



REPORT OF THE ANNUAL MONITORING
OF ACCREDITED PRE-REGISTRATION PROGRAMMES
ACADEMIC YEAR 2013/14

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REPORT OF THE ANNUAL MONITORING OF ACCREDITED PRE-REGISTRATION OCCUPATIONAL THERAPY EDUCATION PROGRAMMES ACADEMIC YEAR 2013/14

INTRODUCTION

The British Association of Occupational Therapists (BAOT) is the professional body for occupational therapists in the United Kingdom. The College of Occupational Therapists (COT or the College) is a subsidiary of BAOT responsible for the accreditation of pre-registration programmes delivered by higher education institutions. Programme accreditation is in accordance with the College's 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 61 accredited programmes during the monitoring period, 7 of which did not run. The programmes were delivered in 31 higher education institutions (HEI). They were distributed as follows:

- England = 45 programmes at 25 HEIs
(The accredited part time programmes at Brunel, Northampton; Masters (pre-registration) at Southampton and Plymouth and Graduate Diploma at the University of the West of England did not run.)
- Northern Ireland = 1 programme at 1 HEI
- Scotland = 5 programmes at 3 HEIs
- Wales = 3 programmes at 2 HEIs
(The accredited part time programme at Cardiff University did not run and the Postgraduate Diploma at Bangor University closed.)

There were significant changes in the pre-registration occupational therapy provision in Wales during this monitoring period. The outcome of the Welsh Government to limit the number of providers and type of programme in Wales meant that Bangor University was not awarded continuation of its contract to provide the Postgraduate Diploma/Masters programme and Glyndwr University undertook major change to move its provision from the 4 year part time BSc (Hons) programme to a 3 year full time BSc (Hons) programme.

In England, the University of Worcester successfully applied for accreditation with the College (and approval from the Health and Care Professions Council) to provide a BSc (Hons) Occupational Therapy programme without NHS commissions.

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 and Annual Student Data Return forms 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 2013-14 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 2013/14. 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 apart from University of Bangor, which no longer offers any pre-registration occupational therapy provision.

1.1 Applications and funding

There were a total of 2223 approved (validated) places on pre-registration programmes. 1790 of these were allocated funding from NHS/Government bodies and 111 were funded by other sources. 322 (14%) validated places were not utilised.

Where known, 9953 applications were made via UCAS and 1753 direct to HEIs. 1912 students took up their places (enrolled) at the start of the academic year.

1.2 Gender and age profile of new students

The gender profile of the new students for this period was predominantly female (91% full time route, 87.5% part time/in service route and 90.5% 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 (69%), with the 21-29 year category reaching 41% and the 30 years and above category reaching 28%. The under 21 years category is down 7% on the previous year to 31%. One full time BSc (Hons) programmes and one MSc programme at the same HEI were unable to provide a breakdown by age.

1.3 Qualifications

1700 graduates qualified with a pre-registration occupational therapy qualification in the UK in 2013. Of these, 1383 were awarded BSc (Hons) and 317 postgraduate awards. In 2012, the total number of graduates was 1850.

1.4 National attrition rate

The 2013 national attrition rate is 6%, the previous year was 10%.

The national full time programme attrition is: 7% down from 12% in the previous year. Full time programme attrition by country is: 10% in England, 4% in NI, 9% in Scotland and 6% in Wales.

The national part time programme attrition is: 8% down from 12%. Part time programme attrition by country is 15% in England and 0% in Wales.

Nationally the graduate entry attrition rate is 6% down from 7%. Graduate entry programme attrition by country is 9% in England, 8% in Scotland and 0% in Wales.

1.5 Graduate destinations

From the limited information available, the majority of graduates (81%) had secured employment in occupational therapy roles and a further 5% gaining employment in non OT posts but using OT skills. Anecdotal evidence provided by some programme teams included a small percentage of students going onto further study/research.

One programme in Wales confirmed that 100% of its graduates gained employment in Chester and NW England.

1.6 Practice education

Very few programme teams were able to identify the number of APPLE accredited educators utilised during this monitoring period. Where known, the average was 42%. However, all programme teams confirmed continued support to educators wishing to undertake APPLE and regularly offered a wide range of practice educator training opportunities.

1.7 BAOT membership

69% of all students (new and continuing) were BAOT members.

93% of OT staff were BAOT members although very few were reported to be actively engaged with the work of the College.

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 87% of OT staff were active in research activity.

1.9 Issues of concern that emerged from the annual reports

Assessment submissions

Concerns were raised relating to the detection of plagiarism, collusion and fabrication of data and the lack of clear processes for staff to follow. Recommendations have been made that internal detection processes at programme level are discussed with a view to achieving a standardised consistent approach to detection. Tools such as Turnitin are not routinely utilised leaving the detection to the discretion of individual academic staff.

Marking and moderation

Generally the range of marks are used well across modules, however, the upper and lower bands are consistently used less.

Feedback is generally excellent, however, in some cases the feedback should include the appropriate terminology to the mark/grade descriptors being awarded. There is a less consistent approach to the nature and extent of feedback provided on shared modules or where there are large marking teams.

Transparency in the assessment and marking and moderation processes continues to improve. However, consistency in the recording of the marking and moderation processes across programme teams and continued development of the content within the module report has been identified by some external examiners along with the rationale for the mark awarded needing to be clearly articulated following moderation.

APPLE accredited educators

Just under half of the practice educators that supervised students during this monitoring period were APPLE accredited (44%). However, all programme teams confirmed continued support to educators wishing to undertake APPLE accreditation and for those wishing to become re-accredited at the end of their 5 year accreditation period.

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 for this monitoring year included:

- Programme teams work hard to ensure that students receive consistent and constructive feedback to develop academic skills.
- Students directed to choose topics related to supervisors' research/professional interests, which is an excellent way of co-ordinating research within the subject group.
- Programme teams are highly responsive to suggestions and recommendations and the willingness to be open and reflective of their provision has been commended.

SECTION 2 – RECRUITMENT, FUNDING AND STUDENT PROFILES

2.1 Student places and funding

Student places in the four countries had different sources of funding. The major funding agencies in England were the Strategic Health Authority/ Health Education England; in Northern Ireland the Department of Health and Social Services and Public Safety (DHSSPS); in Scotland the Students Award Agency Scotland and in Wales the Workforce Education and Development Services (WEDS).

Health funded student places continued to be reduced in England but Northern Ireland, Scotland and Wales experienced an increase. 'Other' funded student places were increased in England but 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 NHS/Government and other sources of funding. The 'other' category includes self-funding and overseas students.

Table 1 Funded places – all pathways (2010 - 2013)

| Country | Funded 2010 | | Funded 2011 | | Funded 2012 | | Funded 2013 | |
|------------------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|
| | Health | Other | Health | Other | Health | Other | Health | Other |
| England | 1739 | 19 | 1589 | 42 | 1570 | 28 | 1503 | 56 |
| Northern Ireland | 60 | 0 | 56 | 0 | 56 | 0 | 60 | 0 |
| Scotland | 143 | 50 | 146 | 42 | 115 | 61 | 136 | 40 |
| Wales | 101 | 33 | 92 | 15 | 85 | 21 | 91 | 15 |
| TOTAL | 2043 | 102 | 1883 | 99 | 1826 | 110 | 1790 | 111 |

Table 2 shows the number of funded places for each pathway in the 4 countries in 2013. 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 (2013)

| 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 | 1102 | 38 | 123 | 1 | 278 | 17 | 0 | 0 | 1503 | 56 |
| Northern Ireland | 60 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 60 | 0 |
| Scotland | 136 | 5 | 0 | 0 | 0 | 35 | 0 | 0 | 136 | 40 |
| Wales | 64 | 12 | 0 | 0 | 27 | 3 | 0 | 0 | 91 | 15 |
| Total | 1362 | 55 | 123 | 1 | 305 | 55 | 0 | 0 | 1790 | 111 |

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 2013 was 11,706 an increase of 577 on the previous year.

In 2013, there was an increase in the number of UCAS applications but a decrease in the number of direct applications to HEIs in England and Wales. In Scotland there was a decrease in the number of UCAS applications compared to 2011 but an increase in direct applications. Northern Ireland saw a decrease in the number of UCAS applications.

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

Table 3 Applications to all programmes UK 2009 to 2013

| Country | UCAS | | | | | HEI | | | | | Total combined applications |
|------------|-------------|-------------|-------------|--------------|-------------|-------------|-------------|-------------|--------------|-------------|-----------------------------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 | 2013 |
| England | 3543 | 6233 | 6915 | 7788 | 7892 | 924 | 898 | 1638 | 1570 | 1514 | 9406 |
| N. Ireland | 474 | 546 | 581 | 558 | 473 | 0 | 0 | 0 | 0 | 0 | 473 |
| Scotland | 905 | 1016 | 1225 | 642* | 1150 | 115 | 108 | 107 | 89* | 147 | 1297 |
| Wales | 448 | 443 | 357 | 323 | 438 | 90 | 131 | 298 | 159 | 92 | 530 |
| Total | 5370 | 8238 | 9078 | 9311* | 9953 | 1129 | 1137 | 2043 | 1818* | 1753 | 11,706 |

*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 | 2009 | 2010 | 2011 | 2012 | 2013 |
|------------------|------|------|------|------|------|
| England | 3** | 4 | 5 | 6 | 6 |
| Northern Ireland | 13 | 9 | 10 | 10 | 8 |
| Scotland | 4 | 7 | 7 | 4* | 7 |
| Wales | 4 | 4 | 6 | 5 | 5 |

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

** 5 HEIs in England failed to provide AMR data for this monitoring period.

2.2.2 Student interviews

From the information available, interviews were undertaken by the majority of HEIs either in groups or individually; 9 HEIs in England did not interview applicants for any of their programmes and 3 of the 5 programmes in Scotland held interviews for applicants. All programmes in Wales interviewed applicants. The Northern Ireland HEI did not interview applicants but used the Health Professions Admissions Test.

2.2.3 Student intake

In 2013, there were a total of 2223 approved (validated) places on pre-registration programmes. 1790 of these were allocated funding from NHS/Government bodies and 111 were funded by other sources. 322 (14%) validated places were not utilised.

86% of the total available validated places were filled on pre-registration programmes. This is a decrease of 3% on the 2012 figures. Validated places that were not utilised tended to be due to the gradual decrease in commissioned (funding from NHS/Government bodies) numbers over the

programme's accredited period and where HEIs are unable to offer places to fee paying or other funded students. 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 2008 to 2013.

Table 5 Student intake to all pathways 2008 to 2013 (UK)

| Academic Year | Approved Places | Total Intake | Full-time | Part-time & In-service | Accelerated Graduate Entry | Work-based Learning |
|---------------|-----------------|--------------|-----------|------------------------|----------------------------|---------------------|
| 2008 | 2486 | 2111 (85%) | 1549 | 262 | 286 | 14 |
| 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 | - |

*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 2011

| Country | Approved Places | Full-time | Part-time & In-service | Accelerated Graduate Entry | Work-based Learning | Total |
|------------------|-----------------|-------------|------------------------|----------------------------|---------------------|-------------|
| England | 1862 | 1217 | 138 | 268 | 0 | 1623 |
| Northern Ireland | 60 | 56 | 0 | 0 | 0 | 56 |
| Scotland | 240 | 151 | 0 | 36 | 0 | 187 |
| Wales | 125 | 57 | 18 | 31 | 0 | 106 |
| Total | 2287 | 1481 | 156 | 335 | 0 | 1972 |

Table 7 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 8 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 |

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 2009 to 2013 (UK)

| 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 |

| 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 |

| Academic Year 2009 | Full-time | Part-time & In-service | Accelerated Graduate Entry | Work based (Grantham only) | Total |
|-------------------------------|------------------|---------------------------------------|---------------------------------------|---------------------------------------|--------------|
| Female | 1057 | 113 | 264 | No intake | 1434 (79%) |
| Male | 83 | 33 | 36 | No intake | 152 (8%) |
| Combined | 162 | 59 | 16 | No intake | 237 (13%) |
| Total | 1302 | 205 | 316 | No intake | 1823 |

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 2009 - 2013 (UK)

| Age range | 2009* | 2010 | 2011 | 2012 | 2013 |
|--------------------|-------|------|------|------|------|
| Under 21 years | 39% | 30% | 32% | 38% | 33% |
| 21 – 29 years | 37% | 39% | 34% | 34% | 40% |
| 30 years and above | 24% | 31% | 26% | 28% | 27% |
| Unknown | 0 | 0 | 8% | 0 | 0 |

In contrast to the 2012 monitoring period, the 2013 age profile shows a 5% decrease in the under 21 category and a 6% increase in the 21-29 years range. The 30 years and above category has a slight decrease to 27%.

Full-time undergraduate programmes across the UK attracted more students who under 21 years of age than any of other age range categories; England: 43%, Scotland: 52%, Ireland: 75% and Wales: 52% respectively.

Part time undergraduate programmes across the UK attracted more students from the 21 to 39 age range than any other age range category; 41%.

Nationally, on the graduate entry programmes, 77% of the students were aged between 21 and 29 and 22% were 30 years and above.

2.3.3 Ethnicity

Those programmes that collected information on the ethnicity of new students reported that 16% were from the Black and Minor Ethnic communities. This is a 1% increase on the previous monitoring period.

2.3.4 Disability

In 2012, 21% of new students disclosed a disability, a 4% increase on the previous monitoring period. Those related to learning difficulties were the most common followed by unseen disabilities e.g. diabetes. Where required, programmes have made reasonable adjustments to support those students.

2.3.5 Previous qualification

27% of all new students held a previous qualification (minimum undergraduate degree). 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. As in the previous monitoring period, 12% of students who enrolled on the undergraduate programmes also held a previous higher education qualification.

SECTION 3 – QUALITY MONITORING

3.1 Qualifications awarded

In 2013, 1,700 students qualified with a pre-registration occupational therapy qualification in the UK. Of those 1383 qualified with an honours degree; 28% were awarded a First Class degree (England = 29%; N. Ireland = 20%; Scotland = 12%; Wales = 51%). The majority (46%) of UK gained an Upper Second Class degree (England = 46%; N. Ireland = 69%; Scotland = 50%; Wales = 29%).

317 students qualified with a postgraduate qualification: 254 Masters and 63 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 2009 - 2012

| Country | BSc (Hons) OT | | | | Pg D / MSc OT | | | |
|--------------|---------------|-------------|-------------|-------------|---------------|------------|------------|------------|
| | 2009 | 2010 | 2011 | 2012 | 2009 | 2010 | 2011 | 2012 |
| England | 1238 | 1129 | 1117 | 1294 | 186 | 175 | 217 | 246 |
| N. Ireland | 63 | 66 | 50 | 57 | n/a | n/a | n/a | 0 |
| Scotland | 133 | 163 | 125 | 128 | 26 | 28 | 18 | 28 |
| Wales | 65 | 59 | 64 | 67 | 23 | 28 | 27 | 30 |
| TOTAL | 1499 | 1417 | 1356 | 1546 | 235 | 231 | 262 | 304 |

Table 11B Qualifications awarded in 2013

| Country | BSc (Hons) OT | Postgraduate Diploma / MSc OT | Total |
|--------------|---------------|-------------------------------|-------------|
| England | 1127 | 235 | 1362 |
| N. Ireland | 51 | 0 | 51 |
| Scotland | 128 | 45 | 173 |
| Wales | 77 | 37 | 114 |
| TOTAL | 1383 | 317 | 1700 |

Table 12 Honours degree classifications in UK 2011 to 2013

| Country | First Class | | | Upper Second | | | Lower Second | | | Third Class | | |
|------------------|-------------|------------|------------|--------------|------------|------------|--------------|------------|------------|-------------|-----------|-----------|
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| England | 205 | 292 | 329 | 535 | 572 | 522 | 340 | 385 | 251 | 37 | 45 | 25 |
| N. Ireland | 7 | 11 | 10 | 37 | 43 | 35 | 6 | 3 | 6 | 0 | 0 | 0 |
| Scotland | 14 | 21 | 15 | 67 | 51 | 64 | 39 | 50 | 43 | 5 | 6 | 6 |
| Wales | 19 | 15 | 39 | 27 | 32 | 22 | 16 | 19 | 15 | 2 | 1 | 1 |
| TOTAL | 245 | 339 | 393 | 666 | 698 | 643 | 401 | 457 | 315 | 44 | 52 | 32 |
| TOTAL (%) | 18% | 22% | 28% | 49% | 45% | 46% | 30% | 30% | 23% | 3% | 3% | 2% |

3.2 Attrition

The national attrition rate for 2013 is 6%. This is 3% lower than the previous year and continuing the downward trend of recent years.

The full time undergraduate programme has an attrition rate of 7%; part time 8%, with the graduate entry route at 6%. The full time route saw a decrease in attrition during this monitoring period down from 12%, 5% lower than the previous year. The part time route also saw a decrease of 4% and the graduate entry saw a decrease 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 education standards.

The most common reason for temporary student withdrawal remained for 'health reasons', while the majority of students who permanently left the programme cited 'wrong choice of career' as the reason.

Table 13 Attrition rates for all pathways in UK 2009 - 2013

| Type of programme | 2009* | 2010 | 2011 | 2012 | 2013 |
|-------------------------|-------|------|------|------|------|
| Graduate entry | 7% | 9% | 11% | 7% | 6% |
| Full-time 3 & 4 years | 14% | 13% | 9% | 12% | 7% |
| Part-time/in-service | 10% | 15% | 18% | 12% | 8% |
| National attrition rate | 10% | 12% | 13% | 10% | 7% |

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

3.3 Graduate destinations

First post destinations for graduates remains difficult to report on but of those programmes able to provide information most reported a high success rate (81%) of graduates gaining employment with an Occupational Therapist job title. 5 individual programmes reported that 100% of their graduates were successful in gaining an occupational therapy post. Roughly, a further 9% were employed in non-occupational therapy posts but using their OT skills.

3.4 Practice education

3.4.1 **Availability of practice learning opportunities in health and social care settings**

The number of placements undertaken in health settings accounted for 81% of total placements. While social care placements accounted for 6%, emergent and other settings 12% and overseas placements 1%.

As in the previous monitoring period, placement cancellations were at approximately 7% and in the majority of cases low. The most common reasons for educators cancelling placements was service redesign restructuring and re-organisation, staff shortages and staff sickness. There was also a need to cancel placements in rural locations due to students not having access to cars or the relevant required car insurance.

3.4.2 **Opportunities in 'role emergent' and overseas placement settings**

All HEIs in Wales, Northern Ireland and Scotland and the majority of HEIs in England organised placements in emergent settings for their students in 2013. An overall average of 12% of practice placements were delivered in emergent and other settings, this is a 0.5% decrease from the previous year.

Settings included 3rd sector charity organisations, refuge projects, homeless centres, employment support organisations, agricultural and gardening projects and equipment demonstration and provision.

The placement experience was evaluated either formally or informally by both the student and the on-site practice educator during and at the end of the placement. Any concerns were supported by additional visits from members of the programme team.

3.4.3 Quality assurance of practice education

All new practice placement educators are required to undertake training before taking students on placement. This may or may not be an APPLE accredited course. Practice educators are invited to attend placement briefing and debriefing sessions in relation to the practice module they are providing supervision for. Each briefing session will include a review of the documentation and discussion of assessment of students within the workplace.

Student and educator evaluation reports, audit tools and regular meetings with practice educators and facilitator remain in use for ongoing quality monitoring of practice placement settings.

Practice educators received either direct feedback or via the occupational therapy placement co-ordinators meeting or equivalent. They also received feedback via tutor visits or telephone calls whilst students are on placement with them. Any issues emerging from a student or placement supervisor were dealt with by meetings in the setting.

Formal evaluation and feedback were completed by students, reviewed by tutors and a summary shared with the practice setting. Some students were required to complete an online evaluation of their experience which was available to the practice educator. Others received feedback through educator training programmes, co-ordinator events, debrief visits and generic feedback through newsletters.

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

A range of introductory practice educator training as well as APPLE accredited courses for new practice educators and ongoing and continuous updates for experienced educators were available as the quality assurance of practice educators continued to be a focus for programme teams.

All HEIs offered initial training for new educators covering all aspects of being a practice educator. Update opportunities, including multi-professional learning events, OT specific educator training workshops, training days, update days etc were offered throughout the year for experienced educators. These were either delivered on campus or in placement settings. Practice educators also had access to Masters level modules which further developed their expertise in facilitating teaching and learning with students on placement. 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.

The number of APPLE accredited educators used during this monitoring period remained very difficult to identify as the information was either not available, unknown or not provided by programme teams. Where the information was provided there appeared to be a low number of APPLE accredited educators supervising students with an overall average of approximately 44%.

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. There is evidence of high academic achievement throughout all levels of programmes and the range of individual module marks and grades awarded are similar to equivalent programmes.

All programmes feature a variety of assessment methods which accommodate students' different learning styles and strengths and directly correlates with skills and knowledge required for practice. 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 and are supported by appropriate resources to facilitate students' exploration of topics.

The assessment process is transparent, rigorous and fair to students with excellent examples of internal marking and moderation and clear marking criteria and feedback is generally of a very high standard.

Programme teams continue to be motivated and determined to ensure the best possible student experience, whilst maintaining University and professional standards. Evaluation of teaching and learning activities and assessment methods from both student and staff perspectives continue to be undertaken by programme teams who have actively engaged in continuous reviews of their provision.

SECTION 4 – RESOURCES

4.1 Teaching staff profiles and engagement in CPD

All HEIs had suitably qualified occupational therapists in the post of professional subject lead and programme lead(s).

All programmes reported that the majority of their occupational therapy teaching staff were active in research or scholarly activity. In most teams the majority (93%) of occupational therapist staff members were members of the British Association of Occupational Therapists. However, a much lower number (39%) of occupational therapist staff were engaged with the professional body and the work of the College or the Specialist Sections.

4.2 Teaching complement

Similarly to the previous monitoring period, very few programmes reported changes to their teaching teams. Three programme teams identified an increase in the number of posts. One other reported that as commissions had been dropping a little each year, natural wastage had been used to adjust staffing levels.

4.3 Learning resources

The majority of programme teams reported positively on access to learning resources and facilities.

One programme team noted a lack of IT and admin resources and another dealt with significant pressure on teaching space partly due to renovations and partly due to large cohorts recruited for other programmes by using VLE strategies and arranging some sessions off site or in practical rooms. A third commented that as a result of reconfiguration of local services, the programme has not been able to access some external learning environments. Plans have been put into place to enhance our internal resources.

SECTION 5 – QUALITY ENHANCEMENT (areas of good practice)

- 5.1** Programme teams work hard to ensure that students at every level receive a high level of support and receive consistently detailed constructive feedback and feedforward to develop academic skills and assist with their future progress. Feedback comments are aligned to marking descriptors so it is clear where credit has been lost or gained and include detailed points for students to address.
- 5.2** Research studies undertaken by students for dissertation modules are worthy of publication and further dissemination. In some instances students are directed to choose topics related to supervisors' research/professional interests, which is an excellent way of co-ordinating research within the subject group and has involved students working in partnership with faculty members on their research projects.
- 5.3** Programme teams are highly responsive to suggestions and recommendations and the willingness to be open and reflective of their provision. Teams have valued the high levels of experience and expertise and acted appropriately on external examiner and practice partners comments to ensure standards remain high and to develop any areas of concern and to further enhance areas of good practice.

Report prepared by:

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