

HCPC approval process report

Education provider	University of East Anglia
Name of programme(s)	BSc (Hons) Operating Department Practice, Full time
Approval visit date	03 November 2020
Case reference	CAS-16007-R9P5F4

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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:

Adele Nightingale	Operating department practitioner
Tony Scripps	Operating department practitioner
John Archibald	HCPC executive

Other groups involved in the virtual approval visit

There were other groups involved with the approval process as follows. Although we engage in collaborative scrutiny of programmes, we come to our decisions independently.

Julia Hubbard	Independent chair (supplied by the education provider)	University of East Anglia
Dawn Goff	Secretary (supplied by the education provider)	University of East Anglia
John Dade	External panel member	University of Leicester
Audrey Gibbs	Internal panel member	University of East Anglia
Mike Donnellon	Professional body representative	College of Operating Department Practitioners

Sandra Ward	Professional body representative	College of Operating Department Practitioners
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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 2021
Maximum learner cohort	Up to 30
Intakes per year	1
Assessment reference	APP02245

We undertook this assessment of a new programme proposed by the education provider via the approval process. This involved consideration of documentary evidence and a virtual 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 ask for 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.

Type of evidence	Submitted	Comments
Completed education standards mapping document	Yes	
Information about the programme, including relevant policies and procedures, and contractual agreements	Yes	
Descriptions of how the programme delivers and assesses learning	Yes	
Proficiency standards mapping	Yes	
Information provided to applicants and learners	Yes	
Information for those involved with practice-based learning	Yes	
Information that shows how staff resources are sufficient for the delivery of the programme	Yes	
Internal quality monitoring documentation	No	The programme has not yet run so no internal quality monitoring documentation is available.

Due to the COVID-19 pandemic, the education provider decided to move this event to a virtual (or remote) approval visit. In the table below, we have noted the meeting held, along with reasons for not meeting certain groups (where applicable):

Group	Met	Comments
Learners	Yes	We met with learners from the currently approved DipHE Operating Department Practice programme.
Service users and carers (and / or their representatives)	No	The visitors were happy to explore any issues they had about service users and carers with other stakeholders, and did not need to put any questions to service users specifically.
Facilities and resources	Yes	
Senior staff	Yes	
Practice educators	Yes	
Programme team	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 virtual 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 01 February 2021.

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 information about costs in applicant-facing material is up-to-date and clear, so it allows for informed decision-making.

Reason: Prior to the visit, the visitors were informed that details of the programme and entry requirements were available on the education provider website. The visitors were also made aware that the education provider holds open days, which provide an opportunity to get to know more about the programme. At the visit, the visitors were

informed that the education provider charges a fee of £75 for the reassessment of an assessment. The visitors were also aware that in the third year, learners undertake an extended period of practice-based learning, rotating between trusts. The visitors considered this would have implications for costs. The visitors however had not seen any information in applicant-facing documents of both these additional costs. Therefore, the visitors could not be sure applicants will have all the information they require as part of the admissions process. The visitors require further evidence that applicants have all the information they need about costs and that it is up-to-date and clear, so it allows them to make an informed choice.

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

6.1 The assessment strategy and design must ensure that those who successfully complete the programme meet the standards of proficiency for the relevant part of the Register.

Condition: The education provider must submit further information to demonstrate that learners who complete the programme are able to meet the standards of proficiency (SOPs) for operating department practitioners, and that the assessment strategy makes sure learners meet all the SOPs before completing the programme.

Reason: As part of the documentary review prior to the visit, the visitors were informed from the SOPs mapping document of four SOPs which were taught and assessed exclusively in practice-based learning modules. At the visit, the visitors were informed that the competency document, which confirms the competencies to be completed in practice-based learning, had yet to be completed. In the meeting with the programme team, the visitors were informed the competency document will be ready for January 2021. As the competencies and assessment methods were yet to be confirmed, the visitors were unable to see the competencies identified by the education provider being assessed in practice-based learning, and their link to the learning outcomes of the programme. The visitors were subsequently not able to determine whether the following SOPs are covered by the learning outcomes in the programme, and that the assessment strategy and design ensures the learning outcomes demonstrate the SOPs:

- **9.4** be able to contribute effectively to work undertaken as part of a multi-disciplinary team;
- **14.10** be able to modify and adapt practice to emergency situations;
- **14.14** be able to effectively gather information relevant to the care of service users in a range of emotional states; and
- **14.20** be able to adapt and apply problem solving skills to clinical emergencies.

The visitors considered the education provider must demonstrate how learners who complete the programme can meet the SOPs for operating department practitioners, and that the assessment strategy makes sure learners meet all the SOPs before completing the programme.

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 provide further information to demonstrate that learners and practice educators have clear expectations regarding practice-based learning.

Reason: To evidence this standard, the education provider informed the visitors that learners and practice educators are provided with information such as planners and learning outcomes, prior to placement by the education provider's Learning and Teaching service. At the visit, the visitors were informed that the competency document, which confirms the competencies to be completed in practice-based learning, had yet to be completed. In the meeting with the programme team, the visitors were informed the competency document will be ready for January 2021. The visitors therefore were unable to see the competencies being assessed. As the competencies and assessment methods were yet to be confirmed, and the competency document had yet to be completed, the visitors were unclear about the information that learners and practice educators will have prior to undertaking practice-based learning. The visitors were therefore unsure about how the education provider ensured all understood their roles and what is required for practice-based learning to be safe and effective. The visitors therefore require further information to demonstrate that learners and practice educators have clear expectations regarding practice-based learning.

6.5 The assessment methods used must be appropriate to, and effective at, measuring the learning outcomes.

Condition: The education provider must provide further evidence about the methods the education provider uses to assess learners.

Reason: To meet this standard, the visitors were informed that all university assessments are internally peer reviewed by the Education Committee and externally peer reviewed by the external examiner. The visitors were also made aware that the competency document, which confirms the competencies to be completed in practice-based learning, had yet to be completed. In the meeting with the programme team, the visitors were informed the competency document will be ready for January 2021. The visitors therefore were unable to see how the competencies were being assessed. As the competencies and assessment methods were yet to be confirmed, the visitors were unable to determine whether they were appropriate and effective at measuring the learning outcomes. The visitors were unsure that the methods used to assess learners allows the education provider to decide whether the learning outcomes of the programme are met. The visitors therefore require further evidence that the chosen methods are in line with the learning outcomes of the practice-based learning modules so they confirm learners who complete the programme meet the SOPs for operating department practitioners.

Section 5: Visitors' recommendation

Considering the education provider's response to the conditions set out in section 4, 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 16 March 2021 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).