ANNUAL MONITORING OF ACCREDITED PRE-REGISTRATION PROGRAMMES

COMPILED ANNUAL MONITORING REPORT

FOR THE ACADEMIC YEAR 2015/16

Royal College of
Occupational
Therapists

REPORT OF THE ANNUAL MONITORING
OF ACCREDITED PRE-REGISTRATION PROGRAMMES
ACADEMIC YEAR 2015/16

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INTRODUCTION

The Royal College of Occupational Therapists (RCOT) 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 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 31 higher education institutions (HEI) during 2015/16. They were distributed as follows:

England	25 HEIs	46 programmes (The accredited BSc (Hons) part time programme at the University of Northampton, BSc (Hons) work based learning programme at Sheffield Hallam University and Masters pre-registration at Southampton and Bournemouth did not run. The Masters programme at Bournemouth has subsequently closed.)
Northern Ireland	1 HEI	1 programme
Scotland	3 HEIs	5 programmes
Wales	2 HEIs	3 programmes
Total	**31 HEIs**	**55 programmes**

The part time BSc (Hons) programme at the University of Northampton and the BSc (Hons) work based learning programme at Sheffield Hallam University recruit every other year. The Masters programmes delivered at the University of Southampton and Bournemouth University had been accredited by RCOT and approved by 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.

Two part time BSc (Hons) programmes formally closed during this monitoring year; one at Cardiff University and one at Brunel University London. One new full time BSc (Hons) programme was accredited at the University of Essex for delivery from September 2016.

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 Report 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.

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 (via clair.parkin@rcot.co.uk).

Following due consideration of the annual quality monitoring reports for the 2015-16 monitoring period, RCOT 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 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 2015/16. 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 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

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

Where programmes were not recruited to, HEIs were offering alternative accredited pre-registration programmes.

1.1 Applications and funding

There were a total of 2339 approved (validated) places on pre-registration programmes.

Of the 2339, 1940 of these were allocated funding from NHS/Government bodies, 159 were funded by other sources and 240 (10%) validated places were not utilised.

Where known, 10,891 applications were made via UCAS and 2090 direct to HEIs.

2099 students were allocated places. 2073 students took up their place (enrolled) at the start of the academic year. 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 female 89% (n=1840) and male 11% (n=233).

The majority of all pre-registration students were 21 years and above (N=1327) (65%), with the 21-29 year category reaching (n=834) 41% and the 30 years and above category reaching (n=493) 24%. The under 21 years category is down 1% on the previous year to (n=706) 35%.

1.3 Qualifications

1788 graduates qualified with a pre-registration occupational therapy qualification in the UK in 2015/16. Of these, 1429 were awarded BSc (Hons) and 359 secured postgraduate awards. In 2014/15, the total number of graduates was 1673 and in 2013, the total number of graduates was 1700.

1.4 National attrition rate

The national attrition rate for 2015/16 is 8.5%. In 2014/15 the national attrition rate was 8% and 6% in the previous year (2013/14).

The national full time programme attrition is 10% down from 11% in the previous year. Full time programme attrition by country is: 12% in England, 2% in NI, 15% in Scotland and 10% in Wales.

The national part time programme attrition is 8% up from 5% in 2014/15. England is the only country that continues to deliver the part time route.

Nationally the graduate entry attrition rate is 7%, which is the same as the previous year. Graduate entry programme attrition by country is: 8% in England, 13% in Scotland and 0% in Wales. There is no graduate entry programme in Norther Ireland.

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 with 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. These figures are very similar to those provided for the previous monitoring year. Ten programmes confirmed that 100% of their graduates had gained employment in an occupational therapist role, a further 15 programmes confirmed that over 90% of their graduates had gained employment in an occupational therapist role.

1.6 Practice education

Very few (n=6) programme teams were able to identify the number of APPLE accredited practice educators utilised during this monitoring period. Teams indicated that they were unable to provide exact and reliable information due to educator numbers and localities changing frequently. However, it is understood that

accredited HEIs within the UK provide appropriate training opportunities for new practice educators along with regular updates for experienced educators.

1.7   <u>(R)COT membership and professional body engagement</u>

63% of all students (new and continuing) and 98% of Occupational Therapy staff were BAOT members. There are active BAOT student groups or Occupational Therapy societies at 11 HEIs.

Student engagement with College based activities included attending and presenting at (R)COT conference. Students are also involved in regional groups and committees and are members of specialist sections. There are student representatives on some of the country boards. Smaller numbers of students were also involved in organising and running their own regional student conference. Other teams reported that their students contribute to BJOT and OT news as well as submitting abstracts for other special interest conferences.

1.8   <u>Continuing staff professional development</u>

All Occupational Therapy staff continued to be engaged in continuing professional development or scholarly activity. Teams reported faculty wide support for staff development with various opportunities available. Approximately 71% of Occupational Therapy staff were reported to be engaged in research activity, such as supporting students in their research projects.

1.9   <u>Issues of concern that emerged from the annual reports</u>

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

There were large variations of student take up of membership across programmes. Five HEIs continue to pay the membership fee for their students. Other programmes have made (R)COT membership compulsory for students in order to benefit from the professional indemnity insurance, where the University insurance does not cover students on placement.

Section 1.2 of the AMR form asks for details regarding each programme's validated number. This should be the maximum number of places available to students in year 1 of the programme and is the number that is provided to HCPC at the time of approval. In some cases the numbers provided in section 1.6 (Number of students accepted (completed enrolment)) exceeded the programme's validated number, meaning that the number of students starting the programme exceeded the maximum allowed. In these instances, programme teams have clarified their actual intake numbers and where required, an appropriate staff and resource strategy is in place to accommodate any additional students.

A number of programme teams are being required to increase their intake sizes as a result of the changes to AHP pre-registration funding and the removal of the cap on student places. This has put pressure on programme teams to ensure that the quality of the provision can be maintained and that sufficient resources are in place to accommodate the growth in numbers.

Staffing levels

This monitoring period saw a 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. Where this was noted, programme teams were required to provide a response to how the learning and development standards were continuing to be met. One report evidenced how constructive comments from an External Examiner had led to funds for additional staffing being released.

Attrition rates

As in previous years, high attrition rates were noted in some programmes. In response, teams had developed numerous strategies including:

- Reviewing the admissions procedures to ensure potential students are making appropropriate career choices.
- Changing the selection process to ensure applicants clearly understand the demands of the programme.
- Directing students to the support systems in place whilst on the programme including personal tutor support, university support services and where relevant, health and wellbeing support.
- 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 as necessary.
- Making explicit information regarding placements and the costs associated with this.

1.10   Areas of good practice

There were many 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. Some of these included:

- Close liaison with other partner Universities that enabled placements to be swapped and/or shared when appropriate/necessary.
- A number of Universities hosted their own student conferences or symposiums which focussed on innovative practice for students
- Involvement of PhD students and Practice Educators in campus learning and assessment
- Varied and diverse assessments; thorough and detailed feedback; clear assessment guidelines that go beyond marking grids.

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).

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 (2012/13 – 2015/16)

Country	Funded 2012/13		Funded 2013/14		Funded 2014/15		Funded 2015/16	
	Health	Other	Health	Other	Health	Other	Health	Other
England	1570	28	1503	56	1532	102	1642	83
Northern Ireland	56	0	60	0	54	0	54	0
Scotland	115	61	136	40	123	66	131	67
Wales	85	21	91	15	89	10	113	9
TOTAL	1826	110	1790	111	1798	178	1940	159

Health funded student places saw an increase from the previous year in England, Wales and Scotland and Northern Ireland remained the same. 'Other' funded student places decreased in England and Wales. Scotland saw an increase of 1 place. 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 2015/16. 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 (2015/16)

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	1217	50	105	7	305	26	15	0	1642	83
Northern Ireland	54	0	0	0	0	0	0	0	54	0
Scotland	131	18	0	0	0	49	0	0	131	67
Wales	92	9	0	0	21	0	0	0	113	9
Total	1494	77	105	7	326	75	15	0	1940	159

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 2015/16 was 12,981. This was an increase of 653 applications on the previous year.

In 2015/16, there was an increase in the number of both UCAS and direct applications to HEIs in England, Scotland and Wales from the previous year. Northern Ireland also saw an increase in the number of UCAS applications to the programme.

Table 3 Applications to all programmes UK 2011/12 to 2015/16

Country	UCAS					HEI					Total combined applications
	2011/12	2012/13	2013/14	2014/15	2015/16	2011/12	2012/13	2013/14	2014/15	2015/16	2015/16
England	6915	7788	7892	8240	8622	1638	1570	1514	1837	1897	10,519
N. Ireland	581	558	473	450	460	0	0	0	0	0	460
Scotland	1225	642*	1150	1148	1263	107	89*	147	77*	86	1349
Wales	357	323	438	494	546	298	159	92	82	107	653
Total	**9078**	**9311***	**9953**	**10332**	**10891**	**2043**	**1818***	**1753**	**1996**	**2090**	**12981**

*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 increased during this monitoring period.

Table 4 Number of applications per student place

Country	2011/12	2012/13	2013/14	2014/15	2015/16
England	5	6	6	5	6
Northern Ireland	10	10	8	7.5	8.5
Scotland	7	4*	7	6*	7
Wales	6	5	5	5	6

*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 throughout Scotland and England. All programmes in Wales interviewed applicants. The Northern Ireland HEI continued to use the Health Professions Admissions Test.

Recruitment and selection processes included group sessions, written tasks, individual interviews, mini 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. Service users and carers, as well as occupational therapy practitioners, worked alongside members of programme teams in interviews and presentations as well as in the shortlisting of applicants.

2.2.3 Student intake

In 2015/16, there were a total of 2339 approved (validated) places on pre-registration programmes. 1940 of these were allocated funding from NHS/Government bodies and 159 were funded by other sources. 240 (10%) validated places were not utilised.

90% of the total available validated places were filled on pre-registration programmes. This is an increase of 1% on the 2014/15 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 Student intake to all pathways 2010/11 to 2015/16 (UK)

Academic Year	Approved Places	Total Intake	Full-time	Part-time & In-service	Accelerated Graduate Entry	Work-based Learning
2010/11	2444	2135 (87%)	1544	215	361	15
2011/12	2287	1972 (86%)	1481	156	335	-
2012/13	2252	1971 (88%)	1441	160	355	15
2013/14	2223	1912 (86%)	1452	124	336	-
2014/15	2231	1976 (89%)	1454	112	395	15
2015/16	2339	2073 (89%)	1640	85	397	-

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 2013/14

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 7 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
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**

Table 8 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
England	1959	1303	85	327	0	**1715**
Northern Ireland	60	56	0	0	0	**56**
Scotland	200	140	0	49	0	**189**
Wales	120	92	0	21	0	**113**
Total	**2339**	**1591**	**85**	**397**	**0**	**2073**

New students' profile

2.3.1 Gender

89% of the new occupational therapy student population in the United Kingdom in 2015/16 were female with the male population remaining at 11%.

Table 9 Gender profile of new students for Academic Years 2011/12 to 2015/16 (UK)

Academic Year 2015/16	BSc (Hons) Full-time	BSc (Hons) Part-time & In-service	MSc/PgDip	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%)
Combined*	100	18	0	0	118 (6%)
Total	1441	160	355	15	1971

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

Academic Year 2011/12	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

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 2011/12 – 2015/16 (UK)

Age range	2011/12	2012/13	2013/14	2014/15	2015/16
Under 21 years	32%	38%	33%	36%	34%
21 – 29 years	34%	34%	40%	40%	40%
30 years and above	26%	28%	27%	24%	24%
Unknown	8%	0	0	0	2%

The 2015/16 age profile shows a 2% decrease in the under 21 category. The 21-29 years and 30 years and above categories remain 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 at 43%. 35% of full time undergraduate students were in the 21-29 age range; 14% in the 30-39 age range and 8% in the 40 and above age range.

Part time undergraduate programmes in England attracted more students from the 21 to 29 age range than any other age range category; 38%. 33% of students were from the 30 to 39 age range.

On the graduate entry programmes across the UK, 72% of the students were aged between 21 and 29 and 27% were 30 years and above.

2.3.3 Ethnicity
In 2015/16, 15% of new students were from the Black and Minor Ethnic communities. This is a 2.5% increase on the previous monitoring period.

2.3.4 Disability
In 2015/16, 19% of new students disclosed a disability, a 3% decrease 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 (15%).

2.3.5 Previous qualification
27% of all new students in 2015/16 held a previous qualification (minimum undergraduate degree). 11% 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, a number also held postgraduate qualifications and PhD's.

SECTION 3 – QUALITY MONITORING

3.1   Qualifications awarded

In 2015/16, 1780 students qualified with a pre-registration occupational therapy qualification in the UK. Of those, 1429 qualified with an undergraduate honours degree; 29% were awarded a First Class degree (England = 29%; N. Ireland = 22%; Scotland = 17%; Wales = 48%). 1% more first class degrees were awarded than in the previous monitoring year. The majority (43%) of UK students gained an Upper Second Class degree (England = 43%; N. Ireland = 62%; Scotland = 42%; Wales = 36%). These figures are based on information provided by HEIs. One HEI in England was unable to provide a breakdown of qualifications for 5 of their students.

351 students qualified with a postgraduate qualification: 244 Masters and 107 Postgraduate Diplomas.

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

Table 11 Qualifications awarded in 2012/13 – 2015/16

Country	BSc (Hons) OT				Pg Dip / MSc OT			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
England	1294	1127	1135*	1141*	246	235	255	299
N. Ireland	57	51	42	60	0	0	0	0
Scotland	128	128	129	143	28	45	153	32
Wales	67	77	67	85	30	37	88	28
TOTAL	**1546**	**1383**	**1373**	**1429**	**304**	**317**	**1673**	**359**

*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 2012/13 to 2015/16

Country	First Class				Upper Second				Lower Second				Third Class			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
England	292	329	340*	**331***	572	522	456*	**485***	385	251	260*	**283***	45	25	47*	**37***
N. Ireland	11	10	19	**13**	43	35	22	**37**	3	6	1	**10**	0	0	0	**0**
Scotland	21	15	18	**25**	51	64	66	**60**	50	43	42	**55**	6	6	3	**3**
Wales	15	39	30	**41**	32	22	24	**31**	19	15	12	**13**	1	1	1	**0**
TOTAL	339	393	407	**410**	698	643	568	**613**	457	315	315	**361**	52	32	51	**40**
TOTAL (%)	22%	28%	30%	**29%**	45%	46%	41%	**43%**	30%	23%	23%	**25%**	3%	2%	4%	**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 2015/16 is 8.5%, which is 0.5% increase from the previous year.

Across the UK, full time undergraduate programmes had an attrition rate of 10%; part time 8%, with the graduate entry route at 7%. The full time route saw a decrease in attrition during this monitoring period of 1%. The part time route saw an increase of 3% and the graduate entry remained the same.

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, they 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' (28%). Health (22%) and academic failure (21%) were the next two most commonly given reasons.

Table 13 Attrition rates for all pathways in UK 2011/12 – 2015/16

Type of programme	2011/12	2012/13	2013/14	2014/15	2015/16
Graduate entry	11%	7%	6%	7%	7%
Full-time 3 & 4 years	9%	12%	7%	11%	10%
Part-time/in-service	18%	12%	8%	5%	8%
National attrition rate	13%	10%	7%	8%	8.5%

3.3 **Graduate destinations**

First post destinations of graduates remain difficult to report on. Those programmes (N= 40) that are able to provide information reported approximately 75% of graduates gaining employment with an Occupational Therapist job title. 10 individual programmes reported that 100% of their graduates were successful in gaining an occupational therapy post and a further 16 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 occupational therapy skills. Examples of these roles are mental health counsellor, NHS research governance officer, senior support team and recovery worker, overseas volunteer worker.

3.4 **Practice education**

3.4.1 **Availability of practice learning opportunities**

The number of placements undertaken in health settings accounted for 81% of total placements. While social care placements accounted for 7%, emergent and other settings 11.5% and overseas placements 0.5%. This monitoring period, programme teams were asked to provide details regarding public health placements; there were approximately 0.06% public health placements.

Cancellation of placements by placement providers stood at 6%. 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 2015/16. An overall average of 11.5% of practice placements were delivered in emergent and other settings, this is a 1% 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.

All students are required to complete an evaluation of their placement learning experience. Students are also able to feedback at de-brief sessions for the cohort and any specific concerns can also be discussed on a 1:1 basis. Students also complete module evaluations (usually anonymously) providing further opportunity to provide feedback.

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

Programme teams demonstrated a huge range of practice educator based training opportunities including; educator preparation courses, refresher courses, APPLE courses, Assessment Tool workshops. Extended day courses were offered to those new to the role of practice educator. Update sessions tended to be offered to existing placement educators either at the University or based in a placement area. Practice educators had access to Masters level modules which further developed their expertise in facilitating teaching and learning with students on placement.

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

The majority of HEIs offer APPLE accreditation (n=31) either via the programme route or experiential route. APPLE re-accreditation by documentation or viva is also widely available.

Very little information is available regarding the percentage of APPLE accredited practice placement educators supervising students during this monitoring period. This is due to a lack of monitoring systems in place and resources available. However, some teams have reported that this information will be gathered in the future.

The APPLE database holds the details of 6311 registered educators, 1932 (30.6%) of these are currently APPLE accredited. The remaining registrants were accredited previously but have not renewed or gained re-accreditation.

3.5 Learning, Teaching and Assessment

Assessment strategies demonstrate appropriate and varied assessments throughout programmes, which progress in demand commensurate with the level of study. Students are given very clear guidance regarding the requirements of the assignments and are able to demonstrate their learning using a wide variety and mix of assessments.

There is constructive alignment between the programmes and the module learning outcomes. The assessment briefs and marking criteria are clear and on the whole the marking and moderation processes are robust and transparent. Individual university policies and regulations for assessments have been followed.

All programmes are able to evidence support for students during their preparation for assessment as well as following marking with instances of very good feedback highlighting areas of good academic achievement

plus feedforward on areas for improvement. External examiners have also noted that markers were able to articulate areas of strength within weaker pieces of coursework.

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. 98% of Occupational Therapist academic staff in the UK were members of the (Royal) College of Occupational Therapists. All programme teams demonstrated engagement with the work of the professional body. The main activities were BJOT reviewers, Specialist Section committee members, membership of Country and functional Boards of the College, accreditors and Conference programme committee members.

4.2   **Teaching complement**

A number of programmes (N=13) reported changes to their teaching teams during this monitoring year. These teams confirmed that while staffing levels were maintained, for example, short term posts were created due to some staff taking on fractional roles, recruitment took place to replace staff who were leaving for retirement or career development, support was given to developmental posts to increase the pool of professionally qualified people with academic experience. Short term posts were used to ensure that programme delivery and student experience were not adversely affected by the changes in staff personnel.

Two teams reported that there were plans to reduce staffing in line with financial constraints and targets, with faculties looking to streamline delivery of all programmes across nursing, AHP and social work. In these instances, programme delivery has been adapted accordingly and student experience maintained.

Two teams confirmed that changes to funding had impacted on applications making it difficult to predict implications for future staff recruitment.

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)

9 programmes at 5 HEIs underwent re-/accreditation during this monitoring period.   The following commendations were noted by the College's accreditors:

5.1   The role emerging placement experience and the employment opportunities these have generated.
5.2   Graduates being highly employable and ambassadors for the programme and the profession.
5.3   The support and encouragement for primary research and the associated ethical approval mechanisms put in place to facilitate the process.
5.4   The processes adopted to engage clinicians within learning, teaching and assessment sessions in the university, including oversight and support.
5.5   The incremental development of students throughout the course in the adoption of a spiral, enquiry informed curriculum model that is occupation-focussed.

5.8   The positioning of the programmes firmly within contemporary policy and both local and global needs which, together with the underpinning philosophies and values, provide strong coherence and integrity which is explicit throughout both curricula.

5.9   Engagement with activities outside the core curriculum e.g. Santander Alzheimer's Scotland Internship, Erasmus exchanges, Service learning and the opportunities this brings to the programmes.

5.10   Excellent collaborative relationships with all stakeholders including students, service users and carers and practice partners.

5.11   Support for student engagement with information technology ie tablets and skills simulation.

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