



REPORT OF THE ANNUAL MONITORING
OF ACCREDITED PRE-REGISTRATION PROGRAMMES
ACADEMIC YEAR 2009/10

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REPORT OF THE ANNUAL MONITORING OF ACCREDITED PRE-REGISTRATION OCCUPATIONAL THERAPY EDUCATION PROGRAMMES ACADEMIC YEAR 2009/10

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

- England = 46 programmes at 24 HEIs
- Northern Ireland = 1 programme at 1 HEIs
- Scotland = 6 programmes at 3 HEIs
- Wales = 5 programmes at 3 HEIs

Programme delivery was either by full-time, part-time or graduate entry accelerated full-time attendance. The qualifications gained by the students ranged from a bachelor's degree with honours to a master's degree.

5 HEIs failed to return their Annual Student Data Return forms for this monitoring period. All 5 HEIs are in England. Therefore the following report has been compiled based on the information that was submitted to the College. The sections affected by the non return of information have been identified throughout the report. The College continues to follow up any non submissions in line with the accreditation and quality monitoring processes directly with the HEIs.

Following due consideration of the annual quality monitoring reports, 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 2009. It also gives 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. Inclusion of service users continues to be developed from curriculum planning through to teaching and assessment. There is also an emerging focus on the sustainability of programme(s). Creative and imaginative modules and assessment and the use of technology such as Wiki's, podcasts and blogs in teaching and assessment is also helping students and staff improve their knowledge and skills.

*Section 1 of this report has been compiled based on the information submitted to the College. 5 HEIs in England failed to return this information.

1.1 Applications and recruitment

1610 student places were health funded and 76 were funded by other sources. 137 student places had no funding identified.

5020 applications were made via UCAS and 1479 direct to HEIs.

1823 students took up their places at the start of the academic year.

95% of the available places were filled. In 2008 this figure was 85%.

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).

Due to some figures being returned combined (male and female) the breakdown for all new students is: 78% female, 8% male and 14% combined. The 2008 report confirmed a 91% female gender profile.

There was almost an even split between students aged under 21 (49%) and above 21 (51%) on the full time programmes across the 4 countries. However, of the total new student population 64% were aged over 21, which is the same as 2008.

1.3 Qualifications

1734 graduates qualified with a pre-registration occupational therapy qualification in the UK in 2009. Of these, 1499 were awarded BSc (Hons) and 235 postgraduate awards. In 2008, the total number of graduates was 1820.

1.4 National attrition rate

Full time programme attrition is 20.1% in England, 8.4% in NI, 7.5% in Scotland and 16% in Wales.

Nationally the full time attrition rate is 13%, 1% higher than the previous year.

Part time programme attrition is 11.07% in England and 9.5% in Wales. Nationally the part time attrition rate is 10.3%, 3.2% lower than the previous year.

Graduate entry programme attrition is 13.5% in England, 0% in Scotland and 14% in Wales. Nationally the full time attrition rate is 9.2%, 0.2% higher than the previous year.

1.5 Graduate destinations

From the information available, the majority of graduates managed to secure employment in occupational therapy roles.

1.6 Practice education

Securing practice placements in a timely manner continued to cause concern to some programmes and social care and learning disability placements were still offered in low numbers only. However, all students undertook the required range of placements in this monitoring period.

1.7 Continuing staff professional development

The majority of staff engaged with professional development activities. As in previous years, programmes reported staff studying for 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 continued to secure sufficient practice placements but stated increasing difficulties with constraints placed on clinicians. Very few programme teams reported delays to students going out and were able to switch the timing of the delivery of academic modules 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:

- Extent and level of formal and informal student support
- Creative and imaginative modules and assessment
- Use of technology including wiki's, podcasts and blogging.
- Commitment of programme teams.

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.

HEIs continued to experience a reduction in the funding of student places apart from in northern Ireland where it remained the same.

Table 1 below shows the number of funded places. Table 2 shows the number of funded places for each pathway in the 4 countries.

Table 1 Funded places – all pathways (2007 - 2009)

Country	Funded 2007	Funded 2008	Funded 2009
England	1755	1741	1269*
Northern Ireland	37	62	62
Scotland	195	206	179
Wales	97	102	100
TOTAL	2084	2111	1610

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

Table 2 Breakdown of funded student places by pathway (2009)

Country	Full-time	Part-time & In-service	Accelerated Graduate Entry	Work-based Learning	Total
England	878	140	251	0	1269*
Northern Ireland	62	N/a	N/a	N/a	62
Scotland	169	N/a	10	N/a	179
Wales	47	27	26	N/a	100
Total	1713	415	364	0	1610

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

2.2 Recruitment

2.2.1 Applications

Applications to 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. The applications via UCAS and those made directly to the HEI are shown in table 3.

Since 2005 the number of UCAS applications made to HEIs across the 4 countries has fluctuated. 2006 saw an increase in numbers for Northern Ireland, Scotland and Wales, however the number of applicants to HEIs in England dropped significantly. Scotland was the only country to see a rise in applications in 2007 with Wales remaining almost constant. 2008 reversed the situation with England receiving more applications and the other 3 countries seeing a decrease. In 2009, England and Scotland received fewer than the previous year, however, Northern Ireland and Wales saw the number increase.

Mirroring the situation for the number of UCAS applications to HEIs in England in 2005 and 2006, there was a drop of over 50% in numbers of direct applicants for the same years. 2007 and 2008 saw a very small increase, however, in 2009 there was a sharp rise again in the number of applications made directly to these same HEIs almost to the same level as in 2005.

As Northern Ireland only offers an undergraduate programme all applications are made via UCAS. No direct entry applications have been received.

In 2006, Scotland's HEIs received a large increase in number of direct entry applications and over subsequent years has seen this grow slowly. Direct applications to HEIs in Wales has also slowly grown apart from in 2008 where there was a slight decrease. However, 2009 saw a significant decrease in numbers.

Table 3 Applications to occupational therapy programmes UK 2005 to 2009

Country	UCAS					HEI				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
England	6112	4755	3051	3624	3543*	1087	436	444	488	924*
N. Ireland	480	509	412	400	474	N/a	N/a	N/a	0	0
Scotland	989	1100	1202	1039	905	20	93	96	100	115
Wales	396	457	449	351	448	126	151	181	158	90
Total	7977	6821	5114	5414	5370	1233	680	721	746	1129

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

Table 4 shows the number of applications (via UCAS) per student place. This appears to have remained similar to last year, however, with the missing figures from the England HEIs this is difficult to confirm.

Scotland, Wales and England HEIs experienced a decrease in the number of applications per student place as the previous year. Northern Ireland saw an increase from 7 to 13.

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
England	6	7	4	3*
Northern Ireland	14	11	7	13
Scotland	6	7	5	4
Wales	8	11	6	4

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

2.2.2 Student interviews

During this monitoring period, interviews were undertaken by most HEIs either in groups or individually. The majority of programmes in England held interviews for applicants. All programmes in Wales undertook student interviews and in Scotland 1 BSc and 2 graduate entry programmes interviewed students. The Northern Ireland HEI did not interview applicants.

2.2.3 Student intake

95% of the total available accredited places were filled on pre-registration programmes. This is an increase of 5% on the 2008 figure and is the highest number in the last five years.

There has been an increase in numbers of students to all pathways with the full time route seeing the largest rise. The work based learning programme recruits every other year and there was no intake in this monitoring period.

Table 5 shows the student intake to all pathways nationally from 2005 to 2009. Tables 6 to 8 show the student intake to each pathway by country over the past 3 years.

Table 5 Student intake to all pathways 2005 to 2009 (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	

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

Table 6 Student intake to each pathway in each UK country 2007

Country	Full-time	Part-time & In-service	Accelerated Graduate Entry	Total
England	1300	177	218	1717
Northern Ireland	36	N/a	N/a	36
Scotland	201	N/a	38	239
Wales	42	24	25	91
Total	1579	223	281	2083

Table 7 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 8 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.

2.3 New students' profile

2.3.1 Gender

The occupational therapy student population in the United Kingdom continues to remain predominantly female (79%). This figure is slightly distorted as some HEIs are only able to provide 'Combined' rather than data by gender. The combined figure for 2009 is 13%. Table 9 shows the gender distribution of students across the four pathways.

Table 9 Gender profile of new students for Academic Years 2006 to 2009 (UK)*

Academic Year 2009	Full-time	Part-time & In-service	Accelerated Graduate Entry	Practice-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

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

Academic Year 2008	Full-time	Part-time & In-service	Accelerated Graduate Entry	Practice-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	Practice-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	Practice-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.

2009 shows an increase in the under 21 and 21 – 29 years of age categories and a drop in the number of 30 years and above. However, the overall percentage of mature students (21 years and above) is 61%. While graduate-entry and part-time programmes may partly account for this unlike previous years, the majority of full-time undergraduate programmes in England in this monitoring period attracted students who were 21 years of age and over.

Northern Ireland and Scotland's full-time undergraduate programmes age profiles shows that the under 21s continue to make up the majority of new students. The ratio for the full time undergraduate profile for Wales was almost 50/50.

Table 10 Age profile of new students 2004 - 2009 (UK)

Age range	2005	2006	2007	2008	2009*
Under 21 years	33%	37%	45%	36%	39%
21 – 29 years	32%	34%	40%	33%	37%
30 years and above	35%	28%	15%	31%	24%

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

2.3.3 Ethnicity

Not all universities collected information on the ethnicity of new students. Available data showed that approximately 10% of students were from the Black and Minor Ethnic communities. This is an increase of approximately 4% on previous years.

2.3.4 Disability

From the data available approximately 10% of new students had a disability. Where a specific disability was disclosed, those related to learning difficulties were the most common, followed by mental health problems. There were a few students with hearing or visual impairment, and a few with 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. The 2008 figure was 4%.

SECTION 3 – QUALITY MONITORING

3.1 Qualifications awarded

There were 1,734 who qualified with a pre-registration occupational therapy qualification in the UK in 2009. Of those who qualified with the honours degree qualification, 19% were awarded a First Class degree (England = 16%; N. Ireland = 8%; Scotland = 8%; Wales = 12%). The majority (48%) gained an Upper Second Class degree (England = 46%; N. Ireland = 79%; Scotland = 61%; Wales = 46%). 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 2006 - 2008

Country	BSc OT			BSc (Hons) and Grad. Dip* OT			Pg D / MSc OT		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
England	13	23	5	1174	1287	1350*	131	171	159
N. Ireland	n/a	n/a	n/a	75	52	54	n/a	n/a	n/a
Scotland	96	41	3	73	77	121	26	22	34
Wales	n/a	6	n/a	75	58	69	25	25	25
TOTAL	109	70	8	1397	1474	1594	182	218	218

*this includes the award of 12 Graduate Diploma in OT

Table 11B Qualifications awarded in 2009

Country	BSc (Hons) OT	Postgraduate Diploma / MSc OT	Total
	2009	2009	2009
England	1238	186	1424
N. Ireland	63	0	63
Scotland	133	26	159
Wales	65	23	88
TOTAL	1499	235	1734

Table 12 Honours degree classifications in UK 2007, 2008 and 2009

Country	First Class			Upper Second			Lower Second			Third Class		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
England	171	193	198	590	619	564	457	470	415	69	56	61
N. Ireland	10	15	5	31	31	50	11	8	8	0	0	0
Scotland	10	14	10	48	58	81	16	46	40	3	3	2
Wales	29	5	8	23	21	30	6	38	21	0	5	6
TOTAL	220	227	221	692	729	725	490	562	484	72	64	69
TOTAL (%)	15%	14%	15%	47%	46%	49%	33%	36%	32%	5%	4%	5%

3.2 Attrition

The national attrition rate for 2009 was 10%. This was 2% lower than the previous year. Once again, the graduate entry programme had the lowest attrition rate at 7%, followed by the part-time and in service programme routes. Students who intercalated for various reasons returned to complete their studies within the maximum period of registration. 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 2005 - 2009

Type of programme	2005	2006	2007	2008	2009*
Graduate entry	9%	9%	7%	9%	7%
Full-time 3& 4 years	13%	7%	11%	12%	14%
Part-time/in-service	25%	13%	10%	13.5%	10%
National attrition rate	15%	10%	11%	12 %	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

Graduates first post destination information remains difficult to report on but of the detail available, approximately 82% of graduates were successful in gaining an occupational therapy named post. Roughly, a further 6% 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 slight increase in placement offers in social services during the monitoring period (11% of total placements) compared to the previous year (8%). Placements in the traditional health settings accounted for 81% of placements.

Placement cancellations were low with the most common reasons being staff illness, staff shortages, high case loads and a change in role. Increasing number of programmes have reported difficulties in securing placements in a timely manner and the impact this has on the work load of the programme team, however all managed to secure good quality and appropriate placements for their students.

Other issues raised were dealing with students with disabilities and securing timely disclosure to those involved; continued development of role emerging placements to ease the demand on the 'traditional' placements; involving Strategic Health Authority placement development managers to increase placement capacity; differences in expectations of mandatory training requirements in different organisations.

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 2009. Role emergent placements were used for the first time in Northern Ireland. An overall average of 5% of practice placements were in emergent settings. These ranged from residential care homes, hospices, schools for children with special education needs, palliative care and rehabilitation units to hostels for the homeless, units for young people excluded from education and employment opportunities, independent supported employment project, refugees project, young people with challenging behaviour, social clubs and association for the blind.

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. Aspects that needed development were

discussed with the educator. Programme teams report that increasingly these placements are leading to the appointment of an occupational therapist in the setting.

These placement opportunities were well supported by supervisors and members of the programme team. Some programmes actively encouraged students to undertake placements in settings that had been evaluated by previous students.

The majority of 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, ERASMUS. Overseas placements were monitored through telephone communication and email or in some cases through extended visits to students on placement from the HEI.

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. This took the form of a mid-placement visit to discuss student performance issues with the practice educator and learning outcomes issues with the students. Additional quality monitoring took place in the form of telephone calls, student evaluation reports and audit tools, and regular meetings with practice educators. Additional visits were made as needed at the request of either the student or the practice educator.

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

The quality assurance of practice educators continues to be a focus for programme teams with a range of HEI-led workshops with learning outcomes mapped against the COT APPLE scheme to formal taught APPLE courses leading to accreditation of practice educators as well as supporting workshops for those who chose the experiential application route.

The majority also held study days or briefing days prior to every placement.

Very limited information regarding the number of APPLE accredited educators used during this monitoring period was available or provided by programme teams. From the data given, the percentage of APPLE accredited educators who supervised students on placement ranged from as low as 2% at one HEI to 100% at 2 HEIs. The average from the figures available was 48%.

3.4.5 Learning and Teaching and Assessments

External examiners' reports for all programmes confirmed that overall standards for student achievement on pre-registration programmes were comparable across all programmes at equivalent level of study, and met the requirements of the regulatory and professional bodies.

External examiners' reports have been responded to and acted upon by programme teams or wider school or faculty. Some minor changes to modules and assessments were submitted for their comment prior to implementation.

Service user and carer involvement in programme development and delivery continues to be embedded in the majority of the programmes.

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 in their assessments. The quality and timing 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 teaching staff were reported as being active in research or scholarly activity and most of the universities funded staff CPD activities. The majority of occupational therapist educators were members of the British Association of Occupational Therapists and most programme teams were engaged with the professional body and the work of the College.

4.2 Teaching complement

Changes to teaching teams were widely reported and the majority of programme teams confirmed the loss of at least one post.

Nationally, a total of 8.4 WTE academic posts including 1 WTE head of division and 1 WTE administrative post had been lost. Four of these were through voluntary redundancy schemes. Two universities reported a freeze on posts and one university reported that an inability for remaining staff to provide additional hours on top of their own workload did impact on and was noted by students. All affected programme teams commented that action plans were implemented to ensure the quality of the student experience was not compromised.

Staff availability for scholarly and research activity was affected and in some cases temporary staff were bought into cover. Other HEIs reported that work was reallocated to other team members or staff absorbed the loss within their non contact time.

One university reported an increase of .4 WTE for a 1 year contract and another reported an additional post created following a move into an HEI from and FE College.

4.3 Learning resources

Access to adequate learning resources were reported positively by all universities.

Library and IT facilities continue to be regularly updated with most universities investing in this area.

Good communication between the library and tutors has enabled students to benefit from appropriate resources and advice.

Availability of specialist teaching rooms continued to be discussed due to in most cases the centrally located room booking system and sharing of building space. However, staff continued to negotiate and compromise and make innovative arrangements, particularly in securing skills laboratories. Extending teaching hours has proved necessary but unpopular in one university.

SECTION 5 – QUALITY ENHANCEMENT (areas of good practice)

5.1 Development of innovative and creative programmes

External examiners highlighted once again the innovative teaching, module assessment, feedback and support of programmes. External examiners applauded the variety of assessments to meet learning objectives whilst recognising diversity of student learning styles and the use of technology to enhance the learning experience of students, e.g. blogging, podcasts, live web conferencing.

5.2 Continued development of quality enhancement strategies

External examiners widely reported on the open, honest and reflective module evaluations which lead to appropriate quality enhancements being planned for future academic years.

5.3 Development of modules that reflected current occupational therapy requirements.

External examiners commended programmes on continuing to address current drivers. Programme content reflects the continual changing context of health and social care policy and practice preparing students well for their future roles.

5.4 Development of clinicians and service users for curriculum delivery

The ongoing excellent use of service users and clinicians in the students' learning environment and delivery of the curriculum was commended by external examiners. Programme teams worked with service users in a variety of ways and development of that collaboration have included services users having further involvement in the development of material for case based sessions.

5.5 Support provided to student for personal and professional development.

Students repeatedly report their value of the personal tutor support system and the use of the professional development portfolio. External examiners commended the level of detailed feedback given to students to enhance their future progress and the support provided in order to develop students' marketing, business and entrepreneurial skills enabling them to adapt and promote the core skills of occupational therapy practice to compete in a highly competitive employment market.

Report prepared by:

Clair Parkin
Education Manager (Quality and Standards)
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