

Health Professionals Council
Department of Education and Policy

Visitors' Report

Name of Education Provider	Queen Margaret University College, Edinburgh
Name and titles of programme(s)	BSc (Hons) Occupational Therapy
Date of event	31 January and 1 February 2005
Proposed date of approval to commence	
Name of HPC Visitors attending (including member type and professional area)	Dr Margaret Shanhan (Occupational Therapy) Dr Jennifer Caldwell (Occupational Therapy)
HPC Executive Officer(s) (in attendance)	Ms Fiona Nixon (Director of Education & Policy) Ms Nicole Borg (Education Officer) - observing
Joint Panel Members in attendance (name and delegation):	Dr George Wilson (Lecturer, Consumer and Retail Management, QMUC) Dr Margaret Leppard (Acting Head, Institute for International Health and Development, QMUC) Dr Pete Cannell (Lecturer, Centre for Academic Practice, QMUC) Dr Fiona McMillan (Lecturer, Physiotherapy, QMUC) Jo-Anne Supyk (COT representative) Pauline Gacal (COT representative)

Scope of visit (*please tick*)

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

Part 1.

1.1 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 planning 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"/>

1.2 Confirmation of facilities inspected

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

1.3 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	
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ALL CONDITIONS MET: PROGRAMME APPROVED

The following summarises the key outcomes of the approvals event and provides reasons for the decision.

CONDITIONS

Condition 1

SET 2: Programme admissions

2.2 apply selection and entry criteria, including:

2.2.1 evidence of a good command of written and spoken English;

Condition: The programme should opt out of the institution's practice of allowing 25% extra time in examinations to students whose first language is not English.

Reason: This practice is contrary to the requirement for students to have a good command of written and spoken English, and would appear to disadvantage the other students on the course .

Condition 2

SET 2: Programme admissions

2.2 apply selection and entry criteria, including:

2.2.1 evidence of a good command of written and spoken English;

Condition: Students for whom English is not their first language should have at least a British Council IELTS Band 6 in both the reading and writing sections.

Reason: Students need to have a good command of English on the programme as practice placements occur in year 1 and thus students will be in communication with the public and may be required to provide countersigned written reports in practice settings.

Condition 3

SET 3: Programme management and resource standards

3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Condition: The Programme Team must provide a written protocol for the informed consent of students to participate as patients/clients in practical, clinical and placement situations.

Reason: At present there would appear to only be a form for students to sign without clear protocol as to what students are signing and the consequences of not signing. The protocol is needed so that students are fully briefed and thus give fully informed consent.

Condition 4

SET 4: Curriculum Standards

4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.

Condition: The location of practical skills should be made more explicit in the Programme. The team must provide a matrix/map highlighting the practical skills across the programme and where in the programme they are taught ie. in which specific modules.

Reason: The practical skills/element of occupational therapy are not obvious within the module descriptors although the programme team were able to clearly articulate these components. A mapping of module versus skills matrix would achieve this condition, as well as more detail in each of the module outlines.

Condition 5

SET 4: Curriculum Standards

4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.

Condition: The Programme Team must provide a matrix/map highlighting the practical skills across all modules of the programme and provide more detail on practical skills in the module outlines.

Reason: Students perceived that practical skills required more attention within the course as, although they felt academically ready for practice, they considered they required further practice in skills areas. Practice Educators identified that practical skills necessitated development during the first year of practice after qualification.

Condition 6

SET 5: Practice Placement Standards

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

Condition: The Programme and the Institute to provide a written policy in the revised documentation providing a guarantee that the previous level of visiting to all students on placements would be resumed, ie. one visit half way per student.

Reason: Students and placement educators identified that students had recently been receiving telephone calls in place of half-way visits, although academic staff were very willing to visit should problems arise and did offer very good support.

Deadline for *Conditions* to be met: TBC

Recommendations

Recommendation 1

SET 3: Programme management and resource standards

3.4 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Recommendation: Staffing levels to be monitored throughout the coming sessions.

Reason: There may be an increased number of students electing to stay on the present course and complete four years rather than exiting at the end of third year with the BSc degree and this will have implications for staffing levels.

Recommendation 2

SET 3: Programme management and resource standards

3.7 The resources to support student learning in all settings must be used effectively.

Recommendation: Programme team to consult students as to their thoughts regarding the amount of practical skills teaching within the course.

Reason: Students, in discussion with HPC Visitors, highlighted that they would like more time for practical skills within the course in order to better prepare them for practice. To provide more practical skills teaching the staff-student contact time may need to be reviewed.

Recommendation 3

SET 6: Assessment standards

6.3 All assessments must provide a rigorous and effective process by which compliance with external reference frameworks can be measured.

Recommendation: Monitor the effects of practice placement assessment grades within third and fourth year of the new programme to ensure that the marks from these modules do not inflate the overall marks and hence the degree classification.

Reason: The placement modules within the proposed programme are stand alone modules with the assessments being conducted by placement educators and not academic staff, there is little therefore by way of quality control and external verification of the basis for marks from these modules. Thus their impact on final degree classifications will need to be closely monitored.

Commendations

1. The HPC Visitors welcomed the proposed 24 hour opening for the Library within the new Campus together with the reciprocal arrangements with other University libraries in Edinburgh. The one-day loan system, suggested by students, is also commended. These developments are obviously a demonstration of an Institute which is listening and responding to suggestions from its student population.

2. Good use of formative and summative assessments. This practice will obviously underpin and develop further student learning.

3. Good development of research skills throughout the programme. There is a strong thread of research from first to fourth year throughout the programme demonstrating incremental learning and making students research-aware at all levels of the course.

Ms Jennifer Caldwell
Dr. MM Shanahan
16 March 2005

ALL CONDITIONS MET: PROGRAMME APPROVED