Visitors' report

Name of education provider	University of Derby
Programme name	BSc (Hons) Occupational Therapy
Mode of delivery	Full time accelerated
Relevant part of the HCPC Register	Occupational therapist
Date of visit	14 – 15 March 2017

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Executive summary

The Health and Care Professions Council (HCPC) approve educational programmes in the UK which health and care professionals must complete before they can apply to be registered with us. We are a statutory regulator and our main aim is to protect the public. We currently regulate 16 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'art therapist' must be registered with us. The HCPC keep a register of health and care 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 approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 25 May 2017. At the Committee meeting on 25 May 2017, the programme was approved. 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 HCPC visited the programme at the education provider as it was a new programme which was seeking HCPC approval for the first time. This visit assessed the programme against the standards of education and training (SETs) and considered whether 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 HCPC 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 HCPC's recommendations on the programme only. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC'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 and role of HCPC visitors	Vicki Lawson-Brown (Social worker in England) Joanna Goodwin (Occupational therapist) Mohammed Jeewa (Lay visitor)
HCPC executive officer (in attendance)	Alex Urquhart
Proposed student numbers	30 per cohort, one cohort per year
Proposed start date of programme approval	1 September 2017
Chair	Day one: David Beresford (University of Derby) Day two: Mark Wainman (University of Derby
Secretary	Chloe Jones (University of Derby)
Members of the joint panel	Jan Jensen (College of Occupational Therapists) Caroline Grant (College of Occupational Therapists) Carol Mytton (College of Occupational Therapists) Jo-Drummond-Child (Internal panel member) Sarah Barley-McMullen (Internal panel member) Fiona Douglas (External panel member)

Sources of evidence

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

	Yes	No	N/A
Programme specification	☒	☐	☐
Descriptions of the modules	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☐	☐	☒

The HCPC did not review the External examiners' reports from the last two years as there is currently no external examiner as the programme is new.

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

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	☒	☐	☐
Programme team	☒	☐	☐
Placements providers and educators / mentors	☒	☐	☐
Students	☒	☐	☐
Service users and carers	☒	☐	☐
Learning resources	☒	☐	☐
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	☒	☐	☐

The HCPC met with students from the BSc (Hons) Occupational Therapy Full time and MSc Occupational Therapy Full time programmes, as the programme seeking approval currently does not have any students enrolled on it.

Recommended outcome

To recommend a programme for approval, the visitors must be satisfied 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 the relevant 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 programme can be approved.

The visitors agreed that 57 of the SETs have been met and that conditions should be set on the remaining one SET.

Conditions are requirements that the education provider must meet before the programme can be approved. 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 can be approved. Recommendations are made to encourage further enhancements to the programme, normally when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

Conditions

6.9 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.

Condition: The education provider is required to revise the assessment regulations to ensure that they clearly specify that an aegrotat award does not provide eligibility for admission to the register.

Reason: When reviewing the assessment regulations the visitors noted that there was no specific regulation regarding an aegrotat award. The visitors noted that the assessment regulations stated that only the named awards would provide eligibility to the register, however it was not clear whether an aegrotat award is available or whether an aegrotat award would provide admission to the register. At the visit the programme team stated that an aegrotat award does not provide eligibility to apply to the register. Therefore without this requirement being clearly articulated in the assessment regulations, the visitors could not determine the requirements for an aegrotat award and therefore require further evidence to demonstrate the requirements ensuring that the standard is met.

Recommendations

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

Recommendation: It is recommended that the education provider take steps to further communicate the ways in which students can access learning resources.

Reason: During the visit the visitors were shown the range of learning resources available to students including the library and the online resources. The visitors were satisfied that the resources will effectively support the learning and teaching activities of the programme and that the standard was met. However when meeting with the students they expressed a concern that at times certain core textbooks were unavailable due to high demand. This issue was raised with the programme team who stated that students are able to request digitised copies of chapters when certain books are in high demand. As such the visitors could see that the arrangements were in place to ensure that the learning resources effectively supported the required learning and teaching activities of the programme, especially in times of high demand. Therefore the visitors recommend that the education provider consider how they communicate the ways in which students can access certain learning resources, including digitised chapters.

3.17 Service users and carers must be involved in the programme.

Recommendation: It is recommend that the education provider considers expanding their involvement of service users to ensure that involvement is consistent across the programmes.

Reason: At the visit the visitors met with two service users and carers and students to discuss the involvement of service users and carers in the programme. When meeting with students they stated that they had some involvement with service users across the programme including seminars, teaching and in the admissions process. However the experience of interaction with service users was inconsistent as some groups had varied interaction. When meeting with the service users there were two individuals who are involved with the programme in various roles. Therefore, the visitors were satisfied that service users and carers are involved in the programme and that they are suitably supported and trained. However the visitors noted that there were only two service users involved in what will be five cohorts of students a year. The programme team stated that there have been times where a service user has fallen ill and the sessions were cancelled. Considering the information provided the visitors were satisfied that the standard is met and that service users are involved in the programme, however they noted a risk that as the programme grows, the involvement of service users may become increasingly inconsistent. Therefore the visitors recommend that the education provider consider expanding the pool of service users and carers they involve on the programme to ensure that the involvement remains consistent across the programmes.

Vicki Lawson-Brown
Joanna Goodwin
Mohammed Jeewa