

Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

Section 1 - General Course Information	
Course Title	BSc (Hons) Operating Department Practice
Qualification	BSc (Hons)
Intermediate Qualification(s)	
Awarding Institution	University of Bedfordshire
Location of Delivery	AA AC
Mode(s) of Study and Duration	Full time over 3 years
Core Teaching Pattern	Course specific teaching pattern (non core pattern)
FHEQ Level	Level 6
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Health and Care Professions Council (HCPC)
PSRB Renewal Date	Not applicable
University of Bedfordshire Employability accreditation	Not applicable
Route Code (SITS)	BSODPAAF
Subject Community	Healthcare Practice
UCAS Course Code	tbc
Relevant External Benchmarking	HCPC Standards of Proficiency for Operating Department Practitioners (HCPC 2014) HCPC Standards of Education and Training for Operating Department

	Practitioners (HCPC 2011) College of Operating Department Practitioners Curriculum document (2011) FHEQ Level 6 Benchmark descriptors (QAA 2014) QAA Subject benchmarks for Operating Department Practice (2004)
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Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
tbc	4	30	Professional Studies for perioperative practice	Core
tbc	4	30	Anaesthetic Practice	Core
tbc	4	30	Sciences for the perioperative practice	Core
tbc	4	30	Intraoperative surgical care	Core
tbc	5	15	Enhanced anaesthetic practice	Core
tbc	5	15	Enhanced intraoperative surgical practice	Core
tbc	5	30	Holistic approach to coordinating care	Core
tbc	5	30	Post anaesthetic care	Core
tbc	5	30	Sciences for enhanced perioperative practice	Core
tbc	6	30	Developing care roles for the operating department practitioners	Core
tbc	6	15	Medicines management and pharmacology	Core
tbc	6	15	Intensive care for operating department practitioners	Core
tbc	6	15	Mentorship and Supervision for Perioperative practice	Core
tbc	6	15	Clinical leadership for perioperative practice	Core
tbc	6	30	Service and patient experience improvement project	Core

Why study this course

This course will enable you to be eligible to apply for registration with the Health and Care Professions Council as an Operating Department Practitioner. The course will equip you with the knowledge and skills to become an autonomous and highly skilled operating department practitioner. You will develop the knowledge, competencies and clinical skills to provide high quality, evidence based, safe and effective care, and to implement appropriate multi-professional team working and leadership skills.

Course Summary – Educational Aims

This course aims to

- Equip students with the knowledge and skills to practice safely and effectively as a registered operating department practitioner, meeting the HCPC Standards of Proficiency for Operating Department Practitioners (HCPC 2014), enhancing the quality of services and patient care in a range of healthcare settings.
- Develop students' critical thinking and decision making skills to enable them to practise autonomously as operating department practitioners in complex critical situations requiring prompt responses.
- Prepare operating department practice students to practice safely and effectively to protect the public;
- Enable operating department practice students to work in accordance with the principles and philosophy of the NHS Constitution;
- Provide an educational framework that is vocationally relevant, equipping students with the necessary skills, professional behaviours and attributes required for career long learning and development as operating department practitioners;
- Provide a curriculum that is contemporary and evidence-based meeting the changing context of care provision within operating department practice;
- Provide a platform from which to enter employment and career progression as an operating department practitioner.

Entry requirements

- Five GCSEs at grade C or above, including English language or literature and mathematics, and preferably a science subject, plus one of the following:
- 280 points with at least 160 points from 2 GCE/VCE A2 level or BTEC National qualifications and other qualifications in the UCAS tariff. AS levels and General Studies A level do not count towards this score.
- Access to HE Diploma for a QAA recognised Access to HE course in health studies, health science, nursing or another science- based course. Normally we require 15 credits at Level 2 and 45 at level 3 of which at least 15 credits should be graded at distinction level or equivalent qualifications such as Irish Leaving Certificate, Scottish Highers or International Baccalaureate. NVQ Level 3 is not accepted for any of our professional healthcare courses.
- IELTS Grade of 7 overall and 6.5 in each area where English is a second language.

If you have a Diploma in higher education or a degree you will need to check with Student Finance England around your eligibility for any additional funding.

Other specific entry requirements

1. Undertake an Enhanced Disclosure and Barring Service (DBS) check prior to registration. Students

must declare any criminal convictions, cautions and bindings over, including those considered spent during the admissions process. Criminal convictions do not necessarily prevent acceptance on the course, but some may be regarded by an employer or professional body as excluding them from practice. Where students have any criminal convictions, cautions and/or bindings over, their application will be considered by the DBS panel within the University, which they will be asked to attend, where a decision will be made regarding their entry to the course. Applicants need to be aware that any criminal conviction for driving may affect future employment or affect the candidate's ability to gain registration with the HCPC (Health Care Professions Council). The DBS screening is currently funded by the University.

2. Undergo health screening to assess students' fitness to join the course. Students must also complete an approved course of immunisation, as recommended by the Department of Health. Health screening and immunisation are provided by the University, through the Occupational Health provider. It is the student's responsibility to inform the course coordinator of any change of circumstances in their health once they have registered.

Disabilities

If students have a disability or have a long-term health condition, they are advised to read the Health and Care Professions Council (HCPC) booklet: '*A disabled person's guide to becoming a health professional*'.

Application Process

All students applying to the course will be processed through the UCAS system. Students must complete the UCAS form in full and provide two references one must include a recent education teacher or their most recent employer.

The admissions team will review UCAS forms. This will be to screen all application forms for relevant academic criteria and to ensure the individual has demonstrated other key criteria mentioned above. Lastly the references will be reviewed for suitability. All decisions will be recorded on the UCAS system.

Successful candidates will be invited to a selection event. If a student has a disability that they feel will hinder their progress at the selection event they must inform the admissions department prior to interview and provide their Specific Learning Difficulties (SpLD) report outlining their support needs. Appropriate adjustments can then be made to support individuals at the event.

Selection Event

On arrival candidates will check in at the selection event. Identity (using passports), right of residence, qualifications and driving licence checks will be undertaken. Staff involved in the process have undertaken training in document verification and identity documentation will be scanned for authenticity.

All candidates will then complete a timed numeracy and literacy test. (These tests are at Level 2 i.e. GCSE grade A*-C, functional skills or BTEC level 2). Candidates must gain the accepted pass mark on both tests to proceed to interview. Failure to do so results in de-selection at this stage.

Students will undergo an individual face to face interaction with an academic member of staff and a practice partner or service user or carer. This will ensure that applicants are able to demonstrate their understanding

of the values of the NHS constitution, the 6Cs and how this relates to Operating Department Practice.

Criteria assessed during interview are graded and will inform the offers being made to applicants. Recruitment will be in line with the NHS values and behaviours as set out in the NHS constitution. All interactions with the university staff and external members involved in the admissions process are taken into account when making final decisions on acceptance or rejection.

Offers will be made through the UCAS system. All successful candidates will be required to sign that they have received additional information relating to placement travel information and shift times recognising the 24/7 nature of practice placements that they will be required to undertake if they start on the course.

Recognition of Prior Learning

The University will give recognition to relevant prior learning through its Recognition of Prior Learning Policy (November 2014) (See Supporting Evidence).

PSRB details

The course has been designed to meet the requirements of the Health and Care Professions Council, Standards of Proficiency for Operating Department Practitioners (2014).

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Apply knowledge and exercise professional judgement in using specialist skills in perioperative practice to provide safe and effective care to people receiving surgical or invasive interventions
- Work in multi-professional contexts, collaborating with health colleagues to deliver high quality, evidence based, contemporary care to people who require surgical interventions or invasive interventions
- Demonstrate resourcefulness and creativity in providing care that that reflects the values of the NHS and that makes a positive difference to the experiences of people being cared for in peri-operative environments.

Higher Education Achievement Report - Additional Information

The BSc (Hons) Operating Department Practice course offers preparation for eligibility to apply to register and work as an Operating Department Practitioner. It offers students the opportunity to work with University teaching staff and placement providers to meet the challenges and demands within contemporary operating department practice. Operating department practitioners who graduate from the University of Bedfordshire are highly valued in the workforce. The course of study exceeds the breadth and depth of the College of Operating Department Practice curriculum documents. Students at the University of Bedfordshire gain extracurricular experience in specialist cardiovascular, paediatric, and ophthalmic surgery. Graduates not only gain eligibility to apply for professional registration but gain vital employability skills.

Learning and Teaching

Equal emphasis is placed within the course of the importance of university and placement learning.

This course is distinctive in the following ways:

- It provides a curriculum that facilitates the development of critical decision-making through participation in active teaching and learning methods.
- You will benefit from learning within a multi-disciplinary environment.

- Your view of healthcare provision will be enhanced through the involvement of external agencies, service users and carers throughout the curriculum.
- It teaches and assesses both the practical delivery and the theoretical understanding of operating department practice in the context of NHS values and professional behaviours.
- Your learning will be supported by the University's Virtual Learning Environment (BREQ) and enhanced by the use of realistic simulation activities.
- Through the use of case studies, simulation and reflection, you will have the opportunity to explore contemporary operating department practice and the associated evidence base.
- There are opportunities for you to learn about service improvement as you will identify and plan a service development proposal that will benefit your workplace and service user experience.
- You will be supported in the workplace by practice based mentors and members of the course teaching team who will visit you in practice, working closely with you and your practice-based mentors.

Developing your employability

On successful completion of the course, you will be eligible to apply to register with the Health and Care Professions Council as an Operating Department Practitioner and apply to NHS Trusts and the private, voluntary and independent sector for employment as an operating department practitioner in a range of contexts.

During the course you will acquire a range of transferrable skills which are intended to prepare you for working as an operating department practitioner on completion of the course. Your academic skills will be developed to equip you with the potential for lifelong learning. The practical skills that you gain on the course are directly applicable to the role of an operating department practitioner in a variety of hospital care settings and will provide a foundation for further skills development post registration. Aspects of your studies on the course focus on concepts and skills relating to team working and leadership which will be of relevance in whichever healthcare context you wish to work in the future. During year three of the course you will be given assistance to seek employment by developing your CV.

Department (s)

Healthcare Practice

Assessment

The course assessment strategy is closely aligned to the teaching and learning strategy which is designed to have: immediate relevance to practice; draw on expertise-by-experience; foster active learning and be learner-centred in approach. A distinct feature of the course is the range of assessment tasks, including those that allow you to undertake workplace relevant assessments that can have an immediate impact in practice. Examples include: written assignments ranging from reflective pieces to academic essays culminating in a service improvement project, assessed practice within your placements; computer based examinations and oral presentations.

Use of professional and theoretical literature will increase in complexity, depth and breadth as you progress through the course. In the first year, you will be expected to demonstrate knowledge and understanding of the evidence-based literature and apply this to practice. In contrast, the second year will demand deeper analysis and evaluation of the literature and its applications. For example, you will develop your ability to study and practice more independently. You will be expected to identify a subject that particularly interests you based upon the NHS values, and propose a service improvement project supported by appropriate literature.

Assessments of clinical skills will begin with observation of your participation in caring for patients/service users during practice placements. Expectations of the levels of skill demonstrated by you will increase over time and by the final assessments you will be expected to manage more complex and challenging encounters in a non-judgemental, empathic manner in accordance with NHS values.

After Graduation

After graduation it is expected that you will apply for registration as an Operating Department Practitioner with the Health and Care Professions Council and seek employment as an operating department practitioner in an appropriate healthcare setting.

Following award of your degree you may wish to study for a Masters degree. Various options are open to you including course relating to advancing healthcare practice, patient safety or management studies such as an MBA in Healthcare Management.

Student Support during the course

The University of Bedfordshire provides a range of central support services. These include academic advice and support, health and well-being services and guidance with regards to financial matters. You will have access to the University's Professional and Academic Development (PAD) team and the Student Information Desk (SID) which provides the gateway to a range of specialist advice and assistance. You may be required to undergo diagnostic testing for academic and/ or professional English language abilities, and may further be required, to participate in academic English support workshops or classes provided by the University. Support services are detailed within the student support area of the University website at:

<http://www.beds.ac.uk/studentlife/student-support>.

Your course team will also provide a range of support with your studies. This includes the allocation of a named Personal Academic Tutor (PAT), who will guide you through your studies. This will involve personal and group tutorials, placement meetings, academic support and monitoring of academic and professional development. The PAT will also provide the link between the University and the work place and ensure that your professional and academic progress is monitored and supported. You will be given timely feedback on assessments, with suggestions on how to further improve your work.

All partner healthcare organisations are required to identify a named work place mentor who is a registered practitioner to facilitate your learning in practice.

Students with disabilities

We actively encourage applications from people with disabilities and will ensure that reasonable adjustments are made to assessment tasks in order that they are not disadvantaged. Applicants should read the HCPC publication, 'A disabled person's guide to becoming a health professional' (HCPC 2006) (current under review for 2015), available at www.hcpc-uk.org/publications, which provides you with information about the requirements that you need to go through to become a health and care professional, including registration with the HCPC.

Once an applicant with a disability has been accepted on to the course, we will work with them to identify their individual needs in relation to attending and successfully completing the course. Reasonable adjustments to the way the course is delivered and assessed will be made so that students with a disability are not disadvantaged.

If you have a specific need (e.g. dyslexia, dyspraxia, visual or hearing impairment, mobility issues) that may

require additional resources (i.e. aids or adaptations) it is important that you notify the course co-ordinator of these needs at the earliest opportunity so that appropriate arrangements can be made to ensure equality of opportunity.

Assessment Map

Unit Code	C	Weeks																								
		7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Professional Studies for perioperative practice	C	X																		X				X		
Anaesthetic Practice	C									X																
Sciences for perioperative practice	C																									
Intraoperative surgical care	C									X									X							
Enhanced Anaesthetic Practice	C														X											
Enhanced intraoperative surgical practice	C																									
Holistic approach to coordinating care	C													X												
Post Anaesthetic Care	C									X																

Science for Enhanced Perioperative Practice	C	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
													X													X
Developing Care Roles for the Operating Department Practitioner	C																		X			X				
Medicines management and pharmacology														X X												
Intensive care																										
Mentorship and Supervision for Perioperative Practice			X			X																				
Clinical Leadership for perioperative practice															X											X
Service and patient experience improvement project	X	X																								

Unit Code	C	Weeks														
		31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
Professional Studies for perioperative practice	C															
Anaesthetic Practice	C	X									X					
Sciences for perioperative practice	C								X							
Intraoperative surgical care	C										X					
Enhanced Anaesthetic Practice	C										X					
Enhanced intraoperative surgical practice	C															
Holistic approach to coordinating care	C										X					
Post Anaesthetic Care	C				X						X					

Science for Enhanced Perioperative Practice	C	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	
Developing Care Roles for the Operating Department Practitioner	C										X						
Medicines management and pharmacology	C																
Intensive care for ODP	C					X					X						
Mentorship and Supervision for Perioperative Practice	C																
Clinical Leadership for perioperative practice	C																
Service and patient experience improvement project	C		X														

Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

Course Learning Outcomes

Upon successful completion of this course, you should be able to:

1. Provide safe and effective care in the Operating Department in all of the main areas (Surgery, Anaesthetics and Recovery)
2. Reflect upon, critique and apply a range of subject specific and transferrable knowledge and skills to support your continuing development as an operating department practitioner.
3. Adapt in dynamic and challenging circumstances, furthering your knowledge and developing your ability to meet the demands of contemporary operating department practitioner practice.
4. Act in partnership with service users and carers, providing appropriate effective care based on patients' needs and contemporary evidence.
5. Critically evaluate a range of academic theories and concepts to enhance your work performance within multicultural environments and across organisational boundaries.
6. Appraise the evidence on which care decisions are based in order to enhance the development of values based care and quality of healthcare practice.
7. Plan, implement and actively manage responses to situations occurring in the perioperative environment, drawing on relevant sources of evidence, providing a rationale for actions taken to improve the quality of healthcare.
8. Demonstrate resourcefulness and creativity when suggesting or implementing change intended to make a positive difference to the quality of the patient experience.

Course-specific regulations

Variation to regulations is required for :

- entry criteria
- delivery pattern: variation from core patterns
- assessment regulations: there will be no aggregation within units that contain practice based assessments. All practice-based assessments must be passed. This is to enable the course to be mapped against professional standards. Students can be referred on only one occasion in practice assessment (providing two attempts at the practice assessment documentation). If a student fails a theory assessment twice and passes the practice component of the unit, they can pay to retake the unit but will be required to undertake the theory assessments only, carrying over the practice assessment grade. This means they do not return to the practice environment until the unit is passed.
- An aegrotat award will not provide eligibility for application for registration with the Health and Care Professions Council.
- Assessment regulations, or other relevant policies, must clearly specify requirements for approved programmes being the only programmes which contain any reference to an HCPC protected title or part of the Register in their named award.

The course must be completed within five years of initial registration.

Teaching, Learning and Assessment

This is a full time course for operating department practice students. It is designed to foster improvements in operating department practitioner practice and therefore methods have been chosen to ensure that graduates of the course are able to apply values-based and evidence-based approaches to healthcare. Our guiding principles are that learning should have immediate relevance to practice and that it should draw on the experiences and expertise of students on the course, as well as the academic staff who lead it.

Teaching, learning and assessment methods foster active learning through the use of enquiry/problem based learning and allow a degree of choice, to ensure learner engagement and development. Many the skills required to be an operating department practitioner are taught within the University setting within the high tech simulation suite. This provides you with the opportunity to develop and review your own practice within a safe learning environment before being exposed to these skills in the practice setting. This will enhance your confidence when implementing skills in clinical settings that are often stressful.

As you will learn in practice during the course this will provide you with rich opportunities to examine and analyse your own and colleagues' approaches to healthcare provision. The teaching, learning and assessment strategies adopted within and across units are designed to support a sustained dialogue with peers, colleagues and academics around the ways in which your practices can be developed.

The curriculum has been designed to move you from the familiar to the new, allowing you to evidence your skills in a range of ways. This is particularly important for new students making the transition into higher education.

Your attendance requirements for theory and practice and how this will be monitored is included in the Course Handbook.

Additional Academic Information

Peer-assisted learning (PAL)

University of Bedfordshire PAL Leaders are identified and interviewed at the end of their first year and attend an initial two day training session in September/March in readiness for the new term. Following up on training, support is ongoing throughout the academic year. The University's PAL Co-ordinator observes PAL Leaders running a PAL session to give them feedback and guidance. PAL Leaders facilitate weekly study support sessions for groups of students from the year below.

PAL sessions are run in tandem with the scheduled teaching sessions delivered by lecturers on a named unit. This provides purpose and cohesion with PAL Leaders being able to target their sessions specifically on the topics and/or assessments associated with the unit. However some student led content may be incorporated.

PAL Leaders meet/communicate weekly with the Course co-ordinator to plan the PAL session and to feedback any staff/student comments or concerns. PALs will continue to communicate whilst on placements, this maybe via phone or email.

Initial Assessment

The first assessment takes place in week 6 of the Professional Studies for Perioperative Practice.

Improving students' learning

The Professional Studies for Perioperative Practice unit is intended to assist you to develop your study skills. The unit syllabus focuses upon literacy skills for academic work and healthcare practice. It includes: study skills, including taking lecture notes; using learning resources, including those on-line; and developing your learning styles.

You will receive written feedback on submissions within 15 working days, which includes guidelines for developing your work.

Academic Integrity

You will be introduced to good academic practices including accurate referencing techniques and how to avoid plagiarism. You will receive feedback on your use of literature, including referencing techniques throughout the course. You are required to obtain consent from services users to write about their experiences and to obtain mentor verification that you have based your study on a client you have cared for.

HEAR implementation

Not yet applicable

Internationalisation

The course requires you to engage with contemporary, international resources, including published research and evidence-based practice guidelines.

Sustainability

As an operating department practice student you will be working within your placement providers organisation's code of practice and standard operating procedures applicable to your placements. These will be underpinned by the NHS Constitution and values, which are inherent in everyday operating department practice. The course invites a consideration of the ways in which these values impact on your practice and the experiences of healthcare users. It invites consideration of your own practice and role responsibilities in championing and influencing the ethical and respectful practice of co-workers, in ways that embody and role model NHS Values.

Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

Faculty	Health and Social Science
Portfolio	Allied Health Professions and Midwifery
Department/School/Division	Healthcare Practice
Course Coordinator	Philip Beckwith
Version Number	1/16
Approved by (cf Quality Handbook ch.2)	University Periodic Review Panel
Date of approval (dd/mm/yyyy)	June 2016
Implementation start-date of this version (plus any identified end-date)	September 2016

Form completed by:

Name: Amanda Willetts /Barbara Bromley

Date: 23/08/2016

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair:

Date:

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
23 Aug 2016	Graduate impact statements re-written to align with University policy. Location of delivery codes added	