

## Health Professions Council

### Visitors' report

<b>Name of education provider</b>	<b>Thames Valley University</b>
<b>Name and titles of programme(s)</b>	<b>Diploma in HE Operating Department Practice</b>
<b>Mode of delivery (FT/PT)</b>	<b>FT</b>
<b>Date of visit</b>	<b>6<sup>th</sup> – 7th June 2007</b>
<b>Proposed date of approval to commence</b>	<b>September 2007</b>
<b>Name of HPC visitors attending (including member type and professional area)</b>	<b>Julie Weir</b> – ODP, Lecturer, clinical teacher – BUPA, LSBU <b>Penny Joyce</b> – Principle Lecturer – university of Portsmouth.
<b>HPC executive officer(s) (in attendance)</b>	<b>Daljit Mahoon</b>
<b>Joint panel members in attendance (name and delegation):</b>	<b>Patricia Morton</b> (Chair) – Deputy Academic Registrar <b>Frank McMahon</b> – P Leader, Journalism, TVU <b>Patrick Laryea</b> – Pre – Qualifying Nursing, Common Foundation Co-ordinator <b>Amalia Tsiam</b> – Senior Lecturer, Nutritional Medicine <b>Dieter Herde</b> – CAT's Co-ordinator

#### Scope of visit (please tick)

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

<b>Proposed student cohort intake number please state</b>	<b>14</b>
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The following summarises the key outcomes of the approval event and provides reasons for the decision.

## CONDITIONS

### Condition 1

#### **SET 3. Programme management and resource standards**

**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 needs to develop and submit a specific consent 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:**

At present a Health and Safety form is being used prior to simulation and laboratories areas. This form however does not clearly address the specific requirement for obtaining student consent prior to them participating as patients or clients in practical and clinical teaching. A more specific form for obtaining consent needs to be used.

### Condition 2

**3.10 A system of academic and pastoral student support must be in place.**

#### **Condition:**

A system of academic and pastoral student support must be made explicit within the programme handbook.

**Reason:**

In light of student feedback it became apparent that students were not fully aware of the academic and pastoral support available to them from the university. This information needs to be made more explicit to students.

**Condition 3:**

**3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.**

**Condition:**

The programme team must provide evidence of how attendance will be recorded and monitored through the use of the Personal Development Plan (PDPs)

**Reason:**

A system of recording and monitoring attendance needs to be in place to ensure that students attend all mandatory aspects of the programme which are essential in making sure they meet the standard of proficiency. Through discussions with the programme team it became apparent that the Personal Development Plans will be used for this. This needs to be made available to students prior to the start of the programme.

**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.**

**SET 6. Assessment standards**

**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 needs to submit a mapping document to show the HPC Standards of Proficiency are fully mapped only against the mandatory modules.

**Reason:**

Currently, some of the HPC Standards of Proficiency's are mapped into an optional unit, which presents the possibility that some of the Standards of Proficiency would not be achieved if a student decided not to take this module. It was not clearly articulated within the documentation how all the HPC Standards of Proficiency are being achieved by the students through the mandatory modules. This needs to be made more explicit.

**Condition 5:**

**SET 5. Practice placements standards**

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

**5.8 Unless other arrangements are agreed, practice placement educators:**

**5.8.1 have relevant qualification and experience;**

**5.8.2 are appropriately registered; and  
5.8.3 undertake appropriate practice placement educator training.**

**Condition:**

The programme team needs to produce and submit a mentor database showing the designation, qualifications and clinical specialism of all mentors including when last updated. This should be across all sites where Operating Department Practice students are on placement.

**Reason:**

It was difficult to see within the documentation, clear up to date information regarding placement mentor staff, such as who they are and what qualifications they hold. Through producing a clear database, this will help ensure this information is kept up to date and can also act as a monitoring aid.

**Condition 6:**

**5.6 The education provider must maintain a thorough and effective system for approving and monitoring all placements.**

**Condition:**

The programme team must provide evidence to show how the Practice Environment Profiles (PEPs) reflect the needs of Operating Department Practice students.

**Reason:**

The current PEPs used to audit placements are more specific for nursing requirements. Audits need to also reflect the specific needs for the Operating Department Practice programme.

**Condition 7:**

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

**5.7.1 the learning outcomes to be achieved;**

**5.7.2 timings and the duration of any placement experience and associated records to be maintained;**

**5.7.3 expectations of professional conduct;**

**5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure; and**

**5.7.5 communication and lines of responsibility.**

**Condition:**

The programme team must submit the completed programme handbook

**Reason:**

The current documentation did not include the programme handbook. This needs to be completed and available to students prior to the start of the programme and should include all relevant information regarding the programme ensuring that the above SETs are included and are being met.

#### **Condition 8:**

##### **SET 5. Practice placements standards**

##### **5.7.3 expectations of professional conduct;**

##### **SET 6. Assessment standards**

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

##### **Condition:**

The programme handbook should include the relevant professional and regulatory body expectations of conduct.

##### **Reason:**

Students should be fully informed of the relevant professional and regulatory body expectations, specifically the HPC Standards of conduct, performance and ethics.

#### **Condition 9:**

##### **5.10 The education provider must ensure necessary information is supplied to practice placement providers.**

##### **Condition:**

The programme team must submit a completed mentor handbook

##### **Reason:**

The current documentation did not include a mentor handbook. This needs to be completed and available to mentors prior to the start of the programme so that the mentors are fully informed of their role as mentors and what all the relevant information in relation to the programme and students.

#### **Condition 10:**

##### **SET 6. Assessment standards**

##### **Assessment regulations clearly specify requirements:**

##### **6.7.1 for student progression and achievement within the programme;**

##### **Condition:**

The programme handbook must clearly state the expectations of feedback, for e.g. assessment and feedback timeline.

##### **Reason:**

Through discussions with students it became apparent that students were unaware of the duration for receiving feedback on assignments once submitted. The visitors felt it is important to provide timely feedback for students on assignments to enable them to progress and improve.

## **RECOMMENDATIONS**

### **Recommendation 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**

**2.2.4 apply selection and entry criteria, including appropriate academic and/or professional entry standards;**

**2.2.5 apply selection and entry criteria, including accreditation of Prior Learning and other inclusion mechanisms**

**Recommendation:**

To standardise all pre-information to prospective students in relation to standard and non-standard entrants.

**Reason:**

Through student discussions it became apparent that students were not provided with the same pre-information. To avoid confusion and keep consistency it would be better if all pre-information for both standard & non standard prospective students were the same.

**Recommendation 2**

**SET 3. Programme management and resource standards**

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

**Recommendation:**

To have Operating Department Practice specific skills facilities, so students are able to practice in a safe environment prior to practice, e.g. gowning , gloving and instrumentation trays.

**Reason:**

At the present site and with consideration of the new building, there is no indication of Operating Department Practice specific skills facilities. The visitors encourage any possibilities specific skill facilities to be available for students which would enhance student learning and experience.

**Recommendation 3**

**SET 4. Curriculum Standards**

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

**Recommendation:**

To make the links between theory and practice are made more explicit to students throughout the duration of the programme.

**Reason:**

The visitors were assured that there are links between theory and practice within the programme, but felt that this could be made more explicit to students so they can clearly see the relationship between the two.

**Recommendation 4**

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

**Recommendation:**

Where pre and post-registration students learn together, the needs of the pre-registration students must be facilitated.

**Reason:**

The visitors felt there is the possibility that the needs of the pre-registration students may at times not be facilitated when learning takes place with the post registration students.

**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:**

  
**Mrs Julie Weir** \_\_\_\_\_

**Mrs Penny Joyce**

**Date:**

PROGRAMME APPROVED: ALL CONDITIONS MET