

Health Professionals Council
Department of Education and Policy

Visitors report

Name of education provider	University of Central England
Name and titles of programme(s)	Diploma of Higher Education in Operating Department Practice
Date of event	22 nd & 23 rd May 2005
Proposed date of approval to commence	
Name of HPC visitors attending (including member type and professional area)	Mr Alan Mount – HPC Visitor (ODP) Mr David Bevan –HPC Visitor (ODP)
HPC Executive officer(s) (in attendance)	Ms Nicole Borg – Education Officer
Joint panel members in attendance (name and delegation):	

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 checked="" type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Proposed student cohort intake number please state	14 Military & 36 civilian (NHS Contracted)
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The following summarises the key outcomes of the approvals event and provides reasons for the decision.

CONDITIONS

Condition 1

SET 2 Programme admissions

The admission procedures must:

2.1 give both the applicant and the education provider the information they require to make an informed choice about whether to make, or take up the offer of a place on a programme

2.2 apply selection and entry criteria, including:

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

2.2.2 criminal convictions checks;

2.2.3 compliance with any health requirements; and

2.2.4 appropriate academic and/or professional entry standards

2.2.5 Accreditation of Prior Learning and other inclusion mechanisms.

Condition: The programme team should clearly state, in its admissions policy, the policies and procedures for recruitment onto the programme. This must also give a clear outline to potential students how and where the programme will be delivered.

Reason: The information available was fragmented, with some aspects unclear, throughout the documentation. A *single clear policy and procedure* is needed to ensure adherence to HPC's requirement for programme admissions and to facilitate informed decisions for potential students.

Condition 2:

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.

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

Condition: A person / role specification and an organisational structure (to include students) is required for roles within the programme team.

Reason: This will clearly identify that adequate numbers of appropriately qualified staff with relevant specialist expertise and knowledge are in place in order to deliver an effective programme.

Condition 3:

SET 3. Programme management and resource standards

3.6 A programme for staff development must be in place to ensure continuing professional and research development.

Condition: There is a need to provide a CPD policy for the programme team which outlines a clear University strategy for staff development of the programme team.

Reason: There was no evidence for the validation team to see that a programme for staff development is in place.

Condition 4:

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: No evidence available.

Reason: The programme team need to explain the rationale behind this standard not being applicable to the programme.

Condition 5:

SET 3. Programme management and resource standards

3.11 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 programme team must provide a policy for attendance. This will include both absence and sickness with a clearly articulated process for the team to follow.

Reason: The existing document did not articulate the process for the programme team to manage those students who did not adhere to the attendance guidelines or requirements.

Condition 6:

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 the “standards of proficiency” need to be explicit in the programme. The team must provide a matrix / map highlighting the programme and where the standards are taught i.e. which specific modules.

Reason: The requirements of SET 4.1 are not clearly outlined in the modules. The evidence provided did not articulate all of the components although the programme team were able to confirm that they were an integral part of the modules.

Condition 7:

SET 5. Practice placements standards

5.2 There must be an adequate number of appropriately qualified and experienced staff at the placement.

5.8 Unless other arrangements are agreed, practice placement educators:

5.8.1 must have relevant qualification and experience;

5.8.2 must be appropriately registered; and

5.8.3 must undertake appropriate practice placement educator training.

Condition: The programme team must confirm that each of the practice placement areas have an adequate number of appropriately qualified and experienced staff. A person / role specification is required for all roles within the placement areas to ensure this is adhered to both now and in the future.

Reason: Although it was clear that practice placement areas had identified staff it was not clear whether there were adequate numbers or that the roles were performed by appropriately qualified and experienced staff. Identifying adequate numbers and role specifications would also facilitate gap analysis of vulnerable areas and identify specific role training schemes.

Condition 8:

SET 5. *Practice placements standards*

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

Condition: There is a need to provide evidence of monitoring visits e.g. sample report.

Reason: The programme team confirmed that visits are an integral part of the programme although no evidence was available.

Condition 9:

SET 6. *Assessment standards*

6.5 There must be effective mechanisms in place to assure appropriate standards in the assessment.

Condition: The programme team must provide evidence that assessment standards are assured through confirming the job role of the personal tutor.

Reason: The team confirmed that personal tutors were in place to provide individual support to the students, practice placement staff and to ensure that standards are maintained.

Deadline for *Conditions* to be met:

To be submitted to Approvals Committee on:

Commendations

1. The HPC representatives were impressed at the high level of support that the programme received. This was evident by the commitment throughout the University staff.
2. The implementation of the practice placement facilitator was seen as a positive move to create an efficient system and monitoring process for both students and practice areas.
3. The students had confirmed that the use of personal tutors gave them formal direct contact with the programme to discuss and work through concerns or problems that they were experiencing.
4. The HPC representatives agreed that the use of personal tutors created an effective mechanism for the monitoring of the assessment standards.

The nature and quality of instruction and facilities meets the Standards of Education and Training.

We recommend to the Education and Training Committee of the HPC that they approve this programme (subject to any conditions being met).

Visitors' signatures:

David Bevan:

Alan Mount:

A handwritten signature in black ink, appearing to read 'Alan Mount', written in a cursive style.

Date: 1st June 2005