



REPORT OF THE ANNUAL MONITORING OF ACCREDITED PRE-REGISTRATION PROGRAMMES ACADEMIC YEAR 2010/11

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REPORT OF THE ANNUAL MONITORING OF ACCREDITED PRE-REGISTRATION OCCUPATIONAL THERAPY EDUCATION PROGRAMMES ACADEMIC YEAR 2010/11

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. The entries are regularly updated.

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

There were 60 accredited programmes during the monitoring period. The programmes were delivered in 31 higher education institutions (HEI). They were distributed as follows:

- England = 49 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 2010-11 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 2010. 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.

Appendix 1 outlines the profile of occupational therapy in higher education in Europe, 2005-2012 as produced by COTEC.

SECTION 1 - GENERAL SUMMARY

All pre-registration accredited programmes continued to be supported by their HEIs during this academic year. Where programme teams experienced changes to staff numbers, these were in the main small decreases which were subsumed by the remaining team members. Where reductions in staff numbers would have had an impact on the delivery of the programme, teams were able to argue for a return to the accredited standards of staffing.

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 recruitment

1984 student places were health funded and 77 were funded by other sources. 75 student places had no funding identified.

8238 applications were made via UCAS and 1137 direct to HEIs.

2136 students took up their places 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 (80% full time route, 66% part time/in service route and 68% graduate entry). Due to some figures being returned combined (male and female) the breakdown for all new students is: 76% female, 8% male and 16% combined.

The majority of all pre-registration students were 21 years and above (70%), with the 21-29 year category reaching 39% and the 30 years and above category reaching 31%. The under 21 years category is down 9% on the previous year to 30%.

1.3 Qualifications

1648 graduates qualified with a pre-registration occupational therapy qualification in the UK in 2010. Of these, 1417 were awarded BSc (Hons) and 231 postgraduate awards. In 2009, the total number of graduates was 1734.

1.4 National attrition rate

Full time programme attrition is 14% in England, 14% in NI, 20% in Scotland and 7% in Wales.

Nationally the full time attrition rate is 13%, which is the same as the previous year.

England, Wales and Northern Ireland all experienced a decrease in their full time programme attrition. Scotland has seen an increase of 12.5% on the previous year.

Part time programme attrition is 25% in England and 4% in Wales. Nationally the part time attrition rate is 15%, 5% higher than the previous year.

Graduate entry programme attrition is 13% in England, 8% in Scotland and 7% in Wales. Nationally the graduate entry attrition rate is 9%.

The overall national attrition rate for 2010 is 12.3%.

1.5 Graduate destinations

From the limited information available, the majority of graduates (77%) managed to secure 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 practice placements continues to cause concern to some programmes. However, all students undertook the required range of placements in this monitoring period, although some students practice placements were delayed.

1.7 Continuing staff professional development

The majority of staff continued to engage with professional development activities. As in previous years, programmes reported new staff studying for their institutions required teaching qualification and experienced staff undertaking a range of higher academic qualifications, presenting at national and international conferences, papers published in peer reviewed international journals and engagement with the professional body.

1.8 Issues of concern that emerged from the annual reports

Practice placements

Programme teams continue to experience difficulties securing sufficient practice placements and stated increasing amounts of time and effort are dedicated to the pursuit of placements. Students are occasionally required to undertake their placements during their summer break or their individual programmes are reconfigured to allow for placements to run outside of the normal timings so as not to delay students from completing programmes with their cohort.

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:

- Contemporary programmes relevant to the changing context of occupational therapy in health and social care.
- Variety of creative and imaginative modules and innovative assessments.
- Commitment, motivation and engagement of programme teams.
- Development of modules preparing students for employment.

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.

A reduction in the commissioning of student places continued apart from in Wales where it increased by 1.

Table 1 below shows the number of commissioned places. For academic year 2010 this figure has been split to show the number of commissioned places by NHS/Government and Other sources of funding.

Table 1 Funded places – all pathways (2007 - 2010)

Country	Funded 2007	Funded 2008	Funded 2009	Funded 2010	
				Health	Other
England	1755	1741	1269*	1739	19
Northern Ireland	37	62	62	60	0
Scotland	195	206	179	143	50
Wales	97	102	100	101	33
TOTAL	2084	2111	1610	2043	102

*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 2010 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 (2010)

Country	Undergraduate Full-time		Undergraduate Part-time & In-service		Postgraduate (pre-reg)		Undergraduate Work-based Learning		Total	
England	1273	8	187	0	264	11	15	0	1739	19
Northern Ireland	60	0	0	0	0	0	0	0	60	0
Scotland	143	2	0	0	0	48	0	0	143	50
Wales	28	7	26	6	47	20	0	0	101	33
Total	1504	17	213	6	311	79	15	0	2043	102
	1521		219		390		15		2145	

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 via UCAS. Where known, the applications via UCAS and those made directly to the HEI are shown in table 3.

Since 2006 the number of UCAS applications made to HEIs across the 4 countries has fluctuated. 2010 saw an increase in numbers of UCAS applications for all countries apart from Wales, who experienced

just 5 fewer applications. However the reverse happened for the number of applicants to HEIs in that Wales was the only country to receive more direct applications in 2010.

Overall, 2010 saw a significant increase in the total number of UCAS applications with England receiving the largest (43% increase from 2009).

2010 saw a slight increase in the total number of direct entry applications. There were fewer applications made to English and Scottish HEIs, however Wales saw a significant increase although not quite reaching the same levels as in 2006 to 2008.

Table 3 Applications to all programmes UK 2006 to 2010

Country	UCAS					HEI				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
England	4755	3051	3624	3543*	6233	436	444	488	924*	898
N. Ireland	509	412	400	474	546	N/a	N/a	0	0	0
Scotland	1100	1202	1039	905	1016	93	96	100	115	108
Wales	457	449	351	448	443	151	181	158	90	131
Total	6821	5114	5414	5370	8238	680	721	746	1129	1137

Table 4 shows the number of applications (via UCAS) per student place. The number of applicants to places in Wales has remained constant for the second year. Scotland experienced an increase and Northern Ireland a decrease. England received the same number as in 2008.

Table 4 Number of Applications via UCAS per student place

Country	Number of applications per student place 2006	Number of applications per student place 2007	Number of applications per student place 2008	Number of applications per student place 2009	Number of applications per student place 2010
England	6	7	4	3*	4
Northern Ireland	14	11	7	13	9
Scotland	6	7	5	4	7
Wales	8	11	6	4	4

2.2.2 Student interviews

During this monitoring period, interviews were undertaken by most HEIs in England either in groups or individually. From the information supplied, only 2 programmes in Wales and 2 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

87% of the total available validated places were filled on pre-registration programmes. This is an decrease of 9% on the 2009 figures.

There has been an increase in numbers of students to all pathways with the full time route seeing the largest rise.

Table 5 shows the student intake to all pathways nationally from 2005 to 2010.

Table 5 Student intake to all pathways 2005 to 2010 (UK)

Academic Year	Approved Places	Total Intake	Full-time	Part-time & In-service	Accelerated Graduate Entry	Work-based Learning
2005	2416	2136 (88%)	1497	345	222	-
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

*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 2008

Country	Approved Places	Full-time	Part-time & In-service	Accelerated Graduate Entry	Work-based Learning	Total
England	2046	1267	234	226	14	1741
Northern Ireland	62	62	N/a	N/a	N/a	62
Scotland	235	178	N/a	28	N/a	206
Wales	100	42	28	32	N/a	102
Total	2486	1549	262	286	14	2111

Table 7 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
Total	1902	1301	205	317	0	1823

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

Table 8 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

New students' profile

2.3.1 Gender

The occupational therapy student population in the United Kingdom continues to remain predominantly female at 76%, with the male population remaining steady at 8%. The remaining 16% was returned as combined data.

Table 9 Gender profile of new students for Academic Years 2006 to 2010 (UK)

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

Academic Year 2006	Full-time	Part-time & In-service	Accelerated Graduate Entry	Work based (Grantham only)	Total
Female	1471	289	268	13	2041 (91%)
Male	123	39	31	1	194 (9%)
Total	1594	328	299	14	2235

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 2006 - 2010 (UK)

Age range	2006	2007	2008	2009*	2010
Under 21 years	37%	45%	36%	39%	30%
21 – 29 years	34%	40%	33%	37%	39%
30 years and above	28%	15%	31%	24%	31%

The 2010 monitoring period shows an increase in the 21 – 29 years and 30 years and above categories and a drop of 9% in the under 21 category. The overall percentage of mature students (21 years and above) is now at 70% up from 61% in the previous monitoring period. The under 21 year category is at its lowest since 2006.

The majority of full-time undergraduate programmes in England and Wales in this monitoring period attracted students who were 21 years of age and over. 63% of students on England's and 62% of students on Wales's full time programmes were over 21. In contrast, 69% of students on Scotland's full time programmes were under 21.

2.3.3 Ethnicity

Those programmes that collected information on the ethnicity of new students reported 10% were from the Black and Minor Ethnic communities. This is the same as in the previous monitoring period.

2.3.4 Disability

In 2010, 13% 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 previous undergraduate qualification. 10% of students who enrolled on the undergraduate programmes also held a previous higher education qualification. This figure is the same as 2009.

SECTION 3 – QUALITY MONITORING

3.1 Qualifications awarded

In 2010, 1,648 students qualified with a pre-registration occupational therapy qualification in the UK. Of those who qualified with the honours degree qualification, 16% were awarded a First Class degree (England = 16%; N. Ireland = 27%; Scotland = 16%; Wales = 10%). The majority (46%) gained an Upper Second Class degree (England = 44%; N. Ireland = 65%; Scotland = 53%; Wales = 51%). 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 2007 - 2009

Country	BSc OT			BSc (Hons) and Grad. Dip* OT			Pg D / MSc OT		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
England	23	5	1	1287	1350*	1238	171	159	186
N. Ireland	n/a	n/a	n/a	52	54	63	n/a	n/a	n/a
Scotland	41	3	0	77	121	133	22	34	26
Wales	6	n/a	n/a	58	69	65	25	25	23
TOTAL	70	8	1	1474	1594	1499	218	218	235

*this includes the award of 12 Graduate Diploma in OT

Table 11B Qualifications awarded in 2010

Country	BSc (Hons) OT	Postgraduate Diploma / MSc OT	Total
	2010	2010	2010
England	1129	175	1304
N. Ireland	66	n/a	66
Scotland	163	28	191
Wales	59	28	87
TOTAL	1417	231	1648

Table 12 Honours degree classifications in UK 2008, 2009 and 2010

Country	First Class			Upper Second			Lower Second			Third Class		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
England	193	198	181	619	564	496	470	415	380	56	61	72
N. Ireland	15	5	18	31	50	43	8	8	5	0	0	0
Scotland	14	10	26	58	81	86	46	40	44	3	2	7
Wales	5	8	6	21	30	30	38	21	21	5	6	2
TOTAL	227	221	231	729	725	655	562	484	450	64	69	81
TOTAL (%)	14%	15%	16%	46%	49%	46%	36%	32%	32%	4%	5%	6%

3.2 Attrition

The national attrition rate for 2010 is 12.3%. This is 2.3% higher than the previous year.

The graduate entry programmes continue to have the lowest attrition rate at 9%, followed by the full time routes. The part time and in service route saw an increase in attrition during this monitoring period up to 15%, the highest its 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 left the programme permanently cited 'wrong choice of career' as the reason.

Table 13 Attrition rates for all pathways in UK 2006 - 2010

Type of programme	2006	2007	2008	2009*	2010
Graduate entry	9%	7%	9%	7%	9%
Full-time 3 & 4 years	7%	11%	12%	14%	13%
Part-time/in-service	13%	10%	13.5%	10%	15%
National attrition rate	10%	11%	12 %	10%	12%

*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. 3 programme teams reported 100% of their graduates were successful in gaining an occupational therapy post. A total of approximately 72% of graduates were successful in gaining an occupational therapy named post. Roughly, a further 15% 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**

There was a decrease in placement offers in social services during the monitoring period (7% of total placements) compared to the previous year (11%). Placements in traditional health settings accounted for 82% of placements and role emerging placements contributed 8.5% of placements. The remaining 2.5% was made up of 'other' placements.

Placement cancellations were at approximately 10% and in most cases low, however two programmes experienced very high numbers of cancellations. The most common reasons for educators cancelling placements was staff shortages, high case loads and a change in role. There was also a need for students to cancel placements due to delayed CRB and occupational health clearance and previous placements being deferred. Programme teams have also had to cancel placements as educators have not completed mandatory training.

Difficulties in securing placements continued to impact on the work loads of programme teams, however all managed to secure good quality and appropriate placements for their students.

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 managed to organise placements in emergent settings for their students in 2010. An overall average of 8.5% of practice placements were delivered in emergent settings, this is an increase from 5% in 2009.

Settings included 3rd sector charity organisations, refuge projects, homeless centres, employment support organisations, agricultural and gardening projects and equipment demonstration and provision. Programme teams report that increasingly these placements are leading to the appointment of an occupational therapist in the setting.

Overseas placements were well organised and offered good experience for students. HEIs used affiliations and agreements with a variety of hosts to ensure successful overseas placements such as partnerships with local universities and ERASMUS. Some students were able to undertake placements in their home country. These placements were monitored through the use of Skype, email and by telephone. In some cases placements coincided with visits from members of the programme team.

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, action plans and de-briefs. Aspects that needed development were discussed with the educator.

3.4.3 Quality assurance of practice education

The majority of HEIs continued to carry out a visit to their students, at least once while undertaking practice learning experience within the UK. Additional visits were made as needed at the request of either the student or the practice educator. Educators also received verbal feedback from the visiting tutors at this visit. Programme teams are increasingly using telephone calls as a means of monitoring student placement experiences. Student and educator evaluation reports, audit tools and regular meetings with practice educators remain in use for ongoing quality monitoring of practice placement settings.

Feedback to educators was provided in a variety of ways. Evaluation 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 was available 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. All but 1 HEI offered a route to APPLE accreditation and some programme teams have developed courses in conjunction with teams from other HEIs.

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. The majority of APPLE accredited educators that had applied via the fast track route were now

beginning to come to the end of their accreditation period and a very low number are seeking re-accreditation. From the limited data given, the percentage of APPLE accredited educators who supervised students on placement ranged from as low as 10% and up to 100% with an average of approximately 50%.

3.4.5 Learning and Teaching and Assessments

External examiners' reports confirmed that overall standards for student performance on pre-registration programmes were comparable across all programmes at equivalent level of study, and continue to meet the requirements of HCPC and COT.

External examiners' reports have been responded to and acted upon by programme teams or wider school or faculty where required. Most major and minor changes to programmes were submitted to the College for their comment prior to implementation.

Service user and carer involvement in programme delivery and assessment continues to be embedded in the majority of the programmes alongside their involvement in the curriculum development and internal quality mechanisms.

Assessments have been evaluated for their appropriateness, variety and rigour and where required assessment loads and timings have been monitored and adjusted as appropriate. The variety of assessment styles employed have enabled students with varying strengths to perform well. Innovative assessments that reflect the needs of a qualified healthcare professional have been commented on by external examiners. The quality, timing and consistency of feedback of assessments has also been evaluated by students and external examiners and feedback has been carefully considered by programme teams and appropriate responses have been made.

SECTION 4 - RESOURCES

4.1 Teaching staff profiles and engagement in CPD

All universities continued to have a suitably qualified occupational therapist in the post of professional subject leader and reported that the number of senior teaching staff that held a doctoral degree (PhD or EdD) and/or professorial appointment continued to increase. The majority of teaching staff either held a master's degree or were enrolled in a programme at master's or doctoral levels.

The majority of programmes reported that all their occupational therapy teaching staff were active in research or scholarly activity and most of the universities funded and supported staff CPD activities. The majority of occupational therapist educators were members of the British Association of Occupational Therapists. Most programme teams were engaged with the professional body and the work of the College or the Specialist Sections.

4.2 Teaching complement

A small number of programmes reported changes to teaching teams. The majority of these described a decrease in posts due to voluntary severance and frozen recruitment. One programme team explained that vacant posts were frozen in order to support the policy of no compulsory redundancies at a time of general uncertainty and dropping health commissions. However, subsequently posts have been released.

Where a loss was reported, this was normally subsumed by remaining staff teams but others had to revise assessment and moderation processes. Some programmes reported that the loss would have affected delivery of the programme and were able to argue a return to validation staffing levels. Further challenges were created where the reduction or loss was in administrative roles.

4.3 Learning resources

All programme teams reported positively on access to learning resources. Administration support was reported as limited by one university, with one other commenting that access to skills labs and equipment an issue.

SECTION 5 – QUALITY ENHANCEMENT (areas of good practice)

5.1 Development of innovative and creative programmes

External examiners highlighted the variety, breadth and range of relevant and appropriate assessment and some outstanding, innovative assessments at pre-registration M level. Programme teams are increasingly engaging with new technology to support learning and offer diversity in the teaching and learning process.

5.2 *Continued development of quality enhancement strategies*

Module teams continue to be receptive to feedback from external examiners and are open to suggestions and discussions and have actively sought to explore and debate learning and teaching. Students and Educators have been able to clearly identify how their feedback has impacted on the learning experiences of future cohorts.

5.3 Development of modules that reflected current occupational therapy requirements.

External examiners commended teams for producing programmes that are contemporary and relevant to the changing context of occupational therapy in health and social care. Programme teams are incorporating modules that are highly relevant for students seeking their first posts and employability in the highly competitive occupational therapy job market.

5.4 Development of clinicians and service users for curriculum delivery

Programme teams have continued to develop the prominence and role of clinicians and service users. Service users are increasingly becoming involved in the internal quality and development processes as well as with the delivery and assessment of the curriculum.

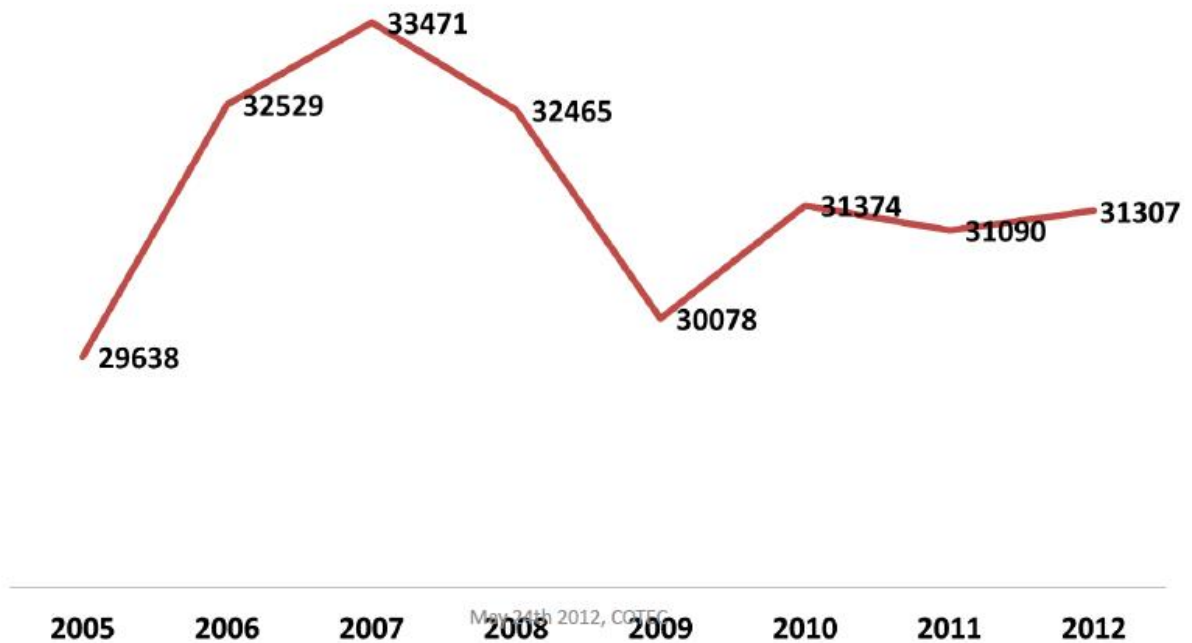
5.5 Support provided to students for personal and professional development.

Students and external examiners repeatedly commend the level of commitment, motivation, engagement and expertise of programme teams, personal tutor support systems and the use of professional development portfolios. External examiners commended again the level of detailed feedback given to students to enhance their future progress.

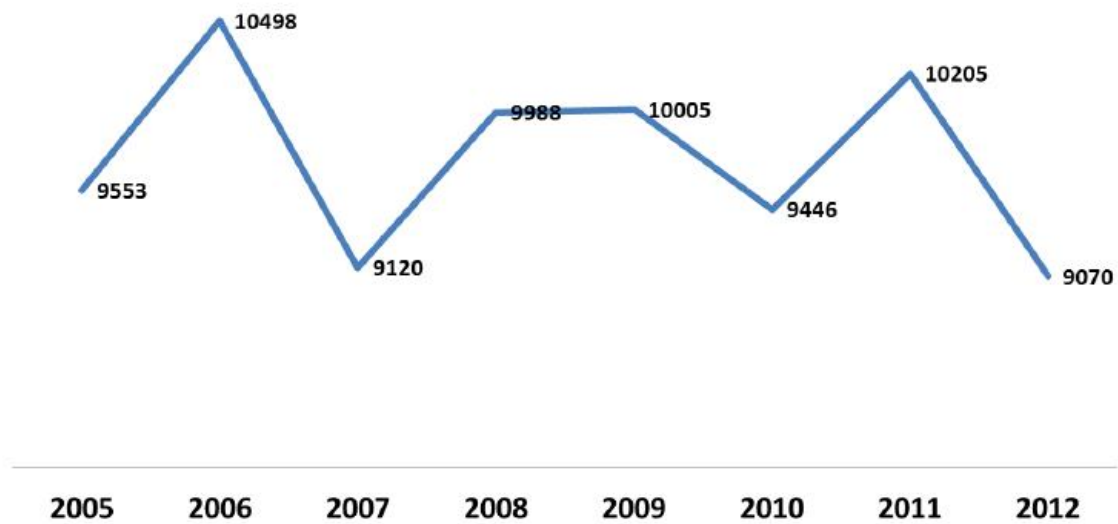
Report prepared by:

Clair Parkin
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January 2014

Students studying OT in Europe *2005-2012*



Number of graduating students each year *2005-2012*



May 24th 2012, COTEC