

ANNUAL MONITORING OF ACCREDITED PRE-REGISTRATION PROGRAMMES

COMPILED ANNUAL MONITORING REPORT
FOR THE ACADEMIC YEAR 2017/18

www.rcot.co.uk

Tel: 020 7357 6480

© 2017 Royal College of Occupational Therapists Ltd. A registered charity in England and Wales (No. 275119) and in Scotland (No. SC039573) and a company registered in England (No. 1347374)

Royal College of
Occupational
Therapists



**REPORT OF THE ANNUAL MONITORING
OF ACCREDITED PRE-REGISTRATION PROGRAMMES
ACADEMIC YEAR 201718**

Contents

Introduction

Section 1 – Students and Teachers

Section 2 – Practice Education

Section 3 – Good Practice

INTRODUCTION

The Royal College of Occupational Therapists (RCOT) is responsible for the accreditation of pre-registration programmes delivered by higher education institutions (HEI). Programme accreditation is in accordance with the College's (2014) learning and development standards for pre-registration education and quality monitoring processes. Pre-registration programmes accredited by the Royal College of Occupational Therapists are approved by the World Federation of Occupational Therapists (WFOT) and are entered in the WFOT list of approved educational programmes which can be found on the WFOT website (www.wfot.org). The entries are updated as programmes are newly accredited or re-accredited.

Pre-registration programmes were delivered in 33 higher education institutions during 2017/18. They were distributed as follows:

England	27 HEIs	43 programmes
Northern Ireland	1 HEI	1 programme
Scotland	3 HEIs	6 programmes
Wales	2 HEIs	3 programmes
Total	33 HEIs	53 programmes

One new full time BSc (Hons) programme commenced at St George's University, London in September 2017 and two new MSc pre-registration programmes began at the University of Plymouth and York St John University.

Programme delivery was either by full-time, part-time or graduate entry accelerated attendance at a Higher Education Institution. The qualifications gained by the students ranged from a bachelor's degree with honours to a master's degree.

Annual Monitoring Reports were submitted by all HEIs for this monitoring period as required under the terms of RCOT accreditation. Fourteen **Full** reports (England 12; Scotland 2; Wales 1), seventeen **Light Touch** reports (England 15; Scotland 1; Wales 1) and five **Intake and Departure** reports (England 4; Ireland 1) were received. The following report has been compiled based on the information submitted within those reports.

The RCOT continues to review and evaluate the value and purpose of the data requested from programme teams in producing this combined report. Should you wish to provide any feedback, please contact the RCOT Education & Research Department (clair.parkin@rcot.co.uk).

The RCOT has reviewed the annual quality monitoring reports for the 2017/18 monitoring period, and confirms the ongoing accredited status of all pre-registration programmes.

SECTION 1 – Students and Teachers

During this monitoring year five pre-registration programmes were successfully re-accredited and three new programmes gained accredited status at a total of eight HEIs.

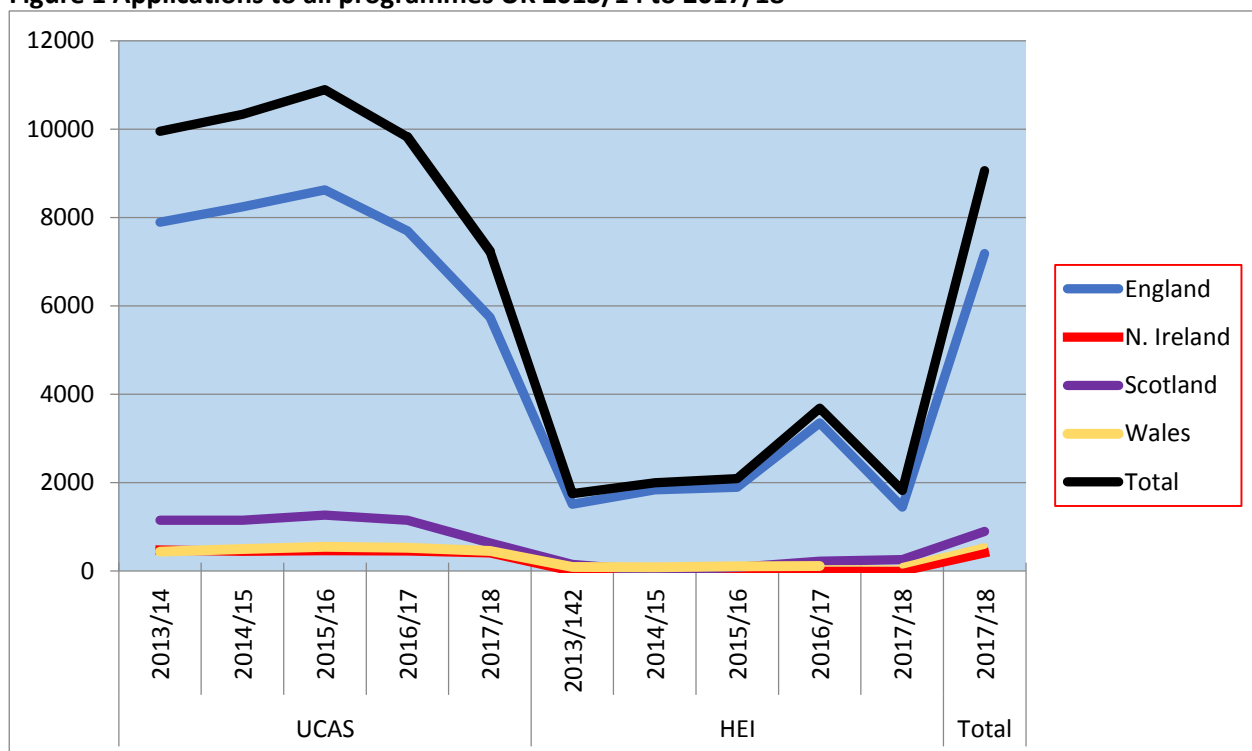
1.1 Applications and funding

There were a total of 2527 RCOT approved (validated) places on pre-registration programmes; 474 (19%) validated places were not utilised.

NHS and Government funding and bursaries ceased in 2017 in England and prospective occupational therapy students applied for student loans. In Northern Ireland the Department of Health and Social Services and Public Safety (DHSSPS) continued to fund students as long as they had lived there for three years; in Scotland the Students Award Agency Scotland (SAAS) funded Scottish occupational therapy students to study on Scottish university programmes and in Wales the Workforce Education and Development Services (WEDS) provided funding for study there.

Where known, 7234 applications were made via UCAS and 1824 directly to HEIs. This is a significant reduction on 2016/17 where there were 9818 UCAS applications and 3688 direct applications, which may be attributable to the loss of government and NHS funding in England. 2043 students were allocated places. 2053 students enrolled at the start of the academic year, which included those who had been allocated places during the UCAS clearing process.

Figure 1 Applications to all programmes UK 2013/14 to 2017/18



1.2 Selection Process

Selection interviews were undertaken at HEIs, either in groups or individually, throughout England, Scotland and Wales. The Northern Ireland HEI continued to use the Health Professions Admissions Test.

In England, Scotland and Wales service users, carers and practice educators were involved in the shortlisting and selection processes of candidates at most HEIs. The recruitment processes included group tasks, written tasks, individual interviews and paper based applications or a combination of some of these elements.

Applicants were selected using values based principles and these criteria were explored more fully in face to face interviews.

Figure 2 Student intake to all pathways 2017/18

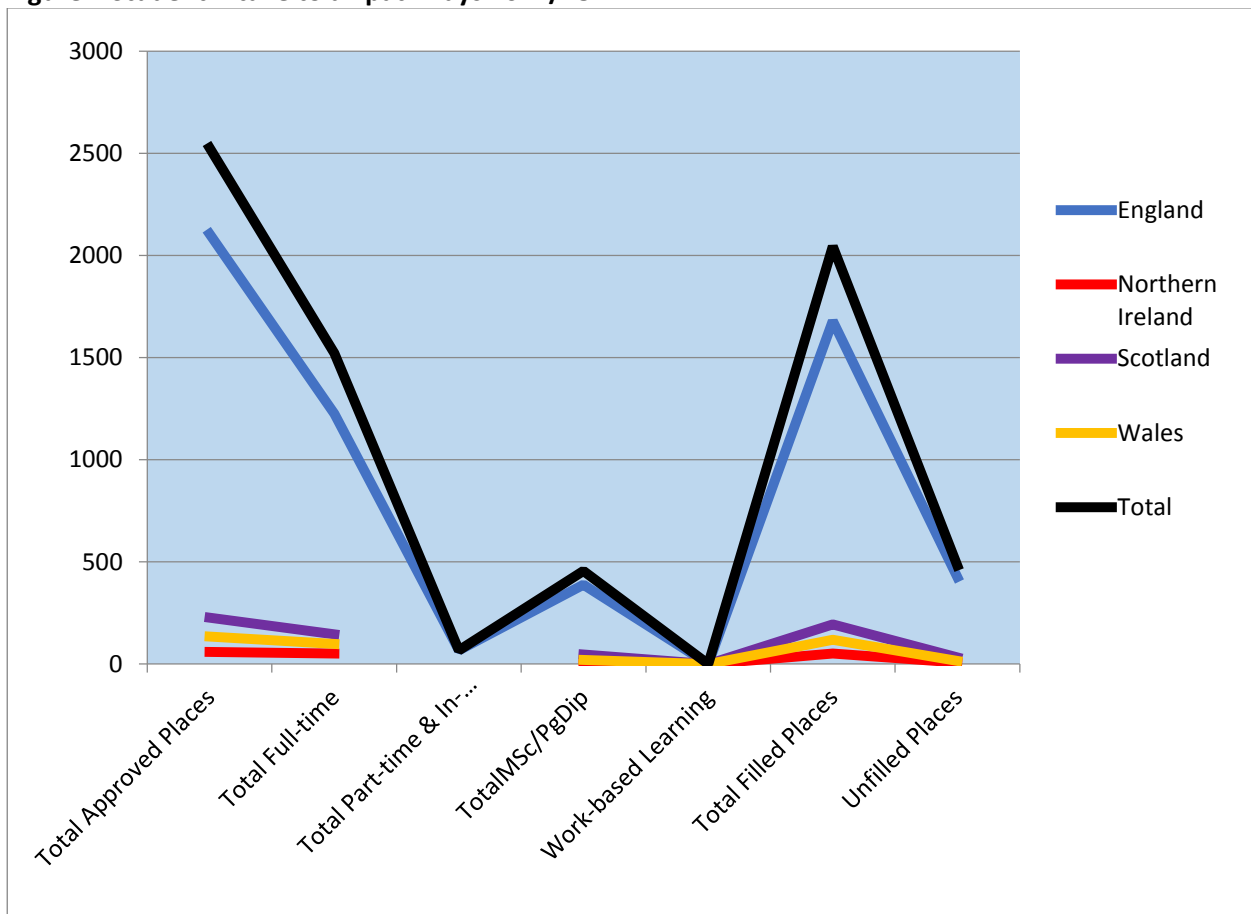
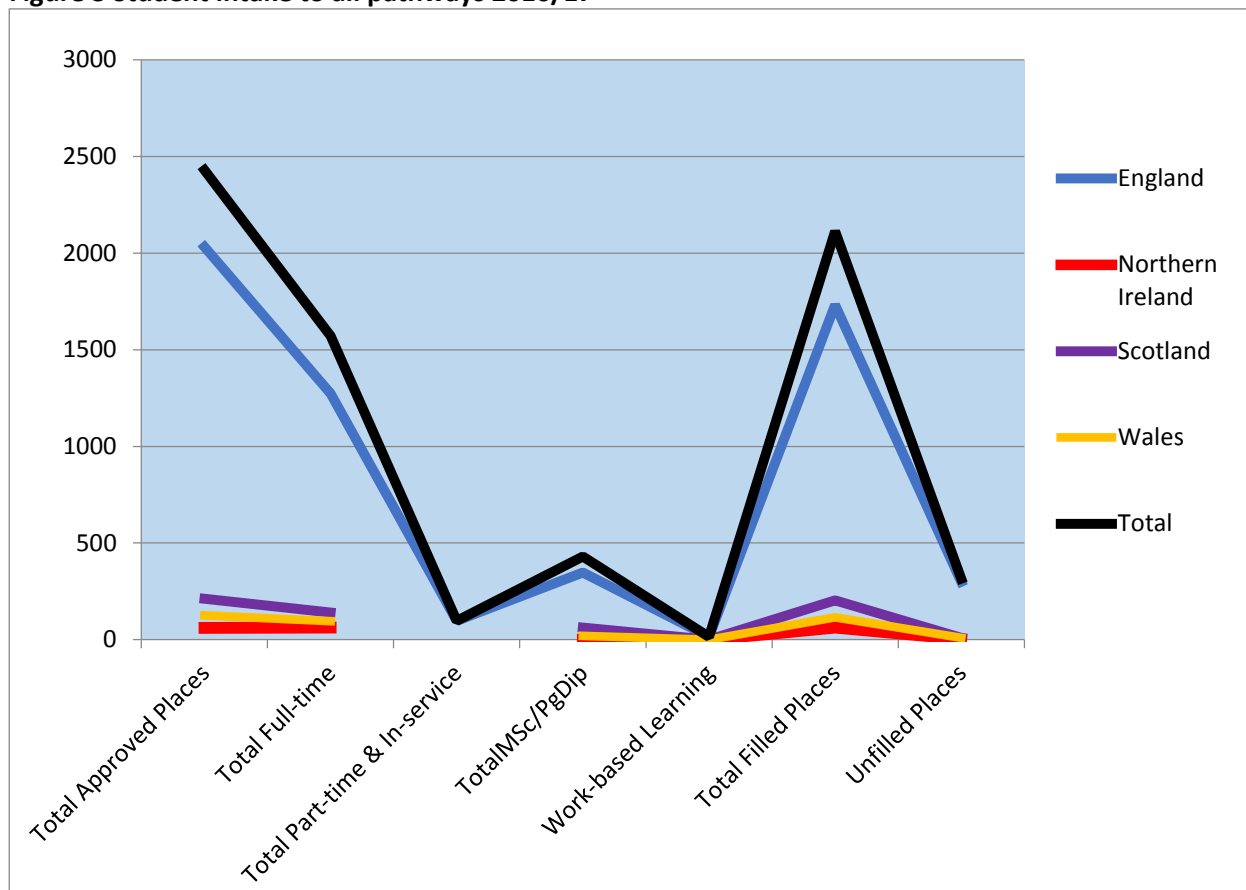


Figure 3 Student intake to all pathways 2016/17



1.3 Age and gender profile of new students 2017/18

Full-time undergraduate programmes across the UK attracted more students in the 21 to 29 age than any of the other age range categories (39%), closely followed by the under 21s who represented 38% of the cohort; and the 30 plus age range 23%.

Part time undergraduate programmes in England attracted more students from the 30 to 39 age range than any other age group (40%), followed by the 21-29 age groups who made up 33% of the cohort, with the 40 plus age group making up a further 27%.

On the graduate entry programmes across the UK, 78% of the students were aged between 21 and 29, 21% were 30 years and above and less than 1% were under 21.

The gender profile of the new students for this period was 86% female (n=1756) and 14% male (n=297).

1.4 Ethnicity and Disability

Ethnicity

In 2017/18, 23% of new students were from the Black and Minor Ethnic communities. This is a 6% increase on the previous monitoring period. In England 26% of students were of black and minority ethnicity, in Ireland 2%, in Scotland 14% and in Wales 6%.

Disability

In 2017/18, 21% of new students disclosed a disability, an increase of 3% from the previous monitoring period. Students in England accounted for 21% of this group, in Ireland 4%, in Scotland 18% and in Wales 22%.

1.5 Previous qualification

28% of all new students in 2017/18 held a previous qualification (minimum undergraduate degree), including 1.62% of students who enrolled on the undergraduate programmes who had a previous higher education qualification.

All students who accessed the graduate entry accelerated programmes held a minimum of a previous undergraduate qualification, and a number of them also had postgraduate qualifications and PhDs.

1.6 Teaching staff

All HEIs were able to demonstrate that programmes were led by suitably qualified occupational therapists with the relevant experience and expertise to support the learning required for students to qualify for professional practice.

Twenty two programmes reported changes to their teaching teams during this monitoring year. In most cases staffing levels were maintained overall and new staff were recruited to take the place of those who had retired or moved. External examiners did raise concerns over staff workloads particularly where staff were not replaced immediately.

The reports also showed that staff are involved in professional development activities, including research, studying for higher degrees, delivering short courses, supporting PhD students and attending conferences and regional occupational therapy meetings.

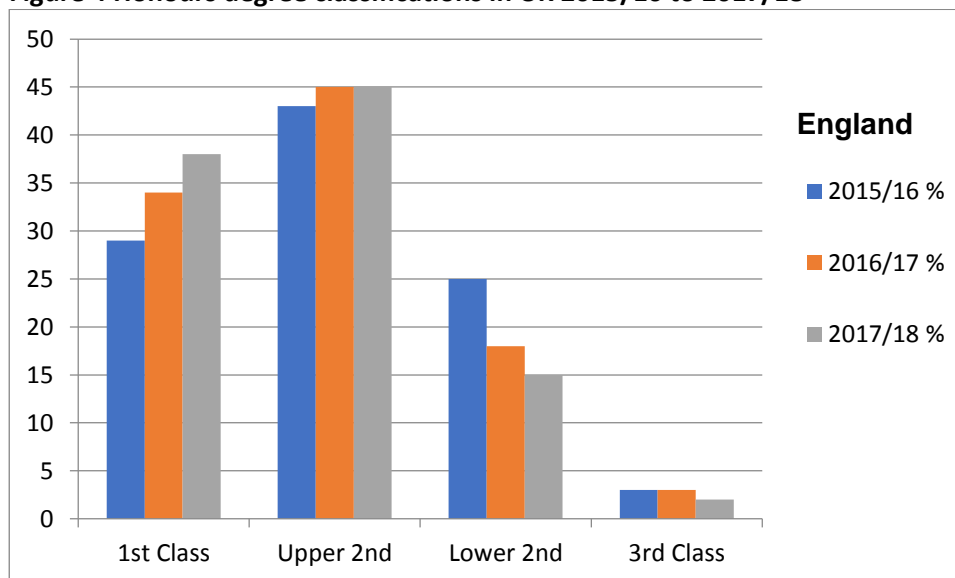
1.7 Learning resources

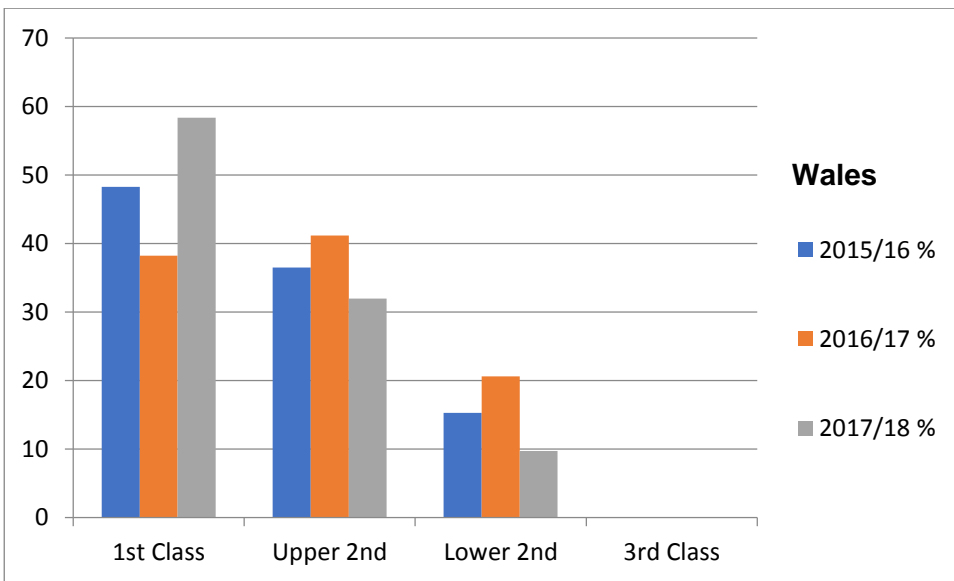
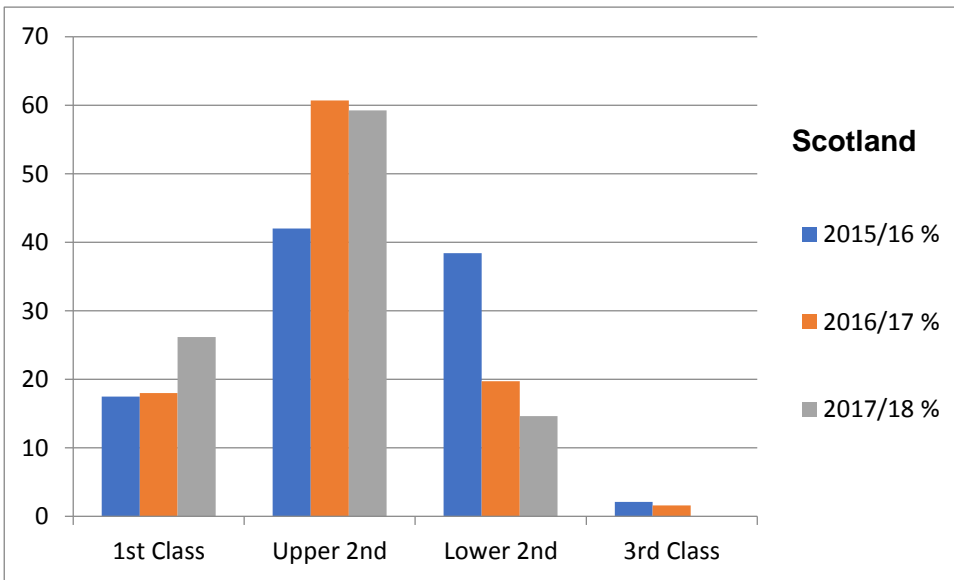
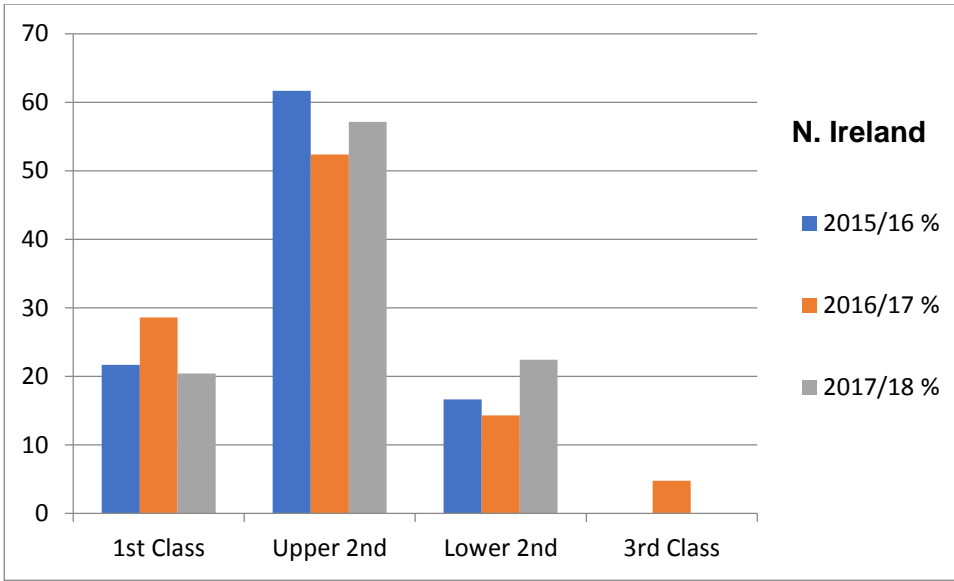
All programmes confirmed access to adequate and appropriate learning resources. One programme team noted that there was limited access to technician support.

1.8 Qualifications

1509 graduates qualified with a pre-registration occupational therapy qualification in the UK in 2017/18, 1238 were awarded BSc (Hons) and 274 secured postgraduate awards. In 2016/17, the total number of graduates was 1613, and in 2015/16 there were 1788.

Figure 4 Honours degree classifications in UK 2015/16 to 2017/18





1.9 National attrition rate: Loss to programmes through voluntary or involuntary withdrawal

The national attrition rate for 2017/18 was 7.09%, a slight increase on 2016/17 when it was 6.9%, but a decrease on the 2015/16 rate of 8.5%.

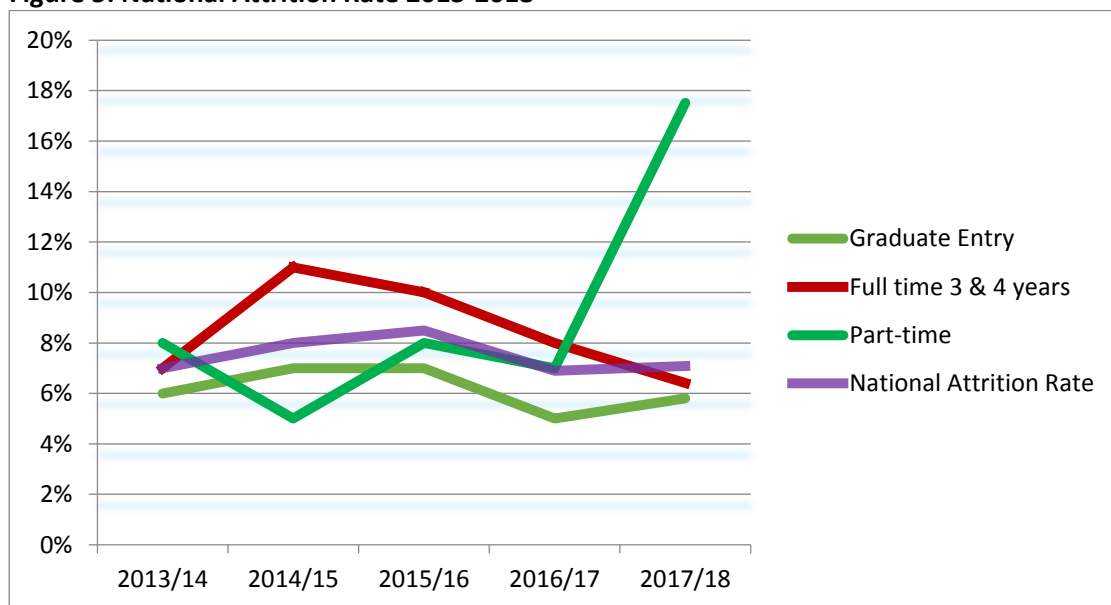
The national full time programme attrition is 6.41%, down from 8% in the previous year. Full time programme attrition by country is: 8.59% in England, 3.13% in NI, 3.55% in Scotland and 4.43% in Wales.

England is the only country that continues to deliver the part time route with four programmes for which the attrition rate is 17.51%, 10% higher than in 2016/17. This is partly accounted for by two programmes no longer recruiting and also by the low numbers of students on part time programmes so the percentage appears high.

Nationally the graduate entry attrition rate is 5.81%, which is less than 1% higher than 2016/17. Graduate entry programme attrition by country is: 6.13% in England, 2.5% in Scotland and 5% in Wales. There is no graduate entry programme in Northern Ireland.

The most common reason for temporary and permanent student withdrawal was for 'personal reasons' (28%). Health (22%) and academic failure (21%) were the next two most commonly given reasons.

Figure 5: National Attrition Rate 2013-2018



1.4.1 As in previous years, high attrition rates (above 10%) were seen in some programmes. In response, teams developed numerous strategies to deal with these including:

- More robust selection processes to ensure that the right students are offered places on the course
- Enhanced collegiality and staff support for students particularly around assessments
- Clear processes for attendance monitoring and contact with personal academic tutors
- Peer assisted learning and buddying schemes
- Working closely with student support and wellbeing services to ensure students who are experiencing personal difficulties outside of their programme have access to specialist support services, such as disability and study skills teams.

1.10 Graduate destinations

First post destinations of graduates remain difficult to report on as the information is not always available. Those programmes (N= 34) that were able to provide information reported approximately 81% of graduates gaining employment with an Occupational Therapist job title. Seven individual programmes reported that 100% of their graduates were successful in gaining an occupational therapy post and another eight programmes confirmed that over 90% of their graduates were in occupational therapy posts.

A further 14% were employed in non-occupational therapy posts but using their occupational therapy skills. Examples of these roles are nursery practitioner, residential care workers, support worker and mental health counsellor. Further evidence provided by some programme teams confirmed a small number of students going onto further study and research.

These figures are similar to those of the previous monitoring year where 87% secured occupational therapy roles and a further 10% were employed in non OT roles where they use their OT skills.

1.11 RCOT membership and professional body engagement

71% of all students (new and continuing) and 90% of Occupational Therapy staff were BAOT members during 2017/18. There are active BAOT student groups or Occupational Therapy societies at 7 HEIs.

In addition some students were involved in showcase displays during OT Week and others attended and presented at the RCOT conference, as well as at regional sub group meetings. The RCOT Education Liaison Officer also visited the students on many of the occupational therapy programmes to demonstrate the benefits of being a member of the RCOT and to recruit new members. There has been a slight increase (7%) in student members since the 2016/17 academic year.

Staff BAOT members were engaged with the work of the professional body as BJOT reviewers, Specialist Section committee members and College Board members and accreditors. Many of them presented at the RCOT annual conference.

SECTION 2 – Practice Education

2.1 Availability of practice learning opportunities

The number of placements undertaken in health settings accounted for 76% of total placements, while social care placements accounted for 4%, emergent and other settings 19 % and overseas placements 1%. Role emergent placements took place in charity organisations including homeless centres, agricultural and gardening projects and refugee centres.

Cancellation of placements by placement providers stood at 9%. The most common reasons for placements being cancelled was due to service redesign and staff shortages.

2.2 Quality assurance of practice education

All HEIs offer an accreditation scheme for practice educators either via APPLE, or through their own accreditation training packages, or via the experiential route. They also run practice placement educators' courses and workshops.

All students complete a placement evaluation form that is reviewed by the placement tutor. Most placement sites also have their own evaluation and exit interview. Specific concerns are fed back to the placement site manager by the placement tutor. Where a placement has been particularly difficult for a student or a Practice Educator (or both), a follow up visit is undertaken by the Practice Placement Co-ordinator to review the experience and identify any changes that may need to be made for future placements within that setting.

SECTION 3 – Good Practice

3.1 Areas of good practice

There were many examples of good practice highlighted by students, external examiners, practice partners, service users and accreditors in relation to particular programmes during this monitoring year. Some of these included:

- Innovative sessions taught by people with lived experience of mental health issues, domestic violence and the transgender community, bringing the experience of being exposed to these marginalized narratives and perspectives to the programme.
- Assessment for modules was rigorous and varied in nature, enabling students with different learning needs to demonstrate their learning effectively across the programme.
- Examiners consistently commented on the quality of tutor feedback and feedforward in the marking process which was received positively by the students.
- The range of extra curricula opportunities provided for students.
- The quality of feedback provided to students.
- The responsiveness of the programme team to the feedback of students and Practice Educators in supporting continuous improvement.
- The scholarship and research led teaching and contribution to the professional body activities of the programme.