KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	**Faculty responsible for the programme** Faculty of Health and Social Sciences

Final award(s), title(s) and credits
BSc (Hons) Operating Department Practice 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 / 120 (60 ECTS) Level 6 credits

Intermediate award(s), title(s) and credits
BSc Perioperative Studies 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 / 80 (40 ECTS) Level 6 credits
Dip HE in Perioperative Studies 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 credits
Cert HE in Perioperative Studies 120 (60 ECTS) Level 4 credits

UCAS Programme Code(s) (where applicable and if known) B991	**HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.** 100273

External reference points
- Quality Assurance Agency for Higher Education (QAA) Quality Code Chapter A1; The National Level (incorporating the Framework for Higher Qualifications (FHEQ) in England, Wales & Northern Ireland)
- Quality Assurance Agency (2004), Subject benchmarks for Operating Department Practice
- Health & Care Professions Council (2014), Standards of Proficiency for Operating Department Practitioners
- Health & Care Professions Council (2017), Standards of Education & Training

Professional, Statutory and Regulatory Body (PSRB) links
Health and Care Professions Council

Places of delivery
Bournemouth University

Mode(s) of delivery Full-time	**Language of delivery** English

Typical duration
3 years

Date of first intake September 2019	**Expected start dates** September 2019
Maximum student numbers 35	**Placements** Dorset, Hampshire, Somerset & Wiltshire
Partner(s) Not applicable	**Partnership model** Not applicable

Date of this Programme Specification
July 2022

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PROGRAMME STRUCTURE

Programme Award and Title: BSc (Hons) *Operating Department Practice*								

Year 1/Level 4
Students are required to complete all 6 core units

Unit Name	Core/ Option	No of credits	Assessment element weightings			Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)	
			Exam	Cwk	Practice				
Foundations for Professional Practice & Research	Core	20		100%		30	1	100273 100%	
Perioperative Science 1	Core	20	100%			30	1	100273 100%	
Anaesthesia 1	Core	20		100%		40	1	100273 100%	
Anaesthetic Placement	Core	20			100%	30	1	100273 100%	
Surgery 1	Core	20		100%		40	1	100273 100%	
Surgical Placement	Core	20			100%	30	1	100273 100%	

Progression requirements: Requires 120 credits at Level 4
Exit qualification: Cert HE Perioperative Studies (requires 120 credits at Level 4)

Year 2/Level 5
Students are required to complete all 6 core units

Unit Name	Core/ Option	No of credits	Assessment element weightings			Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)	
			Exam	Cwk	Practice 1				
Research for Professional Practice	Core	20	100%			30	1	100273 100%	
Perioperative Science 2	Core	20	100%			30	1.2	100273 100%	
Postanaesthesia	Core	20		100%		40	1	100273 100%	
Postanaesthesia Placement	Core	20			100%	30	1	100273 100%	
Surgery 2	Core	20		50%	50%	40	1	100273 100%	
Anaesthesia 2	Core	20		50%	50%	40	1	100273 100%	

Progression requirements: Requires 120 credits at Level 5
Exit qualification: Dip HE Perioperative Studies (requires 120 credits at Level 4 and 120 credits at Level 5)

Year 3 / Level 6

Students are required to complete all 6 core units for the full award.
Students who achieve a minimum of 80 credits at this level but do not achieve the full 120 credits, will be eligible for an intermediate award of BSc Perioperative Studies.

Unit Name	Core/ Option	No of credits	Assessment element weightings			Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)	
			Exam	Cwk	Practice				
Team Working for Service Improvement	Core	20		100%		30	1	100273 100%	
Researching for Professional Practice 3	Core	20		100%		30	1	100273 100%	
Perioperative Science 3	Core	20		100%		30	1	100273 100%	
Surgery 3	Core	20		50%	50%	40	1	100273 100%	
Developing Perioperative Care	Core	20			100%	30	1.1	100273 100%	
Enhancing Perioperative Care	Core	20			100%	30	1	100273 100%	
Intermediate award, exit qualification: BSc Perioperative Studies **Full-time UG award:** Requires 120 credits at Level 4, 120 credits at Level 5 and 80 credits at Level 6 **Exit qualification:** BSc (Hons) Operating Department Practice **Full-time UG award:** Requires 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6									

2.1 AIMS OF THE DOCUMENT

This BSc (Hons) Operating Department Practice programme specification aims to:

- Define the structure of the programme;
- Specify the programme award titles;
- Identify programme and level learning outcomes;
- Articulate the regulations governing the awards defined within the document.

2.2 AIMS OF THE PROGRAMME

The overall aim of the programme is to prepare individuals to be able to practice safely whilst providing high quality care. In the silent act of patients trusting graduates to care for them, high quality care means a compassionate and dignified care that places patients at the heart of actions and decisions. These aims lead to competent and confident professionals, who are reflective and critical in their thinking and approach to practice. They embrace principles of humanisation which includes recognising diversity, respecting clients and client choices and engaging in open, compassionate communication. Graduates value working collaboratively with colleagues, clients and their significant others but are also able to work independently. Their strong professional identity and focus on perioperative patient care enables them to adapt in healthcare settings and also to seize new opportunities in emerging areas of practice.

Thus, the programme looks to support graduates with the necessary knowledge, skills and attributes to work safely, ethically and effectively as operating department practitioners in a wide variety of settings, and through continuing professional development to become leaders within the profession. The Health & Care Professions Council (HCPC) Standards of Proficiency for Operating Department Practitioners are explicit in the practice assessment documentation to support a culture of familiarity and importance of the essence of what perioperative practice is for students and in their clinical settings. Successful completion of the BSc (Hons) Operating Department Practice programme importantly means a graduate is eligible to apply for registration with the HCPC as a registered Operating Department Practitioner (ODP).

The curriculum aims to create a vehicle that facilitates the students' journeys with the accumulation of the skills, knowledge, ability and values that exceeds the professional minimum to practice perioperative care and thereby grow graduates who:
- Practice perioperative care in a consistently competent, highly skills and safe manner
- Develop an understanding of their current role as a critical thinker that maintains practice in light of current evidence
- Undertake a life-long approach to learning and the skills to inform themselves and others concerning developing good practice to enhance their care of others
- Demonstrate fitness for registration with the appropriate professional body through compassionate and intelligent care that celebrates the diversity and individuality of humanised care
- Act as ambassadors for high professional standards and values

The BSc (Hons) ODP programme aims to build on the success of the Dip (HE) ODP programme that has enjoyed an above national & BU average overall student satisfaction NSS score over the last 5 years (achieving 100% last year); 100% employment at point of qualification with graduates normally securing employment at their place of choice and a number of publications in the Journal of Perioperative Practice by students/graduates using their university work as the basis of submission.

2.3 ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The programme continues to be an important part of Bournemouth University's Faculty of Health and Social Sciences (FHSS) portfolio, as identified in the faculty's strategic plan. The ODP programme, like many across England and Wales, commenced in 2003 and has seen 13 graduations; previously

ODP was an NVQ taught in hospital/education centres. As a young profession that has been establishing itself in HE and now as a graduate programme, the academic team have worked hard and achieved much in meeting national workforce demands. The programme continues to work hard to maintain its own identity whilst working towards its contribution to the university's strategic plan. BU's strategic plan and the fusion agenda focuses on the balance and links between practice, theory and research for students, staff and society.

The ODP programme has always had a strong relationship between theory and practice and recently this has further grown through the fusion of research. This curriculum looks to build on this early stage further with the faculty's approach to the backbone of the curriculum being based on three interprofessional education units at each level that looks to fuse these three areas from the spread of expertise within the faculty. This exchange between education, research and professional practice creates an exciting and meaningful attitude to learning, placement and student achievement to embed an attitude for graduates making them employable, safe and effective that are personable and professional as they embark on their careers.

2.4 LEARNING HOURS AND ASSESSMENT

Learning Hours:

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

As a general rule, time devoted to assessment should normally represent approximately 25% of the student learning time for a unit (i.e. 50 hours for a 20-credit unit), leaving the rest for specific programme-related activities, including lectures, seminars, preparatory work, practical activities, reading, critical reflection and independent learning. As a guideline, a 20-credit unit would normally require the equivalent of 3,000 words or 3 hours of examination in total.

Operating Department Practice students spend just over 50% of their activity in the practice environment. This is turn does slightly reduce the nominal self-managed study time but enables students to benefit from time in practice as part of their learning experience.

Assessment:

The curriculum measures student's learning through a variety of assessment strategies. Key to this is using assessment for learning as well as assessment of learning. This is enabled through the range of assessments that look to develop student's intellectual ability, dissemination skills, critical thinking, use of literature and integration of theory and practice. In addition, assessment takes on the responsibility of ensuring students are able to demonstrate they meet the HCPC standards of proficiency.

Assessments strategies are likely to include written assignments, examinations (unseen and open book), OSCE, IPE group work, posters, presentations. Feedback aims to not only clarify achievement but to also promote reflection and support the student's personal development journey.

Hospital placements are located in a range of different operating theatre suites, recognising the privilege and value of each placement as a unique opportunity to contribute and benefit the students. All placements are subject to regular education audit and review to ensure they maintain and develop an optimum learning environment for students to achieve their standards of proficiency as support by mentors, associate mentors and other clinicians. Clinical practice will be assessed using the practice assessment tool which is based on the HCPC Standards of Proficiency for Operating Department Practitioners; so that all students are measured against every proficiency in the hospital setting to determine student's ability by relevant mentors.

2.5 STAFF DELIVERING THE PROGRAMME

The great majority of student learning is delivered by the ODP academic team. The three interprofessional units are delivered as faculty wide units and draw from the wide range of expertise the faculty enjoys; this approach enables all students to benefit from the teaching and learning that experts and experienced academic are able to offer. Learning in the hospital is made through mentors, associate mentors and other clinicians as registered professionals.

The programme is supported by a wide range of programme, faculty and university staff including, programme support officer and administrators, practice simulation technicians, librarians, learning support, learning technology and so forth.

All students are allocated an academic advisor from the ODP academic team. The academic advisor is the link between a hospital placement and the academic team that is further supported by the University Placement Learning Advisors (UPLAs).

2.6 INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

The national trend of HEIs over the last few years has been to move Operating Department Practice programmes from a two-year Dip HE to a three-year BSc Hons programme. This has meant that Bournemouth University that previously had the set the highest grades for entry to pre-registration ODP is now somewhat 'behind'. Together with the drive of the professional body for ODPs, the view that applicants can gain entry with lower qualifications and the opportunities that an additional year of learning can offer led Bournemouth University to put forward a new three-year degree programme. Key to this was a desire to not just stretch out the two years and bolt on a few skills but to take the opportunity to build on student's achievements at the end of their second year to fruition in a third year whilst remaining contemporary alongside and with students from other professional programmes.

Throughout the three years there are distinct signposts that map out paths that students will journey on as they develop into graduates. These feature around confidence with research, approaching humanised care, problem solving and refinement of clinical competencies.

Students are supported through their learning with the use of lectures, seminar-styled discussions, a range of materials on the VLE. Knowledge can then be built on through the use of practice simulation which offers two approaches to learning, demonstration and then practice. Demonstration of practice simulation involves allowing students to see, participate and learn aspects of practice; in the first year this is mainly individual skills through to the final year which includes more contextualised and complex scenarios. Practice is student led, where students will develop and refine their skills through repetition so that they can learn to accommodate the complexities and move from 'white knuckle' approach to develop better motor control through muscle memory.

The programme is structured to quickly introduce students to the use of the VLE, library skills and academic writing in the first year. These essential higher education skills are developed through the three years with a clear focus on the role of research and the integration of language that is research friendly so that students can start to see the synergies between good research practice and good caring practices. Whilst this runs through many of the units, it is explicit in the year 2 Research into Professional Practice IPE unit, the year 3 Team Led Service Improvement Project and the year 3 researching for perioperative practice 3 unit.

The curriculum guides students in becoming knowing-doers and thus the assessment strategy is based on a similar balance between students demonstrating both their knowing, their doing and as knowledgeable practitioners that are sensitive to the human condition.

Programme (Level 6) Outcomes - (BSc (Hons) Operating Department Practice)

A: Subject knowledge and understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of*:*	The following learning, teaching & assessment strategies & methods enable students to achieve & demonstrate the programme learning outcomes:
A1: Key legal and professional policies and guidelines to enhance best practice and provide a safe and effective care environment A2: How human factors, safety, culture and values influence the delivery of humanised care and developing good communication skills that enhance working and therapeutic relationships A3: Sound knowledge of a wide range of clinical procedures with a depth of understanding of appropriate diagnostic, monitoring and therapeutic interventions A4: How evidence based practice enhances perioperative care and understanding the variety of research methods that contribute to the development of perioperative practice A5: application of perioperative science to understand, assess, inform and support patient choice in their care A6: Leadership and management principles, innovation and adaptation to change	Learning and teaching strategies and methods (referring to numbered ILOs): • lectures (A1-A6) • seminars (A1-A6) • directed reading (A1-A6) • use of the VLE (A1-A6) • practice (A1-A6) Assessment strategies and methods: • practice (A1-A6) • exam (A1-A5) • essay (A1, 3, 4 & 5) • poster (A1, 2 & 4) • presentation (A1, 4 & 6) • group work (A1, 4 & 6)
B: Intellectual skills This programme provides opportunities for students to:	
B1: Analyse, critically appraise and apply evidence from literature and a variety of other sources to develop best practice and understand the principles of audit and evidence-based practice. B2: Understand methods commonly used in perioperative care research, including ethical issues, the collection, interpretation and analysis of data and dissemination of findings. B3: Critically evaluate new concepts, theories and research in order to determine their relevance to perioperative practice and to creatively resolve problems, recognising the need for innovation in practice. B4: Demonstrate clinical reasoning and professional judgement in evaluating and monitoring the effectiveness of specific practice. B5: Demonstrate critical reflection on and evaluation of clinical applications and a critique of own performance.	Learning and teaching strategies and methods (referring to numbered ILOs): • lectures (B1-B6) • seminars (B1-B6) • directed reading (B1-B6) • use of the VLE (B1-B6) • practice (B1-B6) Assessment strategies and methods: • practice (B1, B3-B5) • exam (B1, 3 & 4) • essay (B1-B3) • portfolio (B1 & 5) • presentation (B1-B4) • group work (B1-B4)
C: Practical skills This programme provides opportunities for students to:	
C1: Attainment of national proficiencies for perioperative practice C2: Demonstrate skill in the assessment, monitoring, support and care of perioperative patients C3: Develop, implement and evaluate practice, demonstrating application of best evidence, effective use of resources and patient-centred practice C4: Communicate professional judgements and findings effectively to meet diverse needs C5: Work in highly complex and pressurised settings, maintaining advocacy, professional integrity and judgement C6: Demonstrate safe practice and know when a situation is beyond the scope of one's own practice	Learning and teaching strategies and methods (referring to numbered ILOs): • simulation (C2-C5) • directed reading (C • use of the VLE (C2 & C3) • practice (C1-C5) Assessment strategies and methods: • practice (C1-C5)
D: Transferable skills This programme provides opportunities for students to:	
D1: Practice in an anti-oppressive manner, respecting the rights, dignity, culture & individuality of patients, working in a patient-centred manner with people from diverse backgrounds D2: Build professional relationships, underpinned by partnership and trust and respecting consent, confidentiality and dignity of patients D3: Demonstrate verbal and non-verbal communication skills that support effective and professional interaction with people from diverse backgrounds, ages and stages of development D4: Communicate effectively in formal and informal situations through a range of media D5: Resolve problems systematically, logically and creatively, drawing on a range of knowledge and information sources D6: Demonstrate computer literacy and skill in using appropriate information and communication technologies	Learning and teaching strategies and methods (referring to numbered ILOs): • simulation (D1-5) • use of the VLE (D5-D6) • practice (D1-D6) Assessment strategies and methods: • practice (D1-D6) • essay (D4-D6) • presentation (D3-D6 • group work (D2-D6)

Level 5 (Diploma of Higher Education Perioperative Studies)

A: Knowledge and understanding This level provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning, teaching & assessment strategies & methods enable students to achieve & demonstrate the programme learning outcomes:
A1: Current health and social policies and the implications in a healthcare setting A2: How human factors, safety, culture and values influence the delivery of humanised care A3: Sound knowledge of clinical procedures with a depth of understanding of appropriate diagnostic, monitoring and therapeutic interventions A4: Psychological and sociological factors relevant in perioperative care A5: Legal, ethical and professional issues governing healthcare provision A6: Relevant and appropriate research processes A7: How anatomy and physiology defines pathology and associated pharmaceutical intervention common to the perioperative environment A8: Good communication to enhance working & therapeutic relationships	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (A1-A8) • seminars (A1-A8) • directed reading (A1-8) • use of the VLE (A1-8) • practice (A1-8)
	Assessment strategies and methods: • practice (A1-8) • exam (A6 & A7) • essay (A1-A5)
B: Intellectual skills This level provides opportunities for students to demonstrate:	
B1: Critical understanding of the principles of perioperative practice B2: Critical evaluation and analysis of evidence to underpin practice B3: Reflection on practice to inform theory B4: Development of coherent arguments/rationale for practice B5: Demonstrate clinical reasoning in evaluating the effectiveness of practice.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (B1-B5) • seminars (B1-B5) • directed reading (B1-B3) • use of the VLE (B1-B2) • practice (B1-B5)
	Assessment strategies and methods: • practice (B1-B5) • essay (B1-B5) • poster (B1-B2 & B4)
C: Practical skills **This level provides opportunities for students to:**	
C1: Attain some of the national proficiencies for perioperative care C2: Demonstrate competence with operating department technology C3: Practice within legal guidance and apply the principles of ethics C4: Develop ability to effectively contribute to team working C5: Exercise personal responsibilities and decision making	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • simulation (C1-C5) • practice (C1-C6)
	Assessment strategies and methods: • practice (C1-C5)
D: Transferable skills This level provides opportunities for students to demonstrate:	
D1: Professionalism and the ability to effectively participate in team-working D2: Perform and interpret effective communication skills D3: Self appraisal for reflection inspiring life-long learning D4: Ability to appraise healthcare literature D5: Develop commitment to care and compassion of others	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (D1-D5) • seminars (D1-D5 • use of the VLE (D4) • practice (D1-D5)
	Assessment strategies and methods: • practice (D1-D5) • essay (D3-D4) • poster (D4)

Level 4 (Certificate of Higher Education Perioperative Studies)

A: Knowledge and understanding This level provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning, teaching & assessment strategies & methods enable students to achieve & demonstrate the programme learning outcomes:
A1: Normal and altered anatomy and physiology of the human body A2: An understanding of current health and social policies in a healthcare setting A3: Principles of healthcare A4: Knowledge of a range of clinical procedures and aspects of their appropriate monitoring and therapeutic interventions A5: An understanding of aspects of psychology and sociology factors A6: The legal, ethical and professional issues in healthcare	Learning and teaching strategies and methods: • lectures (A1-A6) • seminars (A1-A6) • directed reading (A1-A6) • use of the VLE (A1-A6) • practice (A1-A6) Assessment strategies and methods: • practice (A1-A6) • exam (A1) • essay (A2 & A6)
B: Intellectual skills This level provides opportunities for students to demonstrate:	
B1: An understanding of the principles of perioperative practice and the impact of policy and legislation B2: An analysis of literature and information related to the perioperative environment B3: Reflect on own performance, highlighting strengths, weaknesses and future actions B4: Distinguish the role of the operating department practitioner from that of other team members	Learning and teaching strategies and methods: • lectures (B1-B4) • seminars (B1-B4) • directed reading (B1-B2) • use of the VLE (B1-B2) • practice (B1 & B3-B4) Assessment strategies and methods: • practice (B1 & B3-B4) • essay (B1-B4)
C: Practical skills This level provides opportunities for students to:	
C1: Attain a number of competencies of the core content of the national standards as described by the level 4 units C2: Demonstrate competence with aspects of operating department technology C3: Practice within legal and ethical provision C4: Develop ability to effectively contribute to team working	Learning and teaching strategies and methods: • lectures (C1-C4) • simulation (C1-C4) • practice (C1-C4) Assessment strategies and methods: • practice (C1-C4)
D: Transferable skills This level provides opportunities for students to demonstrate:	
D1: Ability to participate in team-working D2: Perform and interpret effective communication skills D3: Self appraisal for reflection	Learning and teaching strategies and methods: • lectures (D1-D3) • seminars (D1-D3) • practice (D1-D3) Assessment strategies and methods: • practice (D1-D3) • essay (C3)

2.7 ADMISSION REGULATIONS

The admissions regulations for this programme are the University's Standard Undergraduate Admissions regulations and are available on this page:

https://intranetsp.bournemouth.ac.uk/pandptest/3a-undergraduate-admissions-regulations.pdf

With the following additional requirements set out by professional and statutory bodies:

- The requirement to satisfy criminal conviction checks with the Disclosure and Barring Service at an enhanced level. See policy 3E Part 2 - https://intranetsp.bournemouth.ac.uk/Documents/arpp32.aspx
- The requirement to satisfy health checks by student self-declaration, GP statements or Occupational Health reports and to receive or follow guidance from Occupational Health, as per national standards, for exposure prone procedures
- Applicants for whom English is not their first language must offer evidence of qualifications in written and spoken English. Acceptable qualifications are: IELTS (academic) 7.0 (with a minimum of 6.5 in each of four categories) or direct equivalent.

2.8 ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations   (https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-undergraduate.pdf), with the following approved exceptions:

Pass Mark (section 6): Where a unit contains an assessment element, defined as practice assessment, a pass will be awarded where each separate practice element is not less than 40%. Where a practice element has separate components, a fail in any one component will result in a mark of 0% being awarded for that element.

Compensation (section 7): Compensation does not apply to any practice based units in this programme.

Awards (section 10): Certificate HE, DipHE, BSc and Aegrotat awards will not confer eligibility to apply for registration with the Health and Care Professions Council and will be titled 'Perioperative Studies'.

Provision for failed candidates (section 12): Carrying credit is not permitted for any practice based units.

External Examiners: To meet the requirements of the Health and Care Professions Council, at least one external examiner for the programme must be appropriately experienced/qualified and be registered on the relevant part of a statutory professional register.

2.9 WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

Clinical placements are an integral part of the programme. Placements are assessed and contribute to the degree classification, as per standard university regulations. The range of placements supports the achievement of student outcomes and enables students to integrate practice with theory and to support using their practice to inform their theory. Placements are provided in a broad range of perioperative settings in both NHS and the independent sector across Dorset, Hampshire, Somerset and Wiltshire. Placements typically are in an operating theatre/recovery ward but, particularly in year 3, may also include other acute areas appropriate to the programme/organisation such as pre-operative assessment, day surgery ward, acute admissions, ITU/HDU. The curriculum gives students and

placements the opportunity to experience 'role emerging placements' to provide students with a breadth of experience working in settings where there may currently be little or no ODP provision.

Students complete two practice units, Anaesthesia Placement 1 and Surgery Placement 1, in the first year. These units use an establish practice profile that includes a one-day assessment, skills and the relevant HCPC proficiencies. Students initially meet with the mentor to determine learning strategies and what types of formative feedback would be useful. A mid-way meeting includes a student reflection on their learning experience and formative feedback. The final assessment also includes an articulation of how the student has aligned to the 6c's.

In the second-year students similarly have a postanaesthetic placement that uses a practice profile of a similar fashion whilst anaesthetic and surgical practice assessments are integrated into 'Surgery 2' and 'Anaesthesia 2'. These two units both have two elements of assessment with 50% being coursework and 50% being a practice profile. This allows Level 5 students to learn through a braided approach that integrates their theoretical learning with their practice.

In the third year, students expand their practice by a 20 credit 'Surgery 3' unit that aligns to the surgical first assistant and two 'twenty credit 'perioperative placement' units that assess the students in traditional anaesthetic & postanaesthetic areas as well as less traditional areas including patient assessment, anaesthesia, post-anaesthesia

In placement, mentors are qualified staff that have been educated in mentoring and have been supported in BU procedures by the Academic Advisor/UPLA team. Contact is maintained with students (and educators) throughout the placement, particularly in the first year through link academic advisors tutorials (either through visits/virtual tutorials). Students are measured in practice against the practice assessment documentation which also provides students and mentors with information to support effective management of the placement experience.

A thorough and effective monitoring process is maintained through regular audit and liaison with practice placement co-ordinators to ensure the quality of placements; that they provide a safe environment to support student learning and that there are appropriately qualified staff to educate students on site.

Students are allocated to a base hospital during the admissions process. A named contact within the education team at each hospital places the student with a mentor, following the year planner.

APPENDIX 1 - PROGRAMME SKILLS MATRIX

Units		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
L E V E L 6	Researching in Perioperative Practice 3				X		X	X	X	X												X	X	X
	Surgery 3	X	X	X	X	X		X		X	X		X	X	X	X	X	X	X	X	X	X	X	X
	Perioperative Science 3				X	X		X				X										X	X	X
	Team Working for Service Improvement	X			X		X	X	X	X	X											X	X	X
	Perioperative Placement 1	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Perioperative Placement 2	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L E V E L 5	Research for Professional Practice				X				X	X												X	X	X
	Postanaesthesia	X		X	X	X				X												X	X	X
	Perioperative Science 2				X	X																X	X	X
	Postanaesthesia Placement	X		X	X	X				X		X	X	X	X	X	X	X	X	X	X	X	X	X
	Surgery 2	X	X	X	X	X				X		X	X	X	X	X	X	X	X	X	X	X	X	X
	Anaesthesia 2	X		X	X	X				X		X	X	X	X	X	X	X	X	X	X	X	X	X
L E V E L 4	Foundations for Professional Practice and Research	X			X			X	X	X												X	X	X
	Anaesthesia 1	X	X		X																	X	X	X
	Perioperative Science 1				X																	X	X	X
	Surgery 1	X			X																	X	X	X
	Anaesthesia Placement 1	X			X							X	X	X	X		X	X	X	X	X	X	X	X
	Surgery Placement 1	X			X							X	X	X	X		X	X	X	X	X	X	X	X

A – Subject Knowledge and Understanding
A1: Key legal and professional policies and guidelines to enhance best practice and provide a safe and effective care environment
A2: How human factors, safety, culture & values influence delivery of humanised care & developing good communication skills to enhance working & therapeutic relationships
A3: Sound knowledge of a wide range of clinical procedures with a depth of understanding of appropriate diagnostic, monitoring and therapeutic interventions
A4: How EBP enhances perioperative care and understanding the variety of research methods that contribute to the development of perioperative practice
A5: application of perioperative science to understand, assess, inform and support patient choice in their care
A6: Leadership and management principles, innovation and adaptation to change

B – Intellectual Skills
B1: Analyse, critically appraise & apply evidence from literature and a variety of other sources to develop best practice and understand the principles of audit & EBP.
B2: Understand methods commonly used in perioperative care research, including ethical issues, the collection, interpretation & analysis of data & dissemination of findings.
B3: Critically evaluate new concepts, theories and research in order to determine their relevance to perioperative practice and to creatively resolve problems, recognising the need for innovation in practice.
B4: Demonstrate clinical reasoning and professional judgement in evaluating and monitoring the effectiveness of specific practice.
B5: Demonstrate critical reflection on and evaluation of clinical applications and a critique of own performance.

C – Subject-specific/Practical Skills
C1: Attainment of national proficiencies for perioperative practice
C2: Demonstrate skill in the assessment, monitoring, support and care of perioperative patients
C3: Develop, implement and evaluate practice, demonstrating application of best evidence, effective use of resources and patient-centred practice
C4: Communicate professional judgements & findings effectively to meet diverse needs
C5: Work in highly complex and pressurised settings, maintaining advocacy, professional integrity and judgement
C6: Demonstrate safe practice and know when a situation is beyond the scope of one's own practice

D – Transferable Skills
D1: Practice in an anti-oppressive manner, respecting the rights, dignity, culture & individuality of patients, working in a patient-centred manner with people from diverse backgrounds
D2: Build professional relationships, underpinned by partnership and trust and respecting consent, confidentiality and dignity of patients
D3: Demonstrate verbal and non-verbal communication skills that support effective and professional interaction with people from diverse backgrounds, ages and stages of development
D4: Communicate effectively in formal/informal situations through range of media
D5: Resolve problems systematically, logically and creatively, drawing on a range of knowledge and information sources

	D6: Demonstrate computer literacy and skill in using appropriate information and communication technologies