

**Health Professions Council  
Department of Education and Policy**

**Visitors report**

<b>Name of education provider</b>	Leeds Metropolitan University
<b>Name and titles of programme(s)</b>	Master of Science in Occupational Therapy (pre-registration)
<b>Date of event</b>	20 & 21 October 2004
<b>Proposed Date of approval to commence</b>	February 2005
<b>Name of HPC Visitors attending</b>	Judith Martin Catherine Wells
<b>HPC Executive Officer(s) (in attendance)</b>	Nicole Borg: HPC Executive Officer Fiona Nixon: Director of Education & Policy
<b>Joint Panel members in attendance (name and delegation):</b>	Anne Lawson-Porter (COT) Lyn Westcott (COT) Dr Jill Higgins (CSP) Professor Mary Heycock, Dean of the Faculty of Arts & Society, Leeds Metropolitan University (Chair)

**Scope of Visit (please tick)**

New Programme	x
Major Change to Existing Programme	
Visit initiated through Annual Monitoring	

**Part 1.**

**1.1 Confirmation of meetings held**

	<b>yes</b>	<b>no</b>
Senior personnel of provider with responsibility for resources for the programme	x	
Programme planning Team	x	
Students (past/present)		n/a
Placement providers and educators	x	

## 1.2 Confirmation of facilities inspected

	yes	no
Library/learning centre	X	
IT facilities	X	
Specialist teaching accommodation	X	

## 1.3 Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee have been explored e.g. specific aspects arising from annual monitoring reports.

Requirement (please insert detail)	yes	no	n/a
1.			X
2.			
3.			

Proposed student cohort intake number at date of approval event (please state)	20
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The following summarises the key outcomes of the approvals event and provides reasons for the decision

## CONDITIONS

### Condition 1:

**SET 2.2** *apply selection and entry criteria, including:*

- 2.2.1** *evidence of a good command of written and spoken English;*
- 2.2.2** *criminal convictions checks;*
- 2.2.3** *compliance with any health requirements;*
- 2.2.4** *appropriate academic and/or professional entry standards; and*
- 2.2.5** *accreditation of Prior Learning and other inclusion mechanisms.*

#### *Conditions:*

- 1.a State that the graduates of this programme will meet the Standards of Proficiency (1b.4) and that they will be able to communicate in English to the standard equivalent to level 7 of the IELTS, with no element below 6.5 (2.2.1)
- 1.b Give details of the criminal conviction checks (2.2.2)
- 1.c Give details of the health checks to ensure compliance with the Department of Health requirements for immunisation (2.2.3)
- 1.d Specify the criteria for recruiting students who do not have a 2.1 or above degree (2.2.4)
- 1.e Give details of the mechanisms for Accreditation of Prior Learning (2.2.5).

#### *Reason:*

The documentation presented prior to the Visit had been produced before the Course Team, other than the Programme Leader, had taken up their posts at Leeds Metropolitan University. Subsequently, more detailed documentation of the admissions procedure had been compiled and was provided during the Approval Meeting. This documentation needs to be included in the definitive programme documents.

### Condition 2:

**SET 3** *programme management and resource standards*

- 3.2** *The programme must be managed effectively.*
- 3.9** *Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.*
- 3.11** *Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms are in place.*

#### *Conditions:*

The programme documentation for the programme management and resource standards needs to be rewritten to provide details of:

- 2.a the support staff (administrative and technical) that are available to ensure the programme will be managed effectively (SET 3.2)
- 2.b the protocols developed by the Course Team to obtain students' informed consent initially and on-going throughout the academic and clinical curricula (SET 3.9)

2.c the mechanism for monitoring the 100% attendance requirement in both the academic and practice settings (SET 3.11).

*Reason:*

The documentation presented prior to the Visit had been produced before the Course Team, other than the Programme Leader, had taken up their posts at Leeds Metropolitan University. Subsequently, more detailed documentation of the programme management and resource standards had been compiled and was provided during the Approval Meeting. This documentation needs to be included in the definitive programme documents.

**Condition 3:**

**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.*
- 4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.*
- 4.5 The delivery of the programme must assist autonomous and reflective thinking, and evidence based practice.*
- 4.6 The range of learning and teaching approaches used must be appropriate to the subjects in the curriculum.*

*Conditions:*

The programme documentation for the curriculum standards needs to be rewritten to provide details of:

- 3.a the intended learning outcomes that are at the threshold entry level and those that are at a higher level (SET 4.1)
- 3.b the intended learning outcomes for the initial Working and Learning Together course (SET 4.1);
- 3.c the Module Descriptors should clearly differentiate and explicitly state the hours for practice education as well as the academic hours (SETs 4.1 and 4.3)
- 3.d the CPD elements introduced in the Working and Learning Together course to assist autonomous and reflective thinking (SET 4.5) as these elements are the building blocks for the summative assessment in the final module: Transition into Practice
- 3.e the modular developments for the Problem-Based Learning approach (SET 4.6).

*Reason:*

The documentation presented prior to the Visit had been produced before the Course Team, other than the Programme Leader, had taken up their posts at Leeds Metropolitan University. Subsequently, more detailed documentation of the curriculum standards had been compiled and was provided during the Approval Meeting. This documentation needs to be incorporated into the definitive programme documents.

**Condition 4:**

**SET 5 Practice placements standards**

- 5.1 Practice placements must be integral to the programme.*
- 5.2 There must be an adequate number of appropriately qualified and experienced staff at the placement.*
- 5.3 The practice placement settings must provide:*

- 5.3.1** a safe environment; and  
**5.3.2** safe and effective practice.
- 5.4** Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.
- 5.5** The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.
- 5.6** The education provider must maintain a thorough and effective system for approving and monitoring all placements.
- 5.7** Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:
- 5.7.1** the learning outcomes to be achieved;
  - 5.7.2** timings and the duration of any placement experience and associated records to be maintained;
  - 5.7.3** expectations of professional conduct;
  - 5.7.4** the assessment procedures including the implications of, and any action to be taken in the case of failure; and
  - 5.7.5** communication and lines of responsibility.
- 5.8** Unless other arrangements are agreed, practice placement educators:
- 5.8.1** must have relevant qualification and experience,
  - 5.8.2** must be appropriately registered; and
  - 5.8.3** must undertake appropriate practice placement educator training.
- 5.9** There must be collaboration between the education provider and practice placement providers.
- 5.10** The education provider must ensure necessary information is supplied to practice placement providers.
- 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.
- 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.

*Conditions:*

The programme documentation for the practice placement standards needs to be rewritten to reflect all the standards, 5.1 to 5.13, of SET 5.

*Reason:*

The documentation presented prior to the Visit had been produced before the Course Team, other than the Programme Leader, had taken up their posts at Leeds Metropolitan University. Subsequently, more detailed documentation of the practice placement standards had been compiled and was provided during the Approval Meeting. This documentation needs to be included in the definitive programme documents.

**Condition 5:**

**SET 6 Assessment standards**

- 6.1** The assessment design and procedures must assure that the student can demonstrate fitness to practise.
- 6.2** Assessment methods must be employed that measure the learning outcomes and skills that are required to practise safely and effectively.

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

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

**6.6** Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement.

**6.7** Assessment regulations must clearly specify requirements for:

**6.7.3** an aegrotat award not to provide eligibility for admission to the Register

*Conditions:*

The programme documentation for the assessment standards needs to be rewritten to provide details of:

- 5.a the University's policy for Professional Unsuitability (SET 6.1)
- 5.b rationale for the programme's assessment system for practice education and for the academic curriculum (SET 6.2)
- 5.c how the assessments reflect compliance with external reference frameworks applicable for this programme, for example, the National Qualifications Framework (SET 6.3)
- 5.d the internal marking and moderation procedures for both practice and academic assessments (SET 6.5)
- 5.e the practice education assessments that should be integrated into the Assessment Schedule (SET 6.6)
- 5.f the University's policy for this programme in respect of an aegrotat award (SET 6.7.3) ie that an aegrotat award does not provide eligibility for admission to the HPC Register for Occupational Therapists.

*Reason:*

No details of the above were provided prior to or during the visit. This documentation needs to be included in the definitive programme documents to meet the requirements of the HPC for SET 6.

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**Deadline for *Conditions* to be met:** 30 November 2004

**To be submitted to Approvals Committee on:** by Chair's action if all conditions met

## RECOMMENDATIONS

### Recommendation 1:

#### SET 3 Programme management and resource standards

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

#### *Recommendation:*

Consideration should be given to providing students with evening and week-end access to practical teaching rooms (SET 3.7).

#### *Reason:*

To ensure that all learning resources to support student learning are used effectively.

### Recommendation 2:

#### 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.*

#### *Recommendation:*

The Team should consider mapping the intended learning outcomes for academic and practice education, particularly key skills, indicating where they are taught, practised and assessed (SET 4.1).

#### *Reason:*

To ensure that all stakeholders are provided with detailed evidence that graduates of this programme meet the Standards of Proficiency.

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## COMMENDATIONS

### Commendation 1:

#### SET 4 Curriculum Standards

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

#### *Commendation:*

The programme is to be commended for its clear articulation of the philosophy and theory that underpins the profession of occupational therapy (SET 4.2).

#### *Reason:*

The programme explicitly reflects the philosophy, values, skills and knowledge base as articulated in the current curriculum guidance.

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The nature and quality of instruction and facilities meets the Standards of Education and Training.

We recommend to the Education and Training Committee of the HPC that they approve this programme (subject to any conditions being met).

**Visitors' signatures:**

**xxx:**

**yyy:**

**Date report prepared:**

ALL CONDITIONS MET: PROGRAMME APPROVED



**Part 2. Sign-Off of Conditions**

The conditions stated in Part 1 have been met/have not been met by the agreed deadline.

**Visitors' signatures:**

**xxx:**

**yyy:**

**Date:**

ALL CONDITIONS MET: PROGRAMME APPROVED

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**Part 3. Recommendation to Education & Training Committee**

Recommendation to the Approvals Committee and the Education and Training Committee

The programme: XXX , delivered by YYY education provider, is recommended for approval for registration purposes.

**Signature, Director of Education and Policy:**

**Fiona Nixon**

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**Date of Committee meeting:**

**Committee Decision:**