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REPORT OF THE ANNUAL MONITORING  
OF ACCREDITED PRE-REGISTRATION PROGRAMMES  
ACADEMIC YEAR 2011/12

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## REPORT OF THE ANNUAL MONITORING OF ACCREDITED PRE-REGISTRATION OCCUPATIONAL THERAPY EDUCATION PROGRAMMES ACADEMIC YEAR 2011/12

### 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 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](http://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 55 accredited programmes during the monitoring period. The programmes were delivered in 31 higher education institutions (HEI). They were distributed as follows:

- England = 45 programmes at 24 HEIs
- Northern Ireland = 1 programme at 1 HEI
- Scotland = 5 programmes at 3 HEIs
- Wales = 4 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 2011-12 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 2011. 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. One HEI noted that changes were made to administrative support that meant the programme team having to work differently in order to continue to support students effectively.

Service users and professional practice colleagues continue to be included in the development and delivery from curriculum planning through to teaching and assessment.

### **1.1 Applications and funding**

There were a total of 2287 approved (validated) places on pre-registration programmes. 1883 of these were allocated funding from NHS/Government bodies and 99 were funded by other sources. 315 validated places were not funded and were not recruited to.

Where known, 9078 applications were made via UCAS and 2043 direct to HEIs.

1972 students took up their places (enrolled) at the start of the academic year. This is 10 places fewer than there were commissions/funding available for.

### **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, 88% part time/in service route and 90% graduate entry). The breakdown for all new students is: 91% female and 9% male.

The majority of all pre-registration students were 21 years and above (65%), with the 21-29 year category reaching 37% and the 30 years and above category reaching 28%. The under 21 years category is up 5% on the previous year to 35%. Two programmes (1 MSc and 1 BSc (Hons) programme were unable to provide a breakdown by age.

### **1.3 Qualifications**

1618 graduates qualified with a pre-registration occupational therapy qualification in the UK in 2011. Of these, 1356 were awarded BSc (Hons) and 262 postgraduate awards. In 2010, the total number of graduates was 1648.

### **1.4 National attrition rate**

The 2011 national attrition rate is 13%, the previous year was 12%.

The national full time programme attrition is: 9%. Full time programme attrition by country is: 16% in England, 7% in NI, 7% in Scotland and 7% in Wales.

The national part time programme attrition is: 18%. Part time programme attrition by country is 20% in England and 16% in Wales.

Nationally the graduate entry attrition rate is 11%. Graduate entry programme attrition by country is 14% in England, 14% in Scotland and 6% 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 12% gaining employment in non OT posts but using OT skills.

### **1.6 Practice education**

Securing sufficient and timely practice placements was a concern to many of the programme teams, particularly in mental health and learning disability settings. Other factors contributing included the timing of placements and service changes corresponding with a drop in placement availability. All programme teams had developed strategies to overcome this issue including; liaising and working

collaboratively with practice partners to ensure continued and sustained offers of placements; providing feedback at faculty level so that concerns were highlighted at contract review meetings.

### **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 80% of OT staff were active in research activity.

98% 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 staff involved. Liaising and working collaboratively with practice partners and local clinicians ensures continued and sustained offers of placements in practice areas. Feedback is given at faculty level so that concerns can be highlighted when reviewing contracts with providers.

A small number of students are occasionally required to undertake their placements later usually the summer break.

#### **APPLE accredited educators**

Very few practice educators that supervised students during this monitoring period were APPLE accredited (6.8%). However, all programme teams confirmed continued support to educators wishing to undertake APPLE but due to pressure within services uptake was limited.

#### **Attrition**

Attrition rates for a small number of programmes was particularly high (47%) 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.
- Standard of feedback and general support to students.
- Commitment, motivation and engagement of programme teams.
- Practice partners and service users involvement in all aspects of the programme.

## 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; in Northern Ireland the Department of Health and Social Services and Public Safety; in Scotland the Students Award Agency Scotland and in Wales the National Leadership Innovation Agency for Healthcare.

Commissioning of student places continued to be reduced apart from in Scotland where it increased by 3.

Table 1 below shows the number of commissioned places. For academic years 2010 and 2011 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 (2008 - 2011)**

Country	Funded 2008	Funded 2009	Funded 2010		Funded 2011	
			Health	Other	Health	Other
England	1741	1269*	1739	19	1589	42
Northern Ireland	62	62	60	0	56	0
Scotland	206	179	143	50	146	42
Wales	102	100	101	33	92	15
<b>TOTAL</b>	<b>2111</b>	<b>1610</b>	<b>2043</b>	<b>102</b>	<b>1883</b>	<b>99</b>

\*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 2011 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 (2011)**

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	1193	21	141	10	255	11	0	0	1589	42
Northern Ireland	56	0	0	0	0	0	0	0	56	0
Scotland	146	6	0	0	0	36	0	0	146	42
Wales	56	1	8	11	28	3	0	0	92	15
<b>Total</b>	<b>1451</b>	<b>28</b>	<b>149</b>	<b>21</b>	<b>283</b>	<b>50</b>	<b>0</b>	<b>0</b>	<b>1883</b>	<b>99</b>
	1479		170		333		0		1982	

## 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 2011 increased to 11121, an increase of 1746 from the previous year.

In 2011, England saw an increase in both the number of UCAS applications and the number of direct applications. The increase in direct applications was the largest at 45% increase from 2010.

Wales experienced a decrease in the number of UCAS applications, but a large increase in the number of direct applications (56%) from the previous year. This reflects the type of programmes being offered in Wales during this monitoring period.

**Table 3 Applications to all programmes UK 2007 to 2011**

Country	UCAS					HEI					Total combined applications
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2011
England	3051	3624	3543*	6233	6915	444	488	924*	898	1638	8553
N. Ireland	412	400	474	546	581	N/a	0	0	0	0	581
Scotland	1202	1039	905	1016	1225	96	100	115	108	107	1332
Wales	449	351	448	443	357	181	158	90	131	298	655
<b>Total</b>	<b>5114</b>	<b>5414</b>	<b>5370</b>	<b>8238</b>	<b>9078</b>	<b>721</b>	<b>746</b>	<b>1129</b>	<b>1137</b>	<b>2043</b>	<b>11121</b>

Table 4 shows the number of applications per student place. The number of applicants to places has increased in England, Northern Ireland and Wales and remained constant for Scotland.

**Table 4 Number of applications per student place**

Country	2007	2008	2009	2010	2011
England	7	4	3*	4	5
Northern Ireland	11	7	13	9	10
Scotland	7	5	4	7	7
Wales	11	6	4	4	6

### 2.2.2 Student interviews

From the information available, interviews were undertaken by the majority of HEIs in England either in groups or individually. 2 HEIs in Wales and 1 HEI 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

86% of the total available validated places were filled on pre-registration programmes. This is a decrease of 1% on the 2010 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.

Table 5 shows the student intake to all pathways nationally from 2006 to 2011.

**Table 5 Student intake to all pathways 2006 to 2011 (UK)**

Academic Year	Approved Places	Total Intake	Full-time	Part-time & In-service	Accelerated Graduate Entry	Work-based Learning
2006	2416	2235 (93%)	1594	328	299	14
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	-

\*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 2009**

Country	Approved Places	Full-time	Part-time & In-service	Accelerated Graduate Entry	Work-based Learning	Total
England*	1467	1006	173	246	0	1425
Northern Ireland	60	62	0	0	0	62
Scotland	230	176	0	39	0	215
Wales	145	57	32	32	0	121
<b>Total</b>	<b>1902</b>	<b>1301</b>	<b>205</b>	<b>317</b>	<b>0</b>	<b>1823</b>

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

**Table 7 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
<b>Total</b>	<b>2444</b>	<b>1544</b>	<b>215</b>	<b>361</b>	<b>15</b>	<b>2135</b>

**Table 8 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
<b>Total</b>	<b>2287</b>	<b>1481</b>	<b>156</b>	<b>335</b>	<b>0</b>	<b>1972</b>



## New students' profile

### 2.3.1 Gender

91% of the occupational therapy student population in the United Kingdom is female with the male population remaining steady at 9%.

**Table 9 Gender profile of new students for Academic Years 2007 to 2011 (UK)**

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

Academic Year 2007	Full-time	Part-time & In-service	Accelerated Graduate Entry	Work based (Grantham only)	Total
Female	1473	203	259	No intake	1935 (93%)
Male	106	20	22	No intake	148 (7%)
Total	1579	223	281	No intake	2083

### 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 2007 - 2011 (UK)**

Age range	2007	2008	2009*	2010	2011
Under 21 years	45%	36%	39%	30%	32%
21 – 29 years	40%	33%	37%	39%	34%
30 years and above	15%	31%	24%	31%	26%
Unknown					8%

Five programmes at three HEIs (two in England and one in Scotland) were unable to provide age profile of new students for this monitoring period. The age range of the students on these programmes is shown in the 'unknown' category.

The 2011 monitoring period shows a 2% increase in the under 21 category and a 5% decrease in both the 21– 29 years and 30 years and above categories.

The majority of full-time undergraduate programmes in England and Scotland in this monitoring period attracted students who under 21 years of age; 45% and 67% respectively. In contrast, 63% of students on Wales's full time programmes were aged between 21 and 29.

Nationally, on the graduate entry programmes 70% of the students were aged between 21 and 29 and 30% were 30 years and above.

### **2.3.3 Ethnicity**

Those programmes that collected information on the ethnicity of new students reported 11% were from the Black and Minor Ethnic communities. This is the same as in the previous monitoring period.

### **2.3.4 Disability**

In 2011, 14% of new students disclosed a disability. 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**

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. 8% of students who enrolled on the undergraduate programmes also held a previous higher education qualification.

## SECTION 3 – QUALITY MONITORING

### 3.1 Qualifications awarded

In 2011, 1,618 students qualified with a pre-registration occupational therapy qualification in the UK. Of those 1356 qualified with an honours degree qualification; 18% were awarded a First Class degree (England = 18%; N. Ireland = 14%; Scotland = 11%; Wales = 30%). The majority (49%) gained an Upper Second Class degree (England = 48%; N. Ireland = 74%; Scotland = 53%; Wales = 42%). 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 2008 - 2010**

Country	BSc OT			BSc (Hons) and Grad. Dip* OT			Pg D / MSc OT		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
England	5	1	n/a	1350*	1238	1129	159	186	175
N. Ireland	n/a	n/a	n/a	54	63	66	n/a	n/a	n/a
Scotland	3	0	n/a	121	133	163	34	26	28
Wales	n/a	n/a	n/a	69	65	59	25	23	28
<b>TOTAL</b>	<b>8</b>	<b>1</b>	<b>n/a</b>	<b>1594</b>	<b>1499</b>	<b>1417</b>	<b>218</b>	<b>235</b>	<b>231</b>

\*this includes the award of 12 Graduate Diploma in OT

**Table 11B Qualifications awarded in 2011**

Country	BSc (Hons) OT	Postgraduate Diploma / MSc OT	Total
England	1117	217	1334
N. Ireland	50	n/a	50
Scotland	125	18	143
Wales	64	27	91
<b>TOTAL</b>	<b>1356</b>	<b>262</b>	<b>1618</b>

**Table 12 Honours degree classifications in UK 2009 to 2011**

Country	First Class			Upper Second			Lower Second			Third Class		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
England	198	181	205	564	496	535	415	380	340	61	72	37
N. Ireland	5	18	7	50	43	37	8	5	6	0	0	0
Scotland	10	26	14	81	86	67	40	44	39	2	7	5
Wales	8	6	19	30	30	27	21	21	16	6	2	2
<b>TOTAL</b>	<b>221</b>	<b>231</b>	<b>245</b>	<b>725</b>	<b>655</b>	<b>666</b>	<b>484</b>	<b>450</b>	<b>401</b>	<b>69</b>	<b>81</b>	<b>44</b>
<b>TOTAL (%)</b>	<b>15%</b>	<b>16%</b>	<b>18%</b>	<b>49%</b>	<b>46%</b>	<b>49%</b>	<b>32%</b>	<b>32%</b>	<b>30%</b>	<b>5%</b>	<b>6%</b>	<b>3%</b>

### 3.2 Attrition

The national attrition rate for 2011 is 13%. This is 1% higher than the previous year.

The full time undergraduate programmes continue to have the lowest attrition rate at 9%, followed by the graduate entry route at 11%. The part time and in service route saw an increase in attrition during this monitoring period up to 18%, 3% higher than the previous year and the highest it's been in the past 5 years.

The majority of students who intercalated for various reasons returned to complete their studies within the maximum period of registration. Extensions to students' programmes beyond the maximum set by the College were dealt with in accordance with the College's education standards and all requests were supported by their programme teams. There was no change in the most common reported cause of temporary student withdrawal overall i.e. '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 2007 - 2011**

Type of programme	2007	2008	2009*	2010	2011
Graduate entry	7%	9%	7%	9%	11%
Full-time 3 & 4 years	11%	12%	14%	13%	9%
Part-time/in-service	10%	13.5%	10%	15%	18%
National attrition rate	11%	12 %	10%	12%	13%

\*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

Graduates first post destination information remains difficult to report on but of those programmes able to provide information most reported a high success rate. 6 programme teams reported 100% of their graduates were successful in gaining an occupational therapy post. A total of approximately 75% of graduates were successful in gaining an occupational therapy named post. Roughly, a further 12% 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 placement offers in social services during the monitoring period remained at 7% of total placements. Placements in traditional health settings accounted for 80% of placements and role emerging and other placements contributed 13% of placements.

Placement cancellations were at approximately 9% and in the majority of cases low. The most common reasons for educators cancelling placements were 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 not having the relevant insurance for using a vehicle for work purposes and in some areas placements being offered to students at other HEIs.

#### 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 2011. An overall average of 13% of practice placements were delivered in emergent and other settings, this is an increase from 8.5% in 2010.

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

Where overseas placements were used they were organised through established affiliations with partner institutions. Placements were normally visited and audited prior to the agreement being established. Supervision was usually provided by the placement and a visiting tutor who remained in contact via Skype.

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 practice placement educators are offered a training course before taking students on placement. 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.

Additional CPD opportunities are provided where practice educators may discuss current research or educational issues pertinent to their practice area.

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

Practice educators received feedback via the occupational therapy placement co-ordinators' meeting or equivalent. They also received feedback via tutor visits and telephone tutorials whilst students are on placement with them. Any issues emerging from a placement provider in relation to resources or practice educator concerns were dealt with by individual exploratory meetings in the setting.

Evaluation forms were also 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 experienced practice educators as the quality assurance of practice educators continued to be a focus for programme teams.

All HEIs offered training and update opportunities, including multi-professional learning events, OT specific educator training workshops, training days, update days etc throughout the year. These were either delivered on campus or in placement settings.

The number of APPLE accredited educators used during this monitoring period was 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 very low number of APPLE accredited educators supervising students with an overall average of approximately 7%.

## **3.5 Learning, Teaching and Assessments**

There is a variety of teaching and learning opportunities within programmes allowing students to demonstrate knowledge and skills in a range of ways. Students are well prepared for assessment with evidence of formative assessment throughout. Assessments are congruent with both academic and

professional expectations and have been evaluated for their appropriateness, variety and rigour. Assessment loads and timings have been monitored and adjusted appropriately where required and in agreement with external examiners.

External examiners' reports confirmed that the overall performance of students were comparable across all programmes at equivalent level of study. The range of individual module marks and grades awarded are similar to equivalent programmes.

Internal marking and moderation has been evident and consistently clear with methods and processes documented. Generally, feedback has been consistent and clearly presented and has included indicators on how to further enhance work.

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 major and minor changes to programmes were submitted to the College for their comment prior to implementation.

Programme teams continue to develop the involvement of service users and carers in programme delivery and curriculum development, others demonstrate a faculty wide strategy to further embed and enhance procedures in place.

## **SECTION 4 – RESOURCES**

### **4.1 Teaching staff profiles and engagement in CPD**

Suitably qualified occupational therapists held the post of professional subject lead and programme lead(s) at all HEIs.

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

### **4.2 Teaching complement**

In contrast to previous years, very few programmes reported changes to their teaching teams. One programme team identified an increase in the number of posts. Two others reported that staffing issues were identified but no changes were planned.

One programme team commented on the disruption caused by the university restructuring administration services and the impact this had on the teaching team, practice educators, students and other stakeholders

### **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 minor comments were made by external examiners on specific IT related access concerns and where the use of DVD or other recording of assessments had been utilised and technical issues had occurred.

## **SECTION 5 – QUALITY ENHANCEMENT (areas of good practice)**

- Creative and progressive assessment techniques and skills development.
- Standard of feedback and general support to students.
- Commitment, motivation and engagement of programme teams.
- Practice partners and service users' involvement in all aspects of the programme.

### **5.1 Creative and progressive assessment techniques and skills development**

External examiners highlighted the variety and relevancy of assessments allowing students with different strengths to demonstrate their learning. 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 Standard of feedback and general support to students**

The standard of marking was generally found to be appropriate and in some instances exemplary with moderation processes clearly articulated. The quality and quantity of feedback has been repeatedly commented on by external examiners as being encouraging and positive, allowing all students the opportunity to improve and enhance. Students are also encouraged to provide regular feedback to programme teams at module and curriculum level.

### **5.3 Commitment, motivation and engagement of programme teams**

The enthusiasm, commitment and engagement of programme teams have been repeatedly commented on by both external examiners and students. Students were unequivocal about the availability of staff and their continuous support. Personal tutor support systems are in place and used to identify and provide early support for not only academic issues but also pastoral issues.

### **5.4 Practice partners and service users involvement in all aspects of the programme**

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.

Practice partners, service users and carers have been involved in student interviews as part of the recruitment process and contributed to the delivery of module sessions, as well as informing curriculum.

Practice partners have also been involved in professional conduct hearings, programme and curriculum review and development.

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