hpc health professions council

Visitors' report

Name of education provider	Teesside University
Programme name	BSc (Hons) Occupational Therapy
Mode of delivery	Full time
Relevant part of HPC Register	Occupational therapist
Date of visit	6 – 8 May 2009

Contents

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 (Committee) on 25 August 2009. At the Committee meeting on 25 August 2009, the programme was 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 continues to meet 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 now retains open ended approval, subject to satisfactory monitoring.

The education provider changed their name at the same time as the approvals visit was carried out. This report reflects the education provider's new name.

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 - curriculum standards and practice placements 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 validated the programme and the professional body considered their accreditation of the programme. The visit also considered the following programmes – BSc (Hons) Diagnostic Radiography, MSc Diagnostic Radiography (Pre-registration), Pg Dip Diagnostic Radiography (Pre-registration), BSc (Hons) Physiotherapy, MSc Physiotherapy (Pre-registration), Pg Dip Physiotherapy (Pre-registration), MSc Occupational Therapy (Pre-registration), Pg Dip Occupational Therapy (Pre-registration). 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 all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. Separate reports exist for the other programmes. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. Separate reports, produced by the education provider and the professional body, outline their decisions on the programmes' status.

Visit details

Name of HPC visitors and profession	Bernadette Waters (Occupational therapist)
	Joanna Goodwin (Occupational therapist)
HPC executive officer(s) (in attendance)	Anne Shomefun
Proposed student numbers	40
Initial approval	6 November 2006
Effective date that programme approval reconfirmed from	28 September 2009
Chair	Angela Morgan (Teesside University)
	Jill Morgan (Teesside University/sub group Chairman)
Secretary	John Holmes (Teesside University)
	Fiona Terry (Teesside University/sub group Secretary)
	Joanne Almond (Teesside University/sub group Secretary)
Members of the joint panel	Karen Edmensen (Teesside University)

	Siobhan Simpson (Teesside University)
	David Morris (Teesside University/ Service User)
	Nicola Spalding (College of Occupational Therapists)
	Pat McClure (College of Occupational Therapists)
	Remy Reyes (College of Occupational Therapists)

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	☒	☐	☐
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	☒	☐	☐

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	☒	☐	☐
Programme team	☒	☐	☐
Placements providers and educators/mentors	☒	☐	☐
Students	☒	☐	☐
Learning resources	☒	☐	☐
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	☒	☐	☐

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.

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 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 SET.

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 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 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.

The visitors have also made a commendation. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

2.2.4 The admission procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards.

Condition: The education provider must ensure that the academic entry requirements for the BSc (Hons) Occupational Therapy programme are clearly articulated within the admission procedures.

Reason: From the documentation received before and during the visit, the visitors were unable to determine the academic entry requirements for the programme. The visitors were, therefore, unable to determine if academic entry requirements were appropriate and require documentation to clarify how this standard is met.

Recommendations

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 education provider should consider reviewing its decision to not make the European Computer Driving Licence (ECDL) a core course requirement.

Reason: From discussions with the programme team the visitors learnt that ECDL is not a core requirement for this programme. This is not the case with all the other health professional programmes in the School of Health and Social Care. The visitors recognised that those who complete the programme would have relevant IT skills to meet the standards of proficiency. However, the visitors recommend the introduction of the ECDL, so as to further enhance the IT skills of students who successfully complete this programme.

5.5   The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.

Recommendation: The education provider should consider reviewing the timing and length of the final year practice placement with a view to changes that might improve the employability of students who successfully complete the programme.

Reason: From the documentation and discussions with the programme team, the placement providers and the students, the visitors noted that the final year placement was fewer and shorter than those in the preceding 2 years. The visitors were unsure of the reason for this placement structure and suggest it to be changed with a view to improving the employability of students who successfully complete this programme.

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

Recommendation: The education provider should consider introducing a system of anonymous marking.

Reason: From the documentation and discussion with the students it was clear that, though the assessment mechanisms were appropriate, a system of anonymous marking was not used by this education provider. The visitors noted that student feedback expressed support for the system. The visitors, therefore, wish the education provider to consider introducing anonymous marking, so as to promote equitable assessment standards.

Commendations

The visitors wish to commend the following aspects of the programme:

Commendation: The visitors would like to commend the programme team for involving service users and carers in all aspects of the programme's work throughout the student cycle.

Reason: From the discussions with the programme team, service users and carers the visitors learnt that the programme team has employed a Projects Officer who has specific responsibility for ensuring continued service user and care involvement in the programme. The programme team has also carried forward the NHS led service user and carer engagement initiative by involving service users and carers in all aspects of its work including development and review of courses, in teaching, recruitment and assessment of students and research. The visitors commended this as best practice worthy of emulation by other education providers. More information about this practice is available on the education provider's website at www. tees.ac.uk

Bernadette Waters
Joanna Goodwin