

HCPC approval process report

Education provider	University of Derby
Name of programme(s)	BSc (Hons) Operating Department Practice, Degree Apprenticeship, Full time BSc (Hons) Operating Department Practice, Full time
Approval visit date	27-28 November 2018
Case reference	CAS-13504-V8R7W7

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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 approval process undertaken by the HCPC to ensure that programme(s) 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). Education providers have the right of reply to the recommendation of the visitors, inclusive of conditions and recommendations. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). 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:

Christine Stogdon	Social worker (Approved mental health professional)
Tony Scripps	Operating department practitioner
Ian Hughes	Lay
Rabie Sultan	HCPC executive

Other groups involved in the approval visit

There were other groups in attendance at the approval visit as follows. Although we engage in collaborative scrutiny of programmes, we come to our decisions independently.

David McGravie	Independent chair (supplied by the education provider)	University of Derby
Helen Crooke	Secretary (supplied by the education provider)	University of Derby
Caroline Marshall	External panel member	University of Greenwich
Alan Mount	External panel member	Canterbury Christ Church University

Ian Whitehead	Internal panel member	University of Derby
Sarah Rawlinson	Internal panel member	University of Derby
Anne Danby	Internal panel member	University of Derby

Section 2: Programme details

Programme name	BSc (Hons) Operating Department Practice, Degree Apprenticeship
Mode of study	WBL (Work based learning)
Profession	Operating department practitioner
First intake	01 May 2019
Maximum learner cohort	Up to 55
Intakes per year	2
Assessment reference	APP01993

Programme name	BSc (Hons) Operating Department Practice
Mode of study	DL (Distance learning)
Profession	Operating department practitioner
First intake	01 May 2019
Maximum learner cohort	Up to 5
Intakes per year	2
Assessment reference	APP01994

We undertook this assessment of a new programme proposed by the education provider via the approval process. This involves consideration of documentary evidence and an onsite approval visit, to consider whether the programme meet our standards for the first time.

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
Programme specification	Yes
Module descriptor(s)	Yes
Handbook for learners	Yes
Handbook for practice based learning	Yes
Completed education standards mapping document	Yes
Completed proficiency standards mapping document	Yes
Curriculum vitae for relevant staff	Yes

External examiners' reports for the last two years, if applicable	This is a new programme therefore no external examiner reports have been produced for this programme
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We also expect to meet the following groups at approval visits:

Group	Met
Learners	Yes
Senior staff	Yes
Practice education providers	Yes
Service users and carers (and / or their representatives)	Yes
Programme team	Yes
Facilities and resources	Yes

Section 3: Outcome from first review

Recommendation of the visitors

In considering the evidence provided by the education provider as part of the initial submission and at the approval visit, the visitors' recommend that there was insufficient evidence to demonstrate that our standards are met at this time, but that the programme(s) should be approved subject to the conditions noted below being met.

Conditions

Conditions are requirements that must be met before programmes can be approved. We set conditions when there is insufficient evidence that standards are met. The visitors were satisfied that a number of the standards are met at this stage. However, the visitors were not satisfied that there is evidence that demonstrates that the following standards are met, for the reasons detailed below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programmes, and then provide any further evidence to demonstrate how they meet the conditions. We set a deadline for responding to the conditions of 31 January 2019.

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.

Condition: The education provider must ensure that appropriate, clear and consistent information is available to applicants and the education provider which enables them to make an informed choice about whether to offer or take up a place on the programme.

Reason: From the documentation provided the visitors noted that the entry requirements, programme information and admissions procedure were contained within the programme handbook. However the visitors were unclear how applicants would have access to this document. In discussions with the programme team, the visitors learned that there is a referral process in place for the degree apprenticeship route, whereby the employer refers an employee to this programme. The applicant is then interviewed by both the employer and the education provider who jointly make a decision as to whether the applicant can be offered a place on the programme. The

visitors could not see how learners and the education provider are made aware of this process. Additionally, it was not clear if the same process applies to the BSc (Hons) Operating Department Practice programme, which will be a distance learning route. At the visit, the visitors were told that the education provider intends to advertise pertinent information regarding the entry requirements, programme information and admissions procedures on the website, once this programme is approved by HCPC. As this content was not available for review by the visitors, they were unable to determine whether the information to be provided to applicants regarding the admissions process will be sufficient for them to make an informed decision about whether to take up an offer of a place on the programme. Therefore the education provider must provide evidence that shows the information which is available to potential applicants to both routes and must demonstrate that it is sufficient for applicants and the education provider to make a considered choice about whether to offer or accept a place on the programme

3.9 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Condition: The education provider must demonstrate that there is an adequate number of appropriately qualified and experienced staff in place to deliver the programme.

Reason: Prior to the visit, the visitors understood there would be 30 learners per cohort with three intakes per year, as per the information on the visit request form. At the visit, the programme team confirmed that there would be a maximum of 60 learners per cohort with two intakes per academic year, across both BSc (Hons) Operating Department Practice, Degree Apprenticeship and BSc (Hons) Operating Department Practice programmes. The visitors viewed staff curricular vitae, the three job descriptors of staff yet to be recruited and a plan explaining the staffing and recruitment for the programme. However, the visitors were unable to see information that demonstrates what the staff-student ratio is for year one and the subsequent years. From discussions during the programme team meeting, the visitors understood that these three staff members will be part time, 1.6 full time equivalent (FTE). Based on the information provided, the visitors were unable to see how the programme will remain sufficiently staffed for years two and three considering the increase in learner numbers from 120 in year one, 240 in year two and 360 in year three. Therefore, the education provider will need to demonstrate how they will ensure that there is an adequate number of staff in place to deliver an effective programme in the subsequent years.

3.10 Subject areas must be delivered by educators with relevant specialist knowledge and expertise.

Condition: The education provider must provide further information, which demonstrates that module leaders and external or associate tutors have the relevant specialist knowledge and expertise for their role in the programme.

Reason: From their review of staff curricular vitae and from discussions with the senior team and programme team at the visit, the visitors noted that the majority of staff on the programme team specialised in nursing and one staff member was an operating department practitioner. The visitors were not provided with a clear breakdown of which staff members would be teaching which parts of the programme. For instance, they could not determine who would teach content which is profession-specific within the programme. Therefore the visitors were unable to make a judgment about whether the subject areas would be delivered by educators with the relevant specialist knowledge

and expertise. As such the visitors require further evidence which demonstrates who will be responsible for delivering specific module content within the programme. In this way the visitors can determine whether subject areas are delivered by those with the relevant specialist knowledge and expertise.

3.12 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme, and must be accessible to all learners and educators.

Condition: The education provider must provide further evidence demonstrating how the resources to support learning in all setting is appropriate to the delivery of the programme and is accessible to all learners.

Reason: On the facilities tour, the visitors were shown the resources available to learners. During the facilities tour, the visitors were shown the teaching rooms, practical laboratories and newly refurbished rooms which will be used for delivery of the programme. However, the visitors did not see particular profession-specific physical resources such as an anaesthetic gas machine which they would expect to be used to deliver learning on this programme in the academic setting. In discussion with the programme team, the visitors were told that the education provider was unable to purchase any equipment until the programme is approved by HCPC. The visitors could not determine what resources the education would purchase should they gain approval in order to ensure they have sufficient resources to deliver the programme. As such, the visitors could not determine how learners would have access to the resources required to support learning on the programme. Therefore, the visitors require further details regarding what profession-specific equipment the education provider intends to purchase before the start of the programme. This information should demonstrate that the resources to support learning at the education provider, is effective and appropriate to the delivery of the programme and is accessible to all learners. In this way, the visitors can determine whether this standard is met.

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.

Condition: The education provider must revise programme documentation to clearly state, that an exit award does not confer eligibility for admission to the HCPC Register

Reason: The visitors noted that interim exit awards for this programme include a Certificate in Higher Education and Diploma of Higher Education, particularly mentioned in page 6 of the programme handbook. In discussion with the programme team, the visitors established that neither of the exit awards would confer eligibility for learners to apply for HCPC registration. However, from the documentation, it was not clear how learners, educators and the public is made aware that those exit awards will not lead to eligibility for admission to the HCPC Register. As such, the education provider must revisit the programme documentation including module specifications and handbooks to make necessary amendments to clearly state that if an exit award is awarded to any learner, it does not confer eligibility for admission to the HCPC Register.

4.1 The learning outcomes must ensure that learners meet the standards of proficiency for the relevant part of the Register.

Condition: The education provider must demonstrate how the learning outcomes ensure that those who successfully complete the programme meet the standards of proficiency (SOPs) for operating department practitioners.

Reason: In their review of the documentation, the visitors noted that the SOPs mapping document made broad reference to the modules and their content rather than specific reference to learning outcomes. Therefore, the visitors were unclear how each of the module learning outcomes linked to and delivered each of the SOPs, to ensure that learners completing the programme can meet the SOPs for operating department practitioners. From discussions with the programme team, the visitors queried this and the programme team acknowledged that the mapping document will need updating to clearly demonstrate how the SOPs are delivered through the learning outcomes. The visitors therefore require the education provider to submit revised documentation to clearly define the link between the learning outcomes throughout the programme and how they ensure that learners completing the programme can meet all of the SOPs for operating department practitioners.

4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.

Condition: The education provider must demonstrate how and what the learners will be able to learn with, and from, professionals and learners in other relevant professions.

Reason: The standards of education and training (SETs) mapping document made reference to section 5.7 in the programme specification, which stated that learners will attend interprofessional learning conferences that takes place twice a year. However without seeing how the conference is delivered the visitors could not determine whether this is a shared learning or interprofessional learning opportunity. During discussions with the programme team, the visitors noted that no formal plans have been put in place to ensure learners learn with, and from, other professionals and learners from other relevant professions. The visitors were unclear on where within the programme this is delivered or which professions will be involved. As such the visitors could not see how the education provider ensures that learners are able to learn with, and from, professionals and learners in other relevant professions. The education provider must therefore articulate what interprofessional learning will take place on the programme, and how they will ensure that learners will learn with, and from professionals in other relevant professions. This should include a rationale as to why the other chosen professions are relevant to the operating department practitioner profession.

4.10 The programme must include effective processes for obtaining appropriate consent from service users and learners.

Condition: The education provider must demonstrate that they have a process in place for obtaining consent from learners where appropriate.

Reason: The visitors were directed to practice assessment documents 1, 2 and 3. In review of this documentation and discussions during the programme team meeting, the visitors were unable to locate information or evidence of the formal protocols in place to obtain consent from learners when they participate as service users, or for managing situations when learners decline from participating as service users in practical sessions. Therefore the visitors could not see how the education provider would obtain appropriate consent from service users and learners. To ensure this standard is met,

the visitors require evidence of the formal protocols of how consent is obtained from learners before they participate as a service user in practical and clinical teaching and how records are maintained to indicate consent had been obtained. The visitors also require evidence to show what alternative learning arrangements will be put in place to ensure equity of learning experience where learners decline to participate.

6.1 The assessment strategy and design must ensure that those who successfully complete the programme meet the standards of proficiency for the relevant part of the Register.

Condition: The education provider must demonstrate how the assessments of learning outcomes ensure that those who successfully complete the programme meet the standards of proficiency (SOPs) for operating department practitioners.

Reason: This relates to the condition on SET 4.1 which highlights the issue of the SOPs mapping document not clearly demonstrating how the learning outcomes will deliver the SOPs in the programme. For this standard, the visitors read the module descriptors, which outline the assessment strategy but the visitors could not determine how the assessment strategy ensures that learners meet all of the SOPs. Particularly, the visitors could not see which learning outcomes delivered the SOPs and consequently how the assessment of the learning outcomes ensure the SOPs are met by learners who successfully complete the programme. The visitors therefore require the education provider to submit further evidence, such as revised documentation, to clearly define how the assessment strategy and design ensures that those who successfully complete the programme meet the standard of proficiency by meeting the learning outcomes.

Section 4: Visitors' recommendation

Considering the education provider's response to the conditions set out in section 3, the visitors are satisfied that the conditions are met and recommend that the programmes are approved.

This report, including the recommendation of the visitors, will be considered at the 06 March 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](#)