

## Visitors' report

<b>Name of education provider</b>	Teesside University
<b>Programme name</b>	MSc Rehabilitation (Occupational Therapy)
<b>Mode of delivery</b>	Part time
<b>Relevant part of HPC Register</b>	Occupational therapist
<b>Date of visit</b>	3 – 4 March 2010

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## 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 14 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 approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 21 October 2010. At the Committee meeting on 21 October 2010, 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 HPC visited the programme at the education provider as it was a new programme which was seeking HPC 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 reviewed the programme and the professional body considered their accreditation of the programme. The visit also considered the following programmes – Pg Dip Rehabilitation (Occupational Therapy), Pg Dip Rehabilitation (Physiotherapy) and MSc Rehabilitation (Physiotherapy).

The education provider, the professional bodies 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	Joanna Jackson (Physiotherapist) Bernadette Waters (Occupational Therapy)
HPC executive officer(s) (in attendance)	Paula Lescott
HPC observer	Lewis Roberts
Proposed student numbers	10 students per cohort
Proposed start date of programme approval	September 2010
Chair	Judith Porch (Teesside University)
Secretary	John Holmes (Teesside University)
Members of the joint panel	Paul Taylor (Internal Panel Member) Fiona Terry (Internal Panel Member) Kelly Sisson (Internal Panel Member) Marion Grieves (Internal Panel Member) Gillian Naylor (Internal Panel Member) Alison Bullock (External Panel Member) John Simpson (External Panel Member) Remy Reyes (College of Occupational Therapists)

	Patricia McClure (College of Occupational Therapists) Karen Morris (College of Occupational Therapists) Anna Clampin (College of Occupational Therapists)
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## 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The HPC did not review the external examiners reports prior to the visit as there is currently no external examiner as the programme is new.

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	<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/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HPC met with students from the BSc (Hons) Physiotherapy, BSc (Hons) Occupational Therapy, the MSc Physiotherapy (Pre-registration) and the MSc Occupational Therapy (Pre-registration), as the programme seeking approval currently does not have any students enrolled on it.

## Recommended outcome

To recommend a programme for 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 number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 37 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 recommended for 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 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 did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

## Conditions

### **2.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.**

**Condition:** The education provider must revisit all programme documentation, including advertising materials, to ensure that it clearly addresses the exact nature of the programme, the mode of study, the programme funding, the practical implications for dual registration and to ensure that the terminology in use is reflective of the current landscape of statutory regulation.

**Reason:** The visitors noted that the documentation submitted showed inconsistencies and did not give students a coherent explanation of the nature of the programme, the mode of study and the funding options available to them.

The visitors require that the documentation is reviewed to remove any instance of incorrect or out-of-date terminology. In particular the visitors noted that the documentation stipulated that 1000 hours of practice are required for statutory regulation with the HPC. The HPC do not set a specified number of hours to be completed for placement, therefore this needs to be clearly stated as a professional body requirement to prevent any confusion.

From a review of the documentation it was not made clear to applicants the implications that dual registration would have, in that dual registration would require students to apply to separate registers, pay two charges and maintain separate records of continual professional development (CPD). This information should be clearly stated within the programme documentation so that applicants have all the information they require to make an informed choice about the programme.

### **2.2 The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English.**

**Condition:** The education provider must revisit all programme documentation, including advertising materials, to ensure that the International English Language Testing System (IELTS) entry criteria are clear. The education provider must also ensure that the acronym IELTS is correctly stated within the documentation.

**Reason:** From a review of the documentation submitted it was apparent that the IELTS level on entry to the programme was level 6. At the visit, discussions with the programme team indicated that this should read level 7. The visitors felt that an IELTS score of 7 was appropriate as the education provider also stipulated that one of the entry criteria was that applicants needed to be on the relevant part of the Register. Any student who has been on the Register would have already demonstrated the necessary level of English for the standards of proficiency for their profession. The visitors also noted that on a number of occasions the acronym IELTS was stated as ILETS. The visitors require further evidence to demonstrate that the programme documentation clearly states the IELTS level on entry to the programme, to ensure that this standard is met.

## **2.5 The admissions procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards.**

**Condition:** The education provider must revisit all programme documentation, including advertising materials, to ensure that the entry criteria are clear.

**Reason:** From the documentation submitted and discussions at the visit the visitors noted that the current programme documentation did not give a clear indication of the entry criteria and the academic and professional entry standards required. In particular it was not always clear whether HPC registration was needed to apply to the programme, which qualifications would be considered on application and whether the programme was open to both new graduates and experienced applicants from the profession. The visitors therefore require further evidence to ensure that this standard is met.

## **3.1 The programme must have a secure place in the education provider's business plan.**

**Condition:** The education provider must clarify the minimum number of students that are needed to run the programme, clearly outlining the resource provision for these students and the funding arrangements for the programme.

**Reason:** From the documentation submitted and discussions at the visit the funding arrangements for the programme were not clear. In particular it was not apparent if the programme would be self funded by students. The visitors also require clarification regarding the student cohort numbers per year and how the programme will be resourced with regards to staff and facilities, given the number of occupational therapy programmes delivered by the education provider. From the meetings with the programme team and senior staff the visitors did not receive full confirmation regarding the minimum number of students needed to run the programme. The visitors therefore require further evidence to ensure this standard is being met.

## **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 clarify the number of staff in place to deliver the programme.

**Reason:** From the documentation provided the visitors could not fully determine how the programme will be resourced in terms of staff, particularly given the number of other occupational therapy programmes delivered by the education provider. The visitors require further evidence regarding how the programme will be effectively delivered, to include details of staff allocated to the programme and whether the staff are full or part time members of the programme team, in order to ensure that there are an appropriate number of staff to deliver an effective programme.

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



**Condition:** The education provider must clarify the staff in place to deliver the programme.

**Reason:** From the documentation provided the visitors could not fully determine how the programme will be resourced in terms of staff, particularly given the number of other occupational therapy programmes delivered by the education provider. The visitors require further evidence regarding how the programme will be effectively delivered. This information should include details of the staff allocated to the programme and whether the staff are full or part time members of the programme team, in order to ensure that the programme is taught by staff with relevant specialist expertise and knowledge to deliver an effective programme.

#### **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 revisit the learning outcomes and module descriptors to clearly demonstrate how the learning outcomes ensure that the standards of proficiency are addressed within the programme.

**Reason:** From the documentation provided prior to the visit the visitors were unable to clearly link the successful attainment of the standards of proficiency to the learning outcomes within the module descriptors as these were broad and generic. From the information provided the visitors were concerned about the balance between the generic skills and the profession specific skills required, as the time allocated to profession specific skills and contact hours appeared extremely limited in the programme. The visitors also noted that the delivery of a large number of the learning outcomes was expected to fall to the practice placement educators. Furthermore, from information received at the visit, it was apparent that the module descriptors had been developed further since the documentation was submitted.

Therefore the visitors require further evidence in the form of revised module descriptors that clearly articulate where the standards of proficiency are addressed and delivered in the programme to ensure those who complete the programme are safe and effective practitioners. This evidence should also demonstrate how the education provider ensures the delivery of the learning outcomes attributed to practice placement educators.

#### **4.3 Integration of theory and practice must be central to the curriculum.**

**Condition:** The education provider must revisit the programme documentation to clearly outline how theory and practice are integrated in both the theoretical and practical parts of the programme.

**Reason:** From the programme documentation and discussions with the programme team the visitors were unable to clearly determine how theory and practice were integrated in the programme and how this was informed through the design of the programme. This was due to the learning outcomes and the module descriptors provided being broad and generic. The visitors therefore require further evidence to demonstrate that this standard is being met.

#### **4.6 The delivery of the programme must support and develop autonomous and reflective thinking.**

**Condition:** The education provider must revisit the programme documentation to demonstrate how the programme develops autonomous and reflective thinking.

**Reason:** From the programme documentation and discussions with the programme team the visitors were unable to clearly determine how the design of the programme supports and develops autonomous and reflective thinking. This was due to the learning outcomes and the module descriptors provided being broad and generic. The visitors therefore require further evidence to demonstrate that this standard is being met.

#### **4.7 The delivery of the programme must encourage evidence based practice.**

**Condition:** The education provider must revisit the programme documentation to demonstrate how evidence based practice is encouraged within the programme delivery.

**Reason:** From the programme documentation and discussions with the programme team the visitors were unable to clearly determine how the design of the programme encourages evidence based practice. This was due to the learning outcomes and the module descriptors provided being broad and generic. The visitors therefore require further evidence to demonstrate that this standard is being met.

#### **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 revisit the module descriptors to clearly demonstrate that the learning and teaching approaches ensure that all appropriate learning outcomes are addressed within the programme.

**Reason:** From the documentation provided prior to the visit the visitors were unable to clearly determine the range of learning and teaching approaches used in the programme and how these ensured the delivery of the learning outcomes required to ensure a safe and effective practitioner. It was not always clear how the modules throughout the programme would be delivered. This was due to the learning outcomes and the module descriptors provided being broad and generic. From the information provided the visitors were also concerned about the balance between the delivery of generic skills and the profession specific skills required, as the time allocated to profession specific skills and contact hours appeared extremely limited in the programme. The visitors also noted that the delivery of a large number of these learning outcomes was expected to fall to the practice placement educators.

Therefore the visitors require further evidence in the form of revised module descriptors that clearly articulate the learning and teaching approaches for each module. This evidence should also demonstrate how the education provider ensures the delivery of the learning outcomes attributed to practice placement educators.

**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 clarify how they ensure that profession specific skills are protected given the high level of interprofessional learning built into the programme.

**Reason:** From the documentation submitted prior to the visit and discussions with the programme team it was apparent that there was a large amount of interprofessional learning within the programme. The visitors were concerned that the level of interprofessional learning built into the programme could compromise the unique professional components of each profession. The visitors therefore require evidence that clarifies how the profession specific skills are protected in the programme.

**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 provide further evidence of the placement arrangements for the programme.

**Reason:** In the documentation provided prior to the visit there were limited details regarding the status of the placement organisation for the programme. Due to this the visitors could not determine the number and range of placements that had been secured for students to attend. The visitors require clarification of the plans in place to identify placements for the programme. This evidence should demonstrate the placement numbers available in order to show the placement availability for students on the programme.

**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 revisit the time students spend on placement to demonstrate that students have sufficient time to develop profession specific skills in the programme.

**Reason:** From a review of the programme documentation and discussions at the visit it was clear that the total duration of placements in the programme was shorter compared to the MSc Rehabilitation (Physiotherapy) programme. The visitors noted that the students on this programme would be required to complete a written assessment rather than participating in a similar period of placement experience than the MSc Rehabilitation (Physiotherapy) students. The visitors require further evidence to confirm that the total placement duration ensures students have enough time to develop their profession specific skills on the programme.

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

**Condition:** The education provider must clearly articulate the plans to ensure that practice placement educators receive appropriate programme specific training.

**Reason:** From the documentation submitted and discussions with the programme team and placement providers it was not clear if there were arrangements in place for preparing practice placement educators to supervise students on the programme. These plans included training the placement educators on the programme requirements and finalising the documentation to be utilised by placement educators.

The visitors require further evidence that demonstrates the plans for delivering programme specific training to practice placement educators, the details of the commencement dates of this training and the content of the planned training.

**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 revisit the programme documentation to demonstrate how students and practice placement educators are fully prepared for placements in the programme.

**Reason:** From a review of the clinical handbook for the students and practice placement educators the visitors noted that it was not always clear how the learning outcomes demonstrated that standards of proficiency were being met in the programme, and therefore did not clearly communicate these requirements to students, practice placement educators and the education provider. This was due to the learning outcomes and the module descriptors provided being broad and generic. The visitors therefore require further evidence to demonstrate that this standard is being met.

**6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.**

**Condition:** The education provider must revisit the learning outcomes and module descriptors to clearly demonstrate how the learning outcomes ensure that the standards of proficiency are assessed within the programme.

**Reason:** From the documentation provided prior to the visit the visitors were unable to clearly link the successful attainment of the standards of proficiency to the learning outcomes within the module descriptors as these were broad and generic. The visitors also noted that the summative assessment of a large

number of the learning outcomes was expected to fall to the practice placement educators after formative assessments were carried out in the education provider setting. From a review of the information provided there was also a concern that students could take different pathways through the programme in both education provider and practice placement settings. The visitors did not receive clarification of how the education provider monitors the student route through the programme to ensure that the focus is not on specific specialties and therefore risking the scenario where all standards of proficiency are not met.

Therefore the visitors require further evidence in the form of revised module descriptors that clearly articulate where the standards of proficiency are assessed in the programme to ensure those who complete the programme are safe and effective practitioners. The visitors require further evidence that the link between formative assessments in the education provider setting and summative assessment on placements ensures all the standards of proficiency are met. This evidence should also demonstrate how the education provider ensures the content validity across the summative assessments and details of the overview mechanism that is in place to ensure that all the standards of proficiency are assessed despite different pathways through the programme.

#### **6.4 Assessment methods must be employed that measure the learning outcomes.**

**Condition:** The education provider must revisit the programme documentation to clearly demonstrate how the assessment methods ensure that the standards of proficiency are assessed within the programme.

**Reason:** From the documentation provided prior to the visit the visitors were unable to clearly link the successful attainment of the standards of proficiency to the learning outcomes within the module descriptors as these were broad and generic. The visitors also noted that the summative assessment of a large number of the learning outcomes was expected to fall to the practice placement educators after formative assessments were carried out in the education provider setting. From a review of the information provided there was also a concern that students could take different pathways through the programme in both education provider and practice placement settings. The visitors did not receive clarification of how the education provider monitors the student route through the programme to ensure that the focus is not on specific specialties and therefore risking the scenario where all standards of proficiency are not met.

Therefore the visitors require further evidence in the form of revised module descriptors that clearly articulate where the standards of proficiency are assessed in the programme to ensure those who complete the programme are safe and effective practitioners. The visitors require further evidence that the link between formative assessments in the education provider setting and summative assessment on placements ensures all the standards of proficiency are met. This evidence should also demonstrate how the education provider ensures the content validity across the summative assessment and an overview mechanism is in place to ensure that all the standards of proficiency are assessed despite different pathways through the programme.

## **6.5 The measurement of student performance must be objective and ensure fitness to practise.**

**Condition:** The education provider must revisit the programme documentation to clearly demonstrate how the measurement of student performance is objective within the programme and ensures fitness to practice.

**Reason:** From the documentation provided prior to the visit the visitors were unable to clearly link the successful attainment of the standards of proficiency to the learning outcomes within the module descriptors as these were broad and generic. The visitors also noted that the summative assessment of a large number of the learning outcomes was expected to fall to the practice placement educators after formative assessments were carried out in the education provider setting. From a review of the information provided there was also a concern that students could take different pathways through the programme in both education provider and practice placement settings. The visitors did not receive clarification of how the education provider monitors the student route through the programme to ensure that the focus is not on specific specialties and therefore risking the scenario where all standards of proficiency are not met.

Therefore the visitors require further evidence in the form of revised module descriptors that clearly articulate where the standards of proficiency are assessed in the programme to ensure those who complete the programme are safe and effective practitioners. The visitors require further evidence that the link between formative assessments in the education provider setting and summative assessments on placements ensures all the standards of proficiency are met. This evidence should also demonstrate how the education provider ensures the content validity across the summative assessment and an overview mechanism is in place to ensure that all the standards of proficiency are assessed despite different pathways through the programme.

## **6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.**

**Condition:** The education provider must clarify the arrangements for the external examiner for this programme.

**Reason:** From the documentation submitted it was not clear what arrangements were in place regarding an external examiner for this programme. The visitors require further evidence to demonstrate the arrangements in place to ensure that this standard is being met.

## Recommendations

### **4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.**

**Recommendation:** The visitors wished to recommend that the education provider should consider including the HPC Standards of conduct, performance and ethics in the reading list for the module descriptors.

**Reason:** From the documentation and discussions at the visit the visitors were happy that the requirements of HPC regarding conduct, performance and ethics were delivered to students in the programme. The visitors felt that the students would benefit from being directed towards the HPC publication by including the Standards of conduct, performance and ethics in the module descriptor reading lists.

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

**Recommendation:** The visitors wished to recommend that the education provider should consider exploring the idea of developing a placement assessment tool based around competencies specific to the programme.

**Reason:** From the documentation and discussions at the visit it was apparent that the education provider was using an existing assessment tool on placements that is used on the other occupational therapy programmes delivered at the education provider. The visitors noted that during the meeting with the practice placement educators they suggested that a new programme specific competency based assessment tool could be developed. The visitors would like to recommend that the education provider consider adjusting the assessment tool in this way and that they explore this possibility further with practice placement educators.

Bernadette Waters  
Joanna Jackson