

## Course Specification

A. Course Information			
<b>Final award title(s)</b>	BSc (Hons) Operating Department Practice		
<b>Intermediate exit award title(s)</b>	Certificate of Higher Education in Health Care Diploma of Higher Education in Health Care		
<b>UCAS Code</b>	<b>B772</b>	<b>Course Code(s)</b>	4136
<b>Awarding Institution</b>	London South Bank University		
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS		
<b>Division</b>	Division of Radiography & ODP		
<b>Course Leader</b>	Rebecca Sherwood		
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input type="checkbox"/> Other: please specify		
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify		
<b>Length of course/start and finish dates</b>	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>
	Full time with placement	3	September
<b>Is this course suitable for students on a Tier 4 visa?</b>	<b>No</b>		
<b>Approval dates:</b>	Course(s) validation date	April 2016	
	Course specification last updated and signed off	July 2024	
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	College of Operating Department Practice (CODP) HCPC Approval		
<b>Link to Institute of Apprenticeship (IoA) Assessment Plan (Apprenticeship only)</b>			

<b>Reference points:</b>	Internal	Corporate Strategy 2020-25 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2021

### **B. Course Aims and Features**

<b>Distinctive features of course</b>	<p>The distinctive features of the BSc (Hons) Operating Department Practice programme include:</p> <ul style="list-style-type: none"> <li>• meeting the HCPC Standards of Proficiency (2022) and HCPC Standards of Education and Training (2017), and enable successful students to be eligible to apply for registration with the Health Care Professions Council.</li> <li>• equipping individuals with the knowledge, skills and behaviours required for eligibility to apply for registration with the Health and Care Professions Council as an Operating Department Practitioner</li> </ul> <p>This revision of the existing programme has encompassed the ongoing change in technology and the format of the changing healthcare environment with the aim of providing practitioners who are fit for purpose and fit for award.</p>
<b>Course Aims</b>	<p>The aims of the programme are to:</p> <ul style="list-style-type: none"> <li>• ensure that the graduating ODP student achieves the competencies for registration as an Operating Department Practitioner and equipped with the knowledge and skills required to undertake the role of practitioner on qualification.</li> <li>• develop confident, competent and reflective practitioners who practise compassionately, skilfully and safely whilst maintaining dignity, and promoting health and wellbeing, of patients, within the multidisciplinary peri-operative team.</li> <li>• develop a graduate Operating Department Practitioner who is a critical consumer of research and evidence, with an ability to apply such evidence to the practice environment for the benefit of the service user.</li> <li>• foster independence in learning and commitment to continued professional development and lifelong</li> </ul>

	<p>learning.</p> <ul style="list-style-type: none"> <li>develop in the graduating student the qualities and transferable skills necessary for employment.</li> </ul>
<p><b>Course Learning Outcomes</b></p>	<p><b>A. Students will acquire knowledge and understanding of the:</b></p> <p>A1 philosophy underpinning the development of the profession of Operating Department Practice</p> <p>A2 role of the ODP in the care of patients undergoing peri-operative procedures</p> <p>A3 importance of appropriate interpersonal and communication skills in the support of the patient undergoing anaesthetic or surgical procedures</p> <p>A4 interaction between professional roles in the peri-operative care team, and the issues surrounding responsibility and accountability within and across those roles</p> <p>A5 structure and function of the human body, together with knowledge of health, disease, disorder and dysfunction relevant to surgical and anaesthetic procedures</p> <p>A6 disorders of the human condition which may require surgical attention, or which may impact on the surgical or anaesthetic procedure</p> <p>A7 physiology and pathophysiology related to normal parameters, deviations from the normal ranges, and therapeutic measures which may be undertaken in order to preserve homeostasis in patients undergoing surgical or anaesthetic procedures, or in the immediate post-operative care setting.</p> <p>A8 health and safety policies pertaining to the theatre environment</p> <p>A9 infection Control policies and procedures pertaining to the theatre environment</p> <p>A10 human factors and non-technical skills associated with the operating department</p> <p>A11 medico-legal and ethical issues relevant to the context of peri-operative care and the support of the peri-operative patient</p> <p>A12 clinical skills and knowledge required by the role of the ODP working in surgery, anaesthesia, post anaesthesia and critical care</p> <p>A13 Pharmacology specific to the peri-operative environment, including mode of action, indications and contraindications, side effects and dosages of</p>

	<p>common peri-operative drug groups</p> <p>A14 Drug calculations relevant to common peri-operative drugs and intravenous infusion regimes</p> <p>A15 principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process</p> <p>A16 current developments and trends in the science and practice of Operating Department care</p> <p>A17 concept of leadership and its application to practice</p> <p><b>B. Students will develop their intellectual skills such that they are able to:</b></p> <p>B1 communicate effectively and sensitively across all professional and social boundaries, in challenging or potentially delicate circumstances</p> <p>B2 identify analyse and challenge personal beliefs, values and feelings about peri-operative care</p> <p>B3 evaluate own strengths and weaknesses, and accept accountability for own actions and decisions within prescribed role.</p> <p>B4 present information and arguments logically and coherently to a range of individuals or groups</p> <p>B5 critically evaluate and reflect on clinical practice against theoretical constructs</p> <p>B6 critically review research designs and methods which are used to generate evidence in peri-operative care</p> <p>B7 analyse and process data accurately, in order to conduct treatment preparation procedures and deliver peri-operative care efficiently and effectively</p> <p>B8 demonstrate clinical reasoning skills based on judgements made from the collection, interrogation and interpretation of data from a range of sources and provided by a variety of methods, in order to defend autonomous clinical decisions within the multi- disciplinary team</p> <p>B9 recognise the value of research to the critical evaluation of peri-operative practice.</p> <p>B10 engage in the underlying principles of</p>
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supervision.

B11 engage in the principles of self-managed lifelong learning.

**C. Students will acquire and develop practical skills such that they are able to:**

- C1 observe health and safety requirements, infection control practices and Standard Precautions in all areas of role
- C2 support medical staff in the induction and maintenance of anaesthetic care across a range of specialisms and patient groups, observing the safety of the patient at all times
- C3 support medical staff in surgical procedures, both in 'scrubbed' and 'non scrubbed' roles, across a range of specialisms, observing safe practice and high levels of patient care
- C4 support patients through recovery from anaesthesia, observing safe practice and high levels of patient care
- C5 support patients through all aspects of short stay / ambulatory care procedures including pre-admission assessment and step-down/discharge
- C6 consistently demonstrate skills in communication, information giving and developing therapeutic relationships.
- C7 assess patients' peri-operative care needs, and prepare individual care plans according to those needs
- C8 assist in the administration of prescribed drugs to patients, by specified routes, according to recognised protocols and local policy
- C9 identify and respond appropriately to a range of clinical emergencies
- C10 demonstrate advanced clinical skills in support of the peri-operative patient
- C11 practise within the legal and ethical boundaries of Operating Department Practice
- C12 demonstrate levels of clinical decision making commensurate with the level of theoretical and practical understanding.
- C13 apply effective moving and handling skills in order to protect patients and self

	<p>C14 manage their continuing professional development.</p> <p>C15 practise as an autonomous professional, exercising their own professional judgement within their scope of knowledge.</p> <p><b>D. Students will acquire and develop transferable skills such that they are able to:</b></p> <p>D1 communicate effectively in both an inter and intra professional setting.</p> <p>D2 work effectively with others and perform as an effective member of an interdisciplinary team.</p> <p>D3 apply numeracy skills accurately and effectively</p> <p>D4 use information and communications technology effectively, both in the practical situation and as a learning resource.</p> <p>D5 learn independently in familiar and unfamiliar situations with an open-mind and in the spirit of critical enquiry</p> <p>D6 interpret numerical, statistical data and written instructions accurately and safely and maintain records appropriately</p> <p>D7 identify and present material and the evidence base to support a reasoned argument.</p> <p>D8 critically reflect on practice / subject area using research evidence ensuring an evidence-based approach to the professional role.</p> <p>D9 be accountable for their actions</p> <p>D10 practise in a non-discriminatory manner</p> <p>D11 meet the care needs of individuals and their significant others sensitively and respectfully having regard to the impact of illness and trauma and to socio-cultural differences.</p>
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#### **D. Teaching and Learning Strategy**

- Module co-ordinators provide material on-line and are encouraged to explore the use of on-line technologies that provide virtual teaching and assessment environments
- Lectures will be used to introduce and provide new information and update existing knowledge
- Seminars and discussions to share varied ideas amongst students
- Tutorials with individuals and groups
- Formative assessments

- Skills lab workshops to prepare students for clinical placements
- Critical incident analysis to reflect upon practice-based issues
- Structured reading/guided study
- Workbooks to develop and update knowledge
- Small group exercises
- Online group work and e-learning strategies

Students can expect, as part of the teaching and learning strategy, to be pro-active participants in the development of intellectual skills through discussion and peer presentation and subject reporting.

- Lectures
- Seminars
- Enquiry based learning
- Tutorials
- Formative assessments
- E-forums and discussions
- Problem solving
- Observation and demonstration of practices within clinical placements
- Reflection

Practical skills are normally developed through practical skills based sessions using Sim-man software, skills labs, problem based approaches and clinical placements.

- Workshops / role play / simulation
- Clinical Skill laboratory demonstration and practice sessions
- Observation and demonstration of practices within clinical placements
- Enquiry based learning
- Tutorials
- Lectures
- Seminars
- Clinical education
- Tutorials within clinical placements
- Formative assessments
- Independent reading / learning
- E-learning will be incorporated as a teaching and learning strategy throughout.

#### **D. Assessment**

A variety of assessment methods are used to assess transferable skills.

- Written Examination
- Written Assignment
- Objective Structured Clinical Examination
- Written Clinical Portfolio
- Clinical Competency Portfolio
- Design and production of surgical information leaflet
- Presentation

A variety of assessment methods are used to assess practical skills.

- OSCEs
- Achievement of identified competencies related to field of practice at designated level
- practice learning portfolio
- Reflective care study

Intellectual skills are assessed through unseen written assessments, written coursework and clinical portfolio.

- Written Examination:
- Written Assignment:
- Objective Structured Clinical Examination
- Written Clinical Portfolio
- Clinical Competency Portfolio
- Presentation
- On-line quizzes

### **E. Academic Regulations**

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

### **F. Entry Requirements**

#### **F. Entry Requirements**

An overview of the recruitment requirements and AP(E)L process are detailed in the Generic Document (Document C).

The admission and selection procedures outlined are based on the following principles:

- Fitness for practice
- An imperative to ensure flexibility of entry in accordance with Department of Health guidance.
- The course team's commitment to facilitate equal opportunities at the point of entry and throughout the course.

The university operates an equal opportunities policy where there is no discrimination in view of age, gender, race, marital status, sexual orientation, socio-economic background, disability or religious beliefs.

All offers of places on the programme are conditionally based on:

1. Satisfactory outcome of an interview.
2. Occupational Health clearance.
3. Satisfactory outcome of an Enhanced Criminal Records Bureau Disclosure

Applications from candidates with disabilities are considered and assessment of abilities and needs undertaken sensitively. The safety of the potential students is an important consideration.

#### **For the BSc (Hons)**

All applicants must be 18 years or over at the commencement of the course.

Applicants must hold 5 GCSEs A-C including Maths and English, or equivalent (reformed GCSEs grade 4 or above).



It is anticipated that applicants will have a wide a variety of academic backgrounds, but they should possess one of the following equivalents to 112 tariff UCAS Points:

- 3 A-Levels at grades BBC  
or
- BTEC Level 3 extended diploma (before 2010 known as BTEC national diploma level 3) (DMM)  
or
- Access to HE course in Science or Health Studies with 45 credits at L3 (minimum 15 at distinction and 30 at merit grade) and 15 credits at L2  
or
- a Foundation degree/higher apprenticeship in a professionally relevant subject  
or
- an Honours degree (minimum 2:2 Classification) in a subject related to health, for example, psychology, sociology, biology, health sciences.  
or
- Equivalent level 3 qualifications worth 112 UCAS points

Additional desirable criteria – applicants can evidence engagement in academic activity within the previous five years

Consideration will also be given to other relevant qualifications recognised as equivalent to the above.

For candidates whose first language is not English, must have the following minimum International English Language Test Score (IELTS) results at the time of applying:

- 7.0 overall or equivalent
- 7.0 in the listening and reading sections
- 7.0 in the writing and speaking sections.

Application is by UCAS.

### **G. Course structure(s)**

#### **Course overview**

The BSc (Hons) Operating Department Practice degree is a 3-year full-time course running from September to June each academic year. Students undertake weekly study blocks with intervening placements in the clinical area between ~4-6 weeks in length.

#### **BSc (Hons) Operating Department Practice – Full time**

BSc (Hons) Operating Department Practice	
Semester 1	Semester 2

Year 1	
Basic A & P for Peri-operative Practice (20 Credits)	Concepts of Interprofessional and Collaborative Practice (20 Credits)
Introduction to Peri-operative practice skills (40 credits)	Understanding Fundamental Surgery Practice (20 Credits)
	Understanding Fundamental Anaesthetic Practice (20 Credits)
Progress to year 2 Students that exit the course at this point will do so with a CertHE in Health	
Year 2	
Developing ODP Skills – complex care needs (including IPL in practice) (40 Credits)	
Scope of Professional Practice for ODPs (20 credits)	Appraising Evidence for Research Informed Practice (20 Credits)
Ambulatory Care/ Day Surgery Practice Skills (20 credits)	Post Anaesthesia Care Skills (20 credits)
Progress to year 3 Students that exit the course at this point will do so with a DipHE in Health	
Year 3	
Improving quality, change management and leadership IPL Module (20 Credits)	
Preparation for Advanced Perioperative Practice (40 credits)	
	Contemporary issues in Peri-operative Practice EBP (20 credits)
Pathophysiology and Pharmacology for Peri-operative Practice (20 credits)	Enhanced Recovery and Emergency Care in Theatres (20 credits)
Award	

	Semester 1		Semester 2	
<b>Level 4</b>	Basic A & P for Peri-operative Practice	20 credits	Concepts of Interprofessional and Collaborative Practice	20 credits

	Introduction to Peri-operative practice skills	40 credits	Understanding Fundamental Surgery Practice	20 credits
			Understanding Fundamental Anaesthetic Practice	20 credits
<b>Level 5</b>	Developing ODP Skills – complex care needs			40 credits
	Scope of Professional Practice for ODPs	20 credits	Appraising Evidence for Research Informed Practice	20 credits
	Ambulatory Care/ Day Surgery Practice Skills	20 credits	Post Anaesthesia Care Skills	20 credits
<b>Level 6</b>	Improving quality, change management and leadership			20 credits
	Preparation for Advanced Perioperative Practice			40 credits
	Pathophysiology and Pharmacology for Peri-operative Practice	20 credits	Contemporary issues in Peri-operative Practice EBP	20 credits
			Enhanced Recovery and Emergency Care in Theatres	20 credits

**All modules are compulsory.**

### **Placements information**

The Operating Department Practice programme has links with a number of placement providers including:

Available placement hospitals can be subject to change.

- Barking Havering and Redbridge University Hospitals NHS Trust
- Barts Health NHS Trust
- King's College Hospital NHS Foundation Trust
- University College London Hospitals NHS Foundation Trust
- Great Ormond Street Hospital for Children NHS Foundation Trust
- Guy's and St Thomas' NHS Foundation Trust
- Lewisham and Greenwich NHS Trust
- Royal Marsden NHS Foundation Trust
- Chelsea and Westminster Hospital NHS Foundation Trust
- St George's Healthcare NHS Trust
- Epsom and St Helier University Hospitals NHS Trust

Students are allocated to one base hospital, and may have placements at other Trusts (if the required specialities cannot be provided at their base placement).

Students will be expected to attend at least 2500 clinical hours across the three-year course, (800 hours in the 1<sup>st</sup> year, 850 hours in the 2<sup>nd</sup> year, and 850 hours in the 3<sup>rd</sup> year). In order to achieve this, students are expected to gain an average of 37.5 hours in placement each week (which includes 5 hours allocated study time).

Shift patterns vary, but generally speaking students will be required to work fairly regular and straightforward hours with very little shift work, but it is expected that students should try to follow local patterns of work, within reason, in order to make the best use of their time and get the best from practice experiences. Meal breaks and tea breaks are negotiated with the

Day	Start	Finish	Hours
Monday	08:00	17:00	8.5
Tuesday	08:00	16.30	8.0
Wednesday	08:00	16:30	8.0
Thursday	08:00	16:30	8.0
Friday	08:00	13.00	5 (study)
Total Practice Hrs for Week			37.5 hrs

practice area, but it is expected that students are given at least a half hour meal break with discretionary tea-breaks during any 7.5 / 8hr shift. A typical weekly rota might be as follows:

#### H. Course Modules

**All modules are compulsory.**

Module Code	Module Title	Level	Semester	Credit value	Assessment
AHP_4_010	Concepts of Interprofessional Practice in Health and Social Care	4	2	20	Workbook 100%
ODP_4_007	Basic Anatomy & Physiology for Peri-operative Practice	4	1	20	2 hr unseen examination 100%
ODP_4_008	Introduction to Peri-operative Practice Skills	4	1	40	Clinical competency portfolio and workbook p/f
ODP_4_010	Understanding Fundamental Surgical Practice	4	2	20	Production of an information leaflet 100% Clinical competency portfolio p/f

ODP_4_011	Understanding Fundamental Anaesthetic Practice	4	2	20	2000 word essay 100% Clinical competency portfolio p/f
AHP_5_010	Appraising Evidence for Research Informed Practice	5	2	20	3000 word essay 100%
ODP_5_007	Developing Operating Department Practice Skills - Complex Care	5	1+2	40	Clinical competency portfolio p/f IPL Competency portfolio p/f
ODP_5_008	Ambulatory Care / Day Surgery Practice Skills	5	1	20	OSCE 100% Clinical competency portfolio p/f
ODP_5_010	Post Anaesthesia Care Skills	5	2	20	25 min Case Study Presentation 100% Clinical competency portfolio p/f
ODP_5_011	Scope of Professional Practice for ODP	5	1	20	3000 word literature review 100%
AHP_6_010	Improving Quality, Change Management and Leadership	6	1+2	20	3000 word change proposal report <b>or</b> academic poster 100%
ODP_6_006	Preparation for Advanced Perioperative Practice	6	1+2	40	Clinical competency portfolio p/f (specialist anaesthetic)  Clinical competency portfolio p/f (advanced care and leadership)
ODP_6_009	Pathophysiology and Pharmacology	6	1	20	2 hr unseen examination 100%

	for Perioperative Practice				
ODP_6_010	Contemporary Issues in Perioperative Practice - EBP	6	2	20	3000 word Literature review 100%
ODP_6_011	Enhanced Recovery and Emergency Care in Theatres	6	2	20	2 hr unseen exam.100% 30-minute drug calculation exam (online) p/f Clinical competency portfolio p/f

### I. Timetable information

The structure of the curriculum ensures that practice skills are well integrated throughout the programme. Students will be expected to attend at least 2500 clinical hours across the three year course, (800 hours in the 1<sup>st</sup> year, 850 hours in the 2<sup>nd</sup> year and 850 hours in the 3<sup>rd</sup> year). Teaching and placement weeks run from September to June in each academic year. During academic weeks, teaching is not usually scheduled on Wednesday afternoons, to allow for participation in university sports, clubs and other social events.

Prior to the students' first clinical placement, in a pre-clinical academic block, they are briefed about the practice environment by the academic team. All of the University based teaching and learning during the first four weeks of the course, before the student goes into the practice placement, is focussed on the principles of practice, including both theory and skills based sessions, to prepare the student for their first practice allocation. Students will therefore be able to understand the underpinning principles of peri-operative patient care before they are introduced to the practice environment. During this four week introduction there are opportunities for students to visit their placement hospitals for individual induction days where they can be gradually introduced to the practice environment.

During placement orientation students are given the details of their practice placements and an opportunity to ask questions or resolve concerns. At the commencement of their first clinical placement block students are introduced to the clinical team and inducted to the Trust and department by the Practice educator and senior members of the clinical staff. Timetables for the academic year are provided to the students and practice educators before the year commences. Practice educators are required to provide the student and the university with an allocation plan for each student at the start of the year, so that there is clear understanding between all parties that each allocation is both timely and relevant to the individual student.

### J. Costs and financial support

#### Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

### **Tuition fees/financial support/accommodation and living costs**

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

### **List of Appendices**

Appendix A: Curriculum Map

Appendix B: Educational Framework (undergraduate courses)

Appendix C: Personal Development Planning (postgraduate courses)

Appendix D: Terminology

## Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

	Concepts of Inter-professional and Collaborative Practice	Introduction to Peri-operative practice skills	Basic A&P for Peri-operative Practice	Understanding fundamental Anaesthetic Skills	Understanding Fundamental Surgical skills	Appraising Evidence for Research informed Practice	Ambulatory Care Practice Skills	Developing skills-complex care needs	Post anaesthesia Care	Scope of practice for ODPs	Improving quality, change management and leadership	Preparation for Advanced Perioperative Practice	Pathophysiology and Pharmacology	Contemporary issues in Perioperative Practice	Enhanced recovery and Emergency Care
A1		T		T	T		D	D	D	TDA	TDA	DA		TDA	
A2		T		TA	TA	DA	DA	DA	TDA	DA		TDA			TDA
A3	T	TA		DA	DA		DA	DA	DA			TDA			DA
A4	TDA	TA		DA	DA	TDA	DA	DA	DA	DA	TDA	DA		DA	DA
A5		T	TDA				DA	DA	DA			DA	TDA		TDA
A6		TA	TA	DA	DA		DA	DA	DA			DA	TDA		DA
A7		T	TA	DA			DA	DA	DA			DA	TDA		DA
A8		TDA		DA	DA		DA	DA	DA			DA			DA
A9		TDA		DA	DA		DA	DA	DA			DA			DA
A1		T		D	D		DA	DA	DA	D	DA	DA			DA



0															
A11		TDA						A	DA	TDA		DA	DA	DA	A
A12		TA		TA	TA				TDA			TDA			DA
A13			TA	TA			DA	DA	TDA			TDA	TDA		TDA
A14		TA							TA			TA	TA		TA
A15	T	T				TDA				TDA	TDA			TDA	
A16				T	T		T	D	D			D		TDA	
A17										TD	TDA	DA			DA
B1	T	T		DA	DA	D	DA	DA	DA		TDA	DA		D	DA
B2		TA		DA	DA	D		DA	DA		DA	DA			DA
	Concepts of Inter-professional and Collaborative Practice	Introduction to Peri-operative practice skills	Basic A&P for Peri-operative Practice	Understanding fundamental Anaesthetic Skills	Understanding Fundamental Surgical skills	Appraising Evidence for research informed Practice	Ambulatory Care Practice Skills	Developing skills-complex care needs	Post anaesthetic Care	Scope of professional practice for ODPs	Improving quality, change management and leadership	Preparation for Advanced Perioperative Practice	Pathophysiology and Pharmacology	Contemporary issues in Perioperative Practice	Enhanced recovery and Emergency Care
B3	TA	T		DA	DA	D		DA	DA		DA	DA			DA
B4	T	T	DA			DA				DA	DA	DA		DA	
B5	T	T	DA	TDA	TDA	DA	DA	DA	DA		TDA	DA		DA	

B6						TDA				DA	DA	DA	DA	DA	D
B7						TDA	DA	DA	DA		TDA	DA	DA	DA	DA
B8												TDA	TDA		TDA
B9						TDA	DA	DA	DA	DA	TDA	DA	DA	TDA	DA
B10											TDA				
B11	T	T				TD				TDA		TDA		TDA	TD
C1		TD		DA	DA			A	A			DA			DA
C2				TA				DA	TA			DA			DA
C3		TA			TA			DA	TA			DA			
C4									TDA			TDA			TDA
C5		T					TDA					DA			
C6	T	T		DA	DA		TDA	DA	TDA		DA	DA			DA
C7		TA						DA	DA			DA			
C8									TA			DA	TDA		
C9		T						D	DA			D			TDA
C10												TDA	DA		TDA
C11	T	T		TA	TA		DA	DA	DA	TDA	D	DA		DA	DA
C12							TDA	TDA	TDA			DA	DA		TDA
C13		T		DA	DA		DA	DA	DA			DA			
C14	T					TD	D	D	D	TDA	TDA	D		D	D

C15												TDA	DA		DA

	Concepts of Inter-professional and Collaborative Practice	Introduction to Peri-operative practice skills	Basic A&P for Peri-operative Practice	Understanding fundamental Anaes Skills	Understanding Fundamental Surg skills	Appraising Evidence for Research informed Practice	Ambulatory Care Practice Skills	Developing skills-complex care needs	Post anaesthesia Care	Scope of prof practice for ODPs	Improving quality, change management and leadership	Preparation for Advanced Perioperative Practice	Pathophysiology and Pharmacology	Contemporary issues in Peri-operative Practice	Enhanced recovery and Emergency Care
D1	T	T		DA	DA			DA	DA	DA	DA	DA	A	A	DA
D2	TDA	DA		DA	DA	TDA	DA	DA	DA	D	TDA	DA		A	DA
D3		TA							TA			TA	TA		TA
D4	TA	TA	TA			TD	A	A		DA	DA	A		DA	
D5	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
D6	T	TD		DA	DA	TDA	DA	DA	DA		DA	DA	DA	DA	DA
D7		T				TDA	D	D	D	DA	TDA			DA	
D8	TA	TA		DA	DA	DA	D	D	D	DA	DA	DA			
D9	T	T		TDA	TDA		DA	DA	DA	TDA		DA			DA
D10	TDA	TDA		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA		TDA	TDA
D11		TDA					DA	DA	DA			TDA			DA



## **Appendix B: Embedding the Educational Framework for Undergraduate Courses**

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

<b>Dimension of the Educational Framework</b>	<b>Minimum expectations and rationale</b>	<b>How this is achieved in the course</b>
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u></p> <p>All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&amp;A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>	<p>This is achieved by practice representatives attending meetings held quarterly at LSBU in order to gain their feedback into the management and design of different aspects of the course. In addition, the course has strong links with clinical colleagues from a number of placement areas who undertake regular module teaching in most of the modules across all three years.</p>
Embedded learning development	<p><u>Support for transition and academic preparedness</u></p> <p>At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p>	<p>Aspects of teaching academic preparedness is integrated into all modules at level 4 but particularly so in: AHP_4_010; ODP_4_008 (dedicated sessions on essay writing, referencing and reflection); ODP_4_010; ODP_4_011.</p>

<p>High impact pedagogies</p>	<p><u>Group-based learning experiences</u> The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to <b>professionalism</b> and <b>inclusivity</b>. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p>	<p>All modules at level 4 involve group work to varying degrees. In AHP_4_010 students are allocated to multi-disciplinary learning sets, and in ODP_4_008 students from diverse placement hospitals are placed into learning groups to enhance inclusivity.</p>
<p>Inclusive teaching, learning and assessment</p>	<p><u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>	<p>All course teaching materials and resources follow university guidelines to enable equal access and inclusivity.</p>
<p>Assessment for learning</p>	<p><u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and</p>	<p>All course modules have formative assessments designed to assist students directly with their summative assessments. Feedback on formative assessments allows students to improve their work before summative submission and also allows them to develop transferable academic skills, which they can then apply to subsequent modules. In doing so lecturers motivate students to continually develop these</p>

	<p>receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to <b>excellence</b>.</p>	<p>skills in order to achieve their full potential, whatever their level of ability.</p>
High impact pedagogies	<p><u>Research and enquiry experiences</u>          Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage <b>creativity</b> and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	<p>The Operating Department Practice course does not include an undergraduate dissertation. However, the course does include a number of modules which incorporate activities requiring students to undertake independent enquiry / research. Examples include:          ODP_4_010 (students research aspects of practice and then present their findings back to the class via group presentations).          AHP_5_010 allows students to understand research processes and appraise research.          In ODP_5_011 students undertake a literature review and they also have an option of undertaking a further literature review in ODP_6_010.</p>
Curricula informed by employer and industry need / Assessment for learning	<p><u>Authentic learning and assessment tasks</u>          Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed</p>	<p>A minimum of 60% of the course time is dedicated to workplace teaching, practice, and assessment in a range of specialities within the clinical setting. As part of practice assessment, mentors set students diverse learning activities and assess these as part of competency sign-off. In addition, practice</p>



	<p>specification and deadline.</p> <p>Engagement with live briefs creates the opportunity for the development of student outcomes including <b>excellence, professionalism, integrity</b> and <b>creativity</b>. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>	<p>representatives are consulted on the competencies that students are expected to achieve. This ensures that skills being taught and assessed are relevant, up to date, meet the needs of healthcare providers and are achievable. To support this, students are also exposed to simulated patient /workplace scenarios in university skills labs in all years of the course, and in the 2<sup>rd</sup> and 3<sup>rd</sup> years this also forms part of their module assessments.</p>
Inclusive teaching, learning and assessment	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u></p> <p>An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to <b>inclusivity</b> enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	<p>The teaching team ensure that all their teaching, and learning materials and case studies utilise examples from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This principle is incorporated into all modules in the 3-year programme. This is intended to represent the diversity of the patient population and health care profession and encourages students to understand and apply the principles of equal opportunities and protected characteristics. Teaching and assessment demonstrates inclusivity, and students are expected to apply the same principles to their professional practice.</p>
Curricula informed by	<u>Work-based learning</u>	A minimum of 60% of the course time is in practice and

<p>employer and industry need</p>	<p>Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, <b>professionalism</b> and <b>integrity</b>. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>	<p>is therefore dedicated to teaching, and assessment in a number of different clinical specialities within the clinical setting. Patient case study examples are used in a number of modules and specifically assessed in: ODP_4_008, ODP_4_011, ODP_5_008, and ODP_5_010. Once again, simulation is utilised in all 3 years of the programme.</p>
<p>Embedded learning development</p>	<p><u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p>	<p>A diverse array of writing styles relevant to future practice and professional development is utilised in the course to enable students to build their skills incrementally. Modules where examples of this can be found include writing for research AHP_5_010 and ODP_5_011 and ODP_6_010. Presentations (formative ODP_4_010) and summative (ODP_5_010), creation of a surgical information leaflet (summative ODP_4_010) and writing a project proposal in report style AHP_6_010.</p>

<p>High impact pedagogies</p>	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u>  Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including <b>inclusivity</b>, communication and networking.</p>	<p>Opportunities for development of student outcomes of inclusivity, communication and networking in an interprofessional setting at level 5 occurs both in practice placements both as part of daily activities and in the form of specified IPL reflective exercises. MDT group work occurs in AHP_4_010 and AHP_6_010. It can also be seen in AHP_5_010 where groups of multi-professional students are brought together to explore evidence-based research.</p>
<p>Assessment for learning</p>	<p><u>Variation of assessment</u>  An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p>	<p>A varied assessment diet is utilised in all three years of the course both formatively and summatively. Summative assessments include; traditional written essays in a variety of formats (e.g. case studies, reflections, literature reviews, information leaflets, posters, video submissions, and report writing), as well as written examinations, role-play simulations, OSCEs, and presentations. This approach provides equal opportunity for a range of students from different learning backgrounds to evidence their understanding and skills in a variety of ways, whilst still continually building the skills of the complete cohort in both written and oral assessment formats.</p>
<p>Curricula informed by</p>	<p><u>Career management skills</u></p>	<p>Modules are designed to instil in students the</p>

<p>employer and industry need</p>	<p>Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of <b>excellence</b> and <b>professionalism</b>.</p>	<p>importance of developing excellence within their professional practice. Self-appraisal and reflection is integrated into all practice assessments and career management and lifelong learning is looked at across all three years but focus is provided in ODP_5_011 which looks at the scope of professional practice for Operating Department Practitioners and provides guest speakers that have undertaken a diverse range of career directions post-qualification. AHP_6_010, ODP_6_006 and ODP_6_010 also looks at advanced and extended roles and skills, as well as developments occurring within healthcare and the future direction of the industry.</p>
<p>Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies</p>	<p><u>Capstone project/dissertation</u> The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including <b>professionalism, integrity</b> and <b>creativity</b>.</p>	<p>At level 6 students undertake a change proposal project as part of AHP_6_010. In this module students must identify an improvement that can be made in their clinical practice area. They then write a report evidencing the requirement for change, the wider context of health and social care policy legislation, initiatives, cultural influences and leadership styles, and challenges to local change management processes. They are asked to detail how the change will be implemented, proposed outcomes and effects on</p>

		service users (as well as the wider MDT and other stakeholders), methods for evaluation, and suggestions on how further quality enhancement initiatives might subsequently be introduced.
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### Appendix C: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	
2 Supporting the development and recognition of skills in academic modules/modules.	
3 Supporting the development and recognition of skills through purpose designed modules/modules.	
4 Supporting the development and recognition of skills through research projects and dissertations work.	
5 Supporting the development and recognition of career management skills.	
6 Supporting the development and recognition of career management skills through work placements or work experience.	
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	

9 Other approaches to personal development planning.	
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	

## Appendix D: Terminology

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors

<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or



<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version; for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions