

## Visitors' report

<b>Name of education provider</b>	Buckinghamshire New University
<b>Programme name</b>	Dip (HE) Operating Department Practitioner
<b>Mode of delivery</b>	Full time
<b>Relevant part of HPC Register</b>	Operating department practitioner
<b>Date of visit</b>	9 – 10 June 2011

## Contents

Contents .....	1
Executive summary .....	2
Introduction.....	3
Visit details .....	3
Sources of evidence .....	4
Recommended outcome .....	5
Conditions.....	6

## Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Operating department practitioner' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 25 August 2011. At the Committee meeting on 25 August 2011 the programme was approved. This means that the education provider has met the condition(s) outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

## Introduction

The HPC visited the programme at the education provider as it was a new programme which was seeking HPC approval for the first time. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider validated the programme. The education provider and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of the programme and dialogue throughout the visit; this report covers the HPC's recommendations on the programme only. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. A separate report, produced by the education provider outlines their decisions on the programme's status.

## Visit details

Name of HPC visitors and profession	Penny Joyce (Operating department practitioner) Julie Weir (Operating department practitioner) Mary Ann Elston (Lay visitor)
HPC executive officer (in attendance)	Mandy Hargood
Proposed student numbers	15
Proposed start date of programme approval	September 2011
Chair	John Boylan (Buckinghamshire New University)
Secretary	Sue Ball (Buckinghamshire New University)
Members of the joint panel	Jane Tyrer (Internal Panel Member) Ash Coles (Internal Panel Member) Paul Hennessey (External Panel Member) James Ellis (External Panel Member)

## Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The HPC did not review any external examiners reports prior to the visit as the programme is new and there have been no external examiner reports produced.

During the visit the HPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HPC met with students from the Dip HE Adult Nursing and Dip HE Mental Nurse Training programmes, as the programme seeking approval currently does not have any students enrolled on it.

## Recommended outcome

To recommend a programme for approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 49 of the SETs have been met and that conditions should be set on the remaining 8 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors did not make any recommendations for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

## Conditions

### **2.1 The admissions procedures 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 revise the admissions documentation to ensure that the applicant receives the correct information they require to take up the offer of a place on the programme.

**Reason:** The documentation submitted by the education provider did not fully comply with the advertising guidance issued by HPC. In particular, there were instances of wrong terminology such as '...currently eligible to achieve HPC registration'. The visitors also noted the suggestion that the HPC sets certain expectations on practice placement hours which is incorrect and could cause confusion.

Also the documentation made reference to an enhanced criminal conviction check in the programme specification but only referred to criminal conviction checks elsewhere in the documentation which may cause confusion. The visitors were content that criminal conviction checks were taking place but were concerned about the confusion in the documentation.

With regard to the health checks the visitors saw there was no reference to the required Exposure Prone Procedures (EPP) (Department of Health guidance 2007) for students, which is particularly pertinent to operating department practitioners. Whilst they were content that the health checks were in place, the visitors wanted to be assured that prospective students were informed about the EPP requirements as if the student did not have confirmation that they had met the requirements for EPP then they might not be able to attend practice placements.

The visitors therefore require the admissions documentation to be thoroughly reviewed to ensure that the applicant has the information they require to make an informed choice about taking up a place on the programme.

### **3.5 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.**

**Condition:** The education provider must ensure that there is adequate operating department practitioner experience within the staff cohort to deliver an effective programme.

**Reason:** From their reading of the documentation prior to the visit, the visitors noted that currently there was only one operating department practitioner (ODP) on the staff for programme. In the meeting with the programme team the visitors were informed that whilst there was only one ODP currently in place there was a job advertisement for a senior lecturing post waiting approval for another member of staff to be in place by September. Also the Pro Vice Chancellor/Executive Dean and Dean of Students, Programmes & Quality of the faculty in which this

programme falls, stated in the same meeting that the ODPs would have the support of the department and faculty which was very experienced in delivery of similar programmes and that the staff in the department would be supporting the delivery of the programme during its establishment with the education provider. In order for the visitors to be assured that this standard is met they would like to receive revised documentation that clearly articulates how the education provider will ensure that sufficient appropriately qualified and experienced staff will be in place to deliver an effective programme.

### **3.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge.**

**Condition:** The education provider must evidence how the visiting lecturer system ensures that there is relevant knowledge and expertise in place to deliver the programme.

**Reason:** Further to the condition for SET 3.5, the visitors could not determine how the education provider ensures that staff with relevant expertise and knowledge were in place for the delivery of the programme. At the meetings with the senior team and the programme team, the visitors were informed that staff from practice placement areas with the relevant knowledge and expertise would be teaching on the programme. The programme team said that this was a tried and trusted way of ensuring that students were taught by subject specialists and this ensured currency for key aspects of the curriculum. However the visitors were unclear as to how the programme team ensured that these external lecturers were appropriately trained to deliver key parts of the curriculum. In order to be assured that this standard is met the visitors would like to receive documentation that clearly indicates how the visiting lecturer system ensures that staff employed from practice placement areas, to deliver key parts of the programme, have the relevant expertise and knowledge.

### **3.14 Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.**

**Condition:** The education provider must provide evidence of appropriate protocols for student consent and also evidence of what systems would be in place if a student opted out of giving consent for any activity.

**Reason:** From the documentation provided the visitors could not find evidence of a formal consent procedure in place to mitigate any risk involved in students participating as service users in practical teaching. If no formal policy for obtaining consent is in place students may feel they are treated differently in different situations and lodge academic appeals because of this. This in turn could lead to students completing the course being unable to meet all of the relevant HPC standards of proficiency (SOPs).

The visitors discussed this with the programme team, and it became clear that there was a consent process in place for the nursing programmes which could be revised to be fit for purpose for ODP students.

The visitors therefore require evidence of appropriate protocols for student consent and evidence of what systems would be in place if a student opted out of giving consent for any activity.

#### **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 education provider must clearly articulate within the programme outcomes where practice skills in the surgical phase are addressed, in order for the standards of proficiency to be met.

**Reason:** From the documentation provided prior to the visit it was not clear where students would learn about being a scrubs practitioner within the practice skills for the surgical phase of the programme. In the meeting with the programme team the visitors discussed these practice skills and noted the programme team considered that the scrubs element of the surgical phase was an essential element of the programme. The programme team also highlighted that while it was an essential element of the programme it may not have been articulated fully in the programme documentation. The visitors therefore require additional information to be included in the programme documentation to be assured that these practice skills in the surgical phase are addressed. In this way the visitors can be sure that successful students' meet all of the standards of proficiency for their part of the register and that the programme can meet this standard.

#### **4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.**

**Condition:** The education provider must review the programme documentation to include reference to HPC's standards of conduct, performance and ethics.

**Reason:** In the documentation submitted there were various references to HPC codes or standards but the correct title of HPC's standards of conduct, performance and ethics (SCPEs) was not listed. The visitors felt that to further embed the SCPEs in the teaching and learning they should be referenced, where applicable, to conduct and ethics matters in the programme in order to direct students to the standards that HPC expects of them once they have joined the profession. This is to ensure that students are aware, and understand the implications of the HPC SCPEs. The visitors therefore require the programme documentation to be reviewed to include reference to the standards.

#### **5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.**

**Condition:** The education provider must clearly articulate the range of placements that students have to undertake to complete the programme.

**Reason:** The visitors noted in their reading of the documentation prior to the visit that not all the placements that supported the delivery of the learning outcomes

for the programme were listed. In the meeting with the programme team the visitors discussed placements and asked about mandatory placements. The team reported that all placements listed as mandatory by the professional body needed to be completed by students to successfully complete the programme. There was a process in place to ensure that students would take all placements and if there was to be an issue then the practice placement co-ordinator would seek to resolve the issue and ensure that the student would receive the relevant placements listed as mandatory. In order for the visitors to be assured that this standard is met they require documentation that clearly identifies the mandatory range of placements that have to be completed by students to ensure they are appropriate to support the delivery of the programme and the achievement of the learning outcomes.

**6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.**

**Condition:** The education provider must clearly articulate within the programme outcomes where practice skills in the surgical phase are addressed within the assessment strategy and design to ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.

**Reason:** From the visitors reading of the documentation prior to the visit it was not clear where students would learn about being a scrubs practitioner within the practice skills for the surgical phase of the programme. In the meeting with the programme team the visitors discussed these practice skills and noted the programme team considered that the scrubs element of the surgical phase was an essential element of the programme. The programme team also highlighted that while it was an essential element of the programme it may not have been articulated fully in the programme documentation where it was delivered and assessed. The visitors therefore require additional information to be included in the programme documentation to be assured that these practice skills in the surgical phase are addressed and assessed appropriately. In this way the visitors can be sure that successful students' meet all of the standards of proficiency for their part of the register and that the programme can meet this standard.

Penny Joyce  
Julie Weir  
Mary Ann Elston