

HCPC approval process report

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| Education provider | Buckinghamshire New University |
| Name of programme(s) | BSc (Hons) Operating Department Practice, Full time BSc (Hons) Operating Department Practice with Foundation Year, Full time |
| Approval visit date | 23- 24 May 2018 |
| Case reference | CAS-13041-B5Q8M9 |

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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 approval process undertaken by the HCPC to ensure that programme(s) 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). Education providers have the right of reply to the recommendation of the visitors, inclusive of conditions and recommendations. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). 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:

| | |
|----------------|-----------------------------------|
| Joanne Thomas | Operating department practitioner |
| Tony Scripps | Operating department practitioner |
| Diane Whitlock | Lay |
| Shaista Ahmad | HCPC executive |

Other groups involved in the approval visit

There were other groups in attendance at the approval visit as follows. Although we engage in collaborative scrutiny of programmes, we come to our decisions independently.

| | | |
|---------------|--|--------------------------------|
| Ellie Smith | Independent chair (supplied by the education provider) | Buckinghamshire New University |
| Susan Watkins | Secretary (supplied by the education provider) | Buckinghamshire New University |

Section 2: Programme details

| | |
|------------------------|--|
| Programme name | BSc (Hons) Operating Department Practice |
| Mode of study | FT (Full time) |
| Profession | Operating department practitioner |
| Proposed First intake | 01 September 2018 |
| Maximum learner cohort | Up to 60 across both programmes |
| Intakes per year | 1 |
| Assessment reference | APP01901 |

| | |
|------------------------|---|
| Programme name | BSc (Hons) Operating Department Practice with Foundation Year |
| Mode of study | FT (Full time) |
| Profession | Operating department practitioner |
| Proposed First intake | 01 September 2018 |
| Maximum learner cohort | Up to 60 across both programmes |
| Intakes per year | 1 |
| Assessment reference | APP01909 |

We undertook this assessment of new programmes proposed by the education provider via the approval process. This involves consideration of documentary evidence and an onsite approval visit, to consider whether the programme meet our standards for the first time.

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 |
|---|-----------|
| Programme specification | Yes |
| Module descriptor(s) | Yes |
| Handbook for learners | Yes |
| Handbook for practice based learning | Yes |
| Completed education standards mapping document | Yes |
| Completed proficiency standards mapping document | Yes |
| Curriculum vitae for relevant staff | Yes |
| External examiners' reports for the last two years, if applicable | Yes |

We also expect to meet the following groups at approval visits:

| Group | Met |
|---|------------|
| Learners | Yes |
| Senior staff | Yes |
| Practice education providers | Yes |
| Service users and carers (and / or their representatives) | Yes |
| Programme team | Yes |
| Facilities and resources | Yes |

Section 4: Outcome from first review

Recommendation of the visitors

In considering the evidence provided by the education provider as part of the initial submission and at the approval visit, the visitors' recommend that there was insufficient evidence to demonstrate that our standards are met at this time, but that the programme(s) should be approved subject to the conditions noted below being met.

Conditions

Conditions are requirements that must be met before programmes can be approved. We set conditions when there is insufficient evidence that standards are met. The visitors were satisfied that a number of the standards are met at this stage. However, the visitors were not satisfied that there is evidence that demonstrates that the following standards are met, for the reasons detailed below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programmes, and then provide any further evidence to demonstrate how they meet the conditions. We set a deadline for responding to the conditions of 11 July 2018.

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.

Condition: The education provider must ensure that appropriate information about the programme is provided to potential applicants prior to application, allowing them to make an informed choice about taking up a place on a programme.

Reason: From a review of the programme documentation, the visitors noted that information regarding the additional costs associated with studying on the programme, criminal conviction checks and occupational health checks was available within the programme specification. As this information, was contained within the programme specification the visitors could not see how applicants would have access to this information prior to securing a place on the programme. In discussions with the programme team, the visitors heard that this information would be updated on the website. As the visitors were unable to access all the necessary information that would be contained on the website, the visitors could not determine how applicants to this programme would have all the information they require to make an informed decision about whether to take up an offer of a place on the programme. Therefore, the visitors require further evidence as to what information will be available to applicants and at what points in the process this information will be provided. In this way, the visitors will

be able to determine how the education provider ensures that applicants have all the information they require in order to make informed decisions about taking up a place on the programme.

2.3 The admissions process must ensure that applicants have a good command of English.

Condition: The education provider must ensure that information about the programme English language requirements are clear, accurate and consistent across all materials.

Reason: From a review of the documentation, the visitors noted that the entry requirements regarding International English Language Testing System (IELTS) for the programme were inconsistent throughout the programme documentation. In the programme specification on page 10 it states “Applicants for whom English is not their first language will be required to hold an IELTS certificate graded 7 or equivalent, with no element below 6.5”. However, on the website it states the applicants are required to meet IELTS “6.0 (5.5) or below”. As such, the visitors were unclear how the admissions process ensured that applicants had a good command of spoken English to communicate effectively with service users and carers, educators and others if there were inconsistencies in the level required. The visitors therefore require the education provider to amend the documentation to ensure accurate information is provided for applicants concerning English language requirements.

3.18 The education provider must ensure learners, educators and others are aware that only successful completion of an approved programme leads to eligibility for admission to the Register.

Condition: The education provider must demonstrate how they ensure that learners, educators and others are aware that only successful completion of the programme leads to the eligibility to apply for admission onto the Register.

Reason: The visitors noted that there was some inaccurate information contained within the documentation provided regarding HCPC requirements. On the website, it states, “On this programme you will gain real experience as well as grasp the theory behind the peri-operative environment, and achieve the qualification required to register with the Health and Care Professional Council (HCPC)”. However, this is not accurate as successful completion of the programme gives the learner the eligibility to apply for registration, not the entitlement to register with the HCPC. Consequently, the visitors require that the documentation is amended to reflect the correct information. In this way, the visitors will be able to determine whether the resources available to support learning in all settings are accurate, consistent and reflective of the language associated with statutory regulation and the HCPC.

4.1 The learning outcomes must ensure that learners meet the standards of proficiency for the relevant part of the Register.

Condition: The education provider must demonstrate how the learning outcomes ensure that those who successfully complete the programme meet the standards of proficiency (SOPs) for operating department practitioners.

Reason: The documentation provided prior to the visit included module descriptors together with a SOPs mapping document providing information about how learners who

successfully complete the programme meet the SOPs for operating department practitioners. The visitors noted that there were several SOPs, which were each linked to one learning outcome only. This was the case for the following SOPs:

- **SOP 2.6** be able to practise in accordance with relevant medicines legislation
- **SOP 13.6** understand the concept of leadership and its application to practice
- **SOP 13.10** understand how to order, store, issue, prepare and administer prescribed drugs to service users, and monitor the effects of drugs on service users
- **SOP 13.12** understand the pharmacokinetic and pharmacodynamic effects and contraindications of drugs used within the perioperative and acute setting
- **SOP 13.14** be able to calculate accurately prescribed drug dosages for individual service user needs
- **SOP 14.4** understand the role of the surgical first assistant in assisting with surgical intervention

In discussions with the programme team, the visitors learned that the education provider considered that the above SOPs were covered across different modules throughout the programme. However, in the documentation, these SOPs were each mapped to one learning outcome only. Therefore, as information about where these SOPs are delivered is inconsistent, the visitors were unclear where these SOPs were delivered through the programme. With the information provided, they are unable to determine where the above SOPs are delivered within the programme. Therefore, the visitors require further documentation to evidence how the learning outcomes will ensure that learners can meet the above SOPs on successful completion of the programme so they are able to practice safely and effectively once, they enter the profession.

4.10 The programme must include effective processes for obtaining appropriate consent from service users and learners.

Condition: The education provider must demonstrate that the formal processes in place for obtaining appropriate consent from learners and service users are effective.

Reason: From reviewing the documentation, the visitors noted that the process for learners to obtain appropriate consent from service users when taking part in practice-based learning situations was not contained within the programme documentation. Additionally they also noted that the process for obtaining appropriate consent from learners in situations where they take part as service users themselves in practical and clinical teaching was not provided. In discussions with the programme team, the visitors learned that learners complete a consent form before taking part in practical situations and learners obtain verbal consent from service users. However, from this information the visitors could not determine how the education provider manages situations whereby learners decline from participating as service users in practical sessions or how learners would be aware of how and when to obtain consent from service users. To ensure this standard is met, the visitors require evidence, which demonstrates the following:

- the formal protocols in place for obtaining consent from learners and service users, including how records are maintained;
- how learners and service users are informed about the requirement for them to participate,

- to show what alternative learning arrangements will be put in place where individuals do not consent to participating as a service user.

5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

Condition: The education provider must ensure that there is an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

Reason: From a review of the documentation, the visitors noted that the SETs mapping document under SET 5.5 submitted by the education provider referenced the educational audits. These audits detailed information about practice-based learning including link lecturer details, health and safety checks and the role of mentors in supporting learning and assessment in practice-based learning. However, as there was no information provided about practice educators involved in the practice-based setting the visitors could not establish whether there was an adequate number of appropriately qualified and experienced staff involved in practice-based learning. In discussions with the practice placement providers, the education provider considered that they were unable to disclose any further information in regards to the number of staff in the practice-based setting due to confidentiality reasons. As such, the visitors were unable to determine whether there was an adequate number of appropriately qualified staff in the practice-based setting. Therefore, the visitors require further information demonstrating how the education provider ensures that there is an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.

Condition: The education provider must ensure that the practice educators have the relevant knowledge, skills and experience to support safe and effective learning in the practice-based learning.

Reason: From a review of the documentation, the visitors noted that under SET 5.6 in the SETs mapping document submitted by the education provider reference was made to the educational audits. These audits detailed information about practice-based learning including link lecturer details, health and safety checks and the role of mentors in supporting learning and assessment. However, as there was no information in the education audits, which explained how the education provider selects, practice educators who have the relevant knowledge, skills and experience to work with learners on this programme in the practice-based setting. As such, the visitors were unable to determine whether the practice educators have the relevant knowledge, skills and experience to support safe and effective learning. In discussions with the practice placement providers, the education provider considered they were unable to disclose any further information in regards to practice educators in the practice-based setting due to confidentiality reasons. The visitors noted that they do not require personally identifiable information about practice educators. However, the visitors require further information about the process in place, which ensures that all of the practice educators are appropriately knowledgeable, skilled and experienced. In this way, the visitors can determine whether there is an effective process in place, which ensures practice educators are able to support safe and effective learning when learners are in the practice-based setting.

5.7 Practice educators must undertake regular training which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.

Condition: The education provider must demonstrate how they ensure that practice educators undertake regular training, which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.

Reason: From a review of the documentation, the visitors noted that under SET 5.7 of the SETs mapping document submitted by the education provider reference is made to the educational audits. These audits detailed information about practice-based learning including link lecturer details, health and safety checks and the role of mentors in supporting learning and assessment. However, as there was no information about the training, which practice educators, must undertake to work with learners on the programme. Consequently the visitors were unable to determine whether the content of that training is appropriate to the practice educator role, learner' needs and delivery of the learning outcomes of the programme. The visitors were also unclear when initial training would need to be completed by, and how frequently refresher training would need to be completed. Therefore, the visitors require evidence to demonstrate what training practice educators must undertake and how the education provider ensures that all practice educators undertake regular training, which is appropriate to their role, the learners' needs and the delivery of the learning outcomes.

5.8 Learners and practice educators must have the information they need in a timely manner in order to be prepared for practice-based learning.

Condition: The education provider must demonstrate how they ensure that learners and practice educators have the information they need in order to be prepared for practice-based learning.

Reason: From a review of the documentation, the visitors noted that there was no information provided to practice educators and learners communicating the expectations in practice-based learning. As such, they were unable to determine how the education provider ensures that learners and practice educators are fully prepared for practice-based learning. In particular, they could not identify how practice educators were made aware of the learners' ability and expected scope of practice while in the practice-based setting and what the expectations of both the learners and practice educators should be at each individual placements to ensure that learners gain the experience they require. In the meeting with the practice educators, it was clear that discussions regarding information needed for practice-based learning had yet not been discussed or finalised. As such, the visitors were unable to determine the process in place for ensuring learners and practice educators have the information they need in a timely manner in order to be prepared for practice-based learning. The visitors therefore require information about the mechanisms in place, which demonstrates how the education provider ensures learners are fully prepared for practice-based learning. In particular, this should demonstrate how practice educators are made aware of learners' experience and expected scope of practice for each placement and how the expectation of both the learners and practice educators at practice-based learning are managed to ensure that learners get the experience they require to meet the relevant learning outcomes. Therefore, the visitors require further evidence to demonstrate how learners

and practice educator will be fully prepared for practice-based learning and in a timely manner.

Section 5: Visitors' recommendation

Considering the education provider's response to the conditions set out in section 4, and the request for further evidence set out in section 5, the visitors are satisfied that the conditions are met and recommend that the programme(s) are approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).