

Visitors' report

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| <b>Name of education provider</b>    | Glasgow Caledonian University  |
| <b>Programme name</b>                | BSc (Hons) Occupational Therapy,<br>BSc (Hons) in Occupational Therapy<br>(Work Practice),<br>BSc (Hons) in Occupational Therapy<br>(Psychosocial Interventions), BSc<br>(Hons) in Occupational Therapy<br>(Ageing and Well-being) |
| <b>Mode of delivery</b>              | Full time  |
| <b>Relevant part of HPC Register</b> | Occupational Therapy   |
| <b>Date of visit</b>                 | 11 - 13 March 2009   |

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## Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Occupational Therapist' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 29 July 2009. At the Committee meeting on 29 July 2009, the ongoing approval of the programme was re-confirmed. This means that the education provider has met the condition(s) outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

## Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards - programme admissions standards, programme management and resources standards, curriculum standards, practice placements standards and assessment standards. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider reviewed the programme and the professional body considered their accreditation of the programme. The visit also considered the following programmes – MSc Occupational Therapy (Pre-registration), MSc Physiotherapy (Pre-registration), BSc (Hons) Physiotherapy, BSc (Hons) Podiatry, BSc (Hons) Radiotherapy and Oncology and BSc (Hons) Diagnostic Imaging. The education provider, the professional body and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. Separate reports exist for the other programmes. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. Separate reports, produced by the education provider and the professional body outline their decisions on the programmes' status.

## Visit details

|   |   |
|---|---|
| Name of HPC visitors and profession                     | Nicola Spalding (Occupational Therapist)<br>Vivien Kilgour (Occupational Therapist)   |
| HPC executive officer(s) (in attendance)                | Mandy Hargood   |
| Proposed student numbers                                | 70-75   |
| Initial approval  | 5 January 1996  |
| Effective date that programme approval reconfirmed from | September 2009  |
| Chair   | Elaine McFarland (Glasgow Caledonian University)  |
| Secretary   | Gill Paterson (Glasgow Caledonian University)   |
| Members of the joint panel                              | Remy Reyes (College of Occupational Therapists)<br>Ruth Heames (College of Occupational Therapists)<br>Susan Griffiths (College of Occupational Therapists) |

|  |   |
|--|---|
|  | Paul Flowers (Internal Panel Member)<br>Clair Parkin (College of Occupational Therapists) |
|--|---|

## Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider:

|  | Yes                                 | No                       | N/A                      |
|--|-------------------------------------|--------------------------|--------------------------|
| Programme specification  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Descriptions of the modules  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mapping document providing evidence of how the education provider has met the SETs | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mapping document providing evidence of how the education provider has met the SOPs | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Practice placement handbook  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Student handbook   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Curriculum vitae for relevant staff  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| External examiners' reports from the last two years                                | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

During the visit the HPC saw the following groups or facilities:

|   | Yes                                 | No                                  | N/A                      |
|---|-------------------------------------|-------------------------------------|--------------------------|
| Senior managers of the education 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/mentors  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| Students  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| Learning resources  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Specialist teaching accommodation (eg specialist laboratories and teaching rooms)             | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

The visitors did not view the learning resources or the specialist teaching accommodation as this had been reviewed at a visit made by both visitors to the education provider in October 2008.

## Recommended outcome

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 meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a condition is set on the programme, which must be met before the ongoing approval of the programme is reconfirmed.

The visitors agreed that 62 of the SETs have been met and that a condition should be set on the remaining SET.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a number of recommendations for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for ongoing approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors have also made a number of commendations. Commendations are observations of innovative best practice by a programme or education provider.

## Conditions

### **6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practice safely and effectively.**

**Condition:** The education provider must provide revised documentation that clearly articulates how assessment of musculo-skeletal anatomy is measured against the learning outcomes for the module HSCO163 Occupational Performance 2.

**Reason:** In reading the documentation the visitors could not clearly see how the learning outcomes for the module HSCO163 Occupational Performance 2 were to be assessed. Therefore the visitors would like to receive documentation that clearly links the assessment to the learning outcomes for musculo-skeletal anatomy in this module to ensure safe and effective practice.

## Recommendations

### **2.2.1 The admission procedures must apply selection and entry criteria, including evidence of a good command of written and spoken English.**

**Recommendation:** The education provider should consider enhancing the admissions documentation so that applicants to the programme know the requirements for proficiency in English clearly from the application documentation.

**Reason:** Whilst the visitors noted that the admission procedure set out the entry criteria for the evidence of a good command of written and spoken English they felt it could be enhanced to show the proficiency in English clearly. The English proficiency requirement was clear in the documentation provided to the visitors but they considered that the application pack could make it clearer that IELTS 7 is required on graduation so that the applicant knows what the final standard in English is required.

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

**Recommendation:** The education provider should consider the implementation of the business case for two additional staff with the University.

**Reason:** The visitors were pleased to see that whilst there is sufficient staff in place to run the programme, the programme team had a business case for further staff for the continued effective running of the programme and that this should be pursued with the University. The visitors were happy to support the business plan for two further staff as part of the future development of the programme.

### **4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.**

**Recommendation:** The education provider should consider at least one more comprehensive anatomical text to support student learning within the curriculum.

**Reason:** The visitors noted that there was only one comprehensive text on anatomy in the indicative reading lists and recommend that a further text would enhance student learning within the curriculum. The visitors recognised that the text recommended was appropriate to the curriculum but felt that additional texts would further aid student reading on the programme.

## Commendations

The visitors wish to commend the following aspects of the programme:

**Commendation:** The divisional support for students in respect of the transitional process from pre entry to the programme to beyond graduation.

**Reason:** The level of support afforded by the division to its students from the moment of application through to graduation is seen as innovative and best practice. The visitors considered that the level of support was excellent and the fact that the staff invested so much time with the students from the moment they entered the programme until graduation was to be commended. The evidence of this support was seen in the meeting with the students and graduates who spoke highly of the support they were given throughout the programme and since graduation.

**Commendation:** The collaborative working with clinical colleagues, particularly in respect of research project supervision and the delivery of placement education courses.

**Reason:** The visitors considered that the involvement in the research projects carried out by the students and the delivery of the placements was very positive and the clinical placement providers felt that this was a critical part of the delivery of the programme. The collaborative working especially in relation to project supervision is seen as innovative best practice and can be found by contacting the School of Health and Social Care.

Nicola Spalding  
Vivien Kilgour