HCPC approval process report

Education provider	University of the West of Scotland
Name of programme(s)	DipHE Operating Department Practice, Full time
Approval visit date	14-15 May 2019
Case reference	CAS-14372-D3H5K4

Contents

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:

Diane Whitlock	Lay
Paul Jeffrey	Operating department practitioner
Joanne Thomas	Operating department practitioner
Shaista Ahmad	HCPC executive
Jamie Hunt	HCPC executive (observer)

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.

Steven Leonard	Independent chair (supplied by the education provider)	University of the West of Scotland
Hazel Shepherd	Secretary (supplied by the education provider)	University of the West of Scotland
Maggie Sweeney	Internal panel reviewer	University of the West of Scotland

Nina Anderson-Knox	Internal panel reviewer	University of the West of Scotland

Section 2: Programme details

Programme name	DipHE Operating Department Practice
Mode of study	Distance Learning (DL)
Profession	Operating department practitioner
Proposed First intake	01 September 2019
Maximum learner cohort	Up to 66
Intakes per year	1
Assessment reference	APP02064

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	Not Required

We also expect to meet the following groups at approval visits:

Group	Met	Comments
Learners	Yes	We met with learners on the nursing programmes run at the education provider.
Senior staff	Yes	
Practice education providers	Yes	

Service users and carers (and / or their representatives)	No	We did not meet with service users and carers. Instead, we were provided with written testimonials.
Programme team	Yes	
Facilities and resources	Yes	

Section 4: 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 03 July 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 information about the programme is provided to potential applicants, to ensure that they can make an informed choice about taking up a place on the programme.

Reason: From a review of the programme documentation, the visitors noted that information regarding entry requirements, additional costs on the programme, requirements for criminal conviction checks and health requirements were available within the programme handbook. However, the visitors could not see how applicants would have access to this information prior to securing a place on the programme. Therefore, the visitors could not determine how applicants would have all the information they require to make an informed decision about whether to take up an offer of a place on the programme. The visitors require further evidence as to what information will be made available to potential applicants, and how this information will be provided. In this way, the visitors will be able to determine how the education provider ensures that applicants have all the information they require in order to make informed decisions about taking up a place on the programme.

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3.5 There must be regular and effective collaboration between the education provider and practice education providers.

Condition: The education provider must demonstrate that there is regular and effective collaboration between the education provider and the practice education providers at a programme level.

Reason: In the SETs mapping document, the education provider noted that they had "contract/relationship between education provider and practice through regional leads". The education provider also provided contractual agreements which had been agreed with NHS Education for Scotland (NES).

In discussions with the programme team, the education provider explained that collaboration had taken place as follows:
- At a senior level between NES, health boards and ODP programme leads across Scotland.
- The senior team had engaged with practice educators through telephone conferences.
- Meetings had been held to discuss the development of the programme and the proposals in putting together the portfolio document.
- Meetings with practice educators within the region to discuss how the standards of proficiency would be integrated into the programme.

When the programme team were questioned about the engagement with practice educators on a programme level they provided verbal reassurances of how collaboration would take place. Considering the documentation and discussions at the visit, the visitors were satisfied with the collaboration between the education provider and practice education providers on a senior level, and in developing this programme. However, they were not able to determine the nature or the extent of the collaboration that would take place on an ongoing basis at a programme level. Therefore, the visitors require the education provider to demonstrate how they will continue to ensure that there is regular and effective collaboration with practice education providers on a programme level.

3.7 Service users and carers must be involved in the programme.

Condition: The education provider must demonstrate how service users and carers will be involved to contribute to the overall quality and effectiveness of the programme, and demonstrate how this involvement is monitored and evaluated.

Reason: From a review of the programme documentation, the visitors noted that the education provider had referenced various documents as evidence for this standard. This included guidance from the School of Health, Nursing and Midwifery on how to engage with service users and carers, an action plan on engaging service users for 2017-2019 which appeared to be an example of a document used by the School. This document showed a range of goals, aims to be met and the measures which would be applied to meet these. Additionally, an example of a flyer used to engage service user and carers on the nursing programme was provided. From reviewing all the documentation provided, the visitors were aware of the education provider's intention to involve service users within the programme. As part of the visit process, the visitors did not have the opportunity to ask questions of service users and carers about their involvement in the programme. Instead, testimonials were provided prior to the visit

which were reviewed by the visitors. However these did not provide any details of the involvement of service users and carers in this programme specifically.

In discussions at the visit, the programme team explained that service users and carers are keen to be involved in the programme and explained ideas on how they might involve service users in this programme. One example provided by the programme team was to involve service users in the interviews at the admissions stage. From these discussions the visitors gained an insight of the education provider's intention to involve service users and carers within this programme. However, the visitors were unclear how the education provider would translate their intention into tangible service user and carer involvement in the programme. Therefore, the education provider must demonstrate how they will involve service users in the programme, so they are able to contribute to the overall quality and effectiveness of 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 how the education provider will ensure that the individuals recruited to the role of the regional lead will be appropriately qualified and experienced to deliver an effective programme.

Reason: From a review of the programme documentation, the visitors noted that regional leads will be recruited to lead, develop and deliver the programme in conjunction with the education provider. The visitors understood that the role will include supporting the regional management of the programme by overseeing work-based learning and offering support to learners recruited to the programme. In discussions at the visit, the visitors learnt that the regional leads are yet to be recruited onto the programme. From the information provided in the documentation and through discussions at the visit, the visitors were unable to ascertain what the education provider required in regards to the regional leads' qualifications and experience. Therefore, the visitors require further evidence which demonstrates how the education provider will ensure that the individuals recruited to this role would be appropriately qualified and experienced to deliver an effective programme.

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 review the programme documentation to ensure that the terminology used is accurate and appropriate to deliver an effective programme.

Reason: From a review of the programme documentation, the visitors noted that there were various instances of inaccurate and inconsistent information. For example, in the programme specification reference is made to "adult nursing" rather than "operating department practitioners". The visitors also noted that there were inconsistencies across the documentation where reference was made to "nurses and midwives" and ODPs were referred to as "OCP". The visitors considered that such references could be misleading and confusing to learners. Therefore, the education provider must ensure that that they revise the programme documentation to ensure that the information provided to learners is accurate and avoids any potential confusion for learners.

4.3 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

Condition: The education provider must demonstrate how the programme reflects the philosophy, core values and skills and knowledge in the curriculum guidance, related to the surgical and post-anaesthetic care phases of perioperative practice.

Reason: In their mapping, the education provider states "the curriculum is underpinned by the COPD (2018) curriculum document and is designed to ensure achievement of the HCPC (2014) Standards of proficiency, as evidenced in the SOP mapping document". From reviewing the documentation provided, the visitors noted that the curriculum guidance from the College of Operating Department Practitioners had been reflected in the anaesthesia component of the programme. However, they were unable to determine how the programme reflected the BSc (Hons) curriculum guidance related to the surgical and post-anaesthetic care phases of perioperative practice. The programme team acknowledged that this had not been completed and they would review this to incorporate the relevant curriculum guidance and would consider embedding it into Moodle. As this information was not currently available, the visitors were not able to determine how the programme reflects curriculum guidance. Therefore, the visitors require further evidence which demonstrates that this standard is met.

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 articulate what interprofessional learning there will be on the programme, and how they will ensure that learners will learn with, and from professionals in other relevant professions.

Reason: In a review of the documentation, the visitors understood that learners on the programme will be provided with opportunities to engage in online discussion forums and complete activities through various mediums such as VoiceThread, Webex and Skype. In discussions with the programme team, the visitors were also informed of the education provider's plan to engage learners in interprofessional learning through activities within the practice-based learning environment and through CPD activities which they would complete twice a year. The visitors understood the education provider's intention of providing opportunities for interprofessional learning. However, from the information provided and the discussions at the visit, the visitors were not able to determine how these proposed ideas would be embedded through the programme to ensure learners are able to learn with and from professionals in other relevant professions. For example, it was not clear to the visitors if these ideas would be covered in specific modules on the programme or through other mediums. Therefore, the education provider is required to articulate what interprofessional learning there will be on the programme, and how they will ensure that learners on this programme will learn with, and from professionals in other relevant professions.

4.11 The education provider must identify and communicate to learners the parts of the programme where attendance is mandatory, and must have associated monitoring processes in place.

Condition: The education provider must demonstrate how they will communicate the attendance requirements for practice-based learning to learners on the programme.

Reason: From a review of the programme documentation, the visitors understood that learners would complete two 30 credit modules and one 60 credit practice-based modules each year of the two year programme. They noted that learners would complete 2400 hours of practice-based learning in total across the two years. However, from this information it was not clear whether the 2400 hours were mandatory. In discussions at the visit, the programme team confirmed that it will be mandatory for all learners to complete 2400 hours practice-based learning as part of the programme. The visitors noted that details were provided of the engagement requirements for the programme in the programme handbook, but no details were included about the specific requirements of attendance for practice-based learning. As such, the visitors were unable to determine how the education provider would communicate to learners the mandatory attendance requirements for practice-based learning. Therefore, the visitors require further evidence to determine whether this standard is met.

6.3 Assessments must provide an objective, fair and reliable measure of learners' progression and achievement.

Condition: The education provider must demonstrate how the practice proficiencies assessed through the clinical skills record provide a fair measure of learners' progression and achievement.

Reason: From a review of the practice-based learning handbook the visitors noted that learners would complete a 'clinical skills record' whilst in the practice-based learning environment. The visitors noted that there were specific areas in the clinical skills record in C7, C8 and C9 relating to enhanced skills with no details of how these aspects would be taught on the programme. The visitors questioned the programme team about this and they confirmed that they did not intend to teach these areas on the programme and this was an error within the documentation which needs to be amended. Considering the documentation and the discussions at the visit, the visitors noted that the clinical skills record would need to be updated to ensure it constitutes a fair measure of assessment for learners. Therefore, the education provider must provide further information in order to determine whether this standard is met.

Recommendations
We include recommendations when standards are met at or just above threshold level, and where there is a risk to that standard being met in the future. Recommendations do not need to be met before programmes can be approved, but they should be considered by education providers when developing their programmes.

4.4 The curriculum must remain relevant to current practice.

Recommendation: The education provider should consider engaging with the professional body as an opportunity to ensure the curriculum remains relevant to current practice.

Reason: From a review of the documentation and discussions at the visit, the visitors were aware of how the programme takes account off and reflects current practice so that it remains relevant and effective in preparing learners for practice. Whilst the visitors were satisfied that this standard was met, they noted that nobody from the programme sat on the Clinical University Educators (CUE) forum run by the College of Operating Department Practitioners where developments in the profession and discussed. Therefore, the visitors recommend that the education provider considers

further and ongoing engagement they with the CODP to help ensure the curriculum remains relevant to current practice. The visitors considered this as important to ensure that the programme is able to reflect the philosophy, core values, skills and knowledge base of the programme on an ongoing basis.

Section 5: Visitors' recommendation

Considering the education provider's response to the conditions set out in section 4, the visitors are satisfied that the conditions are met and recommend that the programme is approved.

This report, including the recommendation of the visitors, will be considered at the 22 August 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.