COURSE SPECIFICATION

Operating Department Practice Degree Apprenticeship

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Please refer to the Course Specification Guidance Notes for guidance on completing this document.

Course Title	***Operating Department Practice Degree Apprenticeship***
Final Award	BSc (Hons)
Exit Awards	CertHE Perioperative Studies (120 credit) DipHE Perioperative Studies (240 credit)
Course Code / UCAS code (if applicable)	U3616FDP
Apprenticeship Standard	ST0582
Mode of study	Full time Apprenticeship
Mode of delivery	Campus
Normal length of course	3 years
Cohort(s) to which this course specification applies	September 2024 intake onwards
Awarding Body	University of Portsmouth
Teaching Institution	University of Portsmouth
Faculty	Science
School/Department/Subject Group	School of Health and Care Professions
School/Department/Subject Group webpage	https://www.port.ac.uk/about-us/structure-and-governance/organisational-structure/faculty-of-science-and-health
Course webpage including entry criteria	
Professional and/or Statutory Regulatory Body accreditations	Health and Care Professions Council
Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level	FHEQ 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 Module 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 Framework 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	The key theoretical and practical concepts of perioperative practice including anatomy, physiology, psychology and sociological principles	Lectures Group and individual tutorials Simulated Practice Clinical Placement Learning	Written Essays Individual and group Presentations Portfolio of evidence Online workbooks Practice Assessment Document Outcomes
A2	The integration of these concepts into clinical practice through high quality patient centred care	Simulated Practice Clinical Placement Learning	Practical Skills assessment (OSCE) Practice Assessment Document Outcomes
A3	Evidence based practice and varying research methodologies that contribute to the development of perioperative care	Lectures Seminars Group and Individual tutorials	Written Essays Individual Presentations Online workbooks
A4	Key policies and guidelines, including the NHS Constitution, to enhance best practice and create a safe and effective care environment	Lectures Seminars Group and individual tutorials Clinical Placement Learning	Written Essays Portfolio of evidence Individual Presentations Online workbooks
A5	The role of lifelong learning, reflection, continued professional development, peer support and multi professional working	Seminars Group and individual tutorials	Written Portfolio of Evidence Reflective accounts/diary

		Simulated Practice	Practice Assessment Document Outcomes
		Clinical Placement Learning	
A6	The application of best practice and current knowledge and research to perioperative practice across the health and social care spectrum whilst recognising the contributions made by other health care professionals through partnership working	Lectures	Written Essays
		Seminars	Written Portfolio of Evidence
		Group and individual tutorials	Individual Presentations
		Clinical Placement Learning	Practice Assessment Document Outcomes
A7	A variety of approaches to patient assessment and perioperative interventions	Lectures	Written Portfolio of Evidence
		Simulated Practice	Practical Skills assessment (OSCE)
		Clinical Placement Learning	Practice Assessment Document Outcomes

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 Reflective journals Simulated Practice Clinical Placement Learning	Written Portfolio of Evidence Practical Skills assessment (OSCE) Practice Assessment Document Outcomes will assess knowledge by demonstration of psychomotor skills
B2	Solve problems in the practice setting	Seminars Reflective journals Simulated Practice Clinical Placement Learning	Practical Skills assessment (OSCE) Practice Assessment Document Outcomes will assess knowledge by demonstration of psychomotor skills
B3	Analyse, evaluate, interpret and integrate data from a variety of sources in perioperative care	Reflective journals Simulated Practice Clinical Placement Learning	Written Essay Individual Presentation Written Examinations

B4	Research and synthesise existing knowledge and evaluate where there are gaps in the evidence base	Lectures Seminars	Written Essay Individual Presentation
B5	Formulate and test a hypothesis through the design, justification, evaluation and reporting of a programme of independent research	Lectures Seminars	Written Essay Written Portfolio Individual Presentation
B6	Assess, prioritise, plan, deliver and evaluate care required by patients in the perioperative care environment	Lectures Seminars Reflective journals Simulated Practice Clinical Placement Learning	Practical Skills assessment (OSCE) Written Portfolio Written Examinations Practice Assessment Document Outcomes will assess knowledge by demonstration of psychomotor skills
B2	*The cognitive skills that students will demonstrate on completion of the course*	*(e.g. lectures, seminars, laboratory work, group work, simulations etc.)*	*(e.g. essays, dossiers, portfolios, presentations etc.)*

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	Reflective journals

Simulated Practice

Clinical Placement Learning | Practical Skills assessment (OSCE)

Practice Assessment Document Outcomes will assess knowledge by demonstration of psychomotor skills |
| C2 | Work autonomously; as part of a team and demonstrate clinical leadership in the management of perioperative care | Reflective journals

Simulated Practice

Clinical Placement Learning | Practical Skills assessment (OSCE)

Practice Assessment Document Outcomes will assess ability to lead within the perioperative environment |
| C3 | Demonstrate equality of care delivery to others | Reflective journals

Simulated Practice

Clinical Placement Learning | Practical Skills assessment (OSCE)

Practice Assessment Document Outcomes |
| C4 | Demonstrate effective and safe patient care within the perioperative environment | Simulated Practice | Practical Skills assessment (OSCE) |

		Clinical Placement Learning	Practice Assessment Document Outcomes
C5	Maintain professional practice within the legislation which governs ODPs, and understand the scope and limitations of own practice	Lectures Seminars Simulated Practice Clinical Placement Learning	Written Portfolio Written Essay Individual Presentation Practice Assessment Document Outcomes
C6	Identify new learning and adapt to different practice settings	Simulated Practice Clinical Placement Learning Reflective journals	Practical Skills assessment (OSCE) Practice Assessment Document Outcomes
C7	Identify and plan own learning needs	Reflective journals Seminars	Written Portfolio Practice Assessment Document 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 Group and individual tutorials	Written Essay Individual Presentation
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 Group and individual tutorials	Written Essay Written Portfolio Written Examination Online workbooks
D3	Approach problem solving in a systematic way and demonstrate the values required for health and social care	Seminar Simulated Practice Clinical Placement Learning Interprofessional Learning	Written Portfolio Online workbooks Practical Skills assessment (OSCE) Practice Assessment Document 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	Lectures Seminars Simulated Practice	Written Portfolio Practical Skills assessment (OSCE) Practice Assessment

		Clinical Placement Learning	Document Outcomes
		Interprofessional Learning	
D5	Demonstrate effective time management by undertaking self-directed study and projects	Group and individual tutorials	Written Portfolio
		Simulated Practice	Online workbooks
		Clinical Placement Learning	Practice Assessment Document Outcomes
D6	Recognise the need to assess one's own skills and to harness them for future learning	Self- directed study	Written Portfolio
		Group and individual tutorials	Online workbooks
		Simulated Practice	Practice Assessment Document Outcomes
		Clinical Placement Learning	

Academic Regulations

The current University of Portsmouth Academic Regulations: Examination & Assessment Regulations will apply to this course.. Approved course exemptions can be found here.

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

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.

Quality Monitoring of placements currently occurs via a 2 yearly audit process along with an annual placement update. As a course team we also meet with practice partners on a quarterly basis in the format of a Clinical Liaison Group. This process ensures that there is continued communication between the provider and the academic team. All clinical placements have been audited and meet the quality standards and have a workplace agreement in place.

The Associate Head for Clinical Placements within the School will oversee placement provision within the school to ensure that quality standards and procedures are met in line with changing national standards and school policies and procedures.

Apprenticeship information

Occupation Summary

Operating department practitioners are registered healthcare professionals specialising in caring for people of all ages before, during and after surgery. Operating department practitioners, therefore, mainly work in operating departments. They work alongside other professionals, such as doctors and nurses, and take a lead role in ensuring the service user is safe during each stage of the journey through the operating theatre. Operating department practitioners must continually make professional decisions to ensure the service user receives the best care. Operating department practitioners also ensure that the operating theatre environment is safe and effective and, therefore, have expertise in the management of specialist equipment and materials in a highly technical environment; for example, handling surgical instruments, checking anaesthetic equipment, moving individuals, and giving medication. Operating department practitioners must be confident, compassionate, competent and make effective judgements, for which they are accountable. They must use evidence-based practice to inform and evaluate the effectiveness of their actions with the aim of continually improving outcomes for service users. They are responsible for ensuring their own professional knowledge and skills through continuous professional development (CPD) and supporting the development of others.

Occupational duties

Duty

KSBS

Duty 1 Practise safely and effectively within the scope of practice and within the legal and ethical boundaries of the profession.

K1 K2 K3 K4 K5 K6 K7 K8 K9

S1 S2 S3 S4 S5 S6 S7 S8 S9 S10 S11 S12 S13

B2 B3

Duty 2 Look after your own health and wellbeing, seeking appropriate support where necessary.

K10 K11

S14 S15

Duty 3 Practise as an autonomous professional, exercising professional judgement.

K12

S16 S17 S18 S19 S20 S21 S22

B2

Duty 4 Practise in a non-discriminatory and inclusive manner recognising the impact of culture, equality and diversity.

K13 K14 K15 K16

S23 S24 S25 S26

B3

Duty 5 Communicates effectively, maintaining confidentiality and records appropriately.

K17 K18 K19 K20 K21 K22 K23

S27 S28 S29 S30 S31 S32 S33 S34 S35 S36 S37 S38

B1 B3

Duty 6 Work appropriately with others.

K24 K25 K26 K27 K28 K29

S39 S40 S41 S42 S43 S44 S45 S46

B1

Duty 7 Reflect on, review and assure the quality of your own practice.

K30 K31 K32

S47 S48 S49 S50 S51 S52

Duty 8 Draw on appropriate knowledge and skills to inform practice and apply the key concepts of the knowledge base relevant to the profession.

K33 K34 K35 K36 K37 K38 K39 K40 K41 K42 K43 K44 K45 K46 K47 K48 K49 K50 K51 K52 K53

S53 S54 S55 S56 S57 S58 S59 S60 S61 S62 S63 S64 S65 S66 S67 S68 S69 S70 S71 S72 S73 S74 S75 S76 S77 S84

Duty 9 Establish and maintain a safe practice environment.

K54 K55 K56 K57 K58 K59

S78 S79 S80 S81 S82 S83 S85

Duty 10 Promote public health and prevent ill health.

K60 K61

S86 S87

Skills Scan

Each year students will be required to complete a Skills scan which will be linked to the apprenticeship standard. This will be repeated year on year and will provide a visual representation and evidence of progression.

Tripartite Meetings

Regular experiential and progress reviews of the apprentice will be facilitated by the Workbased tutor at a minimum of every 12 weeks. The review will monitor:

Progress: In terms of developing the required knowledge, skills and behaviours, in line with the employers needs and expectations

Welfare

Health and Safety

Equality of opportunity

Safeguarding

These regular reviews are seen as a three-way partnership linking the University, the apprentice and the employing mentor/supervisor/line manager.

British Values

As part of Professional Apprenticeship it is important that studies are underpinned by

British values. These are defined by the Department for Education as:

Democracy

The belief in freedom and equality between people, in which power is held by elected representatives or directly by the people themselves. All the people are involved in decision-making, typically by voting to elect representatives to speak on their behalf.

The rule of law

The principle that all people, organisations and the elected government are subject to and accountable to the law that is fairly applied and enforced. The rule of law protects individual citizens and is essential to their well-being and safety.

Individual liberty

The right to act, believe and express oneself in a manner of one's own choosing, free from unjust or undue control, coercion or violence if others, including the government. The concept of individual freedom is central to the ideal of a free society.

Mutual Respect and Tolerance: The acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the case of prejudicial or discriminatory behaviour.

Each person, as a human being, has the inherent right to be treated with dignity and respect with regard to ability, age, gender, faith, heritage, race, sexual orientation, disability or any other aspect of identity or personal circumstance.

Mutual respect and tolerance involves all actively working together to create a work and learning environment free from discrimination and harassment.

End Point Assessment

As part of your integrated Apprenticeship, on completion of the core outcomes and academic studies students will be required to complete their end point assessment. This is a period of observed practice in which you will be required to demonstrate that you have met the HCPC Standards of Proficiency.

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
● University of Portsmouth Code of Practice for Work-based and Placement Learning
● Degree Apprenticeship Standard: ST0582 Operating Department Practitioner (Integrated Degree)
● Quality Assurance Agency UK Quality Code for Higher Education
● Quality Assurance Qualification Characteristics Statements
● This course is no longer part of the QAA subject benchmarks
● 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 (2023)

- [The NHS Constitution](#)

Changes to your course/modules

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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