

## Health Professions Council

### Visitors' report

<b>Name of education provider</b>	Cardiff University
<b>Name and titles of programme(s)</b>	PG Dip Occupational Therapy BSc (Hons) Occupational Therapy (F/T)
<b>Mode of Delivery (FT/PT)</b>	BSc (Hons) Fulltime PG Dip Full time Accelerated
<b>Date of Visit</b>	20-22 March 2007
<b>Proposed date of approval to commence</b>	September 2007
<b>Name of HPC visitors attending (including member type and professional area)</b>	Carol Walker, Retired Head of Occupational Therapy, York St John University Bernadette Waters, Director of Education and Head of Occupational Therapy, University of Southampton Susan Thompson, Lecturer, St John University (Occupational Therapy)
<b>HPC Executive officer(s) (in attendance)</b>	Mandy Hargood
<b>Joint panel members in attendance (name and delegation):</b>	Professor Tony Cryer, Cardiff University, Chair Remy Reyes, Professional Officer, College of Occupational Therapists (C)(COT) Helen Stoneley, Programme Leader, Occupational Therapy, University of Derby (COT) Jo-Anne Supyk, Senior Lecturer in Occupational Therapy, University of Salford (COT)

**Scope of visit (please tick)**

<b>New programme</b>	<input type="checkbox"/>
<b>Major change to existing programme</b>	<input checked="" type="checkbox"/>
<b>Visit initiated through Annual Monitoring</b>	<input type="checkbox"/>

### Confirmation of meetings held

	Yes	No	N/A
Senior personnel of provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students (current or past as appropriate)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Confirmation of facilities inspected

	Yes	No	N/A
Library learning centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IT facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee that have been explored e.g. specific aspects arising from annual monitoring reports.

Requirement (please insert detail)	Yes	No	N/A
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Proposed student cohort intake number please state	<b>PGDip 25</b> <b>BSc FT 64</b> <b>BSc PT 30</b>
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The following summarises the key outcomes of the Approvals event and provides reasons for the decision.

## CONDITIONS

### **SET 6. *Assessment Standards***

6.6 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement.

**Condition: The regulations regarding professional suitability must be made more explicit in the programme documentation for the PG Dip and brought into line with the other OT programmes.**

**Reason: Professional suitability is currently covered adequately in the other OT programmes but not in the PG Dip.**

**Deadline for Conditions to be met:** 21 May 2007

**Suggested dates for submission to ETP:** 5 July 2007

## RECOMMENDATIONS

### **SET 2. *Programme admissions***

2.2.5 The admission procedures must apply selection and entry criteria including Accreditation of Prior Learning and other inclusion mechanisms.

**Recommendation: The documentation should be revised to ensure that the procedures for Accreditation of Prior Learning are clearly articulated and transparent to prospective students.**

**Reason: The documentation does not currently include procedures for Accreditation of Prior Learning.**

### **SET 3. *Programme management and resource standards***

3.6 A programme for staff development must be in place to ensure continuing professional and research development.

**Recommendation: The policy for staff development, both within the school and the wider university, should be more clearly demonstrated.**

**Reason: The current staff development opportunities available for staff, and the support that they received to take them up, was not clearly articulated in any of the documentation.**

3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

**Recommendation: The policy for attendance monitoring should be clearly articulated in the documentation.**

**Reason: The procedure for monitoring attendance is currently unclear.**

#### **SET 4. Curriculum Standards**

4.7 Where there is inter-professional learning the profession specific skills and knowledge of each professional group are adequately addressed.

**Recommendation: The University should build upon its unique portfolio of programmes and setting by developing with some urgency an inter-professional learning programme for all four disciplines under review and within the University as a whole.**

**Reason: There is currently little evidence that inter-professional learning takes place. The wide range of programmes offered and the unique physical location of all the programmes in the same building provide very good opportunities for this situation to change.**

#### **COMMENDATIONS**

- **The development of the practice placements database for Wales is an example of best practice.**
- **The development of non traditional practice placements in occupational therapy to support professional innovation and the issues around placement capacity is excellent.**
- **The integrated model of curriculum delivery, which underpins the holistic occupational basis for professional practice, is commended.**
- **The collaborative nature of the teams across the three institutions is commended.**
- **The quality of the documentation was greatly appreciated by the Visitors.**

The nature and quality of instruction and facilities meets the Standards of Education and Training.

We recommend to the Education and Training Committee of the HPC that they approve this programme (subject to any conditions being met).

**Visitors' signatures:**

**Carol Walker  
Bernadette Waters  
Susan Thompson**

**Date: 26 March 2007**

All Conditions Met