



**Course Handbook**  
**BSc (Hons) Operating Department Practice**  
**2018/19**  
**Course Leader Guy McClelland**  
**School of Health Sciences**



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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## 1. Welcome to the course

### **Welcome to the course**

Welcome to the University of Central Lancashire and the School of Health Sciences. The Acute, Critical and Emergency Care Team will be managing your course and you will soon get to know the staff, especially the lecturers who will be involved in the day to day management of your course.

The course has been developed in partnership with others including Practice Educators, Mentors, Operating Department Theatre Managers, Service Users / Carers and Students. The course has been mapped to the College of Operating Department Practitioners (CODP) Bachelor of Science Curriculum and has been approved by the Health and Care Professions Council.

Your course is a 3 year programme of study at the University and in the Operating Department of the hospital you are attached to. The course offers an academic and professional qualification that, upon successful completion, allows you to apply for registration with the Health and Care Professions Council and be employed in Operating Departments as an ODP in hospitals throughout the United Kingdom.

Because you are studying for an academic and professional award, the study programme lasts between 37-39 weeks each academic year. This long period of study in each year is due to the need for you to develop clinical competence in the field of Operating Department Practice. We have established a programme that requires you to be assessed in both theory and practice - the course might seem complicated or overwhelming at first glance, however we have been running Operating Department Practitioner programmes since 1995 and we have built up a lot of experience in helping you to achieve the outcomes of the award and have a stimulating learning experience at the same time.

This course handbook is designed to help you get started and to find your way through the next 3 years of study by the most direct route. The Course and Module Leaders, together with the clinical staff, will keep you focused and provide information, guidance and help at the appropriate times in the course. Please listen to what they have to say as they are there to help you.

Your views are important and you will be asked to take part in course review and evaluation in different ways. If you have any points that you wish to raise regarding the course at any point, please refer to your course leader who will ensure that your views are directed to the appropriate person or committee.

Enjoy your programme of study. It is a busy course, but you will have a lot of support and help along the way.

Welcome to your new career!

Best Wishes

*Jacqueline Lowe-Berry*

Principal Lecturer – Acute, Critical and Emergency Care (MSc, BSc (Hons), NT, PGCE).

### **1.1 Rationale, aims and learning outcomes of the course**

This is a three year programme of study aimed to provide you with an academic award – an Honours Degree, and a Professional Qualification. The course has been approved by the regulatory body for ODPs, the Health and Care Professions Council, and mapped to their Standards of Proficiency ODP (SOPs) and their Standards of Education and Training (SETs). The course has also been endorsed by the professional body for ODPs, the College of Operating Department Practitioners and mapped to their degree curriculum.

The aim of year one is to introduce you to the notion of professionalism and evidence based-practice and how these concepts relate to clinical practice. You will also be introduced to the fundamental skills required for perioperative practice in the operating department environment. This is supplemented by developing your knowledge of anatomy and physiology and its application during anaesthesia, surgery and post-anaesthetic care. The aim is to provide skills and knowledge to enable you to function as safe responsible members of the multidisciplinary team.

Year two builds upon the skills and knowledge gained in year one. A focus of year two is on the specialist areas of anaesthetic, surgery and post-anaesthetic care and you will undertake modules and placements in each discipline. Three key concepts are also explored in year two of the programme; the pathogenesis of disease, pharmacology within the operating department and the contribution of research to operating department practice.

In your third year the key aim is to enhance your clinical and professional skills and prepare you for qualification as a professional Operating Department Practitioner. In this year you will focus upon enhancing your clinical skills and developing and utilising your leadership and management skills. Also in your third year you will have the opportunity to demonstrate your personal and professional development since the start of the course.

Operating Department Practitioners are concerned with the maintenance and restoration of physical and psychological status of the surgical patient at all levels of dependency through the assessment, planning and delivery of individualised care. The purpose of the proposed curriculum is to facilitate recruitment to, and primary education and training for, operating

department practice. The aims and learning objectives for this course can be found in the Programme Specification (appendix A).

You will achieve module outcomes from a clinical and theoretical perspective throughout the course, and support your practice by a theoretical understanding of the principles inherent in clinical work. The course will encourage you to become a 'lifelong' learner, who is eager to continue to learn and promote health care values and contribute to the development of evidence based practice and effective clinical outcomes.

## 1.2 Course Team

The BSc (Hons) in Operating Department Practice has a dedicated team to help you learn how to be an operating department practitioner. The team is made up of key lecturers and clinical practitioners who work in our partner operating departments. You will interact with key individuals who have specific roles and responsibilities in helping you throughout the course. In general, you will find that staff at the university and in the clinical areas offer help, support and advice on a wide range of issues.

### In the University: The Operating Department Practice Team

Each course has a designated Course Leader. The course leader provides academic leadership and is responsible for the effective operation of the course. Your Course Leader is Guy McClelland.

The course content is 'packaged' into modules and each module has a named person who is responsible for the delivery and management of the module. The table below tells you who is who and provides contact details, also giving you some ideas about the individual interests and backgrounds of the team. You will also find that staff teach across modules and wherever possible, staff with specific and specialised interests will take part in the modules.

Name	Module(s) responsible for	Clinical background and teaching interests
Mike Donnellon <a href="mailto:mdonnellon@uclan.ac.uk">mdonnellon@uclan.ac.uk</a> 01772 893613 Greenbank 216	HI1001 Foundations of Operating Department Practice  HI3002 Enhancing Operating Department Practice	Mike is Link Lecturer at Blackpool, Teaching Hospitals NHS Foundation Trust and Lancashire NHS Foundation Trust. He has a particular interest in Anaesthesia and Airway Management and he has published and presented in this area. His current research is leadership and management in the perioperative environment. Mike is a member of the CODP Education and Standards Committee and is a registered ODP with the Health and Care Professions Council

<p>Lynne Harrison  <a href="mailto:LHarrison2@uclan.ac.uk">LHarrison2@uclan.ac.uk</a>  01772 893617  Greenbank 219</p>	<p>HI3004  Embedding  Professional  Practice</p>	<p>Lynne is the Course Leader for the MSc Advanced Practice and is a registered nurse with the Nurse and Midwifery Council. The main focus of her work is centred on facilitating assessment of areas for service improvement and innovation, designing strategies to implement and evaluate change.</p>
<p>Mike Huntington  <a href="mailto:mjhuntington1@uclan.ac.uk">mjhuntington1@uclan.ac.uk</a>  01772 893626  Greenbank 220</p>	<p>HI2002  Research for  Operating  Department  Practice</p>	<p>Mike is the Link Lecturer for East Lancashire Hospitals NHS Trust. He has a particular interest in Patient Safety within the perioperative environment. He is a registered ODP with the Health and Care Professions Council. Mike is a member of the Association for Perioperative Practice</p>
<p>Guy McClelland  <a href="mailto:gmcclelland@uclan.ac.uk">gmcclelland@uclan.ac.uk</a>  01772 893632  Greenbank 216</p>	<p>HI1002  Anatomy and  Physiology  Applied to  Operating  Department  Practice</p> <p>HI2001  Pathophysiology  Applied to  Operating  Department  Practice</p>	<p>Guy is the Link Lecturer for Euxton Hall and Fulwood Hall Hospitals, Wrightington, Wigan and Leigh NHS Foundation Trust and Southport and Ormskirk NHS Trust. He has a particular interest in Human Factors and Non-Technical Skills in the perioperative environment. He is a registered ODP with the Health and Care Professions Council and is a member of CODP and the Association for Perioperative Practice.</p>
<p>Adele Nightingale  <a href="mailto:ANightingale@uclan.ac.uk">ANightingale@uclan.ac.uk</a>  01772 895707</p>		<p>Adele is a registered ODP with the Health Care Professions Council. Adele worked primarily in anaesthetics and recovery and also worked as a clinical team leader and departmental manager. She has a particular interest in leadership, Human factors and Non- Technical Skills.</p>
<p>Julie Peirce-Jones  <a href="mailto:jpeirce-jones@uclan.ac.uk">jpeirce-jones@uclan.ac.uk</a>  01772 893621</p>	<p>HI1003  Introduction  to  Professional  Practice</p>	<p>Julie is the Link Lecturer for North Cumbria University Hospitals NHS Trust at Carlisle and Whitehaven. Julie is a Trustee and Governance Committee Member for the Association for Perioperative Practice. She</p>

Greenbank 213	HI3003 Leadership in Healthcare	is a registered nurse with the Nursing and Midwifery Council. Her interests within operating department practice are leadership and professional issues
Tracey Williams <a href="mailto:twilliams@uclan.ac.uk">twilliams@uclan.ac.uk</a> 01772 893694 Greenbank 213	HI2000 Developing Skills in Operating Department Practice	Tracey is the Link Lecturer for the University Hospitals of Morecambe Bay NHS Foundation Trust, covering Lancaster, Barrow-in-Furness and Kendal. She has a particular interest in scrub and recovery practices. Tracey is Vice President of the Association for Perioperative Practice and a board member of the European Operating Room Nurses' Association. She is a registered ODP with the Health and Care Professions Council and a registered nurse with the Nursing and Midwifery Council.

\*Link lecturer allocations are subject to change

## In practice: Key Members of your Clinical Support Team

**A Practice Educator / Clinical Supervisor** is a member of staff within an operating department who has specialised knowledge and skills within anaesthetics, surgery or recovery and will support you through the co-ordination and management of the day to day clinical assessment activities. They work with the University staff in the planning and day to day management of the course.

**A Mentor** is a member of staff who has specialised knowledge and skills within anaesthetics, surgery or post anaesthetic care, who will support your learning in clinical practice and who will assess the level and application of your knowledge, skills and professional behaviours throughout the course.

### 1.3 Expertise of staff

Each member of the University teaching staff has extensive clinical experience and expertise. Their teaching is informed by their experience and through research that has been undertaken from studying higher degrees. Since their appointment in their University roles they have undertaken additional studies to achieve post-grad certificates and higher degrees in Education studies.

### 1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



### 1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am

until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

### **Allen Building**

Medicine

Dentistry

telephone: 01772 895566

email: [AllenHub@uclan.ac.uk](mailto:AllenHub@uclan.ac.uk)

### **Harris Building**

Lancashire Law School

Humanities and the Social Sciences

Centre for Excellence in Learning and Teaching

telephone: 01772 891996/891997

email: [HarrisHub@uclan.ac.uk](mailto:HarrisHub@uclan.ac.uk)

### **Foster Building**

Forensic and Applied Sciences

Pharmacy and Biomedical Sciences

Psychology

Physical Sciences (Mathematics/Chemistry/Physics)

telephone: 01772 891990/891991

email: [FosterHub@uclan.ac.uk](mailto:FosterHub@uclan.ac.uk)

### **Computing and Technology Building**

Art, Design and Fashion

Computing

Journalism, Media and Performance

Engineering

telephone: 01772 891994/891995

email: [CandTHub@uclan.ac.uk](mailto:CandTHub@uclan.ac.uk)

### **Greenbank Building**

Sport and Wellbeing

Management

Business

telephone: 01772 891992/891993

email: [GreenbankHub@uclan.ac.uk](mailto:GreenbankHub@uclan.ac.uk)

### **Brook Building**

Community, Health and Midwifery

Nursing

Health Sciences

Social Work, Care and Community

telephone: 01772 891992/891993

email: [BrookHub@uclan.ac.uk](mailto:BrookHub@uclan.ac.uk)

## 1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Lecturing staff may communicate with you by a number of methods including post, telephone (mobile and land line), email and Blackboard. Lecturing staff have a range of responsibilities in addition to their teaching this means they may be away from their office for a number of days. All academic staff provide their Microsoft Outlook calendar indicating their activities to Campus Admin Services. If you are having difficulty contacting your course leader or one of the lecturers, Campus Admin Services will take a message. Staff aim to respond to your messages within 3 – 5 working days.

## 1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically via Blackboard. The School sends samples of student coursework to the external examiner for external moderation purposes, this occurs once it has been marked and internally moderated by the course tutors. The sample will include work awarded a range of marks.

The External Examiner for the course is Trevor Money – A registered ODP, Trevor is a Senior Lecturer in the Department of Allied and Public Health (ODP) at Anglia Ruskin University.

## 2. Structure of the course

### 2.1 Overall structure

The course is packaged into modules and each module comes complete with an expected amount of work – in reading, thinking, preparing for sessions and taking part in classroom discussions. Each module is also assessed. The learning outcomes have to be met in theory (such as through exams, essays) and in practice through clinical assessment and the development of a portfolio of evidence that demonstrates that you have met the required course standards.

In each of year of the programme you have three modules (two 30 credit modules and one 60 credit module). Each module leader will offer you support in meeting the learning outcomes. The module leaders across all modules have agreed the submission dates for work and dates have been scheduled taking into account all the work that you need to do in any one year. The submission dates are carefully chosen to help you plan your work and to help you achieve your work within agreed deadlines. Year 1 modules are set at academic level 4 and provide a broad underpinning basis upon which to build your studies both academically and in practice. Year 2 will demonstrate a change in pace as the academic level increases to level 5 and you will apply your learning skills gained over the first year to this year of focused study in the three main skill areas of an operating department – anaesthetics, surgery and post-anaesthetic care. In Year 3 you will again see a change in pace as the academic level increases to level 6 and you will be taking a broader view of practice within the operating department. Throughout all three years you will have supernumerary status in clinical practice. The three years facilitate your transition from student to registered practitioner thus preparing you for professional practice.

Programmes offering professional and academic awards have to meet national standards and the hours of theoretical and practical study on these courses are generally longer than traditional university based courses. This means as that you will be studying throughout the year and taking your holidays on a prearranged basis for the next three years. The university year is divided into 'semesters' and there are two semesters a year, with a summer period. Your modules are scheduled to run in both semesters and for part of the summer period. Before the start of each academic year we will provide more detailed information as to the structure of the year ahead.

The tables below demonstrate the schedule of academic activity and annual leave over the three years of your course;

**Practice / Placement Ratio BSc (Hons) in Operating Department Practice**

**Year One**

	Semester one	Semester two	Total
Clinical module days	11	11	22
Non-clinical module days	9	9	18
University weeks	8 (starts 17/9/18)	8	16
Clinical practice weeks	7	8	15
Hours in clinical practice	7 x 37.5 = 262.5	8 x 37.5 = 300* (unless 75 hours extra hours are required to make up for absence)	562.5* (plus 75 hours if required to make up for absence – finishes on the 24/5/19 or 7/6/19 if required to make up time)
Ratio	53:47	50:50	52:48
Annual leave	3 weeks (17/12/18-4/1/19)	2 weeks (15/4/19-26/4/19)	5 weeks

\*Hours will be reduced by approximately 19 hours to take in to account of up to two bank holidays in semester 2

## Year Two

	Semester one	Semester two	Total
Clinical module days	11	11	22
Non-clinical module days	9	9	18
University weeks	8 (return 9/9/19)	7	15
Clinical practice weeks	9	8	17
Hours in clinical practice	9 x 37.5 = ^337.5	8 x 37.5 = 300* (plus 75 hours if required to make up for absence)	637.5* (plus 75 hours if required to make up for absence – finishes 21/5/20 or 7/6/20 if required to make up time)
Ratio	53:47	53:47	53:47
Annual leave	3 weeks (16/12/19 – 3/1/20)	2 weeks (3/4/20- 17/4/20)	5 weeks

\* Hours will be reduced by approximately 19 hours to take in to account of up to two bank holiday

^Including elective placement

### Year Three

	Semester 1	Semester 2	Total
Clinical module days	11	11	22
Non-clinical module days	9	9	18
University weeks	8 (return 7/9/20)	7	15
Clinical practice weeks	9	8	17
Hours in clinical practice	9 x 37.5 = 375	8 x 37.5 = 300* (plus 75 hours if required to make up for absence)	637.5 hours* (plus 75 hours if required to make up for absence - finishes 21/5/21 or 7/6/21 if making up time)
Ratio	50:50	53:47	52:48
Annual leave	3 week (14/12/20 – 4/1/21)	2 weeks (5/4/20 - 5/4/21)	5 weeks

\*Hours may be reduced to take in to account of up to two bank holidays in semester 2



Course at a Glance – BSc (Hons) Operating Department Practice (Full-Time)

<b>Year</b>	
<b>One</b>	<p data-bbox="387 442 2076 515">HI1001 Foundations of Operating Department Practice (60 credits)</p> <p data-bbox="387 537 2076 611">HI1002 Anatomy and Physiology Applied to Operating Department Practice (30 credits)</p> <p data-bbox="387 633 2076 707">HI1003 Introduction to Professional Practice (30 credits)</p>
<b>Two</b>	<p data-bbox="387 772 2076 845">HI2000 Developing Skills in Operating Department Practice (60 credits)</p> <p data-bbox="387 868 2076 941">HI2001 Pathophysiology Applied to Operating Department Practice (30 credits)</p> <p data-bbox="387 963 2076 1037">HI2002 Research for Operating Department Practice (30 credits)</p>
<b>Three</b>	<p data-bbox="387 1168 2076 1241">HI3002 Enhancing Operating Department Practice (60 credits)</p> <p data-bbox="387 1264 2076 1337">HI3003 Leadership in Health Care (30 credits)</p> <p data-bbox="387 1359 2076 1433">HI3004 Embedding Professional Practice (30 credits)</p>

## **2.2 Modules available**

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

### **Year 1**

#### **HI1001 Foundations of Operating Department Practice**

The aim of this module is to introduce and develop the student's understanding of the core concepts and issues related to operating department practice. This will allow the student to progress towards demonstrating competence in a range of skills in the role of anaesthetic, scrub, circulating, and post anaesthetic care practitioner. Students will explore the principles of evidence based practice and use the evidence to help make decisions about the delivery of patient care.

#### **HI1002 Anatomy and Physiology Applied to Operating Department Practice**

This module aims to allow learners to develop their understanding of how the human body and its organ systems develop and function in normal health. Anatomical structures and their physiological systems will be related to the learner's clinical practice to facilitate the development of their underpinning knowledge of procedures related to anaesthesia and surgery and how patients respond to these procedures.

#### **HI1003 Introduction to Professional Practice**

The aim of the module is to establish the principles of professional practice and facilitate lifelong learning as a key aspect of health care. This will enable the learners to develop an understanding of the role of professionals and an understanding of the scope and limitations of personal practice and how this is supported by personal development planning.

### **Year 2**

#### **HI2000 Developing Skills in Operating Department Practice**

This module aims to further develop the key skills acquired by students during their first year of study by augmenting the underpinning knowledge and key skills required for safe perioperative practice as an anaesthetic, surgical and post anaesthetic care practitioner.

#### **HI2001 Pathophysiology Applied to Operating Department Practice**

The module aims to enable the learner to understand the pathogenesis of disease and the effect of disease on the individual. The module will also provide an opportunity to discuss appropriate surgical and non-surgical treatment modalities. The module will explore concepts of pharmacology and the effects of drugs on the physiology of patients.

### **HI2002 Research for Operating Department Practice**

The module will enable students to locate, critically appraise and apply research relevant to operating department practice.

### **Year 3**

### **HI3002 Enhancing Operating Department Practice**

The aim of this module is to equip the learner with a range of enhanced anaesthetic and surgical clinical skills, appropriate underpinning knowledge and contextual awareness, to practice effectively as a full member of the multidisciplinary team within the perioperative environment.

### **HI3004 Embedding Professional Practice**

The aim of this module is to create an opportunity for learners to summate and showcase their own personal, and professional growth during the completion of their degree. It will enable the student to engage in activities that will support the transition from learner to professional practitioner.

### **HI3003 Leadership in Healthcare**

The aim of the module is to provide learners with the opportunity to explore the concept of leadership within Healthcare Practice. Learners will develop a range of leadership skills to meet current and future demands of health care delivery.

### 2.3 Course requirements

You must undertake all and pass all of the modules in order to achieve the BSc (Hons) in Operating Department Practice. To pass a module, you must achieve a PASS for the theoretical aspect of each module (pass mark = 40%) and achieve a PASS statement for the designated module clinical outcomes (Note that not all modules have a clinical assessment).

If you fail the theory assignments after 1st submission, you may submit your written work for re-assessment within a designated period. A failure on resubmission will mean that you discontinue from the BSc (Hons) in Operating Department Practice.

We value practice and theory equally. If you fail to achieve a PASS statement in practice on 1st submission you may be reassessed after a period of further support from assessment staff and academic staff. If you have a fail in practice on resubmission, discontinuation from the course will be the final outcome as safe practice is a hallmark of both academic and vocational (practice) accreditation.

Shortly after the Selection and Recruitment Event you completed a Disclosure Bureau Scheme (DBS) Application Form. This will now have been processed and a report returned to the University. At re-enrolment during the 2nd and 3rd Years of the programme, we ask you to voluntarily re-declare if you have received any civil or criminal offences, convictions, cautions or warnings.

If you are called in for an Occupational Health appointment it is essential that you attend. Failure to do so will result in you being charged a £40 non-attendance fee. If you need to re-arrange your appointment you must do this 24 hours in advance, otherwise you will still be charged the £40 fee. You will be charged each time you miss an appointment. This charge also applies if you are offered a place on the course but fail to enrol following either attending or missing an appointment. Main Occupational Health Telephone Number: 01253 657950.

As a student undertaking this course, you are bound to the CODP Student Standards of Professional Behaviour and the HCPC Guidance on Conduct and Ethics for Students <http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf>

You will be expected to abide by the HCPC Guidance on Conduct and Ethics for Students together with the Regulations for the Conduct of Students in the University. UCLan expects you to behave in a respectful manner towards your peers and teaching staff. Students should not disrupt the activities of any student or member of staff e.g. by arriving late, talking at inappropriate times or texting/playing on a mobile device. Mobile phones should be turned off prior to the start of a class.

If your behaviour is considered to be unacceptable, any member of academic staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary.

## 2.4 Progression Information

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

## 2.5 Study Time

### 2.5.1 Weekly timetable

Rooms for taught sessions are available for view on the online timetable;  
<https://intranet.uclan.ac.uk/ou/lis/Pages/DailyWeekly-Timetables.aspx>

Room allocations are subject to change and timetables are updated overnight. You should therefore view the timetable immediately prior to your session.

### 2.5.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours. The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

A balanced approach to teaching and learning and assessment in theory and practice is achieved through supporting and guiding you in the development of a structured approach to help you achieve the course outcomes. The following guide is provided to enable you to plan your work across the course.

#### Theoretical Learning:

This is a complex activity requiring work and effort on the part of student, lecturer and your lead assessor. Theoretical learning comprises of:

1. Class attendance
2. Personal Development Planning (PDP)
3. Directed study
4. Private (personal) study
5. Assignment work
6. Reflection in action and upon action
7. Discussion and debate
8. Course learning and assessment profile

Class contact time with a lecturer is a minimum of 3 hrs per day or a maximum of 5 hrs per day dependent upon subject matter and learning approach. As each day is made up of 7.5 hours allocated theoretical or clinical activity, you can consider that when at University, you should allocate from 2.5 - 4.5 hrs per day for the planned or free study period available. You are advised to use your University time as much as possible as the library does stay open late. If you do not use your University time effectively, you will need to plan extra study time in the evenings at home.

#### Practice Learning:

This is an infinitely more complex, subtle and effective activity requiring active commitment on the part of student, lecturer and mentor. Practice learning can;

- Offer insights into the nature of operating department practice
- Develop of a broad range of operating department activity and skills

- Help the application of key principles and becoming more skilled in comparing and contrasting similarities and differences in practice
- Allow you to consider 'holistic practice' and experiencing yourself as a professional practitioner
- Help you apply and deepen knowledge
- Help you be 'critical' of personal actions
- Help you to reflect upon care issues and processes and begin to weigh up or evaluate your progress
- Assist you to develop a broad range of communication skills

Clinical learning will actively require evidence collection, formative and summative assessment processes, mentorship and the development of resource networks. Effective clinical learning demonstrates the integration of theory and practice in the classroom setting and the practice arena.

### **Practice Breakdown:**

Specific breakdown of this activity cannot be exact, however to support the development of evidence and the course portfolio, you must identify the range and amount of clinical learning activity you undertake in each placement. Each clinical day is 7.5-9.5 hrs and you will be in practice in the same shift patterns as your colleagues working in the operating department. This may include some night duty, and late evenings and weekends.



### **2.5.3 Attendance Requirements**

You are required to attend all timetabled learning activities for each module. Notification of illness must be made to the Module Leader and exceptional requests for leave of absence must be made to the Course Leader. You must report your absence and your return using the following link;

[http://www.uclan.ac.uk/students/study/schools/school\\_of\\_health/wblt/sickness.php](http://www.uclan.ac.uk/students/study/schools/school_of_health/wblt/sickness.php)

In the event of absence due to illness for longer than seven days, medical certificates must be produced promptly to the Course Leader. Any student who has submitted a medical certificate shall refrain from attendance at the University and/or placement if that is recommended by the medical certificate.

Messages of your sickness via other students will not be recognised and you will be marked as absent on the register. Students are recommended to identify a 'buddy' who will collect information / handouts from sessions you may miss. Students who do not meet the attendance requirements may be required to undertake further work prior to submitting assignments.

At the start of each lesson you will be required to scan your corporate card against the 'proximity reader' to record your attendance (SAM). You can check your attendance record through myUCLan. Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

Clinical placement attendance is also compulsory. It is monitored and a report is submitted to the Course Leader via the Practice Educator / Clinical Supervisor at the end of each week detailing your attendance. You must inform the Practice Educator / Clinical Supervisor of any sickness / absence in practice and complete the on-line student sickness / absence reporting form at:

Your attendance record will be discussed with your Academic Advisor and will involve your mentor. If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance. **Students who do not meet satisfactory attendance requirements (487.5 hours in year 1 and 562.5 in years 2 and 3) will be required to undertake further work prior to submitting clinical competency documents in the “make-up” weeks at the end of each year.**

### 3. Approaches to teaching and learning

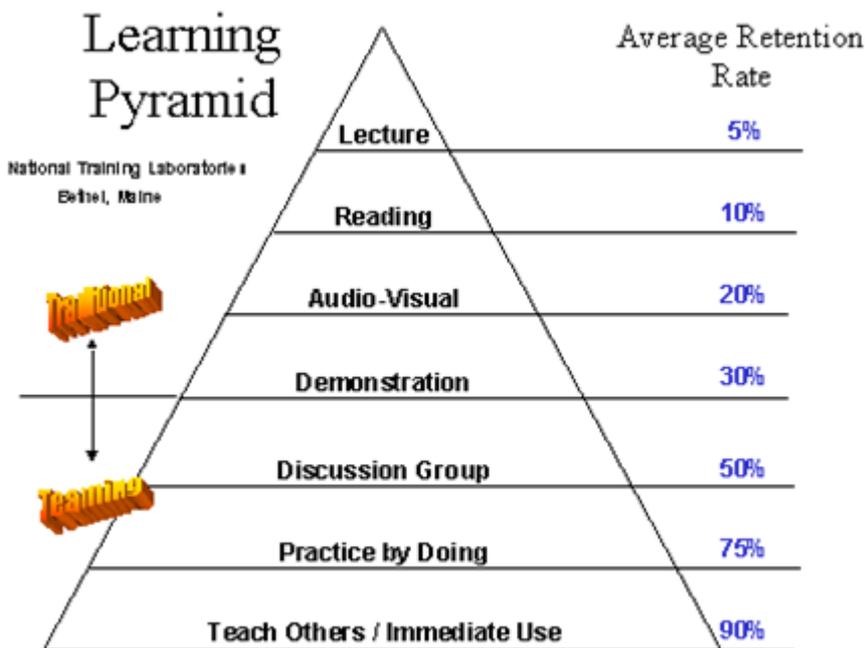
#### 3.1 Learning and teaching methods

The University has an established learning and teaching strategy that influences and shapes the delivery of the course. ‘Learning’ comes first in the title of this strategy to show its importance in the daily activity of the University. Lecturing and clinical staff will help you to learn. Entering into a new area of knowledge requires you to learn. Looking this up in a thesaurus ‘learn’ can be replaced with: ‘Study’ – ‘be taught’, ‘be trained’, ‘become skilled at’, ‘gain knowledge of’. Equally the word ‘find-out’ instead of ‘learn’ reflects a more personal approach – ‘discover’, ‘realize’, ‘gather’, ‘understand’. You will learn through interacting with lecturers and clinical staff, attending lectures and training sessions, but also through personal development – you will ‘find out’. Bringing learning to the forefront of what we the lecturers and clinical staff and you the students do, facilitates a mutually supportive learning relationship.

You should not only learn, you should discover how you learn best. The curriculum has been designed to offer you, and to facilitate your development of, a range of learning experiences from which you can continue to learn well and independently. This will equip you to be a lifelong, independent learner. There is, however, little point in doing this if you cannot apply your learning and this requires the use of a range of thinking skills. The number of thinking skills needed to apply learning greatly exceeds the number needed just to learn. Therefore, the course will facilitate you to develop both your capacity and performance in thinking as well as in learning.

Such approaches in the University will include reflection, critical reading, problem based learning activities, directed study, lectures, discussion groups, role playing and use of videos to provide feedback.

## Course-learning strategies



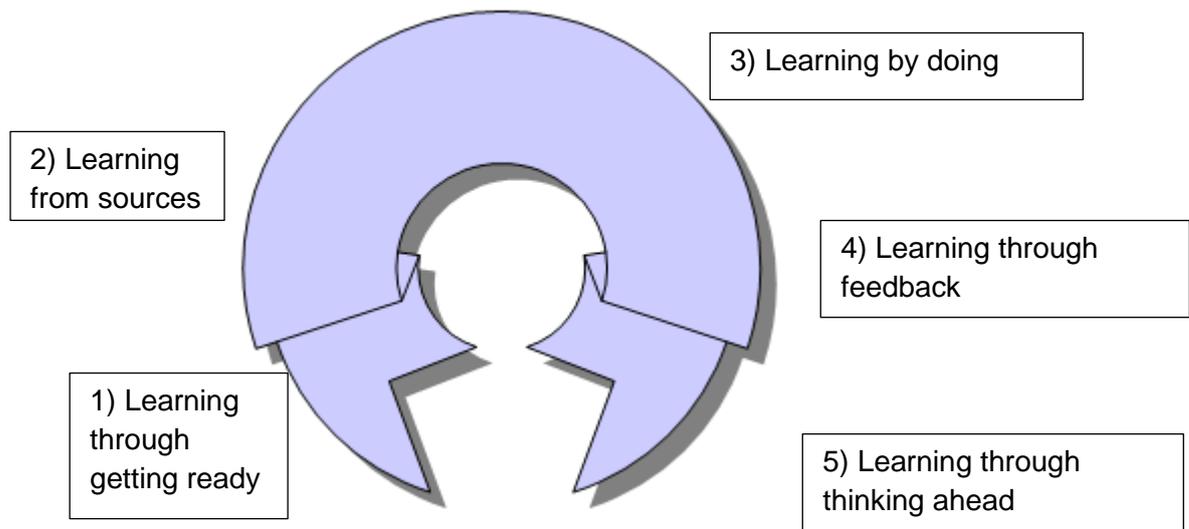
The learning pyramid reflects the experience of teachers across the world – students retain information better through practice! This course uses all approaches, but has a strong emphasis on bringing together the knowledge, skills and techniques and professional behaviours needed for practice and letting you learn safely in clinical skills laboratories and in practice. Traditional teaching and learning methods will help you gain fundamental knowledge and skills while more innovative ‘teaming’ methods will help you develop higher order cognitive skills such as critical thinking and problem-solving. These are all skills that you will want to pass on to your students once you are a Registered ODP!

### **Health and Care Professions Council's Standards of Proficiency / Standards of Conduct, Performance and Ethics requirements**

The standards set out in these documents also inform the course. You will also be expected to map your progress in achieving these standards throughout the three years. The Standards of Proficiency play a central role in how you can gain admission to and remain on the Register and gain the right to use the protected title of ‘Operating Department Practitioner’. As a student you and we must be confident that you will be able to meet the standards when you begin to practice as an individual without supervision.

**Reference: Health and Care Professions Council Website: <http://www.hcpc-uk.org>**

### **Student Learning activities**



### **Why is Getting Ready important?**

In theory, Getting Ready activates prior knowledge, orients you to a web of connections about the topic, and establishes anticipatory structures.

### **Why is Learning from Sources important?**

In theory, Learning from Sources is important because new information actively encoded in relation to prior knowledge and potential application in practice, provides an expanded knowledge base for thoughtful action.

### **Why is Learning by Doing important?**

In theory, Learning by Doing is important because active use of knowledge in diverse, thought demanding tasks yields a rich, empowering, and flexible knowledge base

### **Why is Learning from Feedback important?**

In theory, learning depends on frequent informative feedback; learners need to think through and use feedback to guide and deepen their understanding as they continue to engage in the tasks

### **Why is Learning by Thinking Ahead important?**

In theory, reflective thinking and connection-making foster transfer of knowledge; planning further learning establishes anticipatory knowledge structures that foster learning

### **How does this relate to the BSc (Hons) in Operating Department Practice?**

- You will bring with you pre-existing knowledge and skills which you will be able to use in your new endeavours.
- You will learn new theoretical concepts and practical skills in University, which will help prepare you for your practice placements.
- You will have many opportunities to relate your new knowledge and skills to real-life situations during your practice placements.
- You will receive timely and meaningful feedback to both your written and practical work, enabling you to 'tailor' your personal and professional development accordingly.
- During your programme you will experience many new things and be part of many thought provoking situations. Reflecting on these will aid your learning and inform your future practice.

What can I do to make the most of my university studies?

### **Active studentship**

Socrates, the Greek philosopher, is famous for saying that he was wise only because he knew how little he knew. What he did supremely well, it seems, was to pay attention to what others said and to ask probing questions to expose gaps or weaknesses in their arguments. This is a major part of active participation as a student. Just sitting back in lectures and seminars and expecting everything to be handed to you on a plate will not result in you gaining a full appreciation of your subject; nor will it stand you in good stead in the tough market for sharp-thinking graduates. If your mind is buzzing, you will always be coming up with more questions, which is just as it should be — the more powerful telescopes become, the more stars appear.

### **Be alert**

The single basic requirement for good questioning is good concentration. There's nothing worse than asking a question that actually got answered two minutes ago while you were doodling in the margins. Don't let yourself be distracted either. Try and remain alert.

### **Be sharp**

If you sit in your chair, pondering and re-pondering what you might ask, the moment will pass and your question may become irrelevant or disorientating. Get used to formulating your questions 'on the hoof' and 'thinking aloud'.

### **Be brave**

If something is troubling you, don't be afraid to say so. You'd be surprised how often eminent people ask the very question you just decided not to ask because you feared you might look foolish!

### **Be sceptical**

Be suspicious, doubt everything. You want to know the truth: truth needs proof; so it doesn't matter who it is that claims to be telling you 'the facts' — you need to seek the reasons and the supporting evidence.

### **Be demanding of yourself and your reading**

As a student, you have a right to support from your tutors in building your knowledge. Sometimes your tutors want you to think things through for yourself, so they won't 'spoon-feed' you with answers — that's their right. (Very often, tutors will set tasks that are as much about how you find your answer as what that answer is.) So when you're reading:

1. Seek definitions
2. Seek examples
3. Look for precision — don't accept careless vagueness, don't buy slogans;
4. Ensure there's relevance — if you can't, in all honesty, see how what's been written fits in with the general context, seek help from your tutor and
5. Ensure there's a focus — always beware of red herrings placed by the author!

### **Be yourself**

Think about what's being said by tutors and fellow students in relation to you, your knowledge and your experience. Does it fit the world as you know it? Your views may not be the final word on the subject, but they certainly count. So don't sit passively by while information washes around you: interact. Be constantly measuring up what you see/hear with what you believe. Have your own thoughts and evidence lined up in your head ready to be called upon — compare them with other evidence presented and be ready to query something whenever you feel you may have good reason for doubt.

### **Be prepared**

Part of the purpose and intention of 'reading around the subject' is to get yourself into an appropriate frame of thinking before classroom sessions. You shouldn't expect to come to the sessions 'cold' and for everything still to fall neatly into place before your very eyes. On the other hand, if you have done some thinking about what issues are likely to come up, you've read a key text or two and made some notes of puzzles and issues arising, and you've marshalled your thoughts so that you can articulate them effectively, then you will get a lot more out of each class and be a much more constructive member of the collective.

### **Be imaginative**

It's very easy to focus so closely on what is presented to you that you forget to look around and beyond it. So ask yourself about what is not said in any presentation: what is being assumed, what is being quietly brushed under the carpet, what are the unconsidered consequences of what's being said?

### **Be child-like**

Sometimes the toughest questions are not the complex intricate ones that a professor might ask, but the naive kind that children ask — they bring us back down to earth and really question the foundations upon which people sometimes build impressive-looking but potentially shaky theories. Always remember the hardest of all such questions is: 'Why?' It's hard to ask, and harder still to answer, but we always have to be prepared to face up to it.

### **Be alert (2)**

Concentrate on the answers you get to your questions, too. Don't just sit there feeling relieved at having taken the plunge, or smug because you thought of something they didn't. Pay attention to responses to questions from your tutors and colleagues: be ready to follow up with other questions if a new and/or interesting line of thought has arisen.

## **3.2 Study skills**

You will receive support to complete the summative module assessments through the use of formative assessments or tasks. The nature formative tasks will vary and will depend on the type of assessment. For example, a module that relies on an exam will give you the opportunity to attempt similar questions prior to the summative exam. Modules that are assessed by a practical element will provide opportunities for you to practice the clinical skills. You will be allocated a module supervisor for each module. They will support you for the assessment by reviewing an assessment plan or a small piece of your work. You must be pro-active and identify what information you want from the feedback.

Further assistance on academic work can be obtained from;

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>

They have a series of workshops that will inform the development of your study skills.



### **3.3 Learning resources**

#### **3.3.1 Learning Information Services (LIS)**

[Extensive resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

### 3.3.2 Electronic Resources

[The library](#) provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Module Leaders will also upload relevant articles / policy documents on the module Blackboard site and electronic reading list.

### 3.4 Personal development planning

Personal Development Planning (PDP) is a process designed to assist you to get the most from your time at University. It is intended to provide you with a structured and supported process through which you can reflect on your learning, performance and/or achievements and plan for your personal, educational and career development. By becoming actively involved in PDP you can improve your capacity to understand what and how you are learning, and how to review, plan and take responsibility for your own learning and future development.

#### Personal Development Planning

PDP provides an opportunity for you to develop your capacity for learning by encouraging an ongoing cycle of:

- Self-reflection on why and how you are learning
- Identification of your 'next steps' through target setting and action planning
- Monitoring and recording of your academic learning, personal development, your skills development and career management.

For example, you should Reflect, Action Plan and Record your Progress for each module that you take, this may include consideration of clinical experience and clinical skills associated with the module. You may also be achieving skills or may have gained awards outside of university, which should also be recorded.

The main benefits you will achieve by participating in the PDP process are that you will become more:

- Self-aware, self-confident, reflective and self-directed in your learning
- Able to plan and take responsibility for your own learning
- Able to articulate personal goals and evaluate progress and achievement
- Able to link your current learning to a wider context and to your future development.

Therefore by actively participating in PDP you will take control of your own learning and personal development and you will find that you become increasingly able to work autonomously through the development of critical self-awareness. Another important aspect of PDP is that it integrates personal development with academic activity and helps you to become more self-aware. It also helps you recognise, value and further develop core skills such as personal and interpersonal skills, problem solving and team working.

#### PDP Process

PDP is an ongoing process undertaken through each level of your course. What you need to know about PDP activities included within your course will be outlined during the course induction and at commencement of each subsequent academic year. Self-evaluation on completion of modules and each year of your course will be integral to the process.

## **PDP Progress File**

As part of PDP you should build a PDP Progress File, which contains records of your progress and achievements during each module, each semester and year of the course. You can collate a wide range of material for this file during your course as well as from experiences outside the university, which contribute to your personal, academic and professional development (e.g. voluntary work, awards, employment).

## **Content of Progress File**

A range of suggested contents for this file are outlined below:

Action Plans

Reflective Logs

Self-evaluations

Notes from Academic advisor meetings

Records of Achievement: (Study and Key skills from use of Learning Resource and Key skills Websites, Course - Marking Feedback Sheets, Learning Contracts and Clinical Assessment Records, Personal Records, Wider personal achievements)

Transcripts

Course Handbook

Module Pack/Handbook for each module undertaken

Learning evidence e.g. handouts; reading list; literature search findings

Learning notes

Attendance-Sickness/Absence record

Personal Curriculum Vitae

Copy of references

## **Job application**

Continuing Professional Development Plans / Professional PDP requirements

At the end of your course you will have a complete Progress File which consists of an overall record of achievement including:

- A student transcript setting out details of your practice and academic learning. The student transcript is generated by the university and will be provided for you at the end of the course.
- A personal development record summarising your overall development, including the skills and the qualities acquired during your course/unit plus goals for continuing learning and professional development at the point of completion. It is your responsibility, with the support of the academic advisor, to produce the personal development record.

You will find your completed progress file useful for a range of additional purposes – for example, you can draw on it when you apply for jobs and you can use it as a building block for Continuing Professional Development and PDP within your current or future professional roles.

## **Support available for PDP**

All students are offered information in their course handbook and via the PDP website on the Student Office. General guidance is available from course staff and in particular academic advisors will provide support for your PDP activities. It is recommended that at your support

sessions with your academic advisor that you take your PDP documents which will help provide a clear focus for discussion of your progress through the course.



### 3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it at every level. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability

Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It’s your future: take charge of it!

Careers offers a range of support for you including:-

- Career and employability advice and guidance appointments
- Support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- Workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal. Although we cannot guarantee you a ‘job’ at the end of the course, we do boast a 99% employability record after 6 months for all previous ODP students. The modules in Year 3 of the programme help prepare students for interviews with prospective employees. This will help to give you the ‘competitive edge’ at interview / recruitment event.

## 4. Student Support

The transition to university life and education can be a stressful time for people. If you have not studied recently, remember to take into account the fact that almost every part of your life may undergo change and this may lead to problems. If this happens to you, don’t imagine that you are on your own. If problems do arise (no matter how minor they may appear to you) try to discuss them with your academic advisor as soon as possible, as delays can make them harder to resolve.

Remember, if you have a problem that you don’t feel you can discuss with the teaching staff, professional counsellors are available. We can help arrange appointments or you can consult your copy of the University’s Guide to Student Services. For further information about student services and wellbeing please access the web page at:



#### 4.1 Academic Advisors

You will also be allocated an Academic Advisor (who may also be the course leader). Your academic advisor is responsible for supporting you throughout the whole of your programme of study, facilitating personal and academic growth. Meetings with your Academic advisor will take place each semester or as and when you require.

#### 4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk)

#### 4.3 Students' Union One Stop Shop

The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students' rights is at the core of what we do and is encompassed by our tag line of, Making Life Better for Students. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

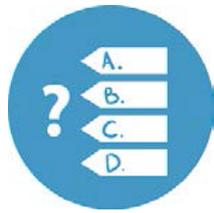
Your Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the Opportunities Centre on the ground floor of the Students' Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the Advice and Representation Centre are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at <http://www.uclansu.co.uk/>.

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

## 5. Assessment



### 5.1 Assessment Strategy

You are responsible for your course work. No one else can plan this for you although we will give you a structured approach to achieving set goals throughout the year.

#### Course assessment

Some of the modules are assessed in both theory and practice. You will note in each module descriptor (see module handbooks) that all assessed elements must achieve a pass grade for the module to be successfully completed. For theoretical assignments the pass grade is 40%, all theoretical assessments are marked and moderated in accordance with the School of Health Sciences theoretical marking criteria. Clinical assessments receive a PASS or REFER statement dependent upon achievement of the assessment criteria. It is very important that you review the guidelines for assessment in the Assessment Handbook and understand your responsibilities in the assessment process.

#### Formative and summative assessment

Formative assessment allows you to review, reflect upon and discuss progress. The formative session may turn into a tutorial, a learning opportunity, or it may result in an action plan. You may have as many opportunities for formative assessment as you need - you just have to arrange them! You will note that in some modules, assignments will be handed in at different times. Earlier assignments are designed to provide formative feedback to you so that you can monitor your own progress. In practice, your mentor will assess you in a particular skill or competency. If you do not immediately reach the required standard, the assessment becomes a formative experience and you can reflect on your progress to date and try again. Once the required standard is achieved, your mentor will 'sign you off' as competent.

Summative assessment is a judgement of your achievement of the learning outcomes. Each module has a summative assessment strategy and you will be given detailed information at the start of each module. Summative assessment allows all students on the module to be assessed as fairly and equitably as possible. A date is set for achievement of summative assessment. It contributes to an overall achievement for an award. In this course, both theory and practice are assessed but remember that on some modules only theory is assessed.

#### 5.2 Notification of assignments and examination arrangements

Module Leaders will inform you of the requirements for individual assessments via a video recorded and written assignment brief. The marking criteria for module assessments will be provided by the Module Leader given with the Module Handbooks. Electronically submitted assignments must be submitted no later than 12:00 midday on the due date unless an extension has been granted or extenuating circumstances submitted.

### 5.3 Referencing

For the duration of the course, we will use the American Psychological Association 6th Edition (APA) referencing style. Please refer to the Faculty of Health and Wellbeing Referencing Handbook regarding referencing techniques and guidelines.

### 5.4 Confidential material

When you are engaged in courses that involve doing practice placements, documenting research and producing written work, you may be using very sensitive information. As a result you are required to always respect confidentiality, and to maintain the anonymity of individuals and organisations. There are both ethical and legal reasons for maintaining anonymity and confidentiality. Where your course leads to a professional award it is all the more important to pay attention to this issue. In professional courses you will be developing your professional role and responsibilities, which you will require in practice settings in relation to anonymity and confidentiality of the patient/client group

The policy of maintaining anonymity and confidentiality applies to you whether you are an undergraduate or post graduate student. Remember anonymity and confidentiality are not the same thing! The British Medical Association (BMA) define the two as:

**“Confidentiality:** The principle of keeping secure and secret from others, information given by or about an individual in the course of a professional relationship.”

**“Anonymised information:** Information which does not, directly or indirectly identify the person to whom it relates.”

### 5.5 Cheating, plagiarism, collusion or re-presentation

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations and the Assessment Handbook](#).

The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the ‘official’ Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University’s requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

## 6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations. Please see pages 37-38 of this handbook for the classification of awards relevant to the BSc (Hons) ODP.



## 7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. Previous feedback has allowed to make existing changes to the course e.g. the inclusion of an A &P module and more clinical skills teaching in the first year of the course. At the end of each module you should complete the online [Practice and Assessment Record and Evaluation](#) that will be sent to your email account.

### 7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

The Course Representative is elected from each cohort. The Course Leader will inform the representatives of the dates and venues of the meetings (three per year) and prior to the meetings, the Course Leader will send the minutes of the previous meeting plus the agenda for the next meeting. Course Representatives will disseminate to their peers the information discussed at the meetings.

## 8. Appendices

### UNIVERSITY OF CENTRAL LANCASHIRE

#### Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

***Sources of information on the programme can be found in Section 17***

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	Preston Campus
<b>3. University School/Centre</b>	School of Health Sciences
<b>4. External Accreditation</b>	Health and Care Professions Council (HCPC) College of Operating Department Practitioners (CODP)
<b>5. Title of Final Award</b>	Bachelor of Science with Honours in Operating Department Practice
<b>6. Modes of Attendance offered</b>	Full Time
<b>7. a) UCAS Code</b>	B991
<b>7. b) JACS Code</b>	B900
<b>7. c) HECoS Code</b>	100273
<b>8. Relevant Subject Benchmarking Group(s)</b>	QAA Subject Benchmark Operating Department Practice (2004); Health and Care Professions Council Standards of Education and Training (2017); Health and Care Professions Council Standards of Proficiency (2014); College of Operating Department Practitioners (CODP) BSc (Hons) in ODP Curriculum Document (2011)
<b>9. Other external influences</b>	National Health Service Constitution (2015); Health Education England Value Based Recruitment (2014); Health and Care Professions Council (HCPC) Standards of Conduct, Performance and Ethics (2016); Health and Care Professions Council (HCPC) Guidance on Conduct and Ethics for Students (2016); College of Operating Department Practitioners (CODP) Standards, recommendations and guidance for mentors and practice placements (2009); Higher Education White Paper-Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice (2016); Reforming Healthcare Education Funding: Creating a sustainable future workforce. Government Response to public consultation (2016); Equality Act (2010).
<b>10. Date of production/revision of this form</b>	September 2017
<b>11. Aims of the Programme</b>	
The College of Operating Department Practitioners (April 2011) state that the extent and speed of change in healthcare provision in general, and in Operating Department practice in particular, highlights the need for highly skilled, knowledgeable and flexible Operating Department Practitioners (ODPs). This pre-registration curriculum is designed to facilitate the preparation of Learners, not only for demanding clinical practice immediately upon qualification, but also for	

continuing their learning beyond registration and for promoting continuous improvement in care delivery. The aims of the course are to:

- Develop, alongside the professional specific skills, a reflective, competent practitioner with an understanding of the broad principles of healthcare which can in turn be applied in new and evolving roles.
- Facilitate the Learner in demonstrating personal and professional accountability.
- Enable the Learner to reflect, evaluate and contribute to quality assurance processes.
- Create autonomous, self-directed Learners proficient in delivering evidence based, individualised, high quality care.
- Empower Learners to use their initiative in the pursuit of knowledge and lifelong learning.
- Facilitate Professional Registration upon successful completion of all modules.

## **12. Learning Outcomes, Teaching, Learning and Assessment Methods**

### **A. Knowledge and Understanding**

At the end of the programme of study the student will have gained appropriate knowledge to:

- A1. Critically apply, a sound knowledge and understanding of the biological and behavioural sciences; the cultural, political and socio-economic factors influencing Operating Department Practice.
- A2. Utilise effective communication techniques and interpersonal knowledge and understanding in order to promote equality to all individuals within the operating department and enable effective Individualised care.
- A3. Synthesise and use a range of operating department knowledge and understanding in order to provide effective, efficient, economic and evidence based care to patients of all ages.
- A4. Ensure appropriate personal values that reflect a respect for self and others are practiced in order to deliver culturally sensitive individualised care.
- A5. Critically appraise main methods of enquiry and evaluation and demonstrate the attitudes required for reflection, critical thinking, problem solving and decision making.
- A6. Exhibit initiative and a fostering of independence in the pursuit of knowledge and its application, in order to adapt practice to changing demands from technical innovation, and changing patterns within health care environments.
- A7. Participate as both a team leader and team member, be aware of barriers to effective teamwork and respond appropriately.

### **Teaching and Learning Methods**

Each module will identify appropriate learning and teaching strategies. A range of approaches are used, with the most popular being:

Lecture/discussion

Directed study and reading

Oral presentation

Simulation

Use of Virtual Learning Environments for supplemental reading, module information and discussion board

Peer Review

Clinical Practice

### **Assessment methods**

Each module will identify appropriate assessment strategies. Assessment strategies are mapped to module learning outcomes to ensure successful achievement of learning.

A range of assessment strategies are used, with the most popular being:

Written assignments

Written examination

Objective Structured Clinical Examination

Oral Viva

Simulation

Patchwork text

Presentations

Portfolio development

Practice Competency Schedules

### **B. Subject-specific skills**

At the end of the programme of study the student will have gained appropriate knowledge to:

- B1. Anaesthetic skills – demonstrate the ability to apply evidence based clinical skills to enable safe anaesthesia and promote the physical and psychological well-being of individual patients.
- B2. Surgical skills – demonstrate the ability to apply interpretative, problem solving and clinical reasoning skills in order to plan, prioritise, implement and evaluate the care needs of individualised patients in the surgical phase.
- B3. Post Anaesthetic Care skills – demonstrate the ability to apply skills in the assessment and delivery of individualised care by recognising and critically analysing normal and abnormal physiological parameters.
- B4. Critically appraise and effectively apply current health service approaches in the management of care delivery.
- B5. Implement and manage effective interpersonal / communication, writing, presentation, information technology, reflection and problem solving techniques required in the clinical environment.
- B6. Understand one's own role responsibilities and expertise as an Operating Department Practitioner, as well as those of other healthcare team members.

B7. Recognise and respond to the needs of patients, working collaboratively in the best interests of patients, their families and carers in care management.

**Teaching and Learning Methods**

Each module will identify appropriate learning and teaching strategies. A range of approaches are used, with the most popular being:

Lecture/discussion

Directed study and reading

Oral presentation

Simulation

Use of Virtual Learning Environments for supplemental reading, module information and discussion board

Peer Review

Clinical Practice

**Assessment methods**

Each module will identify appropriate assessment strategies. Assessment strategies are mapped to module learning outcomes to ensure successful achievement of learning.

A range of assessment strategies are used, with the most popular being:

Written assignments

Written examination

Objective Structured Clinical Examination

Oral Viva

Simulation

Patchwork text

Presentations

Portfolio development

Practice Competency Schedules

**C. Thinking Skills**

At the end of the programme of study the student will have gained appropriate knowledge to:

C1. Assimilate various types of knowledge required for Operating Department Practice in the following fields: Physical Sciences; Health and Social Policy; Principles of Peri- Operative Care; Operating Department Technology; Perioperative Practice; Care Management; Legal, Ethical and Professional Issues; Research and Evaluation.

C2. Critically read and analyse literature.

C3. Synthesise and utilise problem solving skills.

C4. Critically reflect on and in practice.

C5. Display Self-awareness skills.

C6. Express one's own opinions competently and appropriately to colleagues, listen to others, and respect the views of others.

**Teaching and Learning Methods**

Each module will identify appropriate learning and teaching strategies. A range of approaches are used, with the most popular being:

Lecture/discussion

Directed study and reading

Oral presentation

Simulation

Use of Virtual Learning Environments for supplemental reading, module information and discussion board

Peer Review

Clinical Practice

**Assessment methods**

Each module will identify appropriate assessment strategies. Assessment strategies are mapped to module learning outcomes to ensure successful achievement of learning.

A range of assessment strategies are used, with the most popular being:

Written assignments

Written examination

Objective Structured Clinical Examination

Oral Viva

Simulation

Patchwork text

Presentations

Portfolio development

Practice Competency Schedules

**D. Other skills relevant to employability and personal development**

At the end of the programme of study the student will have gained appropriate knowledge to:

- D1. Demonstrate the ability to self-manage within the Operating Department environment.
- D2. Employ heightened communication skills i.e. oral (communicating with patients and colleagues) as well as written i.e. (patient notes, audit, evaluation and reports).
- D3. Develop enhanced learning skills around interpersonal / communication, writing, presentation techniques, information technology and reflection skills.
- D4. Participate in team-working and the organisational development of teams.
- D5. Assume an active role, and at times, lead in problem solving in the clinical setting.
- D6. Influence, and when appropriate, lead on decision making processes within the clinical setting.
- D7. Critically reflect upon one's own relationship within a team and transfer interprofessional learning to the work setting.

**Teaching and Learning Methods**

Each module will identify appropriate learning and teaching strategies. A range of approaches are used, with the most popular being:

- Lecture/discussion
- Directed study and reading
- Oral presentation
- Simulation
- Use of Virtual Learning Environments for supplemental reading, module information and discussion board
- Peer Review
- Clinical Practice

**Assessment methods**

Each module will identify appropriate assessment strategies.

Assessment strategies are mapped to module learning outcomes to ensure successful achievement of learning.

A range of assessment strategies are used, with the most popular being:

- Written assignments
- Written examination
- Objective Structured Clinical Examination
- Oral Viva
- Simulation
- Patchwork text
- Presentations
- Portfolio development
- Practice Competency Schedules

13. Programme Structures*				14. Awards and Credits*	
Level	Module Code	Module Title	Credit rating		
Level 6	HI 3004	Embedding Professional Practice	30	<b>Bachelor Honours Degree in Operating Department Practice</b> Requires 360 credits including 120 credits at level 6  <b>Bachelor Degree in Perioperative Studies</b> Requires 320 credits with a minimum of 80 credits at level 6	
	HI 3003	Leadership in Healthcare	30		
	HI 3002	Enhancing Operating Department Practice	60		
Level 5	HI 2002	Research for Operating Department Practice	30		<b>Diploma of Higher Education in Perioperative Studies</b> Requires 240 credits with 120 credits at level 5
	HI 2001	Pathophysiology Applied to Operating Department Practice	30		
	HI 2000	Developing Skills in Operating Department Practice	60		
Level 4	HI 1003	Introduction to Professional Practice	30	<b>Certificate of Higher Education in Perioperative Studies</b> Requires 120 credits at level 4	
	HI 1002	Anatomy and Physiology Applied to Operating Department Practice	30		
	HI 1001	Foundations of Operating Department Practice	60		
<b>15. Personal Development Planning</b>					
<p>PDP is a structured and supported process undertaken by an individual to reflect upon their own learning, performance and / or achievement and to plan for their personal, educational and career development.</p> <p>The overall aim of PDP is to help the student to:</p> <ul style="list-style-type: none"> <li>• Become more effective, independent and a confident self-directed learner</li> <li>• Understand how they are learning and relate to a wider context</li> <li>• Improve their general skills for study and career management</li> <li>• Articulate personal goals and evaluate progress towards their achievement</li> <li>• Develop a positive attitude to learning throughout life</li> </ul> <p>Within this Course Learner's will receive development in the areas of;</p> <p>Study Skills            Subject Specific Clinical Skills            Professionalism            Leadership            Mentorship            Research Awareness/Capability</p> <p>Learners will also compose a Personal Development Portfolio over the three years of the Course, that will capture their development and progress; providing an invaluable Personal and Professional Record that can be presented at Interview.</p>					

## 16. Admissions criteria

Applicants should be 18 years or over.

112 UCAS Tariff Points at A2; General Studies accepted

BTEC: Distinction, Merit, Merit

112 points from Access Course

GCSE English and Maths at grade C (new GCSE Grading System Equivalence Grade 4) or FS2 or KS3 or Adult Key Skills Level III in Numeracy & Literacy or Functional Skills Level II in Numeracy & Literacy.

Successful Completion of Uclan Foundation Entry Health and Social Care

### Specific Entry Requirements

Personal interview

Medical screening

Enhanced Disclosure and Barring Service (DBS) clearance (DBS)

There should be evidence of a good command of reading, writing and spoken English

International Students require overall IELTSs of 7.0, with no category less than 6.5

Acceptance will also be conditional on a satisfactory Medical Examination and Enhanced Disclosure and Barring Service Disclosure.

### Disclosure and Barring Service (DBS) clearance

This course may involve regular access to children and/or vulnerable adults, also known as regulated activity. Where this is the case, students will be legally required to register with the Disclosure and Barring Service. UCLan will take you through the process.

## 17. Key sources of information about the programme

- UCLAN ODP  
[http://www.uclan.ac.uk/courses/bsc\\_hons\\_operating\\_department\\_practice.php](http://www.uclan.ac.uk/courses/bsc_hons_operating_department_practice.php)
- Course Enquires – Tel (+44) 01772 892400  
Email [cenquiries@uclan.ac.uk](mailto:cenquiries@uclan.ac.uk)
- Contact Course Leader – Guy McClelland Tel (+44) 01772 893632  
Email [GMcclelland@uclan.ac.uk](mailto:GMcclelland@uclan.ac.uk)
- Contact Brook Hub Tel (+44) 01772 891992 / 891993

**18. Curriculum Skills Map**

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																											
				Knowledge and understanding							Subject-specific Skills							Thinking Skills						Other skills relevant to employability and personal development							
				A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	
LEVEL 6	HI3002	Enhancing Operating Department Practice	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	HI3003	Leadership in HealthCare	Core	✓	✓	✓		✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	HI3004	Embedding Professional Practice	Core	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
LEVEL 5	HI2000	Developing Skills in Operating Department Practice	Core		✓		✓		✓		✓	✓			✓	✓	✓	✓				✓	✓		✓		✓				
	HI2001	Pathophysiology Applied to Operating Department Practice	Core		✓		✓		✓		✓	✓	✓			✓	✓	✓			✓		✓		✓		✓				
	HI2002	Research for Operating Department Practice	Core		✓		✓		✓						✓	✓	✓	✓		✓		✓	✓		✓						
LEVEL 4	HI1003	Introduction to Professional Practice	Core		✓		✓								✓		✓	✓				✓	✓				✓				
	HI1001	Foundations of Operating Department Practice	Core		✓		✓				✓	✓	✓		✓		✓	✓				✓	✓				✓				
	HI1002	Anatomy and Physiology Applied to Operating Department Practice	Core				✓				✓	✓	✓				✓	✓									✓			✓	

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Course Handbooks

**19. LEARNING OUTCOMES FOR EXIT AWARDS:**

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

For example, for a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.

**Learning outcomes for the award of:** Certificate of Higher Education in Perioperative Studies (Level 4) A2, A4; B1, B2, B4, B5, B7; C1, C4-C6; D4.

**Learning outcomes for the award of:** Diploma of Higher Education in Perioperative Studies (Level 5) A2, A4, A6; B1, B2, B3, B6, B7; C1, C3, C5, C6; D2, D4.

**Learning outcomes for the award of:** Bachelor Degree in Perioperative Studies (Level 6) A1-A4, A5, A6; B1-B3, B5-B7; C1, C3-C6; D1-D7.