

Health Professionals Council
Department of Education and Policy

Visitors report

Name of education provider	University of Derby
Name and titles of programme(s)	BSc (Hons) Occupational Therapy
Date of event	11 th and 12 th April 2005
Proposed date of approval to commence	September 2005
Name of HPC visitors attending (including member type and professional area)	Catherine Wells Sue Thompson
HPC Executive officer(s) (in attendance)	Nicole Borg
Joint panel members in attendance (name and delegation):	

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	
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CONDITIONS

Condition 1

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

Condition: The staff development programme is clearly articulated within the course document.

Reason: The document did not reflect a coherent approach to ensuring continuing professional and research development for all staff members, as evidenced within discussions and the CVs. New staff members were undertaking the required HEI Certificate in Learning and Teaching. Clarification of links to the HEI staff development programme for all members of staff is required.

Condition 2:

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

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

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: The University of Derby should submit a firm plan for the proposed move of the occupational therapy provision to the Kedleston Road (main campus) site within one year.

Reason: The resources on the current site are limited in relation to the requirements of a higher education programme. Both staff and students are disadvantaged by not being able to easily access the resources of the main campus. The experience of higher education, both physically and intellectually is constrained by the off site location of The Cedars. The HPC Visitors recognised the on going commitment to a planned move, but was aware of the lack of a specific time frame. The physical state of the Cedars buildings and site were an issue of concern in relation to health and safety.

Condition 3

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

Condition: The 'value added' nature of the three occupational therapy pathways, (the 3 year, the accelerated route and the part time programme) in relation to the student experience should be clarified.

Reason: It was evident from meeting with both staff and students that the different profiles / requirements of students on each route enriched professional discussion. This is a strength of the multiple programme approach, and should be articulated within the document.

Condition 4

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

Condition: The quality assurance mechanism for practice placements should be clearly articulated within the document to facilitate audit.

Reason: Discussion with the course team, students and practice educators, supported by some documentation, demonstrated that a range of quality assurance mechanisms were in place. These need collating to provide a coherent structure, thus ensuring that this aspect of the curriculum could be monitored and audited on a regular basis.

Condition 5

6.5 There must be effective mechanisms in place to assure appropriate standards in the assessment.

6.7 Assessment regulations clearly specify requirements:

6.7.1 for student progression and achievement within the programme;

Condition: The assessment schedule, including dates for submission, should be included in the course document. Marked assessments with feedback should be returned to students within the timeframe stated by the university policy relating to student assessment.

Reason: From staff and student discussions it was evident that there was a delay in returning some marked assessments to students, thus limiting the student's opportunity to use feedback constructively to inform future written work.

Recommendations

Recommendation 1

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

Recommendation: Individual staff development should be monitored annually and reported appropriately

Reason: In view of the heavy workload on staff managing three programme routes on an off campus site, the HPC visitors considered that continuing professional and research development for all staff needed monitoring to ensure that opportunities and uptake were commensurate with those expected within a higher education environment.

Positive Comments

- The HPC Visitors were very impressed by this new build, which offers interprofessional learning opportunities to health students. The staff team were encouraged to make full use of this resource which would assist in raising the profile on campus of the occupational therapy programmes.
- The programme demonstrated very clear and effective links to the practice element of the curriculum.
- The HPC Visitors recognised the challenge of accessing appropriate practice education opportunities for large numbers of students at any one time, and commended the team on achieving this despite national constraints.
- The HPC Visitors found the documentation easy to access, and commended the team on the quality of the discussions.

Catherine Wells
Sue Thompson
18/04/05.