

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	Operating Department Practice (Degree Apprenticeship)
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Buckinghamshire New University
Subject Cluster:	Operating Department Practice
Award Title (including separate Pathway Award Titles where offered):	BSc (Hons) Operating Department Practice IFATE Certificate in Operating Department Practice-Degree Apprenticeship
Pathways (if applicable)	N/A
FHEQ level of final award:	Level 6
Other award titles available (exit qualifications):	<ul style="list-style-type: none"> • CertHE Health Care Studies (Not eligible to apply for HCPC registration) • DipHE Health Care Studies (Not eligible to apply for HCPC registration) • Bachelor of Science Health Care Studies (Not eligible to apply for HCPC registration)
Accreditation details:	Health and Care Professions Council (HCPC)
Length of programme:	3 Years
Mode(s) of Study:	Part Time
Mode of Delivery:	Work-based learning
Language of study:	English
QAA Subject Benchmark(s):	Health Care Programmes: Operating Department Practice (2004)
Other external reference points (e.g., Apprenticeship Standard):	ST0582 Operating Department – Integrated Degree Health Care Professions Council (HCPC) College of Operating Department Practitioners
Course Code(s):	BSODPRAP
UCAS Code(s):	N/A
Approval date:	July 2023
Date of last update:	February 2024

2. Programme Summary

Operating Department Practitioners (ODP) are registered Allied Health Professionals (AHP) that are specifically trained and work within the Operating Department and associated areas. This incorporates working within a multi-disciplinary team providing high quality, individualised care for patients throughout their perioperative journey and beyond. Working alongside other professionals, such as nurses, surgeons, anaesthetists and health care support workers, care will be delivered to patients during all three phases of this acute care environment. This is achieved through direct patient contact and care delivery in addition to

demonstrating a high level of knowledge/skill within the management of specialist equipment and materials related to this highly technical area. Patient safety is a priority within this field of care and ODP's are required to demonstrate high standards in relation to professionalism, advocacy and decision making.

This programme will provide the key knowledge and skills to achieve what is both required and expected within the contemporary healthcare setting through both classroom based teaching and clinical placement throughout the duration of study. Various approaches to teaching and learning will be used, including simulation, lectures, seminars, group activities and learner centred approaches. These will ensure learners are prepared for professional registration and autonomous clinical practice. To further ensure each individual is deemed clinically competent, clinical placements will be undertaken throughout the length of the programme. Apprentices will receive guidance and support throughout their learning journey from the Apprenticeship Hub through regular reviews and contact.

Distinguishing Features

- Reputation and quality. Our learners are highly respected within our partner hospitals / Trusts and clinical areas in which they work
- A great environment for learning. We utilise state of the art simulation facilities to recreate authentic scenarios in operating theatre, PACU and critical care skills laboratories
- Clinical Study Days spread throughout the year for learning, development and practicing of skills
- Teaching excellence. We are winners of the Guardian University Awards for our innovation and use of simulation to enhance our healthcare learners' learning
- Collaborative teaching from a variety of sources including academic and clinical staff and patients / service users
- Clinical Experience. Within our partner Trusts there is a huge variety of clinical specialties and opportunities across a range of settings. Previous opportunities have included Accident & Emergency (A&E), Coronary Care Unit (CCU), and ITU
- Unique link lecturer provision to ensure that each individual learner is given the best opportunity to succeed
- Locality. Placed within the centre of the region, High Wycombe is uniquely placed to access both the faculties on site and our partner Trusts through a robust public transport system
- Technological development. The programme incorporates a unique ePortfolio that is engaged with throughout the programme, developing each individual learner with the skills required to integrate the concept of lifelong learning within their professional careers

3. Programme Aims and Learning Outcomes

Programme Aims

This programme aims to:

1. Develop Operating Department Practitioners who can make sound judgements around care delivery through the application to practice of contemporary evidence-based knowledge and research skills within an inter-professional care setting.

2. Establish learner centred engagement with lifelong learning, fostering independence whilst ensuring the delivery of high-quality evidence-based perioperative care at all stages of the service user pathway.
3. Provide high-quality educational experiences, encompassing theoretical and practical opportunities for knowledge and skills acquisition. Facilitate achievement of professional competence, through exploration of the concepts of perioperative health care delivery and related aspects.
4. Instil and imbed critical reflexivity, providing opportunities for learners to demonstrate and apply reflective strategies to continually and routinely improve and positively impact the quality of healthcare delivery.
5. Ensure professional behaviours and qualities are contextualised through learner engagement with the HCPC Standards whilst exploring the concepts of ethics, accountability, leadership, management and professional identity.

Programme Learning Outcomes

Knowledge and Understanding (K)

On successful completion of the programme learners will be able to:

ID	Learning Outcome
K1	Influence the clinical environment using applied critical knowledge to anaesthetic, surgical, post-operative and related acute care areas.
K2	Demonstrate contemporary knowledge and promote best practice in relation to the principles of perioperative practice and care.
K3	Recognise all professional, ethical and legal requirements relating to the care of patients within the perioperative environment.
K4	Identify current evidence to support professional development of self and others within the multidisciplinary team to ensure a collaborative approach to the delivery of care and related issues.
K5	Defend cultural diversity and beliefs of individuals or groups to ensure an anti-discriminatory philosophy is adopted.

Analysis and Criticality (C)

On successful completion of the programme learners will be able to:

ID	Learning Outcome
C1	Analyse best evidence to inform personal, professional and practice development through reflective approaches to autonomous growth.
C2	Distinguish, interpret and act upon clinical data to ensure service user safety.
C3	Examine contemporary advances within the context of perioperative practice and their impact on service delivery.
C4	Analyse the varied theoretical constructs of different types of knowledge to inform perioperative practice.
C5	Appraise approaches to wellbeing in order to develop individual strategies for building resilience.

Application and Practice (P)

On successful completion of the programme learners will be able to:

ID	Learning Outcome
P1	Practise in accordance with current ethical, legal and professional frameworks to promote the primacy of patient interest and well-being whilst promoting confidentiality.
P2	Employ a varied skill set in the delivery of individualised service user care to a diverse demographic within the professional boundaries of an Operating Department Practitioner and as part of the multidisciplinary team.
P3	Recognise the professional limitations of self and healthcare colleagues during the delivery of individualised care in a range of clinical situations and settings recognising professional boundaries in the perioperative environment and associated areas.
P4	Demonstrate sound clinical decisions based upon current best practice considering delivery contexts and modalities practicing within regulatory constructs, legal frameworks guidelines and policies.
P5	Establish consistent and accurate management of data security, clinical documentation, health and care records in line with applicable codes of practice adhering to legal, professional, organisational and individual responsibilities whilst maintaining confidentiality.

Transferable skills and other attributes (T)

On successful completion of the programme learners will be able to:

ID	Learning Outcome
T1	Communicate effectively using a range of techniques and interpersonal skills to effectively engage in healthcare delivery, interventions and therapeutic relationships ensuring successful dissemination of information.
T2	Manage personal learning and growth through the maintenance of a professional portfolio integrating technological innovation and reflexivity in the of support life-long learning and promoting the attributes expected within the provision of safe and effective practice.
T3	Be equipped to lead, supervise and challenge other healthcare professionals and practitioners in striving for excellence whilst taking into account the dynamic social, cultural, spiritual, legal, political and economic factors.
T4	Contribute to working practices that are collaborative and service user focussed whilst respecting the contributions of the wider healthcare team.
T5	Enhance professional development and safe practice through demonstrating leadership, peer support, supervision and teaching of colleagues including non-registered professionals.

Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, attributes are developed through the embedding of an evidence-based approach to learning, teaching and assessment that is aligned with the balanced integration of academic study and relevant clinical exposure. This empowers each learner to forge a developmental pathway aligned with, and focussed on, the creation of autonomous practitioners who are both reflective and fit for purpose. Through the integration of a values-based approach to care delivery and a patient centred understanding of professionalism and authenticity is achieved. This facilitates the preparedness of learners for working in, and contributing to, the development of the relevant contemporary healthcare setting.

Throughout the achievement of the focussed learning outcomes, learners are able to contribute to the delivery and enhancement of care within the perioperative environment and associated areas. Through individualised perioperative care delivery, graduates are able to autonomously initiate plans of care and deliver high standards of informed clinical practice. Through the formation of a professional ePortfolio throughout the programme, graduates will have the knowledge, skills and behaviours required to ensure social and ethical responsibilities are incorporated within the impact of their role.

4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions.

A typical offer will require a UCAS tariff score of 112-136

The requirements for this course are equivalent to:

- **A level** grades at BBC or above
- **BTEC** Level 3 Extended Diploma at DMM
- **International Baccalaureate** at 30 points
- **FETAC / QQI** 5 Distinctions in health care-related subjects
- **Access to HE Diploma** in Nursing qualification (Minimum 60 credits overall with 12 Merits and 30 Distinctions at Level 3 and 15 Credits at Level 2 at Pass)

Applicants will also need 5 GCSE's including Maths, English and Science at grade 4/C or above or equivalent.

An Access to Higher Education qualification (minimum of 45 Level 3 credits, with 18 at Distinction and 27 at Merit) which must be in a science-based subject is also acceptable.

Mature learners without formal qualifications are welcome to apply. We advise applicants to [contact us](#) to discuss their application.

Additional Apprenticeship Requirements

There are some specific requirements related to the apprenticeship route, listed below. Due to the intense nature of study, it is **strongly recommended** that the achievement of this is completed prior to the start of the programme.

- Apprentices without level 2 English & maths will need to achieve this level prior to completing the end-point assessment. For those with an education, health & care plan or a legacy statement, the apprenticeships English & maths minimum requirement is Entry Level 3 & British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.
- All learners take an online initial assessment - Basic Key Skills Builder (BKSB) to assess and develop skills in English and maths to support functional skills requirements.

Something all apprentices must achieve before taking their End Point Assessment (EPA).

- The apprentice must meet the 15 standards as set out in the [Care Certificate](#) within 3 months of commencing an apprenticeship.

This programme is intended for applicants wishing to become registered Operating Department Practitioners identified through an interest in healthcare and specifically acute care settings. The entry requirements will include:

- assessment of applicants through a values-based recruitment process based on an interview
- assessment of literacy, numeracy and basic computer skills
- evidence of achievement and/or ability to study at the required academic level
- Apprentices must be in a clinically appropriate role

At interview, applicants will be expected to demonstrate:

- the appropriateness of the programme for their career aspirations
- their awareness of the nature of ODP (those who have no theatre/health experience)
- their awareness of the academic, practice and professional requirements of the programme

This will be undertaken during a recruitment and selection event with professional practice partners, service users and academic staff from within the institute.

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

English language proficiency

Applicants for whom English is not their first language will be required to hold an IELTS certificate graded 7 or equivalent, with no element below 6.5.

Rehabilitation of Offenders Act 1974 (Exemption Orders 1975)

As these training posts involve or may involve direct contact with people receiving health care, they are exempt from the provision of the above Act and applicants are required to give details of all previous convictions, all cautions, warnings, binding-overs, or detentions by police, including any spent convictions. Failure to disclose is a serious breach of entry requirements. Progression prior to any year of study will be subject to a self-declaration form being completed by the learner relating to the above statement

If the applicant does not meet the entry requirements they may, if they have relevant professional experience, still be invited for interview, where they will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.

5. Programme Structure

Level	Modules (Code, Title and Credits)	Exit Awards
Level 4	Core modules: ALL4019 Fundamentals of Perioperative Practice (20 credits) ALL4020 Promoting Safety within the Perioperative Environment (20 credits) ALL4021 Introduction to Anatomy and Physiology (20 credits) ALL4022 Engaging in Perioperative Practice (20 credits) ALL4023 Foundations of Theory and Practice (20 credits) ALL4025 Caring for the Perioperative Patient (20 credits) ALL4024 Developing Perioperative Practice (0 credits)	Certificate of Higher Education , awarded on achievement of 120 credits at Level 4 CertHE Health Care Studies (Not eligible to apply for HCPC registration)
Level 5	Core modules: ALL5019 Applied Anatomy and Physiology (20 Credits) ALL5020 Influence of Pathophysiology on Perioperative Care (20 credits) ALL5021 Developing within the Perioperative Environment (20 credits) ALL5022 Expanding Skills within the Perioperative Environment (20 credits) ALL5023 Applying Evidence to Perioperative Care (20 credits) ALL5024 Leadership in Perioperative Practice (20 credits) ALL5025 Advancing Perioperative Practice (0 credits)	Diploma of Higher Education , awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5 DipHE Health Care Studies (Not eligible to apply for HCPC registration)
Level 6	Core modules: ALL6020 Extended Independent Work (Dissertation) (40 credits) ALL6021 Coaching and Supervision of Others within the Perioperative Environment (20 credits) ALL6022 Creating Autonomous Practice (20 credits) ALL6024 Management of the Deteriorating Patient (20 credits) ALL6023 Actualising Perioperative Practice (0 credits) Option modules: <i>Choose modules to the total of 20 credits:</i> ALL6025 Legalities and Ethical Considerations of the Advanced Role (20 credits) ALL6026 Wellbeing and Resilience within the Clinical Environment (20 credits)	Ordinary Degree , awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5 Bachelor of Science Health Care Studies (Not eligible to apply for HCPC registration)

	Pre-requisite requirements for entry to the Options modules are completion of Level 5 Module – Advancing Perioperative Practice	
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Opportunity modules:

A learner may choose, in addition to their core curriculum detailed above, 2 x 10 credit Level 4 or Level 5 Opportunity modules from the Opportunity module catalogue www.bnu.ac.uk/oppmodules. These are extra-curricular and the completion of an Opportunity module will not contribute any credit value towards the calculation of the registered award.

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

6. Learning, Teaching and Assessment

Learning and teaching

The teaching and learning strategies employed will enable learners to take a life-long approach to their learning in order to learn from and through practice. A variety of teaching methods will be employed including:

- Keynote lectures will be employed to launch fundamental theoretical aspects of the programme and will be led by lecturers and/or external speakers. Lectures will provide the foundation for learner-led work within seminars and/or workshops.
- Seminars will offer a forum through which learners can explore key areas and will combine the presentation of information and ideas, exploration of relevant issues, and the application of theory to practice.
- Workshops will be used to enable learners to work through real-life scenarios and apply theory to practice.
- Expert speakers: leading perioperative practitioners, academics service users and stakeholders will be invited to participate in the teaching of the programme and ensures the experience remains dynamic and responsive.
- A number of visiting lecturer appointments encompassing an array of specialities; these practitioners are active in the delivery of our current curricula.
- Directed reading: Learners will be provided with relevant reading lists and will be encouraged to undertake independent reading to ensure they engage with a breadth of literature/evidence/theories relevant to perioperative practice.
- Virtual Learning Platform (VLE): Materials that are used to support the programme will be made available through the VLE, including presentations from keynote lectures, handouts, worksheets, assessment documents, website links, as well as other teaching materials. Learners will be expected to undertake additional work through the VLE or assigned reading in support and /or preparation of taught or face-to-face sessions.
- An array of Case Studies will be used as a vehicle for enquiry-based learning to identify the key issues, processes and systems inherent within them, and to learn from successful and unsuccessful care as well as being able to iterate the nature of good and bad experiences.
- Group Work is a key teaching and learning modality. It is recognised as an important pedagogic learning tool that enables learners to engage in participatory learning and which encourages a team working approach to problem solving.
- Reflection in and on practice is central to the learners developing emotional intelligence around skill development to enable their continued professional development. Reflecting on their past experience and the experiences of others is a key feature of the programme. Reflection encourages the learners to explore the application of new skills and knowledge to a given situation, critical appraisal of key events, development of emotional intelligence and problem-solving skills all of which are central to becoming a competent practitioner.
- Learners will engage in Simulated Learning within the University's clinical skills laboratories to facilitate the development of perioperative specific skills. A range of clinical skills laboratories, one of which is fully equipped as a theatre suite, with anaesthetic room, whilst another is a three bedded recovery with additional preoperative area. These are supported by a team of dedicated simulation technicians.
- Objective Structured Clinical Examinations (OSCEs) test the learners' clinical skill and their level of competence, are structured to include a range of skills and test the learners' application of theory to practice.

- Personal Development Planning (PDP) is incorporated into the curriculum to assist learners in the planning of their on-going personal and professional development. Learners' PDP will sit within their e-portfolio, which will enable them to develop IT skills alongside their development as independent reflexive learners. The e-portfolio/PDP will be a personal record of their academic and professional development throughout their course and beyond.

Content and Structure

Level Four introduces the learner to the role of the professional ODP firmly based on the HCPC regulations for standards of conduct, performance and ethics within the profession. During this level, learners will be exposed to perioperative care in a variety of different contexts through a series of practice placements and this will enable the development of core perioperative skills required for working within the operating theatre environment. Where appropriate inter-professional learning will take place with other pre-registration learners to enable shared learning and understanding around the role of the multi-professional team in the care of perioperative patients at all stages of the pathway. The focus at Level Four is the introduction of principles and concepts that underpin perioperative practice, in particular around anaesthetics and surgery and the integration of theory and practice in these fields. Learners will explore the biological, sociological, psychological and behavioural concepts to enable the development and understanding of the needs of a patient throughout the perioperative pathway. Level Five is designed to enable learners to extend their perioperative knowledge and practice skills by a wider participation in the perioperative care of the patient, for example, to include recovery and specialist surgery and anaesthetics, including obstetrics (elective and non-elective). The modules in level five will allow learners to develop both their academic and clinical skills from level four, through the development of the concepts and themes introduced previously. Thus, allowing learners to build upon knowledge acquired in level four, while continuing to gain new knowledge and understanding. Level Six is designed to create a well-rounded practitioner that is fit for purpose based on the fundamentals gained to date. Knowledge is developed within the context of the role to ensure the learner achieves the key attributes expected for autonomous practice and independent thinking. This approach to development supports the integration of the learner within the multidisciplinary team to ensure the theory/practice link is promoted within care delivery. Contemporary clinical practice requires a high degree of professionalism and throughout this final year, this will be bought together through working within the specialist clinical area to achieve competence and gain an autonomous foundation. Achievement will be gained through the inclusion of advanced clinical skills, developing leadership techniques and gaining exposure to the coaching and support of others. This readiness for registered clinical practice will be further enhanced with the inclusion of a dissertation rendering the learner both theoretically and practically competent for the modern role of Operating Department Practitioner.

Placement Learning

The University prides itself on strong links with practice partners. To ensure the programme remains current and responsive to the dynamic reformation of the NHS, practitioners from our partner trusts will be invited to be involved in the delivery and on-going enhancement of the programme. Our partners have been involved and will continue to be involved in the development of the curriculum, review and monitoring process, engagement in the joint working forum, clinical simulation sessions and the provision of patient pathways and patient scenarios for teaching and learning purposes. The learners will be supported further by practice colleagues, Practice Educators, Practice Assessors, Practice Supervisors, Mentors and link lecturers. See Programme Handbook.

Practice Placements

Placements will provide opportunities for learners to learn alongside experienced, qualified mentors within and outside of the perioperative environment, who will guide their learning and facilitate the development of practice skills. During practice placements learners will be considered supernumerary to the workforce. Incorporated in the programme from a practice perspective, there may also be various allocations outside the theatre department to allow learners to gain insights into the overall care of patients. Therefore, learners will undertake a variety of practice placements that include an anaesthetic, surgical and post-anaesthetic care phase and may be placed in specialist placements in areas such as A&E and ITU, to match the evolving nature of ODP practice and the changing landscape of the healthcare.

Assessment

The assessment strategies will include both the assessment of theoretical knowledge and the application of theory to practice and practice competence. Assessment approaches will include:

- Reflective course work
- Case studies
- Written or visual presentations
- Unseen examinations
- Oral presentation
- OSCEs
- Critique of an evidence-based article
- Construction of an ePortfolio
- Dissertation
- Practice competence demonstrated in practice*

The use of patient scenarios and the patient pathway will provide a suitable framework for learning and allow learners to demonstrate the application of theory to practice and vice versa. Formative assessment will provide learners with development advice and feedback to enable them to prepare for their summative work. It is essential to ensure that learners receive appropriate support throughout the learning process. To this end, we will employ various techniques to cater to diverse learning styles, including visual aids, hands-on activities, and interactive sessions.

Our programme will incorporate formative assessments that will be used to monitor the progress of learners in each session. We will use a range of formative assessment techniques, including observation, questioning, and feedback to ensure that learners are making progress towards meeting the objectives of each session.

To ensure that learning is taking place for all learners, we will provide differentiated support that meets the individual educational needs of each learner. We will use a variety of methods to differentiate instruction, including personalized learning plans, scaffolding, and the use of assistive technology.

Our programme will promote inclusion by adopting a learner-centred approach, providing opportunities for learners to collaborate and learn from each other, and providing a supportive and inclusive learning environment. We will encourage learners to actively engage in their learning process, taking ownership of their learning, and setting personal learning goals.

Learners will be given two attempts at the theoretical element of the module and the practice component of the module. There will be two progression points during the programme; completion of Level Four and again upon completion of Level Five. *80% minimum clinical placement attendance is required within the programme and is monitored within the Practice Placement Document. The End Point Assessment cannot be accessed until all other modules have been successfully completed.

Contact Hours

The typical workload associated with this programme has been detailed here.

An academic week would usually involve face to face attendance on 3 weekdays, followed by 2 days of self-directed study. The total hours of study for this week would be considered equivalent to 40 hours.

A clinical placement week would typically consist of 37.5 hours within the clinical setting. This would be achieved through 4 days of attendance (Mon-Fri). Shifts are mainly day shifts that run from 08:00-18:00 although local variations can be seen within varied allocations.

As the learner journey develops from level four towards level six, the focus on independent study becomes greater and additional self-directed learning will be incorporated.

Clinical shifts may also include “out of hours” exposure to gain additional experiences although this is not mandated throughout the whole programme.

Within the delivery schedule, learners will gain a total of 35 weeks delivery consisting of 12 weeks of academic content and 23 weeks of clinical placement. This will be delivered through a block of teaching, followed by a block of clinical placement.

This can be broken down into 480 hours of academic delivery and 862.5 hours of clinical placement for each academic year.

Personal Development of Education Inspection Framework (EIF) requirements:

The philosophy of the Buckinghamshire New University BSc (Hons) Operating Department Practice (Integrated Degree) is predicated on a community of practice, with learners placed at the heart. The apprenticeship programme is designed in line with Education and Inspection Framework topics such as British Values, Safeguarding and Prevent ensuring that learners are aware of these themes as well as university processes that provide support and keep our learners safe.

The programme is inclusive and celebrates diversity in the learner population. The School of Health and Social Care Professions is committed to supporting a diverse range of learners with different academic needs. Neurodiversity is well supported with individual learning needs addressed and reasonable adjustments made where appropriate. Improving literacy and numeracy are key objectives for our programme and are incorporated within the learning content, through academic feedback and reviews.

1. Continuous development of English and Mathematics		
English and mathematics are embedded throughout the programme with several key areas related to the instruction, support and assessment related to these elements.		
Module Code	Module Title	Evidence

ALL4023	Foundations of Theory and Practice	Support and development of key tasks within the construction of the ePortfolio will contribute to the development of English and academic skills with additional technology-based approaches being adopted
ALL4022	Engaging In Perioperative Practice	Reflections related to the 15 ODP Standards of Proficiency will contribute to the development of English and academic skills
ALL5022	Expanding Skills within the Perioperative Environment	Both the formative and summative assessments relating to relevant drugs calculations will support the ongoing development of mathematics
ALL5023	Applying Evidence to Perioperative Care	The creation of an academic article critique is aimed to support the progression of academic skills and English
ALL6020	Dissertation	The collating of relevant information and construction of the extended independent work will forge the previously acquired skills related to academic development and English
ALL6021	Coaching and Supervision of others within the Perioperative Environment	Within this module, the consideration of English and mathematics will be considered in relation to the support of other learners undertaking the Operating Department Practitioner programme

Inclusion and Diversity

Both Inclusion and Diversity are embedded throughout the programme and are supported within both the academic and clinical setting.

Module Code	Module Title	Evidence
ALL4019	Fundamentals of Perioperative Practice	Within this module, all areas related to mandatory training will be delivered, completed and assessed prior to commencing clinical placement
ALL4024	Developing Perioperative Practice	Inclusion and diversity are a core component of delivery and assessment within the clinical placement
ALL5024	Leadership in Perioperative Practice	Inclusivity and diversity are embedded within all core areas related to the integration of leadership foundations
ALL5025	Advancing Perioperative Practice	Inclusion and diversity are a core component of delivery and assessment within the clinical placement
ALL6022	Creating Autonomous Practice	Throughout the completion of the ePortfolio, inclusion and diversity are linked to the ODP Standards of Proficiency that will be reflected upon
ALL6023	Actualising Perioperative Practice	Inclusion and diversity are a core component of delivery and assessment within the clinical placement

2. Embedding of Safeguarding

The embedding of safeguarding is seen throughout the programme and are supported within both the academic and clinical setting.		
Module Code	Module Title	Evidence
ALL4024	Developing Perioperative Practice	Safeguarding is a core component of delivery and assessment within the clinical placement
ALL4019	Fundamentals of Perioperative Practice	Within this module, all areas related to mandatory training will be delivered, completed and assessed prior to commencing clinical placement
ALL5025	Advancing Perioperative Practice	Safeguarding is a core component of delivery and assessment within the clinical placement
ALL5024	Leadership in Perioperative Practice	Safeguarding is embedded within all core areas related to the integration of leadership foundations
ALL6022	Creating Autonomous Practice	Throughout the completion of the ePortfolio, safeguarding is linked to the ODP (Operating Department Practitioners) Standards of Proficiency that will be reflected upon
ALL6023	Actualising Perioperative Practice	Safeguarding is a core component of delivery and assessment within the clinical placement

3. Embedding of Prevent
Prevent is delivered as part of the mandatory training and reviewed within the Tripartite progress review meetings which are held throughout the programme

Module Code	Module Title	Evidence
ALL4019	Fundamentals of Perioperative Practice	Within this module, all areas related to mandatory training will be delivered, completed and assessed prior to commencing clinical placement
ALL6023	Actualising Perioperative Practice	The Prevent training will be undertaken at the start of the academic year in line with the expected 2yr review

4. Understanding of British Values

Module Code	Module Title	Evidence
ALL4019	Fundamentals of Perioperative Practice	Within this module, all areas related to mandatory training will be delivered, completed and assessed prior to commencing clinical placement
ALL4022	Engaging In Perioperative Practice	Reflections related to the 15 ODP Standards of Proficiency will contribute to the fundamental concepts associated with British Values
ALL5024	Leadership in Perioperative Practice	British values are embedded within all core areas related to the integration of leadership foundations

ALL5025	Advancing Perioperative Practice	British values are an embedded component of delivery and observed within the clinical placement
ALL6022	Creating Autonomous Practice	Throughout the completion of the ePortfolio, British values are linked to the ODP Standards of Proficiency that will be reflected upon
ALL6023	Actualising Perioperative Practice	British values are an embedded component of delivery and observed within the clinical placement

7. Programme Regulations

This programme will be subject to the following assessment regulations:

- *Regulations for Taught Degree Programmes (2023)*

Additional programme specific regulations:

- All modules are non-compensable
- Modules cannot be trailed between academic progression points/years
- All assessments must be successfully completed and are non-compensable
- Students who fail to meet the standard expected by the Student Code of Conduct, or the Standards of Conduct, Performance and Ethics (SCPEs) for Students, may be subject to Fitness to Practise proceedings and suspension/removal from the programme.
- Practice partners may withdraw support from any student who does not demonstrate professional behaviour or adherence to the SCPEs. This would normally result in a suspension from practice learning, pending completion of an investigation by the University and/or practice partner.
- The SCPEs are being assessed in all modules and at all stages of the course – failing to adhere to the SCPEs may result in students being suspended or withdrawn from the programme, or not progressing to the next academic stage.

For example, a student may have achieved 120-credits at Level 4, however, serious concerns about their adherence to the SCPEs have been noted in practice and by University staff. Progression to Level 5 may be withheld, pending a full determination of the students' professional behaviour.

8. Support for learners

The following systems are in place to support learners to be successful with their studies:

- The appointment of a personal tutor to support learners through their programme
- Allocation of an Apprenticeship Partner Manager (APM) or the Apprenticeship Reviewer (AR) who will carry out tripartite reviews¹ with you and your employer to support your

¹ Tripartite progress review meetings take place regularly throughout the apprenticeship and they are usually held every term or 12 weekly intervals. At tripartite progress review meetings, the apprentice, their employer and the University representative (Apprenticeship Partnership Manager-APM and Apprenticeship Reviewer- AR) formally meet to assess progress. The review of progress is to ensure that the apprentice is on track both in terms of their academic programme and their work-based

journey and progression. The APM/AR will work as a mentor/coach to develop your knowledge, skills and behaviours that will be evidenced in your online reflective journal (Aptem)

- Information, Advice and Guidance (IAG) will be provided through; a Programme handbook, Induction, access to Library resources, includes access to books, journals, and databases - many of which are available in electronic format – and support from trained library staff to support your apprenticeship throughout your course.
- IAG will also be provided for career progression purposes
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where learners can access all University systems, information and news, record their attendance at sessions, and access a personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of learners and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on the programme. Learners will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed learner representatives
- Informal feedback to the programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

learning (Skills Training). The review meetings will track progress against the Knowledge, Skills and Behaviours (KSB) gained during an apprenticeship Programme. They provide an opportunity to agree any changes required to the apprentice's learning plan, and identify any actions needed to ensure the success of the apprenticeship.

10. Internal and external reference points²

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The Apprenticeship Standard – see detailed mapping below
- The PSRB Standards of Proficiency (SOP) for Health Care Professions Council (HCPC)
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy Thrive 28

11. Degree Apprenticeships

Note: in this document the terms ‘apprentice’ and ‘learner’ are used interchangeably.

Apprenticeship Standard:	Operating Department Practitioner – ST0582
End Point Assessment (EPA):	Integrated EPA: Integrated into the design and assessment of this Degree Apprenticeship

Degree Apprenticeships combine university study and work-based learning to enable apprentices to gain a full master’s or bachelor’s degree qualification. This provision of an academic degree is integrated with experience, practice and learning in the workplace. An apprentice has paid employment status and does not pay any training costs or learner fees. Degree Apprenticeships are co-designed by employers ensuring that apprentices are equipped with the skills employers need and for their own future career.

The Standard and End Point Assessment Plan (EPA) – Integrated

As well as containing on programme training and assessment, all apprenticeship standards must contain an end-point assessment (EPA).

Apprentices must undertake an end-point assessment, which is a synoptic assessment of the knowledge, skills and behaviours that have been learnt throughout the apprenticeship. For integrated EPAs, the training provider must be on the Register of End Point Assessment Organisations (RoEPAO) and approved to undertake the EPA. The purpose of the assessment is to make sure the apprentice meets the standard set by employers and is fully competent in the occupation. It is taken by apprentices at the very end of the on-programme phase of training when their employer (and in some cases their training provider) is satisfied that they have met the “gateway” criteria to undertake the assessment. Integrated end-point-assessments are graded, and the academic qualification and apprenticeship certificate is only awarded after end-point assessment is successfully completed.

To meet the minimum requirements set out in the apprenticeship standard an apprentice needs to:

- Display occupational competency
- Have evidence of or pass functional skill level 2 in English and Maths
- Complete mandatory training

² The QAA ODP Subject Benchmark Statements has been determined by the sector as out of date and removed from the QAA website/archived for ODP with mapping of the Standards of Proficiency undertaken from the relevant PSRB (HCPC).

- Take any qualifications set out in the standard
- Meet the minimum duration for their apprenticeship training

An integrated end-point assessment must be administered by an independent assessor supplied by an appropriate organisation on the Register of End Point Assessment Organisations (RoEPAO) and must not have been involved in on-programme delivery of the apprenticeship.

Admission requirements

Under UK Government rules, Degree Apprentices must be employed for a minimum of 30 hours per week and must have the right to live and work in the UK (applies only in England). A Degree Apprentice cannot be self-employed. The employer must enter into an Apprenticeship Agreement with the learner.

All candidates must be employed in a role related to the subject matter of the Degree Apprenticeship and be sponsored by their employer. Applications can only be made through the sponsoring employer. The University will consider all such applications and will have the final decision whether to accept the candidate for entry to the programme.

Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)					
	Module Code (Core)	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Level 4																					
Fundamentals of Perioperative Practice		x	x									x			x	x	x				
Promoting Safety within the Perioperative Environment	x	x	x	x			x					x			x	x	x				
Engaging In Perioperative Practice	x	x		x		x			x					x			x	x			
Introduction to Anatomy and Physiology	x	x					x						x								
Caring for the Perioperative Patient	x	x	x				x					x	x		x		x				
Foundations of Theory and Practice	x	x		x		x		x	x			x	x	x			x	x			
Developing Perioperative Practice	x	x	x		x		x					x	x	x	x	x	x				x
Level 5																					
Applied Anatomy and Physiology		x					x						x		x						
Developing within the Perioperative Environment	x	x	x				x					x	x	x	x		x				
Expanding Skills within the Perioperative Environment	x	x	x				x					x	x	x	x	x	x				
Leadership in Perioperative Practice	x	x		x	x		x	x	x	x							x		x	x	x
Research Methods (Applying Evidence to the Perioperative Environment)	x	x	x			x	x	x	x					x			x				

Influence of Pathophysiology on Perioperative Care	x	x					x					x		x		x			
Advancing Perioperative Practice	x	x	x	x	x		x		x	x	x	x	x	x	x	x		x	x
Level 6																			
Creating Autonomous Practice	x	x		x	x	x	x	x	x		x			x			x		
Coaching and Supervision of Others within the Perioperative Environment	x	x		x	x				x			x	x			x		x	x
Extended Independent Work (Dissertation)	x	x		x		x	x	x	x					x		x		x	x
Management of the Deteriorating Patient	x	x	x	x	x	x	x	x	x		x	x	x	x	x				x
Legalities and ethical considerations of advanced roles	x	x	x				x	x	x		x	x	x	x					x
Wellbeing and resilience within the clinical environment	x	x		x	x	x		x		x		x		x		x		x	x
Actualising Perioperative Practice	x	x	x	x	x		x	x		x	x	x	x	x	x	x			x

Mapping of Operating Department Practitioners Apprenticeship Standard to Module Learning Outcomes

Module learning outcomes are mapped to the HCPC Standards of Proficiency within Appendix 3.

Mapping of Operating Department Practitioners Apprenticeship Standard to Module Learning Outcomes within Appendix 4.