Undergraduate Programme Specification

Session	2024/25	**Last Modified**	2023
Named Award Title	Dip He Operating Department Practice Single		
Award Title for Each Award	DipHE Operating Department Practice Cert HE Healthcare Practice		
Date of Approval	2019		
Details of Cohort Applies to	2023/24		
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		The Health and Care Profesison (HCPC)	
Maximum Period of Registration		4 years	
Duration of Study			
Full-time	x	**Part-time**	
Placement (compulsory)	x		
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	Dr 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 subject including two at H Level

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

Or SQA National Qualifications / Edexcel Foundation
It may be possible for candidates with an appriate volume of SCQF credit at level 7 equvilant or above to be offered direct entry to level 8.

Other Required Qualifications/Experience
For all students entering the programme under the 2019 NES contract arrangements:Must be in fulltime employment with a participating NHS Health Board and be able to provide evidence of managerial support to complete the full programme through online and work-based learning.
English language requirements: To meet HCPC (2018) 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 with no element below 6.5.
PVG: entry to the programme will be subject to satisfactory assessment.
As this programme is designed to meet the needs of a specific workforce market within the NHS the notion of artiuclation is not applicable at this time.

Further desirable skills pre-application

General Overview

General Overview

The Diploma of Higher Education in Operating Department Practice (ODP) is a two-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 in ODP within dynamic, multidisciplinary settings. Students completing the programme will be capable of providing high standards of safe and effective individualised and patient - focussed 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 compassion.
A student undertaking this programme will:
1.   Become a self-directed and reflective practitioner committed to personal development and lifelong learning.
2.   Enhance their professional competence and autonomy within the field of ODP practice.
3.   Work effectively and positively within a multi-professional/multi-agency framework.
4.   Plan a career pathway with enhanced employability skills in the context of a dynamic and evolving healthcare system.
5.   Become a compassionate, safe, proficient and adaptable ODP who can facilitate high quality, holistic care approaches for individuals, with an appreciation of needs across the lifespan.
6.   Have the ability to use enquiry, evidence and research mindedness to influence ODP practice and continuous improvement in care delivery.

The Dip HE ODP programme will incorporate 40% theory and 60% work-based learning hours, reflecting
the Standards of Education and Training (HCPC, 2017), Standards of Proficiency (HCPC, 2014) and the Scope of Practice (CODP, 2009) for the profession. 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 students' clinical area, and quality improvement in accordance with College of Operating Department Practitioners (CODP) curriculum (CODP, 2018) and the QAA subject benchmark statements for Operating Department Practice (2004).

In addition, the QAA UK Quality Code for Higher Education; University's Corporate Strategy and Education, Global Reach and Research and Enterprise Enabling Plans; UWS 'I am UWS' graduate attributes; UWS Regulatory Framework; UWS Assessment Handbook; and UWS/SAUWS Student Partnership Agreement have been utilised to inform the development of the programme in respect of:

1.   Facilitating effective teaching learning and assessment;
2.   Maintaining academic standards;
3.   Assuring academic quality.

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

Typical Delivery Method

Any additional costs

Graduate Attributes, Employability & Personal Development Planning
Personal Development Planning:

Throughout the two year programme, students will be supported to develop their personal and professional skills through online activities and completion of a Personal Development Planning e- portfolio. Dedicated PDP hours are embedded within the core timetable at SCQF Level 7 (24 hours) and SCQF Level 8 (12 hours), as well as featuring within the annual induction process within the programme. PDP is encouraged to support the student to:

•   Become more self-aware, effective, independent and confident self-directed learners.
•   Understand how they learn and relate their learning to a wider context.
•   Improve skills for learning and career management.
•   Articulate personal goals and evaluate progress towards achieving them.
•   Have a positive attitude to learning throughout life.

To support PDP, students will be encouraged to access, interpret and act upon information contained within Moodle, MyDay and 'My Journey' - the University's web-based applications, which provide information on how students are engaging and progressing with their studies. Students will be encouraged to reflect on this information, and in conjunction with Personal Tutors, take action to enhance learning expences.

PDP activity will help students recognise and evidence their development of skills such as reflection, academic writing, critical discussion and analytical thinking. While these are developed and considered in a professional context, students are also encouraged to

recognise the wider relevance of these as generic graduate attributes, applicable in a variety of contexts.
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: Knowledgeable, Ethically minded, Socially responsible
WORK-READY: Autonomous, Effective Communicator, Collaborative, Resilient SUCCESSFUL: Inquiring, Motivated, Ambitious
Employability Skills:
The Dip HE ODP curriculum focuses on a learner-centred approach which supports and enables the learner to take responsibility for the planning and development of their own learning and career development. Students who successfully complete the Dip HE ODP programme will be eligible to apply for Registration with the Health and Care Professions Council.

Work Based Learning/Placement Details
Students enrolling on the Dip HE ODP programme will be supported to attend a range of placements
within the perioperative context and be allocated a named mentor in each placement.
The ODP mentor will support the student to gain practice and achieve competence in the ODP Standards of Proficiency (HCPC, 2014) and will practice in accordance with the standards, recommendations and guidance for mentors and practice placements (CODP, 2009). Skills and professional values acquisition will be underpinned by theoretical knowledge gained via online module activities and assessment which will be supported by the programme team (UWS).
Employers will receive appropriate briefings and support from the UWS programme team prior to the student commencing the programme. A programme of preparation for mentors will be provided by UWS in partnership with regional leads and Practice Education Facilitators. Arrangements for workplace support will be provided by identified key staff contacts (including Link Lecturer, Personal Tutor, Programme Leader and Module Coordinators), who will ensure appropriate student support and also provide support and advice to workplace employers.
Upon commencement of the programme of work based learning (WBL), a tripartite learning agreement will be agreed between the employer, student and University. This learning agreement will define the intended learning outcomes, methods of assessment, and arrangements for reassessment and specify the learning opportunities provided in the workplace.
The assessment of WBL/Practice Leaming (PL) for the award of academic credit is the responsibility of University staff and will be assessed using the evidence contained in the students' continuous practice assessment portfolio. The registered practitioner will assess the period of WBL/PL through entries in the students' practice assessment portfolio and where appropriate, discussion with the academic assessor. The portfolio format will be available

online or in paper copy to suit all learner's needs. Ultimately the award of a pass/fail grade will be the responsibility of the academic assessor.

All instruments of assessment will be approved by the external examiner, module co-ordinator and moderator. The failure or non-completion of any WBL/ PL assessed component following all possible reassessment opportunities will result in withdrawal from the programme with appropriate academic award (where applicable).

Attendance and Engagement

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

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

As employees students are also required to adhere to employer engagement and attendance policies.

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.

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	Appreciates the fundamental concepts, principles and theories that support professional operating department practice and leads directly to holistic patient care in a variety of perioperative operative settings.
A2	Demonstrates the associations of theory and evidence with practice and assess, implements and evaluates strategies of care in the context of the perioperative environment and multi-professional working practices.
A3	Demonstrates an understanding of the social, political, cultural and ecological factors that directly influence the health and wellbeing of individuals across the lifespan.
A4	Evaluates the impact of government/professional policies and research which impacts on the ODP profession, care planning and delivery
A5	
	Practice - Applied Knowledge and Understanding
B1	Demonstrates an understanding of the professional context and role requirements in which ODP practice is delivered.
B2	Applies knowledge to employ compassionate, safe and person-centred care.
B3	Demonstrates 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	Applies 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	Demonstrates information literacy and the ability to search, interpret, extract and present information that informs ODP practice and professional development.
C2	Uses a variety of communication tools to accurately record and share information, knowledge and understanding of health care needs.
C3	Develops a range of communication and interpersonal skills to support the delivery of compassionate and safe care.
C4	Uses the developing knowledge and understanding of advocacy within care delivery.
C5	Participates in the collection and interpretation of clinical data.
	Generic Cognitive Skills - Problem Solving, Analysis, Evaluation
D1	Uses problem solving skills to interpret research/evidence.
D2	Be able to read, understand and interpret the available evidence to support healthcare.

D3	Presents information to others which informs and also challenges practices.
D4	
D5	
**Autonomy, Accountability and Working with Others**
E1	Reflects 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	Appreciates the role of the multidisciplinary team and understands 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 and appropriately.

Level 7 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term 1	Term 2	Term 3	Footnotes
7	NURS07038	The ODP profession	30	☒	☐	☐	
7	NURS07037	Life Sceince	30	☐	☒	☐	
7	NURS07036	Applied practice and PDP 1		☒	☒	☒	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules

Level 7 Modules

OPTION

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

Level 7
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

Students successfully completing 120 credits from across the programme may be eligible to progress to award of Certificate of Higher Education in Healthcare Practice. This exit award is NOT associated with any professional registration.

SCQF LEVEL 8	
Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrates personal accountability for and evaluates their own personal development plan and clinical skill development.
A2	Demonstrates and applies knowledge and understanding of pharmacology within the perioperative context.
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Demonstrates 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	Demonstrates leadership and the ability to manage their workload and that of the team

E2	Demonstrates leadership and the ability to manage their workload and that of the team
E3	Promotes a multidisciplinary approach to practice
E4	Evaluates and reflects on care provided and own professional actions.
E5	Demonstrates personal and professional accountability and applies this in their role as an Operating Department Practitioner

Level 8 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term 1	Term 2	Term 3	Footnotes
8	NURS	Anaesthesia and medicine management		☒	☐	☐	
8	NURS	ODP care of the vulnerable person		☐	☒	☐	
8	NURS	Applied practice and PDP 2		☒	☒	☒	Long skinny module
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 8 Modules

OPTION

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

Level 8   **Criteria for Progression and Award**   *Please refer to [UWS Regulatory Framework](#) for related regulations*
Students completing 240 credits (including all core modules across SCQF levels 7 and 8) will be eligible to progress to award of Diploma of Higher Education in Operating Department

Practice, and to seek professional accreditation/registration from the Health and Care Professions Council.

Students will be eligible for the award of distinction, in line with the University Regulatory Framework requirements.

SCQF LEVEL 9	
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 9 Modules

CORE

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

				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
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*

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 1	Term 2	Term 3	Footnotes
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 10 Modules

OPTION

		Module Title	Credit	Term	Footnotes

SCQF Level	Module Code			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