



REPORT OF THE ANNUAL MONITORING OF ACCREDITED PRE-REGISTRATION PROGRAMMES ACADEMIC YEAR 2012/13

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REPORT OF THE ANNUAL MONITORING OF ACCREDITED PRE-REGISTRATION OCCUPATIONAL THERAPY EDUCATION PROGRAMMES ACADEMIC YEAR 2012/13

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. During this monitoring period, programme accreditation was undertaken in accordance with the College's curriculum guidance and pre-registration education standards and quality enhancement 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 59 accredited programmes during the monitoring period. The programmes were delivered in 31 higher education institutions (HEI). They were distributed as follows:

- England = 48 programmes at 24 HEIs
- Northern Ireland = 1 programme at 1 HEI
- Scotland = 5 programmes at 3 HEIs
- Wales = 5 programmes at 3 HEIs

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 2012-13 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 2012. 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 continued to be supported by their HEIs during this academic year. Very few changes to staffing levels within programme teams were recorded and all respondents confirmed continued access to learning resources was available and appropriate. Two HEIs identified concerns arising from long term sick leave of academic staff but teams were able to cover work and no negative impact was felt by students.

1.1 Applications and funding

There were a total of 2252 approved (validated) places on pre-registration programmes. 1826 of these were allocated funding from NHS/Government bodies and 145 were funded by other sources. 281 validated places were not utilised.

Where known, 9311 applications were made via UCAS and 1818 direct to HEIs.

1971 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 (84.5% full time route, 75% part time/in service route, 87% Work Based Learning route (Grantham only) and 88% graduate entry). The breakdown for all new students is: 84% female, 10% male and 6% where gender was not recorded. 3 HEIs did not record the gender profile of their students (which accounted for 6% full time route)

The majority of all pre-registration students were 21 years and above (62%), with the 21-29 year category reaching 34% and the 30 years and above category reaching 28%. The under 21 years category is up 6% on the previous year to 38%. Two programmes (2 MSc) were unable to provide a breakdown by age.

1.3 Qualifications

1850 graduates qualified with a pre-registration occupational therapy qualification in the UK in 2012. Of these, 1546 were awarded BSc (Hons) and 304 postgraduate awards. In 2011, the total number of graduates was 1618.

1.4 National attrition rate

The 2012 national attrition rate is 10%, the previous year was 13%.

The national full time programme attrition is: 12%. Full time programme attrition by country is: 17% in England, 2% in NI, 18% in Scotland and 10% in Wales.

The national part time programme attrition is: 12%. Part time programme attrition by country is 12% in England and 12% in Wales.

Nationally the graduate entry attrition rate is 7%. Graduate entry programme attrition by country is 10% in England, 4% in Scotland and 8% in Wales.

1.5 Graduate destinations

From the limited information available, the majority of graduates (75%) had secured employment in occupational therapy roles and a further 10% gaining employment in non OT posts but using OT skills.

1.6 Practice education

On the whole, securing sufficient and timely practice placements in an appropriate range of practice settings was achieved, however, where there were shortfalls liaison with key contacts helped to secure the required number. Most programme teams work proactively with practice partners to encourage offers in advance of the academic year. Further use of private and voluntary settings are being utilised across the country on an increasing level.

Very few programme teams were able to identify the number of APPLE accredited educators utilised during this monitoring period. Where known, the average was 37%.

1.7 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 91% of OT staff were active in research activity.

94% of OT staff were BAOT members although very few were reported to be actively engaged with the work of the College.

1.8 Issues of concern that emerged from the annual reports

Practice placements

Sourcing sufficient placements continued to prove difficult and time consuming for some programme teams. Negotiated contracts and developing new ways of working with placement providers to introduce a more strategic way of planning placement and building capacity continues to be put in place across the UK.

A small number of students were delayed in undertaking their practice placements and some were required to undertake their placements later; usually over the summer break.

Some students had raised concern regarding the transparency in the allocation of placement process, in these cases additional opportunities had been provided to update students on the placement planning process and clearer details placed in relevant student handbooks.

Assessment feedback

Course teams to keep under review the nature of Placement educators qualitative feedback. Whilst many are excellent and provide helpful feedback, a small number of reports have included bullet point statements. This may make sense when articulated in person but it is difficult in retrospect to get a sense of the detailed feedback it represents, particularly if students need to address matters prior to future placement experience.

OT staff in general providing hand written feedback was commented on by external examiners as was the need to develop more forward facing feedback to enable the ongoing development and to enable students to obtain higher grades in future assignments.

APPLE accredited educators

Very few practice educators that supervised students during this monitoring period were APPLE accredited (37%). However, all programme teams confirmed continued support to educators wishing to undertake APPLE but due to pressure within services uptake was limited.

Attrition

National attrition during this monitoring period is 10%. A small number of programmes identified high rates of attrition (with the highest at 41%) during this monitoring period and will continue to be monitored. All programme teams had strategies in place to ensure all students were well supported throughout the programme.

1.9 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:

- Creative and progressive assessment techniques and skills development closely aligned to module and programme learning outcomes and relevance for effective professional practice.

- Staff teams have excellent academic, research and teaching skills and are committed to the student academic experience as well as developing competent occupational therapists.
- The relationship with practice partners and service users and the time invested to ensure their collaboration and involvement in all aspects of the programme.
- Research projects which are professionally relevant and of a standard that can be considered for presentation at conference, written up for BJOT or further developed post-graduation.

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 Development Services (WEDS). Commissioning of student places continued to be reduced apart from in Northern Ireland where it remained the same as the previous year.

Table 1 below shows the number of commissioned places. For academic years 2010 to 2012 this figure has been 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 (2009 - 2012)

Country	Funded 2009	Funded 2010		Funded 2011		Funded 2012	
		Health	Other	Health	Other	Health	Other
England	1269*	1739	19	1589	42	1570	28
Northern Ireland	62	60	0	56	0	56	0
Scotland	179	143	50	146	42	115	61
Wales	100	101	33	92	15	85	21
TOTAL	1610	2043	102	1883	99	1826	110

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

Table 2 shows the number of funded places for each pathway in the 4 countries. For academic year 2012 this figure has 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 (2012)

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	1166	14	111	1	278	13	15	0	1570	28
Northern Ireland	56	0	0	0	0	0	0	0	56	0
Scotland	115	13	0	0	0	48	0	0	115	61
Wales	49	0	7	12	29	9	0	0	85	21
Total	1386	27	118	13	307	70	15	0	1826	110
	1413		131		377		15		1936	

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 2012 was 11,129 an increase of 8 (11,121) on the previous year. *However, 1 HEI in Scotland was unable to provide numbers of applications to their programmes.

In 2012, the only increase was in the number of UCAS applications to HEIs in England. All other countries experienced a decrease in the number of both UCAS and direct applications.

Table 3 Applications to all programmes UK 2008 to 2012

Country	UCAS					HEI					Total combined applications
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2012
England	3624	3543	6233	6915	7788	488	924	898	1638	1570	9358
N. Ireland	400	474	546	581	558	0	0	0	0	0	558
Scotland	1039	905	1016	1225	642*	100	115	108	107	89*	731
Wales	351	448	443	357	323	158	90	131	298	159	482
Total	5414	5370	8238	9078	9311*	746	1129	1137	2043	1818*	11,129

*1 HEI in Scotland was 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 increased in England, remained constant in Northern Ireland and decreased for Wales and Scotland.

Table 4 Number of applications per student place

Country	2008	2009	2010	2011	2012
England	4	3**	4	5	6
Northern Ireland	7	13	9	10	10
Scotland	5	4	7	7	4*
Wales	6	4	4	6	5

*1 HEI in Scotland was unable to provide numbers of applications to their programmes.

** 5 HEIs in England failed to return this information.

2.2.2 Student interviews

From the information available, interviews were undertaken by the majority of HEIs in England either in groups or individually; 7 HEIs in England did not interview applicants for any of their programmes. All programmes in Wales interviewed applicants. 2 of the 5 programmes in Scotland held interviews for applicants. The Northern Ireland HEI did not interview applicants but used the Health Professions Admissions Test.

2.2.3 Student intake

84% of the total available validated places were filled on pre-registration programmes. This is a decrease of 2% on the 2011 figures. This is largely due to the changes implemented to the funding of student places and subsequent closure of some of these programmes. For example, two part time programmes closed to new students; one in Wales and one in England. One Masters programme in England was validated but did not recruit and one part time route recruits every other year.

Table 5 shows the student intake to all pathways nationally from 2007 to 2012.

Table 5 Student intake to all pathways 2007 to 2012 (UK)

Academic Year	Approved Places	Total Intake	Full-time	Part-time & In-service	Accelerated Graduate Entry	Work-based Learning
2007	2416	2083 (86%)	1579	223	281	-
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

*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 2010

Country	Approved Places	Full-time	Part-time & In-service	Accelerated Graduate Entry	Work-based Learning	Total
England	2009	1287	181	278	15	1761
Northern Ireland	60	60	0	0	0	60
Scotland	230	145	0	48	0	193
Wales	145	52	34	35	0	121
Total	2444	1544	215	361	15	2135

Table 7 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 8 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

New students' profile

2.3.1 Gender

Not all programmes recorded the gender breakdown of new students in this monitoring year. Of those that did, 84% of the new occupational therapy student population in the United Kingdom is female with the male population remaining steady at 10%.

Table 9 Gender profile of new students for Academic Years 2008 to 2012 (UK)

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

Academic Year 2008	Full-time	Part-time & In-service	Accelerated Graduate Entry	Work based (Grantham only)	Total
Female	1425	223	260	14	1922 (91%)
Male	124	39	26	0	189 (9%)
Total	1549	262	286	14	2111

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 2008 - 2012 (UK)

Age range	2008	2009	2010	2011	2012
Under 21 years	36%	39%	30%	32%	38%
21 – 29 years	33%	37%	39%	34%	34%
30 years and above	31%	24%	31%	26%	28%
Unknown	0	0	0	8%	0

The 2012 monitoring period shows a 6% increase in the under 21 category, the 21-29 years remains the same at 34% and a 2% increase in both the 30 years and above categories.

Full-time undergraduate programmes across the UK attracted more students who under 21 years of age than any of other age range categories; England: 47%, Scotland: 65%, Ireland: 80% and Wales: 63% respectively.

Part time undergraduate programmes across the UK attracted more students from the 21 to 39 age range than any other age range category; England: 67%, Wales: 70%.

Nationally, on the graduate entry programme's, 72% of the students were aged between 21 and 29 and 28% were 30 years and above.

2.3.3 Ethnicity

Those programmes that collected information on the ethnicity of new students reported that 15% were from the Black and Minor Ethnic communities. This is a 4% increase on the previous monitoring period.

2.3.4 Disability

In 2012, 17% of new students disclosed a disability, a 3% 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

29% 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. 12% of students who enrolled on the undergraduate programmes held a previous higher education qualification.

SECTION 3 – QUALITY MONITORING

3.1 Qualifications awarded

In 2012, 1,850 students qualified with a pre-registration occupational therapy qualification in the UK. Of those 1546 qualified with an honours degree qualification; 22% were awarded a First Class degree (England = 23%; N. Ireland = 19%; Scotland = 16%; Wales = 22%). The majority (45%) of UK gained an Upper Second Class degree (England = 44%; N. Ireland = 75%; Scotland = 40%; Wales = 48%).

304 students qualified with a postgraduate qualification: 220 Masters and 84 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 - 2011

Country	BSc OT			BSc (Hons) OT			Pg D / MSc OT		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
England	1	n/a	n/a	1238	1129	1117	186	175	217
N. Ireland	n/a	n/a	n/a	63	66	50	n/a	n/a	n/a
Scotland	0	n/a	n/a	133	163	125	26	28	18
Wales	n/a	n/a	n/a	65	59	64	23	28	27
TOTAL	1	n/a	n/a	1499	1417	1356	235	231	262

Table 11B Qualifications awarded in 2012

Country	BSc (Hons) OT	Postgraduate Diploma / MSc OT	Total
England	1294	246	1540
N. Ireland	57	0	57
Scotland	128	28	156
Wales	67	30	97
TOTAL	1546	304	1850

Table 12 Honours degree classifications in UK 2010 to 2012

Country	First Class			Upper Second			Lower Second			Third Class		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
England	181	205	292	496	535	572	380	340	385	72	37	45
N. Ireland	18	7	11	43	37	43	5	6	3	0	0	0
Scotland	26	14	21	86	67	51	44	39	50	7	5	6
Wales	6	19	15	30	27	32	21	16	19	2	2	1
TOTAL	231	245	339	655	666	698	450	401	457	81	44	52
TOTAL (%)	16%	18%	22%	46%	49%	45%	32%	30%	30%	6%	3%	3%

3.2 Attrition

The national attrition rate for 2012 is 10%. This is 3% lower than the previous year.

The full time and part time undergraduate programmes both have an attrition rate of 12%, with the graduate entry route at 7%. The full time route saw an increase in attrition during this monitoring period up to 12%, 3% higher than the previous year. The part time route saw a decrease of 6% and the graduate entry saw a decrease of 4%.

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 2008 - 2012

Type of programme	2008	2009*	2010	2011	2012
Graduate entry	9%	7%	9%	11%	7%
Full-time 3 & 4 years	12%	14%	13%	9%	12%
Part-time/in-service	13.5%	10%	15%	18%	12%
National attrition rate	12 %	10%	12%	13%	10%

*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 (75%) of graduates gaining employment with an Occupational Therapist job title. 6 individual programmes reported that 100% of their graduates were successful in gaining an occupational therapy post. Roughly, a further 10% 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 80% of total placements. While social care placements accounted for 7.5%, and emergent and other settings 12.5%.

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 the majority of HEIs in England and Scotland organised placements in emergent settings for their students in 2012. An overall average of 12.5% 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.

Evaluation and feedback forms were completed by students 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 and debrief visits.

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

A range of practice educator training as well as APPLE accredited courses were available to new and experience practice educators 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.

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 37%. However, this was a significant increase on the previous monitoring period.

3.5 Learning, Teaching and Assessments

External examiners' reports confirmed that the academic performance and the achievements of students are 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. The range of individual module marks and grades awarded are similar to equivalent programmes.

Assessment processes measure student performance rigorously and fairly and recognise student achievement against the intended learning outcomes of the programmes. The assessment process is transparent with excellent examples of internal marking and moderation and clear marking criteria.

Examination Boards are conducted carefully, sensitively and confidentially.

External examiners' have commented positively on the reflective practice undertaken by programme teams who have actively engaged in continuous reviews of their provision. Programme teams have responded to and acted upon external examiner feedback further enhancing their programme(s) where required.

Most modules included aspects of blended learning with some delivery in the classroom supported by e learning resources. The standards across modules were consistent with a good range of supporting materials available in the online learning environment.

The approach to teaching and learning is informed by the level of scholarly / research activity undertaken by the individual course teams.

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 (94%) of occupational therapist staff members were members of the British Association of Occupational Therapists. However, a much lower number (25%) 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. One programme team identified an increase in the number of posts. Two other programmes reported that staffing issues were identified but no changes were planned.

One programme team noted a major administrative reorganisation within the University, which divested the programme of any dedicated support and the impact this had on the teaching team.

4.3 Learning resources

All programme teams reported positively on access to learning resources and facilities.

Electronic submission, marking and feedback continued to be introduced. Some comments were made by external examiners regarding the negative impact of moving away from anonymous marking by programme teams and introducing anti-plagiarism software where it is not already in use.

SECTION 5 – QUALITY ENHANCEMENT (areas of good practice)

5.1 Creative and progressive assessment techniques and skills development

External examiners commended the variety, range and relevancy of assessments which enables students of varying strengths to have the opportunity to excel and demonstrate their aptitudes. Modules provide opportunities for continuity of learning and progression. Assessment strategies demonstrate progression and increasing complexity as the students move through the programme(s) facilitating and assessing the development of the skills required to become an occupational therapist.

5.2 Staff teams have excellent academic, research and teaching skills and are committed to the student academic experience as well as developing competent occupational therapists

The quality, rigour and creativity of highly relevant curricula prepare students for future careers in a changing and modernising health and social care sector, with many areas of innovation evidenced within the programmes.

Staff profiles are increasingly identifying team members with higher degrees and doctorates and further evidence of on-going scholarly activity and active contributions to literature and research having a positive impact on the design and delivery of the curricula.

5.3 Relationship with practice partners and service users and the time invested to ensure collaboration and involvement in all aspects of the programme

Opportunities are taken to enhance the quality of learning opportunities afforded to students by the use of local specialist clinicians. The involvement of service users in teaching is also valued by students who appreciate the opportunity of hearing service user experiences within the academic environment. The inclusion of external partners in module assessment in some programmes has also been commended by external examiners who have commented that this is an important and relevant dimension.

Programme teams have continued to develop the prominence of practitioners and service users in the internal quality and development processes as well as with the delivery and assessment of the curriculum.

5.4 Standard of research projects which are professionally relevant and of high standard

The range of interesting and topical research studies undertaken by students for dissertation modules that are worthy of publication and further dissemination. In some instances this has involved students working in partnership with faculty members on their research projects.

Report prepared by:

Clair Parkin
Education Manager (Quality and Standards)
June 2015