

## HCPC major change process report

Education provider	University of West London
Name of programme(s)	BSc (Hons) Operating Department Practice, Full time BSc (Hons) Operating Department Practice, Work based learning
Date submission received	12 April 2019
Case reference	CAS-14618-Q9Q9T6

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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
David Bevan	Operating department practitioner
Lawrence Martin	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Operating Department Practice
Mode of study	Full time
Profession	Operating department practitioner
First intake	1 September 2014
Maximum learner cohort	20
Intakes per year	1
Assessment reference	MC04256

Programme name	BSc (Hons) Operating Department Practice
Mode of study	WBL (Work based learning)
Profession	Operating department practitioner
First intake	1 September 2019
Maximum learner cohort	16
Intakes per year	1
Assessment reference	MC04293

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 to make changes to their programme curriculum for their currently approved BSc (Hons) Operating Department Practice, full time programme. They are also considering adding a degree apprenticeship as a new route through the existing programme. The education provider is making changes to their current curriculum, learning outcomes, programme management and resources and assessments in order to incorporate the new route through their existing programme. The education provider intend for the new and existing route to be delivered in a similar way.

### 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:** To evidence the degree apprenticeship programme, the education provider referred to the Supporting evidence document. The document outlines how employers will identify and screen staff they wish to put forward. The document goes on to mention a handbook which the University will provide to the employer and prospective apprentices and contains basic information about the programme prior to the selection event. Following this, apprentices will go through the same selection process as learners for the full time programme. The information provides a brief outline of the admissions process however, the visitors noted that it does not demonstrate the information provided to potential applicants to ensure it is clear and thorough, and allows informed decision-making. Therefore the visitors require further information which demonstrates how this standard is met.

**Suggested evidence:** Information provided to applicants for the degree apprenticeship programme, so they are able to make an informed choice about whether to take up a place on the programme.

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

**Reason:** To evidence the degree apprenticeship programme, the education provider referred to the Supporting evidence document. The relevant section states that employers are required to confirm that candidates have enhanced Disclosure and Barring Service (DBS) clearance and that this is confirmed in the tripartite Commitment Statement signed by the education provider, employer and apprentice. While the visitors were clear about who undertakes the DBS check, they were unclear about what happens, and who is involved, should something be declared during this process. They were also unclear about who is responsible for covering the cost of the check. The visitors therefore require further evidence to demonstrate how this standard is met.

**Suggested evidence:** Further information about the process for assessing applicants suitability for the degree apprenticeship programme, including what happens if an issue is declared and who pays for the DBS check.

### **3.2 The programme must be effectively managed.**

**Reason:** For the degree apprenticeship programme, the education provider stated on the mapping document that there were no applicable changes to this standard. The education provider therefore did not provide information on the management structure or lines of responsibility for the programme, both within the education provider nor its link to the employer. As information was not provided, the visitors were unclear how the education provider ensures effective management and clear responsibility for the degree apprenticeship programme. Therefore the visitors require further evidence to demonstrate how this standard is met.

**Suggested evidence:** Evidence of how the degree apprenticeship programme is effectively managed, including clear lines of responsibility.

### **3.12 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme, and must be accessible to all learners and educators.**

**Reason:** In the mapping document, the education provider noted there would be additional support for the degree apprenticeship programme and the visitors were referred to the Supporting evidence document. The relevant section of this document, focusses on the amount of practice-based learning which will be available for the full time and degree apprenticeship programmes. The visitors noted that in the context of this standard, 'resources' may include information technology or rooms and facilities and were therefore unclear about the references to practice-based learning.

In addition, the education provider did not discuss the cohort numbers for both programmes though outlined that should cohort numbers increase, they have plans in place for meeting additional resource requirements. The visitors were unclear whether these references were in the context of this standard and therefore whether, there would be any changes to the resources available to support the required learning and teaching activities of the programmes. As further information was not provided about the cohort numbers, resources to support learning in all settings or the plans if learner numbers should increase, the visitors were unable to determine whether the resources were effective and appropriate to the delivery of the programme, and accessible to all learners and educators. Therefore, the visitors require further evidence to demonstrate how this standard is met.

**Suggested evidence:** Further information about:

- the cohort numbers for both programmes,
- the resources that will be available to the programmes; and
- the plans should additional resources be needed.

### **3.16 There must be thorough and effective processes in place for ensuring the ongoing suitability of learners' conduct, character and health.**

**Reason:** Within the mapping document, the education provider stated there is an additional role for the employer for the degree apprenticeship programme. The visitors were referred to the Supporting evidence document which states that employers have a key role in ensuring candidates, put forward for selection, are of good character, health and conduct. No further evidence was provided to illustrate how the employer undertakes this or how this responsibility links to the process run by the education provider, both during admission and throughout the programme. From the information provided, the visitors were unclear of the processes in place to ensure the ongoing suitability of learners conduct, character and health throughout the programme. In addition, they were unsure who would be responsible for undertaking these at the various stages of the programme. Therefore, the visitors require further evidence to demonstrate how this standard is met.

**Suggested evidence:** Evidence which demonstrates the thorough and effective process in place for ensuring the ongoing suitability of learners conduct, character and health, including details of who holds responsibility throughout 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.**

**Reason:** The education provider stated there were no changes to this standard due to the introduction of the degree apprenticeship programme. The Supporting evidence document, states that both the education provider and employer will have responsibility for ensuring the quality of practice-based learning. However, the education provider has not provided any further evidence on this standard. The visitors recognise the changes to the assessment process, through the introduction of the End Point Assessment (EPA), however, they were unclear about how practice educators would be made aware of the expectations and requirements surrounding this. To ensure practice-based learning is safe and effective, the visitors require further evidence to demonstrate how this standard is met.

**Suggested evidence:** Evidence which demonstrates how information about the degree apprenticeship programme, will be provided to practice educators so they are prepared for practice-based learning.

### 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](#).