

## Programme Specification

A Programme Specification provides a concise summary of the main features of a programme and its intended learning outcomes. It is intended to be used by prospective students, current students, academic staff and potential employers.

<b>Programme Title:</b>	
<b>Dip (HE) Operating Department Practice</b>	
<b>Programme (AOS) Code(s):</b>	<b>DP2ODP1</b>
<b>UCAS Code:</b>	<b>B990</b>
<b>Name of Final Award:</b>	<b>Diploma of Higher Education, DipHE</b>
<b>Level of Qualification:</b>	<b>Level 5</b>
<b>Regime of Delivery:</b>	<b>Attendance</b>
<b>Mode(s) of Delivery:</b>	<b>Full Time</b>
<b>Typical Length of Study (Years):</b>	<b>2 years</b>
<b>Professional Body Recognition / Accreditation (including specific requirements where applicable):</b>	<b>Health and Care Professions Council (HCPC)</b>

### Brief Description of the Programme

Operating Department Practitioners (ODP) are registered Allied Health Professionals (AHP) that are specifically trained and work within the Operating Department and associated areas. This incorporates working within a multi-disciplinary team providing high quality, individualised care for patients throughout their perioperative journey and beyond. Working alongside other professionals, such as nurses, surgeons, anaesthetists and health care support workers, care will be delivered to patients during all three phases of this acute care environment. This is achieved through direct patient contact and care delivery in addition to demonstrating a high level of knowledge/skill within the management of specialist equipment and materials related to this highly technical area. Patient safety is a priority within this field of care and ODP's are required to demonstrate high standards in relation to professionalism, advocacy and decision making.

This programme will provide the key knowledge and skills to achieve what is both required and expected within the contemporary healthcare setting through both classroom based teaching and clinical placement throughout the duration of study. Various approaches to teaching and learning will be used, including simulation, lectures, seminars, group activities and student centred approaches. These will ensure students are prepared for professional registration and autonomous clinical practice. To further ensure each individual is deemed clinically competent, clinical placements will be undertaken throughout the length of the programme.

#### Distinguishing Features

- Reputation and quality. Our students are highly respected within our partner hospitals / Trusts and clinical areas in which they work
- A great environment for learning. We utilise state of the art simulation facilities to recreate authentic scenarios in operating theatre, PACU and critical care skills laboratories
- Clinical Study Days spread throughout the year for learning, development and practicing of skills

- Teaching excellence. We are winners of the Guardian University Awards for our innovation and use of simulation to enhance our healthcare students' learning
- Collaborative teaching from a variety of sources including academic and clinical staff and patients / service users
- Clinical Experience. Within our partner Trusts there is a huge variety of clinical specialties and opportunities across a range of settings. Previous opportunities have included Accident & Emergency (A&E), Coronary Care Unit (CCU), and ITU
- Unique link lecturer provision to ensure that each individual student is given the best opportunity to succeed
- Locality. Placed within the centre of the region, High Wycombe is uniquely placed to access both the faculties on site and our partner Trusts through a robust public transport system
- Technological development. The programme incorporates a unique ePortfolio that is engaged with throughout the programme, developing each individual student with the skills required to integrate the concept of lifelong learning within their professional careers

## Programme Aims

1	Develop Operating Department Practitioners who can demonstrate the application of evidence based knowledge and skills to their practice within an inter-professional care setting.
2	Promote student centred learning through engagement with lifelong learning, e.g. ePortfolio
3	Foster independence and ensure the delivering of high quality evidence-based perioperative care at all stages of the patient pathway
4	Provide a high quality educational experience which integrates theory and practice to enable students to achieve both theoretical outcomes and professional competence to become fit for purpose, practice and award
5	Provide opportunities for students to explore the concepts of health and ill health in terms of the impact surgery may/could have on that health of an individual during and following surgical intervention
6	Provide a range of clinical placement experiences to provide opportunities for students to acquire a range of skills enabling them to become flexible and adaptable perioperative practitioners
7	Develop the students' research skills to enable effective evaluation of contemporary evidence, on which to make sound judgements around care delivery within the perioperative environment.
8	Enable students to develop critical reflection skills to become reflective and reflexive practitioners; learning from practice for practice
9	Develop and demonstrate professional and ethical qualities that enable students to exercise professional responsibility and accountability in line with the HCPCs Standards of Conduct, Performance and Ethics
10	Develop leadership and management knowledge relevant to the clinical environment and personal/professional growth

## Programme Learning Outcomes

The Bucks Graduate Attributes focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens. The attributes are developed through the programme.

ID	Learning Outcome
On successful completion of the programme a graduate will be able to:	
<b>Graduate Attribute: Knowledge and its application (K)</b>	
K1	Inform practice through the use of applied knowledge and evidence related to surgical and anaesthetic procedures and care of patients within the peri-operative environment.
K2	Have developed a working knowledge of peri-operative specific Health and Safety and Infection Control to inform their practice and the practice of others within their sphere of practice to ensure a safe practice environment
K3	Examine a range of ethical and medico-legal issues related to the care of the peri-operative patient
K4	Understand the impact ill health may have on the patient/client undergoing a surgical and/or anaesthetic procedure
K5	Have gained a working understanding of peri-operative specific pharmacology and the administration of medications
K6	Have an awareness of the interaction between professional roles in the peri-operative care team, and the issues surrounding responsibility and accountability within and across those roles.
K7	Demonstrate key skills around the use of information technology and the application of numeracy skills to the practice context.
<b>Graduate Attribute: Creativity (C)</b>	
C1	Inform personal, professional and practice development in the peri-operative environment through reflection.
C2	Evaluate best evidence/literature to underpin care delivery
C3	Interpret, present and act upon clinical data to ensure patient safety
C4	Acknowledge the impact of technological and medical advances in the context of peri-operative practice
C5	Analyse theoretical constructs of different types of knowledge to inform peri-operative practice
C6	Develop effective inter-professional working practices which respect and utilise the contributions of members of the wider health care team.
<b>Graduate Attribute: Social and ethical awareness and responsibility (S)</b>	
S1	Practise in accordance with ethical and legal frameworks to ensure primacy of patient interest, well-being and respect the ethical tenet of confidentiality.
S2	Acknowledge differences in cultural practices and beliefs of individuals or groups to ensure their practise is fair and anti-discriminatory way.
S3	Contribute to public protection by creating and maintaining a safe environment through the use of quality assurance and risk management strategies
S4	Demonstrate sound clinical judgement across the range of differing professional and care delivery contexts within and where appropriate external to the peri-operative environment.

S5	Employ appropriate communication and interpersonal skills to effectively engage in, develop and disengage from therapeutic relationships and to ensure successful dissemination of information.
S6	Evaluate and document care outcomes and interventions and modify as required.
<b>Graduate Attribute: Leadership and self-development (L)</b>	
L1	Utilise a range of assessment tools to assess patients' perioperative needs and to plan individual care according to those needs and in accordance with the requirements of informed consent
L2	Demonstrate knowledge of effective inter-professional working through working as a member of the anaesthetic team adopting different roles and assisting medical staff in surgical procedures, across a range of peri-operative specialist areas.
L3	Assist medical staff in the induction and maintenance of anaesthetic care across a range of peri-operative specialist areas, different patient groups and across the lifespan.
L4	Assist medical staff throughout the surgical intervention in both the scrubbed and non scrubbed role across a range of peri-operative specialist areas, different patient groups and across the lifespan.
L5	Work as a member of the Post Anaesthesia Care Unit (PACU) team to support patients through recovery from anaesthesia and surgery incorporating dignity and compassion
L6	Manage self and practice, and that of others, in accordance with the HCPC Standards of Conduct, Performance and Ethics, recognising one's own limitations
L7	Demonstrate understanding of the administration of prescribed medications in line with agreed protocols and local policy.
L8	Recognise and take the appropriate action in response to a range of clinical emergencies.
L9	Demonstrate a commitment to lifelong learning, continuing professional development and inter-professional learning in order to enhance knowledge, skills, values and attitudes needed for safe and effective practice.
L10	Acknowledge leadership capabilities through self and social awareness, developed by reflective practice and self evaluation

## Programme Structure

Programmes are structured in stages. The number of stages will vary depending on the mode (e.g. full-time, part-time), duration and location of study which will be detailed in the Programme Handbook.

Modules are set at a specific academic level and listed as either core (compulsory) or optional. The level indicates the relative academic difficulty which will increase through the programme. Passing modules will reward you with academic credit. The amount of credits will depend on the complexity of the module and the level of effort required, which is measured in 'notional learning hours'.

Our [Academic Advice webpages](#) provide more information on the structure of taught awards offered by the University.

*Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to sector developments.*

## Level Four

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
CL401	Fundamentals of Perioperative Practice	30	Core	No
CL402	Principles & Practice of Anaesthetics & Surgery	30	Core	No
CL403	Developing Perioperative Practice	30	Core	No
CL404	Anatomy & Physiology	30	Core	No

## Level Five

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
CL503	Advancing Perioperative Practice	30	Core	No
CL504	Applied Anatomy and Physiology	30	Core	No
CL505	Specialising in Perioperative Care	30	Core	No
PF508	Developing Leadership Qualities in the Perioperative Care Environment	30	Core	No

## Learning and Teaching Activities

Please see the [Academic Advice pages](#) for a description of learning and teaching activities that are recognised by the University. Detailed information on this specific programme is outlined below:

The teaching and learning strategies employed will enable students to take a life-long approach to their learning in order to learn from and through practice. A variety of teaching methods will be employed including:

- **Keynote lectures** will be employed to launch fundamental theoretical aspects of the programme and will be led by lecturers and/or external speakers. Lectures will provide the foundation for student-led work within seminars and/or workshops.
- **Seminars** will offer a forum through which students can explore key areas and will combine the presentation of information and ideas, exploration of relevant issues, and the application of theory to practice.
- **Workshops** will be used to enable students to work through real-life scenarios and apply theory to practice.
- **Expert speakers:** leading perioperative practitioners, academics service users and stakeholders will be invited to participate in the teaching of the programme and ensures the experience remains dynamic and responsive.
- A number of **visiting lecturer** appointments encompassing an array of specialities; these practitioners are active in the delivery of our current curricula.
- **Directed reading:** Students will be provided with relevant reading lists and will be encouraged to undertake independent reading to ensure they engage with a breadth of literature/evidence/theories relevant to perioperative practice.
- **Virtual Learning Platform (VLE):** Materials that are used to support the programme will be made available through the VLE, including presentations from key note lectures, handouts, worksheets, assessment documents, website links, as well as other teaching materials. Students will be expected to undertake additional work through the VLE or assigned reading in support and /or preparation of taught or face-to-face sessions.

- An array of **Case Studies** will be used as a vehicle for enquiry-based learning to identify the key issues, processes and systems inherent within them, and to learn from successful and unsuccessful care as well as being able to iterate the nature of good and bad experiences.
- **Group Work** is a key teaching and learning modality. It is recognised as an important pedagogic learning tool that enables students to engage in participatory learning and which encourages a team working approach to problem solving.
- **Reflection** in and on practice is central to the students developing emotional intelligence around skill development to enable their continued professional development. Reflecting on their past experience and the experiences of others is a key feature of the programme. Reflection encourages the students to explore the application of new skills and knowledge to a given situation, critical appraisal of key events, development of emotional intelligence and problem solving skills all of which are central to becoming a competent practitioner.
- Students will engage in **Simulated Learning** within the University's clinical skills laboratories to facilitate the development of perioperative specific skills. A range of clinical skills laboratories, one of which is fully equipped as a theatre suite, with anaesthetic room, whilst another is a three bedded recovery with additional preoperative area. These are supported by a team of dedicated simulation technicians.
- **Objective Structured Clinical Examinations (OSCEs)** test the students' clinical skill and their level of competence, are structured to include a range of skills and test the students' application of theory to practice.

**Personal Development Planning (PDP)** is incorporated into the curriculum to assist students in the planning of their on-going personal and professional development. Students' PDP will sit within their **e-portfolio**, which will enable them to develop IT skills alongside their development as independent reflexive learners. The e-portfolio/PDP will be a personal record of their academic and professional development throughout their course and beyond.

### **Content and Structure**

Level Four introduces the student to the role of the professional ODP firmly based on the HCPC regulations for standards of conduct, performance and ethics within the profession. During this level, students will be exposed to perioperative care in a variety of different contexts through a series of practice placements and this will enable the development of core perioperative skills required for working within the operating theatre environment. Where appropriate inter-professional learning will take place with other pre-registration students to enable shared learning and understanding around the role of the multi-professional team in the care of perioperative patients at all stages of the pathway. The focus at Level Four is the introduction of principles and concepts that underpin perioperative practice, in particular around anaesthetics and surgery and the integration of theory and practice in these fields. Students will explore the biological, sociological, psychological and behavioural concepts to enable the development and understanding of the needs of a patient throughout the perioperative pathway.

Level Five is designed to enable students to extend their perioperative knowledge and practice skills by a wider participation in the perioperative care of the patient, for example, to include recovery and specialist surgery and anaesthetics, including obstetrics (elective and non-elective). The modules in level five will allow students to develop both their academic and clinical skills from level four, through the development of the concepts and themes introduced previously. Thus, allowing students to build upon knowledge acquired in level four, while continuing to gain new knowledge and understanding. The level of study creates a well-rounded practitioner that is fit for purpose based on the fundamentals gained to date. Knowledge is developed within the context of the role to ensure the student achieves the key attributes expected for autonomous practice and independent thinking. This approach to development supports the integration of the

student within the multidisciplinary team to ensure the theory/practice link is promoted within care delivery. Contemporary clinical practice requires a high degree of professionalism and throughout this final year, this will be bought together through working within the specialist clinical area to achieve competence and gain an autonomous foundation.

### Practice Placements

The practice placements within the Dip (HE) ODP will account for 64% of the programme, with practice placements interspersed with theory input at the University in alternating blocks of study throughout the programme. The placements will provide opportunities for the students to learn alongside experienced, qualified mentors within and outside of the peri-operative environment, who will guide their learning and facilitate the development of practice skills. During the practice placements students will be considered supernumerary to the workforce. Incorporated in the programme from a practice perspective, there may also be various allocations outside the theatre department to allow students to gain insights into the overall care of patients. Therefore, students will undertake a variety of practice placements that include an anaesthetic, surgical and post-anaesthetic care phase and may be placed in specialist placements in areas such as A&E and ITU, to match the evolving nature of ODP practice and the changing landscape of the healthcare.

### Additional Course Costs

There are costs associated with all studies, additional to the tuition fee, which require consideration, when planning and budgeting for expenditure. Costs are indicative and for the total length of the course shown unless otherwise stated and will increase with inflation; depending on the programme they may include equipment, printing, project materials, study trips, placement activities, DBS and/or other security checks.

- Book costs of £100-200
- Printing costs of £50-100
- Optional costs for annual museum visit £20
- Optional membership of College of Operating Department Practitioners / Association for Perioperative Practice (cost varies see CODP/AfPP website)

### Contact Hours

Throughout the programme there are 3110 learning hours available of which 64% is attributed to clinical practice. There are threshold requirements embedded throughout the programme and a minimum of 866 clinical hours attendance is required within year one. The culmination of both academic and clinical hours throughout the whole programme must exceed 3000 hours in total.

Course Stage	Scheduled Activities (Hours)	Guided Independent Study (Hours)	Placement / Study Abroad / Work Based Learning (Hours)
Foundation Year			
Year One	460	100	976
Year Two	460	100	1014



## Assessment Methods

The [Assessment and Examination webpages](#) provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to students, including our commitment to ensure this is provided to students within 15 working days (the 'three-week turnaround').

The following assessment activities are used on this programme:

The assessment strategies will include both the assessment of theoretical knowledge and the application of theory to practice and practice competence. Assessment approaches will include:

- Reflective course work
- Case studies
- Written or visual presentations
- Unseen examinations
- Oral presentation
- OSCEs
- VIVA
- Critique of an evidence based article
- Construction of an ePortfolio
- Practice competence demonstrated in practice\*

The use of patient scenarios and the patient pathway will provide a suitable framework for learning and allow students to demonstrate the application of theory to practice and vice versa. Formative assessment will provide students with development advice and feedback to enable them to prepare for their summative work.

Students will be given two attempts at the theoretical element of the module and the practice component of the module. There will be one progression point during the programme; completion of Level Four.

\*866 hours minimum clinical placement attendance is required within the first year of the programme and is monitored within the Practice Placement Document.

\*Upon completion of the programme a total of 3000 hours should be achieved across both University and clinical placement attendance

- **Objective Structured Clinical Examination (OSCE):** is an examination that tests the students' clinical skill and their level of competence. It is designed to be objective, in that students are assessed using exactly the same stations, although the scenarios used may change and use the same marking criteria. The OSCE is structured to include a range of skills within the module and is designed to test the students' application of theory to practice and *vice versa*
- **Examinations:** Students will be required to achieve 100% in the drugs calculations examination
- **Personal Development Planning (PDP) - e-Portfolio:** Personal Development Planning is incorporated into the curriculum, to aid students to reflect on their learning, performance and achievement and to assist in the planning of their on-going personal and professional development (QAA, 2000). Students PDP will sit within their e-portfolio. The use of the e-portfolio will enable students to develop IT skills alongside their development as independent reflexive learning. By engaging with their e-portfolio they will develop emotional intelligence and chart their personal, professional development and their practice competence. The e-



portfolio/PDP will be a personal record of their academic and professional development throughout their course and beyond.

Practice learning socialises the students into the dynamic world of healthcare and enables them to apply theory to practice and *vice versa*, as well as acting a catalyst for the development of the student's peri-operative toolkit. The development of the ODP skills set fulfils the HCPCs Standards of Proficiency for Operating Department Practitioners (2014) and Standards of Conduct, Performance & Ethics (2016). Teaching and learning strategies will also incorporate methods which utilise the Virtual Learning Environment, Blackboard™, to provide students with remote access to materials and to enable students to forge a community with their peers who are placed in other organisations for their practice placements. Furthermore, opportunities to learn with and from other professional colleagues, to engage in on-site teaching sessions and to have access to learning resources suites within the trusts will be made available.

The assessment of learning in practice is based on the HCPC Standards of Proficiency for Operating Department Practitioners (2014) and these are assessed as having been 'demonstrated' by the student and judged by an appropriately qualified mentor as either achieving or not achieving the required level of competence in that particular skill. The competencies related to the professional conduct and ethical requirements of the role, is required to be passed for each placement. A student who fails to pass this in two placements per year will be deemed to have failed the programme. Skills are practised and are then assessed once the student feels confident to be assessed, in conjunction with their mentor. A student who fails to achieve the necessary level of competence with a particular skill will be permitted one further attempt, identified and managed through an Action Plan.

## Classification

**Calculation of final award:** 100% of level 5 awards contribute to final grade

For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#). These include the criteria for degree classification.

## Admissions Requirements

Please see the [Application webpages](#) for more information on how to apply, including a statement on how we support students from a variety of backgrounds. Please also see our [general entry requirements](#) for taught programmes. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

## Typical applicant profile and any programme-specific entry requirements

This programme is intended for applicants wishing to become registered Operating Department Practitioners identified through an interest in healthcare and specifically acute care settings.

The entry requirements will include:

- assessment of applicants through a values-based recruitment process based on an interview
- assessment of literacy, numeracy and basic computer skills
- evidence of achievement and/or ability to study at the required academic level

At interview, applicants will be expected to demonstrate:

- the appropriateness of the programme for their career aspirations
- their awareness of the nature of ODP (those who have no theatre/health experience)
- their awareness of the academic, practice and professional requirements of the programme

This will be undertaken during a recruitment and selection event with professional practice partners, service users and academic staff from within the institute.

### **Diploma applicants must possess one of the following:**

- Five GCSEs at grade C or above
- A BTEC First Diploma and one GCSE at grade C or above
- Two full A levels or equivalent
- A recognised Access to Higher Education course
- A higher education qualification (HND or Degree)
- Additional qualifications may be considered

**Applicants will be required to hold GCSEs (or equivalent) in Maths and English at grade C or above.**

Students with non-standard qualifications are not precluded from gaining entry onto the programme. Equality of opportunity is everybody's right and is a central aim of Buckinghamshire New University for all students. The candidate will be required to undertake an entrance test, provide detailed Curriculum Vitae with evidence of study in the last 5 years and at an appropriate level or equivalent practice experience.

All applicants will be required to demonstrate the following:

- good communication skills – assessed at interview;
- good level of written English, numeracy and basic computer skills – assessed at interview;
- meet occupational health requirements: in line with DoH exposure prone criteria, all students will be screened for: Hepatitis B\*, TB\*, Chicken Pox\*, Rubella\*, Hepatitis C and HIV (immunisations are required where no immunity is demonstrated);

- Satisfactory provision of Disclosure and Barring Service Enhanced Certificate (DBS).

#### English language proficiency

Applicants for whom English is not their first language will be required to hold an IELTS certificate graded 7 or equivalent, with no element below 6.5.

#### Rehabilitation of Offenders Act 1974 (Exemption Orders 1975)

As these training posts involve or may involve direct contact with people receiving health care they are exempt from the provision of the above Act and applicants are required to give details of all previous convictions, all cautions, warnings, binding-overs, or detentions by police, including any spent convictions. Failure to disclose is a serious breach of entry requirements.

Progression prior to any year of study will be subject to a self declaration form being completed by the student relating to the above statement

**Do applicants required a Disclosure and Barring Service (DBS) Check?**

**Yes**

### Opportunities for students on successful completion of the programme

Upon successful completion of the programme students will be eligible to apply for HCPC registration. Once registered a career is typically undertaken within the operating department and related areas. Within the current healthcare climate there is a strong demand for Operating Department Practitioners and this is supported through the employment rate of previous students within 6 months of qualification.

### Recognition of Prior Learning

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Please refer to our [Credit Accumulation webpages](#) for further guidance.

### Student Support

During the course of their studies, students will be supported in the following ways:

- At the start of their studies all students will receive a full **induction** to the programme which will include introduction to the staff responsible for delivering the course, and access to library and IT facilities
- The **Programme Handbook** will outline the exact nature of the course and how it is structured, including the availability of option modules

- Each student will be allocated a **Personal Tutor** who will support their academic development, be able to advise and guide them with their studies and, where necessary, give advice on study options
- Students will be able to access our full range of **support services**, including the Learning Development Unit for skills and study support, the Library, the Careers and Employability Team, Student Finance Team, Accommodation and Counselling Services

### Programme specific support (if applicable)

Buckinghamshire New University prides itself on strong links with practice partners. To ensure the programme remains current and responsive to the dynamic reformation of the NHS, practitioners from our partner trusts will be invited to be involved in the delivery and on-going enhancement of the programme. Our partners have been involved and will continue to be involved in the development of the curriculum, review and monitoring process, engagement in the joint working forum, clinical simulation sessions and the provision of patient pathways and patient scenarios for teaching and learning purposes. The students will be supported further by practice colleagues, lead mentors, mentors and link lecturers.

**Lead Mentor/Practice Educator:** the lead mentor is an experience practitioner, who has a minimum of three years post registration experience and is either working towards or is a graduate. They have overall responsibility for students in placement, organising workplace teaching sessions, the allocation of placements and an appropriately qualified mentor.

**Mentor:** mentors provide a positive contribution to the student's practice experience and are therefore integral to the student support process. They teach, support and guide student ODPs on a day-to-day basis working alongside their student at least 2 days a week to monitor, coach and provide feedback on their progress. The mentor is an experienced practitioner who demonstrates a substantial level of knowledge, skill, and aptitude within the peri-operative environment. The role of the mentor is to:

- facilitate student learning in practice, ensuring the student is exposed to the appropriate learning opportunities to facilitate the students learning and development;
- supervise, support and guide students in practice;
- contribute to approved assessment procedures in the practice setting.

In accordance with the Department of Health recommendations for the preparation of mentors and teachers, the mentor will hold the following:

- first level registration on the professional register;
- hold an appropriate mentor qualification;
- attend yearly mentor updates.

**Associate Mentor:** the associate mentor is a practitioner who works alongside the mentor within the practice setting. The associate mentor will have a substantial level of knowledge, skill, aptitude and experience within the per-operative setting. The role of the associate mentor is to:

- facilitate student learning in practice, ensuring the student is exposed to the appropriate learning opportunities to facilitate the students learning and development;
- supervise, support and guide students in practice;

- contribute to approved assessment procedures through formative, but not summative, assessment.
- The associate mentor will hold a first level registration on the professional register.

## Appendices

### Quality Assurance

<b>Awarding Body:</b>	Buckinghamshire New University
<b>Language of Study:</b>	English
<b>QAA Subject Benchmark Statement(s):</b>	Health Care Programmes: Operating Department Practice (2004)
<b>Assessment Regulations:</b>	<i>Academic Assessment Regulations</i> , accessible via the Academic Advice webpages ( <a href="https://bucks.ac.uk/students/academicadvice">https://bucks.ac.uk/students/academicadvice</a> )
<b>Does the Fitness to Practise procedure apply to this programme?</b>	Yes
<b>Ethics Sub-committee</b>	
<b>Date Published / Updated:</b>	
<b>Date programme re-approval required:</b>	Usually six years from date published / approved

### Other awards available on programme (Exit Qualifications)

Please refer to the *Academic Qualifications Framework* for Exit Qualifications recognised by the University and credit and module requirements.

<b>Name of Exit Qualification:</b>	<b>Certificate of Higher Education (CertHE)</b>
<b>Full name of Qualification and Award Title:</b>	Certificate (HE) in Health and Social Studies
<b>Credits requirements:</b>	<b>Minimum 120 Credits at level 4</b>
<b>Module requirements:</b>	CL401 - Fundamentals of perioperative practice CL402 – Principals and practices of anaesthetics and surgery CL403 – Developing per-operative practice CL404 – Anatomy and Physiology
<b>Learning Outcomes</b>	
Demonstrate an understanding of the fundamentals of perioperative practice	
Articulate the principles and practices of anaesthetics and surgery	
Demonstrate an understanding of anatomy and physiology	
Achieve clinical competencies to level 4	