

ANNUAL MONITORING OF ACCREDITED PRE-REGISTRATION PROGRAMMES

COMPILED ANNUAL MONITORING REPORT
FOR THE ACADEMIC YEAR 2016/17

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Royal College of
Occupational
Therapists



REPORT OF THE ANNUAL MONITORING OF ACCREDITED PRE-REGISTRATION PROGRAMMES ACADEMIC YEAR 2016/17

Contents

Introduction

Section 1 – General summary

- Applications and recruitment
- Gender and age profile of new students
- Qualifications
- National attrition rate
- Graduate destinations
- Practice education
- Continuing staff professional development
- Issues of concern
- Areas of good practice

Section 2 – Recruitment, funding and student profiles

- Student places and funding;
- Applications via UCAS;
- Applications made direct to HEIs;
- Student interviews;
- Student intake;
- New students' profile (gender; age; ethnicity; disability; previous qualification)

Section 3 – Quality Monitoring

- Qualifications awarded;
- Attrition;
- Graduate destinations;
- Practice education;
- Learning and teaching and Assessments

Section 4 – Resources

- Teaching staff profiles and engagement in CPD;
- Teaching complement;
- Learning resources

Section 5 – Quality enhancement (areas of 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 32 higher education institutions during 2016/17. They were distributed as follows:

England	26 HEIs	40 programmes The accredited BSc (Hons) work based learning programme at Sheffield Hallam University is in its final year as they are moving to a BSc (Hons) apprenticeship subject to IFA approval and RCOT accreditation.
Northern Ireland	1 HEI	1 programme
Scotland	3 HEIs	6 programmes
Wales	2 HEIs	3 programmes
Total	32 HEIs	50 programmes

One new full time BSc (Hons) programme was accredited at St George's University, London for delivery from September 2017.

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. The following report has been compiled based on the information submitted within the 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 2016/17 monitoring period, and confirms the ongoing accredited status of all pre-registration programmes.

This report contains 5 sections.

Section 1 is a summary of issues that emerged from the annual reports and student data returns received from the HEIs. This section also includes areas of good practice that were highlighted by stakeholders during evaluation of the monitoring period.

Section 2 shows the trends in the profile of new students enrolled in RCOT accredited pre-registration occupational therapy programmes in England, Northern Ireland, Scotland and Wales for the academic year 2016/17. It also provides the student intakes to the various types of programmes in comparison to previous years.

Section 3 is the quality monitoring report of all accredited programmes. This section contains the national attrition rate, an overview of the qualifications awarded during the monitoring period and the graduate destinations. This section also includes specific comments on programme delivery, teaching and learning and assessments.

Section 4 deals with learning resources, outlines the profile of the teaching staff and highlights any issues about availability of resources.

Section 5 deals with quality enhancement and summarises the areas of good practice highlighted in the annual reports and external examiners' reports.

SECTION 1 - GENERAL SUMMARY

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

1.1 **Applications and funding**

There were a total of 2429 RCOT approved (validated) places on pre-registration programmes. Of the 2429, 2221 were allocated funding from NHS/Government bodies and 37 were funded by other sources. 171 (7%) validated places were not utilised.

Where known, 9818 applications were made via UCAS and 3688 directly to HEIs. 2082 students were allocated places. 2113 students took up their places (enrolled) at the start of the academic year, which included those who had been allocated places during the UCAS clearing process. 26 students did not start.

1.2 **Gender and age profile of new students**

The gender profile of the new students for this period was 89% female (n=1840) and 11% male (n=242).

In 2016/17 42% of the students were in the 21 to 29 age group (N=1381), with the 30 years plus age group accounting for 27% (N=538) and the under 21s showing a reduction of 10% from the previous year, with a total of 31% (N=632).

1.3 **Qualifications**

1781 graduates qualified with a pre-registration occupational therapy qualification in the UK in 2016/17, 1430 were awarded BSc (Hons) and 351 secured postgraduate awards. In 2015/16, the total number of graduates was 1788, and in 2014 there were 1673.

1.4 **National attrition rate**

The national attrition rate for 2016/17 was 6.93%. In 2015/16 the national attrition rate was 8.5% and 8% in 2014/15.

The national full time programme attrition is 10%, down from 11% in the previous year. Full time programme attrition by country is: 7% in England, 2% in NI, 9% in Scotland and 8% in Wales.

The national part time programme attrition is 7%, which is 1% lower than in 2015/16. England is the only country that continues to deliver the part time route with five programmes.

Nationally the graduate entry attrition rate is 4%, which is lower than the previous year. Graduate entry programme attrition by country is: 4% in England, 8% in Scotland and 9% in Wales. There is no graduate entry programme in Northern Ireland.

Section 3.2 provides further information on attrition for this monitoring period.

1.5 **Graduate destinations**

The majority of graduates (87.5%) secured employment in occupational therapy roles with a further 10% gaining employment in non OT posts but using OT skills. Further evidence provided by some programme teams confirmed a small number of students going onto further study/research. These figures are similar to those of the previous monitoring year where 75.3% secured occupational therapy roles and a further 11.14% were employed in non OT roles where they use their OT skills.

1.6 Practice education

The APPLE accreditation programme for practice educators (PEs) is being reviewed in 2018/19 but programme teams at HEIs continue to provide relevant and appropriate training for all of their new and experienced PEs, to ensure that practice placements remain of a very high standard.

1.7 RCOT membership and professional body engagement

64% of all students (new and continuing) and 89% of Occupational Therapy staff were BAOT members during 2016/17. 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 other regional sub group meetings. The RCOT Education Liaison Officer also visited many of the universities with occupational therapy programmes to demonstrate the benefits of being a member of the RCOT and to recruit new members.

Programme teams also contributed articles and acted as reviewers for BJOT; some were also members of the RCOT Publications Group and of Specialist Sections. Many of them presented at the RCOT annual conference.

1.8 Continuing staff professional development

All occupational therapy staff continued to be engaged in continuing professional development or scholarly activity. Teams reported faculty wide support for staff development with a variety of opportunities being made available. Approximately 71% of Occupational Therapy staff were engaged in research activity, such as ongoing training and PhDs, as well as HEA Fellowships and research for publications.

1.9 Issues of concern that emerged from the annual reports

Student numbers (RCOT membership, increase in cohort sizes, reporting on validated and actual numbers)

There were large variations in student take up of membership across programmes. Five HEIs continued to pay the membership fee for their students. A further seven programmes have made RCOT membership compulsory for students in order to benefit from the professional indemnity insurance, where the University's insurance does not cover students on placement.

The Annual Monitoring Report form asks for details about each programme's validated number. This should be the maximum number of places available to students enrolling in year 1 of the programme and is the number that is provided to the RCOT at the time of accreditation. In some cases the number of students who enrolled, exceeded the programme's validated number. In these instances programme teams were asked to submit a major change request to the RCOT Education & Research Department for assessment of viability, and approval of the increase if it is shown that RCOT Standards can be maintained. This has most occurred when programme teams are being required to increase their student intake as a result of the changes to AHP pre-registration funding and the removal of the cap on student places.

Staffing levels

This monitoring period saw a number of concerns raised by external examiners about fluctuations in staffing levels and the lack of a suitable staffing and resource strategy being in place to address this. Issues were raised regarding the impact on the workload and scholarly activity of remaining staff teams. Where this was noted, programme teams were required to provide a response as to how the learning and development standards were continuing to be met.

Attrition rates

As in previous years, high attrition rates (above 9%) 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 **Areas of good practice**

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

- 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
- Inter -professional approach to occupational therapy education, which included collaboration with service users, practice placement educators and specialist guest speakers in on campus learning
- The development of training in motivational interviewing
- A number of Universities hosted their own student conferences or symposiums which focussed on innovative practice for students.

SECTION 2 – RECRUITMENT, FUNDING AND STUDENT PROFILES

2.1 **Student places and funding**

The funding agencies for student places remained the same as the previous monitoring year for the four countries. The main funding agencies were Health Education England in England; the Department of Health and Social Services and Public Safety (DHSSPS) in Northern Ireland; the Students Award Agency Scotland (SAAS) in Scotland and the Workforce Education and Development Services (WEDS) in Wales.

Table 1 shows the number of commissioned places, split to show the number of commissioned places by the main funding agencies mentioned above and other sources of funding. The 'other' category includes self-funding and overseas students.

Table 1 Funded places – all pathways (2012/13 – 2016/17)

Country	Funded 2013/14		Funded 2014/15		Funded 2015/16		Funded 2016/17	
	Health	Other	Health	Other	Health	Other	Health	Other
England	1503	56	1532	102	1642	83	1840	30
Northern Ireland	60	0	54	0	54	0	60	0
Scotland	136	40	123	66	131	67	204	2
Wales	91	15	89	10	113	9	117	5
TOTAL	1790	111	1798	178	1940	159	2221	37

NHS funded student places saw an increase from the previous year in all four countries. 'Other' funded student places decreased in England, Scotland and Wales. There were no 'other' funded places in Northern Ireland.

Table 2 shows the number of funded places for each pathway in the 4 countries in 2016/17. The figures have been split to show the number of commissioned places by NHS/Government and other sources of funding.

Table 2 Breakdown of funded student places by pathway (2016/17)

Country	Undergraduate Full-time		Undergraduate Part-time & In-service		Postgraduate (pre-reg)		Undergraduate Work-based Learning		Total	
	NHS	Other	NHS	Other	NHS	Other	NHS	Other	NHS	Other
England	1380	17	77	0	368	13	15	0	1840	30
Northern Ireland	60	0	0	0	0	0	0	0	60	0
Scotland	143	2	0	0	61	0	0	0	204	2
Wales	97	0	0	0	20	5	0	0	117	5
Total	1680	19	77	0	449	18	15	0	2221	37

2.2 **Recruitment**

2.2.1 **Applications**

Applications to the majority of full time undergraduate programmes were made through the Universities and College Admissions Service (UCAS). The applications via UCAS and those made directly to the HEI are shown in table 3.

The total number of applications made to occupational therapy programmes in 2016/17 was 13506. This was an increase of 525 applications on the previous year.

In 2016/17, there was an increase in the number of direct applications to HEIs in England and Scotland and Wales but a decrease in the UCAS applications compared to the previous year for all four countries, most notably England.

Table 3 Applications to all programmes UK 2012/13 to 2016/17

Country	UCAS					HEI					Total combined applications
	2012/13	2013/14	2014/15	2015/16	2016/17	2011/12	2012/13	2013/14	2015/16	2016/17	
England	7788	7892	8240	8622	7694	1570	1514	1837	1897	3349	11043
N. Ireland	558	473	450	460	452	0	0	0	0	0	452
Scotland	642*	1150	1148	1263	1147	89*	147	77*	86	223	1370
Wales	323	438	494	546	525	159	92	82	107	116	641
Total	9311	9953	10332	10891	9818	1818	1753	1996	2090	3688	13506

*Glasgow Caledonian University were unable to provide numbers of applications to their programmes.

Table 4 shows the number of applications per student place. The number of applicants to places across all 4 countries has decreased somewhat during this monitoring period.

Table 4: Number of applications per student place

Country	2012/13	2013/14	2014/15	2015/16	2016/17
England	6	6	5	6	5.5
Northern Ireland	10	8	7.5	8.5	7.5
Scotland	4*	7	6*	7	6.5
Wales	5	5	5	6	5.1

*Glasgow Caledonian University were unable to provide numbers of applications to their programmes.

2.2.2 Student interviews

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 value based principles and these criteria were explored more fully in face to face interviews.

2.2.3 Student intake

In 2016/17 87% of the total available validated places were filled on pre-registration programmes. This is a decrease of 2% on the 2015/16 figures which is due to the removal or decrease in student funded places over programmes' accreditation periods. Where HEIs were unable to offer places to fee paying or other funded students, these validated places were also left unallocated.

Table 5 Student intake to all pathways 2011/12 to 2016/17(UK)

Academic Year	Approved Places	Total Intake	Full-time	Part-time & In-service	Accelerated Graduate Entry	Work-based Learning	Unfilled Places
2011/12	2287	1972 (86%)	1481	156	335		315
2012/13	2252	1971 (88%)	1441	160	355	15	281
2013/14	2223	1912 (86%)	1452	124	336		311
2014/15	2231	1976 (89%)	1454	112	395	15	255
2015/16	2339	2073 (89%)	1640	85	397		266
2016/17	2429	2113 (87%)	1599	97	422	15	316

Tables 6 to 8 show the student intake to each pathway by country over the past 3 years.

Table 6 Student intake to each pathway in each UK country 2014/15

Country	Approved Places	Full-time	Part-time & In-service	Accelerated Graduate Entry	Work-based Learning	Total	Unfilled Places
England	1867	1183	112	324	15	1634	233
Northern Ireland	60	54	0	0	0	54	6
Scotland	194	136	0	53	0	189	5
Wales	110	81	0	18	0	99	11
Total	2231	1454	112	395	15	1976	255

Table 7 Student intake to each pathway in each UK country 2015/16

Country	Approved Places	Full-time	Part-time & In-service	Accelerated Graduate Entry	Work-based Learning	Total	Unfilled Places
England	1959	1303	85	327	0	1715	244
Northern Ireland	60	56	0	0	0	56	4
Scotland	200	140	0	49	0	189	11
Wales	120	92	0	21	0	113	7
Total	2339	1591	85	397	0	2073	266

Table 8 Student intake to each pathway in each UK country 2016/17

Country	Approved Places	Full-time	Part-time & In-service	Accelerated Graduate Entry	Work-based Learning	Total	Unfilled Places
England	2032	1273	97	348	15	1733	299
Northern Ireland	60	62		0	0	62	+2
Scotland	212	141		62	0	203	9
Wales	125	95		20	0	115	10
Total	2429	1571	97	430	15	2113	316

New students' profile**2.3.1 Gender**

89% of the new occupational therapy student population in the United Kingdom in 2016/17 were female with the male population remaining at 11%.

Table 9 Gender profile of new students for Academic Years 2012/13 to 2016/17 (UK)

Academic Year 2016/17	BSc (Hons) Full-time	BSc (Hons) Part-time & In-service	MSc/PgDip	Work based (Grantham only)	Total
Female	1425	75	356	14	1870 (89%)
Male	181	15	46	1	243 (11%)
Total	1606	90	402	15	2113

Academic Year 2015/16	Full-time	Part-time & In-service	Accelerated Graduate Entry	Work based (Grantham only)	Total
Female	1398	91	351	0	1840 (89%)
Male	173	14	46	0	233 (11%)
Total	1571	105	397	0	2073

Academic Year 2014/15	Full-time	Part-time & In-service	Accelerated Graduate Entry	Work based (Grantham only)	Total
Female	1321	83	348	14	1766 (90%)
Male	140	21	42	1	204 (10%)
Total	1461	104	390	15	1970

Academic Year 2013/14	Full-time	Part-time & In-service	Accelerated Graduate Entry	Work based (Grantham only)	Total
Female	1297	126	304	0	1727(90%)
Male	135	18	32	0	185 (10%)
Total	1432	144	336	0	1912

Academic Year 2012/13	Full-time	Part-time & In-service	Accelerated Graduate Entry	Work based (Grantham only)	Total
Female	1218	120	313	13	1664 (84%)
Male	123	22	42	2	189 (10%)
Not specified*	100	18	0	0	118 (6%)
Total	1441	160	355	15	1971

*Not specified: where gender data was not recorded or collected

2.3.2 Age

Table 10 shows the age distribution of students enrolled in occupational therapy programmes for the last five years.

Table 10 Age profile of new students 2012/13 – 2016/17 (UK)

Age range	2012/13	2013/14	2014/15	2015/16	2016/17
Under 21 years	38%	33%	36%	34%	30%
21 – 29 years	34%	40%	40%	40%	40%
30 years and above	28%	27%	24%	24%	26%
Unknown	0	0	0	2%	4%

Full-time undergraduate programmes across the UK attracted more students who are under 21 years of age than any of the other age range categories (32%). Full time undergraduate students in the 21-29 age range represented 26% of the cohort; and the 30 plus age range 19%.

Part time undergraduate programmes in England attracted more students from the 30 to 39 age range than any other age group – 38%, closely followed by the 40+ age group who made up 33% of the cohort, with the 21-29 age group making up a further 28% and the under 21s only 1%.

On the graduate entry programmes across the UK, 77% of the students were aged between 21 and 29, 22% were 30 years and above and only .7% were under 21.

Ethnicity and Disability

The figures for ethnicity and disability reflect the information that has been reported to us by HEIs. Unfortunately, some HEIs do not record this information and others do not pass it on to us.

2.3.3 Ethnicity

In 2016/17, 17% of new students were from the Black and Minor Ethnic communities. This is a 2% increase on the previous monitoring period. In England 20% of students were of black and minority ethnicity, in Ireland 0%, in Scotland 11% and in Wales 7%.

2.3.4 Disability

In 2016/17, 18% of new students disclosed a disability, a decrease of 1% from the previous monitoring period. Students in England accounted for 21% of this group, in Ireland 3%, in Scotland 12% and in Wales 7%. Those related to specific learning difficulties such as dyslexia, dyspraxia or AD(H)D were the most common (51%), followed by mental health conditions such as depression, schizophrenia or anxiety disorder (20%).

2.3.5 Previous qualification

29% of all new students in 2016/17 held a previous qualification (minimum undergraduate degree), including 1.25% 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.

SECTION 3 – QUALITY MONITORING

3.1 Qualifications awarded

In 2016/17, 1613 students from across the UK qualified with an entry level occupational therapy qualification.

Of those, 1283 qualified with an undergraduate honours degree; 32% were awarded a First Class degree (England = 27%; N. Ireland = 19%; Scotland = 18%; Wales = 38%). The majority (39%) of UK graduates gained an Upper Second Class degree (England = 37%; N. Ireland = 36%; Scotland = 61%; Wales = 41%). These figures are based on information provided by HEIs.

330 graduates qualified with a postgraduate qualification: 246 Master's and 84 Postgraduate Diplomas. Of those who qualified with a Master's degree 17% were awarded 'Distinction', 43% 'Merit' and 40% 'Pass' grades.

Tables 11 and 12 show the degrees awarded in the four countries and the breakdown of the honours degree classification. There is a reduction of 10.2% in undergraduate awards and of 8.07% in postgraduate degrees awarded in 2016/17 compared to 2015/16.

Table 11 Qualifications awarded in 2013/14 – 2016/17

Country	BSc (Hons) OT				Pg Dip / MSc OT			
	2013/14	2014/15	2015/16	2016/17	2013/14	2014/15	2015/16	2016/17
England	1127	1135*	1141*	1046	235	255	299	256
N. Ireland	51	42	60	42	0	0	0	0
Scotland	128	129	143	127	45	153	32	57
Wales	77	67	85	68	37	88	28	17
TOTAL	1383	1373	1429	1283	317	1673	359	330

*London South Bank University were unable to provide a breakdown of qualifications awarded to some of their students. (For the 2015 year, this includes 5 students)

Table 12 Honours degree classifications in UK 2013/14 to 2016/17

Country	First Class				Upper Second				Lower Second				Third Class			
	2013/14	2014/15	2015/16	2016/17	2013/14	2014/15	2015/16	2016/17	2013/14	2014/15	2015/16	2016/17	2013/14	2014/15	2015/16	2016/17
England	329	340*	331*	351	522	456*	485*	477	251	260*	283*	183	25	47*	37*	34
N. Ireland	10	19	13	12	35	22	37	22	6	1	10	6	0	0	0	2
Scotland	15	18	25	23	64	66	60	77	43	42	55	25	6	3	3	2
Wales	39	30	41	26	22	24	31	28	15	12	13	14	1	1	0	0
TOTAL	393	407	410	412	643	568	613	604	315	315	361	228	32	51	40	38
TOTAL (%)	28 %	30%	29%	32%	46%	41%	43%	47%	23%	23%	25%	18%	2%	4%	3%	3%

*London South Bank University were unable to provide a breakdown of qualifications awarded to some of their students. (For the 2015/16 year, this includes 5 students)

3.2 Attrition

The national attrition rate for 2016/17 is 6.9%, which is a decrease of 1.6% from the previous year.

Across the UK, full time undergraduate programmes had an attrition rate of 8%; part time 7%, with the graduate entry route at 5%. The full time route saw a decrease in attrition during this monitoring period of 2% and the part time route a decrease of 1%; graduate entry attrition also decreased by 2%.

The majority of students who temporarily withdrew from their programme returned to complete their studies within the maximum period of registration. Where extensions to students' programmes beyond the maximum set by the College were requested, they were dealt with in accordance with the College's (2014) Learning and Development Standards for Pre-registration Education. In 2016/17 nine requests for extensions were received of which seven were approved.

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.

Table 13 Attrition rates for all pathways in UK 2012/13 – 2016/17

Type of programme	2012/13	2013/14	2014/15	2015/16	2016/17
Graduate entry	7%	6%	7%	7%	5%
Full-time 3 & 4 years	12%	7%	11%	10%	8%
Part-time/in-service	12%	8%	5%	8%	7%
National attrition rate	10%	7%	8%	8.5%	6.9%

3.3 Graduate destinations

First post destinations of graduates remain difficult to report on. Those programmes (N= 36) that are able to provide information reported approximately 87% 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 17 programmes confirmed that over 90% of their graduates were in occupational therapy posts.

A further 10% were employed in non-occupational therapy posts but using their occupational therapy skills. Examples of these roles are mental health counsellor, social services employee, NHS research governance officer, senior support team and recovery worker, overseas volunteer worker, charity worker.

3.4 Practice education

3.4.1 Availability of practice learning opportunities

The number of placements undertaken in health settings accounted for 77% of total placements, while social care placements accounted for 7%, emergent and other settings 9 % and overseas placements 1%. This monitoring period, programme teams were also asked to provide details regarding public health placements these represented approximately 6 % of placements.

Cancellation of placements by placement providers stood at 7%. The most common reasons for placements being cancelled was due to service redesign, re-organisation and staff shortages. There was also a need to cancel placements where teams were unable to allocate them e.g. placements only being available to a car driver.

3.4.2 Opportunities in 'role emergent' and overseas placement settings

All HEIs offered placements in emergent settings for their students in 2016/17. An overall average of 9 % of practice placements were delivered in emergent and other settings, this is a 2% decrease from the previous year.

Settings included 3rd sector charity organisations, refuge projects, homeless centres, employment support organisations, agricultural and gardening projects and therapeutic intervention programmes for new migrant children and young people.

3.4.3 Quality assurance of practice education

The majority of HEIs offer an accreditation scheme for practice educators either via APPLE, or through their own accreditation training packages, or via the experiential route. HEIs run practice placement educators' courses and refresher courses and report on these in the full Annual Monitoring Report.

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. Students also complete module evaluations providing further opportunity to provide feedback.

3.5 Learning, Teaching and Assessment

External examiners reported that the range of assessment methods used was comprehensive and appropriate to the nature of the courses. At a modular level the methods mapped well with the assessment of the intended learning outcomes.

There is evidence that marking and moderation is carried out with due diligence and the full range of marks are used consistently and in a fair and equitable manner. Students were provided with feedback for all assessments and this was usually accompanied by qualitative feed-forward. Progression rates from each level of the courses are generally good as was evidenced by the low attrition rates at the majority of HEIs.

SECTION 4 – RESOURCES

4.1 Teaching staff profiles and engagement in CPD

All HEIs were able to demonstrate that the College's learning and development standards 1.1 and 1.2 were continuing to be met.

All programmes reported that the majority of their occupational therapy teaching staff were active in research or scholarly activity. 89% of Occupational Therapist academic staff in the UK were members of the Royal College of Occupational Therapists and were engaged with the work of the professional body as BJOT reviewers, Specialist Section committee members and College Board members and accreditors.

4.2 Teaching complement

Thirteen programmes reported changes to their teaching teams during this monitoring year. These teams confirmed that staffing levels were maintained overall and new staff were recruited to take the place of those who had retired or moved. Occasionally, short term posts were used to ensure that programme delivery and student experience were not adversely affected by the changes in personnel.

4.3 Learning resources

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

SECTION 5 – QUALITY ENHANCEMENT (commendations)

Nine programmes at nine HEIs underwent re-/accreditation during this monitoring period. The following commendations were noted by the College's accreditors:

- 5.1 The forward thinking strategy for the development, delivery and sustainability of the programmes, recognising the need for flexibility and changing requirements of the profession and market.
- 5.2 Supporting practice placement educators and providers in their recruitment and training and the development of the accreditation of practice placement educators.
- 5.3 The consistent, accessible support offered to students, practice partners, service users and carers cultivating a cohesive occupational therapy community.
- 5.4 The progressive preparation of students for future employment, including leadership capabilities.
- 5.5 The extent of scholarship identified within programme teams, including the contributions made to the development of occupational science.

Report prepared by:

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