

Health Professions Council

Visitors' report

Name of education provider	Northumbria University
Name and titles of programme(s)	Dip HE Operating Department Practice
Mode of Delivery (FT/PT)	FT
Date of Visit	8th – 9th May 2007
Proposed date of approval to commence	September 2007
Name of HPC visitors attending (including member type and professional area)	Colin Keiley – Team leader A & R – Stockport Health Stephen Wordsworth – Head of department – UCE Birmingham
HPC Executive officer(s) (in attendance)	Daljit Mahoon – Education Officer Katherine Lock – Education Officer
Joint panel members in attendance (name and delegation):	Ian Shell (Chair) – Associate Dean – Learning & Teaching Support – Newcastle business School Ms Linda Charlton – Secretary Colin Chandler – Director of postgraduate studies Helen Smith – Principle lecturer – Learning in organisation Jim Clark – Subject division leader – pre and school learning Patricia McClure – College of Occupational Therapists Jackie Taylor – College of Occupational Therapists Remy Reyes – College of Occupational Therapists Jackie Waterfield – Chartered Society of Physiotherapists Nina Thomson – Chartered Society of Physiotherapists Joanna Jackson – Physiotherapist – University of Essex – HPC Visitor Kathleen Bosworth - Retired Physiotherapist – HPC visitor Sarah Johnson – Occupational therapist – University of Plymouth – HPC Visitor Bernadette Waters – Occupational therapist – University of Southampton – HPC Visitor

Scope of visit (please tick)

New programme	<input type="checkbox"/>
New Profession	<input checked="" type="checkbox"/>
Major change to existing programme	<input type="checkbox"/>

Visit initiated through Annual Monitoring	<input type="checkbox"/>
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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	25
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The following summarises the key outcomes of the Approvals event and provides reasons for the decision.

CONDITIONS

Condition 1

SET 2 Programme admissions

2.1 The admission procedures must 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

Condition:

Within the admissions information for students, the entry qualifications should be expressed as a UCAS entry tariff.

Reason:

This would enable the university to explore student applications in support of their policy on widening participation. It would help to make admissions information more meaningful to applicant and bring the course in line with information provided across other programmes within the suite of awards.

Condition 2

2.2.2 The admission procedures must apply selection and entry criteria, including criminal convictions checks.

Condition

To include within the student handbook the requirement for students entering the second year to submit CRB self declaration.

Reason

Through ensuring that students submit a CRB self declaration in the second year, this will allow any changes in student circumstances relating to CRB will be picked up.

Condition 3

SET 3. Programme management and resource standards

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 submit documentation to include a form utilised to obtain consent from students prior to them participating as patients or clients in practical and clinical teaching, e.g. role plays, practicing profession-specific techniques.

Reason:

The documentation lacked evidence which insured that this standard is met. A consent mechanism needs to be put in place to ensure that potential candidates are aware of the expectations of the programme regarding the level of participation expected by and from the student.

Condition 4:

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 map the HPC Standards of Proficiency into the module outlines so that students and mentors are able to identify, when signing off competencies, which of the HPC Standards of Proficiency's are being met.

Reason:

The visitors found it difficult to see how the HPC Standards of Proficiency were clearly being met by students as it was not clearly articulated within the

documentation. They were assured that the HPC Standards of Proficiency are built into the learning outcomes however this needs to be made more explicit within the module outlines so both the students and mentors are fully informed. After meeting students and placement providers, it became apparent that it would be beneficial if the HPC Standards of Proficiency were clearly mapped into the module outlines as suggested

Condition 5

SET 5. Practice placements standards

5.13 The placement providers must have an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.

Condition:

The programme team must submit an equal opportunities and anti discriminatory policy for students attending non NHS placements.

Reason:

The visitors were unable to see clear evidence of an equal opportunities and anti-discriminatory policy for students within non NHS placements. Documentation must be submitted which clearly presents that a policy within these placements is present

Condition 6

SET 5. Practice placements standards

5.7 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:

- 5.7.2 timings and the duration of any placement experience and associated records to be maintained;**
- 5.7.3 expectations of professional conduct;**

Condition:

Statements presented within the documentation relating to HPC need to be corrected. This refers to:

- 1) In volume 2, page 81, first paragraph in section 16, it reads: 'As your programme leads to eligibility for registration, you should be fully aware of the Health Professions Council Code of Professional Conduct.' This needs to be amended to: 'As your programme leads to eligibility to apply for registration, you should be fully aware of the Health Professions Council Standards of conduct, performance and ethics and Standards of Proficiency for Operating Department Practitioners'
- 2) In volume 2, page 27, first paragraph in section 2.4.1, it reads: 'ODP students are required to complete 3000 of theory and practice within the programme in order to meet the criteria for HPC Registration'. This needs to be removed for HPC do not specifically stipulate the number of hours students need to complete.
- 3) In volume 2, page 6 the abbreviation 'RODP' is used. This is not necessary as all Operating Department Practitioners are now deemed to be registered and the title is therefore not helpful. This should also apply to section 4.2.2, on page 37 again in volume 2.

- 4) In volume 2 Page 81 Section 14 it states ' Students will be expected to observe, participate and finally to engage in inter-professional and inter-agency work during the three-year programme in order to meet the NMC proficiency' this is incorrect and should read 'Students will be expected to observe, participate and finally to engage in inter-professional and inter-agency work during the two year programme in order to meet the HPC Standards of Proficiency
- 5) In volume 2 Page 81, Section 15 it states: 'This is to ensure that students make up the relevant hours and type of experience in order to meet the regulations of the programme and the Professional Statutory Regulatory Body.' In light that the Professional Statutory Regulatory Body is HPC, this statement needs to be amended, HPC do not specifically stipulate the number of hours students need to complete.
- 6) The names of the module leaders should be included within the module descriptors

Reason:

Any references to HPC need to be correct to avoid any confusion in the role of the regulator and to ensure that students and mentors are made fully aware of the HPC statutory requirements. With point 6, within the Module descriptors some of the names of the module leaders were not included, which made it unclear who the module leader was. There should be consistency, informing students who the module leaders are for all of the modules, not just a few.

Condition 7

SET 6. Assessment standards

6.7.3 for an aegrotat award not to provide eligibility for admission to the Register.

Condition:

To include an explicit statement within the programme specification that an aegrotat award does not provide eligibility for admission to the register.

Reason:

It was not clearly articulated within the documentation that an aegrotat award does not provide eligibility for admission to the register. This needs to be included within the documentation, ensuring that students are fully informed.

RECOMMENDATIONS

Recommendation 1

SET 2 Programme admissions

2.2.1 The admission procedures must apply selection and entry criteria, including evidence of a good command of written and spoken English

Recommendation

To include a statement in the admission requirements for overseas students to have an English IELTS level 6 on entry.

Reason:

The requirement for overseas students to demonstrate a good command of English is included within the documentation; however the visitors felt that through including more detail, students would be fully informed of the requirements.

Recommendation 2

2.2.4 The admission procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards;

Recommendation:

To review the academic entry standards of 5 GCSEs

Reason:

The visitors felt that the level of the academic entry standards, consisting of 5 GCSEs could be seen to be quite low and therefore this may lead to some students experiencing difficulties in completing the course based on their unrealistic expectations of what is needed to successfully complete the award.

Recommendation 3

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:

To monitor the staffing in relation to any increases in student numbers or staff workload.

Reason:

There should always be an assurance that there is enough staff to deliver the programme effectively, without compromising our standards and that there is an adequate balance between staff and students.

Recommendation 4

3.5 Subject areas must be taught by staff with relevant specialist expertise and knowledge.

Recommendation:

To utilise any opportunity for Operating Department Practitioners to have more input into the programme.

Reason:

In order to develop the programme and its profession specific knowledge and skills, the Visitors felt that more input from additional Operating Department Practitioners, with the relevant academic qualifications and experience would enhance the development of the programme

Recommendation 5

3.13 The learning resources, including the stock of periodicals and subject books, and IT facilities, including internet access, must be

appropriate to the curriculum and must be readily available to students and staff.

Recommendation:

To review the stock of periodicals, subject books and access to e-journals and ensure these resources are kept up to date.

Reason:

In light of student's comments and supported by evidence from a visit to the library, the visitors felt that access to resources could be improved and the university should aim to ensure resources are updated.

Recommendation 6

SET 5. Practice placements standards

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

Recommendation:

The visitors would like to the course team to continue to explore the possibilities to have more Operating Department Practitioners to act as mentors for Operating Department Practitioner students

Reason:

Through having more Operating Department Practitioners acting as mentors, they would have more subject specific knowledge which would enhance students experience and learning and act as professional role models within the clinical area

Recommendation 7

3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.

Recommendation:

To explore opportunities to improve specific Operating Department Practitioner resources to enable clinical skills teaching.

Reason:

Through improving more specific Operating Department Practitioner resources it would enhance teaching and learning and student experience on the programme.

Recommendation 8

SET 4. Curriculum Standards

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

SET 2 Programme admissions

2.2.2 The admission procedures must apply selection and entry criteria, including criminal convictions checks.

Recommendation:

To review the effectiveness of the extended initial theory placement in light of difficulties in obtaining CRB clearance.

Reason:

The theory aspect of the programme was placed at the start to aid the duration for CRB clearance checks to be processed and not to aid the pedagogical development of the students. It is recommended that the programme team should monitor students' experience of the effectiveness of having this extended theory element at the start of the programme.

COMMENDATIONS

- Commendation is given to the programme team on their plans for new clinical facilities which will enhance inter-professional learning opportunities

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:

Mr Colin Keiley

Mr Stephen Wordsworth

Date: 23.05.2007

PROGRAMME APPROVED: ALL CONDITIONS MET