

## Visitors' report

<b>Name of education provider</b>	York St John University
<b>Programme name</b>	MSc Occupational Therapy (Pre-registration)
<b>Mode of delivery</b>	Full time accelerated
<b>Relevant part of the HCPC Register</b>	Occupational Therapist
<b>Date of visit</b>	6 – 7 December 2016

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## Executive summary

The Health and Care Professions Council (HCPC) approve educational programmes in the UK which health and care professionals must complete before they can apply to be registered with us. We are a statutory regulator and our main aim is to protect the public. We currently regulate 16 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title Occupational therapist must be registered with us. The HCPC keep a register of health and care professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 22 March 2017. At the Committee meeting on 22 March 2017, the programme was approved. This means that the education provider has met the condition(s) outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

## Introduction

The HCPC visited the programme at the education provider as it was a new programme which was seeking HCPC approval for the first time. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider and validating body validated the programme and the professional body considered their accreditation of the programme. The education provider, the professional body and the HCPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of the programme and dialogue throughout the visit; this report covers the HCPC's recommendations on the programme only. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. A separate report, produced by the education provider and the professional body, outlines their decisions on the programme's status.

## Visit details

Name and role of HCPC visitors	Jennifer Caldwell (Occupational therapy) Joanna Goodwin (Occupational therapy) Ian Prince (Lay visitor)
HCPC executive officer (in attendance)	Tamara Wasylec
HCPC observer	Jasmine Oduro-Bonsrah
Proposed student numbers	20 per cohort, 1 cohort per year
Proposed start date of programme approval	March 2017
Chair	Robert Aitken (York St John University)
Secretary	Carla Wardell (York St John University)
Members of the joint panel	Mandy Asghar (Internal Panel Member) Nikki Swift (Internal Panel Member) Fiona Cole (External Panel Member) Anna Clampin (College of Occupational Therapists) Nick Pollard (External Panel Member) Sally Feaver (College of Occupational Therapists) Caroline Grant (College of Occupational Therapists)

## Sources of evidence

Prior to the visit the HCPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The HCPC did not review external examiner reports prior to the visit as external examiners' reports have not yet been produced.

During the visit the HCPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education 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 / mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HCPC met with students from the BHSc (Hons) Occupational Therapy programme as the programme seeking approval currently does not have any students enrolled on it.

## Recommended outcome

To recommend a programme for approval, the visitors must be satisfied that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for the relevant part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 48 of the SETs have been met and that conditions should be set on the remaining 10 SETs.

Conditions are requirements that the education provider must meet before the programme can be approved. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors did not make any recommendations for the programme.

## Conditions

### **3.8 The resources to support student learning in all settings must be effectively used.**

**Condition:** The education provider must review the programme documentation to ensure the terminology used is accurate, consistent and reflective of the language associated with statutory regulation and the HCPC.

**Reason:** On page 10 of the programme document, the visitors noted reference to a minimum requirement of 1000 practice hours for eligibility for HCPC registration. However, the HCPC does not stipulate the number of practice hours that students must complete. The visitors also noted that in the programme handbook on page 6 "As a graduate from an accredited degree programme, you may register as an occupational therapist with the Health and care professions council". The visitors also noted that the programme document on page 8 makes reference to the HCPC standards of conduct, performance and ethics however the document then directs readers to the College of Occupational Therapists (COT) code of ethics web link rather than the HCPC web link. Additionally, on page 10 of the programme specification and throughout the documentation there are references made to the 2009 version of the standards of education and training (SETs) however in discussion with the programme team the visitors were informed that the SETs published in 2014 were used and should have been referenced. Lastly, on page 11 of the programme document reference is made to a Health and care professions council for students, however this name is inaccurate. The visitors therefore are unclear as to how students on the programme are provided with correct and up-to date information about the HCPC and are clear that successful completion of this programme will confer eligibility to apply to the Register. Therefore, the visitors require further evidence to demonstrate that all programme documentation is up to date to ensure the terminology used is accurate, consistent and reflective of the language associated with statutory regulation and the HCPC.

### **3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.**

**Condition:** The education provider must submit further evidence to show that resources in place effectively support the required learning and teaching activities for this programme.

**Reasons:** In their review of the documentation provided prior to the visit the visitors noted that on pages three and 18 of the professional practice placement handbook, references are made to level three study, despite there not being a level three on this programme. The document also states that learners will undertake a contemporary placement in a setting where there is not an occupational therapist. However, in conversation with the programme team it was made clear that contemporary placements are not offered as part of this programme. The visitors were also unsure about whether international placements counted as contemporary placements. The visitors also noted that on page 3 reference was made to 'Full-time or In-service' modes of study which, after clarification was provided by the programme team, are not modes of study that students can pursue as part of this programme. As a result of these inconsistencies, the visitors were unclear as to how the programme team were using the programme documentation to ensure that students have accurate and up-to-date information about this programme. Therefore the visitors require further evidence of the

relevant resource that will be provided to students on this programme and that it accurately supports the required learning and teaching activities for this programme.

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

**Condition:** The education provider must clarify appropriate mandatory attendance requirements, the consequences for not meeting these and demonstrate how this information is effectively communicated to students

**Reason:** In their review of the programme documentation the visitors were unable to see where programme team have identified where attendance is mandatory and what consequences there would be for a student who failed to meet these requirements. In discussion with the programme team the visitors heard that there is an 80 per cent attendance requirement for the programme. However in the student meeting the visitors heard that students understood the attendance requirement to be 85 per cent. In these discussions the visitors also heard inconsistent answers as to what consequences there may be for students who do not meet the attendance requirements of the programme.. Due to the inconsistency in the evidence provided the visitors could not determine how the education provider ensures that students are aware of the mandatory attendance requirements throughout the programme and what consequences there would be for any student who failed to meet those requirements. Therefore the visitors require further evidence that clearly stipulates the attendance requirements for the programme, the consequences should attendance fall below the required level, and how this is clearly communicated to students.

### **5.3 The practice placement settings must provide a safe and supportive environment.**

**Condition:** The education provider must provide evidence to demonstrate how they ensure a safe and supportive environment at alternative (non-NHS) placements settings.

**Reason:** From the documentation provided the visitors understood that placements would take place in NHS settings, non-NHS settings and internationally. This was confirmed in meetings with the programme team and with the placement providers. At the visit the visitors were provided with details of the NHS health care placements website which demonstrated that placements provided by the NHS provide a safe and supportive environment for students. The programme team informed visitors that that there are different processes in place for placements in alternative settings to the ones in place for placements in the NHS, but did not see these processes reflected in the documentation, and were therefore unable to judge whether they were appropriate. The visitors noted that there may be differences in policies and processes in place for NHS and non NHS service placements, due to the nature of the placement experience. Therefore, the visitors require evidence to show how the education provider ensures a safe and supportive environment in alternative (non-NHS and international) settings.

### **5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements.**

**Condition:** The education provider must provide evidence to demonstrate how they maintain a thorough and effective system of approving and monitoring placements in alternative (non-NHS and international) settings.

**Reason:** From the documentation provided the visitors understood that placements would take place in NHS settings, non-NHS settings and internationally. This was confirmed in meetings with the programme team and with placement providers. At the visit the visitors were provided with details of the NHS health care placements website which demonstrated how placements provided by the NHS were approved and monitored together with the monitoring processes carried out by the programme team. However, the visitors did not see evidence to show that the education provider maintains a thorough and effective system for approving and monitoring placements in alternative (non-NHS and international) settings. The programme team informed visitors that there are similar processes in place for placements in alternative (non-NHS and international) settings as the ones in place for placements within the NHS, but did not see these processes reflected in the documentation, and were therefore unable to judge whether they were appropriate. The visitors noted that there may be differences in policies for NHS and alternative placements, due to the nature of the placement experience. Therefore, the visitors require evidence to show how the education provider maintains a thorough and effective system for approving and monitoring placements in alternative (non-NHS and international) settings.

#### **5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.**

**Condition:** The education provider must provide evidence to demonstrate how they ensure equality and diversity policies are in place at alternative (non-NHS and international) placement settings and how these are implemented and monitored.

**Reason:** The visitors were provided with evidence regarding the implementation and monitoring of equality and diversity policies for placements associated with placements within the NHS. However the visitors were unable to locate a system for ensuring that placements offered outside of an NHS setting have an equality and diversity policy in relation to students and how this is implemented and monitored. The programme team informed visitors that there are different processes in place for placements in alternative settings to the ones in place for placements in the NHS, but the visitors did not see these processes reflected in the documentation. Therefore the visitors were unable to see how the education provider ensures that all placement providers have equality and diversity policies in relation to students and how these are implemented and monitored.

#### **5.8 Practice placement educators must undertake appropriate practice placement educator training.**

**Condition:** The programme team must provide further evidence of the policy and process they have in place to ensure that practice placement educators undertake appropriate initial and refresher training.

**Reason:** In discussions with the programme team and with the practice placement educators the visitors heard that practice placement educators request refresher training as and when they feel the need to and that the education provider is responsive



to their requests. However the visitors were not clear about how long after initial training that refresher training takes place and how the education provider ensures that education providers attend refresher training. As such the visitors were unclear as to how the programme team determine what training is appropriate for all practice placement educators including practice educators in non-traditional and international settings, and how they ensure that practice placement educators are appropriately trained prior to supervising students from this programme. Therefore the visitors require further evidence of the policy and monitoring systems in place which ensure that practice placement educators undertake appropriate practice placement educator refresher training at appropriate time intervals, how this is monitored and the consequences for non-attendance.

**5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:**

- **the learning outcomes to be achieved;**
- **the timings and the duration of any placement experience and associated records to be maintained;**
- **expectations of professional conduct;**
- **the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and**
- **communication and lines of responsibility.**

**Condition:** The education provider must provide further evidence as to why practice placement providers require students to provide certain personal information prior to offering those students a practice placement.

**Reason:** In review of the professional placement handbook the visitors noted that students should submit a curriculum vitae containing their date of birth and nationality. This information would then be provided to the practice placement provider prior to students being offered a practice placement. However the visitors were unclear why practice placement providers require students to submit this information prior to taking up a placement which may be allocated to them. As such, the visitors require further evidence to demonstrate why practice placement providers need to know students' dates of birth and nationalities to be fully prepared to offer students' a placement.

**6.7 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.**

**Condition:** The education provider must provide further evidence as to how students are informed about what they are expected to achieve to progress through the module MOT003.

**Reason:** In review of the documentation the visitors noted that the information provided regarding the weighting of assessments for module MOT003 Context of professional practice was inconsistent. In the module documents the OSCE accounted for 60 per cent and the critical reflection accounted for 40 per cent of the assessment of the module. However in the programme specification both the OSCE and the critical reflection account for 50 per cent each of the assessment of the module. As such the visitors could not determine the requirement for student progression and achievement within the module MOT003. Therefore the visitors require further evidence

demonstrating the accurate weighting of the assessments for MOT003 and how this is communicated to students in a consistent way in the programme documentation.

#### **6.9 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.**

**Condition:** The education provider must revisit programme documentation to clearly state if aegrotat awards are offered, and if they are, that they do not confer eligibility for admission to the HCPC Register.

**Reason:** From the documentation provided the visitors could not determine where in the assessment regulations there was a clear statement regarding aegrotat awards. Discussion with the programme leader indicated that an MSc in Health Science (an exit award) would be awarded should a student not complete the programme. The visitors were then provided with a printed statement from the university website regarding aegrotat awards not leading to accredited professional qualification. However, from the evidence provided, the visitors could not determine how the programme team ensured that students understood that an aegrotat award would not provide them with eligibility to apply to the HCPC Register. The visitors therefore require further evidence which demonstrates how the programme team ensure that students are aware that an aegrotat award would not provide eligibility to apply to the Register.

Jennifer Caldwell  
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