Rhiannon Macpherson

Part time route commencing January 2020

		Level Four				
Term 1 Jan-March	Mod title	**Research 1**	Mod title	**Human Function**	Mod title	**Professional Studies**
	Mod code	OCC401	Mod code	OCC406	Mod code	OCC407
	New/Exist	Existing	New/Exist	Existing	New/Exist	Existing
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Neil Robdale	Mod leader	Helen Carey	Mod leader	Bethan Owen-Booth
Term 2 April to July	Mod title	**Practice Placement - Assessment**	Mod title	**Human Function**		**Professional Studies**
	Mod code	OCC404	Mod code	OCC406		OCC407
	New/Exist	Existing	New/Exist	Existing		Existing
	Credit value	20	Credit value	20		20
	Core/Opt	Core	Core/Opt	Core		Core
	Mod leader	Liz Cade	Mod leader	Helen Carey		Bethan Owen-Booth
Term 3 Sept-Dec			Mod title	**Occupational Barriers**		**Professional Studies**
			Mod code	OCC408		OCC407
			New/Exist	Existing		Existing
			Credit value	20		20
			Core/Opt	Core		Core
			Mod leader	Neil Robdale		Bethan Owen-Booth

Level Four continued							
Term 1 Jan - March			Mod title	**Occupational Barriers**	Mod title	**Practice Placement - Planning**	
			Mod code	OCC408	Mod code	OCC405	
			New/Exist	Existing	New/Exist	Existing	
			Credit value	20	Credit value	20	
			Core/Opt	Core	Core/Opt	Core	
			Mod leader	Neil Robdale	Mod leader	Liz Cade	
Level Five							
Term 2 April - July	Mod title	**Approaches to Practice**	Mod title	**Occupational Intervention 1**			
	Mod code	OCC503	Mod code	OCC504			
	New/Exist	Existing	New/Exist	Existing			
	Credit value	30	Credit value	20			
	Core/Opt	Core	Core/Opt	Core			
	Mod leader	Helen Carey	Mod leader	Rhiannon Macpherson			
Term 3 Sept - Dec	Mod title	**Approaches to Practice**	Mod title	**Occupational Intervention 1**	Mod title	**Practice Placement - Intervention**	
	Mod code	OCC503	Mod code	OCC504	Mod code	OCC502	
	New/Exist	Existing	New/Exist	Existing	New/Exist	Existing	
	Credit value	30	Credit value	20	Credit value	30	
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core	
	Mod leader	Helen Carey	Mod leader	Rhiannon Macpherson	Mod leader	Liz Cade	

		Level Five continued					
Term 1 Jan - March	Mod title	**Approaches to Practice**	Mod title	**Research 2**	Mod title	**Occupational Intervention 2**
	Mod code	OCC503	Mod code	OCC511	Mod code	OCC505
	New/Exist	Existing	New/Exist	Existing	New/Exist	Existing
	Credit value	30	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Helen Carey	Mod leader	Bethan Owen-Booth	Mod leader	Rhiannon Macpherson
Term 2 April - July			Mod title	**Research 2**	Mod title	**Occupational Intervention 2**
			Mod code	OCC511	Mod code	OCC505
			New/Exist	Existing	New/Exist	Existing
			Credit value	20	Credit value	20
			Core/Opt	Core	Core/Opt	Core
			Mod leader	Bethan Owen-Booth	Mod leader	Rhiannon Macpherson
		Level Six				
Term 3 Sept - Dec	Mod title	**Negotiated Study**	Mod title	**Evaluating Practice**	Mod title	**Leadership and Innovation in Practice**
	Mod code	OCC602	Mod code	OCC604	Mod code	OCC605
	New/Exist	Existing	New/Exist	Existing	New/Exist	Existing
	Credit value	10	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Liz Cade	Mod leader	Helen Carey	Mod leader	Helen Carey

	Level Six continued					
Term 1 Jan-March	Mod title	**Negotiated Study**	Mod title	**Evaluating Practice**	Mod title	**Research 3**
	Mod code	OCC602	Mod code	OCC604	Mod code	OCC611
	New/Exist	Existing	New/Exist	Existing	New/Exist	Existing
	Credit value	10	Credit value	20	Credit value	30
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Liz Cade	Mod leader	Helen Carey	Mod leader	Rhiannon Macpherson
Term 2 April to July	Mod title	**Negotiated Study**	Mod title	**Practice Placement – Critical Evaluation**	Mod title	**Research 3**
	Mod code	OCC602	Mod code	OCC603	Mod code	OCC611
	New/Exist	Existing	New/Exist	Existing	New/Exist	Existing
	Credit value	10	Credit value	40	Credit value	30
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Liz Cade	Mod leader	Liz Cade	Mod leader	Rhiannon Macpherson
Term 3 Sept-Dec	Mod title	**Negotiated Study**			Mod title	**Research 3**
	Mod code	OCC602			Mod code	OCC611
	New/Exist	Existing			New/Exist	Existing
	Credit value	10			Credit value	30
	Core/Opt	Core			Core/Opt	Core
	Mod leader	Liz Cade			Mod leader	Rhiannon Macpherson

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Full Time	Term 1 September to December	Term 2 January to March	Term 3 April to July
Year 1 Level 4	Professional Studies Human Function Research 1	Professional Studies Human Function Occupational Barriers Practice Placement - Assessment	Occupational Barriers Practice Placement - Planning
Year 2 Level 5	Approaches to Practice Occupational Intervention 1	Approaches to Practice Occupational Intervention 1 Research 2 Practice Placement - Intervention	Occupational Intervention 2 Research 2
Year 3 Level 6	Practice Placement - Critical Evaluation Research 3 Negotiated Study	Evaluating Practice Research 3 Negotiated Study Leadership and Innovation in Practice	Research 3 Negotiated Study

Part Time	Term 1 January to March	Term 2 April to July	Term 3 Sept to December
Year 1 **Level 4**	Professional Studies Human Function Research 1	Professional Studies Human Function PLACEMENT 'Assessment'	Professional Studies Occupational Barriers
Year 2 **Level 4/** **Level 5**	Occupation Barriers PLACEMENT 'Planning'	Approaches to Practice Occupational Intervention 1	Approaches to Practice Occupational Intervention 1 PLACEMENT – 'Intervention'
Year 3 **Level 5/** **Level 6**	Approaches to Practice Research 2 Occupational Intervention 2	Research 2 Occupational Intervention 2	Negotiated Study Leadership and Innovation Evaluating Practice
Year 4 **Level 6**	Research 3 Evaluating Practice Negotiated Study	Research 3 PLACEMENT 'Critical Evaluation' Negotiated Study	Research 3 Negotiated Study

18 Intended learning outcomes of the programme

	Knowledge and understanding		
	Level 4	Level 5	Level 6 Honours Degree
A1	Define occupational therapy philosophy, assumptions, values and beliefs	Comprehend fundamental approaches to occupationally focussed intervention and evaluation	Synthesise complexity of occupational performance to evidence based interventions
A2	Illustrate the application of the principles of occupational science	Interpret translation of approaches to occupationally focussed intervention and evaluation techniques	Critically evaluate arguments and assumptions to reach sound judgements for significance to practice
A3	Define components of normal occupational performance of a human	Reconstruct occupational therapy philosophy to contemporary service provision	Appraise occupational therapy philosophy on a local, national and global level
A4	Distinguish occupational barriers in relation to human performance	Transmit evidence based practice methods to inform reasoning	Validate innovative leadership and management theory for contemporary practice

	Intellectual skills		
	Level 4	**Level 5**	**Level 6 Honours Degree**
B1	Acquire relevant academic and supplementary material from credible sources	Discriminate relevant academic material to inform and justify clinical decisions	Utilise sensitive levels of critical evaluation to inform new and complex situations
B2	Demonstrate independence in utilising resource material	Judge a range of research modes of inquiry in pursuit of evidence based practice	Critically evaluate a range of research modes of inquiry in relation to evidence based practice
B3	Employ information technology to enhance learning and development	Demonstrate selective decision making to inform occupationally focussed practice.	Justify with reasoned argument decision making for contemporary practice
B4	Construct personalised methods to promote independence in learning		

	Subject skills		
	Level 4	**Level 5**	**Level 6 Honours Degree**
C1	Define and practice assessment and the planning process in relation to contemporary occupational therapy practice	Apply occupational therapy process to contemporary practice	Critically apply occupational therapy process to complex scenarios within contemporary practice
C2	Identify occupational therapy philosophy within contemporary practice	Apply occupational therapy approaches to intervention to inform clinical reasoning	Reconstruct the occupational therapy process in response to changing context
C3	Interpret occupational analysis principles into personalised human functioning	Discriminate impact of socio-economic and political influences on practice	Critically interpret the occupational therapy process within a global context

	Practical, professional and employability skills		
	Level 4	**Level 5**	**Level 6 Honours Degree**
D1	Employ and document personalised reflective practice	Illustrate and document reflective skills in relation to themselves and the wider context of contemporary practice	Illustrate and demonstrate reflective skills in relation to their own emerging professional practice.
D2	Detect entrepreneurial characteristics within contemporary occupational therapy practice	Synthesise own learning towards contemporary occupational therapy practice employment opportunities	Generate opportunities for contemporary practice through entrepreneurial reasoning
D3	Identify occupational therapy within an inter-professional context	Discriminate impact of interprofessional roles within contemporary occupational therapy practice	Relate interprofessional context within a global perspective
D4	Formulate own level of robustness and strategies as appropriate	Select personalised strategies to compound robust characteristics for contemporary practice	Transmit a robust, resilient professional aptitude to contemporary practice

19 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

	Module Title	Core / option	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4
	Certificate of Higher Education in Health Studies (exit award only)																
Level 4	Professional Studies	Core	x	x			x	x	x	x	x	x		x	x	x	x
	Human Function	Core	x	x	x		x	x	x	x			x				
	Research 1	Core		x			x	x	x	x		x		x	x		x
	Practice Placement - Assessment	Core	x	x		x	x	x	x	x	x	x	x	x	x	x	x
	Occupational Barriers	Core	x	x		x	x	x	x	x	x	x	x				
	Practice Placement - Planning	Core	x	x		x	x	x	x	x	x	x	x	x	x	x	x
	Diploma of Higher Education in Health Studies (exit award only)																
Level 5	Approaches to Practice	Core	x		x	x	x					x	x	x	x	x	x
	Occupational Intervention 1	Core	x	x	x	x	x		x		x	x	x		x	x	
	Research 2	Core			x	x	x	x					x		x		
	Practice Placement - Intervention	Core	x	x	x	x	x	x	x		x	x	x	x	x	x	x
	Occupational Intervention 2	Core	x	x	x	x	x	x	x		x	x	x		x	x	
	BSc (Hons) Degree Occupational Therapy																
Level 6	Practice Placement Critical Evaluation	Core	x	x	x	x	x		x		x	x		x	x		x
	Research 3	Core		x	x			x	x					x	x		x
	Negotiated Study	Core	x	x	x		x	x	x				x	x	x	x	x
	Evaluating Practice	Core	x	x	x		x		x		x	x			x		x
	Leadership and Innovation in Practice	Core		x	x	x	x		x		x		x		x	x	x

20 Learning and teaching strategy

The standards set by the tutor team aim to serve as an example for professional practice; demonstrating therapeutic, management, research, communication and teaching skills appropriate for occupational therapists. All the tutor team have clinical responsibility or act as clinical advisors within a speciality.

The learning and teaching strategy reflects the philosophy of occupational therapy by encouraging students to take an increased responsibility for their own learning and development though client centredness and empowerment. The programme values learners from across all ages and backgrounds of life and work experience.

A certain level of independent thinking in students is assumed and therefore the programme introduces more complex levels of learning as a student's knowledge and ability level increases. This is reflected in levels of the programme which include similarities and hence develop a spiral curriculum. The spiral curriculum reflects the themes of occupation, intervention, research, and practice education.

The curriculum complements the philosophy of occupational therapy and androgogical principles in its design to empower students with skills to be independent learners and practitioners in a graded style:

- Encourage students to take an increased responsibility for their own learning and development to independent practitioner and novice researcher.
- Reflect these premises in gradual development and challenge of knowledge through supervised practice experience.
- Highlight relevance through case studies and linkage of theory to practice.
- Utilise fully the previous life and work experience of the student.

The security of a structured curriculum is recognised and has been highlighted by clinicians and students. Students are nurtured and guided in Level 4 to develop the confidence and skills necessary for Levels 5 and 6. This prepares students for autonomous practice.

To accommodate degree level of study and changes in professional practice, the curriculum seeks to develop skills of professional reasoning and reflective practice. This recognises the need to function competently in the perpetual change of clinical settings where clinicians are required to problem solve situations, adopt the NHS Values and apply evidence to support occupational focus. The curriculum also develops

entreprenurial and leadership skills to enable graduates to maximise opportunities for the benefit of the profession.

A wide range of learning strategies will be used to facilitate learning and as the programme of studies progresses students will be offered opportunities to explore areas of specific interest through their preferred learning style.

Teacher-Facilitated Learning / Directed Student Learning: Designed to optimise University contact and home study hours. These learning strategies will be utilised primarily in Level 4 and as keynote lectures only in Levels 5 and 6.

Examples include Lecture/Keynote Lecture, Seminar, Practical Sessions, Debate, Tutorial, Video and Discussion, Group-work, Demonstration, Worksheets

Student Centred Learning: A pre-requisite for effective progress and a positive learning experience in the curriculum. This means that students must develop the readiness to accept responsibility for their own learning and develop the skills necessary to become self-directed learners. Examples include portfolio development and continuing professional development reviews which include learning contracts per level.

Student Directed and Peer Led Learning: Utilises students' locality and university based study time in a constructive way. In addition, students will draw on and share their own experiences with peers. This will develop group learning skills and the distribution of information. Examples include locality based group working, debate, presentations, journal clubs, and case study analysis.

Experiential learning: Facilitates learning through activity based techniques. Examples include anatomical models and peer anatomical facilitation, role play, gaming, practical workshops, specialist centre-based tuition such as manual handling, wheelchair training, sports disability, placement education and media based workshops.

Employability

Employability is considered within the learning and teaching throughout the programme and reflects the learning and teaching strategy. This is in respect of the student-centred focus and acknowledges the life and work experience the student brings. Decisions regarding placement locations and settings for each student considers employability for that specific student.

The advice shared between tutor and student in terms of choices throughout the programme for study areas also focuses upon employability. Whilst condonement is not permitted there is flexibility to study areas especially in Level 5 and 6 which can enhance each student's employability.

The Action Based Project introduced in level 4 within the Professional Studies module and developed throughout the programme requires the students to provide voluntary service to their local community, helping to meet the Government agenda of community engagement; again, this enhances employability. This is a resource the student can choose to draw upon in the Negotiated Study module in Level 6. Monitoring and review of the Action Based Project is delivered through the professional development process – the action based project will be discussed in an appraisal meeting with the personal tutor and included within the student's portfolio.

21 Work based/placement learning statement

The practice education aspect of the programme is governed by clearly defined requirements through the Royal College of Occupational Therapists Professional Body Accreditation, and Health & Care Professions Council Approval.

Within Wales, both Cardiff and Glyndŵr Universities maintain responsibility for placement education for its own students. However, there is an 'All Wales' collaboration which ensures a streamlined approach for all stakeholders; students, tutors and placement providers. Most importantly, an effective use of valuable placement opportunities.

Practice educators are predominantly qualified occupational therapists who have undergone further additional training to enable them to supervise students whilst on placement. This training is either a validated taught or experiential route leading to RCOT APPLE accreditation. Exceptions to an educator being a qualified occupational therapist would be within role emerging placements whereby the student is supervised by a designated individual within the setting. In this situation, profession specific "long armed" supervision is provided by a qualified occupational therapist. Placement coordinators are designated clinicians who undertake a role to administer placement organisation within a specific NHS or Local Authority provider.

Practice education forms an integral part of the programme so that practice informs curriculum content and in turn the students inform practice in addition to learning from

it. The synthesis and integration of academic and practice based modules are essential for the education of a competent, inquiring, and creative practitioner.

Practice education is the opportunity for students to experience occupational therapy first hand, to develop their therapeutic skills, to communicate with service users, carers and colleagues. It involves a dynamic partnership between the practice educator and the student and offers an opportunity for rehearsal and reflection on practice, which complements academic studies. The students are enabled to achieve competence in the reality of practice, supported and assessed by the practice educator.

Practice education is the most effective arena for students to learn about the NHS Values, working with service users and their carers, and is the appropriate environment where professional competence can be assessed.

The aims of practice education are to:

- Provide an opportunity to learn and apply new techniques, further knowledge, and experience working with a variety of people and develop professional working relationships.

- Enable students to transfer learning of core knowledge and skills in new and contrasting situations.

- Integrate theory and practice placement education to ensure the transfer of individually identified learning needs supported by academic staff via tutorials before, during and after placement.

- Develop reflective skills within the workplace.

Within the programme, a dynamic process is created where each placement is given a named theme based upon the occupational therapy process to represent the main emphasis of learning. Hence, the first placement is 'Assessment', where students have to demonstrate competence in assessment and all that underpins it. The second placement is 'Planning', where the student has to demonstrate competence in 'Assessment' and 'Planning'. The third placement is 'Intervention' where the student must demonstrate competence in 'Assessment', 'Planning' and 'Intervention'. During the final 'Critical Evaluation' placement the student must demonstrate their competence in 'Assessment', 'Planning', 'Intervention' and 'Critical Evaluation'. While competence only has to be demonstrated to that level of placement, students are expected to identify

and discuss other elements of the occupational therapy problem solving process, allowing experience of a wide variety of settings.

Placement Administration

Full details of practice placement can be found in Practice Education Handbook.

Placement Allocation/Availability of Placements

Whilst it is recognised that there is a national shortage of practice placements in the UK, students must be allocated a placement in a timely way ensuring that placement demand can be met. A Local Level Agreement is utilised with key health, social care and voluntary sectors to ensure consistency in quality, standards and procedures is maintained across placement providers.

In accordance with the Royal College of Occupational Therapists (2014), a range of models of practice education have been adopted which has allowed for the pursuit of placements offering a wide variety of sometimes innovative and creative forms of supervision styles. Some later stage placements also follow the 'role-emerging model' (RCOT 2006), where students may access a placement without the daily supervision of a registered occupational therapist, but having 'long armed' profession specific supervision from either an occupational therapist in another setting or an academic tutor from the HEI. (See Practice Education Handbook 2017 for further details).

Placements are allocated with consideration of the following factors: -

The profile of each student is primarily considered in their allocation to placement offers. This outlines previous experiences, placements undertaken and identified gaps in learning.

The availability of the placement and/or an appropriate educator for the required period of placement. (It is recognised that staff annual leave, sickness, job mobility and other factors cannot always be planned for, but these are taken into account as much as possible when placements are allocated).

The need to provide individual students with as varied a range of practice placement experiences as possible during the programme.

The geographical and social mobility of students, a significant proportion of whom are mature students with family commitments.

Language preference of students. Where possible, Welsh speaking students are given the opportunity to experience some of their placements in primarily Welsh speaking settings.

(For full details of the placement process, please see Practice Education Handbook).

Training and Support of Practice Educators

In the interests of best practice, and in order to meet RCOT Standards for Education (2014), Standards of Education and Training (HCPC 2014), QAA (2001), comprehensive practice based learning support is available for educators who take students on placement. Occupational therapists are expected to undergo practice educator training to enable them to take students on placement. Practitioners are usually 2 years' post qualification before becoming an accredited practice educator. Glyndŵr University is validated with the Royal College of Occupational Therapists to facilitate APPLE accreditation in both taught and experiential routes until 2019. Accreditation is valid for a period of 5 years, after which time practice educators are expected to re-accredit through submission of a portfolio and evidence of ongoing involvement with students. Regular post-registration study days and refresher workshops are also run by Glyndŵr University to support all practice educators and coordinators.

The Learning Contract

The occupational therapy programme at Glyndŵr University has an established history of the use of learning contracts. The learning contract is a tool to implement the self-directed learning model. It is valuable in practice education because of its flexibility in allowing the imposed requirements of practice placement assessment to integrate with the mature learner's personal goals and need to be self-directing.

Formulating the learning contract is a negotiated, dynamic process, which in itself will contribute towards the learning process. It allows the student to take responsibility for negotiating his or her own learning needs. The action of joint goal setting with the practice educator aims to motivate students to work on weaker areas as well as identified strengths. The placement learning outcomes must be reflected within the learning contract and the student negotiates key learning goals specific to the placement and how these will be achieved.

Strategy for Students at Risk of Failure

Where a student is experiencing difficulties in demonstrating competency on placement and is not meeting the expected learning outcomes, the student is deemed to be at Risk of Failure. An educator who has concerns should notify the University at the earliest indication of difficulties. The student, practice educator and visiting tutor should meet to discuss the issues and agree an action plan for the student. A Risk of Failure report form is completed and agreed. Further visits and support mechanisms are in place according to the circumstances and requirements on an individual basis. At this point, postponement of a placement is not possible unless it is accompanied by accepted extenuating circumstances.

Overview of Placements

The World Federation of Occupational Therapists (2016) require students to complete a minimum of 1,000 supervised and successfully assessed practice placement hours. In extenuating circumstances, placement hours lost through absence can be offset by additional hours through overtime or retrieval of placement. This is only permitted within a level. N.B. Failed placement hours cannot count towards those required for the degree.

Assessment Level 4	6 weeks Part time: 3.5 days 200 hours 20 credits
Planning Level 4	6 weeks Full time: 4.5 days 225 hours 20 credits
Intervention Level 5	8 weeks Full time: 4.5 days 300 hours 30 credits
Critical evaluation Level 6	12 weeks Full time: 4.5 days 450 hours 40 credits
Total hours	**1,175**

Assessment Placement

The Assessment placement is a six-week part-time placement with the focus on the assessment stage of the occupational therapy problem solving process. It occurs within the second trimester of Year 1 of the programme. Students attend the University for academic studies one day per week. Students are expected to complete approximately 200 hours of assessed placement; this also includes allowance for a half day study each week of no more than 4 hours. This placement occurs within Level 4 and successful completion provides 20 academic credits.

Planning Placement

The Planning placement occurs in the third trimester of Year 1. The focus for this placement is the planning stage of the occupational therapy process and students will also continue to develop their assessment skills. The placement is full time over six weeks. Students are expected to complete approximately 225 hours of assessed placement; this also includes allowance for a half day study each week of no more than 4 hours. The placement occurs in Level 4 and following successful completion,20 academic credits are attributable.

Intervention Placement

The Intervention placement occurs in the second trimester of Year 2. The focus for this placement is on consolidation of the assessment and planning process and development of the intervention process and builds on skills gained in the previous two placements. The placement is full time over eight weeks. Students are expected to complete approximately 300 hours of assessed placement; this also includes allowance for a half day study each week of no more than 4 hours. The placement occurs in Level 5 and and following successful completion, 30 academic credits are attributable.

Critical Evaluation Placement

The Critical Evaluation placement is a 12-week full time placement. This is the final practice placement, during which students consolidate their existing skills of assessment, planning and intervention and focus on the evaluation stage of the

occupational therapy problem solving process. This placement also incorporates, to a greater depth than previously, the inter-professional education element. It occurs in the first trimester of Year 3. Students are expected to complete approximately 450 hours of assessed placement; this also includes allowance for a half day study each week of no more than 4 hours. The placement occurs in Level 6 and following successful completion,40 academic credits are attributable.

22 Welsh medium provision

The programme is delivered predominantly through the medium of English. Proficient Welsh speakers have placement opportunities in communities who are predominantly Welsh speaking. Students can receive tutorials in Welsh language and submit assessments including written and viva voce in Welsh.

Non-speaking Welsh students receive 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.

23 Assessment strategy

There are a range of assessment types to satisfy a wide variety of learning styles and to enable adaptability of learning. The assessment types encompass the skills required for an occupational therapist; written reports, oral delivery of case studies and two group projects; one in small groups (Level 4) and one in larger groups (Level 5). There are three tests, two of the three are vivas which apply a seen case study.

The assessments also focus upon the themes of the programme design: occupation, intervention, research, and practice education.

The assessment submission dates have been carefully planned within the timetable of the programme to ensure a balance of workload throughout the programme and the ability for the student to focus on practice placement periods; there are therefore no submission dates directly following placement experience periods.

Module code & title	Assessment type and weighting	Assessment load	Indicative submission date (full time programme)
Level 4			
Research 1 (20) OCC401	Literature Review 100%	2000 words	Year 1, end term 1
Practice Placement - Assessment (20) OCC404	Practical 100%	200 hours	Year 1, middle term 2
Human Function (20) OCC406	In-class test: unseen 100%	2 hours	Year 1, end term 2
Professional Studies (20) OCC407	Reflective Practice Assignment 100%	2500 words	Year 1, beginning term 3
Practice Placement Planning (20) OCC405	Practical	225 hours	Year 1, end term 3
Occupational Barriers (20) OCC408	Poster presentation (group work) 100%	NA	Year 1, end term 3
Level 5			
Approaches to Practice (30) OCC503	Group Project 100%	NA	Year 2, middle term 2
Occupational Intervention 1 (20) OCC504	Oral assessment: Viva 100%	20 mins	Year 2, end term 1

Module code & title	Assessment type and weighting	Assessment load	Indicative submission date (full time programme)
Practice Placement Intervention (30) OCC502	Practical 100%	300 hours	Year 2, end term 2
Occupational Intervention 2 (20) OCC505	Report 100%	3000 words	Year 2, end term 3
Research 2 (20) OCC511	Research Proposal 100%	3000 words	Year 2, end term 3
Level 6			
Practice Placement Critical Evaluation (40) OCC603	Practical 100%	450 hours	Year 3, end term 1
Evaluating Practice (20) OCC604	Oral assessment: Viva 100%	30 mins	Year 3, middle term 2
Leadership and Innovation in Practice (20) OCC605	Report 100%	3000 words	Year 3, end term 2
Research 3 (30) OCC611	Project 100%	5000 words	Year 3, middle term 3
Negotiated Study (10) OCC602	Reflective Practice Assignment 100%	2000 words	Year 3, middle term 3

Full time	Term 1 September to December	Term 2 January to March	Term 3 April to June
Year 1 **Level 4**	Literature Review (2000 words)	Human Function Test Practice Placement 'Assessment'	Occupational Identity (2500 words) Case study Poster Practice Placement 'Planning'
Year 2 **Level 5**	Case Based Viva 1 (20 mins)	Creative Education Resource Practice Placement 'Intervention'	Intervention Evaluation Report (3000 words) Research Proposal (3000 words)
Year 3 **Level 6**	Practice Placement 'Critical Evaluation'	Case Based Viva 2 (30 mins) Business Plan (3000 words)	Research Paper (5000 words) Evidence based Critique (2000 words)

Part Time	Term 1 January to March	Term 2 March to July	Term 3 Sept to Dec
Year 1 **Level4**	Literature Review	In-class test PLACEMENT 'Assessment'	Occupational Identity
Year 2 **Level 4/** **Level 5**	Group Poster PLACEMENT 'Planning'	*Formative assessments only*	Viva examination PLACEMENT – 'Intervention'
Year 3 **Level 5/** **Level 6**	Creative Education Resource	Research Proposal Intervention Analysis	Business Plan
Year 4 **Level 6**	Viva Examination	PLACEMENT 'Critical Evaluation'	Evidence Based Critique Research Paper

24 Assessment regulations

Academic regulations for Undergraduate Bachelor Degrees, Diplomas, Certificates and Foundation Degrees apply to this programme.

Further detail regarding the operation of assessments within the programme can be viewed in Assessment Guidelines

Derogations

The following derogations from academic regulations are in place:

1. Condonement is not permitted, therefore a pass mark of 40% must be achieved in all modules (RCOT 2014).
2. The degree classification will be based on non-placement credits only, i.e. only 90 credits at Level 5 and 80 credits at Level 6.
3. The period of learning must not exceed five years (full time route) and six years (part time route). In exceptional circumstances an extension period of a maximum of six months can be applied but only with permission from Royal College of Occupational Therapists (RCOT 2014)
4. If a candidate is prevented by illness or other sufficient cause from attempting all Level 6 assignments for the degree award, the University may, on special recommendation by the Professional Lead, together with provision of further evidence, award an aegrotat degree. This degree will not contain the title Occupational Therapy, will be unclassified and the holder will not be eligible to apply for registration with the Health and Care Professions Council.
5. Students are permitted two attempts only in placement modules (RCOT 2014).
6. Placements are assessed to a pass, fail and excellence (although student transcripts will record pass/fail only). The pass and excellence grade achieve the credits awarded for the module. Failed placement hours do not count towards the 1,000 hours required for successful completion of the programme.
7. All placement outcomes must be passed with each placement.
8. 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.
9. 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.

10. Applicants for whom English or Welsh is not their first language must be able to demonstrate achievement of IELTS 7.0 with no element below 6.5.

Borderline classifications (for undergraduate programmes only)

The borderline classification module selected is the placement outcome at Level 6. An excellence in performance will need to be achieved in this module: Critical Evaluation Placement. Excellent performance is defined within the Practice Education Handbook (2017). For the student to be recommended for excellence in their placement performance, 70% or more of the placement outcomes as identified in Practice Education Handbook must be ticked at the 'excellent pass' grade across all skill sets.

25 Programme Management

Professional Lead / Principal Lecturer

Dr Helen Carey

(Accountable for both programmes but Programme Lead for Full time)

Programme team

Name	Designation	Team Responsibility
Liz Cade	Senior Lecturer	Programme Lead for Part Time Practice Education
Rhiannon Macpherson	Senior Lecturer	Admissions
Neil Robdale	Senior Lecturer	Assessment
Bethan Owen-Booth	Senior Lecturer	Placement educator training
Sarah Lawson	Graduate Lecturer	Continuing Professional Development
Lauren Porter	Senior Lecturer	
Neil Roberts	Senior Lecturer	

In addition, many clinicians provide significant intervention to our teaching and learning delivery including a graduate tutor. This is important to provide wide specialist input within a small team. These clinicians are not module leads but provide significant input to the programme and may also be involved as second markers within a viva panel for example.

Quality management

Personal Tutor and Peer Support

Each student is assigned a personal tutor normally for the duration of the programme. The role of the personal tutor is to help guide the student's educational, personal and professional development. This will be linked to the professional/personal development process.

Student Support Services

A student support network is available to all students and provides assistance on a wide range of issues covering three basic areas: Counselling, Welfare and Disability (Programme Handbook).

The Professional/Personal Development Process

The introduction of a framework for the personal and professional development of occupational therapy students at the onset of their pre-registration education is essential (HCPC 2012). This process has therefore been designed to enable students to develop a unique professional identity together with a record of their continuing professional development.

The process will emphasise a different focus for each level:
- Level 4: At this point, students will be novice to the profession and therefore it is important to acknowledge the need for students to identify and develop their learning styles as a student occupational therapist.
- Level 5: At this mid-point of the programme, students should have a sound understanding of the occupational therapy process. Therefore, the focus is on the development of the student as a practitioner together with the unique and generic roles of the occupational therapist within an interprofessional context.
- Level 6: In this final level, students will be motivated by the career prospect focus and the need to demonstrate both core and transferable skills to employers. The emphasis therefore is on ensuring that they are independent learners and reflective professionals with the potential for leadership and management.

Five components contribute to this process; Personal/Academic Tutorials, Learning Contracts, Practice Education and the Professional Development Tutorial. These all feed into the Professional Development Portfolio.

Learning Contracts

Learning contracts must be devised near the beginning of each level and each placement. They will be negotiated and agreed with the personal tutor or practice educator as appropriate and are the responsibility of the student to review and record. A learning contract will also be produced for the Action Based Study in Level 4 and the Negotiated Study in Level 6.

Practice Education

This element involves evidencing the student's professional and practical development in the clinical field.

The Professional Development Tutorial

This is designed to mirror the appraisal process which occurs in the workplace. There will be one professional development tutorial per level. A Development Plan is formulated at commencement of the programme and reviewed at the end of level 4. Further goals are identified and again reviewed at the end of level 5. The student should come to the tutorial, which is undertaken with their personal tutor, having prepared and actively reflected on their performance during that period. It provides a framework for examining and developing the student's professional suitability as an occupational therapist. The evidence to support these decisions and judgements should then be transferred to the student's portfolio.

This two-way negotiation should review the student's academic, personal and professional strengths and needs. It is also a forum for reflecting on and evaluating the strategies for learning employed. Students discuss their progress and together with their tutor, set an agreed and signed action plan for the forthcoming level.

The Professional Continuing Development Portfolio

Each student will hold a Professional Continuing Development Portfolio, developed from Level 4, and all other components will link into this. The portfolio is a tool for demonstrating continuing professional development (CPD) and is a useful means of helping future employers discriminate between prospective novice therapists. Most graduates are now expected to produce these at interview.

Students will be encouraged to compile a continuing professional development portfolio which they will build on throughout their pre-registration and post-registration journey.

They will be expected to integrate evidence of learning from both practice and academic studies and link these to the standards of proficiency expected by the HCPC. The portfolio should contain reflections and summaries of their learning alongside evidence of skills achieved. The portfolio should also include learning contracts, professional development reviews and action plans. The students will be encouraged to utilise the TRAMm Model (Hearle et al 2016) to ensure each of the continuing professional development areas are encompassed within the portfolio. Development of the portfolios will be discussed at the end of each level at their development meeting with their personal tutor. The design of the CPD process within this programme, evidenced by the portfolio, aims to embed life-long learning throughout their career.

Although this remains the student's individual document, elements will need to be shared with peers, academic staff, managers, practice educators and external examiners.

Professional Suitability and Competence to Practise

The basis for a description of professional suitability is encompassed in the Code of Ethics and Professional Conduct for Occupational Therapists (Royal College of Occupational Therapists 2014). The progressive assessment scheme within the programme provides opportunities for professional suitability to be appraised. A significant element of this appraisal occurs within practice education, but grounds for concern may also arise during university-based studies.

Professional Unsuitability

Circumstances may develop when a student who has been accepted onto the programme is considered professionally unsuitable to continue his/her studies towards a qualification to practise occupational therapy. Each instance needs to be considered on its own merits, but examples of grounds for exclusion from the programme on grounds of professional unsuitability, as indicated by the Royal College of Occupational Therapists and the Health &Care Professions Council are as follows:

- Conduct that could bring into disrepute the profession of occupational therapy and its allied professions and/or is prejudicial to the best interests of patients and clients.
- Theft, deliberate falsification of facts or records, as in lying, cheating, fraud or attempting to defame colleagues and or patients/clients.
- Breaches of confidentiality, misuse of confidential material relating to a patient or client.

- Assault and violent behaviour, or serious acts of insubordination.
- Conduct that demonstrates inappropriate emotional involvement with patients or clients.
- Serious negligence which causes unacceptable loss, damage or puts staff or visitors at risk.
- Misuse of equipment or materials, or deliberate damage to the educational setting or the practice placement.
- Incapacity for work (both in college and on placement) due to alcohol or the influence of illegal drugs.
- Involvement in offences concerning the illegal use, or possession of drugs.
- Lack of application to work and study due to poor motivation and/or to ill-health.
- Compensation for failure in the assessment of professional suitability will not be permitted in another area.
- All the above includes social media presence and usage.

Disciplinary Procedures Resulting from Alleged Professional Unsuitability

Glyndŵr University has the following procedures: Disciplinary Procedure for Students, Suitability for Practice Procedure, and Academic Misconduct Procedure which detail the procedures for managing any instance of alleged professional unsuitability. This is included in the Glyndŵr University Academic Regulations Handbook. The Glyndŵr University procedures complement and align with the RCOT/HCPC requirements of the programme.

Attendance

There is an expectation that all students will attend all of the sessions unless there are evidenced extenuating circumstances such as illness. Students are expected to attend the University for timetabled academic studies for a minimum of 80% of the designated time. There are also aspects of the curriculum which students will be expected to engage with; these will be made explicit at the beginning of each Level. Students who fail to adhere to this will initially be considered through the professional unsuitability process.

Student Voice

Student Voice is integrated within quality mechanisms by the following:

- Induction group work sessions encourage students to be open in their dialogues with personal tutors and tutor team.
- Informal feedback is initially directed to the student's personal or academic tutor followed by the Professional Lead if appropriate. Any subsequent feedback is pursued through the official procedures (Programme Handbook 2017).
- Student representatives are elected by their peers to act as a formal vehicle in communications between staff and students.
- Students complete evaluation sheets on the modules and levels of the programme prior to each Student Voice Forum.
- Students are also required to provide formal feedback regarding their practice placement experience on the reverse of the practice education assessment form. There is also a placement consolidation session after each placement.
- Student representatives attend the Student Voice Forum once a term to identify and discuss issues identified by their peers. Reports from these meetings are submitted through the Annual Monitoring Process and Royal College of Occupational Therapists and Health & Care Professions Council Audit procedures.
- Final student evaluation post-graduation is obtained through a comprehensive evaluation which is completed by the student and emailed or posted to the Professional Lead. A group discussion is also carried out on the final morning of programme delivery. The National Student Survey also provides essential information.
- Students in their cohort groups are involved in specific curriculum design and delivery sessions.

Stakeholders

Throughout its development, the department has recognised the importance of partnership with occupational therapy service users and providers. It is essential that practitioners and service leads are consulted to ensure that the curriculum content has validity.

Clinicians/Clinical leads

- Potential student interviews are conducted with clinicians on the panel to assist tutors in the selection of suitable candidates.
- Practice educators receive half way visits from university staff while students are on placement and are invited to attend an annual Practice Education Conference or refresher courses.
- New placement providers are visited by the Placement Coordinator to offer guidance, support and to ensure placement standards are to be met prior to commencement of placement by a student.
- The curriculum review is an 18-month process which involves practice education forum, service manager forum, consultation at Occupational Therapy Advisors Forum in Wales and an online survey distributed to every occupational therapist involved in any capacity with the programme
- Regular discussion forums with third sector organisations and service user groups and individuals.

Service Users
- Service User Advisory Forum is a group of people who have all experienced occupational therapy intervention. This group is a co-productive forum who meet biannually.
- Service users are involved in entire recruitment and admissions procedure (shortlisting to admission decisions).
- Service users are regular guest speakers in both large group and small seminar sessions throughout programme delivery. Service users act as case studies for the students and are involved in role play sessions where students develop their skills in listening and reflecting personalisation within their communication.
- Representation from tutor team on All Wales Supporting Public Engagement Network. This is a group of representatives from key health and social care education delivery to ensure robust co-productive relationships with service users.

Research and scholarship activity

The programme team all have extensive experience within occupational therapy and maintain a clinical role. This is essential to provide a contemporary curriculum.

All the team regularly present at professional conferences and provide advice as required to relevant specialist interest groups and government policy within Wales. The team have MSc qualification and three are presently working at Doctorate level.

The department team are North Wales Hub Leads for North Wales Council of Allied Health Professions Research.

The team all have active involvement within professional activities: There has been representation at Welsh Board until term expired and there remains representation at regional and local level. The tutor specific roles mean they are an active role within Occupational Therapy admissions and practice placement forums. The lead has just commenced convenor role for Royal College of Occupational Therapists Education Directors.

The team also have international networking; both research and clinical, primarily within USA but this is extended.

The students benefit from the diverse professional experience of the tutor team.

26 Learning support

Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre

- Glyndŵr Students' Union

Programme Specific support for students

Each student is assigned a personal tutor normally for the duration of the programme. The role of the personal tutor is to help guide the student's educational, personal and professional development. This will be linked to the professional/personal development process.

Personal Tutorial: This is a pastoral support mechanism and should normally take place at least twice during the first level and at the student or tutor's request subsequently. A record of each tutorial needs to be made, usually by the student, and signed by both parties.

Academic Tutorial: The focus of this is on the student's academic progress through each of the modules. Academic tutors will change in line with each module studied and will also be assigned for each assessment. During these tutorials the student's preferred learning styles, strategies and results may be discussed and utilised to enhance academic understanding and/or its application in practice.

When students commence their studies with the Occupational Therapy Department they are introduced to the purpose-built library within Glyndŵr University and informed of the services available to them. Whilst containing 3 floors of resources it is also an effective environment for small group and individual working.

Library and computing facilities provide the books, journals, electronic resources and up-to-date computing facilities that will support students' study and research. Students have access to over 150,000 books and 300 journals and a high-speed computer network supplying a wide range of information resources and applications software. The students have a direct link to a member of library staff who has knowledge of references for the occupational therapy department.

The library uses a web-based library catalogue which integrates the printed and digital library collections into a single resource. It can be accessed from any computer connected to the University network and over the web. Students are able to search for books and journals and link to a wide variety of electronic resources including databases and full text journals. Students can check their library borrowings, renew the periods of loan and reserve items which are not immediately available.

The library provides multiple copies of recommended text books which are on reading lists and include electronic copies. Books are usually for a 3-week loan period. However, titles that are likely to have a high demand can be made available for one week, 24 hour and 4-hour loan periods. Students also have the benefit of using special collections developed to support research, for example, the internationally important evidence-based healthcare collections.

Moodle Interactive site

This web-based application enables lecturers to provide on-line support for teaching and learning. The 'Moodle' site has provided an additional efficient communication method and a valuable learning resource for students in all cohorts. Providing a variety of learning resources facilitates maximum student potential by catering for individual learning styles.

Moodle provides the following:

- Announcement facilities to ensure information such as revised calendars or adaptation to sessions are communicated throughout the programme or to specific cohorts.
- All module handout materials are available prior to each session. This enables students who learn more effectively by prior reading to access relevant materials.
- Students' group work is placed onto the site to enable shared learning.
- Discussion sites are used to explore particular topics which benefit from shared discussion and, due to timetable restrictions the students have not been able to adequately debate with each other to promote learning.
- Submission and feedback of summative assessments.

27 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 policy on Equality and Diversity, ensuring that

everyone who has the potential to achieve in higher education is given the chance to do so.

Applications are considered on an equal basis, irrespective of disability, sex, sexual orientation, marital or parental status, religion, social class, nationality or ethnic origin. In selecting students, the occupational therapy department is interested only in whether an applicant has the potential ability to complete the professional education as an occupational therapist.