

Major Change Visitors' Report

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Section One: Programme Details

Name of education provider	University of Brighton
Programme name	BSc (Hons) Occupational Therapy
Mode of delivery	Part Time
Relevant part of HPC register	Occupational therapy
Date of submission to HPC	21 July 2010
Name and profession of HPC visitors	Claire Brewis (Occupational therapist) Jane Grant (Occupational therapist)
HPC executive	Mandy Hargood

Section Two: Submission Details

Summary of change

SET 4 Curriculum

The education provider is making changes to the assessment and credit values of a number of modules. Two modules per year are being merged which will reduce the number of smaller assessment, and increase the credit rating of these modules from 10 credits to either 20 or 30 credits. In addition, two assessments will change from summative to formative assessments.

SET 5 Practice placements

The education provider is introducing a compulsory placement in an emerging role or diverse setting. This placement was previously optional for students completing their final placement, but will now be compulsory and take place earlier in the programme.

SET 6 Assessment

The education provider is making changes to the assessment and credit values of modules. There also changes to the assessment of the modules which will now be summative, for clarity.

The following documents were submitted as part of the audit submission:

Programme specification Role emerging placement protocol BSc Placement handbook for course review BSc (Hons) Occupational Therapy Review Mapping document to SETs and SOPs Course Leader Report Minutes 28.04.10 Course Modules
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Section Three: Additional Documentation

- The visitors agreed that no further documentation was required in order to make a recommendation.
- The visitors agreed that additional documentation was required in order to make a recommendation. The SETs for which additional documentation was requested is listed below with reasons for the request.

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.

Reason: The education provider is making changes to the assessment and credit ratings of a number of modules. These changes affect how the students meet the learning outcomes and the SOP's for occupational therapists, and how learning outcomes are measured by the relevant assessments.

Suggested documentation: A mapping of the summative modules' assessments to the module learning outcomes for the modules: Human Occupation, Occupational Therapy in Teams, Occupational Therapy in Diverse Settings and Person-centred Occupational Therapy.

5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Reason: The placements in role emerging areas and diverse settings is a change to the current practice placement pattern and affects how students meet the learning outcomes for the programme and the SOPs for occupational therapists.

Suggested documentation: Practice placement handbook detailing how students are assessed during a 'diverse setting' placement and how this assessment meets the learning outcomes for the programme.

6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.

Reason: The education provider is making changes to the assessment and credit ratings of a number of modules. The changes affect how the students meet the learning outcomes and the SOP's for occupational therapists, and how learning outcomes are measured by the relevant assessments.

Suggested documentation: A mapping of the summative modules assessments to the module learning outcomes for the modules :Human Occupation, Occupational Therapy in Teams, Occupational Therapy in Diverse Settings and Person-centred Occupational Therapy.

Section Four: Recommended outcome of the visitors

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

- there is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
- there is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed overleaf. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

The standards of education and training that lack sufficient evidence are as follows:

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.

Reason: The education provider is making changes to the assessment and credit ratings of a number of modules. The changes affect how the students meet the learning outcomes and the SOP's for occupational therapists, and how learning outcomes are measured by the relevant assessments.

Whilst the documentation identified the changes there was no clear link between the SOPs and the learning outcomes. In order for the visitors to be assured that there is a clear link and that students can meet the SOPs for the relevant part of the register the visitors consider that a visit is the most appropriate way to gather evidence that this SET is met.

6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.

Reason: The education provider is making changes to the assessment and credit ratings of a number of modules. The changes affect how the students meet the learning outcomes and the SOPs for occupational therapists, and how learning outcomes are measured by the relevant assessments.

Whilst the documentation identified the changes there was no clear link between the SOPs and the learning outcomes. In order for the visitors to be assured that there is a clear linkage and that students can meet the SOPs for the relevant part of the register the visitors consider that a visit is the most appropriate way to gather evidence that this SET is met.

6.4 Assessment methods must be employed that measure the learning outcomes.

Reason: The education provider is making changes to the assessment and credit rating of a number of modules. The changes affect how the students meet the learning outcomes and the SOPs for occupational therapists, and how learning outcomes are measured by the relevant assessments, in particular the high number of learning outcomes being measured in the assessment of modules OT504 and OT603.

The visitors considered that it would be difficult to measure such a significant number of learning outcomes to ensure that the students meet the SOPs. It was not clear as to how the learning outcomes were assessed to ensure that the learning outcomes ensure that the SOPs are met. In order for the visitors to be assured that there is a clear linkage and that students can meet the SOPs for the relevant part of the register the visitors consider that a visit is the most appropriate way to gather evidence that this SET is met.