



UNIVERSITY OF  
PORTSMOUTH

## COURSE SPECIFICATION

# BSc (Hons) Operating Department Practice

**Academic Standards, Quality and Partnerships  
Department of Student and Academic Administration**

**September 2021**

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# COURSE SPECIFICATION

<b>Course Title</b>	<b><i>BSc (Hons) Operating Department Practice</i></b>
Final Award	BSc (Hons)
Exit Awards	CertHE Perioperative Studies DipHE Perioperative Studies
Course Code / UCAS code (if applicable)	U2545FTC
Mode of study	Full time
Mode of delivery	Campus, clinical placements
Normal length of course	3 years
Cohort(s) to which this course specification applies	September 2021 intake onwards
Awarding Body	University of Portsmouth
Teaching Institution	University of Portsmouth
Faculty	Science Faculty & health
School/Department/Subject Group	School of Health and Care Professions
School/Department/Subject Group webpage	<a href="http://www.port.ac.uk/school-of-health-and-care-professions/">http://www.port.ac.uk/school-of-health-and-care-professions/</a>
Course webpage including entry criteria	<a href="http://www.port.ac.uk/school-of-health-and-care-professions/bsc-hons-operating-department-practice/">http://www.port.ac.uk/school-of-health-and-care-professions/bsc-hons-operating-department-practice/</a>
Professional and/or Statutory Regulatory Body accreditations	Health and Care Professions Council
<a href="#">Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level</a>	FHEQ 4,5,6

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the [Course and Management Catalogue](#) for further information on the course structure and modules.

## Educational aims of the course

- Develop the knowledge and skills required for a career in operating department practice including providing evidence-based decisions to support perioperative patient care and transferable skills to facilitate personal development.
- Develop critical, analytical, practical, professional, research and communication skills necessary for a patient-centred approach to care and life-long independent learning and acquisition of knowledge and the use of evidence to inform practice.
- Develop ability to demonstrate leadership and clinical reasoning as a member of a multidisciplinary team and have the capacity to evaluate own performance and the performance of peers and students by identifying strengths and weaknesses through reflection.
- Ensure that all statutory requirements are met in order to be eligible to apply for HCPC registration as an Operating Department Practitioner.
- Develop the ability to become an independent and autonomous perioperative care practitioner using independent/autonomous decision making.

## Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The [Quality Assurance Agency for Higher Education \(QAA\)](#) sets out a national framework of qualification levels, and the associated standards of achievement are found in their [Frameworks for Higher Education Qualifications](#) document.

The Course Learning Outcomes for this course are outlined in the tables below.

### A. Knowledge and understanding of:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A1	Integration of the key theoretical and practical concepts of perioperative practice including anatomy, physiology, psychology and sociological principles, into clinical practice.	Whole group/small group, individual tutorials, discussions, lectures, simulation and practical placement learning	Essays, small group presentations, written examinations, OSCE, portfolios of evidence and practice outcomes
A2	Evidence based practice and varying research methodologies that contribute to the development of perioperative care, whilst recognising the contributions made by other health care professionals through partnership working.	Whole group/small group, individual tutorials, discussions, lectures	Written examinations, presentations, project, OSCE, portfolios of evidence and practice outcomes
A3	Key policies and guidelines, including the NHS Constitution, to enhance best practice and create a safe and effective care environment, delivering high quality patient centred care.	Whole group/small group, individual tutorials, VLE, discussions, lectures	Essays, small group presentations, written examinations

A4	The role of lifelong learning, reflection, continued professional development, peer support and multi professional working	Whole group/small group, individual tutorials, discussions, lectures	group presentations, written examinations, portfolio
A5	A variety of approaches to patient assessment and perioperative interventions	simulation and practical placement learning	OSCE, portfolios of evidence and practice outcomes

Add additional rows as required.

### B. Cognitive (Intellectual or Thinking) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
B1	Demonstrate an understanding of the relationship between practice and theory, in particular critical evaluation of the existing perioperative care evidence base	lectures, seminars, tutorials, directed study, reflective journals/logs and clinical placements	OSCE and clinical competencies within practice outcomes will assess knowledge by demonstration of psychomotor skills
B2	Assess, prioritise, plan, deliver and evaluate care required by patients in the perioperative care environment , including solving problems in the practice setting	reflective journals/logs and clinical placements	OSCE and clinical competencies within practice outcomes will demonstrated theory has been applied to practice in real time situations.
B3	Analyse, evaluate, interpret and integrate data from a variety of sources in perioperative care	reflective journals/logs and clinical placements	Essays and research proposal written examinations,
B4	Research and synthesise existing knowledge and evaluate where there are gaps in the evidence base	lectures, seminars, tutorials	Essays and research proposals, written assignments,
B5	Formulate and test a hypothesis through the design, justification, evaluation and reporting of a programme of independent research	lectures, seminars, tutorials	Project

### C. Practical (Professional or Subject) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	Relate to patients and respond to their psychological and physical needs to deliver effective and safe patient care within the perioperative environment	Simulation and clinical placements	OSCE, portfolios of evidence and practice outcomes
C2	Work autonomously; as part of a team and demonstrate clinical leadership in the management of perioperative care	reflective journals/logs and clinical placements	OSCE, portfolios of evidence and practice outcomes

C3	Demonstrate equality of care delivery to others	Simulation and clinical placements	OSCE, portfolios of evidence and practice outcomes
C4	Maintain professional practice within the legislation which governs ODPs, and understand the scope and limitations of own practice	Simulation and clinical placements	OSCE, portfolios of evidence and practice outcomes
C5	Identify and plan own learning needs by identifying new learning and adapting to different practice settings	Seminar, tutorials, reflective journals/logs and clinical placements, PDP	Portfolio, OSCE, portfolios of evidence and practice outcomes

#### D. Transferrable (Graduate and Employability) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
D1	Communicate ideas and research findings by written, oral and visual means	Group work, seminars and tutorials	individual/group presentations, essays and online VLE collaborations
D2	Be competent in the use of Information Technology (word processing, databases, spreadsheets, statistical packages, electronic mail & Internet) and demonstrate numerical and statistical skills appropriate to a scientist	Lectures, tutorials, practical information technology skills, independent working	Essays and online examinations
D3	Approach problem solving in a systematic way and demonstrate the values required for health and social care	Multi professional learning both on campus and in clinical practice	OSCE, portfolios of evidence and practice outcomes
D4	Show an awareness of contextual and interpersonal factors in groups and teams and be able to work independently and as part of a team, assessing one's own skills and harnessing them for future learning	Group work, seminars, independent working, problem solving and project management skills	OSCE, portfolios of evidence and practice outcomes
D5	Demonstrate effective time management by undertaking self-directed study and projects	Tutorials and seminars with personal tutors and project supervisors	written coursework and online examinations

### Academic Regulations

The current University of Portsmouth [Examination and Assessment Regulations](#) will apply to this course.

### Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the [MyPort](#) student portal.

In addition to these University support services this course also provides...

- Work-based mentors are assigned to each student in clinical placements
- Dedicated co-ordinator in each clinical area to manage student placements and allocation of mentors

- Simulation of Practice teaching and assessment facilities
- Clinical link tutors from the course team
- Support prior to and during placements
- Bookable and timetabled tutorial system

## Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our [Policy for Listening to and Responding to the Student Voice](#) where you can also find further information.

## Reference Points

The course and outcomes have been developed taking account of:

*Insert additional reference points or delete as required*

- [University of Portsmouth Curriculum Framework Specification](#)
- [University of Portsmouth Vision 2030 and Strategy 2025](#)
- [University of Portsmouth Code of Practice for Work-based and Placement Learning](#)
- [Quality Assurance Agency UK Quality Code for Higher Education](#)
- [Quality Assurance Qualification Characteristics Statements](#)
- [Quality Assurance Agency Subject Benchmark Statements](#)
- [Quality Assurance Agency Frameworks for Higher Education Qualifications](#)
- Requirements of Professional and/or Statutory Regulatory Bodies: Health and Care Professions Council
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff
- Clinical Liaison Group
- Clinical placement evaluations
- SHCP Education Quality Committee
- SHCP Placement Committee
- HCPC Annual Monitoring
- [Health & Care Professions Council \(HCPC\) Standards of Conduct, Performance and Ethics \(2016\)](#)
- [Health & Care Professions Council \(HCPC\) Guidance on Conduct and Ethics for Students \(2016\)](#)
- [Health & Care Professions Council \(HCPC\) Standards of Proficiency for Operating Department Practitioners](#)
- [The NHS Constitution](#)

## Disclaimer

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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