hcpc health & care professions council

Visitors' report

Name of education provider	St George's University of London and Kingston University
Awarding body	St George's, University of London
Programme name	BSc (Hons) Occupational Therapy
Mode of delivery	Full time
Relevant part of the HCPC Register	Occupational therapist
Date of visit	13-14 December 2016

Contents

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 'occupational 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 22 March 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 validated 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	Angela Ariu (Occupational therapist) Joanne Stead (Occupational therapist) Roseann Connolly (Lay visitor)
HCPC executive officer (in attendance)	Jasmine Pokuaa Oduro-Bonsrah
HCPC observer	Jamie Hunt
Proposed student numbers	20 per cohort, per year
Proposed start date of programme approval	September 2017
Chair	Rachel Allen
Secretary	Derek Baldwinson
Members of the joint panel	Catherine Dakin (Internal Panel Member) Karen Elcock (Internal Panel Member) Heather Hunter (External Panel Member) Patricia McClure (College of Occupational Therapists) Lyn Westcott (College of Occupational Therapists) Clair Parkin (College of Occupational Therapists) Maureen Shiells (College of Occupational Therapists)

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 External examiners' reports from the last two years prior to the visit 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) Physiotherapy programme at the education provider, as the programme seeking approval currently does not have any students enrolled on it as it is not approved.

The HCPC did not see the occupational therapy facilities as they had not yet been built.

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.

A number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 39 of the SETs have been met and that conditions should be set on the remaining 19 SETs.

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 did not make any recommendations for the programme.

Conditions

3.4 There must be a named person who has overall professional responsibility for the programme who must be appropriately qualified and experienced and, unless other arrangements are agreed, be on the relevant part of the Register.

Condition: The education provider must provide evidence of the named person who will have overall responsibility for the programme, and ensure that named person is appropriately qualified and experienced.

Reason: The visitors noted in the documentation provided that the education provider had not yet recruited the person who will have the overall responsibility for the programme. During the visit, the education provider confirmed that they had not yet recruited for this role. The visitors therefore need to see evidence of the named person when recruited, to assess whether they are appropriately qualified and experienced to lead the programme.

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

Condition: The education provider must provide further evidence of the number of appropriately qualified and experienced staff, to demonstrate that the programme will be effectively delivered.

Reason: From the documentation provided, the education provider outlined the staff profiles for the Department of Rehabilitation Sciences where the occupational therapy programme will be situated. At the visit the education provider stated that they will be recruiting three full time occupational therapy lecturers, one being the professional lead and two being senior lectures. During the programme team meeting, the education provider mentioned that they plan to have a professional lead in place by March 2017, as they have interviews lined up in January 2017. The professional lead will then help with the recruitment of the senior lecturers. The visitors were unclear of the qualifications and experience that will be required of successful candidates, and are therefore unclear that the staff team would have the required range of experience to deliver an effective programme. As such, the visitors need to be assured there is a formal plan in place to recruit appropriately qualified and experienced staff.

3.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge.

Condition: The education provider must provide further evidence that subject areas are taught by staff with the specialist expertise and knowledge.

Reason: From a review of the documentation prior to the visit, the visitors were unable to determine if subject areas will be taught by staff with relevant specialist expertise and knowledge. The documentation included staff CVs and descriptions of the modules. However, from the CVs received the visitors noted that only one member of programme team was an occupational therapist. In the documentation and at the visit the education provider informed us that they will be recruiting three more occupational therapy lecturers, including one that will be the professional lead for the programme. However, as they have not yet been recruited, the visitors are unable to conclude whether these

individuals will have relevant specialist expertise and knowledge. The visitors will need to be assured that there will be a sufficient mix of skills, knowledge and experience to deliver this programme. Additionally, it is not clear to the visitors which member of staff will be responsible for each module. In order to determine that this standard is met, the visitors require further evidence that demonstrates that the staff who deliver the programme will have the relevant specialist knowledge and expertise.

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

Condition: The education provider must demonstrate that they will have physical resources in place to support student learning before the planned start date for the programme, and that these resources will be effectively used by the programme.

Reason: At the visit the visitors were shown existing teaching facilities, the paramedic suite, and the St George's University Library. The education provider has not yet built the occupational therapy facilities, so the visitors were shown the paramedic suite instead, to demonstrate that they have built specialist teaching facilities for another professional group. The visitors were also shown the designated teaching spaces for the occupational therapy programme but there was no equipment in this space, and the planned layout for the space itself had not been finalised. In the documentation, the education provider outlined that following internal approval and tendering process of the new facilities, they would aim to build the facilities in summer 2017 ready for the 2017-18 intake. Furthermore, the education provider has an 'architectural interim strategy', in the event that there are delays in building the new facilities to this timescale. In the case where the facilities are not built before the first cohort arrive the education provider will hire off-site facilities. They have had "preliminary discussions regarding sessions and timings" with Queen Elizabeth Foundation, a lodge with an independent living unit. Nonetheless, there was no formal documentary evidence of what the on-site space would look like once it had been refurbished and no formal plans of how the specialist occupational therapy facilities would be set up. Additionally, with the Queen Elizabeth Foundation facilities, there are currently no formal arrangements in place to secure the facilities should the programme team need to. Due to this, the visitors are unclear as to whether there will be resources to support student learning, and how these resources will be effectively used. The visitors therefore require evidence to demonstrate that they will have physical resources in place to support student learning before the planned start date for the programme, are appropriate to support the learning and teaching activities of the programme and that these resources are effectively used by the programme.

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

Condition: The education provider must demonstrate that the library resources effectively support the required learning and teaching activities of the programme.

Reason: To evidence this standard the visitors were directed to the resource and definitive document, and at the visit they were taken on a tour of the library facilities. In the documentation the visitors could not see what texts would be available to the students. From the tour the visitors noted that the texts that would be available for students on the occupational therapy programme were limited and outdated. During the library presentation, the visitors were told that there will be a number of books bought to

support student learning on the programme. However, the visitors did not receive formal confirmation of a commitment to acquire library resources. The visitors noted that the current library resources are not adequate to support the required learning and teaching activities of this programme and no formal arrangements in place to ensure that these resources are sufficient before the students start the programme. The visitors therefore require evidence to demonstrate that there will be adequate library facilities to support the required learning and teaching activities of this programme, or a commitment to acquiring appropriate resources before the intended start date of September 2017.

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 education provider must communicate any changes to the programme learning outcomes, and demonstrate that these ensure that those who successfully complete the programme meet the standards of proficiency for occupational therapists.

Reason: When the visitors reviewed the documentation prior to the visit they were satisfied that the current learning outcomes for the programme ensure that those who successfully complete the programme will meet the standards of proficiency for occupational therapists. However, during the informal feedback meeting at the visit it was stated that the College of Occupational Therapists and the internal validation panel will require the programme team to change several learning outcomes. The visitors will therefore require the education provider to communicate any changes to the learning outcomes once made, so they can make a judgement about whether those who successfully complete the programme meet the standards of proficiency for occupational therapists.

4.2 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

Condition: The education provider must demonstrate how the programme reflects the philosophy, core values, skills and knowledge base of occupational therapy, beyond the biomedical approaches to care.

Reason: From the documentation provided and during the visit, the visitors noted that there was a lack of integration of psycho-social understanding throughout the programme. The visitors could not identify how the programme was occupationally focused. The visitors highlighted that there was more of an emphasis on the biomedical approaches to care and this emphasis was reflected in the documentation and during the visit. For example, in the documentation, the visitors noted that the equipment list, reading list and module descriptors reflected the biomedical approach. In discussions with the senior and programme team about the practical facilities to be developed and placements identified, the visitors were unable to see how the programme reflected psycho-social understanding throughout the programme. The visitors therefore, were unable to see how the curriculum content reflects the full philosophy, core values, skills and knowledge base of occupational therapy. The education provider will therefore need to provide further evidence to demonstrate that the curriculum reflects the philosophy, core values, skills and knowledge base of occupational therapy beyond the biomedical approaches to care.

4.8 The range of learning and teaching approaches used must be appropriate to the effective delivery of the curriculum.

Condition: The education provider must demonstrate how they use appropriate learning and teaching methods to ensure the effective delivery of creative approaches to care within the curriculum.

Reason: The documentation provided included information about the range of learning and teaching approaches that will be used by the programme team across the duration of the programme. During the visit, the education provider told the visitors what the teaching approaches will be. However, the visitors were unclear on how the learning methods are appropriate for the effective delivery of creative approaches to care within the curriculum. This is because the visitors could not see how problem solving, creative thinking skills, and creative ways of working with people (for example through drama, art, music and dance) would be taught. The visitors therefore, noted that the range of learning and teaching approaches were not appropriate to teach creative approaches to care. The visitors therefore, require evidence to demonstrate how the range of learning and teaching approaches used is appropriate to effectively deliver the creative approaches to care within the curriculum.

4.9 When there is interprofessional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.

Condition: The education provider must provide evidence to demonstrate that occupational therapy specific skills and knowledge will be adequately addressed in the interprofessional learning sessions.

Reason: From a review of the documentation, the visitors noted that there are various modules across the years where occupational therapy students will learn interprofessionally with other professional groups, such as radiographers. In assessing the curriculum for the interprofessional learning modules, the visitors were unable to determine how the teaching would be contextualised for occupational therapy students, or how more specific occupational therapy skills and knowledge will be addressed. From discussions with the programme team, the visitors learned that there was an emphasis on the physiotherapy profession within interprofessional learning sessions, and this was particularly evident within the Inter-professional Foundation module in year one, due to the focus on physiology. The visitors therefore, require evidence to demonstrate that occupational therapy specific skills and knowledge is adequately addressed in the interprofessional sessions.

5.1 Practice placements must be integral to the programme

Condition: The education provider must provide evidence to demonstrate that there are formal arrangements in place to secure practice placements for all students.

Reason: During the programme team meeting the education provider identified a number of partner organisations and in the documentation, identified where they would like the students to undertake practice placements. The education provider told the visitors that they have had informal conversations with these placement providers, who have made verbal commitments to take students from this programme. The programme team stated that they were working towards securing formal agreements with the placement providers. However, the visitors note that without seeing the agreements,

they are unable to make a judgment about whether placements are integral to the programme for all students. Furthermore, the education provider considered that they could fit into a regional placement allocation model, but it was not clear how this model would adapt to other education providers' provision and if the number of placements required will be impacted. The visitors therefore require evidence of the formal arrangements to secure practice placements for all students.

5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Condition: The education provider must outline the range of practice placements that will be available to students on this programme, and must ensure that they are appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Reason: From the scrutiny of the documentation, and from discussions at the visit, the visitors were unable to see any formal arrangements in place to demonstrate that there would be an appropriate range of practice placements, which would be available to students on this programme. The programme team discussed the range of placements that could be appropriate to support this programme, such as role emerging, acute hospital and rehabilitation placements. However, the placements discussed were not formally agreed by the placement providers and the education provider. The visitors were therefore unable to make a judgement on the range of practice placements being appropriate to support the number of students. The visitors therefore require documentation which clearly outlines the range of placements available for students on the programme and that they are appropriate to support the delivery of the programme and the achievement of the learning outcomes.

5.3 The practice placement settings must provide a safe and supportive environment.

Condition: The education provider must provide evidence to demonstrate how they ensure that all placements provide a safe and supportive environment for students.

Reason: To evidence this standard the visitors were directed the definitive document, the resource document and various sections of the practice placement handbook. In the practice placement handbook, as part of the quality assurance measures of placements, the education provider undertakes an audit prior to the students going to the placement. According to the documentation, new placements are audited through the 'new placement information checklist' and placements are also audited on a yearly basis. The programme team told the visitors that placements are audited before students are placed, and the visitors were then shown an audit form for placements at the visit. Although there is a process in place for auditing placements, the visitors were not satisfied that this process is robust enough to ensure that all practice placement settings will offer a safe and supportive environment for students. The visitors noted that there was no place in the audit document to record placement provider policies about health and safety, for example. Therefore, the visitors were unclear how the education provider would be able to make judgements about whether such policies are reasonable through their audit process. The visitors will therefore need to see further evidence of policies and procedures in place to demonstrate how they ensure that all placements provide a safe and supportive environment.

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

Condition: The education provider must submit evidence to demonstrate how they maintain a thorough and effective system of approving and monitoring all placements.

Reason: To evidence this standard the visitors were directed to the definitive document, resource document and the practice placement handbook. In the documentation the visitors noted that as part of the education provider's quality assurance processes they would undertake an audit prior to the approval of the placement through the 'new placement information checklist' and the placements would then be monitored on a yearly basis by the Department of Rehabilitation. Additionally, at the visit, the programme team showed the visitors a form that would be used to audit placements before students were placed. Although the education provider has a process to audit placements, the visitors noted that the evidence gathered via this process was not sufficient to thoroughly and effectively approve and monitor all placements. The visitors were unclear of how the criteria is used to approve placement providers and settings, the overall process for the approval and on-going monitoring of placements, and how information gathered from placement providers at approval, or during a placement experience, is considered and acted upon. The visitors therefore require further evidence of the overarching policies, systems and procedures in place regarding the approval and monitoring of placements, and how they are put into practice to ensure this standard is met.

5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Condition: : The education provider must provide evidence to demonstrate how they ensure that all placements have equality and diversity policies in relation to students and how it will implemented and monitored.

Reason: To evidence this standard the visitors were directed the definitive document, the resource document and various sections of the practice placement handbook. In the practice placement handbook, as part of the quality assurance measures of placements, the education provider undertakes an audit prior to the students going to the placement. According to the documentation, new placements are audited through the 'new placement information checklist' and placements are also audited on a yearly basis. The programme team told the visitors that placements are audited before students are placed, and the visitors were then shown an audit form for placements at the visit. However, after scrutinising the evidence, the visitors could not see how the criteria against which placements will be audited will ensure that the practice placement settings will have equality and diversity policies that will be effectively implemented and monitored. The visitors noted that there was no place in the audit document to record placement provider policies about equality and diversity. Therefore, the visitors were unclear how the education provider would be able to make judgements about whether such policies are reasonable through their audit process. The visitors will therefore need to see further evidence of policies and procedures in place to demonstrate how they ensure that all placements ensure that equality and diversity policies in relation to students are in place and effectively implemented and monitored.

5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.

Condition: The education provider must demonstrate that an effective and consistent audit system is in place for placement settings to ensure there is an adequate number of appropriately qualified and experienced staff in place.

Reason: From the initial documentation provided, the visitors could not determine how the education provider ensures that practice placements have an adequate number of appropriately qualified and experienced staff. In the documentation and at the visit, the visitors noted that the education provider uses the 'New placement information checklist' form for approving placements as a means of ensuring that there is an adequate number of appropriately qualified and experienced staff at the placement setting. From the information provided, the visitors were unclear about how the education provider's policies would determine whether all placements would have an adequate number of qualified and experienced staff. As such, the visitors require further evidence to demonstrate that this standard is met.

5.7 Practice placement educators must have relevant knowledge, skills and experience.

Condition: The education provider must demonstrate that practice placement educators have relevant knowledge, skills and experience.

Reason: From the initial documentation provided, the visitors could not determine how the education provider ensures that practice placements have the relevant knowledge, skills and experience. In the documentation and at the visit, the visitors noted that the education provider uses the 'New placement information checklist' form for approving placements as a means of ensuring that placement educators have the appropriate skills and knowledge. From the information provided, the visitors were unclear about how the education provider's policies would determine whether all placement educators would have the relevant skills, knowledge and experience. As such, the visitors require further evidence to ensure that the audit process effectively ensure that the practice educators have the relevant knowledge, skills and experience

5.8 Practice placement educators must undertake appropriate practice placement educator training.

Condition: The education provider must demonstrate how they ensure that practice placement educators undertake appropriate practice placement educator training.

Reason: To evidence this standard the visitors were directed to the definitive document and practice placement handbook. In the practice placement handbook, as part of the quality assurance measures of placements, the education provider undertakes an audit prior to the students going to the placement. According to the documentation, placements are also audited on a yearly basis. The programme team told the visitors in the meeting that placements are audited before students are placed, and the visitors were then shown an audit form for placements at the visit. The visitors noted that there is a process in place for auditing. Furthermore, the placement handbook highlights that the education provider will offer free study days for both experienced and new practice educators and "all educators are advised to attend before supervising students for the first time". Practice educators may also get involved in the College of Occupational

Therapy Accreditation of Practice Placement Educator (APPLE) scheme if they choose. However, from the evidence and the discussions at the visit, the visitors were unable to determine whether the education provider requires that practice placement educators undertake appropriate training. Although the practice educators are 'advised' to attend these study day training sessions it is not compulsory to do so and neither is the APPLE training scheme. The visitors therefore require further evidence to demonstrate how the education provider ensures that practice placement educators undertake appropriate training for their role as practice educators.

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:
- **the learning outcomes to be achieved;**
- **the timings and the duration of any placement experience and associated records to be maintained;**
- **expectations of professional conduct;**
- **the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and**
- **communication and lines of responsibility.**

Condition: The education provider must provide further evidence to demonstrate how students, practice placement providers and practice placement educators will be fully prepared for placement.

Reason: The visitors were referred to the placement handbook and definitive documents in the evidence provided for this standard. However, on considering the evidence, and from discussions at the approval visit, the visitors could not determine how students, practice placement providers and educators will be fully prepared for placement. The visitors could not locate any policies in the evidence where, the education provider outlines the communication and lines of responsibility for placements. The visitors could not see how the education provider will provide information, and how they ensure that all those involved have understood the information. In order to determine that this standard is met, the visitors will need to see evidence to show that there is a system in place to ensure that students, practice placement providers and practice placement educators, will have a clear understanding of what is expected of them at practice placements.

5.13 A range of learning and teaching methods that respect the rights and needs of service users and colleagues must be in place throughout practice placements.

Condition: The education provider must provide evidence to demonstrate how they ensure that policies about service users and carers within the practice placements respect the rights and needs of service users and carers and are adhered to by students.

Reason: To evidence this standard the visitors were directed to the resource document and the practice placement handbook. The evidence the visitors reviewed in the placement handbook specified that students must always ensure that they identify themselves as a student when they first meet a service user and gain their consent before "undertaking an assessment/ intervention activity". The education provider has

also highlighted in the documentation that "students must be familiar and comply with the placement provider's policy on gaining consent". The visitors however, noted there could be inconsistencies in placement provider policies around service users and carers, or these policies may not exist, depending on where the placement is.

The visitors therefore require evidence to demonstrate how the education provider ensures that there are consistent policies to ensure the rights and needs of service users and carers are respected within practice placements settings and are also adhered to by students.

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Angela Ariu
Joanne Stead
Roseann Connolly

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