hcpc health & care professions council

Visitors' report

Name of education provider	Birmingham City University
Programme name	BSc (Hons) Operating Department Practice
Mode of delivery	Full time
Relevant part of the HCPC Register	Operating department practitioner
Date of visit	3 – 4 September 2015

Contents

Executive summary

The Health and Care Professions Council (HCPC) approve educational programmes in the UK which health and care professionals must complete before they can apply to be registered with us. We are a statutory regulator and our main aim is to protect the public. We currently regulate 16 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 HCPC keep a register of health and care 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 3 December 2015. At the Committee meeting on 3 December 2015, 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 HCPC visited the programme at the education provider as it was a new programme which was seeking HCPC 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 an HCPC only visit. The education provider did not validate the programme at the visit and the professional body did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit.

Visit details

Name and role of HCPC visitors	David Bevan (Operating department practitioner)
	Penny Joyce (Operating department practitioner)
	Manoj Mistry (Lay visitor)
HCPC executive officer (in attendance)	Abdur Razzaq
Proposed student numbers	20 per cohort, one cohort per year
Proposed start date of programme approval	September 2016
Chair	Graham Romp (Birmingham City University)
Secretary	Michele Spencer Lees (Birmingham City University)
	Jane Binks (Birmingham City University)

Sources of evidence

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

	Yes	No	N/A
Programme specification	☒	☐	☐
Descriptions of the modules	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☒	☐	☐

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

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	☒	☐	☐
Programme team	☒	☐	☐
Placements providers and educators / mentors	☒	☐	☐
Students	☒	☐	☐
Service users and carers	☒	☐	☐
Learning resources	☒	☐	☐
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	☒	☐	☐

Recommended outcome

To recommend a programme for approval, the visitors must be satisfied 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 the relevant 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 54 of the SETs have been met and that conditions should be set on the remaining four SETs.

Conditions are requirements that the education provider must meet before the programme can be approved. 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 can be approved. Recommendations are made to encourage further enhancements to the programme, normally when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

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 provide further evidence of the information provided to potential applicants, which ensures they are given the information they require to make an informed choice about applying to the programme.

Reason: In the programme specification, the visitors noted the admission criteria for potential students. However, the visitors were not provided with the information that will be given and advertised to potential applicants and students. The visitors were also unable to locate any information on the education provider's website for this programme. During the programme team meeting, the visitors learnt that the programme team are in the process of developing materials, including information that will be provided to potential applicants. The programme team also indicated all relevant information will be finalised in in the next few weeks. Therefore, the visitors require evidence of the information provided to applicants before and at the admissions stage in order to make a fully informed decision about applying to or taking up an offer of a place on the programme.

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 the assessment of learning outcomes for the programme modules to clearly reflect the following standard of proficiency (SOP) to ensure that those who successfully complete the programme meet the SOPs for their part of the register.

13.14 be able to calculate accurately prescribed drug dosages for individual service user needs

Reason: From the review of the programme documentation and discussions with the programme team, the visitors were content that the curriculum delivers the learning outcomes required to ensure that those who successfully complete the programme would be made aware how to calculate accurately prescribed drug dosages for individual service user needs. However, the visitors noted in the module descriptors and in the faculty of health numeracy policy that for education provider paper-based invigilated assessments the pass mark should be developmental throughout the programme with the final assessment pass mark on the programme being 90 percent prior to the student completing the programme. The visitors were unable to determine how the pass mark of 90 percent will ensure that students will be able to calculate accurate prescribed drug dosages consistently and without error. During the programme team meeting the visitors learnt that the programme team will review their assessment strategy and will make changes to the assessment strategy for the programme. Consequently, the visitors were unable to determine how the above SOP was being assessed to the level that ensures those who successfully complete the programme meet the standard of proficiency stated above. Therefore, the visitors require the education provider to provide further evidence that demonstrates how the

assessment of learning outcomes allows students to meet SOP13.14 to ensure this standard is met.

6.9 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.

Condition: The education provider must clearly articulate an aegrotat award will not lead to eligibility to apply for HCPC registration.

Reason: From the documentation provided the visitors could not determine where in the assessment regulations there was a clear statement regarding aegrotat awards. Discussion indicated aegrotat awards would only be awarded in exceptional circumstances on a case by case basis. The visitors could not determine how the programme team ensured that students understood that aegrotat awards would not enable them to be eligible to apply to the Register. The visitors therefore require further evidence to ensure that there is a clear statement included in the programme documentation regarding the aegrotat award.

6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.

Condition: The education provider must include a clear statement in the programme documentation which states that at least one external examiner for the programme will be from the relevant part of the Register, unless other arrangements are agreed.

Reason: In the documentation submitted by the education provider there was insufficient detail about the external examiner recruitment policy. It was not evident that there was an explicit requirement for at least one of the external examiners to be from the relevant part of the HCPC Register unless other arrangements are agreed. The visitors were satisfied with the current external examiner for the programme. However, the visitors need to see evidence that HCPC requirements regarding the external examiner on the programme have been included in the documentation to demonstrate that this standard is met.

David Bevan
Penny Joyce
Manoj Mistry