hcpc health & care professions council

Visitors' report

Name of education provider	Teesside University
Programme name	BSc (Hons) Operating Department Practice Studies
Mode of delivery	Full time
Relevant part of the HCPC Register	Operating Department Practitioner
Date of visit	27 – 28 April 2017

Contents

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 'operating department practitioner' 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 24 August 2017. At the Committee meeting on 24 August 2017, the programme was approved. This means that the education provider has met the conditions 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 validated the programme. The education provider 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, outlines their decisions on the programme's status.

Visit details

Name and role of HCPC visitors	David Bevan (Operating department practitioner) Nick Clark (Operating department practitioner) Joanne Watchman (Lay visitor)
HCPC executive officer (in attendance)	Tamara Wasylec
Proposed student numbers	36 per cohort, 2 cohorts per year*
Proposed start date of programme approval	11 September 2017
Chair	Alison Johnson (Teesside University)
Secretary	Steven Gibson (Teesside University)
Members of the joint panel	Paul Taylor (Internal Panel Member) Fiona Terry (Internal Panel Member) Helen Page (Internal Panel Member) Aileen Monkhouse (Internal Panel Member) Denise Walker (External panel Member) Maureen Theakston (External panel Member) Clare Allen-Mulroy (Service User and Carer representative)

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	☒	☐	☐
Descriptions of the modules	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☒	☐	☐

The HCPC reviewed external examiner reports for the Dip HE Operating department practice studies programme.

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	☒	☐	☐
Programme team	☒	☐	☐
Placements providers and educators / mentors	☒	☐	☐
Students	☒	☐	☐
Service users and carers	☒	☐	☐
Learning resources	☒	☐	☐
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	☒	☐	☐

The HCPC met with students from the DipHE Operating Department Practice 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 53 of the SETs have been met and that conditions should be set on the remaining five 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.

*At the response to conditions stage, the education provider took the decision to reduce their proposed intake from 50 students per cohort, 2 cohorts per year to 36 students per cohort, 2 cohorts per year.

The visitors have also made a recommendation for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme can be approved. Recommendations are made to encourage further enhancements to the programme, normally when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

Conditions

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

Condition: The education provider must provide evidence which demonstrates how they ensure an adequate number of staff will be in place to deliver this programme.

Reason: From discussion with the programme team at the visit, the visitors heard that there is enough staff to support two cohorts per year with a cohort size of 36 students. However, the education provider is seeking approval for the programme based on a cohort size of 50 students. The programme team identified the need for more staff to support the programme for the number of students on the programme. As such, the visitors cannot see how there is a sufficient number of suitably qualified and experienced staff in place to deliver an effective programme. Therefore the visitors require further evidence to demonstrate that the education provider has a clear timeline and plan for the implementation of a recruitment strategy which ensure that an adequate number of staff will be in place to deliver this programme in time for the first intake.

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

Condition: The education provider must demonstrate that they will have physical resources in place to support student learning before the planned start date for the programme, and that these resources will be effectively used by the programme.

Reason: On the tour of the skills lab the visitors saw how the education provider could sufficiently support the learning of two cohorts of 36 students using the skills lab for learning activities. However, the education provider confirmed that they would be seeking approval for two cohorts of 50 students and the visitors could not see how the education provider could ensure that the skill labs could support the learning of that number of students. The visitors heard that the education provider also intends to recruit further numbers above the 100 students per year noted through this report, as the programme develops. From the evidence provided, the visitors could not see how the skills lab would be effectively used to support the learning of the students on this programme. As such, the visitors require further evidence to show how the education provider intends to support student learning for the proposed number of students where learning takes place in a skills lab environment.

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 the attendance requirements students must meet, the associated monitoring mechanisms, and the consequences for students who do not attend mandatory elements of the programme.

Reason: In review of the documentation the visitors noted that the attendance requirement for students on the programme is 100 per cent. However in discussion with the programme team the visitors heard that 100 per cent is not the attendance requirement across the programme. The visitors were unclear what the attendance

requirement is, as such they could not determine whether the requirement is reasonable or how it is monitored to ensure that students meet it. Furthermore, in the student meeting the student stated that they are allowed two weeks off if they are too sick to attend the programme. The programme team clarified that mandatory completion of all modules is required but they acknowledged that this does not equate to a 100 per cent attendance requirement. Additionally the visitors could not see, from the evidence provided, the consequences for students who do not achieve the attendance requirement. As such, the education provider is required to provide further evidence which clearly articulates the attendance requirements to students, including how this is monitored and the consequences for students who do not fulfil the attendance requirement.

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

Condition: The education provider must demonstrate an effective system for ensuring that practice placement educators undertake appropriate practice placement educator training at appropriate intervals.

Reason: From the information provided prior to the visit, the visitors noted that practice placement educators attend a mentor workshop every two years. However, in discussion with the programme team the visitors could not determine the content of the mentor workshops or how the education provider ensures that this training is appropriate and relevant for this programme. Furthermore, in discussion with the programme team the visitors could not determine the formalised process, by which the education provider satisfies themselves, that practice placement educators who work on their programme have attended the relevant training at the appropriate intervals. In discussion with the practice placement training the visitors noted that the practice placement providers maintain records of staff who have attended training. However the visitors could not see the process the education provider follows to ensure that they have this information and in turn can be certain that practice placement educators have attended the training. As such the visitors require evidence of a rationale detailing how the practice placement educator training is relevant for this programme. Furthermore, the visitors require evidence demonstrating the formal processes in place, which ensure that the education provider can satisfy themselves that all practice placement educators have undertaken the relevant training at the appropriate intervals.

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.

Condition: The education provider must provide further evidence to demonstrate the requirements for student progression and achievement.

Reason: From a review of page 43 of the module document, the visitors understood that the pass mark required for component 1 of the perioperative pharmacology module is 40 per cent. However in discussion with the programme team the visitors heard that the pass mark should read 60 per cent instead. Furthermore in the 'Programme Approval Documentation', on page 17 the visitors noted that the same module has a variance for a high pass mark of 80 per cent. The visitors were clear that students are required to pass this module but they could not determine what the required pass marks are for the individual components and the module as a whole. As such the visitors

require further evidence which clarifies the pass mark for this module and for the components contained within the module and the rationale for that pass mark.

6.8 Assessment regulations, or other relevant policies, must clearly specify requirements for approved programmes being the only programmes which contain any reference to an HCPC protected title or part of the Register in their named award.

Condition: The education provider must revisit the programme documentation to clearly articulate that any step off awards from this programme do not confer eligibility to apply for registration with the HCPC.

Reason: From a review of the documentation the visitors noted that the education provider currently has a HCPC approved DipHE Operating Department Practice programme, However, from the documentation provided, they were unclear whether it would become a step off award for the programme. In discussion with the programme team, the visitors heard that the DipHE Operating Department Practice programme is no longer recruiting students for academic year beginning 2017 and is to be phased out following the last intake. The visitors also noted that there is to be no step off award accessible to students on this programme. As such the visitors require the education provider to revisit the programme documentation to ensure that it clearly states that there are no step off awards available to students on this programme.

Recommendations

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.**

Recommendation: The education provider should consider reviewing the wording used in the mentorship guide to eliminate possible misinterpretation.

Reason: In discussions with the programme team, the visitors noted that the programme team would ideally prefer ODP practice placement educators to allocate mentors and to allow them protected time for 40 per cent of the assessment period, but it would not be an expectation. However on page 3 of the mentorships guide, it states that mentors will be required to have that amount of protected time. As such, the visitors recommend that the education provider consider rewording this document to eliminate any misinterpretation of the roles and responsibilities of practice placement educators and mentors. Thus ensuring practice placement educator and mentors are fully prepared for placement.

<div align="right">

Nick Clark
David Bevan
Joanne Watchman

</div>