

## Health Professions Council

### Visitors' report

Name of education provider	Northumbria University
Name and titles of programme(s)	BSc (Hons) Occupational Therapy MSc Occupational Therapy
Mode of Delivery (FT/PT)	FT
Date of Visit	8 <sup>th</sup> & 9 <sup>th</sup> May 2007
Proposed date of approval to commence	September 2007
Name of HPC visitors attending (including member type and professional area)	Sarah Johnson – Occupational Therapy Bernadette Waters – Occupational Therapy
HPC Executive officer(s) (in attendance)	Katherine Lock – Education Officer Daljit Mahoon – Education Officer
Joint panel members in attendance (name and delegation):	<p><b>Ian Shell</b> (Chair) - Associate Dean, Learning &amp; Teaching Support, Newcastle Business School</p> <p><b>Colin Chandler</b> - Director of Postgraduate Studies</p> <p><b>Helen Smith</b> - Principal Lecturer, Learning in Organisations</p> <p><b>Jim Clark</b> - Subject Division Leader, Pre and School learning</p> <p><b>Jackie Waterfield</b> - CSP</p> <p><b>Nina Thomson</b> - CSP</p> <p><b>Linda Charlton</b>- Secretary</p> <p><b>Colin Keiley</b> - Team leader A &amp; R, Stockport Health</p> <p><b>Stephen Wordsworth</b> - Head of department, UCE Birmingham</p> <p><b>Joanna Jackson</b> – Physiotherapist, University of Essex, HPC Visitor</p> <p><b>Kathleen Bosworth</b> - Retired Physiotherapist , HPC visitor</p>

#### Scope of visit (please tick)

New programme	<input type="checkbox"/>
Major change to existing programme	<input checked="" type="checkbox"/>
Visit initiated through Annual Monitoring	<input type="checkbox"/>

#### Confirmation of meetings held

	Yes	No	N/A
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Senior personnel of provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 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"/>
Students (current or past as appropriate)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Confirmation of facilities inspected

	Yes	No	N/A
Library learning centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IT facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 checked="" type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Proposed student cohort intake number please state	60
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The following summarises the key outcomes of the Approvals event and provides reasons for the decision.

## CONDITIONS

### Condition1

**SET 3. Programme management and resource standards**  
**3.6 A programme for staff development must be in place to ensure continuing professional and research development.**

**Condition:** The programme team are to provide evidence that they have a system in place and support participation in research training for staff

**Reason:** Documentation did not include CVs of each member on the programme team. There was no evidence supplied to show staff development.

### Condition 2

**3.8 The facilities needed to ensure the welfare and well-being of students must be both adequate and accessible.**

**Condition:** Documentation must be redrafted and resubmitted to include the universities policy on support for student with learning needs.

**Reason:** Documentation did not include the universities policy on the support for students with learning needs such as dyslexia

### 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.**

**Condition:** The programme team must redraft and resubmit documentation to include mapping of the learning outcomes against the standards of proficiency

**Reason:** There was no documented evidence to show mapping against the learning outcomes to provide information as to which module met which standard of proficiency. This is needed to ensure all standards of proficiency are been covered throughout the modules

### Condition 4

#### **SET 6. Assessment standards**

**6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practise.**

**Condition:** The programme team must redraft and resubmit documentation to include the assessment strategy

**Reason:** Documentation did not include the assessment strategy. Evidence of this is needed to ensure the maintenance and enhancement of the validity, reliability and explicitness of assessment

## RECOMMENDATIONS

### Recommendation 1

#### **SET 3. Programme management and resource standards**

**3.4 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.**

**Recommendation:** The programme team should review staffing levels to ensure current initiatives can be implemented effectively

**Reason:** The staffing levels currently appear to fall short of those in other similar institutions and it may be that more staff time will be taken up in implementing the newly proposed programme. It was also noted by the visitors that staff development to doctoral level has been slow and this could also be influenced by the pressure on existing staff available to teach. An increase in the staff establishment should therefore be explored.

## Recommendation 2

**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.**

**Recommendation:** The programme team are recommended to arrange the removal of old editions of publications from the library and review reading lists within the documentation

**Reason:** The reading lists within the documentation were dating back to 1985 publications. In order for students to have up to date information the library needs to have regular updates as do the lists within documentation

## Recommendation 3

**SET 4. Curriculum standards**

**4.5 The delivery of the programme must assist autonomous and reflective thinking, and evidence based practice.**

**Recommendation:** The programme team are recommended to review and reinforce the use of PPDF

**Reason:** It became apparent throughout the visit that the use of PPDF was not used as a tool for assessment and therefore been overlooked by both staff and students

## Recommendation 4

**4.7 Where there is inter-professional learning the profession specific skills and knowledge of each professional group are adequately addressed.**

**Recommendation:** We recommend the continuation of building on inter-professional learning in academic and practical initiatives

**Reason:** The change to this programme to fit in with a suite of programmes to carry the same module of inter-professional learning will bring changes which each profession will need an active involvement throughout

## Recommendation 5

**SET 5. Practice placements standards**

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

**Recommendation:** The education provider is recommended to collate and disseminate outcomes of placement evaluation on an annual basis to placement providers

**Reason:** This would fall into line with national quality enhancement expectations concerning the responsibility of the university to share evaluation outcomes with placement providers and thus enhance the students' learning experience whilst on placement.

## **COMMENDATIONS**

- **Commendation is given to the programme team on their plans for new clinical facilities which will enhance inter-professional learning opportunities**

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:**

**Sarah Johnson**

**Bernadette Waters**

**Date: 23/5/07**