PRIFYSGOL
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UNIVERSITY

Programme Specification

Awarding body/institution	Glyndŵr University
Teaching institution	Glyndŵr University
Details of accreditation by a professional, statutory or regulatory body	College of Occupational Therapists (COT): Accreditation by COT leads to professional body endorsement http://www.cot.co.uk/ Health and Care Professions Council (HPC): Accreditation by HPC confers eligibility to apply for registration. http://www.hpc-uk.org/
Final award/s available	Certificate of Higher Education in Health Studies Diploma of Higher Education in Health Studies BSc (Hons) in Occupational Therapy (Note: only the BSc (Hons) award confers eligibility to apply for Registration with HPC and attracts COT endorsement)
Award title	BSc (Hons) Occupational Therapy
UCAS code	Not applicable
Relevant QAA subject benchmark statement/s	Occupational Therapy
Other external and internal reference points used to inform the programme outcomes	COT Standards for Education (2009) and HPC Standards of Proficiency (2007) and Standards of Education and Training (2007) Liaison with clinical service managers and partnering two universities in developing the All-Wales curriculum
Mode of study	Part time route
Language of study	English
Date at which the programme specification was written or revised	Updated September 2012

Aims of the programme

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

- Adapt and respond to current and future patterns of service delivery;
- Analyse, select, adapt and use occupation and activity as therapeutic tools;
- Adopt a problem solving approach to service users' needs;
- Use theoretical frameworks of occupational therapy to guide and inform practice;
- Understand and use the principles of evaluation and research to ensure best practice;
- View the delivery of occupational therapy in an holistic manner working in partnership with the service user;
- Continue self development through their professional life.

Intended learning outcomes of the programme

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On completion of Level 4, students will be able to:

A1   Define the philosophy, assumptions and beliefs of an occupational therapist
A2   Illustrate the application of occupational science to the role of an occupational therapist
A3   Define the normal functioning of a human throughout the life cycle

B1   Search, organise and review academic material, secondary sources, academic texts and supplementary material
B2   Use information technology resources as appropriate
B3   Structure, organise and plan academic work with support and guidance provided
B4   Be required to work independently with resource material provided

C1   Engage in the academic foundations of occupational therapy. In particular they will be encouraged to utilise these skills in problem solving

D1   Define and practise the assessment and planning process for service users in relation to the core values and beliefs of occupational therapy in specific placement settings
D2   Identify the roles of a variety of professionals within their work and practice experience, and specifically identify the contribution of those professional towards the assessment and planning process
D3   Reflect upon and monitor their own progress with regards to their professional roles and academic development
D4   Participate in self assessment with academic support

On completion of Level 5, students will be able to:

A1   Develop and demonstrate a capacity to integrate knowledge from a variety of primary sources and academic disciplines
A2   Access and apply a comprehensive range of information to inform clinical

reasoning

B1   Explore a range of research methodologies and engage in active modes of enquiry using a variety of styles and strategies from their growing repertoire

B2   Demonstrate higher level reflective skills with regard to their professional roles and academic development

B3   Demonstrate a capacity to select, evaluate and extrapolate information from material sources beyond those prescribed

C1   Debate and investigate interventions for service users in a variety of settings in relation to the core values and beliefs of occupational therapy

C2   Demonstrate a capacity for evaluation and an appreciation of alternative perspectives as reflected in the theoretical, research, and practitioner based literature available

D1   Select, perform and justify use of a range of intervention and evaluation methods in a placement setting

D2   Analyse the role of related professionals in relation to intervention

D3   Identify their personal and professional academic needs and respond with appropriate action

D4   Select and adopt appropriate learning styles and strategies in relation to the demands of a wider range of tasks, both general and specific

D5   Demonstrate a capacity to work independently without immediate academic support

On completion of Level 6, students will be able to:

A1   Critically evaluate evidence, arguments and assumptions to reach sound judgements, evaluating reliability, validity and significance for practice

A2   Demonstrate a holistic approach to the programme rationale and content

A3   Demonstrate a professional interest in and capacity to select and investigate a breadth of knowledge relevant to their profession, in particular in relation to service users

B1   Utilise sensitive levels of critical evaluation and show synthesis and extrapolation to new and complex situations

B2   Use appropriate selection and application of the programme knowledge and that independently acquired in practice

B3   Synthesise, present and critically analyse data from a variety of sources

B4   Select, perform and critically analyse a range of evaluation methods, to include research methodologies

C1   Demonstrate a comprehensive knowledge of the philosophical and theoretical issues which underpin occupational therapy and apply this to a broad range of practice situations

C2   Critically appraise the role of related professionals in relation to evaluation in a variety of settings

D1   Reflect on their professional practice in an informed way

D2   Demonstrate pursuing professional specialisms beyond the immediate curriculum

D3   Demonstrates independent learning in the wider context of their profession, seeking and utilising feedback

CURRICULUM MATRIX

Following table demonstrates how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

	Module Title	Core	A1	A2	A3	B1	B2	B3	B4	C1	D1	D2	D3	D4
Lev 4	Professional Studies 1 OCC418	C	*	*		*	"	*	*	*	*	*	*	*
	Research 1 OCC401	C				*	*	*	*	*			*	*
	Occupational Engagement OCC402	C			*	*	*	*	*	*			*	*
	Occupational Interruption 1 OCC403	C	*	*	*	*	*	*	*	*	*	*	*	*
	Practice Placement-Assessment OCC404	C	*	*		*	*	*	*	*	*	*	*	*
	Practice Placement-Planning OCC405	C	*	*		*	*	*	*	*	*	*	*	

	Module Title	Core	A1	A2	B1	B2	B3	C1	C2	D1	D2	D3	D4	D5
Lev 5	Professional Studies 2 OCC510	C	*	*	*	*	*	*	*	*	*	*	*	*
	Research 2 OCC511	C	*	*	*	*	*	*	*			*	*	*
	Occupational Interruption 2 OCC515	C	*	*		*	*	*	*	*	*	*	*	*
	Occupational Interruption 3 OCC501	C	*	*		*	*	*	*	*	*	*	*	*
	Practice Placement-Intervention OCC502	C	*	*	*	*	*	*	*	*	*	*	*	*

	Module Title	Core	A1	A2	A3	B1	B2	B3	B4	C1	C2	D1	D2	D3
Lev 6	Professional Studies 3 OCC610	C	*	*	*	*	*	*	*	*	*			*
	Research 3 OCC611	C	*	*	*	*	*	*	*	*	*	*		*
	Evaluating Occupational Interruption OCC601	C	*	*	*	*	*	*	*	*	*	*	*	*
	Negotiated Study OCC602	C	*	*	*	*	*	*	*	*	*	*	*	*
	Practice Placement-Critical Evaluation OCC603	C	*	*	*	*	*	*	*	*	*	*	*	*

Distinctive features of the programme

This undergraduate BSc (Hons) Occupational Therapy programme has been designed to accommodate a modular framework in accordance with the university credit accumulation system. The principles of the curriculum are jointly planned and agreed through the All Wales Occupational Therapy Curriculum.

The programme is a part time route comprises 16 modules (including Practice Education modules) which reflect an integration of the knowledge base and the sequential development of the students' skills during practice education.

One credit represents 10 student learning hours. Hours are allocated within University attendance days, residential and day workshops, student directed learning and practice education.

Module titles have been chosen to develop a holistic view to the care of the individual. The integration of contributory sciences and occupational therapy, across the boundaries of these modules, will enhance the students' abilities to become reflective practitioners.

The programme incorporates academic study plus at least 1,000 assessed hours (WFOT) (Hocking and Ness, 2002) in practice education. There are 4 key themes that develop the spiral element to the curriculum:

1.   Stages of the Lifecycle: Considers normal function, interruption to function on occupations and evaluating the impact of interruption on occupations.
2.   Professional Studies in Occupational Therapy: Considers the skills, knowledge and theory underpinning professional practice to include creativity and entrepreneurial skills.
3.   Research: Develops the student's knowledge and skills in accessing and utilising resources, research and evidence based practice.
4.   Practice Education: This element allows the 2 way transfer of skills and knowledge between practice and academic studies. The placements are structured around the themes of assessment, planning, intervention and critical evaluation to sequentially develop the student's knowledge and skills required for effective practice.

The academic module sequence complements graded skills development within practice education throughout all three levels.

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

The belief in client centredness, the importance of lifelong learning and continuing professional development, significantly influence the programme's teaching and learning style. The programme's educational philosophy, therefore, complements that of occupational therapy by encouraging its students to take an increasing responsibility for their own learning and development. The aim is to develop independence in both their practice and as a novice researcher.

Assuming a certain level of independent thinking in students from the outset enables the programme to introduce more complex levels of learning as the students' knowledge and ability level increases. This is reflected in the levels of the programmes, which contain considerable similarities. The philosophy of the programme builds on these beliefs utilising

a structure of levels for academic progression suitable to undergraduate education. The programme values learners from across all ages and backgrounds and the life and work experience they may bring with them.

The curriculum complements the philosophy of occupational therapy and andragogical principles as it has been designed to empower students with the skills to be adult, independent learners and practitioners in a graded style:

• encourage the student to take an increased responsibility for their own learning in their development as an independent practitioner and novice researcher.
• reflect these premises leading to the gradual development and challenge of knowledge, skills and values which are practised during supervised practice experience.
• highlight the relevance of the studies, through case examples and linking of theory to practice.
• utilise the previous life and work experience of the students, as fully as possible.

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

The curriculum design builds on the experience gained and evaluation undertaken by the team since 2007, whilst maintaining the strengths of the programme since its commencement in 2004.The curriculum follows a spiral modular design, which integrates professional studies and contributory sciences in developing competent practitioners. The proposed new curriculum, although retaining the overall structure, has made some significant changes to the content curriculum based on experience of staff, and feedback from students, external examiners, advisors managers, clinicians and service users. It has also been designed to enable all undergraduate students to study the identical undergraduate curriculum framework across Wales for the first time in history.

The security of a structured curriculum (particularly for the isolated learner at the beginning of a programme of study) is recognised and has been highlighted by both practitioners and students. Students, therefore, will be nurtured and guided in the first Level (i.e. Level 4) to develop the confidence and skills necessary for the more needs driven approach to learning in Levels 5 and 6. This will prepare students for autonomous practice.

To accommodate a degree level of study and changes in professional practice, the curriculum seeks to develop the skills of professional reasoning and reflective practice. This recognises the need to function competently in clinical situations where there may be no standard procedures or definitive answers and therapists are required to problem solve situations using evidence to support an occupational focus. It also seeks to develop entrepreneurial and leadership skills to allow graduates to confidently maximise new opportunities both for themselves and for the benefit of the profession.

The concept of evaluation is recognised as an integral strand throughout the curriculum. Its use reflects both the increasing knowledge base and practical approaches of the developing therapist. Using the essential criterion of objectivity, evaluation will be based upon the growing knowledge of self, practice and service throughout the levels with evaluation skills being gradually developed to facilitate a critical approach by Level 6.

Entrepreneurship and Enterprise

The programme curriculum is designed to develop the enterprise skills and entrepreneurial effectiveness required by occupational therapy practitioners. This is achieved through the

integration of related modules and learning packages at all levels of the curriculum which are designed to support students in the development of key behaviours, attributes and capabilities such as: taking the initiative, intuitive decision making, networking, identifying opportunities, creative problem solving, strategic thinking, and personal effectiveness. Such skills and knowledge offer a high degree of application to key issues such as employability, innovation, knowledge transfer, commercialisation and intellectual property (QAA, 2012).

Glyndŵr University recognises the need to be active in the development of creative and innovative graduates and supports embedding entrepreneurship and enterprise into the curriculum. The programme has access to The Centre for Entrepreneurial Learning within Glyndŵr University and will utilise resources such as e-learning packages and specific sessions exploring key aspects, such as: social enterprise, independent practice and business skills within appropriate modules. Entrepreneurship will be linked explicitly to the professional and personal development (PDP) processes.

Learning Strategies Utilised

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

This is designed to optimise University contact and home study hours. It will be utilised primarily in Level 4 and as keynote lectures only in Levels 4 and 5. The type of teacher-facilitated learning utilised within each module is dependent on the content and level of the programme.

Examples include:

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

Student Centred Learning

Student centred learning is a pre-requisite for effective progress and a positive learning experience in the part time occupational therapy curriculum. This means that students must develop the readiness to accept responsibility for their own learning (Clouston and Whitcombe 2005) and develop the skills necessary to become self directed learners.

Student Directed and Peer Led Learning

This is designed to utilise 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 distribution of information, allowing for the part-time structure of attendance and possible geographical isolation of students.

Examples include:

Peer Group Learning, Demonstration/Exhibition, Seminar, Locality Based Study Groups, Case History Analysis, Debate, Presentations, Video Conferencing, Project Work, Self Assessment, Problem Solving, Journal Club

Experiential Learning.

This is designed to facilitate learning through a variety of activity-based techniques. The range and complexity of these methods is designed to reflect development of skills throughout the levels of the programme.

Examples include:

Anatomical Models, Simulation, Gaming and Role-Play, Practical Workshops, Specialist Centre Based Tuition, Field Exercise , Creative and Media Based Workshops

Problem Based Learning (PBL)

In all Levels, a problem-based approach to learning and teaching will be employed in addition to an emphasis on student directed learning (SDL) in Levels 5 & 6.

Using a problem based approach to learning, means that the style of learning adopted usually relies on students developing skills to make connections for themselves and take responsibility for their own learning.

Appreciative Inquiry

Whilst PBL is increasingly used throughout the programme, it is proposed that it will be complemented by the use of appreciative inquiry. It is noted that the traditional approach to challenges is to look for the problem, make a diagnosis and find a solution. The primary focus therefore is on what is wrong or broken; if problems are envisaged they are often found. This approach is consistent with a historical attitude to the medical model that sees human systems as machines and parts (people) as interchangeable and all problems can be fixed.

The aim of introducing appreciative inquiry is to challenge this mind set and belief. This concept suggests that students not only look for the challenges and problems, but also look for what works within a health and social care scenario (Roberts 2010, Rubin et al. 2011). The tangible result of the inquiry process is a series of statements that describe where the service user wants to be, based on the high moments of where they have been. The same notion will apply to the student learning experience. Because the statements are grounded in real experiences and history, people know how to repeat their success. Approaching their studies with an appreciative eye will give students much more of a positive, openly creative, holistic, person centred approach to their challenges (Machon and Roberts 2010).

How the learning and teaching strategies to be employed consistent with institutional commitments to Welsh medium provision.

Since the last validation, the Occupational Therapy programme has supported students to complete viva voces and examinations in the medium of Welsh. This also enables that practice education opportunities in communities who are predominantly Welsh speaking are offered. Students are entitled to submit assignments in Welsh language. The programme utilises local first language Welsh clinicians and colleagues at Cardiff University occupational therapy programmes.

Practice Placement Elements within the Programme

The Practice Placement aspect of the programme is governed by clearly defined requirements through College of Occupational Therapy Professional Body Accreditation and Health Professional Council Accreditation.

The Practice Placement elements are jointly planned, coordinated and administered in an All Wales collaboration since 2004, whilst each University maintains responsibility for each own students. The All Wales perspective 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. Exceptions to an educator being a qualified occupational therapist would be within role emerging placements whereby the student is supervised by a designated individual with the setting. In this situation, professional "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 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 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 and 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 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', and so on. 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.

The use of the problem solving process as a structure throughout practice education is intended to facilitate opportunities for students to build on their previous learning and knowledge. In order to become competent professionals, students need to develop a repertoire of skills (Fish & Twinn, 1997) and abilities (as detailed in the learning outcomes for each placement), which they are able to utilise and apply in an evidence-based manner in any given situation.

Placement Administration

Full details of practice placement can be found in Practice Education Handbook (2012)

Practice Education Team for Wales (PETFW)

In response to evaluation and the open dialogue encouraged between Glyndŵr University, Cardiff University and Bangor University, clinical managers and practice educators, the academic teams at these Universities have developed the Practice Education Team for Wales (PETFW); this consists of one senior lecturer from each of the three Universities and this person has responsibility for practice placement issues. This has resulted in the organisation, planning and evaluation of all aspects of practice education throughout Wales (and beyond) becoming centralised through the use of a web-based database shared by the three Universities.

Named lecturer staff from within the three university teams (Liz Cade, Glyndŵr University) have specific responsibility for all practice education matters. This team member allocates and arranges placements for each student ensuring that they are exposed to a wide variety of experience and locations (See Practice Education Handbook 2012). Where necessary students may have reasonable adjustments made to placement to accommodate any specific learning or disability need in agreement with the assigned educator.

Placement Allocation/Availability of Placements

It is recognised that there is a national shortage of practice placements in the UK. However, through the adoption of an 'All Wales' perspective in the allocation of placements, there is a more effective use of placements on offer to the team. A Service Level Agreement is utilised with key health, social care and voluntary sectors to ensure consistency in quality, standards and procedures are maintained across placement providers.

In accordance with the Practice Education Guidelines (COT 2006), 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 may also follow the 'role-emerging model' (COT 2006), where students may access a placement without the daily supervision of a registered occupational therapist, but having 'long arm' supervision from either an occupational therapist in another setting or an academic tutor from the HEI. (See Practice Education Handbook for further details). Experiences of the management role and interagency working have also provided invaluable practice placements as initially suggested by therapists in the field.

Placements are allocated with consideration of the following factors:-

- The appropriateness of the type, level and quality of experience available for a particular placement theme.

- 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 an experience on practice placement 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 2012).

Training and Support of Practice Educators

In the interests of best practice, and in order to meet COT Standards for Education (2008), HPC (2009a),QAA (2007) comprehensive practice based learning support is available for educators who take students on placement. Educators normally attend an inter-disciplinary module in Practice Based Learning. This module is three days of taught study, and is currently assessed via a poster. An experiential route to accreditation is also offered with a preparatory workshop. The module is offered in both North and South Wales, delivered in partnership with the three Universities, and is accredited by COT and the Chartered Society of Physiotherapists and Society of Radiographers under the recently introduced Accreditation of Practice Placement Educators (APPLE) scheme. Both routes to APPLE accreditation with COT are on offer to educators; the programme route, as detailed above and the experiential route. For further details seewww.practicebasedlearning.org

Regular post-registration study days are also run by Glyndŵr University to support practice educators and to keep them up to date with relevant educational issues. There is also an annual Practice Education Conference offered to educators at a minimal charge.

The Learning Contract

The occupational therapy department at Glyndŵr University has an established history of the use of learning contracts. The learning contract is a tool by which 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 (Whitcombe 2001).

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. It is intended that the student take an increased responsibility for the management of the contract as their practice experience develops.

Learning needs on the contract will be established from the perspectives of the University, educator and student. The learning outcomes identified by the University for each placement, as reflected by The College of Occupational Therapist, Health and Care Professions Council and The Quality Assurance Agency, are essential learning outcomes, (See Practice Education Handbook 2012), and must be included in the contract under 'essential learning needs', along with the means by which they are to be achieved. Any

Additional learning needs are those items on the contract that show the student's learning beyond the specified pass standard.

Learning contracts should reflect the student's prior life experience and learning from previous placements. This transferability of skills is important in professional practice and therefore, even though the student may have used a specific assessment tool in one setting, the principles of assessment are transferable into another setting. This allows the student to build on their previous learning and develop further skills in a different environment. There are workshops facilitated by tutors held prior to and after each placement to help the student to prepare for and reflect on their learning experience. Individual tutorials before and after placement are also available to students who wish to meet with their visiting tutor to discuss individualised learning issues.

The Practice Education Record

The Practice Education Record is used to store all placement documentation, contact details, and guidelines. It will facilitate the student to see this element of the programme as part of their continuing professional development towards becoming a competent and safe occupational therapist. The student needs to share the recorded future learning needs and the learning contract from the previous placement with the current educator to ensure continuity in developing skills and practice.

Overview of the Placements

Three of the four practice placements are part time in nature where students return to university for continued academic studies one day per week. This allows for further integration of theory and practice based experience in the early stages of the programmes, where students have been on the programme for a short period of time. It also ensures that the students are well supported in the early stages of their training by the university and through contact with their peers. However, the final placement is full time in nature, which allows the students to experience a continuous, on-going experience as stipulated by WFOT (Hocking and Ness 2002).

The placements are situated across the three undergraduate academic levels, with the first two placements ('Assessment' and 'Planning') occurring in Level 4, the third ('Intervention') in Level 5 and the final placement ('Critical Evaluation') in Level 6.

Assessment Placement

The Assessment placement is a six week part-time placement with the focus on the assessment stage of the OT problem solving process. It occurs within the second term Year 1of the Part Time 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 gains 20 academic credits.

Planning Placement

The Planning placement occurs in the first term of Year 2. The focus for this placement is the planning stage of the OT process and students will also continue to develop their assessment skills. The placement is part time (3.5 days) over seven weeks, Students are expected to complete approximately 210 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 20 academic credits are attributable.

Intervention Placement

The Intervention placement occurs in the first term of Year 3. The focus for this placement is on the intervention process and builds on skills gained in the previous two placements. The placement is part time (3.5 days) over ten 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 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 OT problem solving process. This placement also incorporates, to a greater depth than previously, the inter-professional education element. It occurs in the second term of Year 4. 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 40 academic credits are attributable

Assessment strategy used to enable outcomes to be achieved and demonstrated

The assessment schedule is designed with reference to section 6 of the Code of Practice (QAA 2006) with particular focus on feedback and consistency. It reflects the philosophy and aims of the curriculum, with students undertaking assessments that will demonstrate academic skills required as professional as follows:

• Technical rationale - to demonstrate basic competence for entry into the occupational therapy profession.
• Critical self-appraisal - to enable students to reflect autonomously on their practice.
• Problem solving - to enable students to solve practical problems in practice.
• Reflective practitioner - to take reflection beyond critical self-appraisal and problem solving, in promoting these in action.

The assessment of academic and professional competencies will allow the standards of both academic and professional bodies to be met. Within these assessments, students will be required to demonstrate their ability to investigate, select, analyse, reflect, synthesise and evaluate information. This will meet the learning outcomes set out for each module. The methods used within this competence based system will ensure validity and reliability of assessment.

Evaluation is recognised as an important component and an integral part of the assessment procedure. Aspects of self evaluation will be considered in the assessment of relevant modules, and during practice education. Students will be encouraged to evaluate their own strengths and needs, and gradually accept more responsibility for their professional and academic development. All assessments of the modules and practice placements will facilitate the process of evaluation, so recognising the increasing autonomy of the developing practitioner. The Professional/Personal Development Process will complement the academic and practice placement assessments.

There is a formative assessment within each module that is a preparation and feeds into the summative assessment. This consolidates learning and facilitates best practice within each module. The formative assessment is more frequently a group activity or a

presentation to peers to further expand the learning to all students. An example is within Professional Studies 2 module whereby for the formative assessment students, within a group, run a creative education session which incorporates the application of a treatment approach. The summative assessment requires the students to individually create an educational resource utilising a specific treatment approach. A further example would be in Research 1 whereby as a formative assessment, the students develop an initial proposal for the action based study which is presented to peers. The summative is the final action based study proposal.

The Assessment Methods

The assessment schedule has been designed to complement a modular framework. Practice education is considered an integral part of the assessment programme. It should not be viewed in isolation from academic assessments as it contributes to the achievement of the overall learning outcomes at each level (see placement section above).

For a list of specific assessments refer to the table below and for full details see the respective module descriptors.

Level 4 Assessments and Credit Weighting

Assessment	Module	Credit
Portfolio reflection (3000 words)	Professional Studies 1	20
Action Based Study Proposal (2000 words)	Research 1	20
Occupational Analysis (3000 words)	Occupational Engagement	20
Viva (30 minutes)	Occupational Interruption 1	20
Learning contract and Practice Educator assessment	Practice placement Assessment	20
Learning contract and Practice Educator assessment	Practice placement Planning	20
		Total credits 120

Level 5 Assessments and Credit Weighting

Assessment	Module	Credit
Creative Education Resource and presentation	Professional Studies 2	30
Research Proposal (3000 words)	Research 2	20
Case Based Viva (40 minutes)	Occupational Interruption 2	20
Intervention Analysis (3000 words)	Occupational Interruption 3	20
Learning contract and Practice Educator assessment	Practice Placement Intervention	30
		Total credits 120

Level 6 Assessments and Credit Weighting

Assessment	Module	Credit
Service critique (4000 words)	Professional Studies 3	20
Research paper and reflection (5000 words)	Research 3	30
Viva (45 minutes)	Evaluating Occupational	20

	Interruption		
Evidence Based Critique (2000 words)	Negotiated Study	10	
Learning contract and Practice Educator assessment	Practice Placement Critical Evaluation	40	
		Total credits 120	

Four Year Route Submission Dates

	Term 1 September to December	Term 2 January to March	Term 3 April to July
Year 1 **Level4**	*Formative assessments only*	Action Based Project Proposal (2000 words) PLACEMENT 'Assessment'	Portfolio Reflection (3000 words) Occupational Analysis(3000 words)
Year 2 **Level 4/** **Level 5**	Viva Examination 1 PLACEMENT 'Planning'	*Formative assessments only*	Creative Educational Resource Viva Examination 2
Year 3 **Level 5/** **Level 6**	PLACEMENT – 'Intervention'	Research Proposal (3000 words) Intervention Analysis (3000 words)	Service Critique (4000 words)
Year 4 **Level 6**	Viva Examination 3 *Undertaking Research Project*	PLACEMENT 'Critical Evaluation' (IPL)	Evidence Based Critique (2000 words) Research Paper (5000 words)

A variety of assessment strategies have been selected to evaluate the student's ability at each level of the curriculum and to emphasise the diversity of skills required of the occupational therapist. In addition, the needs of mature and part-time students have been addressed by distributing the assessment submissions throughout the year, rather than a single focus at the end of each Level.

Written Assignments/Essays/Reflective Studies

This is the predominant method of assessment throughout the three levels. The assignments take a variety of forms from an Occupational Analysis in Level 4, Intervention Analysis in Level 5 to a Service Critique in Level 6. They allow students to utilise their study time in the most effective way in order to develop their knowledge and understanding in a variety of areas. They also allow for the demonstration of evidence based practice and professional written skills.

Individual student's research different issues and this allows the assignments to be used to assess their learning outcomes and also facilitate the learning process when shared with their peers during presentations (see posters and verbal presentations below).

Some assignments include an element of reflection, to prepare the students for their role as qualified reflective practitioners. The complexity of reflection required develops through the three levels.

Innovative Projects and Research Paper

These methods will allow students to develop new ideas and share their work with their peers. The Action Based Project Proposal in Level 4 will encourage students to investigate the range of resources and organisations available in a locality and explore the potential for occupational therapy. The Creative Educational Resource in Level 5 will allow students to work together in a group to demonstrate creative entrepreneurial and presentation skills. The research paper will summarise the Level 6 project in a format that can be developed for publication following qualification.

Viva Voce Examinations

Viva Voce examinations are methods of assessment used at all 3 levels. Students are questioned on a specific, allocated and pre-prepared case study which increases in complexity from Level 4 where students focus on a specific element of the OT process to Level 6 where the students are expected to integrate and critique the full process. These are linked to the occupational Interruption modules.

Feedback

Within the curriculum, feedback aims to support and promote effective learning, is a continuous process and will be designed to suit to individual students' needs. It will be provided through individual or group tutorial support and where appropriate via classroom discussion. Formative assessments have been designed to provide students with the opportunity to gain constructive feedback on their progress prior to summative submission of work. Formal written feedback will be provided after each summative piece of work. This will comment on the strengths of the assignment together with where marks have been lost and advice for future assessments.

Progression Between Levels

The levels and their descriptors are designed to reflect those required by The Framework for Higher Education Qualifications in England, Wales and Northern Ireland, (QAA 2008).

In level 4 the main focus is on the acquisition of knowledge and skills relevant to the development of basic competencies of practice. The skills which students will be expected to acquire in order to progress to level 5 include:

•   to make directed/guided use of academic material
•   to show organisation of learning -both in time and content
•   to utilise appropriate learning strategies
•   to be self monitoring
•   to use flexible learning with prepared learning packs, structured for independent work
•   to demonstrate appropriate use of knowledge gained in module assessment

In Level 5 the focus is on development and application of knowledge, problem solving, practitioner skills and self evaluation. The skills which students will be expected to acquire in order to progress to Level 6 include:

•   to demonstrate the use of higher level skills in learning to select, process, analyse and evaluate material
•   to show independent learning both in the breadth of search and use of material
•   to be able to integrate new and previously acquired knowledge
•   to integrate clinical and academic experience
•   to demonstrate a holistic approach to professional practice

In Level 6 the focus is on the acquisition of professional skills such as critical analysis, and on the development of the roles of the occupational therapist as a researcher, skilled communicator, manager and practitioner. The student will also be expected to demonstrate the skills of professional practice.

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). A referral in a non placement module twice requires the student to re-engage with the module. Students are permitted a second attempt 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; module and award are therefore in first week of February and first week of July to accommodate progression between levels in January (Level 4 to Level 5) and April (Level 5 - Level 6). The July board also provides final classification awards and is scheduled at this date as a direct request from employers to have graduated occupational therapists for employment commencement in the summer leave period. A resit board is scheduled for September as required.

Assessment regulations that apply to the programme

Academic Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees will apply to this programme. The following derogations from regulations will apply:

- Students are permitted three attempts at non placement modules but in line with COT requirements, students who submit an assessment for the third time (in absence of extenuating circumstances) are requested to engage fully with the module in order to receive further academic learning (COT 2009)

- Students are permitted two attempts only in placement modules (COT 2009)

- A pass mark of 40% must be achieved in all modules, therefore, condonement is not permitted (COT 2009)

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

- In borderline case at classification, the placement outcome at Level 6 will contribute to the criteria in overall degree classification, i.e above average performance achieved. Above average performance is defined within the Programme Handbook. For the student to be recommended for above average in their placement performance 70% or more of the placement learning outcomes as identified in the practice handbook must be ticked at this grade.

- The degree classification will be based on non-placement credits only, ie only 90 credits at Level Five and 80 credits at Level Six will contribute to the classification. The weighting between Levels Five and Six remains at 30% and 70% respectively, or the average of the 80 Level Six credits. In line with the University's academic regulations the method which advantages the student most will be utilised.

- The four year programme is normally to be completed within six years (COT 2009 Appendix 2 of COT Pre Registration Education Standards).

- Where English or Welsh is not an applicant's first language, evidence of a good command of written and spoken English such as GCSE English grade C or normally IELTS 7 is required (COT 2009).

- 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.

Programme structures and requirements, levels, modules, credits and awards

Programme Structure and Exit Awards

All modules are core as per professional requirements

Level 4 = 120 Credits

Modules	Credits
Professional Studies 1	20
Research 1	20
Occupational Engagement	20
Occupational Interruption 1	20
Practice Placement – *Assessment*	20
Practice Placement – *Planning*	20
Total	**120**

Students who are unable to continue with their studies, but who have completed the above modules, will be entitled to be awarded Certificate of Higher Education in Health Studies as an exit award

Level 5 = 120 credits   Diploma of Higher Education in Health Studies

Modules	Credits
Professional Studies 2 *(including IPE)*	30
Research 2	20
Occupational Interruption 2	20
Occupational Interruption 3	20
Practice Placement – *Intervention*	30
Total	**120**

Students who are unable to continue with their studies, but who have completed the above modules, will be entitled to be awarded Diploma of Higher Education in Health Studies as an exit award

Level 6 = 120   BSc (Hons) in Occupational Therapy

Modules	Credit
Professional Studies 3	20
Research 3	30
Evaluating Occupational Interruption	20
Negotiated study	10
Practice Placement – *Critical Evaluation (including IPE)*	40
Total	**120**

Grand Total   360 *Credits*

N.B. Only the BSc (Hons) award confers eligibility to apply for Registration with HPC

Indicative programme delivery

The following table illustrates the four year outline of delivery

	Term 1 September to December	Term 2 January to March	Term 3 March to July
Year 1 **Level 4**	Professional Studies 1 *(including IPL)* Occupational Engagement Research 1 *(incl. Action Based Project)*	Professional Studies 1 Occupational Engagement PLACEMENT 'Assessment'	**Professional Studies 1** **Occupational Engagement**
Year 2 **Level 4/** **Level 5**	Occupation Interruption 1 PLACEMENT 'Planning'	Professional Studies 2 *(including IPL)* Occupational Interruption 2	Professional Studies 2 *(including IPL)* Occupational Interruption 2
Year 3 **Level 5/** **Level 6**	Research 2*(including IPL)* Occupational Interruption 3 PLACEMENT – 'Intervention'	Research 2 Occupational Interruption 3	Negotiated Study Professional Studies 3
Year 4 **Level 6**	Research 3: Research Project *(including IPL)* Evaluating Occupational Interruption	Research 3: Project PLACEMENT 'Critical Evaluation' (IPL) (40)	Research 3: Project

Modes of study

This is a part time route only: The programme operates under 3 terms: September to December, January to March, April to July.

Students attend the following per year:

One day per week from September to July.

At the beginning of every term, a 3-5 day workshop

One weekend of 2 days

The four year programme must be normally completed within six years (COT 2009)

Placements are at the duration stated below. For part time placements, students are in placement for 3.5 days per week, a half day private study session and attend university for the one day a week. For full time placement, the students are in placement for 4.5 days per week and a half day private study session.

Requirements for Placements in terms of length of time, award of credit and achievement of the award

The World Federation of Occupational Therapists (WFOT) (Hocking and Ness 2002) requires students to complete a minimum of 1000 hours of supervised practice placements.

Assessment	6 weeks PT- 3.5days 200 hours (incl. study) (20 Credits)
Planning	7 weeks PT- 3.5 days 210 hours (incl. study) (20 Credits)
Intervention	10 weeks PT- 3.5 days 300 hours (incl. study) (30 Credits)
Critical Evaluation	12 weeks FT – 4.5 days 450 hours (incl. study) (40 Credits)
Total Hours	1160

NB - In certain extenuating circumstances, placement hours lost through absence can be offset by additional hours gained through overtime or retrieval of placement. This is permitted within a Level; however, hours may not normally be carried across Levels unless students are able to provide evidence of satisfactory extenuating circumstances. Cases will be considered on an individual basis.

Students must normally complete a minimum of 80% and a maximum of 120% of the placement hours for each placement. They must achieve a minimum of 1000 hours overall.

Criteria for admission to the programme

This programme is designed for students who aspire to work as Occupational Therapists but are only able to study on a part-time basis. Potential applicants must demonstrate evidence of relevant life and/or work experience alongside proven academic ability. The entry requirements reflect the College of Occupational Therapists guidelines.

Essential requirements:

- Successful completion of a GCE A level or equivalent level 3 standard qualification. Qualifications considered equivalent to GCE A Level include BTEC National Diploma (Science or Health Studies), Access Course or Open University modules. NVQ Level 3 is not acceptable due to the vocational nature.

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

- Evidence of a good command of written and spoken English or Welsh, such as English or Welsh GCSE Grade C.

- Appropriate life or work experience which would complement the students' learning and development within this Occupational Therapy programme. Successful applicants must provide evidence of experience within the health or social care sectors either through employment, voluntary or personal experience.

- Demonstrate insight into the Occupational Therapy role in a variety of settings across health and social care.

- Acceptable enhanced CRB record. All applicants who are successful in gaining an offer for a place on the programme will be subject to a satisfactory enhanced CRB screening prior to securing their place. 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 during selection with particular reference to offences involving children, violence, abuse, injury to a third party, fraud and deception. If a candidate with a criminal record is accepted onto the programme, consideration will have been made regarding their potential employability and, in particular, their eligibility for eventual registration with the Health and Care Professions Council. A voluntary self declaration of enhanced CRB record is requested each year of the programme.

- Clearance from Occupational Health regarding suitability for placements. All applicants who are successful in gaining an offer for a place on the programme will be subject to a satisfactory health screening which includes the requirement for relevant immunisations prior to securing their place. This is carried out by an Occupational Health Provider through a service level agreement between the University and the provider.

Desirable requirements:

- A full UK driving licence is desirable in order to maximise practice placement

opportunities.

Overseas Students

Overseas applicants are welcome to apply. Where they do, they are required to meet the recruitment and admission procedures as above. Where English is not the first language, evidence of a good command of written and spoken English such as GCSE English grade C or normally IELTS 7 is required (COT 2009).

AP (E)L

No more than one third of the programme or part of the programme, may be subject to AP(E)L in keeping with COT Position Statement in Respect of AP(E)L (COT 2009 Appendix 2 of COT Pre Registration Education Standards)

Recruitment and Admission Procedures

Potential students can receive programme information from the web site, the University Admissions Team or by contacting Rhiannon Macpherson, the programme Admissions Tutor direct. In addition, the tutors attend Glyndŵr University Open Sessions, present to the local Access to HE programmes on request and deliver potential student sessions every two months whereby potential students can meet tutors and present students, discuss the programme and the requirements.

This is a direct application only programme. Closing date for applications is 31st January. Applications are shortlisted following the shortlisting criteria. See appendix. Shortlisted applicants are called for interviews in late February/early March.

The interviewee is required to complete a short pre-disclosed essay, short group exercise and an interview. The application form, interview and written essay are scored. See appendix.

The interview panels are chaired by a tutor and include a service user and a local clinician. There are usually 30 interviews in total over 2 days, at the end of the two days scores are correlated. Successful applicants usually score minimum of 50 out of a possible 65.

Once a decision has been made, confirmation is made by two satisfactory references (education/manager and character). The place is then offered pending clearance of enhanced CRB and occupational health screening.

Programme Management

Programme Team

Staff Name	Job title	Wte
Helen Carey	Professional Lead/Programme Leader	1.0
Liz Cade	Senior Lecturer & Placement Coordinator	1.0
Rhiannon Macpherson	Lecturer/Admissions Tutor	0.6
Neil Robdale	Lecturer/Practitioner	0.4
Maria Yuen	Lecturer/Practitioner	0.2 Sessional

Quality management arrangements

Internal quality assurance mechanisms are used to evaluate and enhance the quality and standards of the provision

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 (Student Handbook 2012).

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 (HPC 2009). 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 a multi-disciplinary team.

- 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 Development Portfolio

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

No set format will be indicated as students can choose to use those they may have previously developed in the workplace. However, 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 HPC. The portfolio should contain reflections and summaries of the learning alongside evidence of skills achieved. Examples of evidence the student might wish to include are assignment feedback sheets, practice education reports and results of reflections on critical incidents or sessions. The portfolio should also include learning contracts, professional development reviews and action plans.

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 Practice

The basis for a description of professional suitability is encompassed in the Code of Ethics and Professional Conduct for Occupational Therapists (College of Occupational Therapists 2010). 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 College of Occupational Therapists (2008) and Health Professions Council(2009) 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.

Disciplinary Procedures Resulting from Alleged Professional Unsuitability

Glyndŵr University has the following procedures: Disciplinary Procedure for Students, Suitability to 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 University procedures complement and align with the PSRB 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 normally

expected to attend the University for academic studies for a minimum of 80% of the designated time. Should attendance fall short of 80% for any module then the student would normally be withdrawn from completing the attached assessment and will be required to re-register for the module. There are also aspects of the curriculum which students will be required to attend and 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.

Describe how mechanisms are used to receive and respond to feedback from students and other stakeholders

Students are encouraged to give feedback in a number of ways:

- 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 (refer to Student Handbook 2012).

- 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 Staff Student Committee.

- 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 Staff Student Committee to identify and discuss issues identified by their peers. Reports from these meetings are submitted through the Annual Monitoring Process and College of Occupational Therapy and Health Profession Council Audit procedures.

- Final student evaluation post graduation is obtained and reported upon through Bristol On Line Survey. Glyndŵr University will capture the programme within National Student Audit commencing 2012.

- Students 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 providers. It is essential that practitioners and managers are consulted to ensure that the curriculum content has validity. With the majority of the student intake in close working contact with the field, any discrepancies would serve to confuse.

- Potential student interviews are conducted with clinicians on the panel to assist tutors in the selection of suitable candidates. References are sought from educationalists together with managers and therapists who have observed the applicant's potential in the work place/academic institution.

- Practice educators receive half way visits from university staff whilst students are on placement and are invited to attend an annual Practice Education Conference or refresher courses.

- New placement providers are visited by Liz Cade (Placement Tutor) to offer guidance, support and to ensure placement standards are to be met prior to commencement of placement by a student.

- The initial writing of the degree curriculum, the revalidation process in 2007 and again for this revalidation in 2012, involved collaboration with occupational therapy practitioners from a wide spectrum of fields and they have ongoing input in the design of delivery.

- Regular liaison forums with local health and social care clinical leads

- Regular discussion forums with third sector organisations and service user groups and individuals.

Demonstrate how research and scholarship activity underpins the proposed curriculum.

The programme team all have extensive experience within occupational therapy and all maintain a clinical role. This is essential to provide a current evidence based 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 study and two of the team are presently working on Professional Doctorate level.

Further comprehensive information can be obtained through individual CVs.

Particular support for learning

Learning support mechanisms available to students

Each student is assigned a personal tutor normally be for the duration of the programme. The role of the personal tutors 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.

Programme-specific learning resources that are available via the library and IT services, and describe any other specialist facilities available to students studying on the programme

When students commence their studies with the Occupational Therapy Department they are introduced to this purpose built library and computer resource 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 Nicola Watkinson, the link for the library to the occupational therapy department.

The library holds books, journals, videos, DVD's and other printed materials as well as networked computers. Students can access validated, reliable and useful websites via the Glyndŵr University web page. There are approximately 200 PCs in the centre, plus IT helpdesk and wireless application is available throughout the library. The University provides a wide range of software including word processing, spreadsheet, database and presentation packages. In addition, there are printed and web-based guides available to students. Students are also able to attend workshops and seminars enabling them to make effective use of the resources available. Students are given a username and password to use the networked computers in the Institute. This allows for easy access to the internet and electronic mail as well as electronic information resources.

The library use 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 in heavy demand. 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.

The centre has a joint catalogue with Bangor University. The library can request books on students' behalf from the Bangor library and an inter-library loan service is also available when items are not held at either Glyndŵr University or Bangor. A charge is made for this service. There is close collaboration between the librarians in Cardiff Occupational Therapy Programme and Glyndŵr University to ensure parity in resource provision.

Moodle Interactive site

This web-based application enables lecturers to provide on-line support for teaching and learning by:

- Providing on-line teaching resources (e.g. lecture notes, anatomy workbook).

- Structuring on-line class activities (e.g. using discussion groups).

- Conducting on-line assessments (e.g. creating multiple choice tests).

It is recognised that a part time programme for students who live in wide geographical area require an effective communication system. Whilst email and the practice placement web site are utilised within the programme, the Moodle site has provided an additional efficient communication method and a valuable learning resource for the programme 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.

- Student's 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.

The use of this as a learning resource is continuing to develop.

Equality and Diversity

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. All interview panels will have at least one member of staff who has attended equal opportunities training.

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