

## PROGRAMME SPECIFICATION

When printed this becomes an uncontrolled document. Please check the Programme Directory for the most up to date version by clicking [here](#).

### Award titles

#### Programme Title(s)

*This is the intended award title and what will be printed on the award certificate.*

BSc (Hons) Operating Department Practice

#### Internal Programme Title(s) (if different to the title on the certificate)

#### Programme to be included in Graduation Ceremonies

Yes

### Delivery period

September 2022 – September 2026

### Intake points

September

### Regulatory details

<b>Regulatory details</b>
<b>Awarding body</b>
Glyndŵr University
<b>Programme delivered by</b>
Wrexham Glyndŵr University
<b>Location of delivery</b>
Plas Coch Campus Placement sites across various locations in North Wales
<b>Faculty/Department</b>
Faculty of Social and Life Sciences
<b>Exit awards available</b>
Certificate of Higher Education in Health Studies Diploma of Higher Education in Health Studies BSc (Ord) Health Studies with no eligibility to apply for registration with HCPC BSc (Hons) Operating Department Practice with eligibility to apply for registration to HCPC
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>
The Health and Care Professions Council (HCPC) is the professional regulator and approval leads to eligibility to apply for registration. Approval provides evidence of the programme meeting the Standards for Education and Training (2017). The programme gained HCPC approval August 2022.

<b>Regulatory details</b>
The College of Operating Department Practitioners (CODP) is the professional body whereby accreditation provides evidence that the programme adheres to the CODP Endorsement Process (2018). The programme gained CODP approval August 2022.
<b>This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.</b>
<b>Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. completion of placement.</b>
Eligibility to register with HCPC as an Operating Department Practitioner will only be granted to those students who complete the whole programme with the full BSc (Hons) Award.
<b>HECoS codes</b>
100273
<b>UCAS code</b>
OD22
<b>Relevant QAA subject benchmark statement/s</b>
The QAA Operating Department Practice benchmarking statement from 2004 has been removed and replaced with guidance to refer to the relevant PSRB for current professional standards and competencies.
<ul style="list-style-type: none"> <li>• UK Quality code for Higher Education</li> <li>• The frameworks for Higher Education qualifications of UK degree-awarding bodies</li> <li>• Health and Care Professions Council Standards of Education and Training</li> <li>• Health and Care Professions Council Standards of Proficiency</li> <li>• Health and Care Professions Council Standards of Conduct Performance and Ethics</li> <li>• College of Operating Department Practitioners Curriculum Document</li> </ul>
<b>Mode of study</b>
Full time
<b>Normal length of study for each mode of study</b>
3 years (maximum registration period 5 years)
<b>Language of study</b>
English
<b>Transitional arrangements for re-validated provision if applicable</b>
N/A
<b>The following University Award Regulations apply to this programme (highlight the appropriate ones and delete the others )</b>
General Regulations and Definitions
Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees
Language Admissions Policy

OFFICE USE ONLY	
Date of validation event:	01 April 2022
Date of approval by Academic Board:	31 August 2022
Approved Validation Period:	5 years from Sep 22
Transitional arrangements approved (if revalidation)	NA
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)</i>

## Criteria for admission to the programme

### Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. [Admissions policies](#)

The University's entry requirements are set out on our Admissions webpages.

These figures are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University (*please see* <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

### Entry Requirements:

The essential requirements, as recommended by CODP guidance:

1. 112 UCAS points, which should typically include one physical science. This can include alternative Level 3 qualifications, such as Access to HE Diploma or BTEC Extended Diploma (Science or Health Studies)
2. 5 GCSEs or equivalent at grades A\*-C or 9-4, to include Mathematics, English/Welsh and a Physical Science
3. Evidence of recent study or engagement in personal or professional development activity within the last 5 years
4. Ability to meet the occupational health requirements of the programme, which must meet those specified by the Department for Health for health workers involved in exposure prone procedures
5. Gain clearance from enhanced Disclosure and Barring Service
6. Applicants with English as a second language must hold an overall IELTS of at least 7.0 with no element below 6.5 upon enrolment
7. Demonstration of good insight into the roles of Operating Department Practitioners through Personal Statement and interview

8. Demonstration of engagement with Glyndwr University, demonstrated through attendance at a University Open Day

All applications are via UCAS system. Potential students can receive pre-application information from the Wrexham Glyndwr University website, open events, and specific Allied Health Professions potential student events.

Recruitment will adhere to the University Admissions Policy.

Applicants are shortlisted using short listing criteria including consideration of UCAS reference. All shortlisted applicants are required to provide an academic reference (source of reference specified at short listing stage) and attend a values-based interview session with a tutor, clinician, and service user panel.

The interview process will be based upon values-based recruitment rationale (Health Education England 2016). To assure alignment with health and local authority best practice for interviews, all those attending interview will be asked the same questions. All answers will be scored based on pre-set criteria.

Those with the highest scores will be offered a conditional place. Conditions depend upon applicant status with regards to pending academic qualifications but will include DBS and Occupational Health clearance. This also includes a requirement for relevant immunisations prior to first clinical placement. This is carried out by an occupational health provider through a service level agreement between the university and provider. All conditions must be met prior to commencement on the programme.

Students will be informed at interview of the following requirements:

- Funding options
- Placement opportunities within the hospitals serving the area, with no guarantee of which hospital the applicant will be placed at. The geographical nature of north Wales means that the placement sites available may have some considerable travel implications.

### **Non Standard entry criteria**

Although a driving license and access to use of a vehicle are not criteria for admission onto the Operating Department Practice programme, students should consider how they will be able to travel to the clinical practice placements that are a requirement of the programme. Clinical placements will be throughout all the years of study with external healthcare providers across North Wales. Your term time address will be considered during the allocation of placements however due to limited capacity and the importance of providing varied placement opportunities, the nearest location is not guaranteed. During clinical placement blocks you will be required to attend shifts like those of your mentors who provide 24-hour care 7 days a week.

### **Record of Prior (Experiential) learning**

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below.

Consideration will be provided for prior learning. Mapping against the applicant's previous HEI will be carried out to ensure the fulness of achieving similar learning outcomes. Due to

the diverse nature of other Operating Department Practice programmes and modules, it is likely that transfer into Wrexham Glyndwr University may only be supported at Level 4.

### **DBS Requirements**

All applicants successful in being offered a place on the programme will be subject to a satisfactory DBS clearance undertaken by Glyndwr University. An Enhanced Disclosure is required for students on an Operating Department Practice programme. Failure to declare a conviction, which is subsequently revealed by a DBS check may result in exclusion from the programme. The nature of declared convictions is taken into consideration following our **POLICY & PROCEDURE CONSIDERATION CRIMINAL CONVICTIONS** and also with their potential HCPC registration and employability in the health setting. In line with this procedure, all students are required to disclose a criminal record acquired either before or during the student's enrolment with the University. A self-declaration of DBS record is required each year of the programme.

### **Suitability for Practice Procedure**

The Suitability to Practice Procedure applies to this programme, due to the students on this programme undertaking placements as part of their studies, and their requirement to adhere to the professional standards of the HCPC. The HCPC's Fitness to Practice Process will be used as guidance with any student who falls under the Suitability for Practice Procedure. The rationale for this is that students are on placement in the clinical health setting and are studying a programme which will enable them to register with the HCPC.

### **Aims of the programme**

To develop students into reflective, autonomous, and caring Operating Department Practitioners who are able to:

Understand the roles of Operating Department Practitioners.

Use research and evidence base to guide, inform, and develop practice.

Use knowledge gained from contemporary evidence to effectively assess, plan, implement and evaluate care for a diverse range of patients, including complex, non-scheduled, and emergency cases.

Use technical skills gained from practical sessions and placement opportunities to deliver high-quality care to service users in the clinical setting.

Use their specialised knowledge of anatomy and physiology to apply individualised care to service users in the clinical setting.

Confidently play an autonomous and important role within multiple teams within, and outside of, the perioperative environment.

Confidently lead a team within, and outside of, the perioperative environment.

Demonstrate the behaviours required and expected of a registered allied-health professional in, and out of, the clinical environment.

Work inter-professionally within a multi-disciplinary team.

Register with the Health and Care Professions Council (HCPC) upon successful completion of the programme.

### **Distinctive features of the programme**

The Active Learning Framework (ALF) supports programme content with a wide range of materials.

Collaboration with the relevant practice areas from the local NHS Trust in north Wales.

A course which matches the unique values of the University in its' creation and delivery.

Blended learning and teaching strategy enabling the underpinning knowledge to come to life in practical settings. Teaching and assessment will strongly follow a case study format. Case studies are used throughout the delivery of sessions and topics. Case studies feature prominently throughout assessments.

Variety of assessment types with the use of portfolios, poster presentations, verbal presentations, written assignments, and examinations.

Considered assessment burden spread throughout each level with short portfolio format contributing to final submission. With such structure, students can complete elements of their assessments throughout the whole duration of each level, rather than have assessments concentrated at the end of a semester/year.

Placement opportunities encompassing the fundamentals of care required for an allied health professional – ward experience supporting students in their professionalism, care-giving and communication with a variety of service users.

Placement opportunities in departments associated with advancing Operating Department Practice, such as Critical Care and Emergency Department.

### **Credit Accumulation and exit awards**

#### **Exit Awards**

Successful completion of 120 credits at Level 4 entitles the student to the exit award of Certificate of Higher Education in Health Studies.

Successful completion of 120 credits at both Level 4 and Level 5 entitles the student to a Diploma of Higher Education in Health Studies

Successful completion of 120 credits at both Level 4 and Level 5 plus 60 credits at Level 6 entitles the student to a Bachelor's degree in Health Studies (Ordinary)

It is important to note that students will be unable to register as an Operating Department Practitioner without completing the 360 credits of the programme, as required by HCPC.

## Programme Structure Diagram, including delivery schedule

### Full-time delivery

#### Level 4

Mod Code	ODP401	Mod title	Introduction to Operating Department Practice	Credit value	40	Core	Semester 1 & 2
Mod Code	ODP402	Mod title	Introduction to Perioperative Clinical Skills	Credit value	20	Core	Semester 1 & 2
Mod Code	AHP401	Mod title	Introduction to Life Sciences	Credit value	20	Core	Semester 1 & 2
Mod Code	AHP402	Mod title	Foundations in Research	Credit value	20	Core	Semester 1
Mod Code	AHP403	Mod title	Foundations in Professional Practice	Credit value	20	Core	Semester 1

#### Level 5

Mod Code	ODP501	Mod title	Developing Operating Department Practice	Credit value	40	Core	Semester 1 & 2
Mod Code	ODP502	Mod title	Developing Perioperative Clinical Skills	Credit value	20	Core	Semester 1 & 2
Mod Code	ODP503	Mod title	Applying Life Sciences to the Perioperative Environment	Credit value	20	Core	Semester 1
Mod Code	AHP501	Mod title	Evidence in Practice	Credit value	20	Core	Semester 1
Mod Code	ODP504	Mod title	Contemporary Studies in Operating Department Practice	Credit value	20	Core	Semester 2

#### Level 6

Mod Code	ODP601	Mod title	Advanced Operating Department Practice	Credit value	40	Core	Semester 1 & 2
Mod Code	ODP602	Mod title	Advanced Perioperative Clinical Skills	Credit value	20	Core	Semester 1 & 2
Mod Code	AHP601	Mod title	Research for Practice	Credit value	40	Core	Semester 1 & 2
Mod Code	AHP602	Mod title	Transition to Professional Practice	Credit value	20	Core	Semester 1

## **Intended learning outcomes of the programme**

### **Knowledge and Understanding**

Programme learning outcomes have been informed by the CODP Curriculum Document. The Curriculum Document specifies a minimum standard of proficiencies for student Operating Department Practitioners looking to achieve the Exit Award and to register with HCPC. The proficiencies are listed into three main categories – Professional Autonomy, Accountability and Governance; Professional Relationships; Operating Department Practice. These categories enable the University to explicitly map programme outcomes to the required proficiencies and to the three standards documents produced by the Health and Care Professions Council – Standards of Proficiency: Operating Department Practitioners; Standards of Education and Training; Standards of Conduct, Performance and Ethics.

Considering that registered Operating Department Practitioners are expected to meet the requirements of the HCPC Standards of Proficiency, the programme learning outcomes will be mapped according to the standards set out within that document. The HCPC Standards of Proficiency for Operating Department Practitioners state that registrants must: -

1. be able to practise safely and effectively within their scope of practice
2. be able to practise within the legal and ethical boundaries of their profession
3. be able to maintain fitness to practise
4. be able to practise as an autonomous professional, exercising their own professional judgement
5. be aware of the impact of culture, equality and diversity on practice
6. be able to practise in a non-discriminatory manner
7. understand the importance of and be able to maintain confidentiality
8. be able to communicate effectively
9. be able to work appropriately with others
10. be able to maintain records appropriately
11. be able to reflect on and review practice
12. be able to assure the quality of their practice
13. understand the key concepts of the knowledge base relevant to their profession
14. be able to draw on appropriate knowledge and skills to inform practice
15. understand the need to establish and maintain a safe practice environment

	Level 4	Level 5	Level 6 (Hons)	Mapped to HCPC Standards of Proficiency SOP
A1	Illustrate an understanding of perioperative core knowledge base in relation to the planning and implementation of elective patient care across anaesthetic, surgical and post-anaesthetic phases of the perioperative journey.	Applying understanding of the perioperative knowledge base in relation to the assessment, planning, implementation and evaluation of patient care across anaesthetic, surgical and post-anaesthetic phases of the perioperative journey.	Critically analyse the perioperative knowledge base in relation to the assessment, planning, implementation and evaluation of patient care across anaesthetic, surgical and post-anaesthetic phases of the perioperative journey.	1, 4, 12, 13, 14, 15
A2	Define normal human anatomy and physiology, including normal physiological parameters for all vital systems, across the lifespan.	Applying knowledge and understanding of normal human anatomy and physiology, including normal physiological parameters for all vital systems, across the lifespan.	Demonstrates comprehensive knowledge and understanding of normal human anatomy and physiology, including normal physiological parameters for all vital systems, across the lifespan.	13, 14
A3	Demonstrate an understanding of the care Operating Department Practitioners can give to patients outside of the perioperative environment.	Examine the impact Operating Department Practitioners can have on patient care outside of the perioperative environment.	Critically analyse the patient care and clinical skills Operating Department Practitioners conduct in areas outside of the perioperative environment.	1, 2, 4, 9, 12, 13, 14, 15
A4	Defines basic knowledge of drugs used in routine elective operating department practice.	Applying knowledge and understanding of drugs used across different specialties, including elective and emergency operating department practice.	Constructing knowledge of pharmacology within different specialties, including elective and emergency operating department Practice.	1, 13, 14, 15

### Intellectual Skills

	Level 4	Level 5	Level 6 (Hons)	Mapped to HCPC Standards of Proficiency SOP
B1	Defines the principles of communication and the impact communication has on patient safety	Uses effective communication principles to ensure safe and effective care delivery.	Applies and evaluates appropriate communication skills in order to promote effective perioperative patient care, taking into account	8, 9, 10, 12, 15

	Level 4	Level 5	Level 6 (Hons)	Mapped to HCPC Standards of Proficiency SOP
			the principles of effective communication.	
B2	Defines the impact effective leadership has on care delivery in the perioperative environment.	Discusses different leadership styles in relation to safe and effective care delivery in the perioperative environment.	Demonstrates and evaluates leadership and the ability to manage their own workload and that of the team, applying appropriate leadership skills and techniques in managing people and resources.	5, 9
B3	Demonstrates professional relationships with patients, carers, and members of the healthcare team.	Develops effective professional relationships with patients, carers and members of the healthcare team.	Establishes and promotes effective professional relationships with patients, carers and members of the healthcare team.	2, 4, 5, 6, 7, 8, 9, 10
B4	Reflects on the care delivered to patients.	Reflects on care provided to patients and uses this to apply and inform future care delivery.	Evaluates and reflects on care provided and own professional actions.	10, 11

### Subject Skills

	Level 4	Level 5	Level 6 (Hons)	Mapped to HCPC Standards of Proficiency SOP
C1	Demonstrates safe and effective transferable practice under direct supervision, within anaesthetic, surgery and post-anaesthetic care environments. Students should be able to contribute to the team caring for the patient undergoing elective procedures.	Plans evidence-based, individualised care for patients undergoing procedures. Students should be working towards independently managing the environment; requiring more indirect supervision and support. They should consistently demonstrate safe and effective practice, seeking support appropriately and demonstrating a patient focus.	Effectively assesses, plans, implements and evaluates evidence-based, individualised care for a diverse range of patients, including complex, non-scheduled and emergency cases across the anaesthetic, surgical and post-anaesthetic environments.	1, 2, 3, 4, 9, 10, 12, 13, 14

	Level 4	Level 5	Level 6 (Hons)	Mapped to HCPC Standards of Proficiency SOP
C2	Assesses and documents monitoring results under direct supervision.	Develop their ability to identify and assess individual needs of patients using appropriate techniques and systematic approaches and is able to document and interpret information gathered from assessment activities.	Relates assessment of patients to their individual needs using appropriate techniques, systematic approaches and is able to interpret, evaluate and act upon information gathered from assessment activities.	1, 2, 3, 4, 9, 10, 12, 13, 14
C3	Show ability to work alongside practitioners from a wide range of professional backgrounds.	Develops an effective multidisciplinary approach to benefit patient care.	Evaluates, appraises and promotes a multidisciplinary approach to practice.	5, 6, 8, 9, 15
C4	Is able to identify and use medical devices safely with direct supervision.	Developing safe and effective competence when using medical devices within the practitioner's sphere of practice, with indirect supervision.	Reflects upon, considers, plans and evaluates safe practice in the use of medical devices within the practitioner's sphere of practice.	1, 2, 12, 13, 14, 15

### Practical, Professional and Employability Skills

	Level 4	Level 5	Level 6 (Hons)	Mapped to HCPC Standards of Proficiency SOP
D1	Understands the requirement to engage with Continuing Professional Development.	Demonstrates personal accountability and preparation for Continuing Professional Development.	Compiles and evaluates personal accountability for and evaluates their own Continuing Professional Development.	1, 2, 3, 4, 11, 12, 13, 14, 15
D2	Identifies the requirement to be accountable for actions as an Operating Department Practitioner.	Is able to distinguish between personal and professional accountability and how it is applicable to their role as an Operating Department Practitioner.	Demonstrates personal and professional accountability and applies this in their role as an Operating Department Practitioner.	1, 2, 3, 4, 12, 13, 14, 15

	Level 4	Level 5	Level 6 (Hons)	Mapped to HCPC Standards of Proficiency SOP
D3	Participates competently in evidence-based practice and quality assurance processes.	Evaluates quality assurance processes in Operating Department Practice.	Monitors, reflects on, and evaluates the quality in Operating Department Practice and contributes to quality assurance processes.	1, 2, 3, 4, 12, 13, 14, 15
D4	Identifies professional, ethical and legal topics in Operating Department Practice.	Evaluates professional, ethical and legal topics and their application to Operating Department Practice.	Demonstrates and promotes professional, ethical and legally sound approaches to Operating Department Practice.	1, 2, 3, 4, 11, 12, 15

## **Learning and teaching strategy**

The learning and teaching strategy reflects the distinctive features of the programme and aims to place the students at its centre, providing an environment that is enjoyable, varied and will stimulate and enrich the students to become independent learners and autonomous practitioners.

The University has strong values of being supportive to students, accessible, innovative, and ambitious. Central to this is the Active Learning Framework (ALF). ALF supports flexible learning that makes best use of spaces on Campus together with digitally enabled learning opportunities designed to be accessed anytime, anywhere as appropriate. In addition, ALF embodies ways of teaching and learning that create and support a sense of belonging for students. ALF enables the University to use digitally enabled learning with greater frequency, providing the learning blend. As such, there will be asynchronous content and activities for students to engage in prior to, and after, synchronous sessions. The asynchronous content will support the content and synchronous session delivery, enabling students to benefit from their direct learning time to a greater extent. With prior content being delivered through this format, direct face-to-face sessions will have a greater application to practice focus, with practical elements and clinical skills at the heart of direct learning. This will promote student-led learning and will result in students achieving more from their direct contact time with lecturers.

Content delivery will follow a logical sequence and will coincide with practice placements. Practice placements are prescriptive, in that students will be allocated the area of Operating Department Practice they will be placed in at each placement. All students will be placed in the same areas at the same time; placement partners are aware and have agreed that they are able to facilitate this placement structure. As an example, following observation weeks, students at Level 4 will be placed in a surgical placement, followed by a teaching block before being placed in an anaesthetics placement. With this prescriptive nature of placements, teaching will be structured to coincide with placement areas. Teaching prior to surgical placements will relate to their upcoming placement and will discuss the theoretical knowledge required and practice essential skills ready for the clinical area. Immediately following this placement, students will be encouraged to reflect upon their surgical placement with the use of real-life case studies they will bring for wider discussion. This will lead into relevant teaching specific towards an anaesthetic placement, with theory and skills related to this area. The logical teaching strategy will allow modules to relate to each other, with modules outside of the clinical skills modules linking content together.

As described previously, placements will follow logically from the content delivery immediately prior and immediately following a placement area. This style of timetable for the programme will facilitate theory and placement “blocks”. This will provide students with preparation time for different placement areas, as well as opportunity to reflect following a placement area. As the student progresses through to Level 6, placement will follow a structure of longer placements and incorporate study and theory (University) days. The rationale for this is to enable students to perfect skills, to become confident in the clinical area, but also to allow consistently regular interaction with the University and teaching team. It is deemed that this will be important for students who require support with completing their research project at Level 6, as well as giving students regular opportunities to demonstrate their ongoing progress towards completion of modules and practice competencies.

Through the pandemic, all Higher Education Institutions embraced new methods of teaching. Within Operating Department Practice, virtual placements were commonplace and have continued even when clinical placements have re-continued. At Wrexham Glyndŵr University, we recognise that real-life clinical exposure is important. However, using some of the learning from virtual placements, we can integrate some of the practical-based sessions

into our teaching and learning strategy to prepare students for the clinical environment in a more effective manner. Using prescriptive placements and a logical content sequence, practical sessions can also be planned to replicate the clinical exposure students will be imminently undertaking. With the use of clinical skills rooms and simulation equipment, students will be exposed to simulated scenarios specific to the areas of clinical environments they are due to be immersed into. This will increase their confidence and ease anxieties leading into placements, provide more enhanced learning environments, and will promote resilience within them ready for their placements.

Content delivery will follow a case study format throughout the spiral curriculum. This will enable students to scaffold their learning, gaining an understanding of fundamental elements of Operating Department Practice at Level 4, mainly elective concepts. As students progress through Level 5 and 6, revisiting concepts will focus on increased complexity of topics, increased complexity of patient requirements and subsequent interventions, including unplanned changes to the course of care delivery. This will enable the scaffolding of learning so that knowledge and understanding is revisited and built upon. The use of case studies throughout the programme will instil the applicability to clinical practice, allowing the content and structure to always relate to their practice and future clinical work. Assessments will also follow a case study approach, again maintaining that applicability to practice and a consistent and familiar format.

It is important to note that 20 credits at each level will be awarded for clinical practice. This will be in the format of students being able to “uplift” their overall classification based on an achievement of 70% of clinical practice ratings being in the “Excellent Pass” category for any borderline situations. This concept is consistent with other AHP programmes within the University and has received positive feedback from students on such courses. Students welcome being rewarded for their work in the clinical environment, as has been demonstrated at focus group discussions held within the faculty.

### **Inter-Professional Learning Strategy**

The programme design operates on the premise that greater understanding of a person’s own context can be gained from understanding through the lens of another; therefore, inter-professional learning and teaching integration is throughout the programme delivery. Students will benefit from the programme being closely aligned to other AHP courses within the same Faculty.

The inter-professional learning and teaching strategy will encompass shared delivery of theoretical content, such as professional themes, research methods and non-technical intellectual skills. These will include leadership, teamwork, communication and demonstrating the importance of having multiple professions involved in the overall care delivery of patients in the health system. Concurrently, there will be 8 inter-professional learning days where students from all health-based courses will come together to learn in an inter-professional manner. Adopting such an approach will enhance graduates’ overall understanding of the health system, and subsequently their employability.

Modules that will be taught as being inter-professional will be taught alongside other professions with shared teaching sessions, learning outcomes and assessments. Inter-professional learning includes the following modules: -

#### **Level 4**

AHP401 Introduction to Life Sciences – shared module with BSc (Hons) Paramedic Science and BSc (Hons) Speech and Language Therapy

AHP402 Foundations in Research – shared module with BSc (Hons) Physiotherapy, BSc (Hons) Occupational Therapy and BSc (Hons) Paramedic Science

AHP403 Foundations in Professional Practice - shared module with BSc (Hons) Physiotherapy, BSc (Hons) Occupational Therapy and BSc (Hons) Paramedic Science

Level 5

AHP501 Evidence in Practice - shared module with BSc (Hons) Physiotherapy, BSc (Hons) Occupational Therapy and BSc (Hons) Paramedic Science

Level 6

AHP601 Research for Practice - shared module with BSc (Hons) Physiotherapy, BSc (Hons) Occupational Therapy and BSc (Hons) Paramedic Science

AHP602 Transition to Practice - shared module with BSc (Hons) Physiotherapy, BSc (Hons) Occupational Therapy and BSc (Hons) Paramedic Science

More detail on the University's IPE Commitment, as agreed through HEIW can be found in the IPE Strategy Document.

### **The Wrexham Glyndŵr Graduate**

At Glyndŵr University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students to have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

Further information on each of the Glyndŵr Graduate attributes are available here:

<https://glyndwr.ac.uk/careers/glyndwr-graduate/>

The Careers team are available to provide information, advice and guidance and access to resources for potential students, current students and graduates. WGUConnect provides students with access to an online directory of vacancies.

The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

### **Work based/placement learning statement**

The practice-based education is informed by the HCPC Standards of Education and the College of Operating Department Practitioners. Students will be required to achieve at least 1800 of clinical placement hours over the three years of study as well as demonstrating competence in a variety of skills and behaviours at each level. Rationale for stipulating a minimum figure of completed hours include the demonstration of professionalism which will be required as a registered practitioner in employment. The mastery of skills and behaviours are also deemed to be achievable through increasing exposure and time spent in the clinical environment, as seen in Broadwell's (1969) four stages of competence. It is anticipated that this commitment to clinical placement will provide students with the best possible opportunities to achieve clinical competence, with the case study approach and logical sequencing of theoretical content delivery within University Block weeks. While on placement, students will be considered as being "supernumerary" and will be supervised by a registered practice educator/supervisor who is competent in the area of practice which the student is working within. Practice educators and supervisors will have received training regarding Wrexham Glyndŵr University's placement documentation.

Students will be reminded of their responsibility to engage fully with their placement sites. There will be a strong emphasis on the acquirement, development, and mastery of skills through repetition. Replicability and mastery of skills, underpinned by good evidence-based knowledge will be strongly enforced to students and practice educators. Alongside this, a close working relationship will be fostered between the University's education team and the practice partner sites. A culture of openness and communication of progress between practice educators and students will be essential. The Placement Handbook contains set structure of student and practice educator discussions to review performance and to look ahead to achieve competence and proficiency within placement areas. University tutors will visit placement sites within each placement block to ensure that open relationship and culture of support is visible and evident for each student at each level.

The placement modules have 20 credits attached at each level. The rationale for this is to give students an opportunity to be rewarded for their practice elements at each level. The credits for these modules will be awarded based on their competency attainment, scoring from practice partners with the opportunity to "uplift" overall classification when at least 70% of placement areas are graded as "Excellent Pass".

During Level 4, the placement emphasis will begin with observation of the perioperative environment, and to engage with care aspects, in the first semester. This is to introduce students to the theatre setting and to ensure that they are comfortable with being in such an environment. Students will be given one week observation of the perioperative environment, where they will be exposed to each area of the perioperative journey. Emphasis will be placed on getting students used to the feeling of being in an operating theatre and the senses they will be experiencing. Beyond this, the next key themes will be focussed on elements of patient care as part of the perioperative journey. During the initial observation period, students will be placed in a ward setting to generate skills associated with the NHS 6Cs (Care, Compassion, Competence, Communication, Courage, Commitment). Students will be encouraged to take part in various care aspects with patients, embedding fundamental elements of this care, compassion, and communication with students. It is anticipated that students will participate in such activities as providing lunches and feeding patients, changing, and washing patients, and generating communicative relationships with patients. The rationale for this is to embed the fundamental elements of caring for patients into the students' practical work and applying their learned experiences from these areas into the patient care they provide in the perioperative environment. This ward placement is supported by clinical partners and has been discussed at clinical engagement meetings. Following the observation weeks will be University theory sessions which focus on reflection of the learning and experiences and scaffolding into future content delivery and placement exposure. This is deemed as essential in setting expectations of students embedding concepts of care into their practice.

During semester 2, the placement focus will adapt. With the underpinning of patient care being at the centre of every action, clinical skills will be taught and practiced in semester 2. The plan to be prescriptive with placement allocation will allow all students to receive appropriate teaching content to their next placement in preparation for their practice. Students will also benefit from being able to learn, master and reflect on the same content at the same time as their peers. As such, the first practice placement will be in the surgery area, following a series of teaching and practical sessions focussed on the foundations of surgical and circulatory practice in the operating theatre. The next placement will be within the anaesthetic area, after a period of theory block focussed on the introduction of anaesthetic content and skills. The same will be provided for their first placement in the Post-Anaesthetic Care Unit. Following placement areas will be opportunities for students to reflect upon their experiences when they return to the University.

Level 5 will introduce students to each area in more detail and increasing complexity. There will be systematic revisiting to each area of Operating Department Practice, giving students the opportunity to develop their skills and realise greater application of theoretical knowledge. Where Level 4 placements will focus on elective care delivery, the focus at Level 5 will increase the complexity of cases and patients that the students will be exposed to and will incorporate non-scheduled surgery and emergency situations. This will lead into the consideration of non-technical skills associated with teamwork in order to provide patients with safe and effective evidence-based care.

At Level 6, there will be greater emphasis on students to be responsible for their own learning and practice development. Students will be given more ownership of their placement exposure as they look to develop advanced skills in the perioperative environment and wider. Students will be tasked with gaining proficiency in several skills such as cannulation, laryngeal mask insertion and catheterisation. Through taking ownership of this skill acquisition and mastery, task management, accountability and resilience will be built into students. Students will also be given exposure to clinical areas outside of the theatre environment, such as intensive care and the emergency department. This reflects the expanding nature of the ODP scope of practice and clinical value within these areas. Level 6 will also act as an opportunity for students to take some ownership of their placement experience. Students will be able to identify areas they would like further exposure to and consolidation.

The support for placement practice is covered in two main ways; to support students and to support practice educators. It is important for students to still feel that they are Wrexham Glyndŵr University students while they are on placement in clinical areas. This is achieved through regular contact with tutors and for tutors to be visible in their clinical environments. This achieves a feeling that their course is structured in partnership with their practice sites. It provides a greater, visual link between the University and the hospitals. Students will feel that their theory University blocks are not separate to their practice placements, and that the management and structure of their programme is a true partnership. It also enables the teaching team to be able to monitor any pastoral support required for students, as this support should not just end when students are not in university. Having such a close working relationship with practice partners also enables practice educators to feel supported.

### **Welsh medium provision**

The programmes will be delivered through the medium of English. The University is committed to Welsh language provision and preservation. Students are entitled to submit assessments in the medium of Welsh. Students may have access to Welsh speaking practice educators at placement sites.

### **Assessment strategy**

The assessment strategy is designed to reflect the distinctive features of the programme.

The assessment methods are complimentary to a widening participation theme. The methods provide variety and enable students to build on their strengths and address areas of development. Assessments therefore range from poster presentations, written portfolios, verbal presentations, and examinations. Case studies are a consistent theme throughout the teaching delivery at each level and this is reflective within the assessments. Assessments throughout each level are heavily influenced through case study approach. This is seen in different formats. Assessment burden has been considered at each level, and as such, there is evidence of portfolio approaches where students will be able to

complete assessments periodically throughout the duration of the year. Portfolio case studies will be timed to reflect the clinical placement areas students are completing throughout the year also. For example, at level 4, students are required to complete a series of case studies throughout the year. The submission dates for their surgical case studies will coincide with the end of their surgical placement. The submission dates for anaesthetic and post-anaesthetic case studies will also coincide with placements within these areas.

Whilst assessments demonstrate an important measure of student competency at different stages of the spiral curriculum, the range of assessments also build on developing lifelong learning. Continuing professional development is an expectation throughout the levels and as their development progresses, so does the challenge of the assessment. The range of assessment types also enable students to develop their abilities in writing, presenting and practice, which are all valuable within their subsequent working environments, with application to practice evident within each assessment type.

The assessment submission dates have been carefully planned within the timetable of the programme to ensure a balance of workload throughout the programme and the ability for the student to focus on practice placement periods.

Practice based assessments are completed by practice educators using the Practice Education Handbook. It is anticipated that a digital platform “My Progress” will be used as a method of documenting the completion of competencies and discussions held between student and educators whilst on placement. For more information on placement assessment, please refer to the Practice Education Handbook.

Through all modules there will be formative assessment opportunities to support the students to prepare for the summative assessments.

### Assessment table

Module code & title	Assessment type and weighting	Indicative submission date
AHP402 Foundations in Research	100% Written Assignment – Literature Review	Year 1 End of Semester 1
AHP403 Foundations in Professional Practice	100% Presentation	Year 1 Beginning of Semester 2
AHP401 Introduction to Life Sciences	100% In-Class Test	Year 1 Beginning of Semester 2
ODP402 Introduction to Perioperative Clinical Skills	100% Practice Placement Document Pass/Refer Exam (Drug Calculations)	Year 1 End of Semester 2
ODP401 Introduction to Operating Department Practice	100% Portfolio	Year 1 Throughout Semester 2
Level 5		
AHP501 Evidence in Practice	100% Written Assignment (Research Proposal)– 3000 words	Year 2 Beginning of Semester 2
ODP502	100% Practice Placement Document	Year 2 End of Semester 2

Module code & title	Assessment type and weighting	Indicative submission date
Developing Perioperative Clinical Skills	Pass/Refer Exam (Drug Calculations)	
ODP501 Developing Operating Department Practice	50% Case Study Portfolio – 2500 words 50% Presentation	Year 2 Throughout Semester 2 End of Semester 1
ODP503 Applying Life Sciences to the Perioperative Environment	100% In-Class Test	Year 2 End of Semester 2
ODP504 Contemporary Studies in Operating Department Practice	100% Presentation	Year 2 End of Semester 2
Level 6		
AHP601 Research for Practice	100% Research Project/Dissertation	Year 3 End of Semester 2
ODP601 Advanced Operating Department Practice	50% Written Assignment 50% Presentation	Year 3 End of Semester 1 End of Semester 2
ODP602 Advanced Perioperative Clinical Skills	100% Practice Placement Document	Year 3 End of Semester 2
AHP602 Transition to Professional Practice	100% Written Assignment	Year 3 End of Semester 1

## Assessment and award regulations

### Derogations

A minimum pass mark of 40% or Pass must be achieved in all elements within each module, therefore condonement and compensation is not permitted.

Both drug calculation exams (one at Level 4 and one at Level 5) must achieve a minimum pass mark of 100%.

Placement areas are assessed according to three boundaries (Refer, Pass, Excellent Pass). Credits are awarded for placement, giving students an opportunity for reward for clinical competence and proficiency. Where 70% of placement assessments are scored within Excellent Pass, the opportunity to score a higher classification is available for those students who are considered borderline.

Deferral is not permitted during a placement module when there is a likelihood of a refer predicted by both placement educator and university tutor and there is an absence of extenuating circumstances permitted.

All assessments must be successfully completed and a minimum pass mark of 40% must be achieved in all modules, therefore condonement is not permitted.

Students are permitted a third attempt at non placement modules but students who submit an assessment for the third time (in absence of extenuating circumstances) must engage fully with the module learning in order to submit.

Placement modules will only have two attempts made available.

Period of learning must not exceed 5 years.

### **Borderline Classifications (Undergraduate programmes)**

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification.
- All level 6 modules must have been passed at the first attempt.
- The mark achieved for the *Research in Practice* module is within the higher classification.

Further consideration of borderline cases, the Assessment Board will also raise the classification in the following circumstance:

- Where students have achieved at least 70% of their practice assessments within the “Excellent Pass” criteria

### **Accreditation**

Students will be able to apply for HCPC registration following successful completion of all modules and confirmation of award through the University Awards Board.

### **Quality Management**

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

Student Evaluation of Module forms  
Student Voice Forum  
Individual student feedback  
Student representatives  
Annual Monitoring reports  
Periodic review and re-validation process  
External Examiner reports  
PSRB requirements and accreditation activities  
National Student Survey (NSS)  
Placement audit, monitoring and evaluation

### **Support for Students**

The University has a range of departments that offer support for students such as:

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the Glyndŵr website at [www.glyndwr.ac.uk](http://www.glyndwr.ac.uk) to find out more about the Departments

Glyndŵr Student Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University.

### **Equality and Diversity**

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information

<https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/>



## Programme Specification – Section 1



### KEY PROGRAMME INFORMATION

<b>Originating institution(s)</b> Bournemouth University	<b>Faculty responsible for the programme</b> Faculty of Health and Social Sciences
<b>Final award(s), title(s) and credits</b> BSc (Hons) Operating Department Practice 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 / 120 (60 ECTS) Level 6 credits	
<b>Intermediate award(s), title(s) and credits</b> BSc Perioperative Studies 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 / 80 (40 ECTS) Level 6 credits Dip HE in Perioperative Studies 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 credits Cert HE in Perioperative Studies 120 (60 ECTS) Level 4 credits	
<b>UCAS Programme Code(s) (where applicable and if known)</b> B991	<b>HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.</b> 100273
<b>External reference points</b> <ul style="list-style-type: none"> <li>- Quality Assurance Agency for Higher Education (QAA) (2014), UK Quality Code for Higher Education - The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies</li> <li>- *QAA Subject Benchmark Statement for Operating Department Practice (2004) are out of date and only available via the QAA archive</li> <li>- Health &amp; Care Professions Council (2023), Standards of Proficiency for Operating Department Practitioners</li> <li>- Health &amp; Care Professions Council (2017), Standards of Education &amp; Training</li> <li>- The Perioperative Care Collaborative - Position Statement</li> </ul>	
<b>Professional, Statutory and Regulatory Body (PSRB) links</b> Health and Care Professions Council	
<b>Places of delivery</b> Bournemouth University	
<b>Mode(s) of delivery</b> Full-time	<b>Language of delivery</b> English
<b>Typical duration</b> 3 years	
<b>Date of first intake</b> September 2024	<b>Expected start dates</b> September 2024
<b>Maximum student numbers</b> 28	<b>Practice-based learning providers</b> Dorset, Hampshire & Wiltshire
<b>Partner(s)</b> Not applicable	<b>Partnership model</b> Not applicable
<b>Date of this Programme Specification</b> September 2024	
<b>Version number</b> 2.0	
<b>Approval, review or modification reference numbers</b> E232415	
<b>Author</b> Debora Almeida	

## Programme Specification – Section 1

### PROGRAMME STRUCTURE

#### Programme Award and Title: BSc (Hons) Operating Department Practice

Year 1/Level 4 Students are required to complete all 6 core units										
Unit Name	Core/ Option	No of credits	Assessment element weightings				Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)	
			Exam 1	Exam 2	Cwk	Practice				
Foundations of Surgical Care	Core	20			40%	60%	40	1	100273 100%	
Foundations of Anaesthetic Care	Core	20			40%	60%	40	1	100273 100%	
Foundations of Postanaesthetic Care	Core	20			40%	60%	40	1	100273 100%	
Anatomy and Physiology for Perioperative Practice	Core	20	50%	50%			30	1	100273 100%	
Foundations of Operating Department Practice	Core	20			100%		30	1	100273 100%	
Learning in Higher Education for Healthcare Practice	Core	20			100%		30	1	100273 100%	
<b>Progression requirements:</b> Requires 120 credits at Level 4 <b>Exit qualification:</b> Cert HE Perioperative Studies (requires 120 credits at Level 4)										

**Programme Specification – Section 1**

**Year 2/Level 5**

Students are required to complete all 6 core units

Unit Name	Core/ Option	No of credits	Assessment element weightings			Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)	
			Exam	Cwk	Practice 1				
Developing Surgical Care	Core	20		40%	60%	40	1	100273 100%	
Developing Anaesthetic Care	Core	20		40%	60%	40	1	100273 100%	
Developing Postanaesthetic Care	Core	20		40%	60%	40	1	100273 100%	
Perioperative Science	Core	20		100%		30	2.0	100273 100%	
Research for Professional Practice	Core	20	50%	50%		30	1	100273 100%	
Medicines Management for Perioperative Practice	Core	20		100%		30	1	100273 100%	

**Progression requirements:** Requires 120 credits at Level 5

**Exit qualification:** Dip HE Perioperative Studies (requires 120 credits at Level 4 and 120 credits at Level 5)

## Programme Specification – Section 1

### Year 3 / Level 6

Students are required to complete all 6 core units for the full award.

Students who achieve a minimum of 80 credits at this level but do not achieve the full 120 credits, will be eligible for an intermediate award of BSc Perioperative Studies.

Unit Name	Core/ Option	No of credits	Assessment element weightings			Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)	
			Exam	Cwk	Practice				
Enhancing Postanaesthetic Care	Core	20		50%	50%	40	1	100273 100%	
Enhancing Surgical Care	Core	20		50%	50%	40	1	100273 100%	
Enhancing Anaesthetic Care	Core	20		50%	50%	40	1	100273 100%	
Transitioning to Registered ODP	Core	20		100%		30	1	100273 100%	
Evidence for Professional Practice	Core	20		100%		30	1	100273 100%	
Leading and Managing Change in Healthcare	Core	20		100%		30	1	100273 100%	

**Intermediate award, exit qualification:** BSc Perioperative Studies

**Full-time UG award:** Requires 120 credits at Level 4, 120 credits at Level 5 and 80 credits at Level 6

**Exit qualification:** BSc (Hons) Operating Department Practice

**Full-time UG award:** Requires 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6

## 2.1 AIMS OF THE DOCUMENT

This BSc (Hons) Operating Department Practice programme specification aims to:

- Define the structure of the programme.
- Specify the programme award titles.
- Identify programme and level learning outcomes.
- Articulate the regulations governing the awards defined within the document.

## 2.2 AIMS OF THE PROGRAMME

The overall aim of the programme is to prepare individuals to practice safely whilst providing high quality care to patients. The graduates from the BSc (Hons) Operating Department Practice programme become competent and confident professionals, who are compassionate, reflective, and critical in their thinking and approach to practice. They embrace principles of humanisation which includes recognising diversity, respecting patients and their choices, engaging in open and compassionate communication, and placing patients at the heart of actions and decisions. Graduates value working collaboratively with colleagues, patients (including family and carers) but also recognise the importance to work independently. Their strong professional identity and focus on perioperative patient care, enables them to adapt in healthcare settings and seize new opportunities in emerging areas of practice. Thus, the programme looks to provide graduates with the necessary knowledge, skills, values, and attributes to work safely, ethically, and effectively as Operating Department Practitioner (ODP) in a wide variety of settings, and through continuing professional development to become leaders within the profession.

The HCPC Standards of Proficiency for ODPs, are explicit in the practice assessment documentation to support a culture of familiarity and importance of the essence of what perioperative practice is for students and in their clinical settings. Successful completion of the BSc (Hons) Operating Department Practice programme importantly means a graduate is eligible to apply for registration with the HCPC as a registered ODP.

The curriculum aims to create a vehicle that facilitates the students' journeys with the accumulation of the skills, knowledge, ability, and values that exceeds the professional minimum to practice perioperative care and thereby:

- Develop an understanding of their current role as a critical thinker that maintains practice in light of current evidence.
- Undertake a life-long approach to learning and the skills to inform themselves and others concerning developing good practice to enhance their care of others.
- Demonstrate fitness for registration with the appropriate professional body through compassionate and intelligent care that celebrates the diversity and individuality of humanised care.
- Act as ambassadors for high professional standards and values.
- Practice perioperative care in a consistently competent, highly skilled and safe manner.

## Programme Specification - Section 2

The BSc (Hons) Operating Department Practice programme aims to continue and build on the success of the previous BSc (Hons) Operating Department Practice programme that has enjoyed an above BU average overall student satisfaction NSS score over the last 5 years (achieving 100% in previous years and 100% in 5 questions in 2023; 9 questions 90-99%; 8 questions 80-89% in last year's NSS which did not offer overall rating). Additionally, we have had 100% employment or further studies at point of qualification, with graduates normally securing employment at their place of choice.

### 2.3 ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The programme continues to be an important part of Bournemouth University's Faculty of Health and Social Sciences (FHSS) portfolio, as identified in the faculty's strategic plan. The BSc (Hons) Operating Department Practice programme, like many across England and Wales, commenced in 2003 and has seen 17 graduations. Previously, Operating Department Practice was an NVQ taught in hospital/education centres. As a young profession that has been establishing itself in higher education as a graduate programme, the academic team have worked hard and achieved much in meeting national workforce demands. The programme continues to work hard to maintain its own identity whilst working towards its contribution to the university's strategic plan. BU's strategic plan and the fusion agenda focuses on the balance and links between practice, theory and research for students, staff, and society.

The BSc (Hons) Operating Department Practice program has always emphasised the crucial connection between theory and practice, and more recently, this relationship has been strengthened through the integration of research. This curriculum seeks to expand upon this approach by incorporating the faculty's commitment to interprofessional education and units designed with a significant emphasis on research and evidence-based practice. This integration of education, research, and professional practice fosters an engaging and purposeful learning environment, shaping students' attitudes toward learning, practice-based learning (PBL), and academic accomplishments, instilling in graduates the qualities of employability, safety, and effectiveness, coupled with a personable and professional conduct as they commence their careers.

### 2.4 LEARNING HOURS AND ASSESSMENT

#### Learning Hours:

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The credit value of each unit in this programme is 20 credits, which is equivalent 10 European Credit Transfer System (ECTS) credits. Every level in the programme has three units with 40 contact hours each (including skills sessions) and three units with 30 contact hours (no skills sessions). PBL varies within the 3-year programme as described below:

Level 4 – three PBL blocks, totalling 720 clinical hours.

Level 5 – three PBL blocks, totalling 795 clinical hours.

Level 6 – three PBL blocks, totalling 685 clinical hours.

## Programme Specification - Section 2

Moreover, each unit has additional hours dedicated to assessment (exam, coursework, presentation, and practice assessment).

The students spend just over 50% of their activity in the practice environment. This in turn does slightly reduce the nominal self-managed study time but enables students to benefit from time in practice as part of their learning experience. The BSc (Hons) Operating Department Practice programme has a well-established working partnership with the PBL provider it is linked to. All students are scheduled for around 2,500 hours of PBL (including practice assessment) throughout the three years, which is critical to the programme and to the development of students. The academic team, with practice co-ordinators and our education links at hospitals, work hard to ensure students are effectively allocated and supported in relevant areas of practice to develop their skills, knowledge, and proficiencies, enabling them to achieve their full potential. In addition, PBL providers have ongoing support from the University Practice Learning Advisor (UPLA) team.

All PBL providers deliver a high standard of care and are committed to the teaching and assessment of the future workforce. The PBL will include a range of acute settings that give students the opportunity to develop their skills and achieve competencies and proficiencies. All PBL providers are subject to regular education audit and review to ensure they maintain and develop an optimum learning environment for students.

### **Assessment:**

The BSc (Hons) Operating Department Practice programme aims to promote a holistic and effective learning experience for students, and the assessments are crucial to achieving this. Different types of assessments promote the development of a wide range of skills, ensuring that different types of learners can demonstrate their understanding and knowledge effectively. Key to this is using assessment for learning as well as assessment of learning. This is enabled through the range of assessments that look to develop student's intellectual ability, dissemination skills, critical thinking, use of literature and integration of theory and practice. Additionally, the wide range of approaches to assessment, added to learning in clinical areas, mirror the real-world scenarios and better prepare students for the challenges they will face in their future careers. In addition, assessment takes on the responsibility of ensuring students are able to demonstrate they meet the HCPC standards of proficiency.

Assessment strategies are likely to include written assignments, examinations (unseen and open book), OSCEs, inter-professional group work, posters, presentations, *Viva Voce*, patchwork, and portfolio. Feedback aims to not only clarify achievement but to also promote reflection and support the student's personal development journey.

Clinical practice will be assessed using the practice assessment tool which is based on the HCPC Standards of Proficiency for Operating Department Practitioners; so that all students are measured against every proficiency in the hospital setting to determine student's ability by relevant practice supervisors and practice assessor.

## 2.5 STAFF DELIVERING THE PROGRAMME

The great majority of student learning is delivered by the BSc (Hons) Operating Department Practice academic team. The two interprofessional units are delivered as department or faculty wide units and draw from the wide range of expertise the faculty enjoys. This approach enables all students to benefit from the teaching and learning that experts and experienced academic are able to offer. Learning in the hospital is made through practice supervisors, practice assessors and other healthcare professionals.

The programme is supported by a wide range of programme, faculty and university staff including, programme support officer and administrators, practice simulation technicians, librarians, learning support, learning technology and so forth.

All students are allocated a personal tutor from the academic team. The personal tutor is the link between the hospital where the student is allocated and the academic team. Additionally, each hospital is further supported by a member of the University Placement Learning Advisor (UPLA) team.

## 2.6 INTENDED LEARNING OUTCOMES (ILOs)

Across the three years, distinct indicators outline the directions that students will follow, guiding their development into graduates. These indicators revolve around fostering confidence in research, a humanised approach to care, the importance of patient-centred care, enhancing problem-solving skills, and improving clinical competencies. Appendix 1 outlines the ILOs for each level of study and indicates what learning/assessment strategy is used to enable the students to achieve the ILOs. Appendix 2 maps the ILOs against each unit.

To facilitate student learning, a variety of methods are employed, including lectures, interactive seminar-style discussions, tutorials, simulations, skills sessions, access to a diverse array of materials on the virtual learning environment (VLE), and exposure to clinical settings. The acquisition of theoretical knowledge is further reinforced through practice simulations, offering a dual learning approach involving initial demonstration and subsequent hands-on practice. The demonstration phase of practice simulation allows students to observe, engage, and grasp various practical aspects, paving the way for them to practice and refine their skills within a secure and controlled environment.

These essential higher education skills are developed and refined over the course of the three-year programme, with a distinct emphasis on the significance of research and the incorporation of research-friendly language. This approach enables students to recognise the interconnected nature of evidence-based practice and effective care. While this approach is applied throughout numerous units, it is explicitly emphasised in the level 5 "Research into Professional Practice" unit; the level 6 "Evidence for Professional Practice" unit; and the level 6 "Leading and Managing Change in Healthcare" unit.

The curriculum promotes a transition from learners to skilful practitioners, emphasising a balanced assessment strategy that requires them to showcase their theoretical understanding, practical skills, and ability to apply knowledge with empathy to enhance patient within the dynamic landscape of healthcare practice.

## 2.7 ADMISSION REGULATIONS

The admissions regulations for this programme are the University's Standard Undergraduate Admissions regulations and are available on this page:

<https://intranetsp.bournemouth.ac.uk/pandptest/3A-standard-admissions-regulations.pdf>

With the following additional requirements set out by professional and statutory bodies:

- The requirement to satisfy criminal conviction checks with the Disclosure and Barring Service at an enhanced level. See policy [3E-admissions-policy-and-procedure-for-applicants-with-a-criminal-record.pdf \(bournemouth.ac.uk\)](https://intranetsp.bournemouth.ac.uk/pandptest/3E-admissions-policy-and-procedure-for-applicants-with-a-criminal-record.pdf)
- The requirement to satisfy health checks by student self-declaration, GP statements or Occupational Health reports and to receive or follow guidance from Occupational Health, as per national standards, for exposure prone procedures.
- International applicants must offer evidence of qualifications in written and spoken English. Acceptable qualifications are: IELTS (academic) 6.5 (with a minimum of 6.0 in writing and 6.5 in speaking, listening, and reading) or direct equivalent.
- UK nationals/residents or those with dual citizenship, who do not have English as their first language, will not require IELTS and will be assessed at interview with regard their ability to effectively communicate in English.
- Consideration will be given to applicants with substantive and relevant work experience.

## 2.8 ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations (<https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-undergraduate.pdf>), with the following approved exceptions:

**Pass Mark (section 6):** Where a unit contains an assessment element, defined as practice assessment, a pass will be awarded where each separate practice element is not less than 40%. Where a practice element has separate components, a fail in any one component will result in a mark of 0% being awarded for that element.

**Compensation (section 7):** Compensation does not apply to any practice-based units in this programme.

**Awards (section 10):** Certificate HE, DipHE, BSc, and Aegrotat awards will not confer eligibility to apply for registration with the Health and Care Professions Council and will be titled 'Perioperative Studies'.

**Provision for failed candidates (section 12):** Carrying credit is not permitted for any practice-based units.

**External Examiners:** To meet the requirements of the Health and Care Professions Council, at least one external examiner for the programme must be appropriately experienced/qualified and be registered on the relevant part of a statutory professional register.

## 2.9 PRACTICE-BASED LEARNING (PBL)

PBL is an integral part of the programme and are factored into the degree classification in accordance with standard university guidelines. Diverse PBL opportunities facilitate the fulfilment of student outcomes, promoting the integration of practical experience with theoretical knowledge and encouraging the application of practical insights to inform theoretical understanding.

PBL is provided in a broad range of perioperative settings in both NHS and the independent sector across Dorset, Hampshire, and Wiltshire. Clinical areas typically involve operating theatres, including the anaesthetic areas and recovery units but, particularly in year three, it may also include other acute areas relevant to the programme such as pre-operative assessment, acute admissions, ITU/HDU. The curriculum offers students the opportunity to engage in "role-emerging areas", allowing them to gain diverse experience by working in environments that may currently lack comprehensive Operating Department Practice provision.

Students complete three units involving PBL in each level of study. These units progress from level 4 and build on previous learning through levels 5 and 6. This progressive module structure aims to provide students with a solid foundation in the initial years, followed by the development of advanced knowledge and skills in the subsequent years, ultimately preparing them for successful careers in their chosen field of study.

These PBL units have two elements of assessment, with one of them being coursework and the other being a practice profile, completed and assessed via the practice assessment tool. The practice element includes relevant skills, HCPC proficiencies, reflections, 6Cs and a one-day assessment, where students are expected to bring together their newly acquired learning to efficiently and empathetically care for patients on a selected operating list.

At the beginning of each PBL block, students meet with their allocated practice supervisor/assessor for an initial interview, to determine learning strategies and what types of formative feedback would be useful. A mid-way interview includes a student reflection on their learning experience and formative feedback. The final assessment also includes an articulation of how the student has aligned their learning to the 6Cs. This allows students to learn through a braided approach that integrates their theoretical learning with their practice-based learning.

Practice supervisors/assessors are qualified registered practitioners that have been educated in mentoring and have been supported in BU processes (including assessment expectations and assessment tool) by the Personal Tutor/UPLA team. Personal Tutors and the Programme Leader maintain a close contact with practice educators to support and ensure effective management of the PBL experience. Additionally, a comprehensive monitoring process is maintained through regular audits and communication with PBL education leads to ensure the quality of student experience, including the provision of a secure environment conducive to supporting student learning, and the presence of adequately qualified practice educators to educate, assess and support students.

## **2.10 PROGRAMME ANNUAL MONITORING**

For the purpose of annual monitoring, adherence to the University Academic Quality policies will be followed. The Programme Leader will be responsible for generating an Annual Monitoring and Enhancement Review (AMER), while Unit Leaders will produce Unit and Assessment Monitoring Report (UAMR). These reports will be informed by student feedback and performance data.

The objectives of the review, reports and planning process include:

- Assessing the achievement of intended learning outcomes by students.
- Evaluating the ongoing effectiveness of the curriculum, assessments and student experience
- Reviewing the completion of the action plan and proposing a new action plan for the subsequent year.
- Ensuring the implementation of appropriate measures to address any identified deficiencies.

During completion of the AMER, the Programme Leader, in collaboration with the academic team, will analyse and consider available data and information regarding the programme, including but not limited to: external examiner reports, reports from accrediting or external bodies, input from staff and students, student progression data, awarding gap data, National Student Survey data.

## **2.11 PROGRAMME HANDBOOK**

The academic team has devised the Programme handbook, which can be regularly revised and modified in an official capacity to accommodate evolving requirements. This handbook serves as an important resource during programme delivery, offering key information such as relevant contacts, detailed unit specifications, acquired employability skills, assessment requirements, course particularities, and guidelines for handling contingencies.

Appendix 1

**BSc (Hons) Operating Department Practice  
Intended Learning Outcomes  
Level 6**

<p><b>A: Subject knowledge and understanding</b> This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning, teaching &amp; assessment strategies &amp; methods enable students to achieve &amp; demonstrate the programme learning outcomes:</p>
<p>A1: Key legal and professional policies and guidelines to enhance best practice and provide a safe and effective care environment. A2: How human factors, safety, culture, and values influence the delivery of humanised care and developing good communication skills that enhance working and therapeutic relationships. A3: Sound knowledge of a wide range of clinical procedures with a depth of understanding of appropriate diagnostic, monitoring and therapeutic interventions. A4: How evidence-based practice enhances perioperative care and understanding the variety of research methods that contribute to the development of perioperative practice. A5: Application of perioperative science to understand, assess, inform, and support patient care. A6: Leadership and management principles, innovation, and adaptation to change</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> <li>• lectures (A1-A6)</li> <li>• seminars (A1-A6)</li> <li>• directed reading (A1-A6)</li> <li>• use of the VLE (A1-A6)</li> <li>• practice-based learning (A1-A6)</li> <li>• simulation (A2, A3, A6)</li> </ul> <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> <li>• practice assessment (A1-A6)</li> <li>• OSCE (A3,A5)</li> <li>• exam (A1-A5)</li> <li>• essay (A1-A6)</li> <li>• poster (A1,A2,A4)</li> <li>• oral presentation (A1,A4,A6)</li> <li>• group work (A1,A4,A6)</li> </ul>
<p><b>B: Intellectual skills</b> This programme provides opportunities for students to:</p>	
<p>B1: Analyse, critically appraise and apply evidence from literature and a variety of other sources to develop best practice and understand the principles of audit and evidence-based practice. B2: Understand methods commonly used in perioperative care research, including ethical issues, the collection, interpretation and analysis of data and dissemination of findings. B3: Critically evaluate new concepts, theories, and research in order to determine their relevance to perioperative practice and to creatively resolve problems, recognising the need for innovation in practice. B4: Demonstrate clinical reasoning and professional judgement in evaluating and monitoring the effectiveness of specific practice. B5: Demonstrate critical reflection on and evaluation of clinical applications and a critique of own performance.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> <li>• lectures (B1-B6)</li> <li>• seminars (B1-B6)</li> <li>• directed reading (B1-B6)</li> <li>• use of the VLE (B1-B6)</li> <li>• practice-based learning (B1-B6)</li> <li>• tutorial (B1-B3,B5)</li> <li>• simulation (B4,B5)</li> </ul> <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> <li>• practice assessment (B1, B3-B5)</li> <li>• OSCE (B4,B5)</li> <li>• exam (B1,B3)</li> <li>• essay (B1-B3)</li> <li>• poster (B1-B3)</li> <li>• oral presentation (B1-B3)</li> <li>• group work (B1-B3)</li> </ul>
<p><b>C: Practical skills</b> This programme provides opportunities for students to:</p>	
<p>C1: Attain national proficiencies for perioperative practice. C2: Demonstrate skill in the assessment, monitoring, support, and care of perioperative patients. C3: Develop, implement, and evaluate practice, demonstrating application of best evidence, effective use of resources and patient-centred practice. C4: Communicate professional judgements and findings effectively to meet diverse needs. C5: Work in highly complex and pressurised settings, maintaining advocacy, professional integrity, and judgement. C6: Demonstrate safe practice and know when a situation is beyond the scope of one's own practice.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> <li>• simulation (C2-C5)</li> <li>• directed reading (C3)</li> <li>• use of the VLE (C3)</li> <li>• practice-based learning (C1-C6)</li> </ul> <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> <li>• practice assessment (C1-C6)</li> <li>• OSCE (C1-C6)</li> <li>• Simulation (C1-C6)</li> </ul>

## Programme Specification - Section 2

<b>D: Transferable skills</b>	
This programme provides opportunities for students to:	
<p>D1: Practice in an anti-oppressive manner, respecting the rights, dignity, culture &amp; individuality of patients and colleagues, working in a patient-centred manner with people from diverse backgrounds.</p> <p>D2: Build professional relationships, underpinned by partnership and trust and respecting consent, confidentiality, and dignity of patients.</p> <p>D3: Demonstrate verbal and non-verbal communication skills that support diversity and effective professional interaction.</p> <p>D4: Communicate effectively in formal and informal situations through a range of media.</p> <p>D5: Resolve problems systematically, logically, and creatively, drawing on a range of knowledge and information sources.</p> <p>D6: Demonstrate IT literacy and skill in using information and communication technologies.</p> <p>D7: Understand the importance of their own mental and physical health and wellbeing strategies in maintaining fitness to practise.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> <li>• lectures (D3-D7)</li> <li>• seminars (D3-D7)</li> <li>• directed reading (D5-D7)</li> <li>• use of the VLE (D5-D7)</li> <li>• practice-based learning (D1-D6)</li> <li>• tutorial (D3-D7)</li> <li>• simulation (D1-D6)</li> </ul> <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> <li>• practice assessment (D1-D7)</li> <li>• OSCE (D3-D5)</li> <li>• exam (D5,D6)</li> <li>• essay (D4-D6)</li> <li>• oral presentation (D3-D6)</li> <li>• poster (D4-D6)</li> <li>• group work (D2-D7)</li> </ul>

**Diploma of Higher Education Perioperative Studies**  
**Intended Learning Outcomes**  
**Level 5**

<p><b>A: Knowledge and understanding</b>  This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning, teaching &amp; assessment strategies &amp; methods enable students to achieve &amp; demonstrate the programme learning outcomes:</p>
<p>A1: Current health and social policies and the implications in a healthcare setting.  A2: How human factors, safety, culture, and values influence the delivery of humanised care.  A3: Sound knowledge of clinical procedures with a depth of understanding of appropriate diagnostic, monitoring and therapeutic interventions.  A4: Psychological and sociological factors relevant in perioperative care.  A5: Legal, ethical, and professional issues governing healthcare provision.  A6: Relevant and appropriate research processes.  A7: How anatomy and physiology define pathology and associated pharmaceutical intervention common to the perioperative environment.  A8: Good communication to enhance working &amp; therapeutic relationships.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> <li>• lectures (A1-A8)</li> <li>• seminars (A1-A8)</li> <li>• directed reading (A1-A8)</li> <li>• use of the VLE (A1-A7)</li> <li>• practice-based learning (A1-A5, A7, A8)</li> <li>• simulation (A2,A3,A7,A8)</li> </ul> <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> <li>• practice assessment (A1-A5,A7,A8)</li> <li>• OSCE (A3,A7,A8)</li> <li>• exam (A4,-A7)</li> <li>• essay (A1-A6)</li> <li>• poster (A1-A6)</li> <li>• group work (A2,A5,A6,A8)</li> </ul>
<p><b>B: Intellectual skills</b>  This level provides opportunities for students to demonstrate:</p>	
<p>B1: Critical understanding of the principles of perioperative practice.  B2: Critical evaluation and analysis of evidence to underpin practice.  B3: Reflection on practice to inform theory.  B4: Development of coherent arguments/rationale for practice.  B5: Demonstrate clinical reasoning in evaluating the effectiveness of practice.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> <li>• lectures (B1-B5)</li> <li>• seminars (B1-B5)</li> <li>• directed reading (B1-B4)</li> <li>• use of the VLE (B1,B2,B4)</li> <li>• practice-based learning (B1-B5)</li> <li>• simulation (B1-B3,B5)</li> </ul> <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> <li>• practice assessment (B1-B5)</li> <li>• essay (B1-B5)</li> <li>• OSCE (B3-B5)</li> <li>• exam (B1,B2)</li> <li>• poster (B1,B2,B4)</li> </ul>
<p><b>C: Practical skills</b>  This level provides opportunities for students to:</p>	
<p>C1: Attain some of the national proficiencies for perioperative care.  C2: Demonstrate competence with operating department technology.  C3: Practice within legal guidance and apply the principles of ethics.  C4: Develop ability to effectively contribute to team working.  C5: Exercise personal responsibilities and decision making.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> <li>• simulation (C1-C5)</li> <li>• practice-based learning (C1-C5)</li> </ul> <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> <li>• practice assessment (C1-C5)</li> <li>• OSCE (C1,C2,C4,C5)</li> </ul>
<p><b>D: Transferable skills</b>  This level provides opportunities for students to demonstrate:</p>	
<p>D1: Professionalism and the ability to effectively participate in team-working.  D2: Perform and interpret effective communication skills.  D3: Self appraisal for reflection inspiring life-long learning.  D4: Ability to appraise healthcare literature.  D5: Develop commitment to care and compassion of others.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (D1-D5)</li> <li>• seminars (D1-D5)</li> <li>• tutorials (D2,D3)</li> <li>• direct reading (D4)</li> <li>• use of the VLE (D4)</li> <li>• practice-based learning (D1-D5)</li> <li>• simulation (D1-D3)</li> </ul> <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> <li>• practice assessment (D1-D5)</li> <li>• essay (D3-D4)</li> <li>• OSCE (D2,D3)</li> <li>• exam (D4)</li> <li>• poster (D3,D4)</li> </ul>

**Certificate of Higher Education Perioperative Studies  
Intended Learning Outcomes  
Level 4**

<p><b>A: Knowledge and understanding</b> This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning, teaching &amp; assessment strategies &amp; methods enable students to achieve &amp; demonstrate the programme learning outcomes:</p>
<p>A1: Normal and altered anatomy and physiology of the human body. A2: An understanding of current health and social policies in a healthcare setting. A3: Principles of healthcare. A4: Knowledge of a range of clinical procedures and aspects of their appropriate monitoring and therapeutic interventions. A5: An understanding of aspects of psychology and sociology factors. A6: The legal, ethical, and professional issues in healthcare.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> <li>• lectures (A1-A6)</li> <li>• seminars (A1-A6)</li> <li>• directed reading (A1-A6)</li> <li>• use of the VLE (A1-A6)</li> <li>• practice-based learning (A1-A6)</li> <li>• simulation (A3,A4)</li> </ul> <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> <li>• practice assessment (A1-A6)</li> <li>• exam (A1-A6)</li> <li>• essay (A2,A3,A5,A6)</li> <li>• portfolio (A1-A6)</li> </ul>
<p><b>B: Intellectual skills</b> This level provides opportunities for students to demonstrate:</p>	
<p>B1: An understanding of the principles of perioperative practice and the impact of policy and legislation. B2: An analysis of literature and information related to the perioperative environment. B3: Reflect on own performance, highlighting strengths, weaknesses, and future actions. B4: Distinguish the role of the operating department practitioner from that of other team members.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> <li>• lectures (B1-B4)</li> <li>• seminars (B1-B4)</li> <li>• tutorials (B3)</li> <li>• directed reading (B1,B2,B3)</li> <li>• use of the VLE (B1,B2)</li> <li>• practice-based learning (B1,B3,B4)</li> <li>• simulation (B3)</li> </ul> <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> <li>• practice assessment (B1,B3,B4)</li> <li>• essay (B1-B4)</li> <li>• OSCE (B3)</li> <li>• Exam (B1-B3)</li> <li>• Portfolio (B1-B3)</li> </ul>
<p><b>C: Practical skills</b> This level provides opportunities for students to:</p>	
<p>C1: Attain a number of competencies of the core content of the national standards as described by the level 4 units. C2: Demonstrate competence with aspects of operating department technology. C3: Practice within legal and ethical provision. C4: Develop ability to effectively contribute to team working.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> <li>• lectures (C1,C4)</li> <li>• seminars (C1 C4)</li> <li>• simulation (C1-C4)</li> <li>• practice-based learning (C1-C4)</li> </ul> <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> <li>• practice assessment (C1-C4)</li> <li>• OSCE (C1-C4)</li> </ul>
<p><b>D: Transferable skills</b> This level provides opportunities for students to demonstrate:</p>	
<p>D1: Ability to participate in team-working. D2: Perform and interpret effective communication skills. D3: Self-appraisal for reflection. D4: Understand the importance in maintaining their own mental and physical health and wellbeing.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> <li>• lectures (D1-D4)</li> <li>• seminars (D1-D4)</li> <li>• tutorials (D1-D4)</li> <li>• practice-based learning (D1-D4)</li> <li>• simulation D1-D3)</li> </ul> <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> <li>• practice assessment (D1-D4)</li> <li>• OSCE (D1-D3)</li> <li>• exam (D3)</li> <li>• portfolio (D1,D3,D4)</li> </ul>

## APPENDIX 2 - PROGRAMME SKILLS MATRIX

	UNITS	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	
L E V E L 6	Enhancing Postanaesthetic Care	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
	Enhancing Surgical Care	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
	Enhancing Anaesthetic Care	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
	Evidence for Professional Practice	X			X			X	X	X						X						X	X	X	X	
	Transitioning to Registered Operating Department Practitioner	X	X		X	X	X	X	X		X	X	X				X					X	X	X	X	X
	Leading and Managing Change in Healthcare	X	X		X		X	X	X		X	X	X				X				X	X	X	X	X	
L E V E L 5	Developing Surgical Care	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
	Developing Anaesthetic Care	X		X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	Developing Postanaesthetic Care	X		X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
	Perioperative Science					X																		X		
	Research for Professional Practice	X			X			X	X	X						X					X	X	X	X	X	
	Medicines Management for Perioperative Practice	X				X		X				X			X	X								X	X	
L E V E L 4	Foundations of Surgical Care	X	X	X		X					X	X	X	X	X	X	X	X	X	X	X	X	X	X		
	Foundations of Anaesthetic Care	X		X		X					X	X	X	X	X	X	X	X	X	X	X	X	X	X		
	Foundations of Postanaesthetic Care	X		X		X					X	X	X	X	X	X	X	X	X	X	X	X	X	X		
	Anatomy & Physiology for Perioperative Practice					X																		X		
	Foundations of Operating Department Practice	X	X		X																	X		X	X	
	Learning in Higher Education for Healthcare Practice					X			X							X						X		X	X	
<b>A – Subject Knowledge and Understanding</b>								<b>C – Subject-specific/Practical Skills</b>																		
<p>A1: Key legal and professional policies and guidelines to enhance best practice and provide a safe and effective care environment.</p> <p>A2: How human factors, safety, culture, and values influence the delivery of humanised care and developing good communication skills that enhance working and therapeutic relationships.</p> <p>A3: Sound knowledge of a wide range of clinical procedures with a depth of understanding of appropriate diagnostic, monitoring and therapeutic interventions.</p> <p>A4: How evidence-based practice enhances perioperative care and understanding the variety of research methods that contribute to the development of perioperative practice.</p> <p>A5: Application of perioperative science to understand, assess, inform, &amp; support patient care.</p> <p>A6: Leadership and management principles, innovation, and adaptation to change.</p>								<p>C1: Attain national proficiencies for perioperative practice.</p> <p>C2: Demonstrate skill in the assessment, monitoring, support, and care of perioperative patients.</p> <p>C3: Develop, implement, and evaluate practice, demonstrating application of best evidence, effective use of resources and patient-centred practice.</p> <p>C4: Communicate professional judgements and findings effectively to meet diverse needs.</p> <p>C5: Work in highly complex and pressurised settings, maintaining advocacy, professional integrity, and judgement.</p> <p>C6: Demonstrate safe practice and know when a situation is beyond the scope of one's own practice.</p>																		
<b>B – Intellectual Skills</b>								<b>D – Transferable Skills</b>																		
<p>B1: Analyse, critically appraise and apply evidence from literature and a variety of other sources to develop best practice and understand the principles of audit and evidence-based practice.</p> <p>B2: Understand methods commonly used in perioperative care research, including ethical issues, the collection, interpretation and analysis of data and dissemination of findings.</p> <p>B3: Critically evaluate new concepts, theories, and research in order to determine their relevance to perioperative practice and to creatively resolve problems, recognising the need for innovation in practice.</p> <p>B4: Demonstrate clinical reasoning and professional judgement in evaluating and monitoring the effectiveness of specific practice.</p> <p>B5: Demonstrate critical reflection on and evaluation of clinical applications and a critique of own performance.</p>								<p>D1: Practice in an anti-oppressive manner, respecting the rights, dignity, culture &amp; individuality of patients and colleagues, working in a patient-centred manner with people from diverse backgrounds.</p> <p>D2: Build professional relationships, underpinned by partnership and trust and respecting consent, confidentiality, and dignity of patients.</p> <p>D3: Demonstrate verbal and non-verbal communication skills that support diversity and effective professional interaction.</p> <p>D4: Communicate effectively in formal and informal situations through a range of media.</p> <p>D5: Resolve problems systematically, logically, and creatively, drawing on a range of knowledge and information sources.</p> <p>D6: Demonstrate IT literacy and skill in using information and communication technologies.</p> <p>D7: Understand the importance of their own mental and physical health and wellbeing strategies in maintaining fitness to practise.</p>																		

# **BSc (Hons) Operating Department Practice**

**Apprenticeship Course Handbook**

**2021-2022**

Version 1  
School of Health and Social Care

**[www.glos.ac.uk](http://www.glos.ac.uk)**

## Table of Contents

1.	Introduction and Welcome .....	4
	Defining Terms .....	7
2.	Our Philosophy.....	7
3.	Programme Context and Description .....	7
4.	The Course Team .....	8
5.	Key Contacts.....	8
	Academic Subject Lead (ASL) .....	9
	Academic Course Lead (ACL).....	9
	Module Leaders (ML).....	9
6.	The Personal Tutor Scheme .....	9
	Meeting with your Personal Tutor .....	10
7.	Programme Content and Structure .....	10
8.	BSc (Hons) Operating Department Practice Course Map.....	11
9.	School of Health and Social Care Assessment Strategy .....	12
	Assessment Aims.....	13
	Course Assessment Strategy.....	13
	Year 2 (Level 5) - Working with others .....	15
10.	Assessment Regulations.....	17
	Grade Descriptors and Bands .....	17
	Reassessment.....	17
	Course Specific Assessment Regulations.....	18
	End Point Assessment: .....	19
11.	Occupational Health Screening .....	20
12.	Clinical Education.....	20
13.	The University, Faculty and School.....	21
14.	Our Expectations of you as a student .....	22
	Research at the University of Gloucestershire.....	22
	Communicating with the School .....	22
15.	Course Entry Requirements and Application Process.....	23
16.	Course Management.....	24
	Award and Progression Panel (APP) .....	24
	Appeals and Complaints .....	25
	External Examiners.....	25
	Course Feedback .....	26
17.	Expectations and Entitlements of Study .....	27
	Managing Your Programme of Study .....	27
	Enrolment as a Student.....	27
	New Students .....	27
	Your University ID Card .....	28
	Taking Time Out – Withdrawing or Deferring .....	28
18.	Professional, Statutory and Regulatory Body (PSRB) Accreditation .....	29
	Professional Practice .....	29
	Review of Good Health and Good Character Status .....	30
19.	Range and Type of Academic Work at Undergraduate Level.....	30
20.	Learning and Teaching .....	30
	Academic Regulations .....	31
	Retention of Work.....	31

Assessment Feedback.....	31
Assessment Offences .....	32
Referencing .....	32
Submission of Work for Assessment .....	33
Late Submission .....	33
Non-Submission .....	33
Early Submission .....	34
Return of Work .....	34
21. Mitigating Circumstances .....	34
22. Timetables and Attendance.....	35
Attendance and Engagement Policy .....	36
Expectations.....	36
Punctuality and respect for others.....	37
Unavoidable absence .....	37
Special leave requests .....	38
Non-Engagement .....	38
Impact of Absence.....	39
23. Student Support, Equality and Diversity .....	39
Helpzone .....	40
Equality and Diversity.....	40
Support for Disabled Students .....	40
Counselling.....	40
Support for International Students.....	40
Employability and Careers.....	41
Funding for Study.....	41
Student Achievement Team.....	41
Library Services .....	41
ICT Provision.....	41
24. Useful University of Gloucestershire contact details .....	42
25. Additional Expenses.....	42
26. Keeping in Touch - Alumni .....	43
27. The Quality Assurance of the Programme .....	43
The Role of Students in Quality Assurance .....	44

## 1. Introduction and Welcome

Welcome to the School of Health and Social Care at the University of Gloucestershire. We are *delighted* that you have chosen to start your career with us!

As a graduate of the programme you will be eligible to apply to register with the Health and Care Professionals Council (HCPC) as a registered operating department practitioner. (ODP) You will be an accountable, proactive and person-centred professional.

Throughout the programme you will be required to demonstrate achievement of the professional standards that ODP must uphold in order to be registered to practise in the UK and as outlined in the [HCPC Standards of Conduct, Performance and Ethics \(2016\)](#)

Your programme has been designed together with our key practice partners Gloucestershire Hospitals NHS Foundation Trust, Gloucestershire Health and Care NHS Foundation Trust, Gloucestershire Clinical Commissioning Group, North Bristol NHS Trust, University Hospitals Bristol NHS Trust, Royal United Bath Hospital NHS Trust, Great Western Hospital NHS Trust, and Weston Hospital NHS Trust that have assisted in the drive to deliver high quality education to for you.

The University and our partners are committed to supporting your professional development through the academic and practice approach to teaching, learning and assessment, and in return we need your commitment to:

- embrace every opportunity,
- give constructive feedback to enable the programme to continually improve, and
- take responsibility for your own learning at all times.

We share and promote the *NHS Vision*:

*“That everyone has greater control of their health and wellbeing, supported to live longer, healthier lives by high quality health and care services that are compassionate, inclusive and constantly-improving”*

To this end, the programme has been designed to enable you to develop your own resilience and maintain a strong work life balance. You will live the values and contribute to the culture and conditions for health and care services, and staff, to deliver the highest standard of care and ensure that valuable public resources are used effectively to get the best outcomes for individuals, communities and society for now and for future generations.

We will achieve this through best use of resources across organisations, to enable shared governance to support the development of students who understand their accountability, the duty of care, and their role and responsibility to drive service improvement.

Throughout your programme we will work with you to ensure your experience and the skills you will gain will be:

- of the highest standards enabling you to deliver high quality patient care in a range of settings on completion of your programme,
- recognised by the HCPC,
- in promotion of the NHS values and vision ensuring everyone has greater control of their health and their wellbeing, including you, and
- paramount in enabling you to lead and manage: yourself as a practitioner, the care you deliver and the service that you work in.

We have built on the University initiative '**Your Future Plan**' to ensure that as a learner you build a portfolio of practice that ensures your 'employability' and demonstrates your readiness to deliver high quality, evidence based and safe care at the point of registration. From day one you will begin to understand yourself as a practitioner and future leader of care. You will be required to:

- Take responsibility for and coproduce your learning and development,
- Work with your mentor/coach to identify your learning needs, based on your strengths and weaknesses,
- Undertake profiling and 360 feedbacks to build your skills, knowledge and resilience as a practitioner,
- Understand your role and integrate into the care team.

The University and our partners commit to delivering a curriculum that empowers and develops you as a learner and future leader. The underpinning theme that runs through the programme, and across all programmes is the development of clinical leadership. Developing People-Improving Care (NHS Improvement, 2016) clearly identifies the need for leadership development and service improvement skills to be equally embedded within the pre-registration clinical curricula in healthcare. The degree programme adopts the guidance provided by Health Education England (2018) on integrating their three themes of leadership (focus on self, working with others and on improving healthcare) in pre-registration programmes.

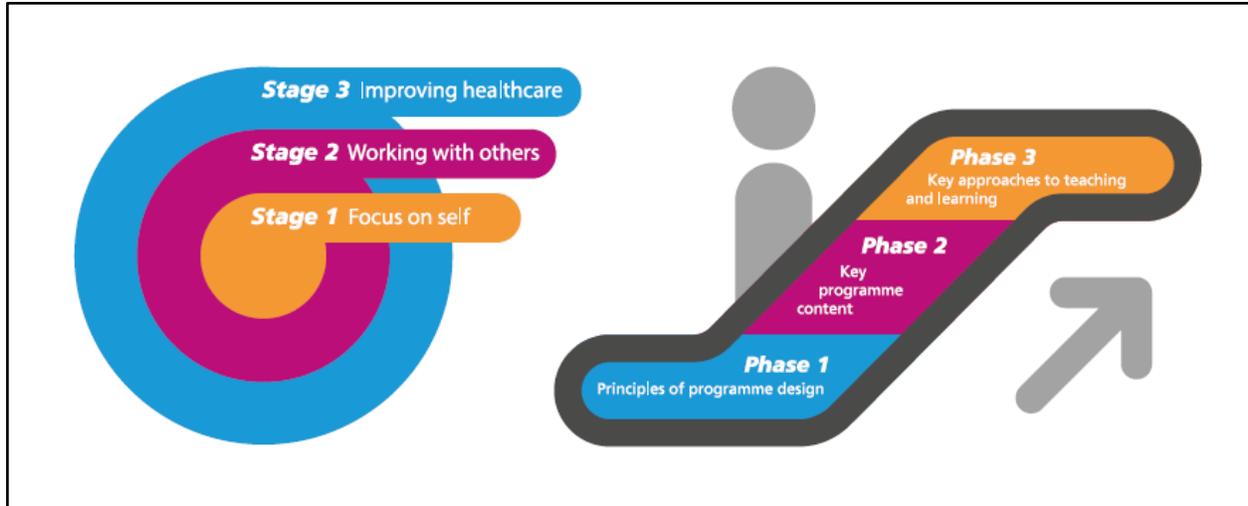


Figure 1- Health Education England: The Three Stages of leadership development and the three phases of curricula design (Health Education England, 2018)

The programme has been designed to deliver ODP education that:

- Is driven by the best interests of patients and people in our care;
- Develops resilient and competent practitioners;
- Promotes a values based “Culture of Care” throughout the system;
- Provides high quality care for people with complex needs in any setting;
- Manages risk and drives health improvement and productivity, and promotes safety; and
- Enables optimisation, service transformation and innovation through the assessment strategy.

The programme will be delivered with a strong focus on work-based learning, so that learning in practice is maximised. It will ensure that the academic and practice learning undertaken by you as a learner meets professional and academic standards and requirements as determined by HCPC.

This handbook has been prepared to cover the information you will need to guide you through your programme and to assist you as a student in the University. Please read it thoroughly and use it as your first point of reference.

On behalf of the University and our partners, I wish you an enjoyable and successful programme of study, here, at the University of Gloucestershire.

**Lorraine Dixon, Head of School - Health and Social Care**

## ***Defining Terms***

This course is accessible as an apprenticeship inclusive of a Bachelors Degree. Within this document the following terms will be used:

A **Trainee** is a learner who is undertaking study as part of an apprenticeship. They will be employed in the healthcare sector and be released by their employer to study at the University.

The term **Learner** is used to reference either Students or Trainees undertaking the programme to be eligible on completion to apply to register with the HCPC as an Operating department practitioner.

## **2. Our Philosophy**

We believe that for Operating Department Practitioners of the future to deliver evidence-based care across a wide range of settings a whole person approach is required, understanding the emotional and physical needs of individuals across the lifespan, in an ever-increasing ageing population. Such care requires fundamental understanding of perioperative care within a multi-disciplinary team. The profession is constantly evolving with ODPs working in a wider range of setting and across multiple areas of health and social care. Your course aims to meet the needs of a modern ODP and is adaptable to change as ODP practice changes and moves forwards.

Operating department practice is a rewarding and challenging profession, which requires knowledge of a wide range of specialities to address increasingly complex health conditions requiring surgical intervention. We believe that ODPs working in partnership with the public, engaging in shared decision-making, as part of the multi-disciplinary team is vital to meeting the individual needs of patients and their carers. The role of ODP is growing and evolving we want you to be exposed new areas of working such as intensive care, accident and emergency and trauma.

**Rebecca Adams Operating Department Practice Course Leader**

## **3. Programme Context and Description**

The School delivers pre-registration professional programmes, post-registration programmes and freestanding modules in: Social Work and Social Care, Nursing and a number of Allied Health Professions providing opportunity for inter-professional working. It works in partnership with other educational establishments to deliver programmes, providing opportunities for students without traditional entry qualifications. The School aims to develop the role of scientific evidence in health and care through high quality research, teaching and other forms of dissemination.

The programme offers a work-based learning programme that will lead to a nationally recognised Operating Department Practice Degree qualification

Further information can be found in the [Employer Guide to Degree Apprenticeships](#)

The programme, which adheres to the [integrated degree standard](#) for Operating Department Practitioner Training combines and integrates both academic and work/placement-based learning through close collaboration between employers, placement, and education providers.

A Trainee Operating Department Practitioner will be based, as an employee, in a particular organisation, in a specific setting, but will experience working in alternative settings, to enable the learner to gain a wide appreciation of many health and care contexts and fulfil all the requirements for registration with the HCPC.

#### **4. The Course Team**

You are now a member of the School of Health and Social Care, which comprises of academic staff engaged in teaching, learning and research, support staff and other students like you. You are now also part of the Allied Health Professions Student Community within the School, which continues to grow.

You will also have a nominated Course Representative for your specific course and year group. Course Reps are there to help represent your views within the Subject Community, School and the wider university – there is always a way to get your views heard.

Student Reps have an important role in feeding back comment from their fellow students to the teaching team. Each year students are invited to nominate or stand for this role at the start of the year and the successful reps are given training by the Students Union. Your Student Reps are your voice, so it is both important that you support them and that you talk with them on a regular basis.

<https://www.yourstudentsunion.com/student-voice/yourrepresentatives/>

#### **5. Key Contacts**

Staff contact information can be found on our Staff Directory and on each module site on Moodle, including information of staff in key roles. For further information or to find

the details for a member of staff, visit:

<https://www.glos.ac.uk/visit/pages/staff-contact-directory.aspx>

Name	Role	Contact Details
Lorraine Dixon	Head of School - Health & Social Care	<a href="mailto:ldixon@glos.ac.uk">ldixon@glos.ac.uk</a> 01242 714767
Eve Scarle	Academic Subject Lead - Allied Health Professions	<a href="mailto:escarle@glos.ac.uk">escarle@glos.ac.uk</a> 01242 715278
Rebecca Adams	Academic Course Leader - Operating Department Practice	<a href="mailto:radams3@glos.ac.uk">radams3@glos.ac.uk</a> 01242 714629
Ashley Wimslow	Senior Lecturer in Operating Department Practice	<a href="mailto:Awinslow@glos.ac.uk">Awinslow@glos.ac.uk</a>
Kim Flinders	Lecturer/practitioner Operating Department Practice	TBC

### ***Academic Subject Lead (ASL)***

The Academic Subject Lead has oversight of all the courses, manages the academic team in your subject area and leads the subject area in research and scholarly activity.

### ***Academic Course Lead (ACL)***

The Academic Course Lead provides academic leadership of a course(s) ensuring close liaison with Module Leaders, Senior Lecturers, Lecturer Practitioners and Practice Educators. They manage the academic content and teaching of modules and programmes and are responsible for presentation of assessments to exam boards for awards.

### ***Module Leaders (ML)***

The Module Leaders co-ordinate module-specific learning activities and provides academic supervision regarding the module specific content. She/he is responsible (with members of the module team) for marking module assessments.

Your Clinical Educators are current experienced operating department practitioners and will support learning in practice during your blocks of placement activity.

## **6. The Personal Tutor Scheme**

You will be allocated a Personal Tutor who is there to offer you support and advice

throughout your programme of study. Your Personal Tutor will meet with you to discuss your academic progress and check all is well with you and your studies. Your Personal Tutor will encourage you to develop your academic personal skills and can also act as a reference for any applications you might make in the future.

THEY CAN ADVISE WHAT TO DO IF THINGS GO WRONG AND REFER YOU TO THE RIGHT PEOPLE IN THE UNIVERSITY FOR HELP WITH MORE PERSONAL MATTERS.

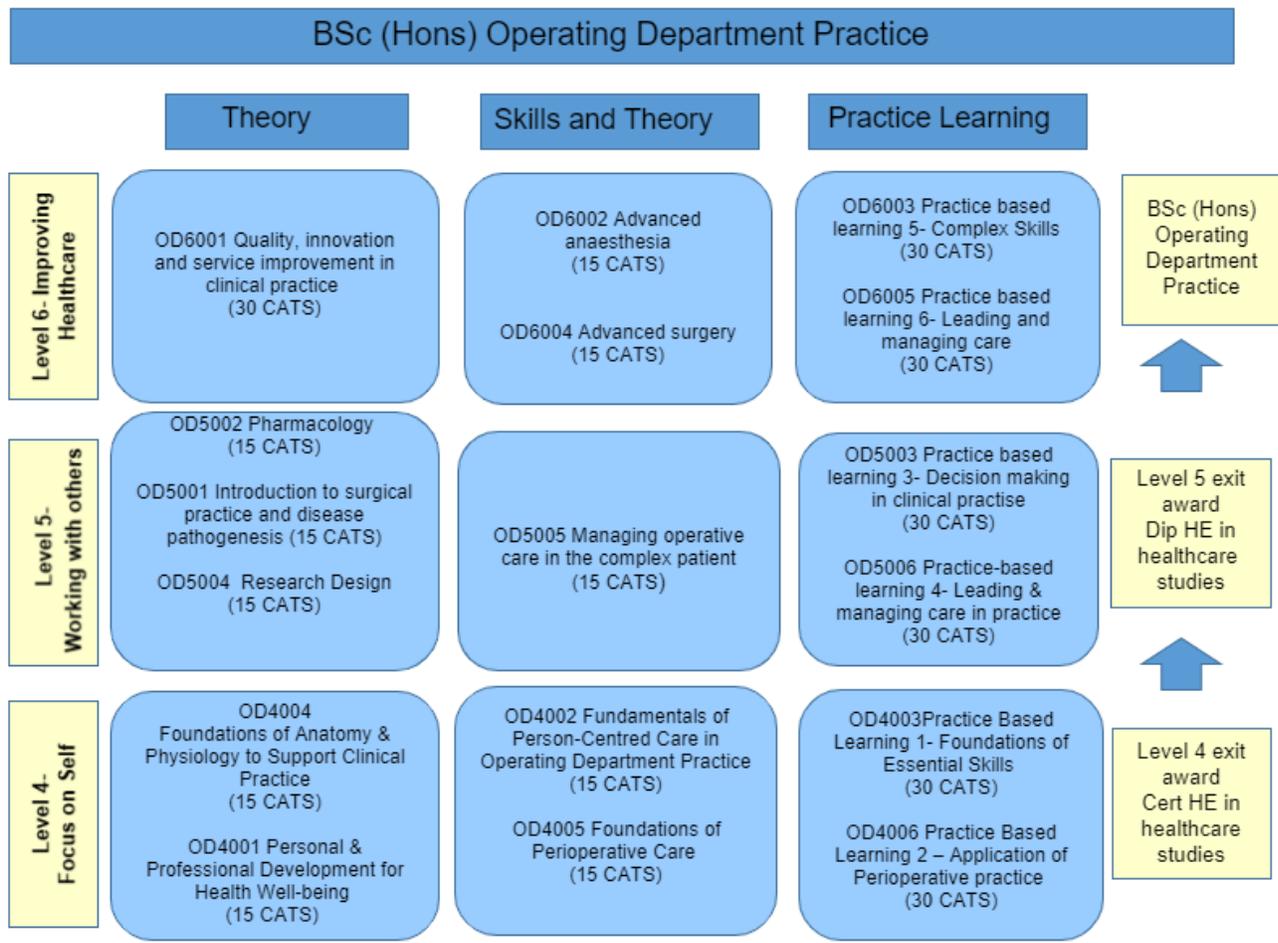
### ***Meeting with your Personal Tutor***

It is primarily your responsibility to book and attend appointments with your tutor, and it is better to arrange these in advance by email. If you fail to attend a meeting your Personal Tutor will make reasonable attempts to contact you and to re-arrange the meeting. However, please do not automatically expect to find your Personal Tutor in their room and available to see you if you call unannounced. Records of your meetings will be kept by your Personal Tutor – these may be accessed by other staff if necessary, for example for continuity purposes if you change Personal Tutor.

If your relationship with your Personal Tutor breaks down, you should contact the Academic Subject Leader in the first instance.

## **7. Programme Content and Structure**

The curriculum is delivered over three years to meet the overall programme learning outcomes (available via your programme Moodle site). The theoretical and skills modules are taught in the University and your six clinical placement modules will be undertaken in a range of practice settings across the County.



Note: Only those who graduate with the full BSc (Hons) Operating Department Practice will be eligible to apply for admission to the register. Exit awards do not provide a pathway to registration.

## 8. BSc (Hons) Operating Department Practice Course Map

<b>LEVEL 4</b>		
To complete your programme you must pass the following compulsory modules:		
<i>OD4001 Personal &amp; Professional Development for Health Well-being</i>	15 CATS	SEM 1
<i>OD 4002 Fundamentals of Person-Centred Care in Operating Department Practice</i>	15 CATS	SEM 1
<i>OD4003 Practice Based Learning 1- Foundations of Essential Skills</i>	30 CATS	SEM 1
<i>OD4004 Foundations of Anatomy and Physiology to Support Clinical Practice</i>	15 CATS	SEM 1&2
<i>OD4005 Foundations of Perioperative Care</i>	15 CATS	SEM 2
<i>OD4006 Practice Based Learning 2 – Application of Perioperative practice</i>	30 CATS	SEM 2
<b>LEVEL 5</b>		
To complete your programme you must pass the following compulsory modules:		
<i>OD5001 Introduction to surgical practice and disease pathogenesis</i>	15 CATS	SEM 1
<i>OD5002 Pharmacology</i>	15 CATS	SEM 1
<i>OD5003 Practice based learning 3- Decision making in clinical practise</i>	30 CATS	SEM 1
<i>OD5004 Research Design</i>	15 CATS	SEM 2
<i>OD5005 Managing operative care in the complex patient</i>	15 CATS	SEM 2
<i>OD5006 Practice-based learning 4- Leading &amp; managing care in practice</i>	30 CATS	SEM 2
<b>LEVEL 6</b>		
To complete your programme you must pass the following compulsory modules: <i>List the compulsory modules here</i>		
<i>OD6001 Quality, innovation and service improvement in clinical practice</i>	30 CATS	SEM 1&2
<i>OD6002 Advanced anaesthesia</i>	15 CATS	SEM 1
<i>OD6003 Practice based learning 5- Complex Skills</i>	30 CATS	SEM 1
<i>OD6004 Advanced surgery</i>	15 CATS	SEM 2
<i>OD6005 Practice based learning 6- Leading and managing care</i>	30 CATS	SEM 2

## 9. School of Health and Social Care Assessment Strategy

Assessment is a judgement of your performance and is an essential feature of both your experience and ultimate degree qualification. Assessment can include coursework, examinations, group work, presentations, dissertations, projects and importantly your clinical performance. It will encompass both formative and summative assessment, appraisals, verbal feedback and written feedback. The Principles and Procedures of assessment are in accordance with the University of Gloucestershire's Academic Regulations:

<https://www.glos.ac.uk/docs/download/Business/Academic-Regulations-for-Taught-Provision-2019-20.pdf>

The School of Health and Social Care is committed to:

- Encouraging you to actively engage in your own learning and clinical skills.
- Supporting and facilitating assessment activities to improve your learning and clinical expertise.
- Providing assessments that will be accessible and inclusive, both University and clinically based.
- Ensuring that you receive timely, meaningful feedback to progress your learning

and clinical expertise.

- Providing you with innovative, enjoyable and engaging methods of assessments using a variety of mediums.
- Ensuring that assessments are linked to the module and course level outcomes
- Providing assessments methods that are inclusive of the collaborative partners, including service users.

### ***Assessment Aims***

- All students will engage with a range of relevant formative and summative assessments, clearly linked to the module, course and HCPC learning outcomes.
- All assessments are designed to be accessible and inclusive aligned with the University's Equal Opportunities Statement.
- Formative and summative assessments are designed to enable you to demonstrate the skills and knowledge you have acquired both academically and clinically.
- The feedback mechanism in place will include guidance on how to improve performance.
- Assessment processes and outcomes are designed to enhance your personal and professional development on your journey to registered status

### ***Course Assessment Strategy***

Assessments are undertaken as an evaluation of meeting the learning outcomes of individual modules, each year of study and the overall programme. Assessments on this programme have been structured to include a variety of strategies and styles. Not all students learn and demonstrate understanding in the same way, therefore a range of assessment methods are included in this programme. All theory assessments will subsequently require you to apply the knowledge gained in the module to practice.

As a student within the School of Health and Social Care you will be exposed to a diverse range of assessments over the different years of your degree programme. Assessment is designed for learning, to help you learn about yourself, your discipline and your progress through the degree programme.

During your BSc (Hons) Operating department practice programme you will be challenged to demonstrate an understanding of key concepts and theories relevant to practice. Progressively the demand we place on you will increase across the three-year study period to allow you to develop as an independent, critical thinker in order that upon graduation you become an autonomous, highly skilled Operating department practitioner.

Each module on the degree programme offers the opportunity for formative assessment and feedback opportunities (in order to prepare you for the summative pieces of work. The purpose of these assessments is to offer you the opportunity to evaluate your progress to date and reflect and learn from these experiences. Formative assessment and feedback can take the form of tutorials, feedback within class, mock written and practical assessments, peer feedback and draft essay feedback.

Summative assessment occurs across all modules and levels. At level 4 you will be assessed by written and oral exams, group work, coursework and practical assessments. The diversity in assessment strategies plays to different student strengths. As you progress into Level 5 there is an increase in knowledge and specialist skills, and this is demonstrated with written work and individual presentations. During level 6 you will show a deep level of understanding of the subject area in the independent project, offering an extended piece of writing on a service improvement/design. You will have the opportunity to share this experience in the presentation of your findings in a conference style poster presentation.

**By the end of level 4 you should be able to:**

**Year 1 (Level 4) – Focus on Self**

During level 4 of study you are introduced to the fundamental knowledge and skills that underpin Operating department practice. You will learn to demonstrate a sound understanding of the principles of anatomy & physiology and gain foundations of knowledge and skills in anaesthetics. Scrub and PACU (recovery). You will be able to show an awareness of professional boundaries, ethical practice and the importance of person-centred care.

**By the end of level 4 students should be able to:**

**Knowledge and Understanding**

1. Demonstrate a sound understanding of normal structure and function of the body systems.
2. Describe the pathophysiology and clinical features of a small range of health conditions.
3. Undertake literature searches to identify appropriate sources of evidence to make judgement on basic theories and concepts relevant to healthcare.

**Intellectual Skills**

4. Identify learning needs and take responsibility for their own learning
5. Understand and demonstrate the importance of reflective practice

### **Subject Specific Skills**

6. Understand the boundaries of professional practice within the profession and the role of the Operating department practitioner within the inter-professional team.
7. Demonstrate safe skills in manual handling and patient mobilisation.
8. Undertake clinical assessment using basic clinical reasoning skills to formulate problem lists.

### **Transferable Skills**

9. Demonstrate a person-centred approach to care, acting in an ethical, caring and respectful manner.
10. Respect and value cultural diversity and uphold the individual's rights and beliefs.
11. Show the ability to communicate with service users and other health care professionals

### ***Year 2 (Level 5) - Working with others***

During level 5 of study you will build upon knowledge gained in level 4 by applying knowledge and skills learnt to a wider and more complex range of clinical situations. You will cover the perioperative management of complex and specialist procedures across the age ranges. Greater emphasis is placed upon the development of your assessment and clinical reasoning skills.

### **By the end of level 5 students should be able to:**

#### **Knowledge and Understanding**

1. Describe and evaluate the pathophysiology and clinical features associated with a range of surgical procedures.
2. Articulate how surgical intervention interventions may help to alleviate certain physical conditions across a range of surgical specialisms.
3. Demonstrate understanding and evaluate research design, method selection and data analysis techniques applicable to healthcare.

#### **Intellectual Skills**

4. Evaluate and reflect on own clinical practice and identify strategies to improve clinical performance
5. Reflect upon own practice and relate this to relevant published sources and practice-based evidence

#### **Subject specific skills**

6. Apply knowledge of theoretical clinical concepts to practical situations across a range of perioperative disciplines.
7. Use a range of techniques to undertake a holistic patient assessment
8. Implement operating department techniques and management techniques across a range of clinical situations.

### **Transferable skills**

9. Evaluate how psychological well-being, mental health issues and learning difficulties can impact upon approaches to patient care.

10. Show the ability to communicate effectively with service users and other health care professionals

### **Year 3 (Level 6) - Improving Healthcare**

At level 6 of study the focus is upon integration of clinical concepts and critical evaluation. You are encouraged to be a critical thinker, aiming to seek high quality sources of information and questioning validity. You use these critical skills to plan, implement and evaluate an area of research/service improvement in the independent project module.

You are encouraged to question practice and consider how healthcare can be improved. You are introduced to more complex clinical cases building upon your assessment, clinical reasoning and management skills. During clinical placement activity there is a greater emphasis on independence, by prioritising and managing your own patient caseload in order to prepare you for your future operating department practice career.

#### **By the end of level 6 students should be able to:**

##### **Knowledge and Understanding**

1. Engage critically and creatively with academic and sector-based knowledge in order to offer a sustained piece of scholarly writing.

2. Compare and contrast the delivery of perioperative services from an organisational, legal and policy context.

3. Critically evaluate the evidence-base for perioperative interventions across an extensive range of surgical conditions.

##### **Intellectual Skills**

4. Be able to adapt care delivery in response to the needs of the service users and upon critical reflection of their own practice to improve future performance.

5. Show a commitment to continuing professional development and life-long learning.

##### **Subject Specific Skills**

6. Integrate theory into practice by working as an autonomous member of the multi-disciplinary team across diverse clinical settings providing person-centred and evidence-based perioperative care.

7. Demonstrate emerging leadership skills by acting to facilitate change and improvement within healthcare in order to enhance the health and well-being of individuals, groups and services.

### **Transferable Skills**

9. Demonstrate a caring and companionate approach towards all individuals treating service users, regardless of background, with dignity and respect, acknowledging the physical, psychological, social and cultural needs of that individual.

10. Demonstrate effective workload planning and time management skills and be resilient and adaptable to the changing pressures and priorities within healthcare.

## **10. Assessment Regulations**

The Principles and Procedures of assessment are in accordance with the University of Gloucestershire's Academic Regulations:

<https://www.glos.ac.uk/docs/download/Business/Academic-Regulations-for-Taught-Provision-2019-20.pdf>

### ***Grade Descriptors and Bands***

Your tutors expect a high standard in the work submitted for assessment at this level. The pass mark for all modules is 40%. Overall module performance is graded as follows:

<b>Percentage</b>	<b>Comment</b>	<b>Grade</b>
70-100	Pass	A
60-69	Pass	B
50-59	Pass	C
40-49	Pass	D
1-39	Fail but with entitlement to reassessment	R
0	Fail without entitlement to reassessment	F

### ***Reassessment***

A student shall be entitled to a single opportunity for reassessment if the overall mark for the module is in the range 1-39%.

When one or more elements of assessment are submitted as a reassessment opportunity, the maximum attainable module mark is 40%.

Work must be submitted by the re-assessment date or a date that has been extended as a result of disability or mitigating circumstances. Re-submission dates are non-negotiable.

A student who has achieved the specified pass mark for the module at the first attempt will **not** be able to re-take the module to gain a higher mark.

### ***Course Specific Assessment Regulations***

Your BSc (Hons) Operating department practice programme is linked to professional bodies (HCPC) and on passing the degree you will be eligible to apply for registration with these organisations. Due to this, there a specific assessment regulation that apply to this programme that differ from the standard University of Gloucestershire assessment regulations. The following regulations apply to your course:

- All modules are designated as compulsory according to the University regulations
- It is not normally permitted that a student can proceed from one year or level of programme to the next without having successfully completed all the pre-requisites for the following level
- Students must pass all modules within the programme to obtain the final award of BSc (Hons) Operating department practice.
- That there is no compensation within and between modules that have a practical or skills-based element

### ***Theory Modules***

For the Six theory-based modules (listed below). A pass mark will be awarded where the overall module mark is at least 40%. A student is entitled to a single opportunity for reassessment if the overall mark for the module is in the range 1-39%.

OD4001	Personal & Professional Development for Health Well-being
OD4004	Foundations of Anatomy and Physiology to Support Clinical Practice
OD 5004	Research design
OD5002	Pharmacology
OD5001	Introduction to surgical practice and disease pathogenesis
OD6001	Quality, innovation and service improvement in clinical practice

### ***Practical and Skills-based Modules***

There are 11 modules (listed below) that have practical or skills-based learning outcomes

and assessments. The overall pass mark for a module is 40%. Compensation is not allowed between assessment elements within a module, and if a student fails to pass all elements of assessment at the first attempt, the overall module result will be recorded as a qualified fail and the student is entitled to a single opportunity for reassessment. In cases where a student passes the reassessed element, the overall module result shall be capped at 40D. In cases where a student fails to pass the reassessed element, the overall module result shall be recorded as 39F.

OD4002	Fundamentals of Person-Centred Care in Operating Department Practice
OD4003	Practice Based Learning 1- Foundations of Essential Skills
OD4005	Foundations of Perioperative Care
OD4006	Practice Based Learning 2 – Application of Perioperative practice
OD5003	Practice based learning 3- Decision making in clinical practise
OD5005	Managing operative care in the complex patient
OD5006	Practice-based learning 4- Leading & managing care in practice
OD6002	Advanced anaesthesia
OD6003	Practice based learning 5- Complex Skills
OD6004	Advanced surgery
OD6004	Practice based learning 6- Leading and managing care

### ***Re-taking failed modules***

If you fail a module re-assessment (score 1% to 39%) you are entitled to retake the failed module once more in full (ie a second attempt) at the next available opportunity. Retaking modules necessitates attendance and requires completion of all assessments. Any assessment marks from the previous attempt at the module cannot be carried forward. The full range of marks will be available for modules that are retaken. A full fee will be charged for modules at second attempt.

### ***Re-taking a failed placement block***

In order to be eligible to apply for HCPC on successful completion of the degree student must pass all elements of their placement modules and have completed over 2400 hours of supervised clinical experience. A student who fails a placement block must re-take this placement in a different setting over their holiday period. The mark for the placement block will be capped at an overall module of 40% if the student passes this placement. Any student who fails their second attempt at the placement block will be withdrawn from the BSc (Hons) Operating department practice programme and may either be transferred onto another programme of study or exit the University with an interim award that does not allow eligibility to apply for HCPC.

### ***End Point Assessment:***

End-point assessment is a holistic and independent assessment of the knowledge, skills and behaviours which have been learnt throughout an apprenticeship standard. The requirements for end-point assessment are set out in the assessment plan for the specific

standard.

An apprentice can only take the end-point assessment once they have met the minimum duration of an apprenticeship, satisfied the gateway requirements set out in the assessment plan and their employer (in consultation with the training provider) is content that they have attained sufficient skills, knowledge and behaviours.

As part of an integrated the degree the provider can carry out the assessment, but the assessor will not have been directly involved in your programme of training. The end-point assessment requirements are set out in the assessment plan for the standard.

The end-point assessment can only be taken after the minimum duration has been completed. The end point assessment sits within Module OD 6005.

## **11. Occupational Health Screening**

You are required at the start of the programme to undergo Occupational Health screening organised by the School of Health and Social Care. The University has a contract with MediGold Occupational Health, and you will be directed by the school on when to attend.

To ensure you are adequately supported throughout your period of study, you are reminded that any physical or psychological problems which occur after commencement of your programme should be confidentially disclosed and discussed with your personal tutor as soon as they arise and again on annual re-enrolment during the programme. Failure to do so could result in suspension.

### ***Immunisation and Vaccination Requirements***

Department of Health guidelines require that all new healthcare workers (including students) have standard health clearance checks for immunity and have appropriate vaccinations for relevant infectious diseases. This is to protect both student and service user. A range of immunity checks (e.g. blood or skin testing or documented history of previous infection or vaccination) are carried out and individual requirements for vaccination (e.g. full course or boosters) are planned by Occupational Health for each student at commencement of the programme.

Students therefore must provide information; attend appointments for vaccinations and tests when required. Occupational Health send requests to students University e-mail accounts and students are expected to be vigilant for such requests and to respond promptly.

Non-compliance with vaccination and immunisation requests is monitored by Fitness to Practice Committee and may result in suspension from practice.

## **12. Clinical Education**

The University of Gloucestershire and local NHS Trusts are working collaboratively to ensure a high-quality experience, which meets the needs of students, clinical partners and the University. The focus of practice education within the programme is on achieving the learning outcomes and themes and the clinical competencies within the practice assessment document.

At level 4 there is a front-loaded academic teaching block prior to students being released into practice on a three-day week in practice and one day a week in University. The aim of practice education is to ensure that, by the time of graduation, students can appropriately integrate theory and practice to the standard expected of an Operating Department Practitioner.

During each level students will undertake 800 hours of practice education

**Table 2: Practice Education Hours**

	Semester I	Semester II	Total Hours
Level 4	<b>390</b>	<b>410</b>	<b>800</b>
Level 5	<b>412</b>	<b>388</b>	<b>800</b>
Level 6	<b>400</b>	<b>400</b>	<b>800</b>
		Total	2400 Hours

The placement hours have been calculated to achieve 2400 hours of clinical experience to allow successful graduates of the BSc (Hons) Operating Department Practice eligibility to apply for registration with the HCPC. In addition, catch up placement hours over the holiday period will be offered to those students at level 5 and 6 who have failed to reach their placement hours for legitimate reasons, for example, mitigating circumstances that have been identified with the senior tutor or Helpzone team.

Where a level 5 or 6 students have failed to meet their minimum 800 hours of clinical experience this will have to be completed over the holiday period and may result in delayed graduation from the BSc (Hons) Operating Department Practice programme. This will be supported and managed through the Supported Study Procedures

### **13. The University, Faculty and School**

The University of Gloucestershire is located over four campuses in Cheltenham and Gloucester. Each has its own unique character and history. The University was granted university status in 2001. Predecessor colleges have been delivering quality education in Gloucestershire since 1834. Our roots lie in teacher training and more than 150 years later is still outstanding in its field, with Ofsted inspectors judging our Primary and Secondary teacher education programmes as Outstanding in 2015.

More information on the University can be found at: [www.glos.ac.uk](http://www.glos.ac.uk)

We treat every one of our students as a person, not a number. Through your study here and you'll be joining a close-knit, supportive community of staff and students who share

your passions, academic interests and goals. We'll also help you develop the confidence, skills and experiences that you need to achieve your aspirations for the future.

## **14. Our Expectations of you as a student**

Studying to become an Operating Department Practitioner offers a student experience and so much more. The coming months and years will build the foundation for a role which makes a difference to everyone that you come into contact with. From day one the expectations of being a student at the University are that you embrace professional behaviour, take responsibility for your learning journey and treat those around you with compassion.

Operating department practice is a rewarding and challenging profession which requires you to take care of yourself to enable you to take care of others. We urge you to engage fully in the innovative approach to education and practice to apply what you learn about health and wellbeing to your own lifestyle to help you become a resilient ODP for the future.

You might also find it useful to refer to the Student Charter which sets out the standards of service that students can expect from the University of Gloucestershire together with expectations that the University reasonably has of its students.

<http://www.glos.ac.uk/life/pages/student-charter.aspx>

Conduct of students preparing to register as Operating department practitioners should include due care and attention to the appropriate use of social media, thinking through issues and acting professionally, ensuring public protection at all times. Please read the HCPC guidance for the use of social media.

<http://www.hpc-uk.org/registrants/socialmediaguidance/>

### ***Research at the University of Gloucestershire***

Our research has been rated as world-leading in all of our submitted research areas. More than 25% of the work in all six of the university's areas was recognised as internationally excellent or world leading in the universities REF submission. Sport, Exercise, Health and Wellbeing (SEHW) focuses on six key areas which include: physical activity and health promotion, clinical health and wellbeing, and wellbeing and performance in occupational and 'real world environments'. Our expectation is that all learners and staff engage in using, promoting and challenging the evidence base.

### ***Communicating with the School***

The University's preferred mode of communication is email. It is essential that you use your University email account and you should access it regularly. Personal email addresses are not for academic use. Your University email will be used to send vital

information such as:

- any revisions to your teaching rooms or assessment dates
- information regarding reassessment arrangements
- mitigation claim outcomes
- your progression and result information
- enrolment information

If you do not receive key information, such as reassessment arrangements, failure to check your University email cannot be used as grounds for mitigation.

The University uses the Virtual Learning Environment Moodle and a range of social media to communicate with students and provides a texting service which is used in emergencies to give you information quickly and efficiently. It is often used to let you know when a lecture or exam has been cancelled, rescheduled or changed in some way. It may also be used to tell you about unforeseen university closures or staff absences.

<https://infonet.glos.ac.uk/departments/ss/Helpzone/Pages/default.aspx>

## **15. Course Entry Requirements and Application Process**

Course entry requirements can be found on the Operating department practice admissions page which contains links to the admissions process. Please refer to these pages for the most up to date information.

[http://www.glos.ac.uk/courses/undergraduate/phs/pages/bsc-hons-operating\\_department\\_practice.aspx](http://www.glos.ac.uk/courses/undergraduate/phs/pages/bsc-hons-operating_department_practice.aspx)

### ***International Applicants***

International applicants have different requirements linked to their immigration or visa status. This is best discussed at the time of expressing interest in joining the programme. More information can be found here:

<http://www.glos.ac.uk/study/international/Pages/international-students.aspx>

### ***Accreditation of Prior Learning***

Accreditation of Prior Learning (APL) is an opportunity for you to be credited for learning that you have done before you started the BSc (Hons) Operating department practice. It avoids the necessity of duplicating previous learning, whilst ensuring you have attained the learning outcomes appropriate to your award.

Eligibility for accreditation of prior learning for the purposes of entry will be considered on an individual basis and when APL is appropriate evidence of having met progression

criteria will be required. Provided all requirements are met a maximum of 50 % APL is possible for consideration.

For more information and guidance on how to apply, see:

<http://www.glos.ac.uk/docs/download/apply/how-to-apply-for-apl.pdf>

Apprentices are required to be employed by a relevant organisation upon entry and for the duration of the course. Written testimony is required from your employer (Team Manager or Senior Sister) supporting your application

Values Based Recruitment Interview based on NHS Values by employers prior to application to university

Employers must confirm that all trainees are fit to practice have had a Disclosure and Barring Service check and Health check as part of their recruitment and selection into the role as Trainee Operating Department Practitioner in accordance with the Organisations policy

Trainees will need to have a minimum of 6 months theatre experience and English and Maths key skills level 2 before applying for an apprenticeship.

## **16. Course Management**

Courses are managed through two tiers of Boards of Examiners:

### ***Module Boards of Examiners***

These sit at the end of each assessment period to consider marks from modules. They are attended by the Course External Examiner who will have had sight of a sample of work and will offer comment on the processes and standards of Assessment on the course.

### ***Award and Progression Panel (APP)***

This board sits post Module Boards of Examiners and considers the awards and progression routes for students.

The School Award & Progression Boards of Examiners (ABE) delegates responsibility for confirming progression and award decisions to the Award and Progression Panel (APP). The APP will meet on behalf of the ABE following the completion of a school MBE. All

progression and award decisions are calculated in the student records database (SITS) using the algorithms specified by the Academic Regulations for Taught Provision (ARTP). The Panels' remit is to ensure appropriate checks take place on calculated decisions so that school ABEs are assured the correct decisions are being recorded.

- In order for the APP to process decisions the School Module Board of Examiners (MBE) must complete the mark confirmation process ensuring there are no gaps (missing grades) to allow for accurate decision calculation.
- Senior Tutors will ensure any students whose situation is still under investigation or in process has the appropriate progression decision recorded at the APP.
- The APP will review every student transcript and the calculated decision except in the following categories, these decisions will be spot checked due to the high degree of accuracy:

*Completed Intended Award (e.g. BA/BSC Hons and MA/MSc)  
Continue Normally*

- Where there are specific requirements determined by a PSRB in relation to award or professional registration decisions that is not met within the operating procedures of APP bespoke arrangements will be made. This would usually be by way of an Award Board subgroup meeting in parallel with or shortly after the APP confirms progression and award decisions.

Following successful Award of BSc (Hons) Operating Department Practice the University is required to make a declaration of your completion of the course. You then complete an application to the HCPC for acceptance onto the register of Operating department practitioners.

### ***Appeals and Complaints***

A student shall have the right to appeal against a decision of a Board of Examiners. Students will not suffer any disadvantage or recrimination as a result of making an appeal in good faith.

The University has established procedures for complaint and redress which may arise during a programme of study and expects these to be resolved as and when they occur. In this context, alleged inadequacy of tuition or any other arrangements during the programme of study will not constitute grounds for an academic appeal unless there are exceptional reasons for the matter not to have been raised until after the assessment had been completed.

For more information see <http://www.glos.ac.uk/governance/pages/appeals-and-complaints.aspx>

### ***External Examiners***

Each course has an External Examiner, who will be an expert appointed from another University or sometimes a private practitioner. Occasionally, you might be invited to contribute to an informal discussion with the External Examiner who will be interested in discussing your experience of the Course (but we stress that this is not part of the assessment process for those who are asked to meet the External Examiners). The remit of External Examiners, and procedures for their appointment, are documented in the Quality Assurance Handbook.

## ***Course Feedback***

### ***Module Evaluation***

Students are able to provide feedback on modules and courses in the form of:

- Module evaluations (including midpoint reviews)
- Online course feedback
- Annual Course Evaluation (ACE)
- Student representation at academic award boards
- National Student Survey

We welcome your feedback as it informs course development. In addition, students are encouraged to provide informal feedback to the module tutor on a session by session basis.

All modules are regularly and formally evaluated by students, the University currently use Moodle as an online tool for collecting evaluation, but this is supplemented by other methods and there is a particular emphasis on mid-module evaluation- mid point and Annual Course Evaluation (ACE).

### ***Continuous Improvement Monitoring***

'Rethinking Enhancement', led by the Deputy Vice-Chancellor, provides a risk-management, enhancement-led approach to quality which minimises bureaucracy. This includes such features as a standing panel process for validation and modification of courses, annual review of course enhancement and periodic review of courses at school level. Student voice and externality are emphasised. Such approaches lead to the overall quality monitoring and assurance of your course

### ***National Student Surveys***

There are a number of ways in which the Student Experience is captured and reviewed, one of those is module evaluation, but there are also the National Surveys for Undergraduate, Postgraduate taught and Postgraduate research students, as well as the International Student Barometer. We value your feedback as it helps us develop and improve our delivery so your engagement with these is strongly encouraged.

## **17. Expectations and Entitlements of Study**

### ***Managing Your Programme of Study***

As well as having an entitlement to study, as a student at The University of Gloucestershire you have several responsibilities relating to your studies:

- Enrolling as a current student by the published deadlines.
- Ensuring you are aware of the relevant regulations and procedures, as published in the Academic Regulations for Taught Provision, and other relevant documents.
- Checking your University student email account on a regular basis.
- Checking, on a regular basis, your own record, via Student Records Online so that contact details are current.
- Keeping the University informed of any changes to your personal circumstances.

### ***Enrolment as a Student***

When joining a Course and at the start of every Academic Year, you must enrol formally with the University using the online system.

**YOU MUST ENROL WITHIN TWO WEEKS OF THE START OF YOUR COURSE EVERY ACADEMIC YEAR.**

If you have not enrolled by the appropriate deadline, the University will withdraw you from your course and report you as absent to appropriate funding bodies. It is therefore very important that if for genuine reasons you are unable to enrol by this date you must contact [studentrecords@glos.ac.uk](mailto:studentrecords@glos.ac.uk) to explain your circumstances.

Students are required to declare any changes to their health status since admission to the programme when re-enrolling online. Any changes trigger a notification to the Fitness to Practice Committee and this will be followed up with the student and supervisor. Any changes during the academic term time will also be referred to the Fitness to Practice Committee. The fitness to practice policy can be found in your practice education Moodle pages.

### ***New Students***

You will be given detailed instructions a few weeks prior to the course start date about enrolment. Enrolment involves confirming your programme of study, confirming or changing your personal details, and paying fees. Once you have enrolled you can access your University Network Account, which gives you access to your email account and your personal student record online, and you can apply for your University ID card.

Failure to enrol correctly can have serious consequences for your programme. For instance, you will not normally be credited with any work you undertake, and you won't have access to the library and IT resources and other facilities.

When you enrol you need to check your personal details we hold and make any corrections. It is particularly important that you keep the University informed of changes to your correspondence address since that is what we will use for sending any formal mail, including your final transcript when you complete. Notify all changes to: [studentrecords@glos.ac.uk](mailto:studentrecords@glos.ac.uk). Student Records, The Park, Cheltenham, Glos, GL50 2RH.

Please use these channels to make changes so that the University's central records are correct. It is YOUR responsibility to make these changes, do not assume that information you give to an individual tutor or Academic Services Administrator will be recorded centrally.

### ***Your University ID Card***

This is your most important form of identification as a student, so carry it with you at all times when on University premises. It allows you to:

- borrow books and other items from libraries;
- buy credits to pay for printing, photocopying and fines;
- use the reduced rate inter-campus bus service;
- use the county wide bus services at reduced rates;
- access buildings with security doors, where you have permission;
- it is also required for access to take a university examination.

If you lose your card, you must obtain another from a Library Issue Desk, at a charge. You will need your University ID card before you can obtain a NUS Card.

### ***Taking Time Out – Withdrawing or Deferring***

If you are not sure if you want to continue studying, please don't simply neglect to enrol. Tell us if you would like to defer studies, or whether you want to withdraw. Forms for withdrawing or requesting a deferral of studies are available from [Student Helpzone](#). Normally a deferral should be sought prior to commencing new modules.

Please note that your request to suspend studies has to be approved. Normally this is not a problem, but unless you have serious mitigating circumstances which can be evidenced, we will normally not allow a deferral until you have completed any modules for which you are already registered.

If you withdraw having completed a part of your course, you might be eligible for a lesser award. Any such 'fallback' award will be made at the next Board of Examiners.

Exit points are:

- Students successfully completing the level 4 programme will be awarded a Higher Education Certificate Healthcare Studies.
- Students successfully completing the level 5 programme will be awarded a Diploma of Higher Education in Healthcare Studies

- student Level 6 Exit Award: BSc in Healthcare Studies will be awarded when student complete the majority of level 6 but does not meet the requirement of the Operating Department Practice degree programme.

Students leaving with the above exit awards will not be eligible to apply to the Health and Care Professions Council (HCPC) for registration.

The policy on refunds is stated in the Tuition Fee Policy:

<http://www.glos.ac.uk/life/finance/pages/fees.aspx>

If you need to discuss the financial implications of withdrawing, you are advised to speak to the university finance officers – see:

<http://www.glos.ac.uk/life/finance/pages/money-advice.aspx>

### ***Occupational Health and Return from Leave of Absence***

Students returning from leave of absence taken on health grounds are advised that medical evidence is required to confirm fitness to return to the programme. It is your responsibility to liaise with the department to organise this.

### ***Maximum Period of Study***

Mitigating circumstances will be considered on an individual basis but the University of Gloucestershire standard is that the three year taught programme is completed within 6 years maximum.

## **18. Professional, Statutory and Regulatory Body (PSRB) Accreditation**

### ***Professional Practice***

All professional programmes are validated by their governing regulatory body. To review the HCPC standards of proficiency for operating department practice please follow this link:

<https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-proficiency—Operating department practice.pdf>

You are bound by the professional codes of conduct and behaviour. This relates to your behaviour and conduct during the course of your studies (and in your personal life) which may impact on your fitness to practice, your ability to complete your studies and register with the HCPC. In addition, you are expected to adhere to your clinical placements codes of conduct and behaviour. Details below are the relevant guides to conduct and behaviour.

[HCPC \(2016\) Student guide concerning ethics and behaviour](#)

## [HCPC \(2016\) Standards of Conduct, Performance and Ethics](#)

Failure to meet expected standards of conduct may result in referral to the Faculty Fitness to Practice Committee. The committee responds to concerns about professional conduct raised regarding students. The committee is designed to ensure students are fit for registration and fit to practice. A referral to this Committee may be due to conduct demonstrated whilst at university, on placement, or whilst away from either of these activities, for example during personal time.

Concerns regarding practice areas should always be brought to the attention of your mentor or personal tutor in the first instance.

### ***Review of Good Health and Good Character Status***

Good health and good character are fundamental to being a health care professional. All students accessing the programmes must have an enhanced DBS (Disclosure and Barring Service) check which is arranged with the University. Professional courses are exempt from the Rehabilitation of Offenders Act 1974, and all previous convictions, cautions and reprimands must be declared. Any offences committed during the programme must be reported to the Academic Course Lead.

## **19. Range and Type of Academic Work at Undergraduate Level**

The Academic Strategy for the programme reflects the University ambitions to:

- Provide students with excellent learning experiences through outstanding learning and teaching support
- Promote enterprise, employability and wider economic, social and cultural benefit for the community
- Embed research, scholarship, practice and consultancy in all our activities
- Build strong relationships with selected partners for mutual benefit
- Be a successful and sustainable organization

These ambitions are embedded within the teaching learning and assessment for the programme. The Academic Strategy will utilise a range of approaches to teaching learning and assessment that empowers student learning through research, university based and practice education delivering clear outcome measures.

## **20. Learning and Teaching**

The teaching and learning will include from the outset:

- Leading and managing self, providing the necessary tools to assist you in identifying, driving, and acquiring the fundamental skills required to become effective, competent and knowledgeable practitioner,

- Introduction to the clinical educators who will support your learning in practice,
- Completion of mandatory training in preparation for your first placement, including Basic Life Support, Infection Control and Prevention, Safeguarding and Manual Handling,
- Development of your understanding of the NHS values and how they apply to your role as a student,

Operating department practice programmes at the University of Gloucestershire are student-centred and professionally focused. We aim to accommodate a variety of learning styles and experiences, through the range of assessment strategies. Our approach to teaching aims to be continuously relevant to practice and embraces experiential experience to develop life-long learning.

### ***Academic Regulations***

All courses operate under the University Academic Regulations for Taught Provision, and you should ensure you are familiar with these regulations and are aware of the procedures which you are required to follow, available at:

<https://www.glos.ac.uk/docs/download/Business/Academic-Regulations-for-Taught-Provision-2019-20.pdf>

### ***Retention of Work***

The University is required to retain work for review by External Examiners and as an archive of examined work. To avoid un-necessary retention, course teams will usually attempt to coordinate the two samples. If the work has been submitted physically this is normally in the form of a photocopy and you will receive an annotated copy of your work, but this is not always possible and it may be that your non-photocopied work may be retained. In anticipation of that you are advised to produce a second copy of the work, either digital or copied, or, of non-standard, a complete photographic or film record of the submission. If in doubt speak to your tutor. If archived the work may be retained for several years. In some instances, the tutor may be happy to allow the original to be returned in exchange for an accurate copy.

This is not an issue for electronic work which will be retained and made available to the External Examiner electronically.

### ***Assessment Feedback***

Tutors will offer feedback in a variety of ways, this may be formative as work progresses, before and in preparation for submission, this might take the form of informal tutorials in class or annotation on draft submissions or it may be critique offered at an interim presentation. Whatever the form, your tutors will endeavour to provide clear constructive criticism and encouragement.

You will also receive formal summative feedback following the actual submission, many tutors now type their feedback, some may use more innovative means such as recorded spoken feedback again that will aim to be constructive. All feedback will use the terminology of the appropriate Grade and Level Descriptors for the level of study and where appropriate, indicate where and how the work might be improved.

Students are encouraged to engage fully with any feedback opportunities offered to them and should discuss implications with their Personal Tutor. Should they have any queries about their assessment feedback they should contact the Module Tutor

### ***Assessment Offences***

Work submitted for assessment is expected to be your own. Practices that compromise this principle include:

- Plagiarism
- Unauthorised Collusion
- Re-presentation
- Fabrication
- Impersonation
- Cheating in Examination
- Procedural Dishonesty

Where the work of the student is deemed not to be their own the work will be considered within the category of 'errors of attribution' or 'assessment offences'. Further details are set out in section 6 of the Academic Regulations for Taught Provision. It should be noted that academic offences such as plagiarism are also considered a professional issue for those studying to register as physiotherapists and will result in a fitness to practice consideration.

### ***Referencing***

Academic work demands that you read widely and consider the work of other writers and researchers when you are preparing your essays and other assignments. Using this work without acknowledgement is to steal the ideas of other people and is called plagiarism. It is, therefore, very important that you acknowledge these ideas and opinions as belonging to a particular author, as they are considered to be that author's intellectual property. This procedure is called citing or quoting references. By doing this you are making it possible for readers to locate the source material that you have used. It is important that you use the appropriate referencing convention for your field of study. This University uses the Harvard system of referencing.

Links for online tutorials can be found at:

<https://moodle.glos.ac.uk/moodle/course/view.php?id=28496>

When you submit work to us for summative assessment it may be necessary for us to

make it available to third parties in either paper, or electronic form.

- To allow the fair assessment of your work, it may be necessary to copy it. For example, we may need to share your work with external examiners, or allow a piece of work to be independently assessed by more than one assessor or examiner.
- To uphold the academic integrity of our awards and ensure our students secure reputable academic qualifications, we may need to compare your work with that of others to ensure that it is substantially your own.

Any work submitted to Turnitin® UK will be held on their database and may be used in any investigation of suspected academic offences and or for the purpose of detecting the future plagiarism of your own work.

If you have any questions about Turnitin® UK, you should ask your tutor or visit the Turnitin website at: [http://www.turnitinuk.com/en\\_gb/support/support-services](http://www.turnitinuk.com/en_gb/support/support-services)

### ***Submission of Work for Assessment***

General guidance on the standard of work required is provided in the University Academic Regulations for Taught Provision, in particular section 6. Some of the important issues are outlined below:

In submitting work for assessment you declare that it is your own work and has not been submitted for any other assessment. You also confirm that the work does not breach the University's Research Ethics: Principles and Procedures.

Students at the University typically undertake three types of assessment - coursework (including presentations), practical assessments and examinations. Coursework will usually be submitted via Moodle and submission requirements will be advised as part of each module.

### ***Late Submission***

Late submission of coursework without documented and approved mitigating circumstances is penalised in accordance with the appropriate regulations:

- Less than seven days late – maximum mark of 40%
- Equal to or more than seven days late – mark of 0%

### ***Non-Submission***

You should always attempt to submit some work for an assignment, even if it is incomplete as non-submission may result in failure as determined by the appropriate regulations.

### ***Early Submission***

If you submit work prior to the due deadline you do so at your own risk and cannot retract it even if you have made a mistake.

### ***Return of Work***

Your assessment grade and feedback will be made available via Moodle. For guidance on how to access them, please watch our short video.

<https://www.youtube.com/watch?v=Q9wYxiVRxQ&feature=youtu.be>

Marks on work are provisional until they have been agreed by the Boards of Examiners.

## **21. Mitigating Circumstances**

Mitigating circumstances are unforeseen factors affecting your ability to complete assessment to the normal schedule. It is the responsibility of the student to submit evidence, following the published procedures and to the specified deadlines, in support of any claim for mitigating circumstances that may affect their ability to undertake assessment.

Arrangements for Extenuating Circumstances, Wellbeing Adjustments and Disability Adjustments

### **Extenuating Circumstances 1 (EC1)**

- Students experiencing serious unforeseen and unavoidable circumstances undertaking one of the three approved assessment types specified above may request an extension of one week (seven days).
- To access an EC1, a student is required to self-certify by completing a signed declaration via your online Student Record. You not required to provide independent evidence for an EC1.
- The online declaration will require you to select the serious unforeseen and unavoidable reason preventing them from submitting their work on time. The declaration will link to the Student Charter and will make specific reference to the importance of integrity in the completion of the self-declaration.
- You will be required to submit your assessment prior to the published submission time on the seventh day of the EC1.
- Any assignment submitted up to seven days after the altered deadline for submission due to an EC1 will be assessed but the mark allocated will be capped at 40%.

### **Extenuating Circumstances 2 (EC2)**

If you require a longer extension (over a week), you will need to apply for an EC2 extension by contacting the Helpzones on 01242 714444 or [helpzones@glos.ac.uk](mailto:helpzones@glos.ac.uk).

EC2 extensions can be applied to any assignment, including dissertations.

- Only one EC2 per element of assessment is permitted.
- An EC2 may be applied to a resubmission deadline.
- Students experiencing serious unforeseen and unavoidable circumstances may request an extension of up to 20 working days.
- Extensions granted for Exams and for other assessment linked to special events taking place at particular times will be longer if the next opportunity to take the assessment is more than 20 working days away.
- Any assignment submitted up to seven days after the altered deadline for submission due to an EC2 will be assessed but the mark allocated will be capped at 40% - this applies to first assessment submission and resubmission.

### **Wellbeing Adjustments (WA3)**

- Students with serious health and wellbeing issues may require an extension as a reasonable adjustment up to or exceeding 20 working days.
- HelpZone, supported by designated Student Services personnel, will approve extensions for students experiencing serious health and wellbeing issues, and may draw on their professional expertise rather than seeking evidence provided by the student.
- Any assignment submitted up to seven days after the altered deadline for submission due to a WA3 will be assessed but the mark allocated will be capped at 40% - this applies to first assessment submission and resubmission.

### **Disability Adjustments (DA3)**

- Students with a declared disability in receipt of DSA may require an extension as a reasonable adjustment up to or exceeding 20 working days.
- The Disability Team will approve extensions for students with disabilities and may draw on their professional expertise rather than requesting further evidence.
- Any assignment submitted up to seven days after the altered deadline for submission due to a DA3 will be assessed but the mark allocated will be capped at 40% - this applies to first assessment submission and resubmission.

Further information on extenuating circumstances can be found here:

<https://myhelp.glos.ac.uk/assessments/rules-and-regulations/Pages/what-happens-if-you-cant-finish-in-time.aspx>

## **22. Timetables and Attendance**

You can find your timetable online via MyGlos or the MyGlos App.

The University Calendar which indicates the term, semester and Examination Board periods can be found at:

<https://www.glos.ac.uk/docs/Pages/default.aspx#calendars>

This is a professional course which enables you, on successful completion, apply to the HCPC for registration as an Operating department practitioner Full attendance at both University and clinical placement is mandatory as a result. What constitutes full attendance is detailed below for your reference.

Unavoidable planned absence must be negotiated in advance with your Academic Course Leader. **Permission to go on holiday during term dates will not be given.**

### ***Attendance and Engagement Policy***

The University of Gloucestershire wishes to ensure that all students gain the maximum benefit from their programme of study. We believe in working in partnership with all students to ensure that you are supported in your learning and are able to get the most from what is on offer here at the University of Gloucestershire.

The course of study is validated by the Health Care and Professions Council. As such it is important that the student is engaged in the learning process and achieve the required standard to complete the course study. For the BSc (Hons) Operating department practice degree you will need to complete **100%** of your clinical placements hours as well a minimum of 80% attendance at all taught sessions. Failure to attend at least **80%** of your timetabled programme may result in you failing to be eligible to apply for HCPC accreditation.

### ***Expectations***

As part of our learning community, we expect you to take responsibility for your attendance and participation. Learning is a shared experience and the University's approach to learning places high value on the active engagement of students with their peers, lecturers and other experts who may contribute to the programme.

The University recognises that a high level of attendance contributes significantly both to your individual success and to the enhancement of the learning experience for all students. You are also able to more effectively develop skills such as teamwork and professional communication and show reliability and respect for others, which will enhance your future employability as an operating department practitioner. As a practice-led institution, we want to fully prepare you for the expectations of graduate employment as an ODP and as such we would expect a full attendance to learning sessions.

*Attendance and participation at scheduled learning sessions is essential to:*

- Ensure you gain the maximum benefit from the learning activities on your programme
- Enhance your own learning experience and those of any groups you may be working with
- Help you to prepare for and understand the requirements of assessments

- Receive information about your programme
- Allow opportunities for you to seek advice and assistance where necessary
- Prepare you for the expectations of a graduate workplace

*As a minimum we expect you to:*

- Attend punctually all scheduled and timetabled learning and teaching activities unless unable to do so for reasons of illness or other extenuating circumstances.
- Ensure your attendance does not fall below **80%** in timetabled learning sessions
- Attend all placements you are required to complete as part of your programme. It is expected that you will attend **100%** of placement practice to achieve the required number of hours
- Engage with and participate fully in all learning activities
- Complete and submit all assessments by scheduled hand-in dates and attend all examinations
- Undertake independent learning in support of your studies as directed by academic staff
- Attend all scheduled meetings with university staff

### ***Punctuality and respect for others***

Please remember that we expect you to attend on time for your classes. Late arrival causes disruption to other class members and to your lecturer. Our reasonable expectation is that you will conduct yourself professionally and show respect to others by arriving on time. If you are later than 5 minutes please be respectful and knock the door before entering into the teaching area. This will allow for a natural pause and be less disruptive to your peers.

### ***Unavoidable absence***

The University recognises that there are circumstances that may lead to unavoidable absence. These may include:

- Illness requiring you to remain at home and recover
- Family emergency
- Bereavement
- Serious personal problems
- Circumstances beyond your control such as transport strike, extreme weather conditions

If you are unable to attend learning sessions or a practice placement setting then we expect you to inform your **Academic Course Lead**, or **Personal Tutor** as soon as is reasonably possible and at the latest within 24 hours informing us when you anticipate you will return to classes.

If you are unable to attend placement due to illness or personal circumstances then:-

### **Whilst on placement:**

1. Contact the placement provider direct on their placement telephone number or

otherwise agreed absence reporting system

2. Ask to speak to the member of staff who is expecting you
3. Inform them of your absence and likely return date if possible
4. Email the placement team with the date, time and whom the absence has been reported to include a likely return date if you are able to do so.

Please be aware that if the placement provider is severely concerned about a student's absence, they will contact the Academic Course Lead immediately, or if out of hours the on-call University Manager

In all cases you should ensure that you document down the name of the person you reported sick or absent to as well as the date and time and share this with your Personal Tutor. It is important that absence is kept to a minimum and you should see your Lecturers on your return to ensure that you can catch up with missed work. Failure to adhere to the procedure will result in an unauthorised absence being recorded and this could impact on your ability to finish the course of study.

It is also important that you inform us if you feel that there are circumstances that may impact on your performance more generally. This might include health issues, personal issues or general difficulty with your programme. You may discuss any worries you have with your Personal Tutor at any point during your studies. The Students' Union and University Student Services Department are also there to provide advice and support.

### ***Special leave requests***

As a student ODP you will be expected to follow the course calendar and as such only take leave as identified on the course calendar. Any request for special leave will be assessed on individual merits by the course Leader. However, it must be noted that only in exceptional circumstances can special leave requests be honoured.

Special Leave may be considered only for compassionate reasons or exceptional personal circumstances. Granting of special leave is discretionary and the course leader has the final say in this matter.

### ***Non-Engagement***

If it is the professional judgement of a member of the University of Gloucestershire staff that your engagement is giving cause for concern – i.e. you are not meeting the minimum expectations of above 80% in time tabled learning and 100% in Practice Education as set out above, you will be invited to a “cause for concern” meeting with your Personal Tutor. Examples might include missing taught sessions for a module, either consecutively or intermittently, failing to submit assessments, or failing to meet the specific attendance requirements described in the module and programme details provided to you.

The reason for the meeting will be for us to discuss with you the reason for your absence and offer relevant support to help you continue your studies. It is extremely important that you attend this meeting so that we can do our best to get you back on track as quickly as

possible.

### ***Impact of Absence***

You may be required to provide evidence of your absence to support your claim. This may include a self-certification from day 1 to 7 inclusive or a GP / Medical note from day 7 onwards. Your Personal Tutor will advise you of this should the need arise. Please be aware that prolonged absences may affect the continuation of your student loan and any contribution towards your tuition fees. The Student Loan Company may reclaim monies paid to students absent without good cause.

You will be expected to contact Lecturers and catch up on course learning work as required. Also, you will be expected to submit work on time unless extenuating circumstances are successfully applied for. Tutorial support will be offered for this. Any late submissions for examination will be managed under The University of Gloucestershire's Mitigating Circumstances Policy and Procedures.

Any loss of practice hours due to absence will be discussed with the Personal Tutor. If the loss of hours is due to extenuating circumstances then you will be supported to achieve the required number of practice hours. If you do not have any extenuating circumstances to support the non-completion of practice hours as documented above, then you will not be able to complete the course.

## **23. Student Support, Equality and Diversity**

We hope that you'll count your time at University amongst the best experiences of your life. However, it is important that you know where to go to and who to turn to, should you experience any difficulties.

Should you have any particular welfare or support need we have a number of specialist support staff to offer support. The University web site includes useful information and contact details. There are also links to services to support disabled students and for students more generally when things might not be going too well and you need more than just academic support:

<http://www.glos.ac.uk/life/support/pages/disability-and-dyslexia.aspx>

Practice Education is an area of the programme that may require some specific support. Information regarding support in practice, emergency contacts and what to do if you have concern about a service user when in practice, can be found in the practice support web site: <http://www.glos.ac.uk/academic-schools/health-and-social-care/practice-support/Pages/placement-concerns.aspx>.

## ***Helpzone***

Your first point of call within the University is the Student Helpzone. A full range of services and information is available to all students, particularly those with specific professional related queries and requirements. You will also find plenty of support on the MyGlos Help.

<https://myhelp.glos.ac.uk/Pages/default.aspx>

## ***Equality and Diversity***

The University of Gloucestershire values the diversity of its members and is committed to the creation of a positive environment which is fair, welcoming and inclusive and where everyone is treated with dignity and respect. For further information about the University's equality and diversity policies, visit: <http://www.glos.ac.uk/life/support/pages/equality-and-diversity.aspx>

## ***Support for Disabled Students***

Support is available from student services. The academic element of the course does not present any specific challenges for students with disabilities, but there may be difficulties with some placements. The course team will endeavour to find alternative settings where possible. Every effort will be made to ensure reasonable adjustments are made for students with disabilities, in the case of increasing disability it cannot always be guaranteed to make a further adjustment.

Trainees may wish to discuss physical or learning disability concerns with their employer who can assist in obtaining a disability assessment with the University and ensure reasonable adjustments are made to the working environment.

For trainees who require additional learning support, their employer will be responsible to ensure the trainee is given adequate time to attend university for supplementary support from tutors and will be responsible for providing trainees with a disability assessment as required.

## ***Counselling***

Asking for counselling is not a sign of weakness but a positive sign that you are facing up to difficulties and doing something constructive to help yourself. Counselling is an enabling process which aims to support you in finding your own resources to cope with the feelings you are experiencing or the situation you are facing. Talking with a counsellor in a **confidential** setting will help you to find a new perspective.

<https://myhelp.glos.ac.uk/health-and-wellbeing/Pages/default.aspx>

## ***Support for International Students***

For many international students living and studying away from home can be challenging as well as exciting.

If you need support, information or advice visit the following link and speak with your Personal Tutor.

### ***Employability and Careers***

Your Future Plan is a service that enables opportunities for the development of employability skills through internments and placement. The office lies within the Helpzone area. Visit the [Your Future Plan](#) webpage to get you started.

### ***Funding for Study***

Funding for the course involves Student Finance England.

We have Student Finance Advice Managers who may be able to assist you in your application for funds. Tel: 01242 714535 Email: [fees@glos.ac.uk](mailto:fees@glos.ac.uk)

### ***Student Achievement Team***

The Student Achievement Team offers a wide range of interventions and support options to students seeking to improve their academic work and enhance their study skills.

<http://www.glos.ac.uk/life/support/pages/student-achievement.aspx>

### ***Library Services***

The Library and Information Services homepage is your essential gateway to a vast range of materials and assistance to support your studies.

<http://www.glos.ac.uk/life/libraries/pages/libraries.aspx>

There are many e-books and journals accessible to you through library services and it is essential that you ensure you become competent at accessing relevant literature during your first few weeks as a student. The library staff are always happy to help you.

### ***ICT Provision***

You are encouraged to explore the IT hardware and software available and to use the wider computer facilities for your studies. You are advised to check opening times as they may vary.

ICT skills training is offered for all the Microsoft Suite of programs as well as a number of other specialist applications. You can access internal training resources and also many useful links to external websites related to ICT skills development via:



Stethoscope	During the first year you will be need to purchase a stethoscope. You will be advised of the appropriate stethoscope to purchase.
Clinical Placement Travel expenses and accommodation	The degree programme includes six clinical placements. You will be placed in a variety of perioperative settings in a hospital trust in the South West. Trusts do not normally reimburse apprentices for travel and/ or accommodation whilst on placement. Please refer to your local trust policy.
Optional trips and visits	ODP modules may include optional visits. You will normally be expected to cover the cost of travel and admission.

## 26. Keeping in Touch - Alumni

We are very keen to have news of students after graduation and updates on your professional progress, find out more about the University Alumni Office at:

<http://www.glos.ac.uk/partnerships/pages/alumni.aspx>

## 27. The Quality Assurance of the Programme

Management of the course reflects University Quality assurance processes, contained in the Quality Handbook, Academic Regulations for Taught Provision, Assessment Principles and Procedures and associated sources of advice. All regulations, policies and procedures are aligned to the QAA reference points and where relevant those of Professional, Statutory and Regulatory bodies.

The programme will be within the School of Health and Social Care. Externality is guaranteed via external examiner reports which enable the University to make judgements on the quality and standards of its provision. Externality additionally provides benefits from review during approval and review procedures.

The partners of the programme: Gloucestershire Hospitals NHS Foundation Trust, Gloucestershire Health and Care NHS Foundation Trust, North Bristol NHS Trust, University Hospitals Bristol NHS Trust, Royal United Bath Hospital NHS Trust, Great Western Hospital NHS Trust and Weston Hospital NHS Trust are invited to send an observing member as part of the academic award boards and represent the employers about aspects of the course.

The quality assurance processes feedback cycle from module level are through midpoint module reviews and Academic Course Evaluations (ACE) student evaluations, external scrutiny, National Student Survey, and reports to module boards. The 'Rethinking Enhancement' approach enables scrutiny at a Faculty and University level to ensure a

rigorous quality assurance process.

### ***The Role of Students in Quality Assurance***

This is informed by University requirements reflecting Quality Assurance Agency recommendations. Student Representatives will be elected by the student group during induction and can be briefed about their role by the Academic Course Leader. The student representative should be able to attend or contribute virtually to each Board of Studies. Support may be available from the Academic Services Administrator to gain feedback from the student group, or they may wish to contact the student group directly through Moodle or e-mail.

And finally, from the Course Team and all of the staff involved in supporting you on the course, we wish you every success in your studies.

