

## Major Change Visitors' Report

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### Section one: Programme details

<b>Name of education provider</b>	Bangor University
<b>Programme title</b>	Pg Dip Occupational Therapy
<b>Mode of delivery</b>	Full time accelerated
<b>Relevant part of HPC register</b>	Occupational therapist
<b>Date of submission to HPC</b>	18 April 2012
<b>Name and profession of HPC visitors</b>	Joanna Goodwin (Occupational therapist) Nicola Spalding (Occupational therapist)
<b>HPC executive</b>	David Christopher

### Section two: Submission details

#### Summary of change

#### SET 2 Programme admissions

The education provider intends to develop the programme in order to offer a Masters award (MSc). The admissions process will be adapted to ensure that students recruited onto the programme are suitable for Masters level study. In addition, the programme's start date will move from January to September.

#### SET 3 Programme management and resources

Collaborative arrangements with Cardiff University for the delivery of modules will cease.

## SET 4 Curriculum

The number and structure of modules is being changed. The number of modules will be reduced while a new dissertation module will be introduced for those wishing to take the Masters programme. All taught modules will be delivered at Masters level.

## SET 5 Practice placements

The allocation of placement hours has been adapted in response to feedback from students and practice placement educators.

## SET 6 Assessment

Changes to the collaborative arrangements will impact on the conduct of assessments. All modules will be assessed at Masters level.

The following documents were provided as part of the submission:

- Change notification form
- Context pack
- Major change SETs mapping document (completed by education provider)
- Programme validation document
- Self-evaluation report for programme revalidation
- Internal quality audit report
- Annual monitoring audit form 2012
- Annual monitoring of accredited pre-registration programmes
- Welsh language scheme
- Standards of proficiency mapping document
- College of Occupational Therapists pre-registration education standards mapping document
- QAA benchmark mapping document
- CVs for programme team members
- English language student guide
- English and Welsh information for students
- Assessment procedures for all taught programmes
- External examiner's report and response to report for 2008/09
- External examiner's report and response to report for 2009/10
- 2012 Professional development reviews (PDR)
- Annual review of teaching and learning 2010/11 and development plan for 2011/12
- Blank local level agreement in relation to practice education for student occupational therapists form
- Fitness to practise statement and policy
- Policy for Criminal Record Bureau screening and CRB check for PG Dip in Occupational Therapy
- Student consent form
- Curriculum document
- First draft student handbook for the Pg Dip / MSC in Occupational Therapy 2012

### **Section three: Additional documentation**

- The visitors agreed that no further documentation was required in order to make a recommendation.
- The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

### **Section four: Recommendation of the visitor(s)**

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

- There is sufficient evidence to determine if or how the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

#### **3.1 The programme must have a secure place in the education provider's business plan.**

**Reason:** From the education provider's self-evaluation report for programme revalidation which was provided, the visitors noted that there were potential changes to the provision of allied health professions education within North Wales. The visitors were unable to determine the impact that these changes might have on the programme. The visitors suggest that a visit would provide an opportunity to discuss with senior management the security of the programme in the education provider's business plan.

#### **3.5 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.**

**Reason:** From the documentation provided, the visitors noted that the programme would no longer be delivered in collaboration with Cardiff University. The visitors were unable to determine the workload implications for the staff involved in delivering the programme. The visitors were therefore unable to determine if an adequate number of appropriately qualified and experienced staff are in place to deliver an effective programme. The visitors suggest a visit as the most appropriate way to gather the evidence to show how the programme continues to meet this standard.

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

**Reason:** From the documentation provided, the visitors noted that the collaborative arrangements with Cardiff University would cease. As indicated in relation to SET 3.5, the visitors were unable to determine the implications this would have for the workload of staff involved in delivering the programme. The visitors were also unable to determine what impact this might have on opportunities for continuing professional development for staff involved in delivering the programme. The visitors suggest that a visit would provide the best means of exploring the education provider's strategy for ensuring that this standard continues to be met.

### **3.8 The resources to support student learning in all settings must be effectively used.**

**Reason:** From a consideration of the documentation submitted, the visitors were encouraged to see that part of the programme could be delivered in English or Welsh. However, they were unable to determine the steps the education provider would take to ensure that students would have an appropriate range of learning opportunities in both languages. The visitors suggest that a visit would be the most effective way of exploring this matter with the education provider and gathering the evidence to show how the programme continues to meet this standard.

### **3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.**

**Reason:** From the documentation provided, the visitors noted that students would no longer be able to access the range of shared learning resources that the students currently use. The visitors were unable to determine the resources that would be available to students and whether these would be sufficient to support the required learning and teaching activities of the programme. The visitors suggest that a visit would provide an opportunity to consider the available resources, meet current students and explore with the education provider how it will ensure that this standard continues to be met.

### **4.9 When there is interprofessional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.**

**Reason:** From a consideration of the documentation submitted, the visitors noted that the programme would offer opportunities for interprofessional learning. However, the visitors were unable to determine how interprofessional learning would be integrated within the programme. The visitors were therefore unable to determine whether the profession-specific skills and knowledge of each professional group involved would be met. The visitors suggest that a visit would be the most effective method of gathering information to show how the programme continues to meet this standard.

**5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.**

**Reason:** From the documentation provided, the visitors noted that changes have been made to placements in the light of feedback from students and practice placement educators. However, the visitors were unable to determine the range and spread of placements available to students and to assure themselves that students would not be adversely affected by changes to the collaboration between universities in Wales. The visitors suggest that a visit would provide an opportunity to discuss placement provision with current students, placement educators and the education provider; and to gather the evidence to show how the programme continues to meet this standard.

**6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.**

**Reason:** From a consideration of the documentation submitted, the visitors noted that the programme would be taught and assessed at Masters level from Year 1. They also noted that the admissions process would be changed to ensure that that students recruited would be suitable for this level of study. The education provider had submitted a mapping document showing how the standards of proficiency were addressed by the programme. However, the visitors were unable to determine the education provider's strategy for ensuring that students who successfully complete the programme would meet the standards of proficiency on graduation. The visitors suggested that a visit would be the most effective way of gathering the evidence that this standard continues to be met.