Health and Life Sciences

Northumbria University NEWCASTLE

Department of Social Work, Education & Community Wellbeing

BSc (Hons) Occupational Therapy Degree Apprenticeship
Programme Handbook 2021/22

A Message from Your Programme Leader

Dear Learner,

On behalf of the Programme team may we take this opportunity to welcome you to BSc (Hons) Occupational Therapy Degree Apprenticeship. This work-based learning degree is a full-time programme delivered by your employer and Northumbria University. The programme meets the requirements of the Health and Care Professions Council (HCPC) pre-registration Standards for Education and Training (2017), Standards of Proficiency (2014) and the Institute of Apprenticeships Occupational Therapy standards. The programme will also ensure that you meet the requirements for Northumbria Awards and practise in a safe, professional, compassionate, caring and respectful way, advocating for people cared for whilst maintaining their dignity and wellbeing.

We have designed this high quality, degree apprenticeship programme for those wishing to enhance their career prospects through engaging in a work-based learning: providing opportunities to develop your understanding of Occupational Therapy Practice and capitalise on opportunities for applied learning within the context of your employment. You will therefore combine academic studies with work-based reflection including your own personal practices and behaviours. This is designed to equip you for such influential roles and support your longer-term career aspirations of working as a Registered Occupational Therapist.

The programme teaching team are based at Coach Lane Campus and are here to support you over your programme of studies. Occupational Therapy is a career that brings great privilege and responsibility, and we will give you the support and guidance to develop the skills, attributes and competence needed to be a registered Occupational Therapist with the HCPC.

As an Occupational Therapist, your role will include working with people across their life span, and in a wide range of settings, ensuring they are fully involved in all decisions affecting their lives. You will learn the importance of promoting the rights of the individual, independence, choice and inclusion for your patient and their carer's. Occupational Therapy is a unique, diverse and challenging profession. You can expect practice placements in a variety of settings including acute, rehabilitation and primary care community settings. Throughout your programme you will be supported by a team of academics who are all registered healthcare professionals. The team will encourage you to develop the following core values:

- respect for the intrinsic value and dignity of the individual
- an empathetic nonjudgemental approach
- an open and honesty apporoach
- Occupational and social justice
- knowledge of biological and social sciences
- Occupational science the promotion of health
- experience of the care of people with mental health, learning disability and children and young

people.

In addtion, we will support you in the development of skills in;

- empowerment
- critical thinking
- communication
- leadership
- creativity
- problem solving

We look forward to supporting you through your programme and wish you every success in your studies.

Best wishes,

Dr Dawn Drury
Programme Lead

> **Commented [KC1]:** Photo of Dawn here would be good for students

Important Information

Before you read on about your programme of study, please familiarise yourself with key information regarding:

Student Portal

Our recommended first point of call for all information and enquiries. It offers you a single online resource, from which to access services and self-serve key tasks online through a single intuitive view of the University. It offers interactive support on a range of topics.

Click to open
MyPortal

Ask4Help

The University's dedicated student frontline service providing a single and 24/7 first point of contact for all queries and requests for support. Queries that cannot be resolved by Ask4Help are referred to expert advisors in Student and Library Services and other teams across the University.

You can contact Ask4Help face to face at the service point in each Student Central, online through the **Student Portal** or by telephone on **0191 227 4646**. Support and guidance is available for:

Disability and Dyslexia	Access your teaching Timetable	Day to day queries

How to…

…seek support for personal circumstances	…notify us of any changes in your circumstances	…start a business

Handbook of Student Regulations (Taught Programmes)

The purpose of this handbook is to equip you with important information to support you throughout your academic journey here at Northumbria. The **<u>University's Handbook of Student Regulations (Taught Programmes)</u>** indicates the rights and obligations of each student as a member of the University community.

Academic Regulations for Taught Awards

The University has comprehensive procedures to ensure that our awards meet the UK Quality Code for Higher Education. The **<u>Academic Regulations for Taught Awards</u>** are the standard regulations which apply to all of the University's academic programmes delivered in the UK or overseas (including under franchise arrangements), and by distance learning. Your Programme Leader will confirm if your chosen programme has any variations to these regulations.

Your Programme

Northumbria University Degree Apprentice Graduate Characteristics

A Northumbria graduate will:

Be able to think independently, understand and justify their own opinions, and will recognise the need to challenge their thinking, and the thinking of others	**Be able to apply their disciplinary knowledge to complex problems in their discipline and its professional or industrial practice in order to identify appropriate solutions, which are sustainable and justifiable.**
Value curiosity, collaboration and analysis as keystones in the creation of new knowledge and practice	**Be able to communicate effectively to diverse audiences utilising a range of formats and media**
Display the attitudes and skills to engage and work constructively and sensitively in multi-cultural environments and teams and have an awareness of ethical considerations	**Combine all of the above to support their future employability and long-term career prospects**

These represent the overall aims of a Northumbria programme, with learning outcomes more specifically articulating how the programme will enable you to meet the requirements of a Northumbria Graduate. Your Degree Apprentice programme learning outcomes have been aligned to the relevant Degree Apprentice Standard.

Programme Highlights

All apprentices will have already signed an Apprenticeship Agreement with their employer (the University is required to keep a copy of this).

You will also need to sign a tripartite Commitment statement (Apprentice, Employer and University) at the start of the programme during induction and at regular intervals throughout your programme. This Commitment Statement sets out each parties' obligations and will be revisited at regular intervals throughout your programme.

The key elements of the Commitment statement are as follows:
- Details of the apprenticeship, including start and end-dates

- Details of end-point assessment arrangements including apprentice assessment organisation (where applicable).
- Attendance requirements
- Off the job learning/study time arrangements
- Key milestones for mandatory or other qualification achievements
- Details of additional costs which are not funded by ESFA or employer
- Arrangements for recognising and recording prior learning
- English and Math's funding and delivery details (if required)
- Roles and responsibilities of the employer, provider and apprentice/tripartite arrangements
- Employer: Commitment to wages

Accreditation

BSc (Hons) Occupational Therapy Degree Apprenticeship

Professional, Statutory and Regulatory Body Information and Requirements

This programme of study is accredited and approved by the HCPC in accordance with their 2017 Standards for Education and Training and 2014 Standards of Proficiency. Successful, completion of both academic and practice components will make you eligible to apply for registration with the HCPC. This programme has also been accredited by the Royal College of Occupational Therapists (RCOT) as meeting the RCOT professional standards for education (2019)

Programme Team

ProgrammeLead

The Programme Leader is the manager of the programme. They will provide you with details about the programme and will answer any general programme-related questions you have. Your Programme Leader is responsible for informing you about the University's assessment policies and procedures so that you know what the ground rules are. He is committed to helping you get the most out of the programme and, where appropriate, will liaise with your other Tutors to make sure that they are aware of your needs and how you are progressing generally.

Your Programme Leader is **Dr Dawn Drury** and her details can be found by going to **Your Courses** on **MyNorthumbria**

Head of Subject

A Head of Subject is the strategic manager of a group of programmes. They provide strategic direction to the development, design and curriculum content of programmes and support Programme Leaders and Tutors to ensure the effective day-to-day operation of their program

Head of Department

A Head of Department is a senior member of academic staff with overall management responsibility for their own department, including all areas of the department's activities, staffing, resources, research and academic programmes.

Your Head of Department is **Dr Joanne Atkinson**
Your Deputy Head of Department are **David Littlefair and Pamela Graham**

Module Leaders

For each module of study, you will have a designated Module Leader. The Module Leader is responsible for supporting your learning and assessment. Although the Module Leader will usually teach some classes, the primary role of the tutor is not to be a teacher. The Module Leader's primary role is to guide you in your general learning in the subject area. In addition to the Module Leader, you may also have other lecturers or seminar tutors who will take part in the delivery of that module. All tutors will play a part in providing you with an overview of the module, guide you in your studies and assessment, discuss and share ideas with you and the group, recommend learning resources, and provide feedback on your assessment. It is important to realise that studying at university may be very different from your previous educational experience. You shouldn't expect to be taught, learning is by individual effort, and not merely by passive action. You have the ultimate responsibility for your learning - it is up to you to use the resources, present your own ideas, and act on the feedback. So look upon your tutors as a

resource and a signpost rather than as a font of all knowledge. Details of who your Module Leaders are can be found via Module sites on Blackboard Ultra, the University's electronic learning platform (eLP).

Personal Tutor

At the beginning of your programme, you will be allocated a Personal Tutor who will be able to provide advice and support in relation to your academic, personal and professional development.

Your Personal Tutor is the person you must contact first if there are any problems affecting your academic work at Northumbria. Your personal tutor can offer support or refer you to other relevant sources of support such as the University Counselling Service or Student Services.

Your Personal Tutor can be contacted in person, through email, or on the telephone during the regular working week. They will also arrange regular meetings during which you may discuss any aspect of university life.

Your Personal Tutor will normally be able to provide you with a job reference or general testimonial when you leave the University, but this is not automatic, and it is only possible for them to do this if you give them the chance to get to know you during your time here. You should see your Personal Tutor at least once every semester.

The name of your Personal Tutor will be available by visiting **My Info** on **MyNorthumbria**. You will then be directed to e-Vision, from which select **Menu** (top right-hand corner), then click on the **My Course** button. Further information can be found at the **Academic Engagement** web page.

Work-based Mentor
Your employer will also identify/allocate a qualified Occupational Therapist, who will act as you mentor, to support and help you to consolidate your learning.

Programme Representatives

Programme Representatives – Your Students' Union supports over 1,000 Programme Representatives, volunteers elected by you from your course to represent your views on your programme to the University. They are trained and supported by the Students' Union to take forward any programme-wide feedback, and let the University know what students are enjoying on the programme, or what students would like to see improved.

You can find details of your Programme Representative by going to **Reps** on **MyNorthumbria**.

Departmental Representatives are recruited and trained by the Students' Union, where an issue affects several Programmes, or is not addressed locally, they ensure that it is brought to the attention of senior staff in the Faculty and the Students' Union Vice President Education who can work with them to lobby the University.

There is a Department representative in each department (two in some) in each of the four Faculties. In summary, their main duties are to:

Represent the views of students in their Department at Faculty-level meetings	**Relay issues back to the Student's Union staff and the Vice President Education**

You can find details of your Departmental Representative by going to Reps on MyNorthumbria

Vice President Education
The Vice President Education is one of the leaders of the Students' Union. Elected by students every year as part of a team of Sabbatical Officers, the Vice President Education is responsible for leading Programme and Department reps, finding out what are the big issues facing students and bringing those to the attention of senior University staff to be addressed.

You can find details of the Sabbatical Team at the Students' Union website, **mynsu.co.uk**

Programme Aims
Programme design ensures that students meet the requirements for Northumbria awards and practice in a safe, professional, compassionate, caring and respectful way, advocating for the people in your care and maintaining their dignity and wellbeing. A Northumbria Degree Apprenticeship Graduate will:

1. To develop detailed knowledge of the key issues relating to human occupation and Occupational Therapy within the context of contemporary practice
2. To develop the knowledge, skills, values and behaviours required to meet professional and regulatory body requirements and to practice safely and effectively as an Occupational Therapist
3. To stimulate a collaborative, enquiry-based approach to the complex nature of occupational therapy, issues of health and wellbeing, and societal needs
4. To research, critically appraise, and apply knowledge relevant to Occupational Therapy practice
5. To develop critical, analytical and reflective skills which can be applied to exploring, influencing and leading issues pertaining to contemporary Occupational Therapy practice, and which can be embedded as part of

lifelong professional learning and development.

6. To develop a philosophy of person-centred practice placing individuals, families, groups and communities at the centre of health and social care decision making and opportunities for using occupation to promote health and wellbeing.

Programme Learning Outcomes

In undertaking this programme, you are expected to achieve the following learning and educational outcomes on completion of each stage (level) of the programme, prior to progression to the next stage.

Level 4 Programme Learning Outcomes

Knowledge and Understanding (KU):

1. Understand and explore fundamental concepts and principles underpinning professional, safe, effective, caring, responsive and well led, person centred occupational therapy care
2. Develop an understanding of applied anatomy, physiology, psychosocial principles and occupational science within the concept of health and illness
3. Demonstrate knowledge and understanding of research and other evidence and its relevance to practice
4. Develop an understanding of interpersonal issues in occupational therapy and health
5. Understand the value of service user and carer involvement and collaboration in the planning, delivery and evaluation of care and services
6. Demonstrate knowledge and understanding required to provide people, families and carers with accurate information that meets their needs before, during and after a range of interventions
7. Develop self-awareness and self-efficacy to foster understanding of beliefs, attitudes, values, knowledge, attributes and skills in order to build and develop leadership behaviour
8. Demonstrate awareness of and adherence to codes of professional conduct

Intellectual / Professional Skills & Abilities (IPSA):

9. Undertake accurate assessments to identify individual occupation-centred needs, develop negotiated person-centred evidence-based plans for occupational therapy interventions.
10. Act as a role model for others in providing evidence-based person-centred occupational therapy care to meet people's holistic care needs
11. Develop self-awareness demonstrating competency in the skills required to work effectively with other professionals while developing personal identity as a health care professional
12. Understand the principles and processes involved in supporting people, families and communities with a range of occupation-centred needs to maintain optimal occupational choices and limit occupational disruptions to their lives
13. Understand and apply an occupation focused, person centred approach to occupational therapy care, demonstrating shared assessment, planning, decision making and goal setting when working with people, their families, communities and populations of all ages
14. Apply the skills needed for academic study demonstrating the ability to plan learning effectively and reflect on achievements in preparation for a lifelong learning approach to professional practice
15. Proactively apply the principles of equity and diversity to occupational therapy practice thus meeting the needs of people who may be socially and/or occupationally excluded or marginalised
16. Demonstrate the ability to perform safely on placement and in university based simulation within the identified competencies for year one and in accordance with the RCOT/HCPC codes

Personal Values Attributes (Global / Cultural Awareness, Ethics, Curiosity) (PVA): Prepared for career and

personal progression

17. Value curiosity, reflect on personal values and developing professional role and identity in accordance with the HCPC Code of Professional Standards (2013) and RCOT code of ethics and professional conduct (2018)
18. Demonstrate the ability to ensure practice is delivered in a compassionate, respectful way maintaining dignity and wellbeing for all service users and their carers through promoting individuality, independence, rights, choice and inclusion
19. Demonstrate the knowledge and skills required to reflect on self, personal and professional values, emotional intelligence and leadership attributes.
20. Demonstrate competence in consistently maintaining patient safety across all settings using appropriate evidence and guidance
21. Be an advocate, when required, facilitating equitable access to healthcare making necessary reasonable adjustments to the assessment, planning and delivery of patient care

Level 5 Programme Learning Outcomes

Knowledge and Understanding (KU):

1. Discuss and analyse the principles of public health and health improvement strategies and evaluate their impact on occupational therapy practice
2. Demonstrate and apply knowledge of human development from conception to death and of body systems and homeostasis, human anatomy and physiology, biology, and social and behavioural sciences on occupation across the lifespan when undertaking full and accurate person-centred occupational therapy assessments and developing appropriate care plans
3. Demonstrate an understanding of co-morbidities and the demands of meeting people's complex occupational needs when prioritising care plans taking into consideration reasonable adjustments and mental capacity
4. Demonstrate the knowledge required to support people with commonly encountered mental health, behavioural, cognitive and learning challenges.
5. Demonstrate an understanding of research and other evidence and systematically evaluate its relevance to practice
6. Understand and recognise the need to respond to the challenges of providing safe, effective and person-centred occupational therapy care for people who have co-morbidities and complex care needs monitoring and evaluating the quality of experiences of complex care, facilitating the safe discharge and transition of people between caseloads, settings and services
7. Demonstrate knowledge and understanding of physical, psychosocial principles of health and illness and the central role of occupational science within the context of occupational therapy
8. Demonstrate professional conduct and behaviour

Intellectual / Professional Skills & Abilities (IPSA):

9. Demonstrate the skills and abilities required to recognise and assess the occupational performance needs of people
10. Demonstrate knowledge and skills required to identify, assess and enable engagement with valued and meaningful occupations
11. Apply knowledge and skills to adapt occupations and/or environments to enable participation in valued occupations
12. Demonstrate the ability to identify, develop and facilitate appropriate occupation based/occupation centred interventions
13. Demonstrate knowledge and understanding of leadership and followership theories and their application within a clinical context, critically appraising the use of leadership models to frame leadership behaviour

14. Appraise the contribution of individual and organisational attributes to the provision of safe and effective care considering the skills required for collaborative practice and shared decision making
15. Demonstrate an understanding of the complexities of providing occupational therapy services across a wide range of integrated care settings, demonstrating the ability to identify and manage risks and take proactive measures to improve the quality of care and services when needed
16. Demonstrate written and IT literacy skills, apply these effectively to professional practice and be competent in numeracy and data application skills
17. Demonstrate the ability to perform safely on placement and in university-based simulation within the identified HCPC/RCOT competencies

Personal Values Attributes (Global / Cultural Awareness, Ethics, Curiosity) (PVA): Prepared for career and personal progression

18. Demonstrate and understand the personal attributes and behaviours that promote effective team working within inter professional practice across diverse and complex environments, leveraging the commonalities among professionals
19. Demonstrate the ability to understand empowerment, personal resilience and impact in clinical practice to build relationships among inter-professional teams
20. Think independently, understand and justify your own opinions, and recognising the need to challenge your thinking, and the thinking of others.
21. Demonstrate a commitment to protecting the health and wellbeing of individuals, carers, communities
22. Demonstrate an understanding of the importance of exercising political awareness to maximise the influence and effect of registered occupational therapy on quality of care, patient safety and cost effectiveness

Level 6 Programme Learning Outcomes

Knowledge and Understanding (KU):
1. Analyse, interpret and evaluate research and evidence which underpins occupational therapy practice
2. Demonstrate a comprehensive understanding of occupation-centred practice working across service boundaries
3. Articulate and justify the decision-making and problem solving processes associated with managing effective care delivery
4. Develop knowledge and understanding of team leadership to instigate and action positive practice changes to ensure safety of care and delivery of continuous quality service improvement through evidence-based approaches
5. Understand health legislation, health and social care policies, factors influencing policy development/change and the impact of policy change on care delivery
6. Demonstrate a comprehensive understanding of NHS and health & social care organisations and the methodologies, models and tools of project management/service improvement to deliver a change in practice
7. Critically review the relationship between theory and practice and its role in informed decision making within occupational therapy
8. Demonstrate and promote professional conduct and behaviour

Intellectual / Professional Skills & Abilities (IPSA):
9. Effectively assess a person's capacity to make decisions about their own care and to give or withhold consent.
10. Enter the world of work equipped with the flexibility and resilience to adapt to changing environments, taking the lead in managing change when appropriate
11. Demonstrate the ability to perform safely on placement and in university based simulation within the identified competencies for year three/level 6.

12. Demonstrate skills to enable professionalism and integrity and work within agreed professional, ethical and legal frameworks and processes to maintain and improve standards
13. Anticipate, recognise and act upon opportunities for improving health and wellbeing through occupational engagement/opportunities within the local population in primary, secondary, social and community care settings
14. Demonstrate the ability to work in partnership with people, families and carers to continuously monitor, evaluate and reassess the effectiveness of all agreed occupational therapy care plans and care, sharing decision making and readjusting agreed goals, documenting progress and decisions made.
15. Critically utilise the transferable occupational science/therapy knowledge and skills required to provide effective, holistic and evidence based occupational therapy that is responsive to the occupational needs of individuals and their families or significant others
16. Demonstrate competence in problem solving while handling challenging situations
17. Demonstrate and apply knowledge of all commonly encountered health conditions when undertaking full and accurate assessments of occupational therapy needs, developing, prioritising and reviewing person centred care plans, evaluating occupational therapy outcomes, taking prompt action when required by implementing appropriate interventions and requesting additional support or escalating to others

Personal Values Attributes (Global / Cultural Awareness, Ethics, Curiosity) (PVA): Prepared for career and personal progression

18. Demonstrate ability to contribute to supervision and team reflection activities to promote improvement in practice and services
19. Demonstrate emotional intelligence and transferable skills necessary for employment as a registered occupational therapist; practice autonomously and utilise problem solving and a sound evidence base to manage high quality care
20. Act as an ambassador, upholding professional reputation and promoting public confidence in occupational therapy, health, and care services
21. Manage own learning by exercise initiative and personal responsibility
22. Demonstrate competence in the skills required for successful inter-professional and interagency working, engaging effectively with others, building, maintaining and improving relationships and making positive contributions to teams
23. Engage with the debates and policies informing occupational therapy practice locally, nationally and globally working in partnership with colleagues and peers

How Will I Learn On This Programme?

You will learn through a combination of university using a blended learning approach and practice-based opportunities that will underpin your professional learning. Utilising a concept curriculum approach your learning will reflect real-life experiences. You will be introduced to the key concepts of occupational therapy practice, which are supported by the HCPC (2014) Standards of Proficiency for occupational therapists. Online supported learning, seminars, tutorials, workshops and technologically enhanced learning opportunities will encourage you to reflect on your practice experience.

Having access to our exceptional library services and their expertise in developing study skills, you will personally develop an appreciation of the importance of relating theory to practice.

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Module Leader	Module overview	Module learning outcomes
Reading list	Outline syllabus of supported learning and seminars	Assessment tasks
Arrangements for submission and return of work		Assessment criteria and deadlines

Online Supported Learning Packages

The University utilises 'Lecture Capture' technology to record lectures on selected programmes. Recordings will then be posted on the eLP for you to access, to supplement and enhance your learning experience. You will be notified by the Module Leader when a lecture is being recorded and can opt-out at any time.

Programme Structure (Example)

First Year (Level 4)			
Semester	Module Code	Module Title	Credit Points
Year Long	DA4026	Occupational Therapy skills 1	40
Sem 1	DA4025	Becoming an occupational therapist	30
Sem 1	DA4027	Practice placement 1	20
Sem 2	DA4024	Fundamentals of occupational science	30

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Second Year (Level 5)			
Semester	**Module Code**	**Module Title**	**No. of Credits**
Year Long	DA5026	Occupational skills 2	40
Sem 1	DA5025	Occupational science and Public Health	30
Sem 2	DA5024	Evidence and Research underpinning Occupational Therapy Practice	30
Sem 2	DA5027	Practice placement 2	20

Final Year (Level 6)			
Semester	**Module Code**	**Module Title**	**No. of Credits**
Year Long	DA6022	Occupational Therapy Dissertation	40
Sem 1	DA6023	Occupational science and communities	20
Sem 2	DA6024	Professional Development and Life- long learning	20
Sem 2	DA6025	Practice placement 3	20
Sem 2	DA6026	Professional Practice (end point assessment)	20

Option Modules

What option modules are available within the programme (how and when do I choose my options)?
There are no option modules on this programme however you will have elements of personal choice in terms of study topics within some modules, for example your dissertation

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Changes to the Programme
The University will use reasonable endeavours not to make any changes to the programme, either before you start or during the academic year for which you enrol. However, there are occasions where some changes may be necessary to assist and support the proper delivery of educational services. The types of changes the University might make to a Programme include changes to title, content or location of deliver. For further details of when the University would usually make changes see Section 2.6 of the **Handbook of Student Regulations (Taught Programmes)**

Fees and Funding

As you are a Degree Apprentice, you will not be liable for fees. These will be paid from the Apprenticeship Levy if a large employer employs you or for smaller employers your employer will be asked to pay a 10% contribution. Please note Degree Apprenticeship fees do not cover the following:

- Travel costs
- Your wages
- Personal protective clothing and safety equipment required to carry out your day-to-day work
- Any training, optional modules, educational trips or trips to professional events in excess of those required to achieve the apprenticeship framework or meet the knowledge, skills and behaviours of the apprenticeship standard.
- Registration and examination (including certification) costs associated with a license to practice. This applies even where a license is specified in the apprenticeship standard and assessment plan.
- Registration and examination (including certification) costs for non-mandatory qualifications (qualifications that are not specifically listed in the standard).
- Re-sits for mandatory qualifications or the end-point assessment needed for the apprenticeship where no additional learning is required.
- Accommodation costs where the apprentice is resident away from their home base, because of the requirements of their day-to-day work or because this is convenient for the employer or provider. Residential costs associated with non- mandatory qualifications are also excluded.

Changes to the Apprenticeship or Employer

The University is required to notify any changes relating to the employer or any breaks in learning. You may take a break in learning (where you plan to return to work) but this must be agreed with your employer. Examples could be medical treatment, parental or personal reasons (but not annual leave). Should you be made redundant, the University will make reasonable efforts to find you a new employer. If we are unsuccessful and you are, more than six months away from completion we will need to record you as having left learning.

Practice Placement

- Placements allow you to work with experienced practitioners and service users to apply your knowledge and skills in practice. They are essential to your development as a practitioner. You will undertake 3 blocks of practice placement during your programme, one at each level of learning.

When planning your practice learning experience the Placements Office and Programme Team ensure:

- Opportunities meet HCPC (2018) Standards for student supervision and assessment, the QAA Quality Code for Higher Education Chapter B10: Managing higher education with others and the Northumbria University (2010) Code of Practice for managing the health and safety of students whilst on placement.
- Your placements enable you to meet HCPC (2014) standards of proficiency and progression points.
- During the three years of your programme, you will complete a minimum of 1000 hours in practice

Practice Learning Experiences

At Northumbria University we work closely with local service providers to ensure that you are able to access learning opportunities across all sectors – NHS, local authorities, third sector and independent providers

Furthermore, your placements will support your professional development. During the three-year programme you will experience a range of placements across a range of practice settings,

Data protection and your placement:

The placement's team works in close partnership with our placement providers and our ARC Placement Management system is accessed by educational leads and Practice Educators. As such, the following data is made available to your placement provider:

- Your name
- Date and month of birth but not year
- Programme of study and start date
- Northumbria student number
- DBS status
- Mandatory training dates
- Disability and requirements for reasonable adjustments will be flagged on the University system but it is your responsibility to work with your personal tutor to ensure your mentor knows these.
- Action plans following a deferred or referred placement will be shared with your PS/PAs / Practice Placement Facilitator (PPF).
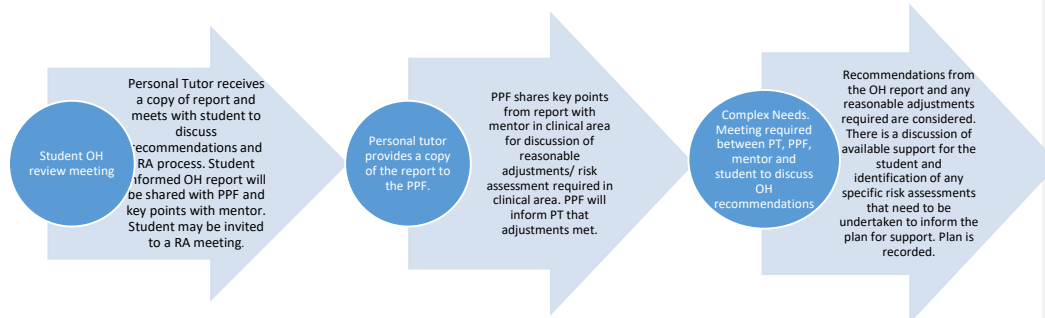
Both the University and the placement providers have an obligation to ensure that people involved in clinical practice, or those working with vulnerable people are suitable and do not pose a risk to those they will come into contact with. The sharing of information is therefore based upon the lawful basis provided under the GDPR Articles 6 1(e), Article 9 2 (g) and on the basis of UK Data Protection Act 2018 schedule 1 Part 1 Paras 1 & 2 relating to 'Employment, social security and social protection' and 'health or social care purposes'. For this reason, processing does not require the consent of the individual.

Personal Data Shared includes:

- Student Name, student number and cohort.
- Student University email address.
- Student birthday and month (not the year).
- Student DBS reference number and clearance date.
- Student Occupational Health clearance date.
- Requirement for 'reasonable adjustments' in practice. Recommendations for reasonable adjustments will have been identified in Occupational Health reports. The full report will be shared with the personal tutor and named Practice Placement Facilitator for the Clinical area who will liaise with the mentor about any reasonable adjustments required to support the student in the placement area.
- Verification of good health and good character as required by the professional bodies.
- Verification of statutory and mandatory skills that have been undertaken before commencing in practice.

Sharing Occupational Health Reports with Practice Placement Facilitators For Consideration of Reasonable Adjustments

Student OH review meeting → Personal Tutor receives a copy of report and meets with student to discuss recommendations and RA process. Student informed OH report will be shared with PPF and key points with mentor. Student may be invited to a RA meeting.

Personal tutor provides a copy of the report to the PPF. → PPF shares key points from report with mentor in clinical area for discussion of reasonable adjustments/ risk assessment required in clinical area. PPF will inform PT that adjustments met.

Complex Needs. Meeting required between PT, PPF, mentor and student to discuss OH recommendations → Recommendations from the OH report and any reasonable adjustments required are considered. There is a discussion of available support for the student and identification of any specific risk assessments that need to be undertaken to inform the plan for support. Plan is recorded.

Occupational Health and Reasonable Adjustments in Practice

The university works with an occupational health provider to ensure that you are in good health and able to undertake the physical and emotional demands of practice. Occupational health clearance is essential before you start placement. If you have a Disabled Student's Support Recommendation (DSSR) from the student support and wellbeing team or if occupational health note that you have a long-term condition which falls under the Equality Act 2010 then your personal tutor and programme leader will work with you and practice to consider how 'reasonable adjustments' may be put in place. The faculty has a Reasonable Adjustments procedure to support this available here:

Reasonable Adjustments Policy and Procedure

Hours in Practice

Your working hours during practice placement will follow the working pattern of the department, this may include weekend and evening working.

Whilst in practice placement, you are supernumerary; this means that you are not part of the staffing for the department or service. However, you do need to behave as a member of staff or registered occupational therapist would and these expectations will be explored within the taught elements of your programme.

Preparation for Practice

All your work in university, time in the clinical skills centre, your self-directed study time and your reflections on placement are preparing you for practice. However, there are a series of mandatory skills, which you must undertake prior to practice, these are:

- Basic life support
- Moving and handling training
- Infection control and prevention
- Information governance (national e package or workbook)

- Safeguarding – adults and children when and how to raise concerns
- Equality and diversity
- Conflict resolution and de- escalation.
- All placement providers will ensure you receive fire training or a local induction to fire procedures when commencing your placement.

You will need to provide evidence of your statutory and mandatory training in your workplace, if any of the above sessions are not covered in your workplace these will need to be undertaken as a session at the university.

Travel to Placement

The placements team is aware that travelling to placement can be challenging. Care is taken to ensure all placements are accessible by public or personal transport and, to support this, please ensure that your term time address is always kept up to date on the University system. Northumbria University links to a large geographical area, so you will be expected to travel for some, if not all, placements.

Currently, information regarding travel costs and financial support for accommodation near placement is available on the NHS Business Service Authority website through the learning support fund. See link below:

Travel and Dual Accommodation Expenses

Dress Code

As a health professional, you should dress in a manner that inspires patient and public confidence. The correct wearing of a uniform is a key factor in promoting a professional image for healthcare staff. As such, you will be provided with uniforms prior to your first placement and you will be given information and guidelines regarding:

- Washing and care of your uniform.
- How to obtain replacement uniforms.
- Guidelines regarding jewelry, make-up and hair colour/style for practice.

It is important that these guidelines apply at all times, on placement or in university. Adequate changing facilities are provided at Coach Lane Campus, so it is expected that you do not travel in your uniform and that the full uniform should always be worn, including appropriate trousers and footwear.

In some practice areas, you will not wear uniform but, instead, smart professional dress. This information will be made available to you via the ARC PEP system.

Support in Practice

You will be supported in practice by:

1. **Practice Educator:** Ultimately, practice supervision facilitates independent learning. All HCPC registered occupational therapists with a minimum of six month's experience are capable of supervising you and serving as role models for practice. They must act as a role model for safe and effective practice, acting always within their scope of practice. They must support and supervise you, providing feedback on progress and achievement of skills. It is expected that the practice educator will complete practice placement assessment.

2. **Practice Placement Facilitator (PPF):** The PPFs are a team of health practitioners who are employed by local NHS Trusts. The main responsibilities of the PPFs are to ensure that the quality of the learning environment is sufficient to meet the needs of the Professional Statutory and Regulatory Bodies (PSRBs). Further information on Practice Learning and key contacts is available here:- **https://www.northumbria.ac.uk/sd/academic/sches/programmes/placements/**

3. **Raising concerns in practice:** Your practice educator is, generally, the first person to talk to but, if this is not possible, the PPF or your personal tutor will be available to help. The following diagram gives a flowchart to support you in practice.

Healthcare Student: Raising concerns in practice

Northumbria University NEWCASTLE

Advice notes:

1. PF refers to the practice facilitator/ placement manager/ clinical educator who are based in the hospital / community setting to support both students and mentors in practice.
   https://www.northumbria.ac.uk/study-at-northumbria/planning-your-career/careers-and-employment/placements/practice-placements/nursing-midwifery-and-odp/contact-information/

2. PT refers to the student's personal tutor who is based at the University. Their name and contact number will be found within the student assessment documentation.

3. University lead is the lecturer with overall responsibility for placements and / or the programme at the University.
   https://www.northumbria.ac.uk/study-at-northumbria/planning-your-career/careers-and-employment/placements/practice-placements/nursing-midwifery-and-odp/contact-information/

4. The University Placements Office:
   (0191) 215 6300
   practiceplacements@northumbria.ac.uk
   https://www.northumbria.ac.uk/study-at-northumbria/planning-your-career/careers-and-employment/placements/practice-placements/nursing-midwifery-and-odp/contact-information/

   *Specialist Team for example; infection control, moving & handling.

HCES Placements\Policies & Procedures\Ratified\Raising & Escalating a Concern\ Healthcare Student raising concerns flow chart

Placement Allocation

The placement support team are based at Student Central; Coach Lane Campus library and they are responsible for the allocation of practice learning experiences. They work closely with your programme team and practice learning team to ensure you receive high quality placements. All placements are audited in line with HCPC requirements and are continually updated to provide contemporary practice learning opportunities.

You will access information about your allocated practice area online via the ARC-WEB system; this is part of your eLP- Blackboard Ultra site. More information will be made available as you commence your yearlong practice module.

The Careers and Employment Service team is available to help you from first year through to final year and beyond graduation. We provide support at every step of the journey, helping you to identify goals and plan your way to achieving them. Support is provided through a programme of central workshops and through one-to-one interactions. Wherever you are in your course you can meet our advisers for confidential one-to-one advice.

We help with planning, decision making, and job applications, Northumbria students have exclusive access to Careers Online – the employability hub packed with interactive resources to help explore career options, develop your CV, complete practice aptitude tests, undertake interview simulations and review e-learning resources on a wide range of career topics.

Come along and speak to us to make the most of your time here at University. We can help you find relevant experience and gain the transferable skills that employers and looking for.

Additional Costs

You will be required to purchase suitable footwear for use in placement, which will cost approximately £40. You will need to pay for your own travel costs, which will vary depending on your placement location. You may be eligible to claim reimbursement of travel costs from the NHS Business Authority. Up to date information relating to this can be found at: **https://www.nhsbsa.nhs.uk/student-services**.

Discover more ✉

Ethics and Governance

As a member of Northumbria University, you have become part of an organisation that produces new knowledge. All of us, from undergraduate students to professors, do research – or produce new knowledge – at some point in their time at the University. It is important that this research is of a high quality: something that you and the University can be proud of.

One of the ways that we make sure research meets certain standards is the research ethics process. Simply, ethical research is research that does not harm your participants, ensures that you keep your data securely and that you are safe when you do your research. Each Faculty has an ethics committee, made up of academics whose job it is to make sure that the research that you are going to be doing is ethical. When the time comes to do some research – to go out and talk to people about what they think of a certain topic – you will be given guidance by staff on what you need to do to ensure that your work meets the standards set by the University.

More information together with the University Research Ethics and Governance Handbook can be found online at **Ethics and Governance**

Enhanced Discrimination and Barring Service (DBS)

You have a duty to report to the University if you have been cautioned, charged or found guilty of a criminal offence at any time before commencing or during your programme. Criminal offences particularly those involving dishonesty, or the use of drugs or alcohol are likely to raise questions about your fitness to practise'.[1]

The Programme you are studying is exempt from the provisions of the Rehabilitation Act 1974 and is subject to the provisions of The Protection of Children Act 1999 and more recently, The Safeguarding Vulnerable Groups Act (2006). **This means you must inform your Personal Tutor or Programme Leader immediately if you are the subject of police investigation or prosecution during the Programme or are in receipt of a caution or conviction.**

Should you find yourself in this position, it is important to realise that the professional and expected response is to report the incident. Each case will be considered individually, and discontinuation is not automatic unless it is considered that your behaviour is likely to put patients/clients at risk. However, students who fail to report criminal behaviour may be required to leave the Programme. The School will, from time to time, make criminal record checks for current students. At the beginning of each academic year, you will be required re-enrol and confirm that you remain of good character.

Social Networking

Social networking sites are now widely used for both socialising and work. They are readily accessible and offer an immediate means of communication. However, they are relatively public and posted comments may be stored permanently. Care must therefore be taken not to cause offence or distress when making comments about individuals or their work, including University staff and students.

The University has policies and procedures in place regarding the expected conduct towards others, whether oral or in writing, and will take disciplinary action where relevant in such cases, in accordance with the University's disciplinary regulations. If you are on a professional programme, you should take particular care to always comply with the relevant code of behaviour to ensure that your 'fitness to practise' is not compromised. **Please see the HCPC social media guidance: HCPC Social Media Guidance**

Your Commitment to Study

Your degree programme is made up of a number of modules (see Programme Structure). Each module has a specific number of credits attached. Credits identify the total number of hours you are expected to apply to the
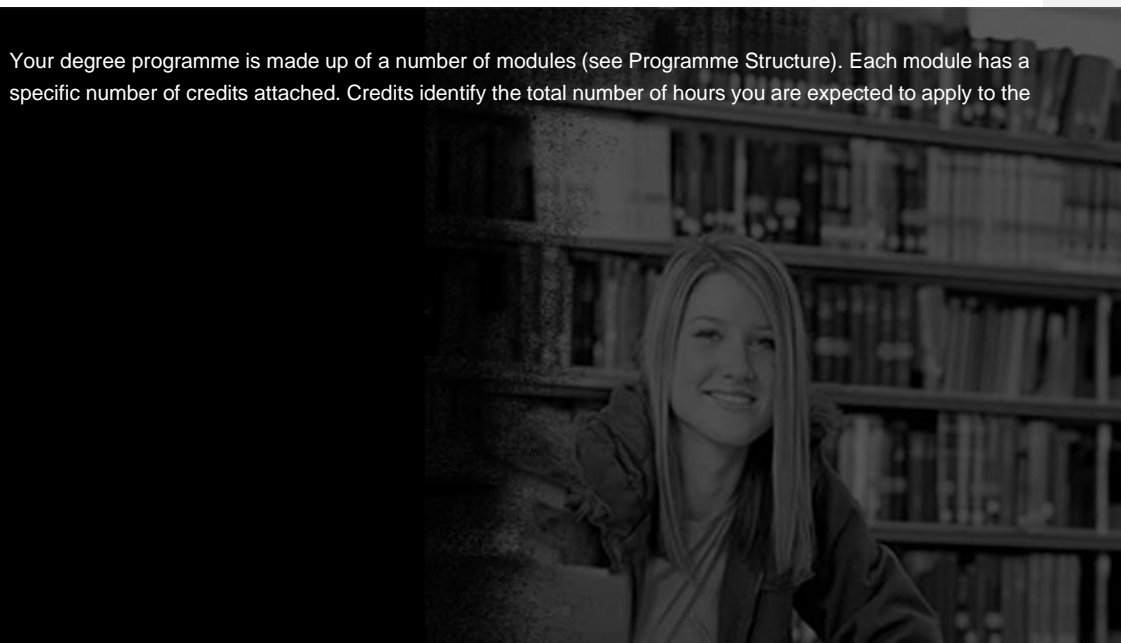
Attendance

Why is it important?

Unless you are enrolled on a Distance Learning programme, your regular attendance at taught sessions is important, as is attendance with your employer, who should also be informed of any absence from university timetabled sessions. Research shows a high correlation between attendance and subsequent achievement at University. As a student, the University expects that you will attend all timetabled lectures, seminars, workshops, lab sessions and tutorials.

On enrolling at the University, students undertake to engage in academic study through a variety of means. Their engagement in group work, seminars, tutorials, for example, is an important element for learning and contributes to the learning of others on the programme. Many students benefit from peer learning and such work is particularly important for the development of interpersonal skills. Some programmes require that specific attendance requirements are satisfied. The minimum attendance for this programme is set by the HCPC and RCOT in terms of required completion of agreed theory and practice hours. Consequently, both attendance in theory and practice are monitored.

Ongoing absence is a cause for concern and as such can trigger a series of interventions with a view to identify if further support is needed. This can range from signposting student-to-student support and wellbeing services See here **Student Support and Wellbeing**, and/or the setting of individualised targets and if despite

interventions the situation persists then can result in a Formal Warning or ultimately removal from the programme. Full details can be found in Section 8 of the **Handbook of Student Regulations**.

Why do we monitor attendance?

When you begin your studies, you will see that attendance at timetabled sessions is monitored. The Student Progress Team may contact you if you begin to miss timetabled sessions, to try and help you get back on track with your studies. The Student Progress Team are highly experienced non-academic members of staff, who can provide the right support and guidance for you should you need it. The Student Progress Team work with a range of confidential University support services, for example: Counselling and Mental Health, Disability and Dyslexia Support, Financial Support, Welfare and Health Support, International Student Support, Changes in Circumstances or Chaplaincy and Faith Advice. The team can also work with your Personal Tutor or Programme Leader if your issues are to do with your course or your studies.

The University has a legal obligation to monitor the attendance of its international students as part of its Tier 4 licensing agreements. The University also has legal obligations to notify the Home Office or relevant funding authorities if students are continually absent without good reason, which is why it is important that you attend, and keep in touch if you cannot.

On the occupational therapy programme attendance on campus and in placement is a requirement. You will be expected to attend a minimum of 80% of your theory and practice hours and you are required to complete a minimum of 1000 hours in practice. Absence and attendance in teaching sessions is monitored, as detailed above. In addition, you will be required to complete a placement attendance record detailing your hours worked and signed by your Practice educator. If you are absent during placement you should contact your practice education and notify Ask4Help: **HL.ask4help@nothumbria.ac.uk.** You should also keep your Personal Tutor informed.

ATTENDANCE MONITORING POLICY

You can find further information on attendance monitoring and absence management online at **MyPortal**, or **Student** Central

Your Timetable

Northumbria University teaching timetable will provide you with your scheduled activities including times, locations, teaching staff and the weeks in which activities take place. Whichever method you choose to view your timetable you will always be able to view a timetable that can be accessed from wherever and whenever you like.

Further information on how you can access your timetable is available via the Timetabling area on the University web site. You can access this using the following web link: **northumbria.ac.uk/student-hub/**

How Will I Be Assessed On This Programme?

Assessment

Our assessment is carefully designed to promote and nurture student-centred learning and ensure progress through levels of academic engagement. Submission dates are coordinated to ensure a balanced workload while encouraging you to develop time management skills. Each assessment is designed to match the diverse needs of our students, and the modes of assessment are varied to achieve this aim. Assessment encompasses traditional and innovative modes, both formative and summative, including essays, oral and written presentations, critical reviews, portfolios of work, and a final-year dissertation. The programme was developed with the Academic Regulations for Taught Awards as the central framework. Assessments are externally and internally moderated and, where possible and appropriate, are anonymous to ensure consistency and fairness throughout the programme.

> **Information on a range of University assessment policies, including Academic Misconduct, Late Submission of Work, Word Limits and Group Work, please visit GUIDANCE FOR STUDENTS**

about your performance, which helps you to identify your strengths and weaknesses, and credit achievement where it occurs. Where appropriate this includes the development of personal and inter-personal skills. Assessment outcomes also determine your suitability to progress to the next stage of the programme or, in your final year, determine your award.

Assessment methods are linked to the module learning outcomes listed on module specifications and in module/assessment guides, which specify the assessment method to be used. Subject areas develop assessment practices, which reflect the needs of their subject communities, and these include, though are not limited to:

Across all programmes, the rationale for assessment processes and practices is that they are fair, valid, reliable and consistent, diverse, efficient, easy to understand, vehicles for learning. The Faculty defines assessment in two ways: summative and formative. Information about both kinds is given below.

Essays¶	Written·examinations¶	Oral·examinations¶
Poster·Presentations·	OSCEs¶	Seminar·Presentations·
Practice·Assessment·Document¶		End·Point·Assessment¶

Summative Assessment

Summative assessments will count towards your aggregate final module mark, contributing to your overall level average. In determining the overall mark for a piece of assessed work, tutors will consider each piece of work against defined marking criteria. In other words, you will be able to see from the assessment criteria what is expected of you and how your performance will be evaluated. You will be given a clear brief from your Module Leader about the nature and title of the assessment you will undertake which could be anyone, or a combination, of the assessment methods listed above. This may include rules aimed at ensuring consistency across the work of students within a module such as word or time limits. The recommended word limit identified for academic work should be adhered to as far as possible. However, a word limit exceeding up to 10% will be accepted without penalty. When academic work exceeds the word limit by more than 10%, markers will stop reading the work and a mark will only be awarded to the work up to that point If in any doubt please discuss the matter with your Module Leader.

Additional specific guidance for occupational therapy programmes: Students should indicate the total word count for all academic work on the title page. The following are included in the total word count: the main body of the text and in text citations e.g., Smith (2017). The following are excluded from the total word count:

- title page
- final reference list
- abstract, contents page, tables, text boxes, appendices- where module guidance identifies that students can include these, and they are used appropriately e.g., within the year 3 dissertation. However, the content of any appendices will not contribute to the final mark awarded

Formative Assessment

Formative assessments will also help you to learn but may not have a mark. Normally, you will receive feedback on work, which is not going towards your final mark, and to help you identify areas of concern you are given specific comments on how to develop and improve. This feedback can be given in a variety of formats, e.g., in seminars/lectures/tutorials/critiques and could be verbal or written. In this way, formative assessment is a learning experience in its own right. For example, writing an essay or undertaking a class presentation, which do not contribute to your final mark, can be valuable formative activities as methods to gain knowledge as well as for improving your research, communication, intellectual and organisational skills.

Assessment Criteria

When drafting and completing your written assignments you should refer to the Learning Outcomes for each, followed by any guidelines your tutors may give you to help you to prepare your assignments.

Your work is marked in relation to the module Learning Outcomes but also to a set of criteria, that considers the general quality and standard of your work. Please consult the relevant criteria carefully before starting to prepare for your assessments.

Full details of the assessment criteria/grade descriptors can be found on the relevant module sites on

Practice Educator:

A Practice Educator is an HCPC registrant with appropriate experience. The practice placement educator conducts assessments to confirm your achievement of proficiencies and programme outcomes in practice. They make and record objective evidence-based assessments on conduct, proficiency and achievement drawing on your student records, direct observations and your self –reflection.

Assessed Work Submission

Submission dates are issued when your assessment task is set and you should note the format, time/date by which work must be submitted and plan your workload to meet the deadline. It is essential to keep a copy of the work that you submit, in case any queries arise. Your assessment may have more than one component. If this is the case, all components must be completed and submitted.

Marking of Assessed Work

Your work will be assessed anonymously, in as many summative assessment tasks as is practicable, by a single staff member or a team of markers. These are usually staff who have delivered the module. If the work is marked by a team, sample marking will establish common expectations to ensure consistency between markers. A sample of work from the module is selected for internal 'moderation' by other academic staff in accordance with University regulations to ensure fairness and consistency. The size of the sample is governed by the size of the student cohort and includes work from the whole range of marks. All modules are moderated in this way and final year dissertations and projects are double marked. Assessment that counts towards your final degree classification is also subject to external scrutiny by an external examiner with relevant, current subject expertise.

Feedback on Assessed Work

It is the aspiration of the Faculty that feedback will be given within a designated 20 days (four weeks) following the assessment hand-in date. Hand-in and hand-back dates will normally be specified in your module guide on the eLP. Feedback will provide opportunities for you to see how you can improve your work and this is given on an assessment feedback proforma and will relate to the assessment criteria, which categorise different levels of achievement. On the published date, your feedback will be available electronically via eLP

External Examiner

External Examiners are appointed to provide independent confirmation of academic standards and student achievement. They also ensure the assessment process is rigorous, fair and equitable to all students. This means that we can be confident that a Northumbria award is comparable to a similar award from another UK university. The following are appointed as external examiners to your programme:

NAME	POSITION	INSTITUTION
TBC		

In line with national guidance, students (or their representatives) must not attempt to contact an external examiner.

External Examiners submit a written annual report. External Examiner reports, and actions taken in response, will be shared with students via Student Staff Programme Committees and eLP. Please contact your Programme Leader or Programme Representative if you have any queries on this.

Further information relating to the work External Examiners carry out visit the 'Useful Links' section of the **Guidance for External Examiners** web page.

Results

Following Programme Assessment Boards (PAB) Students can access their end of level Student Module Record Form (SMRF) via their MyNorthumbria page on given published dates. Please see **academic calendar** or speak to Student Central for further details.

Marks received before a PAB are subject to change and are not confirmed until they have been ratified by the PAB.

Higher Education Achievement Report (HEAR)

The HEAR is a means for recording student achievement in higher education and is intended to provide more detailed information about a student's learning and achievement than the traditional degree classification system. It has been issued to graduates across the UK since 2013.

The HEAR provides details about the contents of the programme studied. This includes details of the course including knowledge and understanding the student can be expected to have gained; a transcript of modules studied, and marks obtained; and the main intellectual, practical and key transferable skills that the student should have developed during their studies.

A section of the HEAR is dedicated to additional information, providing a fuller picture of the student beyond traditional academic achievement. This includes information that can be verified and validated by Northumbria University and the Students' Union in three categories of:

ADDITIONAL AWARDS	ADDITIONAL RECOGNISED ACTIVITIES	UNIVERSITY, PROFESSIONAL AND DEPARTMENTAL PRIZES

Pastoral Support

Our pastoral support is designed to ensure that you can conduct your studies to the best of your abilities. We endeavour to ensure that you always know exactly what is expected of you during your studies. Staff will help you develop the skills required to plan, manage, and review your learning, and will support you should you encounter any issues, which hinder you. This is supported by Module Leaders, Dissertation Supervisors, and by your individual Personal Tutor. A central principle of this system is to develop your autonomy in order that you develop a well-honed ability to work independently upon graduation.

Your University Library

The Library is here to support your academic success by providing you with expert help and high-quality resources. You can choose from over 2,000 spaces across our three campus libraries offering a range of social and collaborative areas as well as rooms for dedicated quiet and silent study.
City Campus Library is open 24/7 during term-time, and Coach Lane Library and Law Practice Library offer generous opening hours tailored to your academic calendar. Your online reading list service provides access to all the materials you are directed to read as part of your programme modules. For your wider reading and research, discover your subject through Library Search, which provides access to millions of books, journal articles and other scholarly resources in the Library Collection and beyond. The Northumbria Skills Programme can help you develop your skills for searching for information, academic writing, avoiding plagiarism, time

management, and referencing. We offer drop-ins, group and one to one training and provide a variety of help guides on referencing to avoid plagiarism.

Access the University Library online through your Student Portal, the student desktop on campus PCs, or direct at **library.northumbria.ac.uk**.

The formal sessions and interactive seminars are designed by lecturers in conjunction with Faculty Programme Leaders to tailor the course to your specific study areas.

Directed learning will require a range of activities including reading, preparation for interactive activities, using the e-learning platform, tutor-directed study as well as independently researching and discussing good academic resources and articles.

Student Central

At each campus is a dedicated student space providing access to Ask4Help, appointments with expert advisors, group training, and a wide range of drop-in opportunities. Student Central is located at City Campus Library (24/7 during term time); City Campus East, and Coach Lane Library.

Disability and Dyslexia support¶	Help with finding information, referencing or other study skills¶	Placement support¶
Counselling and mental health support¶	Personal circumstances impacting, on your studies¶	Information and advice on career plans, job searching and applications¶
Financial issues, including scholarships and bursaries¶	Changes to your circumstances¶	Help with starting a business¶

The **Student Support and Wellbeing Service** understands that alongside your academic life, you will be managing your day-to-day life, including money and budgets, living in a new city or country, and your relationships, friendships and family responsibilities. From time to time when juggling such demands, specialist

The **Student Support and Wellbeing Service** is here to help students with a range of issues, such as disability and dyslexia, counselling and mental health support, faith issues, finance, welfare issues and international support. You can download our **brochure** or visit our **website** for further information, or contact us via the Student Portal.

The **Student Progress Service** delivers a range of student support and administration, with responsibility for a wide range of student support activities ranging from key information, advice and guidance to help you 'keep on track' with your studies. We provide support should you request additional time to submit your assessed work, or if you experience personal extenuating circumstances that affect your ability to fulfil your academic potential.

We also support you if you are considering taking time-out from your studies, transferring courses or thinking of leaving. We will work with you and your Faculty to ensure that any Disabled Student Support Recommendations are implemented. Additionally, we provide advice, guidance and case management of any student appeals, complaints or disciplinary issues relating to academic study.

How Will I Be Involved In The Programme?

As a Workplace Learner, we recognize the challenges of balancing work and study. As such, the university have a range of support mechanisms to aid your period of study with us. Within each module, you will have the opportunity to evaluate the module through an anonymous questionnaire. This reflects the general principle that student learning needs to be supported through a collaborative commitment to curriculum enhancement. You are also consulted and involved in the running of the programme in other ways: there are programme questionnaires to supplement those for individual modules; there are open, staff-student liaison committees; students are represented at Student Staff Programme Committees and in Faculty committees; students engage via the NU student surveys in their first and second years, and in their final year through the National Student Survey. These forums facilitate open dialogue on such issues as the successful running of the programme and changes to the curriculum, with the results feeding into Module and Programme Review. To close the loop, there are also reports back to the student body on actions taken in response to their comments, through general announcements in taught sessions and on the e-learning portal, through the various committees, and through the programme representatives.

Programme Representatives are elected by students early in the first semester of each year. They represent to the University the views of students on your programme. They report student feedback and let the University know what students are enjoying on the programme, or what students would like to see improved. Each year-group has a cohort of representatives who meet with the Programme Leader and who participate in the Student Staff Programme Committee, which meets once per semester.

Student Feedback

Students come to university to study and to learn how to learn. Research informed, innovative content and inspirational teaching are fundamental to our success and your feedback tells us where and how we are achieving in those important elements of our programmes.

The programme team value student feedback, as it tells us what is important to students and we use your feedback to improve our facilities and transactional aspects as well as the teaching on your programme. It is also good to hear where things are working well! We ask students for feedback in the following ways.

Student Staff Programme Committees (SSPCs)

Programme Representatives are elected by you during Programme Rep Election Week, usually held close to the start of teaching, to represent the views of students on your programme to the University. They are there to take forward any programme-wide feedback and let the University know what students are enjoying on the programme, or what students would like to see improved. The Programme Representatives will be invited to one Student Staff Programme Committee per semester, usually around November/ December and March/April. At this committee they will represent you and deliver your feedback, so you are strongly encouraged to make your views known to them.

In the spirit of continuous improvement, we aim to promptly address the issues you raise, and actions are normally monitored through the SSPC and annual programme review. The SSPC is a formal, minuted meeting of academic, technical and professional support staff and student representatives. Minutes will be posted on your Programme Site on Blackboard after the meeting.

Module Feedback

At module level, you will be asked to give feedback on every module you take. Some of this will be informal opportunities to discuss the module e.g., with your tutor throughout the module or through your Programme Representative at your SSPC.

You will also be asked to complete an online module questionnaire so that your tutors and Programme Leader can take your feedback on board as they develop the module for the following year. This may involve addressing issues that you have raised during and at the end of the module and making sure that good practice is carried forward.

Your Module Leader will advise on when the module questionnaires will be available. Please take the time to complete them as we value your feedback on module information, delivery and assessment. Module Evaluation Documents (MEDs) include student, tutor and External Examiner feedback, and are reviewed at Departmental Module Review Boards. This forms the basis of any changes or developments to modules for the next delivery of the module. The completed MEDs are added to the Module Information section of each eLP module for the year it was delivered and the following year so that you are aware of any actions taken as a result of feedback.

Northumbria University and Students' Union (SU) are committed to promoting effective student partnership and engagement. There are opportunities for students and student representatives to meet with staff to discuss their learning experience at engagement forums and programme committees. In addition to this, a short digital module survey will be available to students at both the mid-point and at the end of each module.

Up to three times during the year, there will also be a short 'pulse' survey delivered to all students via an email sent from the University's EvaSys system. Students will also be asked to comment on their programme, as a whole – final year undergraduate students will be asked to complete the National Student Survey (NSS), postgraduate students the Postgraduate Taught Experience Survey (PTES), the International Student Barometer (ISB) and all other students the Northumbria University Student Satisfaction Survey (NUSSS).

What The University Does With Your Feedback

Student feedback plays a significant part in the University's internal review processes and contributes to our assurance of the quality and standards of academic programmes and the enhancement of the student experience. It is used by programme teams and the University, to contribute to the continuous enhancement of our programmes, services and resources.

Student expectation and behaviours change; survey data and qualitative comments tell us what students think is important while studying at University and informs our discussions about how to improve the student experience. Annual module and programme level evaluation and action planning are where your teaching team respond to your feedback alongside feedback from tutors, External Examiners and other partners, and this is normally discussed at Student Staff Programme Committees. Your programme leader, Module Leader and programme and departmental representatives will also inform you of actions taken by the programme team in response to your feedback. Opportunities for student feedback currently include module review, programme review via NSS/NUSSS/PTES, SSPCs, Departmental Student Engagement Forums and various student surveys.

Student Engagement Forum/Learning Leadership

Northumbria University and Northumbria University Students' Union (NSU) believe that a great student experience is developed through positive and proactive student engagement. Students are stakeholders and partners in learning and should contribute fully to decisions affecting their academic and wider student experience. The University Student Engagement Forum is managed by the Northumbria University Students' Union (NSU) in partnership with and facilitated by the University. The Forum is a face-to-face consultation and feedback opportunity between students, NSU and the University and will therefore inform NSU and University plans. The University Student Engagement Forum is a University-wide opportunity for students to influence

University and NSU activity and complements Departmental Student Engagement Forums. The Student Engagement Forum is advisory and does not replace the formal NSU student representation system.

Additional Guidance

Health and Safety

To ensure your own safety and the safety of others, you must familiarise yourself with and adhere to all aspects of health and safety, both generally and more specifically, those that are most relevant to your programme and the areas you are working in. For any queries regarding health and safety or risk assessment within the Faculty please contact Dave Wheallans.

First aid: The University provides a network of first aiders covering all sites. In the event of sudden illness or injury the first aiders should be the first point of contact.

Fire and Evacuation Procedures: Faculty staff acting as Fire Marshals have been nominated for all areas to ensure that everyone evacuates the building when the alarm sounds. On hearing the alarm, you must leave the building quickly in an orderly manner and gather at the designated assembly point. You must not re-enter the building until you are told it is safe to do so by the Fire Marshal or Security Officer.

In case of emergency, please use the appropriate number:

FIRST AID 0191 227 3999	EMERGENCY FIRST AID 0191 227 3200	FIRE AND EVACUATION 0191 227 3200

The University and Faculty policies can be found at **Health and Safety**

SafeZone App

The SafeZone app provides the University with new ways to further ensure the safety of students and staff and is available for iOS, Android and Windows devices. SafeZone works within defined boundaries, set by the University and is connected directly to Security. Boundaries can be altered providing the flexibility to be used at off-site events and in other locations outside of the UK. It has three main features, which can be accessed at the tap of a button: emergency assistance, first aid and general help. Security officers are dispatched for all emergency and first aid requests, whilst the general help button connects directly to the Campus Services Helpdesk. Users can also check in, to make Security aware of their location. Currently it works within the boundaries of the University's Newcastle City Campus, Coach Lane Campus, Trinity Square, the Northern Design Centre in Gateshead, and Bullocksteads sports facilities.

Students interested in finding out more may do so by visiting **www.safezoneapp.com**

More information on the University's security services can be found at: **Safety on Campus**