

Health Professions Council

Visitors' report

Name of education provider	Suffolk College
Name and titles of programme(s)	Dip HE Operating Department Practice
Mode of delivery (FT/PT)	Full time
Date of visit	13 th and 14 th June 2007
Proposed date of approval to commence	September 2007
Name of HPC visitors attending (including member type and professional area)	Alan Mount (Educationalist) Julie Weir (Clinician)
HPC executive officer(s) (in attendance)	Tracey Samuel-Smith
Joint panel members in attendance (name and delegation):	Joanna Jackson - Chair Alison McQuin - Secretary Shaune Richardson - UEA validation Anne Jonston - Internal Alex Seabrook - University of Essex validation (13 th June only) Kay Thompson - University of Essex validation (14 th June only) Penny Joyce - CODP Karen Latcham - External Ron Impey - Internal quality assurance (13 th June only)

Scope of visit (please tick)

New programme	<input type="checkbox"/>
Major change to existing programme	<input type="checkbox"/>
Visit initiated through Annual Monitoring	<input type="checkbox"/>
New Profession	<input checked="" type="checkbox"/>

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 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"/>
Students (current or past as appropriate)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Confirmation of facilities inspected

	Yes	No	N/A
Library learning centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IT facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	12
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The following summarises the key outcomes of the approval event and provides reasons for the decision.

CONDITIONS

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

2.2.1 apply selection and entry criteria, including evidence of a good command of written and spoken English;

2.2.2 apply selection and entry criteria, including criminal convictions checks;

2.2.3 apply selection and entry criteria, including compliance with any health requirements;

Condition: The programme team must redraft and resubmit the advertising materials and programme specification to ensure consistency between the documents and to provide information about the new programme, which includes the entry criteria for English language, enhanced criminal conviction checks and health requirements.

Reason: Currently the advertising materials and programme specification do not provide full and consistent information about the new Dip HE Operating Department Practice programme. The Visitors felt applicants and students must be made aware of the entry criteria for English language, enhanced criminal conviction checks and health requirements and that they will be applied. To allow students to make an informed choice, these documents must be updated.

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: The programme team must forward the CV's for all lecturers on the programme, including those who participate from practice.

Reason: From discussions with the placement providers it became apparent that not all the CV's for the lecturers from practice had been provided. As such, the Visitors were unable to determine whether there was an adequate number of appropriately qualified and experienced staff to deliver the programme or whether the staff identified on the module specifications as teaching, have the relevant specialist expertise and knowledge.

3.7 The resources to support student learning in all settings must be used effectively.

Condition: The programme team must review, and where necessary, redraft and resubmit the programme documentation to clarify the relationship between holding the qualification and entry to the HPC register.

Reason: Currently the programme documentation, which is a resource, states that students are eligible to register with the HPC upon graduation. To provide full and clear information about the programme, the Visitors felt the programme documentation must be amended to state that upon graduation, students become eligible to apply for registration with the HPC.

3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Condition: The programme team must implement and submit procedures for gaining informed consent from students prior to the commencement of simulated clinical activities where students act as patients or clients.

Reason: The Visitors felt the current, faculty wide, consent form was too generic and did not address all the activities which a student may be asked to undertake as part of the programme. As such, the Visitors felt procedures must be implemented which are specific to ODP students.

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 programme team must redraft and resubmit the HPC standards of proficiency mapping document to clearly identify each standard of proficiency against each module in which it is taught and assessed.

Reason: From the documentation provided and discussions with the programme team, the Visitors identified omissions from the standards of proficiency mapping document and to provide a complete overview of the programme, this document must be updated.

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 programme team must review, and where necessary, redraft and resubmit the module specifications to clearly identify which standards of proficiency are taught and assessed in each module.

Reason: Currently the module specifications do not provide full information about which standards of proficiency will be met in each module. Examples of this can be found in Professional Practice 1, Anaesthetic Practice and Surgical Practice. The Visitors felt that these must be updated to provide students with full information.

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.

4.7 Where there is inter-professional learning the profession specific skills and knowledge of each professional group are adequately addressed.

Condition: The programme team must redraft and resubmit the inter-professional learning module specification, Communications and Interpersonal Skills, to include reference to HPC's standards of proficiency.

Reason: Currently the module specification directs students to the NMC and QAA standards but not HPC's. To provide ODP students with profession specific knowledge, the Visitors felt this must be updated.

4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.

4.6 The range of learning and teaching approaches used must be appropriate to the subjects in the curriculum.

5.4 Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.

6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practise safely and effectively.

Condition: The programme team must redraft and resubmit the practice portfolio to clearly identify at which stage of the programme students are expected to complete each competence.

Reason: Feedback from current students and placement providers about the existing portfolio, indicated confusion surrounding at what stage of their training a student would be expected to prove competence, such as checking an anaesthetic machine. Placement providers confirmed they would realistically expect that at the end of their first year, a student should be able to set up for a 'basic' operating list and perform standard equipment safety checks in accordance with the A.A.G.B.I's checklist for Anaesthetic Equipment (2004), but this area of competence is not assessed within the proposed practice portfolio until the second year. Nor was it apparent from discussions with the programme team, that underpinning theory associated with some of these fundamental anaesthetic and surgical skills was delivered at an appropriate stage to enable safe and effective practice. To provide clear information to students and placement providers, the Visitors believe that the proposed practice portfolio must be updated to harmonise theory and practice and reflect appropriate and realistic stages of skill acquisition throughout the first and second year.

SET 5. Practice placements standards

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

Unless other arrangements are agreed, practice placement educators:
5.8.1 have relevant qualification and experience;

Unless other arrangements are agreed, practice placement educators:
5.8.2 are appropriately registered; and

Unless other arrangements are agreed, practice placement educators:
5.8.3 undertake appropriate practice placement educator training.

Condition: The programme team must submit an updated mentor list, which includes the qualifications, speciality training and when the mentor last received practice placement educator training.

Reason: The information received at the visit did not allow the Visitors to undertake a full assessment of the above standards of education and training and as such, an updated list must be forwarded.

5.4 Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.

6.6 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement.

Condition: The programme team must redraft and resubmit the student handbook and, where necessary, the module specifications to include reference to HPC's standards of conduct, performance and ethics.

Reason: Currently the programme documentation does not mention HPC's standards of conduct, performance and ethics. The Visitors felt that more direction to the HPC standards is required to ensure students are aware of the thresholds they are expected to meet whilst in education and when registered.

SET 6: Assessment standards

6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practise.

Condition: The programme team must redraft and resubmit the practice portfolio and, where necessary, the module specifications to clarify which competences can be appropriately assessed within the practice or academic environment.

Reason: From the review of documentation and discussions with the programme team, the Visitors felt the proposed practice portfolio contained competences which would be more easily assessed by academic methods e.g. competences 3.1 and 17.9.4. Placement providers confirmed this view by commenting that competences, such as 3.1 (Shows evidence of research awareness; can perform a literature search using Athens), would be difficult to assess within the practice environment. As such, the practice portfolio and module specifications must be updated to clarify the distinction between practice and academic competences.

Deadline for conditions to be met: 26th July 2007

Expected date visitors' report submitted to Panel for approval: 27th September 2007

Expected date programme submitted to Panel for approval: 27th September 2007

RECOMMENDATIONS

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.

Recommendation: The programme team should consider recruiting another permanent member of staff with relevant theatre experience.

Reason: To further support the Programme Leader, the Visitors felt that a further relevantly qualified individual should be employed.

3.7 The resources to support student learning in all settings must be used effectively.

Recommendation: The programme team should consider prioritising bids for clinical skills resources, specifically theatre specific equipment.

Reason: While the Visitors believe the current resources are used effectively, by admission the programme is in the process of building up the stock of instruments. The Visitors felt that to allow students to further practice in a safe and controlled environment before placement, this resource should be prioritised.

SET 4. Curriculum Standards

4.7 Where there is inter-professional learning the profession specific skills and knowledge of each professional group are adequately addressed.

Recommendation: It is recommended that all staff involved in the delivery of the inter-professional learning modules, are made fully conversant with the profession specific issues of the students they are teaching.

Reason: From discussions with students and the programme team, it was noted that inconsistencies between tutors have been identified and a staff update is in development. The Visitors feel this training should be undertaken before the new programme commences.

SET 6. Assessment standards

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

Recommendation: The programme team should consider standardising the allocation of mentors across the practice placement sites.

Reason: Discussions with the programme team and students identified different approaches to the allocation of mentors between placement sites. The Visitors felt that to dispel student perception of 'being able to choose your mentor' at Bury, this process should be standardised.

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:



Julie Weir



Alan Mount

Date: 27/06/07

ALL CONDITIONS MET