

**Health Professions Council  
Education & Training Panel – 2 August 2007**

**VISITORS' REPORT & PROGRAMME APPROVAL**

**Executive Summary and Recommendations**

**Introduction**

The attached visitors' report for the following programme has been sent to the education provider and following a 28 day period no representations have been received. The education provider has no conditions of approval to meet.

<b>Education provider</b>	<b>Programme name</b>	<b>Delivery mode</b>
Cardiff University (Prifysgol Caerdydd)	BSc (Hons) Occupational Therapy	Part time

**Decision**

The Panel is asked to –

accept the visitors' report for the above named programme(s) and approve the programme

*or*

accept the visitors' report for the above named programme(s) and vary the recommendations made by the Visitors

**Background information**

None

**Resource implications**

None

**Financial implications**

None

**Appendices**

Visitors report

**Date of paper**

23 July 2007

## Health Professions Council

### Visitors' report

<b>Name of education provider</b>	Cardiff University
<b>Name and titles of programme(s)</b>	BSc (Hons) Occupational Therapy (P/T)
<b>Mode of Delivery (FT/PT)</b>	BSc (Hons) Part time
<b>Date of Visit</b>	20-22 March 2007
<b>Proposed date of approval to commence</b>	September 2007
<b>Name of HPC visitors attending (including member type and professional area)</b>	Carol Walker, Retired Head of Occupational Therapy, York St John University Bernadette Waters, Director of Education and Head of Occupational Therapy, University of Southampton Susan Thompson, Lecturer, St John University (Occupational Therapy)
<b>HPC Executive officer(s) (in attendance)</b>	Mandy Hargood
<b>Joint panel members in attendance (name and delegation):</b>	Professor Tony Cryer, Cardiff University, Chair Remy Reyes, Professional Officer, College of Occupational Therapists (C)(COT) Helen Stoneley, Programme Leader, Occupational Therapy, University of Derby (COT) Jo-Anne Supyk, Senior Lecturer in Occupational Therapy, University of Salford (COT)

**Scope of visit (please tick)**

<b>New programme</b>	<input type="checkbox"/>
<b>Major change to existing programme</b>	<input checked="" type="checkbox"/>
<b>Visit initiated through Annual Monitoring</b>	<input type="checkbox"/>

**Confirmation of meetings held**

	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Senior personnel of provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students (current or past as appropriate)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Confirmation of facilities inspected**

	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Library learning centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IT facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee that have been explored e.g. specific aspects arising from annual monitoring reports.**

<b>Requirement (please insert detail)</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Proposed student cohort intake number please state</b>	<b>BSc PT 30</b>
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The following summarises the key outcomes of the Approvals event and provides reasons for the decision.

## **RECOMMENDATIONS**

### ***SET 2. Programme admissions***

2.2.5 The admission procedures must apply selection and entry criteria including Accreditation of Prior Learning and other inclusion mechanisms.

**Recommendation: The documentation should be revised to ensure that the procedures for Accreditation of Prior Learning are clearly articulated and transparent to prospective students.**

**Reason: The documentation does not currently include procedures for Accreditation of Prior Learning.**

### ***SET 3. Programme management and resource standards***

3.6 A programme for staff development must be in place to ensure continuing professional and research development.

**Recommendation: The policy for staff development, both within the school and the wider university, should be more clearly demonstrated.**

**Reason: The current staff development opportunities available for staff, and the support that they received to take them up, was not clearly articulated in any of the documentation.**

3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

**Recommendation: The policy for attendance monitoring should be clearly articulated in the documentation.**

**Reason: The procedure for monitoring attendance is currently unclear.**

### ***SET 4. Curriculum Standards***

4.7 Where there is inter-professional learning the profession specific skills and knowledge of each professional group are adequately addressed.

**Recommendation: The University should build upon its unique portfolio of programmes and setting by developing with some urgency an inter-professional**

**learning programme for all four disciplines under review and within the University as a whole.**

**Reason: There is currently little evidence that inter-professional learning takes place. The wide range of programmes offered and the unique physical location of all the programmes in the same building provide very good opportunities for this situation to change.**

## **COMMENDATIONS**

- **The development of the practice placements database for Wales is an example of best practice.**
- **The development of non traditional practice placements in occupational therapy to support professional innovation and the issues around placement capacity is excellent.**
- **The integrated model of curriculum delivery, which underpins the holistic occupational basis for professional practice, is commended.**
- **The collaborative nature of the teams across the three institutions is commended.**
- **The quality of the documentation was greatly appreciated by the Visitors.**

The nature and quality of instruction and facilities meets the Standards of Education and Training.

We recommend to the Education and Training Committee of the HPC that they approve this programme (subject to any conditions being met).

**Visitors' signatures:**

**Carol Walker  
Bernadette Waters  
Susan Thompson**

**Date: 26 March 2007**