Health Professions Council

Visitors' report

Name of education provider	University of Surrey
Name and titles of programme(s)	Dip HE Operating Department Practice
Mode of delivery (FT/PT)	Full time
Date of visit	24th and 25th May 2007
Proposed date of approval to commence	September 2007
Name of HPC visitors attending (including member type and professional area)	Penny Joyce (Educationalist) Tony Scripps (Clinician)
HPC executive officer(s) (in attendance)	Tracey Samuel-Smith
Joint panel members in attendance (name and delegation):	Dr Corrine de Vries – Chair Simon Appleton – Secretary (Senior Team meeting only) Tony Watson – Secretary Nigel Conway – CODP Dr Emanuela Todeva – University Dr Ian Hammerton – University

Scope of visit *(please tick)*

New programme	☐
Major change to existing programme	☐
Visit initiated through Annual Monitoring	☐
New Profession	☒

Confirmation of meetings held

	Yes	No	N/A
Senior personnel of provider with responsibility for resources for the programme	☒	☐	☐
Programme team	☒	☐	☐
Placements providers and educators	☒	☐	☐
Students (current or past as appropriate)	☒	☐	☐

Confirmation of facilities inspected

	Yes	No	N/A
Library learning centre	☒	☐	☐
IT facilities	☒	☐	☐
Specialist teaching accommodation	☒	☐	☐

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	☐	☐	☒
2	☐	☐	☒
3	☐	☐	☒

Proposed student cohort intake number please state	35

The following summarises the key outcomes of the approval event and provides reasons for the decision.

CONDITIONS

SET 2. *Programme admissions*

The admission procedures must:

2.1 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: The programme team must redraft and resubmit the advertising materials to include information on the relationship between holding the qualification, access to the HPC Register and the use of the protected title 'Operating Department Practitioner'.

Reason: Currently the advertising materials do not make reference to the HPC. To provide full and clear information about the programme, the Visitors felt the advertising materials must be amended to state that upon graduation, students are eligible to apply for registration with the HPC. In addition, the Visitors felt students must be informed that should they wish to use the protected title of Operating Department Practitioner, they must be registered with the HPC.

SET 3. *Programme management and resource standards*

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

Condition: The programme team must redraft and resubmit the programme handbook to include reference to the library facilities for ODP students.

Reason: Currently the programme handbook refers to the library facilities for nurses. To ensure students are directed to the ODP facilities within the University Library, the Visitors felt the programme handbook must be updated.

and

Condition: The programme team must redraft and resubmit the programme handbook to include reference to HPC's standards of proficiency for Operating Department Practitioners.

Reason: Currently the programme handbook refers to the Proficiencies of Professional Practice. To ensure students are able to locate the correct information on HPC's website, the Visitors felt the programme handbook must be updated.

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 redraft and resubmit the programme handbook to remove the references to 3,000 theory/practise hours and compulsory attendance 'in order to comply with the HPC requirements'.

Reason: The HPC does not stipulate a minimum number of hours or an attendance policy for registration and as such, these references must be removed.

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.

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

6.3 All assessments must provide a rigorous and effective process by which compliance with external reference frameworks can be measured.

Condition: The programme team must redraft and resubmit the module outlines and programme handbook to show that where standards of proficiency are incorporated in the learning outcomes, they are part of the formal credit bearing and assessment procedures.

Reason: From discussions with the programme team, the Visitors noted the introduction of a portfolio in the Supervised Practice module, which is assessed against the standards of proficiency but does not contribute to the final award of the Dip HE. The Visitors believe students will have met the standards of proficiency prior to this final module, but feel the incorporation of the standards in the learning outcomes suggests it is an additional requirement and not a transition from the qualification to the work place. In addition, the Visitors believe this carries an element of risk as a student could argue they have already achieved the required number of credits for the award of the Dip HE. The Visitors felt that to fully acknowledge the value of this module, the learning outcomes and assessment procedures for the Supervised Practice module must be reviewed and redrafted.

SET 5. *Practice placements standards*

Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:
5.7.3 expectations of professional conduct;

Condition: The programme team must redraft and resubmit the programme handbook to include reference to HPC's standards of conduct, performance and ethics.

Reason: Currently the programme handbook refers students to the university academic codes and professional body Code of Behavioural Conduct. The Visitors felt that more direction to the HPC standards is required to ensure students are aware of the thresholds they are expected to meet whilst in education and when registered.

Deadline for conditions to be met: 9th July 2007
Expected date visitors' report submitted to Panel for approval: 2nd August 2007
Expected date programme submitted to Panel for approval: 2nd August 2007

RECOMMENDATIONS

SET 2 *Programme admissions*

The admission procedures must:

2.1 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

2.2.1 apply selection and entry criteria, including evidence of a good command of written and spoken English;

2.2.4 appropriate academic and/or professional entry standards;

Recommendation: The programme team should consider expanding the entry criteria within the advertising materials to take account of international students, including English language requirements.

Reason: From discussions with the programme team it was evident there is a desire to widen participation and attract international students to the programme. To do this, the Visitors felt the advertising materials should be amended to provide international students with the information they need to make an informed choice about the programme.

SET 3. *Programme management and resource standards*

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

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

Recommendation: The programme team should consider developing the clinical teaching facilities within the European Institute of Health & Medical Sciences to further support ODP students.

Reason: From the visit, the Visitors are confident the facilities on campus and those used at the Chelsea and Westminster NHS Trust enable students to meet the standards of proficiency. However, there was no evidence on campus of subject specific equipment, such as an operating table and scrub up facility and the Visitors believe the provision of these resources would better support the students.

SET 4. *Curriculum Standards*

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

Recommendation: Where ODP students engage in inter-professional learning, the programme team should further develop their role in contextualising the importance and relevance of this learning style.

Reason: From discussions with students and the programme team, the Visitors noted that some students did not recognise the importance and relevance of inter-professional learning, particularly in the area of nutrition.

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:

       Penny Joyce

       Tony Scripps

Date: 11 June 2007