



Consultation Standards for Supporting Learners in Clinical Practice

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CODP wishes to acknowledge the feedback provided by the attendees of the CUE Forums held at the University of Bedfordshire (February 2019), Edge Hill University (July 2019) and Sheffield Hallam University (December 2019) when the draft document was reviewed.

Foreword

The purpose of this document is to define the College of Operating Department Practitioners (CODP) standards for supporting those learners in clinical practice, who are undertaking a pre-registration programme that permits eligibility to apply for statutory registration with the Health and Care Professions Council (HCPC) as an Operating Department Practitioner (ODP). The document aims to provide a framework to aid clinical placement staff to support learners effectively and outline the professional development requirements to ensure and enhance quality learning in placement.

Healthcare policy continues to evolve (NHS Long Term Plan 2019), (Allied Health Professions into Action 2017) therefore it is appropriate to ensure that standards are monitored and reviewed on a regular basis in order to reflect contemporary practice and remain fit for purpose. The current healthcare landscape poses many challenges in the recruitment and retention of ODPs and there is a need to ensure that learners have a positive experience and are effectively supported in their clinical placement, therefore reducing the risk of attrition and sustaining the ODP workforce (RePAIR, 2018).

This document has been prepared to reflect the introduction of the CODP BSc(Hons) in Operating Department Practice curriculum document (2011, 2018) and also the revised HCPC Standards of Proficiency ODP (2014) and the HCPC Standards of Education and Training (2017). This document also considers changes in the clinical practice environment where ODP learners may not only undertake placement opportunities within the perioperative environment, but other clinical areas such as preoperative assessment clinics, interventional radiology departments, critical care units, emergency departments and medical imaging departments. The document also considers the various entry routes into the profession including full-time university based programmes and also degree apprenticeship programmes.

Rationale for the Standards Review

CODP acknowledges that individual healthcare professions require specific standards regarding the education and training of the learners of that profession. Given that ODPs became recognised Allied Health Professionals (AHPs) in April 2017, CODP believes there is a requirement to align the CODP standards with AHP counterparts. Simultaneously, consideration needs to be given to the changes introduced by the Nursing and Midwifery Council (NMC) Standards of Education (2018), in particular the standards for student supervision and assessment. Discussions and feedback at CUE Forums during the development of this document has been integral to the final terminology used within the document to alleviate confusion concerning education roles in clinical placement.

How to use this document

This document should be used to guide and support those practitioners who facilitate the learning of ODPs in clinical practice and assist in providing consistency and parity of clinical placement experience irrespective of location. This document can also be used in conjunction with individual NHS Trust policy related documents of learner support in clinical placement.

The following table summarises the changes made from the CODP Standards, Recommendations and Guidance for Mentors in Practice Placements (2009).

Change	Rationale
Change of terminology from Associate Mentor and Mentor to Practice Supervisor and Practice Educator	<p>CODP is committed to the Health and Care Professions (H&CP) Practice Education Guidance document (2016). The H&CP identify that <i>“A Practice Educator is usually a registered professional who supports learners in the workplace. They facilitate practice education alongside clinical and academic colleagues. In addition, the Practice Educator is likely to hold responsibility for signing off competency and assessment criteria, based upon the standards produced by the education provider and relevant professional body; although it is recognised that local models of delivery and assessment will apply”</i>.</p> <p>Practice Educator is also the term used within the Health and Care Professions Council (HCPC) Standards of Education and Training (2017).</p>
Change of terminology from Student to Learner	<p>CODP is committed to the Health and Care Professions (H&CP) Practice Education Guidance document (2016). The H&CP identify that <i>“Learners are individuals undertaking formal or informal education at any level from support worker to doctorate level”</i></p> <p>Learner is also the term used within the Health and Care Professions Council (HCPC) Standards of Education and Training (2017).</p>
Introduction of Practice Educator Preparation Programme	<p>With the introduction of the NMC Standards of Education (2018), Higher Education Institutions (HEIs) are withdrawing Level 6 Mentorship / Multi-Professional Support of Learning and Assessing Practice (MSLAP) modules. For those HEIs where these modules have been withdrawn, the Practice Educator Preparation Programme can be delivered to those practitioners who will support and perform the summative assessment of ODP learners in clinical practice.</p>

It is expected that ODP learners will at all times be under the supervision of a Practice Supervisor, Practice Educator or Lead Practice Educator.

Roles and Qualification Framework

Title	Role	Requirements	Comments
Practice Supervisor	<ul style="list-style-type: none"> ● Supports learners in clinical placement ● Serves as a role model for safe and effective practice working within the remit of their standard / code of conduct ● Must demonstrate proficiency within their scope of practice ● Provides formative feedback ● Completes proficiency documentation ● Implements local hospital policy 	<ul style="list-style-type: none"> ● Registered practitioner with a minimum of six months post-qualification experience ● Have an understanding of the proficiencies and learning outcomes of the programme ● Can provide evidence of CPD 	<p>The Practice Supervisor supports learners in the clinical environment and provides the learner with formative feedback regarding their performance.</p> <p>The Practice Supervisor and Practice Educator will discuss the learners performance and progress, identifying any areas of concern in relation to skills development or professional related issues.</p> <p>While the Practice Supervisor will participate in the formative assessment / learner development process, they are unable to perform the final summative assessment (s).</p>

Title	Role	Requirements	Comments
Practice Educator (Practice Assessor NMC 2018 equivalent)	<p><i>In addition to the above:</i></p> <ul style="list-style-type: none"> ● Performs summative assessment ● Must implement HEI assessment regulations and hospital policy ● Supervises two ODP learners within a two-year time period to remain on the 'live— register' 	<p><i>In addition to the above:</i></p> <ul style="list-style-type: none"> ● Registered practitioner with a minimum of six months post-qualification experience ● Completes a HEI Practice Educator preparation programme ● Attends updates sessions provided by the HEI <p><i>May hold one of the following qualifications:</i></p> <ul style="list-style-type: none"> ● Mentorship / MSLAP qualification at level 6 (credit or non-credit bearing) ● Post Graduate Certificate in Education ● Completed the Scottish National Approach to Mentor Preparation 	<p>The Practice Educator must only summatively assess learners in clinical specialties / roles which are within their scope of practice. This is to ensure validity of proficiency assessment.</p> <p>The Practice Educator must understand and implement the HEI assessment regulations throughout the assessment process and it is the joint responsibility of the Practice Educator and the HEI to ensure individual Practice Educators understand these regulations and their implementation.</p> <p>Practice Educators must also ensure they understand the assessment outcomes, as defined in the HEI practice assessment documentation. This is to ensure an equitable assessment for all learners, because Practice Educators are responsible for making an assessment decision by determining whether evidence provided by the learner meets the identified outcomes.</p>

Title	Role	Requirements	Comments
Practice Educator (Practice Assessor NMC 2018 equivalent)			<p>In the application of assessment processes, Practice Educators are accountable for their judgments and are responsible for completing required documentation in a timely manner and ensuring these assessment records are accurate, factual and complete.</p> <p>Practice Educators must ensure they implement local hospital policies at all times, which will include both operating department-specific policies (e.g. health and safety) and generic human resources policies (e.g. bullying and harassment).</p>

Title	Role	Requirements	Comments
Lead Practice Educator (Clinical Coordinator)	<i>In addition to the above:</i> <ul style="list-style-type: none"> • Has overall responsibility for learners in placements • Manages learners placement allocation and Practice Educator allocation • Organise workplace teaching sessions • Holds current mentor data and provides regular updates to the HEI • Attends ODP education meetings 	<i>In addition to the above:</i> <ul style="list-style-type: none"> • Has a minimum of three years post-registration experience • Possess a relevant first degree or equivalent <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • Enrolled or working towards a relevant first degree or equivalent 	May be enrolled or working towards a Level 7 qualification

Practice Educator Preparation Programme

This is a one day programme which can be hosted at either the local HEI or individual NHS Trust. The aim of the programme is to introduce to the participants attending the programme, the concept of learner centred education and learning within the clinical practice setting. The programme will explore the opportunities and challenges of supervising an ODP learner in clinical practice.

Learning Outcomes:

On completion of the programme the participant will be able to:

1. Describe the role and attributes of a learner centred placement educator
2. Apply learning theories for adult learners in the placement setting
3. Plan and facilitate learning in the placement setting
4. Apply sound principles and judgement in assessing the learners performance in the placement setting
5. Evaluate the learning experience and formulate an action plan for future placements

Content of the programme will be:

- Roles and responsibilities of a Practice Educator
- Exploration of learning styles, social styles, learning cycles
- Strategies for managing the learning environment
- Supporting the learner with additional needs
- Models of supervision
- Approaches to assessment and feedback
- Failing to fail
- Course curriculum and assessment documentation
- HEI policies, processes and procedures
- Local and national updates on ODP education and training

Assessment

The programme learning outcomes will be achieved by the successful completion of an identified assessment. To promote inclusivity a choice of assessment can be made. Assessments must be undertaken within 1 month of Practice Educator Preparation Programme.

One assessment is to be undertaken from the following:

- A 15 minute oral viva
- The creation of a learning or educational resource
- An online assessment and self-evaluation

Placement Educator Updates

Placement Educators (Practice Supervisors, Practice Educators and Lead Practice Educators) are required to attend updates in order to ensure that they remain 'current' with any changes or practices in relation to the delivery of the ODP pre-registration programme. Updates will cover a number of 'core' areas but not necessarily delivered all in one session. The updates may be delivered in a series of workshops co-produced and delivered between clinical practice areas and HEIs. Alternatively, the updates could be delivered through online study on designated web resources provided by HEIs, they could also be delivered in clinical placement conferences hosted by HEIs.

Updates may also take place through discussion with the Link Lecturer / Liaison Tutor who will take time to discuss and explain learners level of study, changes in the curricula and how to 'manage' learner learning in the placement setting. It is recognised that it is valuable for professions to learn together and some workshops will lend themselves readily to this way of learning and networking.

Records should be kept of the updates by the NHS Trusts and Placement Educators are encouraged to document and reflect on their learning. This is a valuable resource for supervision, annual appraisals and renewal of registration with HCPC and other regulatory bodies.

Topic areas may cover:

- Awareness of HCPC standards – Standards of Proficiency, Standards of Education and Training and the Guidance of Conduct and Ethics for Students
- Understanding of the CODP (2018) BSc(Hons) Curriculum document content and learners own HEI curriculum
- Assessment requirements and how to assess learners and complete the documentation
- Processes to follow when a learner is failing to progress and how a learner can be supported through this experience
- Supporting learners with additional needs
- How to escalate concerns about a learner
- Failing to fail
- Facilitating the learning of 'high achieving' learners
- Learning styles and theories
- Supervision styles, models of supervision
- Revisiting roles and responsibilities of placement educators and the impact of 'toxic' supervisors upon the learner's learning
- Location of HEI placement information website
- Communication processes between HEIs and the clinical placement environments

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