Undergraduate Programme Specification

Session	2026/27	**Last Modified**	March 2024
Named Award Title	BSc Operating Department Practice		
Award Title for Each Award	Certificate of Higher Education in Healthcare Practice Diploma of Higher Education in Healthcare Practice Bachelor of Science in Operating Department Practice		
Date of Approval	August 2024		
Details of Cohort Applies to	All new and existing cohorts		
Awarding Institution	University of the West of Scotland	**Teaching Institution(s)**	University of the West of Scotland
Language of Instruction & Examination		English	
Award Accredited by		Health and Care Professions Council (HCPC)	
Maximum Period of Registration		5 years (full-time)	
Duration of Study			
Full-time	3 years	**Part-time**	
Placement (compulsory)	Yes		
Mode of Study	☒ Full-time ☐ Part-time		
Campus	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)
School	**Health and Life Sciences**		
Divisional Programme Board	**Adult Nursing Community Health**		
Programme Leader	Claire Bryson		

Admissions Criteria
Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

SQA National Qualifications:

Passes in the Scottish National Qualifications in five subjects including three at higher level.

Or GCE
Passes in the GCSE / GCE in four subjects including one at A level.

Or SQA National Qualifications / Edexcel Foundation

Other Required Qualifications/Experience
Participating NHS boards will be responsible for the recruitment and admission of prospective students in line with agreed programme numbers. Applicants must be able to satisfy the general admission requirements of the University of the West of Scotland (UWS) as specified in the UWS University Regulatory Framework. In addition, as employees' applicants will be required to meet NHS PVG and Occupational Health requirements.

In addition, consideration will be given to applicants whose qualifications do not conform to the general entrance requirements but who present other evidence which indicates an interest in personal educational advancement and an aptitude for academic study at the level concerned may be admitted to a programme of study at the discretion of the University. Consideration will therefore be given to the above as entry criteria.

For all students entering the programme: Must be in full time employment with an individually contracted Health Board, and be able to provide evidence of managerial support to complete the full programme through online and work-based learning – including the provision of placements and to support programme completion.

English Language Requirements: To meet the Health and Care Professions Council (HCPC, 2022) requirements for accreditation, all candidates must be able to communicate in English to the Standard equivalent to Level 7 of the International English Language Testing System (IELTS), with no element below 6.5.

Protection of Vulnerable Groups (PVG): Entry to the programme will be subject to satisfactory assessment.

Further desirable skills pre-application
Basic IT skills are desirable as the programme's theory is online based.

General Overview
The Graduate Apprentice (GA) Bachelor of Science (BSc) in Operating Department Practice programme is a three-year full-time programme, delivered over three academic terms per year, and comprising online and work-based learning. An online induction process will be offered prior to the commencement of formal teaching each year, for each new cohort.

The programme aims to prepare students to practice as an Operating Department Practitioner within dynamic, multidisciplinary settings. Students completing the programme

will be capable of providing high standards of safe, effective, individualised and patient-centred care. As well as high standards of psychological and physical care during the perioperative care period, the programme will prepare students to demonstrate safety, competence and compassionate care.

Student's undertaking this programme will:
• Become a self-directed and reflective practitioner committed to personal development and lifelong learning.
• Enhance their professional competence and autonomy within the field of Operating Department Practice.
• Work effectively and positively within a multi-professional/multi-agency framework.
• Plan a career pathway with enhanced employability skills in the context of a dynamic and evolving healthcare system.
• Become a compassionate, safe, proficient and adaptable Operating Department Practitioner who can facilitate high quality, holistic care approaches for individuals, with an appreciation of needs across the lifespan.
• Have the ability to use enquiry, evidence and research mindedness to influence Operating Department Practice and continuous improvement in care delivery.

The GA BSc in Operating Department Practice programme will incorporate 20% theory and 80% work-based learning. The HCPC (2017) Standards of Education and Training do not mandate programme or work-based hours, however, they state that "The structure, duration and range of work-based learning must support the achievement of the learning outcomes and the Standards of Proficiency" (HCPC, 2017). For this programme students will be required to complete a minimum of 3,000 hours (average 1,000 hours per year). However, it should be noted that with a strong work-based learning focus and following a graduate apprenticeship split of 80% of the programme within work-based learning and 20% within theory, an average student will spend more than the minimum 3,000 hours in practice. This offers students the opportunity to be exposed to a range of learning experiences and specialities (including simulated practice) to meet the curriculum requirements. Furthermore, there will be a clear integration of theory and work-based learning, with a focus on evidence-based practice and reflection to ensure a good fit between theory, the clinical environment, and quality improvement in accordance with the College of Operating Department Practitioners curriculum (CODP, 2018). There are no subject specific QAA benchmark statements for Operating Department Practitioners, alternatively the programme has been development in accordance with educational and professional standards outlined above.

Offering the professionally recognised qualification of Bachelor of Science in Operating Department Practice, students completing the programme may be eligible to apply for registration with the Health and Care Professions Council (HCPC) as a Registered Operating Department Practitioner.

Typical Delivery Method

This is a three-year full-time programme, delivered over three academic terms per year. Teaching, learning and assessment will combine at-distance online theory and work-based learning. Online activities will be facilitated through the University's virtual learning environment (VLE), and will include both synchronous and asynchronous activities. The hybrid design and delivery of the programme is such that students will not require to attend UWS campus facilities to engage with this programme of study, however as mentioned above students will be required to engage with synchronous online teaching and learning activities. This allows also for a more flexible programme flow that is accessible across Scotland.

Designated theory time (1 day per week) is augmented with 4 days learning in practice.

Any additional costs
None

Graduate Attributes, Employability & Personal Development Planning
Personal Development Planning (PDP):

Personal development planning (PDP) has been incorporated into modules (and evidenced through module assessment and work-based assessment) of the programme, with students encouraged to reflect on their learning and its significance to their personal and professional settings – this is particularly evident within the work-based modules. Development of cultural competence through reflection on both graduate and global citizenship attributes, including critical awareness of their own traditions, mutual respect for others, their ability to think as a citizen of the world, and their ability to empathise/ see the world as others see it will be embedded within all modules however has a stronger focus in 'Introduction to Operating Department Practice' and 'Holistic Perioperative Care' modules. Intended to improve learning, employability and the acquisition of life skills, PDP is considered an essential component of lifelong learning and continuing professional development and is seen as particularly relevant to the students undertaking this programme as they consider their transition and progression within the field of operating department practice, aligned to professional registration with HCPC. In first year the Academic, Personal and Professional Development module offers students the opportunity to explore their aspirations for university study and consider how their degree connects to other aspects of their personal and professional life.

In monitoring and reviewing personal/professional progress, students have opportunity to (and will be encouraged to) utilise a range of resources to track their student journey and help students review/develop a personal approach to learning and assessment performance. Students on this programme will also be allocated a Personal Tutor, who will support students on an individual basis to use/interpret the information available to students to monitor their progress, as well as a Practice Educator in practice who will help and support them to achieve work-based learning competency. This approach to support in practice will ensure students of the programme are always supervised, supported and assessed by an appropriately experienced registrant.

Graduate Attributes:
Graduate attributes are embedded within this programme and reflect the UWS vision of developing students who are universal, work-ready and successful. The specific graduate attributes associated with this programme include:

Universal: Inquiring, ethically minded and collaborative socially responsible.
Work-Ready: Knowledgeable, effective communicator, motivated and ambitious.
Successful: Autonomous and resilient.

Employability Skills:

It is anticipated that students undertaking this programme of study will, on completion, be prepared /equipped to practice as Operating Department Practitioners in dynamic, multidisciplinary settings and able to demonstrate competence in the provision of high standards of safe, effective, individualised, and patient focussed care during anaesthesia, surgery, and post-anaesthesia, in a safe, competent, and compassionate manner.

While those engaging in the programme through the pan-Scotland contract and employed as an apprentice Operating Department Practitioners throughout the duration of their studies, as students on the programme they will be encouraged to make use of available careers and employability services, to support their career aspirations and scope for employment.

Work Based Learning/Placement Details

Students enrolled on the GA BSc in Operating Department Practice programme will be supported to attend a range of placements within the perioperative context and be allocated a named Practice Educator in each placement. In line with the principles of a graduate apprenticeship this programme is underpinned with a strong focus on work-based learning. Students will spend approximately 80% of the total programme hours within the practice environment. Placement modules will ensure students are exposed to a breadth and range of perioperative clinical environments that are assessed to ensure learners develop their skills, confidence, and competence as an Operating Department Practitioner. Achievement of the placement modules will help students build their portfolio of evidence aligned to the apprenticeship standards and occupational profile.

The UWS work-based and Placement Learning Regulations within the Regulatory Framework outlines the recommended responsibilities to ensure work-based learning is successful. In addition, the College of Operating Department Practitioners have developed a framework to support those that support learners in practice (CODP, 2021). As such throughout the programme and during all work-based learning, students will be supported by a Practice Supervisor and a named Practice Educator.

Work-based learning plays a significant part in the learning process and is integrated throughout this graduate apprenticeship programme with students spending approximately 80% of the overall programme hours within their place of employment. Students, Practice Supervisors, Practice Educators and Regional Leads within the participating boards will be provided with guidance in relation to work-based learning activities which will ensure appropriate supervision and assessment throughout the student's journey. This will necessitate opportunities for the student to reflect on practice and receive constructive feedback, to develop their learning.

Attendance and Engagement

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this programme, academic engagement equates to the following:

Apprentics will engage with the programme module by attending all scheduled synchronous tutorials and participating with all delivered elements of their programme of study. Apprentices must also attend their work-based placement, in line with the requirements of their NHS Employer.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, this programme is accessible and inclusive, with reasonable adjustment for different needs where appropriate. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line

with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information the benefits of disclosure and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where appropriate.

All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students.

Professional programmes have Standards of Proficiency which detail the knowledge, skills and understanding required to be met to permit professional registration to be able to practise safely and effectively in the profession. As an education provider for this professional programme, UWS is not able to adjust these standards. However, we can make reasonable adjustments to assist students in meeting these standards.

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

Learning Outcomes

SCQF LEVEL 7 Learning Outcomes	
Knowledge and Understanding	
A1	Appreciate the fundamental concepts, principles and theories that support professional Operating Department Practice and lead directly to holistic patient care in a variety of perioperative operative settings.
A2	Demonstrate the associations of theory and evidence with practice and assess, implement and evaluate strategies of care in the context of the perioperative environment and multi-professional working practices.
A3	Demonstrate an understanding of the physical, social, political, cultural and ecological factors that directly influence the health and wellbeing of individuals across the lifespan.
A4	Evaluate the impact of government/professional policies and research which impacts on the Operating Department Practice profession, care planning and delivery.
A5	
Practice - Applied Knowledge and Understanding	
B1	Demonstrate an understanding of the professional context and role requirements in which Operating Department Practitioner practice is delivered.
B2	Apply knowledge to employ compassionate, safe and person-centred care.
B3	Demonstrate evidence of developing a range of skills by effectively interacting with a range of colleagues, clients, carers and families under the mentorship of a registered practitioner.
B4	Apply a range of essential and additional skills, informed by theoretical learning, and designed to meet the individual's requirements.
B5	Identifies and assesses individual needs of patients.
Communication, ICT and Numeracy Skills	
C1	Demonstrate information literacy and the ability to search, interpret, extract and present information that informs Operating Department Practitioners and healthcare practice and professional development.
C2	Use a variety of communication tools to accurately record and share information, knowledge and understanding of health care needs.
C3	Develop a range of communication and interpersonal skills to support the delivery of compassionate and safe care.
C4	Use the developing knowledge and understanding of advocacy within care delivery.
C5	Participate in the collection and interpretation of clinical data.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Use problem solving skills to interpret research/evidence.
D2	Be able to read, understand and interpret the available evidence to support healthcare.

D3	Present information to others which informs and also challenges practices.
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Reflect and evaluate one's own limitations, personal values and beliefs in relation to professional practice.
E2	Demonstrates personal accountability for and evaluates own personal development plan by maintaining a reflective portfolio.
E3	Appreciate the role of the multidisciplinary team and understand effective ways of working to ensure patient safety and assure high standards of care delivery.
E4	Promotes health and safety and evaluates practice in the context of health and safety requirements.
E5	Applies policies and procedures of clinical placement and reports patient concerns promptly.

Level 7 Modules

CORE

SCQF Level	**Module Code**	**Module Title**	**Credit**	**Term**			**Footnotes**
				1	**2**	**3**	
7	NURS07047	Introduction to Operating Department Practice	20	☒	☐	☐	
7	NURS07048	Introduction to Scrub and Circulating Practice	30	☒	☐	☐	
7	APPD07001	Aspire: Foundations for Success	20	☒	☒	☐	
7	NURS07049	Life Science	20	☐	☒	☐	
7	NURS07050	Introduction to Anaesthesia and Post Anaesthesia Practice	30	☐	☒	☒	
				☐	☐	☐	
Footnotes for Core Modules							

Level 7 Modules

OPTION

SCQF Level	**Module Code**	**Module Title**	**Credit**	**Term**			**Footnotes**
				1	**2**	**3**	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	

Footnotes for Option Modules

Level 7 **Criteria for Progression and Award** *Please refer to UWS Regulatory Framework for related regulations*
Progression from SCQF Level 7 to SCQF Level 8 is in line with UWS Regulatory Framework. Students successfully completing 120 credits from at SCQF Level 7 across the programme may be eligible to progress to award of Certificate of Higher Education in Healthcare Practice. This exit award is NOT associate with any professional registration. For information on progression with credit deficit, please refer to the Regulatory Framework (section 3.13). Note: Students who fail a placement will be placed on an altered flow as arranged by their Regional Lead until placement passed and credits achieved.

SCQF LEVEL 8 Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate personal accountability for and evaluates their own personal development plan and clinical skill development.
A2	Demonstrates knowledge, understanding of pharmacology within Operating Department Practice and applies that knowledge to practice.
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Demonstrate proficiency and safe practice in the use of medical devices within the practitioner's sphere of practice.
B2	Demonstrates proficiency in the anaesthetic, surgical and post-anaesthetic role of the Operating Department Practitioner (to equivalent of level 5, CODP 2018.
B3	Supports and promotes clinical effectiveness by applying an evidence-based approach to Operating Department Practice.
B4	Demonstrates and promotes professional, ethical and legally sound approaches to Operating department Practice.
B5	Plans and delivers evidence based, individualised care to patients.
Communication, ICT and Numeracy Skills	
C1	Applies appropriate communication skills in order to promote effective perioperative patient care.
C2	Establishes and promotes effective professional relationships with patients, carers and members of the healthcare team.
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Evaluates and effectively manages risks and hazards associated with the patient in the perioperative environment.
D2	Utilises best evidence and guidance to provide an optimum environment for the care and treatment of the perioperative patient.
D3	Identifies and assesses individual needs of patients.
D4	Monitors, reflects on and evaluates the quality in Operating Department Practice and contributes to quality assurance processes.
D5	
Autonomy, Accountability and Working with Others	
E1	Demonstrate leadership and the ability to manage their workload and that of the team.
E2	Promotes a multidisciplinary approach to practice.
E3	Evaluates and reflects on care provided and own professional actions.

E4	Demonstrates personal and professional accountability and applied this in their role as an Operating Department Practitioner.
E5	

Level 8 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
8	NURS08062	Principles of Anaesthetic Care	20	☒	☐	☐	
8	NURS08064	Intermediate Anaesthesia and Post Anaesthesia Practice	30	☒	☒	☐	
8	NURS08063	Holistic Perioperative Care	20	☐	☒	☐	
8	NURS08065	Intermediate Scrub and Circulating Practice	30	☐	☐	☒	
8	NURS08066	Pathophysiology	20	☐	☐	☒	
				☐	☐	☐	
Footnotes for Core Modules							

Level 8 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 8
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

Progression from SCQF Level 8 to SCQF Level 9 is in line with UWS' Regulatory Framework.

Students successfully completing 240 credits of which 90 credits are at SCQF Level 8 (Regulatory Framework, section 1.21) or above, from across the programme, may be eligible to progress to award of Diploma of Higher Education in Healthcare Practice. This exit award is NOT associated with any professional regulation.

For information on progression with credit deficit, please refer to the Regulatory Framework (section 3.13). Note: Students who fail a placement will be placed on an altered flow as arranged by their Regional Lead until placement passed and credits achieved.

SCQF LEVEL 9 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate an advanced and integrated knowledge and critical understanding that encompasses the principal areas, features, boundaries, terminology and conventions of Operating Department Practice.
A2	Display a critical understanding of the key theories, concepts and principles of teaching, learning and supervision.
A3	Demonstrate knowledge and understanding of the key principles of leadership in the perioperative environment.
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Use a range of skills, practices and theories which are specific to perioperative practice.
B2	Exhibit competency in identifying, selecting and utilising the key skills associated with Operating Department Practice and apply these to practice.
B3	Execute a defined project applying the conceptual frameworks, theories and evidence from an extended literature review to a contemporary area of perioperative practice.
B4	Practice in a range of professional situations that include a degree of unpredictability and/or specialism.
B5	
Communication, ICT and Numeracy Skills	
C1	Present information and disseminate newly gained knowledge to a range of professionals using a variety of media.
C2	Communicate with peers, senior colleagues and specialists at a professional level.
C3	Make use of range of ICT applications in the pursuit of learning that can enhance the overall outcomes of care.
C4	Interpret, use and evaluate a wide range of data to achieve identified goals.
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Illustrate a degree of originality and creativity in appraising professional level issues in the field of Operating Department Practice.
D2	Offer professional insights, interpretations and solutions to problems and issues.
D3	Critically review and consolidate knowledge, skills and practices and thinking in relation to Health and Social Care.
D4	Make judgments related to practice where data/information is limited and thinking in the area comes from a range of sources.
D5	
Autonomy, Accountability and Working with Others	
E1	Exercise autonomy and initiative in professional activities.

E2	Demonstrate a critical awareness of the roles and responsibilities of professional practice including the responsibility to support and supervise the professional development of self and others.
E3	Apply the theories and principles of leadership to promote quality improvement, manage change and support innovation.
E4	Critically appraise complex ethical and professional issues in accordance with current professional and ethical practices.
E5	

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	NURS09238	Research in Perioperative Practice	20	☒	☐	☐	
9	NURS09239	Leadership in Perioperative Practice	20	☐	☒	☐	
9	NURS09240	Advanced Perioperative Practice	80	☒	☒	☒	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 9 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 9 **Criteria for Progression and Award** ***Please refer to UWS Regulatory Framework for related regulations***
Students successfully completing 360 credits, 120 credits at SCQF Level 7, 120 credits at SCQF Level 8 and 120 credits at SCQF Level 9, from across the programme, may be eligible to

progress to award of Bachelor of Science in Operating Department Practice, and may be eligible to seek professional accreditation / registration from the Health and Care Professions Council (HCPC).

The award of distinction can be made to a student when criteria set in the Regulatory Framework (section 3.25) is achieved.

SCQF LEVEL 10 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	
A2	
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	
B2	
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	
E2	
E3	
E4	
E5	

Level 10 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	

				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 10 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 10 **Criteria for Award** ***Please refer to UWS Regulatory Framework for related regulations***

Regulations of Assessment
Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework. An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework. To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies
There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61). For students studying BA, BAcc, or BD awards the award will be BA Combined Studies. For students studying BEng or BSc awards, the award will be BSc Combined Studies.

Version no: 1

Change/Version Control

What	**When**	**Who**
Creation of document	March 2024	C Bryson