

## 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>BSc (Hons) Operating Department Practice</b>	
<b>Programme (AOS) Code(s):</b>	<b>BN1ODP1 (Three Year) BN1ODP4 (with Foundation Year)</b>
<b>UCAS Code:</b>	<b>B991 (Three Year) B992 (with Foundation Year)</b>
<b>Name of Final Award:</b>	<b>Bachelor of Science with Honours, BSc (Hons)</b>
<b>Level of Qualification:</b>	<b>Level 6</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>3 Years 4 Years (with Foundation Year)</b>
<b>Professional Body Recognition / Accreditation (including specific requirements where applicable):</b>	<b>Health Care Professions Council (HCPC) College of Operating Department Practitioners</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.
3	Foster independence and ensure the delivery 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 prior to, 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

On successful completion of their studies, graduates will be able to:

ID	Learning Outcome
<b>Knowledge and Understanding</b>	
1	Influence the clinical environment through the use of applied critical knowledge and the application of this to anaesthetic, surgical, post-operative and related acute care areas.
2	Demonstrate contemporary knowledge and promote best practice in relation to the fundamental aspects of perioperative practice and care.
3	Appraise and apply all professional, ethical and legal requirements relating to the care of patients within the perioperative environment.
4	Understand the impact ill health may have on the patient receiving care within the perioperative department and related clinical areas.
5	Apply the theoretical concepts of pharmacology and the safe medication administration to care delivery.
6	Evaluate and apply current evidence to support professional development of self and others within the multidisciplinary team to ensure a collaborative approach to the delivery of care and related issues.
7	Understand and foster support for cultural diversity and beliefs of individuals or groups to ensure an anti-discriminatory philosophy is adopted.
<b>Intellectual Skills</b>	
1	Analyse best evidence to inform personal, professional and practice development through reflective approaches to autonomous growth.
2	Distinguish, interpret and act upon clinical data to ensure patient safety.
3	Acknowledge contemporary advances within the context of perioperative practice and examine the impact on service delivery.
4	Analyse varied theoretical constructs of different types of knowledge to inform the perioperative practice.
<b>Practical Skills</b>	
1	Practise in accordance with current ethical, legal and professional frameworks to promote the primacy of patient interest and well-being whilst promoting confidentiality.
2	Employ a range of skills and tools to ensure the holistic assessment of the patients individual needs are achieved whilst in-line with the requirements of the informed consent process.
3	Work within the multidisciplinary team to deliver informed care to the diverse patient demographic within the professional boundaries relating within the role of operating department practitioner.
4	Recognise own and others professional limitations whilst adapting practice to meet the requirements of individual patients receiving care across a range of clinical situations and promote professional boundaries within the perioperative environment.
5	Demonstrate an understanding of the requirements and administration of prescribed medication in accordance with legal frameworks and local policy.

6	Encompass sound clinical decision making based on current best practices across a range of varied care delivery contexts, including clinical emergencies and undertake appropriate responses to adapt provision.
7	Evaluate and manage documentation in accordance with applicable national and local legislation and guidelines to ensure records are maintained appropriately.
<b>Transferrable Skills</b>	
1	Employ a range of communication techniques and interpersonal skills to effectively engage in, develop and disengage from therapeutic relationships ensuring successful dissemination of information.
2	Exhibit the commitment to creating a professional portfolio, incorporating technological innovation, to life-long learning and development, demonstrating the attributes expected within the provision of safe and effective practice.
3	Be equipped to lead, supervise and challenge other healthcare professionals and practitioners in striving for excellence whilst taking into account the dynamic social, cultural, spiritual, legal, political and economic factors.
4	Contribute to working practices that are collaborative and patient focussed whilst respecting the contributions of the wider healthcare team.
5	Enhance the professional development and safe practice through demonstrating leadership, peer support, supervision and teaching of colleagues including non-registered professionals.

## 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.*

### Foundation Level (Optional for students on degree programmes)

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
FY026	Preparing for Success: Knowledge and creativity	N/A	Core	Yes
FY027	Preparing for Success: Self development and responsibility	N/A	Core	Yes
FY028	Inquiry and research skills	N/A	Core	Yes
FY008	Ways of Learning about the Social World	N/A	Core	Yes

**Level Four**

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
CL406	Foundations of Perioperative Practice	30	C	No
CL407	Applying Academic Skills to the Perioperative Environment	15	C	No
CL408	Fundamentals of Anatomy and Physiology	15	C	No
CL409	Engaging in Perioperative Practice	60	C	No

**Level Five**

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
CL504	Applied Anatomy and Physiology	30	Core	No
CL506	Developing within the Perioperative Environment	15	Core	No
CL507	Applying Evidence to Perioperative Care	15	Core	No
CL508	Expanding Skills within Perioperative Practice	60	Core	No

**Level Six**

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
CL662	Coaching and supervision of others within the Perioperative Environment	15	Core	No
CL663	Leadership in Perioperative Practice	15	Core	No
CL664	Research in Operating Department Practice	30	Core	No
CL665	Creating Autonomy within Perioperative Practice	60	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**

During the Foundation Year, students will be exposed to a variety of summative and formative assessments whilst developing the academic skills to be a successful student at university; course content and Learning Outcomes strongly relate to students developing their knowledge and understanding of the subjects being studied and assessed.

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.

Level Six is designed to create 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 brought together through working within the specialist clinical area to achieve competence and gain an autonomous foundation. Achievement will be gained through the inclusion of advanced clinical skills, developing leadership techniques and gaining exposure to the coaching and support of others. This readiness for registered clinical practice will be further enhanced with the inclusion of a dissertation rendering the student both theoretically and practically competent for the modern role of Operating Department Practitioner.

### **Placement Learning**

The 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. See Programme Handbook.

### **Practice Placements**

Placements will provide opportunities for students to learn alongside experienced, qualified mentors within and outside of the perioperative environment, who will guide their learning and facilitate the development of practice skills. During 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

1 unit of credit is the equivalent of 12.5 notional learning hours. Full time undergraduate students study 120 credits (1500 hours) per year or 'stage' of the course.

Course Stage	Scheduled Activities (Hours)	Guided Independent Study (Hours)	Placement / Study Abroad (Hours)
Year One	187	261	975
Year Two	187	261	975
Year Three	180	368	875

Students who study this programme with a Foundation Year will complete an additional 1200 hours during that year.

### 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 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
- Critique of an evidence based article
- Construction of an ePortfolio
- Dissertation
- 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 two progression points during the programme; completion of Level Four and again upon completion of Level Five.

\*80% minimum clinical placement attendance is required within the programme and is monitored within the Practice Placement Document

## Classification

**Calculation of final award:** Level 5 - 33% / Level 6 – 67%

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

### **For BSC Hons) Operating Department Practice with Foundation Year (4 years)**

Applicants who do not meet the minimum requirements for the 3-year programme, or those who do not feel fully prepared for a Level 4 course, will be considered for the 4-year programme including a Foundation Year.

Please see the University's [Programme Entry Requirement](#) webpages for requirements for entry at this level.

### **For BSC Hons) Operating Department Practice**

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 [programme entry requirements](#) for application information.

## 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.

Offers will be subject to a satisfactory **Disclosure and Barring Service (DBS) Check** and **Occupational Health Assessment**.

#### **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

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

Upon successful completion of the programme students will be eligible to apply for admission to the HCPC Register. 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

## 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>Date Published / Updated:</b>	September 2018

### 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>	Ordinary Degree
<b>Full name of Qualification and Award Title:</b>	Bachelor of Science Health Care Studies (Not eligible to apply for HCPC registration).
<b>Credits requirements:</b>	300 Credits
<b>Module requirements:</b>	ALL 120 Credits at Level 4 ALL 120 Credits at Level 5 PLUS ANY 60 credits at Level 6:
<b>Learning Outcome</b>	
In addition to the learning outcomes of the <b>CertHE Health Care Studies and DipHE Health Care Studies</b> , The student will also have met the following learning outcomes:	
Formulate a systematic understanding and detailed knowledge of the key aspects of perioperative practice (K&U)	
Analyse best evidence to inform personal and professional development (I)	
Utilise data to make judgements and identify possible solutions (P)	
Enhance professional development through the use of leadership, peer support and coaching (T)	

<b>Name of Exit Qualification:</b>	<b>Diploma of Higher Education (DipHE)</b>
<b>Full name of Qualification and Award Title:</b>	<b>DipHE Health Care Studies (Not eligible to apply for HCPC registration).</b>
<b>Credits requirements:</b>	<b>240 Credits</b>
<b>Module requirements:</b>	<b>ALL 120 Credits at Level 4 ALL 120 Credits at Level 5</b>
<b>Learning Outcome</b>	
In addition to the learning outcomes of the <b>CertHE Health Care Studies</b> , The student will also have met the following learning outcomes:	
Demonstrate contemporary knowledge and understanding of the principles of perioperative care (K&U)	
Interpret and act upon clinical data to ensure patient safety (I)	
Recognise the limitations of one's own practise whilst working to meet the individual needs of patients (P)	
Contribute to working practices that are collaborative and patient-focused (T)	

<b>Name of Exit Qualification:</b>	<b>Certificate of Higher Education (CertHE)</b>
<b>Full name of Qualification and Award Title:</b>	<b>CertHE Health Care Studies (Not eligible to apply for HCPC registration).</b>
<b>Credits requirements:</b>	<b>120 Credits</b>
<b>Module requirements:</b>	<b>ALL 120 Credits at Level 4</b>
<b>Learning Outcome</b>	
Describe the fundamental aspects of best practice in relation to perioperative care (K&U)	
Explain and interpret principles of healthcare (I)	
Practise in accordance with current ethical, legal and professional frameworks within the multi-disciplinary team to deliver safe care within professional boundaries (P)	
Document and communicate patient results accurately and reliably within the multidisciplinary team (T)	