

## HCPC major change process report

Education provider	Staffordshire University
Name of programme(s)	BSc (Hons) Operating Department Practice, Full time BSc (Hons) Operating Department Practice Degree Apprenticeship, Full time
Date submission received	26 February 2019
Case reference	CAS-14474-M7G7H8

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### Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the major change process undertaken by the HCPC to ensure that programmes detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

## Section 1: Our regulatory approach

### Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

### How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC).

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process report. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

### HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Tony Scripps	Operating department practitioner
Julie Weir	Operating department practitioner
John Archibald	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Operating Department Practice
Mode of study	FT (Full time)
Profession	Operating department practitioner
First intake	01 September 2018
Maximum learner cohort	Up to 35
Intakes per year	1
Assessment reference	MC04157

Programme name	BSc (Hons) Operating Department Practice Degree Apprenticeship
Mode of study	FT (Full time)
Profession	Operating department practitioner
First intake	01 September 2019
Maximum learner cohort	Up to 25
Intakes per year	1
Assessment reference	MC04229

We undertook this assessment to consider whether the programme continues to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider intends on adding a degree apprenticeship route through their currently approved programme. Learners who have completed a Foundation Degree in Peri-Operative Care programme will be able to come onto the degree apprenticeship programme at level 5 (year 2). These changes are likely to affect the information provided throughout the admissions process. As learners who have completed a Foundation Degree in Peri-Operative Care programme will be entering the programme at year 2, they may have different demands in terms of resources to support their learning and the teaching activities of the programme. This could also affect how learners meet the standards of proficiency (SOPs) for operating department practitioners, as they will be exempted from undertaking year 1 of the programme.

### Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
Major change notification form	Yes
Completed major change standards mapping	Yes

### Section 4: Outcome from first review

In considering the evidence provided by the education provider as part of the initial submission, the visitors were not satisfied that there was sufficient evidence that our standards continued to be met at this time, and therefore require further evidence as noted below.

#### Further evidence required

In order to determine whether the standards continue to be met, the visitors require further evidence for the following standards for the reasons noted below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programme(s), and then provide any further evidence to demonstrate how they meet the standards.

### **2.1 The admissions process must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.**

**Reason:** The visitors were made aware the programme specification gave details of the admissions process for applicants and education provider. However, the visitors had not seen information on the education provider's website in regards to the programme. The visitors were therefore unclear how the education provider would intend to provide the information on the course website in a way that is clear, thorough and allows for informed decision making by the applicant and education provider.

**Suggested evidence:** Information for applicants contained on the education provider's website.

### **2.4 The admissions process must assess the suitability of applicants, including criminal conviction checks.**

**Reason:** The visitors were made aware the selection process will also include a Disclosure and Barring Service (DBS) check. Although the mapping document said the check will be completed by an applicant's employer, this information was not represented in the information given to applicants. The visitors are therefore unclear about the information given to applicants to ensure an applicant is of appropriate character.

**Suggested evidence:** Information for applicants about who will be responsible to undertaking the assessment of the suitability of applicants, including criminal conviction checks.

### **2.5 The admissions process must ensure that applicants are aware of and comply with any health requirements.**

**Reason:** The education provider stated there are no changes to the way the programme will meet this standard. However, the visitors were made aware the selection process will include screening by Occupational Health. The visitors are unclear whether it will be the employer or the education provider who will be responsible for undertaking these checks.

**Suggested evidence:** Clarification about the information given to applicants about who will be responsible for undertaking any health requirements.

### **2.6 There must be an appropriate and effective process for assessing applicants' prior learning and experience.**

**Reason:** The visitors were made aware there is a policy for the recognition of prior learning. The policy states in some cases there will be a charge where there is extensive scrutiny of non-standard certificated evidence. The visitors were unclear who will be responsible to pay this charge.

The visitors were also made aware learners who have completed a Foundation Degree in Perioperative Care programme will be able to come onto the degree apprenticeship programme at level 5 (year 2) and that the Recognition of Prior Learning procedure will be used to determine the applicants suitability of accessing the BSc (Hons) Operating Department Practice Degree Apprenticeship programme at this level. The visitors noted the document mapping the modules and outcome from the Foundation Degree programme to level 4 of the BSc (Hons) Operating Department Practice Degree Apprenticeship programme, and the practice portfolio. The visitors however were not sure how applicants are able to meet the anaesthetic components through supervision and assessment in the workplace. The visitors need more information to show how applicants can adequately meet these anaesthetic components on the BSc (Hons) Operating Department Practice Degree Apprenticeship programme.

**Suggested evidence:** Information about who will be responsible to pay where there is extensive scrutiny of non-standard certificated evidence, and information to show how applicants can adequately meet these anaesthetic components on the BSc (Hons) Operating Department Practice Degree Apprenticeship programme.

### **3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.**

**Reason:** The visitors were made aware that in the placement provider meeting minutes on 21 November 2018 a number of concerns were raised by students in regards to the availability and capacity of practice-based learning, which the programme team took away as an action. The visitors were also made aware there was a further meeting planned. However, the visitors did not receive minutes from this further meeting. Therefore the visitors were unclear what the programme team have done to address the issues raised. The visitors need information to ensure all learners have access to practice-based learning which meets their learning needs.

**Suggested evidence:** The visitors need information to ensure all learners have access to practice-based learning which meets their learning needs.

### **6.3 Assessments must provide an objective, fair and reliable measure of learners' progression and achievement.**

**Reason:** The visitors were made aware the education provider had supplied details of the programme structure and assessments. The visitors were aware of the differing types of assessment throughout the three years of the programme. The visitors saw there was the assessment element of drug calculations has a zero percentage pass mark and no apparent credit weighting as part of the Fundamentals of Perioperative Practice module at level four and Intermediate Perioperative Care module at level five. However, the visitors also saw the assessment element of drug calculations had a ten credit weighting in the Specialised Perioperative Practice module at level six. The visitors were therefore unclear how this assessment element works overall in the assessment of the modules. The visitors need further evidence about the rationale for the weighting of the assessment element of drug calculations throughout the programme.

**Suggested evidence:** Information about the rationale for the weighting of the assessment element of drug calculations throughout the programme.

## Section 5: Visitors' recommendation

Considering the education provider's response to the request for further evidence set out in section 4, the visitors are satisfied that there is sufficient evidence that the standards continue to be met and recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 22 August 2019 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).