

Health Professionals Council
Department of Education and Policy

Conditions Report

Name of education provider	Sheffield Hallam University
Name and titles of programme(s)	MSc Occupational Therapy (pre registration)
Date of event	11/12 July 2005
Proposed date of approval to commence	January 2006
Name of HPC visitors attending (including member type and professional area)	Prof Carol Lloyd (Occupational Therapy)
HPC Executive officer(s) (in attendance)	Nicole Borg
Joint panel members in attendance (name and delegation):	<p><u>Sheffield Hallam University</u> Tim Lewis Chris Crowther-Dowey Bob Harris David Mayall Jenny Shelton Eleanor Willcocks</p> <p><u>College of Occupational Therapists</u> Jan Jenson Dr Nicola Spalding Remy Reyes (Education Officer)</p>

Scope of visit (please tick)

New programme	<input checked="" type="checkbox"/> x
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"/> x	<input type="checkbox"/>	<input type="checkbox"/>
Programme planning team	<input checked="" type="checkbox"/> x	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	<input checked="" type="checkbox"/> x	<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 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	20
--	----

ALL CONDITIONS MET: PROGRAMME APPROVED

The following summarises the key outcomes of the approvals event and provides reasons for the decision.

CONDITIONS

SET 2 Programme admissions

The admission procedures must:

2.2 apply selection and entry criteria, including:

2.2.4 appropriate academic and/or professional entry standards;

Condition: The appropriate academic standards need to be clarified and clearer boundaries set.

Reason: The policy of inclusion is to be commended, but there is lack of clear selection procedures regarding acceptable academic standards

Condition Met

SET 3. Programme management and resource standards

3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Condition: There needs to be a process in place for obtaining consent together with appropriate forms.

Reason: There was no procedure for obtaining consent in the documentation.

Condition Met

3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

Condition: Attendance on all professional aspects of the programme required to meet the HPC's Standards of Proficiency should be identified as mandatory. There needs to be an appropriate protocol established to monitor attendance.

Reason: Mandatory attendance was identified for practice placement, but not for any of the University site components of the programme. There was no monitoring system within the documentation.

Condition Met

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: Clearly identify throughout the programme where fundamental skills occur that are required to meet the Standards of Proficiency.

Reason: There was clear demonstration of the M level of learning, but the basic professional skills were not strongly evident within the curriculum.

Condition: A learning outcome regarding safe and effective practice needs to be added to the overall programme learning outcomes to ensure the Standards of Proficiency are met.

Reason: Although the Practice Placement assessment covered safe practice, none of the other learning outcomes within the programme documentation did.

Conditions Met

SET 5. Practice placements standards

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

Condition: The expectation must be that all students complete the final placement on a full time basis. There needs to be a very clear definition stating the limits, and outlining the reason for allowing part time attendance.

Reason: The final placement is the only full time placement within the programme, and in the documentation it only states 'normally full time', which could include a very wide category of students who could apply to complete it on a part time basis.

Condition: The final placement must be taken within the UK.

Reason: This placement is the only full time placement within the programme, and students must demonstrate that they can fulfil the HPC's Standards of Proficiency on a full time basis for safe and effective practice.

Conditions Met

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;

Condition: The documentation must contain information explaining how students understand what is required; how they access essential information; and how they are fully prepared for their first placement.

Reason: Students start their first placement within 6 weeks of beginning the programme, and it is unclear how they are prepared for this, particularly with regard to basic sciences and client safety.

Condition Met

5.8 Unless other arrangements are agreed, practice placement educators:

- 5.8.1 must have relevant qualification and experience;
- 5.8.3 undertake appropriate practice placement educator training.

Condition: Outline the development programme to prepare Mentors for their role.

Reason: This is a new role, and important for the programme. The expectations of, and preparation for the role of mentor is unclear.

Condition Met

SET 6. Assessment standards

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

Condition: Learning outcomes that assure fitness to practice and are linked to fundamental skills must be in place throughout the programme, and these need to be summatively assessed.

Reason: Except for the assessment of practice placement, there was no clear link between learning outcomes and assessment regarding fundamental requirements for safe practice.

Condition Met

6.7 Assessment regulations clearly specify requirements:

- 6.7.1 for student progression and achievement within the programme;
- 6.7.2 for awards which do not provide eligibility for inclusion onto the Register not to contain any reference to an HPC protected title in their title;
- 6.7.3 for an aegrotat award not to provide eligibility for admission to the Register; and

Condition: Ensure consistency of information regarding the above throughout the documentation.

Reason: Where information was repeated within the document, it was not always consistent.

Condition Met

To be submitted to Approvals Committee on: 22 November 2005

We recommend to the Education and Training Committee of the HPC that they approve this programme.

Carol Lloyd

Date: 4 November 2005