

## HCPC major change process report

Education provider	Buckinghamshire New University
Name of programme(s)	BSc (Hons) Operating Department Practice, Full time BSc (Hons) Operating Department Practice – Apprenticeship, Work based Learning
Date submission received	11 March 2019
Case reference	CAS-14558-G2N5B7

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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:

David Bevan	Operating department practitioner
Joanne Thomas	Operating department practitioner
Ismini Tsikaderi	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Operating Department Practice
Mode of study	FT (Full time)
Profession	Operating department practitioner
First intake	01 September 2018
Maximum learner cohort	Up to 60
Intakes per year	1
Assessment reference	MC04192

Programme name	BSc (Hons) Operating Department Practice – Apprenticeship
Mode of study	WBL (Work based learning)
Profession	Operating department practitioner

First intake	01 August 2019
Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	MC04193

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 has informed us of a new degree apprenticeship route through the BSc (Hons) Operating Department Practice programme currently approved full time programme. The introduction of the degree apprenticeship routes will present some differences to the currently approved programme.

### 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:** The education provider has mentioned that the applicant will apply with the employer to show interest on the BSc (Hons) Operating Department Practice – Apprenticeship programme. The visitors noted the detailed process which the education

provider will undertake for each candidate following reference from the employer. However, the visitors were unclear how the process is initiated with the employer in the first place. Therefore, the visitors were unable to determine how the admission process will give 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 the BSc (Hons) Operating Department Practice – Apprenticeship programme. The visitors require further evidence, which demonstrates how the application process is initiated with the employer.

**Suggested evidence:** Information on the admissions process and how the education provider ensures the applicant will have the required information to make an informed choice about whether to take up or make an offer of a place on the BSc (Hons) Operating Department Practice – Apprenticeship programme. Additionally, the education provider must demonstrate what process the employers have in place for referring their employees for this programme.

### **3.13 There must be effective and accessible arrangements in place to support the wellbeing and learning needs of learners in all settings.**

**Reason:** The education provider has mentioned that the arrangements to support the wellbeing and learning needs of learners will remain unchanged. The visitors noted that there will be further support provided by the employer within the practice-based learning setting for learners on the BSc (Hons) Operating Department Practice – Apprenticeship programme. However, the visitors were unclear whether the existing arrangements for learners on the BSc (Hons) Operating Department Practice programme will apply for learners on the proposed BSc (Hons) Operating Department Practice – Apprenticeship programme. Therefore, the visitors were unable to determine whether there are arrangements in place to support the wellbeing and learning needs of learners on the BSc (Hons) Operating Department Practice – Apprenticeship programme in all settings. The visitors require further evidence which demonstrates how learners on the BSc (Hons) Operating Department Practice – Apprenticeship programme will be supported in the academic setting.

**Suggested evidence:** Information on the arrangements in place to support the wellbeing and learning needs of apprentices in the academic setting on the proposed programme.

### **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.**

**Reason:** The education provider has stated in the programme handbook that “apprentices who step off the programme... will not be eligible to register with the HCPC” (page 16). As per the wording of this standard, learners who successfully graduate from the programme will be eligible to apply for admission to the Register. The visitors were unclear whether the above statement is reflective of the standard. Additionally, on page four of the programme handbook the education provider stated “...in becoming a registered operating department practitioner”. Therefore the visitors were unable to determine whether the education provider will ensure learners, educators and others are aware that only successful completion of an approved programme leads to eligibility for admission to the Register. The visitors require the

education providers to provide evidence which demonstrates language reflective of the standard.

**Suggested evidence:** Further evidence clarifying that learners, educators and other are aware that only successful completion of the proposed programme leads to eligibility for admission to the Register.

### **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:** For this standard the visitors noted the apprentices on the proposed programme will be committed with working hours and academic learning hours in parallel. The visitors understood that learners will be working with practice educators and their line managers in the working environment. However, the visitors were unclear how the education provider will manage lines of communication and responsibility for practice educators on the proposed programme, which will allow apprentices to engage with practice-based learning and academic learning. Therefore, the visitors were unable to determine how the education provider will ensure whether learners and practice educators will have the information they need in a timely manner to be prepared for the practice-based learning. The visitors require further evidence which demonstrates how the education provider will manage lines of communication and responsibility for practice educators on the proposed programme, which will ensure learners and practice educators have the information they need to be prepared for practice-based learning.

**Suggested evidence:** Further evidence which clarifies the mode of study and how the amount of practice-based learning hours is managed alongside the working hours to prepare apprentices and practice educators for practice-based learning on the proposed programme.

## 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 04 July 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](#).