

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	<p>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).</p> <p>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).</p> <p>Please list any PSRBs associated with the proposal</p> <p>Health and Care Professions Council (HCPC)</p> <p>Royal College of Occupational Therapists (RCOT)</p> <p>Accreditation available</p> <p>Royal College of Occupational Therapists (RCOT)</p> <p>Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)</p> <p>NA</p>
6	JACS3code	B930
7	UCAScode	B930
8	Relevant QAA subject benchmark statement/s	

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).

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

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) OCC409	Essay 100%	2500 words	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 Essay (2500 words) 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 Level 4	Literature Review	Essay PLACEMENT 'Assessment'	Occupational Identity
Year 2 Level 4/ Level 5	Group Poster PLACEMENT 'Planning'	<i>Formative assessments only</i>	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.