

Visitors' report

Name of education provider	University of Cumbria
Programme name	BSc (Hons) Occupational Therapy
Mode of delivery	Full time
Relevant part of HPC register	Occupational therapy
Date of visit	15 and 16 January 2008

Contents

Executive summary	2
Visit details	2
Sources of evidence.....	4
Recommended outcome	4
Recommendations	6

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 on 26 March 2008. At the Education and Training Committee's meeting on 29 May 2008, 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 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 the programme and dialogue throughout the visit; this report covers the HPC's recommendations on the programme only. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. A separate report, produced by the education provider and the professional body outlines their decisions on the programme's status.

Visit details

Name of HPC visitors and profession	Mrs Wendy Fraser (Occupational Therapist) Dr Nicola Spalding (Occupational
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	Therapist)
HPC executive officer (in attendance)	Mandy Hargood
HPC observer	Paula Lescott
Proposed student numbers	68
Initial approval	January 2003
Effective date that programme approval reconfirmed from	September 2008
Chair	Dr Hugh Cutler University of Cumbria
Secretary	Caron Jackson University of Cumbria
Members of the joint panel	<p>Tim Barry University of Cumbria Internal Panel Member</p> <p>Anne Lawson Porter University of Cumbria External Panel Member/College of Occupational Therapists</p> <p>Anna Clampin University of Cumbria External Panel Member/ College of Occupational Therapists</p> <p>Lois Mansfield University of Cumbria Internal Panel Member</p> <p>Vincent McKay University of Cumbria External Panel Member/ College of Occupational Therapists</p> <p>Dr Chris Mayers University of Cumbria External Panel Member</p>

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	X	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	X	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	X	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	X	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	X	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	X	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	X	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input type="checkbox"/>	X	<input type="checkbox"/>

The HPC did not review the external examiners reports prior to the visit as the education provider did not submit them. However, they did table them at the visit itself.

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	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	X	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators/mentors	X	<input type="checkbox"/>	<input type="checkbox"/>
Students	X	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	X	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	X	<input type="checkbox"/>	<input type="checkbox"/>

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.

A number of conditions were set on the programme, all of 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 conditions should be set on the remaining 4 SETs.

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 recommendation 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.

Conditions

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: The education provider must redraft and resubmit module descriptors to incorporate a summative assessment so that students can demonstrate effective retrieval of knowledge of human sciences.

Reason: The documentation provided to the visitors did not indicate how the students would demonstrate their knowledge and skills required to meet the standard of proficiency detailing the knowledge required for human science. The documentation needs to show that the summative assessment ensures that the required level of practical skills are achieved to meet standard of proficiency 3a.1 “know and understand the key concepts of bodies of knowledge which are relevant to their profession-specific practice - understand the structure and function of the human body, relevant to their practice, together with a knowledge of health, disease, disorder and dysfunction” are met.

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: The education provider must redraft and resubmit module descriptors how human sciences are taught and assessed across the programme.

Reason: From discussions with the programme team it became clear to the visitors that there is a theme throughout all the module descriptors regarding the teaching and assessment of human sciences. However this was not clear in the documentation and the visitors need further clarification that the subject is being taught and assessed effectively to ensure that the standards of proficiency are being met.

4.4 The curriculum must remain relevant to current practice.

Condition: The education provider must redraft and resubmit programme documentation to make reference HPC's Standards of conduct, performance and ethics.

Reason: Currently the documentation makes reference to the professional body documentation relating to conduct performance and ethics but there was no reference to the HPC publication. Students need to read this documentation in order to know what will be expected of them once they have graduated and attained registration with the HPC.

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

5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure.

Condition: The education provider must redraft and resubmit programme documentation to make it explicit that there is only one resit opportunity allowed within each academic level for placements.

Reason: This was unclear to visitors from the documents reviewed and this needed to be clear to ensure that students understood the procedure regarding failure in placement.

Recommendations

3.5 Subject areas must be taught by staff with relevant expertise and knowledge.

Recommendation: The education provider should consider the balance of staff experience across the programme team.

Reason: The visitors felt that the education provider currently has a good balance of experience, but could consider with the growing occupational therapy opportunities that further staffing to develop these new opportunities be considered.

Mrs Wendy Fraser
Dr Nicola Spalding