

Education and Training Panel – 29 May 2008

HPC Annual monitoring – programmes requiring an approval visit

Executive summary and recommendations

Introduction

The HPC annual monitoring cycle involves two types of monitoring submissions (audit and declaration). Education providers have been divided into group A and group B. In academic year 2007-2008, all programmes that are in group B need to complete an audit form and submit it with their internal quality reports and external examiners' reports from the last two academic years. Education providers are expected to submit these monitoring submissions to HPC within 28 days of their institution's own internal annual monitoring process.

Four annual monitoring assessment days have been held on 19 February 2008, 18 March 2008, 22 April 2008 and 20 May 2008 to consider some submissions from programmes in group B. As a result of these assessment days, correspondence and follow-up work, Visitors have recommended that the programme(s) listed below require an approval visit to gather evidence of how the programme(s) continue to meet the standards of education and training after the reported changes.

Annual Monitoring Visitors' reports for the programmes have been provided as appendices to this document.

Education Provider	Programme Name	Mode of Study
Glasgow Caledonian University	BSc (Hons) Occupational Therapy	Full Time
Glasgow Caledonian University	MSc Occupational Therapy (Pre-registration)	Full Time

Decision

This paper is asking the Education & Training Panel to accept the Visitors' recommendation and agree that the programme(s) listed above are required to have an approval visit to assess the programme against the HPC standards of education and training.

Background information

None

Resource implications

None

Financial implications

None

Appendices

Visitors Reports (2)

Date of paper

Monday 19 May 2008

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2007-11-02	a	EDU	PPR	AM Audits - Programmes continue to meet standards	Final DD: None	Public RD: None

**Visitors' Report
Annual Monitoring**

Section One: Programme Details

Name of education provider	Glasgow Caledonian University
Name of awarding institution (if different from education provider)	
Name & Title of Programme	BSc (Hons) Occupational Therapy
Mode of Delivery	Full time
Name of HPC Visitor(s) considering audit submission	Caroline Sykes (Speech and Language Therapist) Nicola Spalding (Occupational Therapist)

Please tick to confirm the documents submitted by the education provider and list any additional documentation submitted in support of the audit submission:

- A completed HPC audit form
- Internal quality report 2005/2006
- Internal quality report 2006/2007
- External Examiner's Report 2005/2006
- External Examiner's Report 2006/2007
- Response to External Examiner's report 2005/2006
- Response to External Examiner's report 2006/2007

Section Two: Recommendation of the Visitor(s)

Please select one of the following recommendations to the Education & Training Committee–

- The following documentation is requested (please list below) before a final recommendation can be made -
- The programme continues to meet the Standards of Education and Training. Upon successful completion, students will meet the Standards of Proficiency.
- An Approvals visit is required to consider the following Standards of Education and Training - SET 2, SET 3, SET 4, SET 5 & SET 6

In the documentation a large number of changes was reported, some of them major in nature. Some of these changes in total suggest that more scrutiny is needed than that which can be done during an annual monitoring assessment day.

In section three of this report, the visitors have identified particular standards that appear to have been subject to change.

Visitors' signatures:

Name: Caroline Sykes

Date: 22 April 2008

Name: Nicola Spalding

Date: 22 April 2008

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2008-04-22	a	EDU	APV	AM Visitors Report - Glasgow Caledonian University - BSc (Hons) Occupational Therapy	Final DD: None	Public RD: None

Section Three: Additional details

SET 2: Programme admissions

2.2.5 The admission procedures must apply selection criteria, including accreditation of prior learning and other inclusion mechanisms.

The documentation indicates that a new pre entry module is being used as an access route to the programme.

SET 3: Programme management and resource standards

3.1 The programme must have a secure place in the education provider's business plan.

The documentation indicates that ten new student places, funded by the Scottish executive, have been made available to the programme.

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

The documentation reports an overall reduction in the number of teaching staff on the programme but also an overall increase in the number of funded places on the programme as well as the workload from the Masters level programme.

3.5 Subject areas must be taught by staff with relevant expertise and knowledge.

As a result of the overall reduction in the number of staff on the programme, the visitors require evidence to be provided in order to show that the staff team and others who contribute to the delivery of the programme are appropriately qualified and have relevant specialist expertise and knowledge.

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

3.8 The facilities needed to ensure the welfare and well being of students must be both adequate and accessible.

3.13 The learning resources, including the stock of periodicals and subject books, IT facilities (including internet access), must be appropriate to the curriculum and must be readily available to students and staff.

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The documentation indicates that there have been changes in the campus facilities available to staff and students.

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.

The documentation indicates changes have been made to a number of modules and the visitors were unsure what the impact was across the programme's ability to deliver and assess the standards of proficiency.

SET 5: Practice placements standards

Reason

5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.

The documentation indicates that there have been changes to the duration of placements and the impact of this across the programme was difficult to determine from the documentation.

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

The documentation indicates that there is a new system in place for the approval and monitoring of placements.

5.8.3 Unless other arrangements are agreed, practice placement educators must undertake appropriate practice placement educator training.

The documentation indicates that there has been a change to the practice placement educator training and the visitors therefore need to determine how it is appropriate to the delivery of the programme.

SET 6: Assessment standards

6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practice.

6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practice safely and effectively.

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6.4 The measurement of student performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.

Packaged alongside the report changes to modules are changes to assessments and assessment processes, for which the visitors require additional information.

Further comments

Whereas the visitors recognise that some of the changes are positive and are likely to lead to improvements, it is the sum total of changes and the nature of the changes that lead the visitors to suggest a visit for the BSc (Hons) Occupational Therapy programme. A visit is also recommended for the MSc Occupational Therapy programme which shares some of the major changes of this programme.

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**Visitors' Report
Annual Monitoring**

Section One: Programme Details

Name of education provider	Glasgow Caledonian University
Name of awarding institution (if different from education provider)	
Name & Title of Programme	MSc Occupational Therapy (Pre- registration)
Mode of Delivery	Full time
Name of HPC Visitor(s) considering audit submission	Caroline Sykes (Speech and Language Therapist) Nicola Spalding (Occupational Therapist)

Please tick to confirm the documents submitted by the education provider and list any additional documentation submitted in support of the audit submission:

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Section Two: Recommendation of the Visitor(s)

Please select one of the following recommendations to the Education & Training Committee–

The following documentation is requested (please list below) before a final recommendation can be made -

The programme continues to meet the Standards of Education and Training. Upon successful completion, students will meet the Standards of Proficiency.

An Approvals visit is required to consider the following Standards of Education and Training - SET 2, SET 3, SET 4, SET 5 & SET 6

In the documentation a large number of changes was reported, some of them major in nature. Some of these changes in total suggest that more scrutiny is needed than that which can be done during an annual monitoring assessment day.

In section three of this report, the visitors have identified particular standards that appear to have been subject to change.

Visitors' signatures:

Name: Caroline Sykes

Date: 22 April 2008

Name: Nicola Spalding

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Section Three: Additional details

SET 2: Programme admissions

2.2.5 The admission procedures must apply selection criteria, including accreditation of prior learning and other inclusion mechanisms.

The documentation indicates that a new pre entry module is being used as an access route to the programme.

SET 3: Programme management and resource standards

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

The documentation reports an overall reduction in the number of teaching staff on the programme but also an overall increase in the number of funded places on the programme on the Bachelors level programme which appears to share the same teaching staff.

3.5 Subject areas must be taught by staff with relevant expertise and knowledge.

As a result of the overall reduction in the number of staff on the programme, the visitors require evidence to be provided in order to show that the staff team and others who contribute to the delivery of the programme are appropriately qualified and have relevant specialist expertise and knowledge.

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

3.8 The facilities needed to ensure the welfare and well being of students must be both adequate and accessible.

3.13 The learning resources, including the stock of periodicals and subject books, IT facilities (including internet access), must be appropriate to the curriculum and must be readily available to students and staff.

The documentation indicates that there have been changes in the campus facilities available to staff and students.

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The documentation indicates changes have been made to a number of modules and the visitors were unsure what the impact was across the programme's ability to deliver and assess the standards of proficiency.

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5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.

The documentation indicates that there have been changes to the duration of placements and the impact of this across the programme was difficult to determine from the documentation.

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

The documentation indicates that there is a new system in place for the approval and monitoring of placements.

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The documentation indicates that there has been a change to the practice placement educator training and the visitors therefore need to determine how it is appropriate to the delivery of the programme.

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Packaged alongside the report changes to modules are changes to assessments and assessment processes, for which the visitors require additional information.

Further comments

The visitors recognise that some changes are positive and some are minor, but given the sum total and the nature of changes, the visitors would like to recommend a visit for the MSc Occupational Therapy (Pre-registration) programme. A visit is also recommended for the BSc (Hons) Occupational Therapy programme which shares some of the major changes of this programme.

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