



REPORT OF THE ANNUAL MONITORING
OF ACCREDITED PRE-REGISTRATION PROGRAMMES
ACADEMIC YEAR 2014/15

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REPORT OF THE ANNUAL MONITORING OF ACCREDITED PRE-REGISTRATION OCCUPATIONAL THERAPY EDUCATION PROGRAMMES ACADEMIC YEAR 2014/15

INTRODUCTION

The College of Occupational Therapists (COT or the College) is responsible for the accreditation of pre-registration programmes delivered by higher education institutions. 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 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 regularly updated.

The College publishes an annual report of the outcomes of the annual monitoring of its accredited programmes.

There were 57 accredited programmes during the monitoring period, 4 of which did not run. A further 4 programmes closed during this year.

The programmes were delivered in 31 higher education institutions (HEI). They were distributed as follows:

England	25 HEIs	48 programmes (The accredited part time programmes at Derby and Northampton, Masters pre-registration at Southampton and Bournemouth did not run.) (The MSc in Rehabilitation at Teesside University, the Graduate Diploma at the University of West of England and the part time BSc (Hons) programme at Brunel University closed.)
Northern Ireland	1 HEI	1 programme
Scotland	3 HEIs	5 programmes
Wales	2 HEIs	3 programmes (The part time BSc (Hons) programme at Cardiff University closed.)

There were no significant changes to pre-registration provision during this year.

A small number of programmes were closed due to them not attracting any funding (the part time routes) and lack of interest/applications (Grad Dip at the University of the West of England and MSc Rehabilitation at Teesside University).

The Masters programmes delivered at the University of Southampton and Bournemouth University had been accredited and approved by COT and HCPC in previous years and were supported by the HEIs, however, no funding was allocated to the routes by HEE, so the programmes did not recruit.

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.

All HEIs submitted an Annual Monitoring Reports for this monitoring period. The following report has been compiled based on the information that was submitted to the College. The College continues to work with programme teams in producing their quality monitoring reports.

Following due consideration of the annual quality monitoring reports for the 2014-15 monitoring period, the College can confirm 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 highlights areas of good practice that deserved commendation during the monitoring period.

Section 2 shows the trends in the profile of new students enrolled in COT accredited pre-registration occupational therapy programmes in England, Northern Ireland, Scotland and Wales for the academic year 2014/15. 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, contains the profile of the teaching staff and highlights issues that related to 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

All pre-registration accredited programmes that continued to run were supported by their HEIs during this academic year. Those HEIs where programmes were not recruited to were supporting other accredited pre-registration programmes.

1.1 Applications and funding

There were a total of 2231 approved (validated) places on pre-registration programmes.

Of the 2231, 1798 of these were allocated funding from NHS/Government bodies, 178 were funded by other sources and 255 (11%) validated places were not utilised.

Where known, 10,332 applications were made via UCAS and 1996 direct to HEIs.

Of the 1976 places offered, 1970 students took up their places (enrolled) at the start of the academic year. 6 students did not take up their places.

During this monitoring period all programmes were required to review their admissions processes to include values based recruitment and the NHS core values and the 6 C's.

1.2 Gender and age profile of new students

The gender profile of the new students for this period was predominantly female (90% full time route, 79% part time/in service route and 89% graduate entry). The breakdown for all new students is: 90% female and 10% male.

The majority of all pre-registration students were 21 years and above (64%), with the 21-29 year category reaching 40% and the 30 years and above category reaching 24%. The under 21 years category is up 3% on the previous year to 36%. One MSc programme at an HEI in England was unable to provide a breakdown by age.

1.3 Qualifications

1673 graduates qualified with a pre-registration occupational therapy qualification in the UK in 2014. Of these, 1373 were awarded BSc (Hons) and 300 postgraduate awards. A further 10 students were notified to the College as completed with lesser awards that did not confer eligibility to apply to the Health and Care Professions register. In 2013, the total number of graduates was 1700.

1.4 National attrition rate

The 2014 national attrition rate is 8%, the previous year was 6%.

The national full time programme attrition is: 11% up from 7% in the previous year. Full time programme attrition by country is: 10% in England, 18% in NI, 15% in Scotland and 7% in Wales.

The national part time programme attrition is: 5% down from 8%. England is the only country that continues to deliver the part time route.

Nationally the graduate entry attrition rate is 7% up from 6%. Graduate entry programme attrition by country is 5% in England, 17% in Scotland and 0% in Wales.

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

1.5 Graduate destinations

From the limited information available, the majority of graduates (75%) had secured employment in occupational therapy roles and a further 11% 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.

Twenty programmes confirmed that over 90% of their graduates had gained employment in an occupational therapist role, including 9 programmes at 100%.

1.6 Practice education

16 programme teams were unable to identify the number of APPLE accredited educators utilised during this monitoring period. One programme team confirmed there were no APPLE accredited educators supervising their students in this monitoring period. Of the remaining that were able to provide an approximation, the average was 42%.

All programme teams confirmed continued support to educators wishing to undertake APPLE and regularly offered a wide range of practice educator training opportunities. However, take up of the opportunities was low.

1.7 COT membership and professional body engagement

61% of all students (new and continuing) and 97% of OT staff were BAOT members.

There are active BAOT student groups or OT societies at 14 HEIs.

Student engagement with College based activities included attending COT conference and in some cases, presenting at the Conference. Students also attend regional meetings and are members of specialist sections. Smaller numbers of students are also submitting articles for OT news, BJOT as well as abstracts for other special interest conferences.

1.8 Continuing staff professional development

All staff continued to be engaged in some form of continuing professional development or scholarly activity. Teams reported faculty wide support for staff development with various opportunities available. Approximately 97% of OT staff were reported to be engaged in research activity, such as supporting students in their research projects.

1.9 Issues of concern that emerged from the annual reports

COT membership

There were large variations of student take up of membership across programmes. Five HEIs continue to pay the membership fee for their students. However, there was less than 100% take up of membership by students on all these programmes.

Other programmes have made COT membership compulsory for students in order to benefit from the professional indemnity insurance, where the University insurance does not cover students on placement. Not all students are aware of the full benefits of COT membership.

Staffing levels

This monitoring period saw an increase in the number of concerns raised by external examiners about the level of or fluctuation in staffing levels and the lack of a suitable staffing and resource strategy being in place. Issues were raised regarding the impact on the workload and scholarly activity of remaining staff teams.

APPLE accredited educators

A decreasing number of APPLE accredited practice educators supervised students during this monitoring period (42%). Despite the various opportunities for educators to undertake the scheme a very low number of accreditors chose to maintain their re-accreditation. Programme teams confirmed continued support of the scheme but differences across regions were identified in educators were engaging with it.

High attrition rates

The high attrition percentage rate at some programmes was noted. In response, teams had made changes to the selection process to ensure applicants clearly understand the demands of the programme and were directed to the systems in place to support students whilst on the programme.

1.10 Areas of good practice

Commendations and examples of good practice highlighted by students, external examiners, practice partners and/or service users and carers in relation to particular programmes during this monitoring year included:

- Occupational focussed curricula enhanced by a coherent educational framework.
- Programme teams are highly responsive to suggestions and recommendations and the willingness to be open and reflective of their provision has been commended.
- Preparation for first post recruitment and selection.

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 across the four countries. The main funding agency in England was Health Education England; in Northern Ireland the Department of Health and Social Services and Public Safety (DHSSPS); in Scotland the Students Award Agency Scotland (SAAS) and in Wales the Workforce Education and Development Services (WEDS).

Health funded student places saw an increase in England for the first time in the last 3 years, but Northern Ireland, Scotland and Wales experienced a decrease. 'Other' funded student places were increased in England and Scotland and Wales experienced a decrease. There were no 'other' funded places in Northern Ireland.

Table 1 shows the number of commissioned places, which is 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 (2011 - 2014)

Country	Funded 2011		Funded 2012		Funded 2013		Funded 2014	
	Health	Other	Health	Other	Health	Other	Health	Other
England	1589	42	1570	28	1503	56	1532	102
Northern Ireland	56	0	56	0	60	0	54	0
Scotland	146	42	115	61	136	40	123	66
Wales	92	15	85	21	91	15	89	10
TOTAL	1883	99	1826	110	1790	111	1798	178

Table 2 shows the number of funded places for each pathway in the 4 countries in 2014. 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 (2014)

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	1123	60	106	6	288	36	15	0	1532	102
Northern Ireland	54	0	0	0	0	0	0	0	54	0
Scotland	123	13	0	0	0	53	0	0	123	66
Wales	73	8	0	0	16	2	0	0	89	10
Total	1373	81	106	6	306	91	15	0	1798	178

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). Not all programmes recorded the number of

applications they received either via UCAS or direct to the HEI. Where known, 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 2014 was 12,328. This was an increase of 622 applications on the previous year.

In 2014, there was an increase in the number of both UCAS and direct applications to HEIs in England. Both Scotland and Northern Ireland saw a decrease in the number of UCAS applications to HEIs. Wales received more UCAS applications but fewer direct applications.

The changes to the number of applications made directly to HEIs in Wales may be explained by the changes made to the provision offered.

Table 3 Applications to all programmes UK 2010 to 2014

Country	UCAS					HEI					Total combined applications
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2014
England	6233	6915	7788	7892	8240	898	1638	1570	1514	1837	10077
N. Ireland	546	581	558	473	450	0	0	0	0	0	450
Scotland	1016	1225	642*	1150	1148	108	107	89*	147	77*	1225*
Wales	443	357	323	438	494	131	298	159	92	82	576
Total	8238	9078	9311*	9953	10332	1137	2043	1818*	1753	1996	12328

*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 has remained consistent in England, Scotland (ignoring 2012) and Wales and decreased in Northern Ireland.

Table 4 Number of applications per student place

Country	2010	2011	2012	2013	2014
England	4	5	6	6	5
Northern Ireland	9	10	10	8	7.5
Scotland	7	7	4*	7	6*
Wales	4	6	5	5	5

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

2.2.2 Student interviews

From the information available, interviews were undertaken at the majority of HEIs either in groups or individually; 7 HEIs in England and 1 HEI in Scotland did not interview applicants for any of their programmes. All programmes in Wales interviewed applicants. The Northern Ireland HEI continued to use the Health Professions Admissions Test.

During this monitoring period admissions based staff, including practitioners and service users and carers underwent development sessions in the principles of interview and selection days. Most HEIs worked across all health programmes to ensure parity of the admissions / recruitment process.

Recruitment and selection processes included group sessions, written tasks, individual interviews and paper based applications or a combination of some of these elements. Applications were screened using a selection criteria based on value based principles and where interviews were held, these criteria were explored more fully in face to face interviews.

2.2.3 Student intake

In 2014, there were a total of 2231 approved (validated) places on pre-registration programmes. 1798 of these were allocated funding from NHS/Government bodies and 178 were funded by other sources. 255 (11%) validated places were not utilised.

89% of the total available validated places were filled on pre-registration programmes. This is an increase of 3% on the 2013 figures. Due to the removal or decrease in student funded places over programmes' accreditation periods some validated places were not utilised. Where HEIs are unable to offer places to fee paying or other funded students, these validated places were also left unallocated. A few programmes also only recruit every other academic year adding to the decrease in validated places being made available to prospective students.

Table 5 shows the student intake to all pathways nationally from 2009 to 2014.

Table 5 Student intake to all pathways 2009 to 2014 (UK)

Academic Year	Approved Places	Total Intake	Full-time	Part-time & In-service	Accelerated Graduate Entry	Work-based Learning
2009*	1902	1823 (96%)	1301	205	317	-
2010	2444	2135 (87%)	1544	215	361	15
2011	2287	1972 (86%)	1481	156	335	-
2012	2252	1971 (88%)	1441	160	355	15
2013	2223	1912 (86%)	1452	124	336	-
2014	2231	1976 (89%)	1454	112	395	15

*This figure has been compiled based on the information submitted to the College. 5 HEIs in England failed to return this information.

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 2012

Country	Approved Places	Full-time	Part-time & In-service	Accelerated Graduate Entry	Work-based Learning	Total
England	1812	1216	139	297	15	1667
Northern Ireland	60	56	0	0	0	56
Scotland	228	120	0	32	0	152
Wales	152	49	21	26	0	96
Total	2252	1441	160	355	15	1971

Table 7 Student intake to each pathway in each UK country 2013

Country	Approved Places	Full-time	Part-time & In-service	Accelerated Graduate Entry	Work-based Learning	Total
England	1872	1171	124	287	0	1582
Northern Ireland	60	60	0	0	0	60
Scotland	179	144	0	35	0	179
Wales	112	77	0	14	0	91
Total	2223	1452	124	336	0	1912

Table 8 Student intake to each pathway in each UK country 2014

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

New students' profile**2.3.1 Gender**

90% of the new occupational therapy student population in the United Kingdom is female with the male population remaining at 10%.

Table 9 Gender profile of new students for Academic Years 2010 to 2014 (UK)

Academic Year 2014	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	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	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%)
Combined*	100	18	0	0	118 (6%)
Total	1441	160	355	15	1971

*Combined: where gender data was not recorded or collected.

Academic Year 2011	Full-time	Part-time & In-service	Accelerated Graduate Entry	Work based (Grantham only)	Total
Female	1348	137	303	No intake	1788 (91%)
Male	133	19	32	No intake	184 (9%)
Total	1481	156	335	No intake	1972

Academic Year 2010	Full-time	Part-time & In-service	Accelerated Graduate Entry	Work based (Grantham only)	Total
Female	1229	138	246	13	1626 (76%)

Male	123	30	24	2	179 (8%)
Combined*	192	47	91	0	330 (16%)
Total	1544	215	361	15	2135

*Combined: 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 2010 - 2014 (UK)

Age range	2010	2011	2012	2013	2014
Under 21 years	30%	32%	38%	33%	36%
21 – 29 years	39%	34%	34%	40%	40%
30 years and above	31%	26%	28%	27%	24%
Unknown	0	8%	0	0	0

The 2014 age profile shows a 3% increase in the under 21 category and a corresponding 3% decrease in the 30 years and above age range. The 21-29 years category remains unchanged from the previous year.

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; England: 42%, Scotland: 67%, Ireland: 74% and Wales: 53% respectively.

Part time undergraduate programmes in England attracted more students from the 30 to 39 age range than any other age range category; 36%. 33% of students were from the 21 to 29 age range.

On the graduate entry programmes across the UK, 75% of the students were aged between 21 and 29 and 21% were 30 years and above.

2.3.3 Ethnicity

Those programmes (N=52) that collected information on the ethnicity of new students reported that 12.5% were from the Black and Minor Ethnic communities. This is a 3.5% decrease on the previous monitoring period.

2.3.4 Disability

In 2014, 22% of new students disclosed a disability, a 1% increase on the previous monitoring period. Those related to specific learning difficulties such as dyslexia, dyspraxia or AD(H)D were the most common (55%), followed by mental health conditions such as depression, schizophrenia or anxiety disorder (17%). Where required, programme teams and the University has made reasonable adjustments to support those students.

2.3.5 Previous qualification

29% of all new students held a previous qualification (minimum undergraduate degree).

12% of students who enrolled on the undergraduate programmes held a previous higher education qualification.

Reflecting entry requirements, all students who accessed the graduate entry accelerated programmes held a minimum of a previous undergraduate qualification. Of these students, some also held postgraduate qualifications and PhD's.

SECTION 3 – QUALITY MONITORING

3.1 Qualifications awarded

In 2014, 1673 students qualified with a pre-registration occupational therapy qualification in the UK. Of those, 1373 qualified with an honours degree; 30% were awarded a First Class degree (England = 30%; N. Ireland = 45%; Scotland = 14%; Wales = 45%). 8% more first class degrees were awarded than in the previous monitoring year. The majority (41%) of UK students gained an Upper Second Class degree (England = 40%; N. Ireland = 52%; Scotland = 51%; Wales = 36%). These figures are based on information provided by HEIs. One HEI in England is unable to provide a breakdown of qualifications for all their students, representing 3% of total number of students that qualified.

300 students qualified with a postgraduate qualification: 212 Masters and 88 Postgraduate Diplomas.

Tables 11 A and B and 12 show the various awards in the four countries and the breakdown of the honours degree classification.

Table 11A Qualifications awarded in 2010 - 2013

Country	BSc (Hons) OT				Pg D / MSc OT			
	2010	2011	2012	2013	2010	2011	2012	2013
England	1129	1117	1294	1127	175	217	246	235
N. Ireland	66	50	57	51	n/a	n/a	0	0
Scotland	163	125	128	128	28	18	28	45
Wales	59	64	67	77	28	27	30	37
TOTAL	1417	1356	1546	1383	231	262	304	317

Table 11B Qualifications awarded in 2014

Country	BSc (Hons) OT	Postgraduate Diploma / MSc OT	Total
England	1135	255	1390*
N. Ireland	42	0	42
Scotland	129	24	153
Wales	67	21	88
TOTAL	1373	300	1673

*London South Bank University were unable to provide a breakdown of qualifications awarded to their programmes.

Table 12 Honours degree classifications in UK 2012 to 2014

Country	First Class			Upper Second			Lower Second			Third Class		
	2012	2013	2014	2012	2013	2014	2012	213	2014	2012	213	2014
England	292	329	340*	572	522	456*	385	251	260*	45	25	47*
N. Ireland	11	10	19	43	35	22	3	6	1	0	0	0
Scotland	21	15	18	51	64	66	50	43	42	6	6	3
Wales	15	39	30	32	22	24	19	15	12	1	1	1
TOTAL	339	393	407	698	643	568	457	315	315	52	32	51
TOTAL (%)	22%	28%	30%	45%	46%	41%	30%	23%	23%	3%	2%	4%

*London South Bank University were unable to provide a breakdown of qualifications awarded to their programmes.

3.2 Attrition

The national attrition rate for 2014 is 8%. This is 1% higher than the previous year and ending the downward trend of recent years.

Across the UK, full time undergraduate programmes had an attrition rate of 11%; part time 5%, with the graduate entry route at 7%. The full time route saw an increase in attrition during this monitoring period up from 7%, 4% higher than the previous year. The part time route saw a decrease of 3% and the graduate entry saw an increase of 1%.

The majority of students who temporarily withdrew from their programme for various reasons 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 these were dealt with in accordance with the College's (2014) Learning and Development Standards for Pre-registration Education.

The most common reason for temporary and permanent student withdrawal was for 'personal reasons' (41%). Where further details were provided, personal reasons included issues related to maternity/paternity, the opening of a career opportunity, and relationship issues. Health (20%) and failed to enrol as an ongoing student (10%) were the next two most commonly given reason.

Table 13 Attrition rates for all pathways in UK 2010 - 2014

Type of programme	2010	2011	2012	2013	2014
Graduate entry	9%	11%	7%	6%	7%
Full-time 3 & 4 years	13%	9%	12%	7%	11%
Part-time/in-service	15%	18%	12%	8%	5%
National attrition rate	12%	13%	10%	7%	8%

The national attrition rate is higher for this monitoring period, but programme teams do not suggest that this is becoming a trend. More than one programme team stated that attrition figures appear high due to the small cohort size from which students have been lost (e.g. on one programme the loss of a single student equates to 6% in a cohort of 17 students).

Programme teams continue to support enrolled students throughout their studies through the provision of a Personal and Professional Tutoring System and through referral to student support services i.e. Disability and Dyslexia Support (DDS), Student Services and Employability.

Ongoing work within the recruitment process aims to ensure, wherever possible, that those who are offered places on the OT course are sure about career choice and that the expectations about the course and demands of studying at degree level are clear.

Other programmes have incorporated a number of tactics to help manage attrition including: Enhanced collegiality and support: staff/ student lunches; Occupational Therapy Society; Informal Buddying scheme; Tutoring embedded into course; monthly mitigating circumstances panel rather than termly so students in difficult circumstances are identified and supported quicker; enhanced placement support including new Practice Placement Manager in post; review of halfway placement review paperwork and Termination of Practice Placement Review Panel.

3.3 Graduate destinations

First post destinations of graduates remain difficult to report on. Those programmes (N= 41) that are able to provide information reported approximately 75% of graduates gaining employment with an Occupational Therapist job title. 9 individual programmes reported that 100% of their graduates were successful in gaining an occupational therapy post and a further 11 programmes confirmed that over 90% of their graduates were in occupational therapy posts.

A further 11% were employed in non-occupational therapy posts but using their OT skills. Examples of these roles are mental health counsellor, NHS research governance officer, senior support team and recovery worker, overseas volunteer worker.

The remaining graduates that did respond when asked for their details after completing were either travelling, taking time out to look after a young family, or had gone into further study.

One programme team reported that BSc (Hons) graduate posts are now being monitored by the commissioners through national insurance numbers and electronic staff records.

3.4 Practice education

3.4.1 Availability of practice learning opportunities

The number of placements undertaken in health settings accounted for 79% of total placements. While social care placements accounted for 10%, emergent and other settings 10.5% and overseas placements 0.5%. This monitoring period, programme teams were asked to provide details regarding public health placements; in England there were approximately 0.2% public health placements. The other three countries were not able to provide any figures. The majority of teams (N=51) were not able to confidently distinguish public health placements from within the placement settings utilised or the specific projects undertaken by students for this monitoring report.

Cancellation of placements by placement providers stood at 12%. The most common reasons for placements being cancelled was due to service redesign/restructuring, 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 2014/15. An overall average of 10.5% of practice placements were delivered in emergent and other settings, this is a 1.5% 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

All accredited programmes require new practice placement educators to undertake training before taking students on placement. This may or may not be an APPLE accredited course and can be onsite or delivered at the university. It may also be a multi-professional training opportunity with profession specific aspects.

Following each placement all students are required to complete an evaluation of their placement learning experience. In addition, placement tutors provide a de-brief session for the cohort and any specific student concerns can also be discussed on a 1:1 basis. Specific concerns are fed back to the placement site/manager by the placement tutor. Students also complete module evaluations (usually

anonymously) providing further opportunity to provide feedback. Students are also often required to complete an additional end of module paper based questionnaire for the role emerging placement.

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 what changes may need to be made in future placements to that setting.

Programme teams demonstrated a range of practice educator based training opportunities including; for new PPEs (where no training has been received previously) attendance at a whole day course which also has a pre-course workbook. PPEs who have completed an initial course (or full training at another university) are encouraged to attend a half day update which focusses on reviewing the assessment process and considering the complexities of different placement settings and using the experience PPEs have had of supporting students previously. Practice educators also had access to Masters level modules which further developed their expertise in facilitating teaching and learning with students on placement. Bespoke updates are also provided on site as well as at university locations. PPEs are also 'targeted' if they haven't attended an update for a while and are invited to half day updates put on close to the start of the placement.

A wide range of opportunities to update learning were also made available throughout the year for experienced educators. These were either delivered on campus or in placement settings. APPLE accredited educators that were nearing the end of their accredited period were also offered re-accreditation based learning opportunities including re-accrediting by viva in the practice setting.

3.4.4 Quality assurance of practice educators – Accreditation of Practice Placement Educator Scheme (APPLE)

All HEIs now provide a route to APPLE accreditation, either via the taught route or experiential route. APPLE re-accreditation by documentation or viva is also widely available.

Approximately 42% of practice placement educators supervising students during this monitoring period were APPLE accredited. The majority of programme teams were unable to provide this level of information. However, some teams have reported that this information will be gathered in the future by link lecturers during visits or as part of a placement audit.

One programme team reported that there was an expectation from employing Trusts that an educator holds APPLE accreditation, and that some Trusts are working towards a fully OT accredited workforce.

The APPLE database has 6227 registered educators, 2396 of these are currently APPLE accredited.

3.5 Learning, Teaching and Assessments

External examiners' reports confirmed that the academic performance and the achievements of students remain comparable across all programmes at the equivalent level of study throughout the UK. Students are being assessed rigorously and appropriately. The methods of assessment are varied and students are given very clear guidance regarding the requirements of the assignments. Assessments in each level are comparable in expectations of standards and academic development.

All programmes demonstrate assessment strategies that enable students to demonstrate their wide learning and use a mix of assessments commensurate with the role of the Occupational Therapist and the knowledge, understanding and skills required. The degree of challenge increases appropriately as the programme progresses and marking schemes are set at the appropriate level for the stage of learning.

Learning outcomes and assessment requirements are clear and made explicit to students. The learning resources appear to be adequate providing students with the opportunity to progress in their study. All programmes make appropriate reference to university regulations and procedures, benchmarks and are clearly aligned to Professional and Regulatory Body requirements.

Marking criteria are clearly adhered to and there is evidence of double marking and internal moderation. Consistent feedback and explicit feed forward was identified as a strength of most teams, and the detail of both was seen as significant, and set out in a logical and coherent manner.

Review and evaluation of teaching, learning and assessment methods from both students and staff continue to be undertaken by programme teams who actively engaged in continuous review of their provision. Teams have welcomed the opportunity to discuss their provision in a professional and positive manner and all feedback duly considered.

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 standard 1.1 and 1.2 was continuing to be met.

All programmes reported that the majority of their occupational therapy teaching staff were active in research or scholarly activity. 97% of Occupational Therapist academic staff in the UK were members of the College of Occupational Therapists. However, a much lower number of staff were actively engaged with the professional body and the work of the College or the Specialist Sections.

Types of professional development activity undertaken by members of staff teams were many and varied. Many teams' members' were undertaking or completing PhDs. Others were undertaking Masters level study or their required Postgraduate Certificates in higher education or equivalent. Other activities included; undertaking funded research; presentations at national and international conferences including the annual COT conference; supporting practice partners in projects and service developments; involvement in COT specialist section committees or regional Board; peer reviews of BJOT articles or writing BJOT articles or book chapters; external examining or external advisors.

4.2 Teaching complement

In contrast to recent years, a few programmes (N=14) reported changes to their teaching teams. The majority of programmes that reported changes saw an increase in their staffing levels normally due to an increase in student numbers, others reported changes to the whole time equivalent of staff but overall the team numbers remained static.

During this annual monitoring reporting process, 7 programme teams were asked to provide further clarification regarding their staffing strategy and their ability to continue to meet standard 1 of the learning and development standards. This issue had been highlighted either by external examiners who were concerned about maintaining the quality of teaching and workload for staff; by students concerned about potential threats to the additional workload of the team due to new roles being given

to team members; and by internal review reports highlighting fluctuating staffing levels and the impact on research and scholarly activity.

All programmes responded appropriately and with details on how these issues were being managed. Taking into consideration the likely reduced commissions by Health Education England for 2016/17, awaiting further details of the arrangements for funding of health courses from 2017-18 onwards, allowing plans to be in place to respond to this and in the context of new strategic directions for programme teams, their Faculties and Universities. Other teams have been active in recruiting new staff and training them to ensure effective, sustainable and comprehensive educational delivery and equipping all staff to develop their knowledge and skills in supporting and enhancing student learning.

4.3 Learning resources

Learning resources and facilities are varied across universities and all are adequate for their purpose and appropriately providing access to students. Two programme teams were pleased to note that they were undergoing refurbishment of their occupational therapy skills rooms.

One team described opportunities for working out ways of sharing resources, including room space, equipment and staff across all of the health professional pre-registration programmes in the host School. The principles being used are to protect booking of specialised learning environments, maintain a positive student experience and to take advantage of opportunities for inter-professional learning.

SECTION 5 – QUALITY ENHANCEMENT (areas of good practice)

Of the programmes (N=10) that underwent re-/accreditation during this monitoring period, the following commendations were noted by the College's accreditors:

- 5.1** The support for the development of occupational therapy in diverse settings and innovative and creative partnerships with the local communities and the wider host universities.
- 5.2** Programme team's ongoing professional development and dissemination of their work that enhances and enriches the student experience.
- 5.3** The learning and teaching strategies that are in place to maximise real-life student learning opportunities to develop confident, creative, innovative occupation-based practitioners.
- 5.4** Thorough and holistic processes involving stakeholders in programme development and re-design.

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