

Visitors' report

Name of education provider	University of Suffolk
Programme name	BSc (Hons) Operating Department Practice
Mode of delivery	Full time
Relevant part of the HCPC Register	Operating department practitioner
Date of visit	20– 21 April 2017

Contents

Executive summary	2
Introduction.....	3
Visit details	3
Sources of evidence	4
Recommended outcome	5
Conditions.....	6
Recommendations.....	9

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 24 August 2017. At the Committee meeting on 24 August 2017, 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 part of a joint event. The education provider validated the programme and the professional body considered their accreditation of the programme. The education provider, the professional body and the HCPC 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 HCPC's recommendations on the programme only. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. A separate report, produced by the education provider and the professional body, outlines their decisions on the programme's status.

Visit details

Name and role of HCPC visitors	Julie Weir (Operating department practitioner) Tony Scripps (Operating department practitioner) Diane Whitlock (Lay visitor)
HCPC executive officer	Jasmine Pokuaa Oduro-Bonsrah
Proposed student numbers	10 per cohort, per year
Proposed start date of programme approval	September 2017
Chair	Erica Joslyn (University of Suffolk)
Secretary	Alison McQuin (University of Suffolk)
Members of the joint panel	Mark Lyne (Internal Panel Member) Aida Rajic (Internal Panel Member) James Hollings (Internal Panel Member) Sarah Robinson (Internal Panel Member) Diane Last (External Panel Member) Andrew Gulley (External Panel Member) Lloyd Howell (College of Operating Department Practitioners)

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	<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 HCPC did not review External examiners' reports from the last two years prior to the visit as there is currently no external examiner as the programme is new.

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	<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"/>
Service users and carers	<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 HCPC met with students from the Diploma of Higher Education Operating Department Practice programme at the education provider, as the programme seeking approval currently does not have any students enrolled on it as it is not approved.

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.

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 51 of the SETs have been met and that conditions should be set on the remaining seven 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 have also made a recommendation 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

2.4 The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.

Condition: The education provider must provide further evidence to demonstrate how the admissions procedures clearly outlines to applicants what the health requirements are.

Reason: From a review of the website available to applicants, the visitors noted that the education provider state that, "any offer of a place will be subject to a satisfactory health check". In the validation document submitted by the education provider it clearly outlines what the health requirements are and what process applicants will need to go through to ensure that they have satisfactory health checks before being accepted onto the programme. However the information in the validation document is not available to applicants. The visitors were unclear on how the education provider clearly sets out the information regarding the health requirements for applicants. The education provider therefore needs to provide evidence which clearly outlines the health requirements for the programme and how this is made available to applicants.

2.7 The admissions procedures must ensure that the education provider has equality and diversity policies in relation to applicants and students, together with an indication of how these will be implemented and monitored.

Condition: The education provider must provide further evidence to demonstrate how they inform applicants and students about their equality and diversity policies and also how these policies are implemented and monitored.

Reason: To evidence this standard the visitors were directed to the validation document. In this document there was a web link to evidence the education provider's equality and diversity policies. Upon reviewing the web link, the visitors were unable access the information that clearly articulated that the education provider has equality and diversity policies in relation to applicants and students, together with an indication of how these will be implemented and monitored, because it was password protected. From discussions with the programme team, the visitors were satisfied that there was an equality and diversity policy in place in relation to applicants and students. However, the visitors were not clear how students and applicants are made aware of it, how this policy works, or how it is implemented and monitored. The visitors therefore require further evidence of the equality and diversity policies in place, together with an indication of how they are implemented and monitored and also how the education provider makes these policies available to applicants and students.

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

Condition: The education provider must revisit the documentation available to students to ensure that the resources in place to support student learning is effectively used.

Reason: From a review of the documentation, the visitors noted in the validation document that there were various resources to support student learning outlined, such as the buddy system. This information is not available in any of the documentation available to students, such as the student handbook. Therefore, the visitors were

unsure how students on the programme are made aware of all the resources available to them to support their learning. The visitors therefore require further evidence of how the resources in place such as, the student handbook will be effectively used to support student learning in all settings.

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

Condition: The education provider must demonstrate how they ensure that the learning resources for students are accurate to enable them to understand what standards of proficiency they need to meet.

Reason: From a review of the documentation the visitors noted that there were discrepancies between the Standards of proficiency (SOPs) mapping document and the mapping of the SOPs students need to meet in all module descriptors. In the module descriptors the education provider has missed out some of the SOPs that need to be achieved in that module by the students. The visitors were satisfied that the learning outcomes of the overall programme will ensure that those who successfully complete the programme will meet the standards of proficiency for operating department practitioners. However, with the inaccuracy of the mapping in the module descriptors, the visitors were unsure how students would be made aware of what SOPs will be achieved in each module. The education provider therefore, needs to provide further evidence to demonstrate how students will be made aware of what SOPs they will need to achieve at each stage of the programme to ensure that resources to support student learning in all settings is effectively used.

3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.

Condition: The education provider must demonstrate that they have adequate resources to effectively support the teaching and learning activities of the programme.

Reason: At the visit the visitors were shown existing teaching facilities and the specialist resources within the simulation suite. The programme team told the visitors that they would want to increase simulation in the university setting. However, the visitors noted on the tour that there were insufficient resources for students to have a realistic simulated practice experience. During the tour the visitors noted that there was no operating table, patient positioning attachments and operating lights for example. Furthermore, during the meeting with the students they expressed that the equipment in the simulation suite was insufficient. The visitors were therefore unclear on how the education provider ensures that there are appropriate resources for simulations in the university setting.

Furthermore, at the visit the programme team, practice placement and the students told the visitors that students could access Ipswich hospital's facilities, when there are empty theatres on audit days. However, there are currently no formal arrangements in place. The visitors could therefore not determine whether all students have access to these facilities or just those undertaking their placement at Ipswich hospital, as well as when and how often students have access to these facilities. Furthermore, students are expected to use these facilities outside of the timetabled programme. The visitors noted that this could disadvantage some students who cannot access these facilities outside

of programmes timetable due to a variety of reasons and will therefore miss out on the opportunities to gain adequate simulated practice experiences.

Due to these reasons, the visitors cannot determine that there are adequate resources to support student learning, and teaching activities of the programme. The visitors therefore require evidence to demonstrate that the physical resources in place to support student learning are appropriate to support the learning and teaching activities of the programme.

4.9 When there is interprofessional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.

Condition: The education provider is required to clearly articulate what interprofessional learning there will be on the programme and how they will ensure that there will be operating department practice input into the learning.

Reason: For this standard the visitors were directed to the validation document which stated that the interprofessional learning strategy will be to introduce 'Human Factors within the Caring Perioperative Environment module'. However, the visitors could not see how Human factors within the caring perioperative environment module addressed interprofessional learning. Furthermore, in discussions with the programme team, the visitors were told that there would be 'other opportunities for interprofessional learning' and this will include an annual conference with a range of professions. This was however not reflected in the documentation submitted and the visitors were still unclear on what will be delivered at this annual conference. The visitors could therefore not determine how interprofessional learning will be delivered as part of this programme. The education provider is required to clearly articulate what interprofessional learning there will be on the programme, how they will ensure that there will be operating department practice input into the learning and how profession-specific skills and knowledge of each professional group will be adequately addressed.

6.5 The measurement of student performance must be objective and ensure fitness to practise.

Condition: The education must provide further evidence to demonstrate how the measurement of student performance at each academic level is objective and ensures fitness to practise.

Reason: For this standard the visitors were directed to the course handbook. The visitors were satisfied that the programme had objective grading criteria for the level 4 and level 5 academic year. However the visitors noted in the course handbook that the education provider had submitted the same grading criteria for level 4 and level 6. At the visit, the programme team told the visitors that this was a mistake and the level 6 grading criteria will be replaced. The education provider will therefore need to resubmit the level 6 grading criteria in order for the visitors to assess whether the measurement of student performance is objective for the appropriate level and ensures fitness to practise.

Recommendations

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

Recommendation: The education provider should consider how best to communicate to student what would happen if they do not sign the role play consent form.

Reason: From the documentation and discussions with programme team and students, the visitors were clear that students have to sign the role play consent form before students participate as service users. The programme team also told the visitors that if students did not want to sign the consent form they will not be penalised and there will be no consequences for not signing. The visitors were therefore satisfied that this standard was met. However, the students mentioned that they 'had not really thought about what could happen if they do not sign the form as they have always just signed it, and had no reason to decline consent'. The visitors would therefore like to recommend that the education provider considers clearly communicating to students that there will be no negative impact on their learning if they did not want to partake in practical sessions as service users.

Julie Weir
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