

Health Professionals Council
Department of Education and Policy

Visitors report

Name of education provider	University of Brighton
Name and titles of programme(s)	BSc(Hons) Occupational Therapy
Date of event	14 th and 15 th June
Proposed date of approval to commence	September 2005
Name of HPC visitors attending (including member type and professional area)	Catherine Wells Pauline Gacal
HPC Executive officer(s) (in attendance)	Nicole Borg
Joint panel members in attendance (name and delegation):	To be advised by education provider

Scope of visit (*please tick*)

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

Part 1.

1.1 Confirmation of meetings held

	yes	no	n/a
Senior personnel of provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme planning 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"/>

1.2 Confirmation of facilities inspected

	yes	No
Library learning centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IT facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1.3 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.

Requirement (please insert detail)	yes	No	n/a
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"/>

Proposed student cohort intake number please state	TBA
---	-----

The following summarises the key outcomes of the approvals event and provides reasons for the decision.

CONDITIONS

SET 2 Programme admissions

The admission procedures must:

2.2 apply selection and entry criteria, including:

2.2.2 criminal convictions checks;

Condition 1: An enhanced criminal records disclosure is required for each student prior to admission to the programme and an annual update by self disclosure must be documented

Reason: HPC regulations require that this information is contained within the course document. At the time of the visit, this was not available.

2.2.3 compliance with any health requirements;

Condition 2: The HEI must document procedures for ensuring appropriate health screening is carried out prior to admission to the programme for each student. Procedures for making reasonable adjustments to accommodate students with disabilities and/or health problems are specified which do not impact on their ability to practice.

Reason: The course document did not explicitly state these procedures and must to do in line with HPC requirements

SET 3. Programme management and resource standards

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

Condition 3: The proposed student intake numbers for each year must be expressed clearly in the documentation commensurate with the plans for the recruitment of additional staff.

Reason: The current staff base is only sufficient for the planned intake of 15 this year and does not take into account the additional support needs of part time in service students.

3.7 The resources to support student learning in all settings must be used effectively.

Condition 4: A visit by HPC must be carried out to ensure the planned additional physical resources are in place after the refurbishment of the School which is to take place over the summer of 2005.

Reasons: The senior management team informed the Visitors of plans to provide additional resources to meet the expected increased student numbers. The impact of the BSc course on existing programmes will require an extension of physical resources to support the programmes.

3.8 The facilities needed to ensure the welfare and well-being of students must be both adequate and accessible.

Condition 5: Please note that this condition is repeated at SET 4.3 below

That delivery of the programme within the HEI must be changed from one to two days of attendance to enable students to meet both statutory and professional requirements, and to ensure access to academic tutors and Student Support services as required.

Reason: The single day attendance does not allow enough time for these students to achieve all the SOP's and to access support at the HEI.

3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Condition 6: The programme team must provide a written protocol for the informed consent of students to participate as patients/clients in practical, clinical and placement situations. This should be included in the programme recruitment and admission procedures.

Reason: At present there would be no procedure for students to give consent to participating in for example any of the following: role play, patient positioning techniques whilst practising profession specific techniques and group work. The protocol is required so that students are fully briefed and thus can give informed consent.

3.10 A system of academic and pastoral student support must be in place.

Condition 7: The programme documentation must clearly state how part time in service students are supported academically. In particular there must be detailed information regarding mentoring and processes to support mentor development.

Reason: Systems are required to be in place to address the specific needs of part time in service students.

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.

Condition 8: There must be a clear system for monitoring attendance and a policy for dealing with non-compliance.

Reasons: The mechanisms in place for monitoring should be robust enough to ensure accuracy of recording attendance and non attendance.

3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.

Condition 9: Details are required in the revised programme documentation relating to learning resources, particularly access to IT in practice placements and details regarding the use of e-learning whilst off campus to support the on-site PBL sessions.

Reasons: The part time students need to be aware of the requirement to have access to IT resources off site, and the requirement to use e-learning to support the PLB sessions experienced on campus.

3.13 The learning resources, including the stock of periodicals and subject books, and IT facilities, including internet access, must be appropriate to the curriculum and must be readily available to students and staff.

Condition 10: The HEI must ensure that the quantity, accessibility and currency of resources is appropriate for the increase in student numbers and the needs of part time and in service students.

Reason: At present resources are appropriate for the full time MSc programme but borrowing rights and access must be appropriate for the part time in service students.

SET 4. Curriculum Standards

4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.

Condition 11: The HPC Standards of Proficiency must be cross-referenced against both programme aims and learning outcomes and module aims and outcomes.

Reason: This mapping was not available to Visitors prior to the visit due to photocopying issues and is a requirement of HPC.

4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.

Condition 5: Repeated

Delivery of the programme within the HEI must be changed from one to two days of attendance to enable students to meet both statutory and professional requirements, and to ensure access to academic tutors and Student Support services as required.

Reason: The single day attendance does not allow enough time for these students to achieve all the SOP's and to access support at the HEI.

4.4 The curriculum must remain relevant to current practice.

Condition 12: The SOP's must be cross-referenced against both programme aims and learning outcomes and module aims and outcomes.

Reason: This mapping was not available to Visitors prior to the visit due to photocopying issues.

4.6 The range of learning and teaching approaches used must be appropriate to the subjects in the curriculum.

Condition 13: The balance of teaching approaches and in particular the articulation of the PBL approach with mature in service students must be reviewed.

Reason: The students will need support in their transition into higher education and in becoming independent learners. This need to articulated clearly.

SET 5. Practice placements standards*5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.*

Condition: A clear rationale must be provided for the range of placements to ensure that students obtain a sufficient range of experience to meet the learning outcomes.

Reason: Students and Practice Educators identified that after qualification there were some gaps in the clinical experiences undertaken. As these students will be accessing placement experiences nearer to their homes, rather than areas of current employment, it is important that a system is in place to monitor each student's clinical profile.

5.6. The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Condition 14: The documentation must provide evidence of a thorough and effective system for approving and monitoring all placements.

This must include;

- information for students relating to the purpose of the visits;
- evidence of, and information relating to the audit of placements
- details of systems for initial and on-going approval by the HEI of the practice

Reason: Mechanisms for on-going audit of placements is not currently in place. Documentation was not provided.

5.7 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:

5.7.3 expectations of professional conduct;

Condition 15: An explicit policy on professional conduct and unsuitability must be included in the programme and placement documentation.

Reason: There is no clear process in place to address unprofessional conduct.

5.10 The education provider must ensure necessary information is supplied to practice placement providers.

Condition 16: Documentation must be provided relating to placement provision which clearly identifies to placement providers:

- Expectations and outcomes for the learning from the placement;
- Programme management information;
- Contact details of relevant staff;
- Induction programme;
- Details of practice placement assessment;
- Placement audit tools and information.

5.11 Practice placement providers must ensure necessary information is available at the appropriate time for both the education provider and students.

5.12 A range of learning and teaching methods that respect the rights and needs of patients or clients and colleagues must be in place throughout practice placements.

Condition 17: Information from placement providers must be available to all students to ensure that they are informed of the learning opportunities available to them on placements.

Reason: This information was not available in the documentation.

5.13 The placement providers must have an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.

Condition 18: Placement providers must provide evidence in their information of equal opportunities and anti-discriminatory policies in relation to students.

Reason: Students must be informed of the policies which affect them on placements

SET 6. *Assessment standards*

6.3 All assessments must provide a rigorous and effective process by which compliance with external reference frameworks can be measured.

Condition 19: Mapping of all the HPC Standards of Proficiency against module outcomes must be provided

Reason: This mapping was not provided.

6.7 Assessment regulations clearly specify requirements:

6.7.1 for student progression and achievement within the programme;

Condition 20: There must be clear articulation of the assessment regulations which identify student progression and achievement.

Reason: It must be clear to students how their progression on the programme will be affected by the part time attendance nature of their programme.

6.7.4 for a procedure for the right of appeal for students;

Condition 21: There must be a right of appeal process for students

Reason: Student Handbook not available prior to visit, therefore there was no evidence of such a process being in place.

RECOMMENDATIONS

- That the Programme Leader receives support from Faculty to deliver the required revision of the documentation.
- That the School explores the possibility of developing more structured inter-professional learning opportunities for this group of students on campus.

POSITIVE ASPECTS OF PROVISION

- Career Planning Agreement – innovative and well structured for developing a CPD portfolio on graduation
- Partnership working between the Programme and Placement Educators and SHA

The proposed date for a follow up visit to this programme is 11 August 2005. All conditions must be met before the programme can be approved by the HPC.