DipHE Operating Department Practice

Handbook 2017-18
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INTRODUCTION FROM THE COURSE DIRECTOR

Dear Student

I am delighted to welcome you to the Operating Department Practice (ODP) Programme and hope that your studies with us over the next two years will be both fulfilling and rewarding.

The ODP Programme is a collaborative initiative between the School of Health Sciences in the Faculty of Medicine and Health Sciences at The University of East Anglia. This partnership working, together with other health care Trusts and organisations across Norfolk and Suffolk has been developed to ensure that your programme will offer you the scope to develop appropriate knowledge as well as skills to undertake the role of the ODP. The programme has been validated by the Health and Care Professions Council (HCPC) and will provide you with a sound basis from which to develop your career as an ODP.

According to the Quality Assurance Agency (QAA 2004), operating department practice is a profession concerned primarily with the maintenance and improvement of the physical and psychological status of individual patients/clients, at all levels of dependency, throughout the perioperative phase of their treatment. Operating department practitioners (ODPs) are required to function both autonomously and as skilled members of the multidisciplinary team. On qualification, their role requires the application of knowledge and skills relating to the practice of anaesthesia, surgery and post anaesthesia care in a wide range of clinical situations across the spectrum of critical care. It is the combination of these skills, gained through academic study, practice and reflection that are unique to the ODP profession.

Given the diverse and complex nature of operating department practice and critical care, the ODP must be able to demonstrate knowledge and skills of a range of topics, while fulfilling an evidence-based approach to the delivery of care. Individuals undertaking programmes that lead to professional registration must demonstrate achievement of the requirements of the professional body to enable statutory registration.

It is clear that ODPs need to be able to deal with a complex range of problems. This programme will prepare you to meet the challenges in the perioperative environment and associated areas, and the changing context of health care. The future of the profession is evolving, changing and pioneering and we hope that you are as excited as we are about this programme and the possibilities for the future of the ODP workforce.

Yours sincerely

David Huggins
Course Director
1.0 UEA STUDENT HANDBOOK, YOUR SCHOOL AND COURSE HANDBOOK

The central UEA student handbook contains information about all key UEA policies and guidance and is for all students studying on undergraduate and postgraduate taught programmes. It aims to give new and continuing students a central reference point for University-wide regulations, processes and guidance to help and support you through your studies. You can find information about these topics:

i. The advising system
ii. Learning and Teaching Services
iii. Communication
iv. The Student Portal and e:Vision
v. Campus cards
vi. Student finances
vii. The Student Support Service
viii. Regulations
ix. Health and safety
x. Generic course information
xi. Marking criteria
xii. Timetables
xiii. Coursework submission and returns
xiv. Examinations
xv. University dates for 2017/18
xvi. Appeals and complaints
xvii. Equality and inclusion for students
xviii. Student representation and feedback

This list only summarises the main headings; for full details of the content refer to the handbook itself.

Information contained in the central UEA student handbook will not be repeated in the School of Health Sciences (HSC) handbook. Any general information regarding your taught provision within the HSC will be summarised in this handbook and can also be found on the HSC Students: School and General Information Blackboard.

All information specific to your programmes of study can be found in your course handbook (this handbook), your course specific Blackboard site and via the New Student Website.
2.0 COURSE OVERVIEW/PROFILE

Each year consists of three 14-week modules.

All modules begin with either three or four weeks of school-based theoretical introduction, followed by an uninterrupted period on placement, before concluding with two weeks in school to consolidate learning. These last two weeks consist of a combination of reading weeks and theory weeks.

Summary of Accumulated Credit and Awards for Diploma Programmes

<table>
<thead>
<tr>
<th>Year One</th>
<th>Module Credits</th>
<th>Accumulated Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term A</td>
<td>40 credits at Level 4</td>
<td>40 credits at Level 4</td>
</tr>
<tr>
<td>Term B</td>
<td>40 credits at Level 4</td>
<td>80 credits at Level 4</td>
</tr>
<tr>
<td>Term C</td>
<td>40 credits at Level 4</td>
<td>120 credits at Level 4</td>
</tr>
</tbody>
</table>

By end of Year One, the student will have accrued 120 credits at Level 4 and are eligible for an exit qualification of a Certificate of Higher Education.

<table>
<thead>
<tr>
<th>Year Two</th>
<th>Module Credits</th>
<th>Accumulated Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term A</td>
<td>40 credits at Level 5</td>
<td>40 credits at Level 5</td>
</tr>
<tr>
<td>Term B</td>
<td>40 credits at Level 5</td>
<td>80 credits at Level 5</td>
</tr>
<tr>
<td>Term C</td>
<td>40 credits at Level 5</td>
<td>120 credits at Level 5</td>
</tr>
</tbody>
</table>

By end of Year Two, the student will have accrued 120 credits at Level 5, and 120 credits at Level 5 and an exit qualification of a Diploma of Higher Education.

The Diploma of Higher Education [Operating Department Practice] is a professional qualification and the student who has attained this qualification is eligible to apply to the Health & Care Professions Council for entry to the Professional Register.

3.0 AIMS AND PHILOSOPHY

- Become a confident and adaptable practitioner and who is fit for practice, fit for purpose, and fit to enter the professional register
- Develop the knowledge, skills and attitudes that are required from an operating department practitioner who is fit for the award of the Diploma of Higher Education (Operating Department Practice), HCPC (2014) Standards of Proficiency
- Be able to deliver and manage an excellent standard of evidence-based patient care
- Be capable of fulfilling and promoting the role of the operating department practitioner within a multi-disciplinary setting
- Be open to experience, confident in your ability to be self-aware and to recognise that personal and professional development is an on-going process
- Develop a commitment to continuing personal and professional development and the ability to effectively select, use and co-ordinate a range of learning techniques and resources to sustain your own personal and professional development.
4.0 MEET THE COURSE TEAM

**David Huggins** – Course Director/Senior Lecturer

David has over 30 years’ experience of working in a variety of operating theatre settings locally, nationally and internationally and has a keen interest in all educational matters, especially the vital role that mentors/coaches and practice educators play in supporting and developing learners. David joined UEA as a lecturer in 2003 and as course director is responsible for administering ODP training. He is also the lead for the ODP course committee.

**Judy Barker** – ODP Senior Lecturer

Judy is a registered Operating Department Practitioner and joined UEA in 2004 as a lecturer primarily for Operating Department Practice. Judy lectures primarily in Operating Department Practice, critical care and all aspects of pain management. Her other School roles include being senior advisor for pre- and post-reg programmes as well as being Chair of the board of Examiners.

**Tony Jermy** – ODP Lecturer

Tony joined UEA as a lecturer in Operating Department Practice in 2011. He is passionate about promoting evidence based practice and excellence in care across all aspects of the surgical pathway. Although Anthony primarily teaches Operating Department Practitioner students, he is involved with teaching perioperative care to other healthcare students and professionals. Anthony has particular interests in Anaesthesia (including management of preoperative anxiety), Minimally Invasive Surgery, human factors and Enhanced Recovery. Tony also has an associate director role and is part of the Schools leadership team. Programmes.
Stan Swanepoel – ODP Lecturer

Stan joined the UEA as a lecturer in Operating Department Practice in 2017. He has a keen interest in Orthopaedic surgery, including Paediatric, elective and especially trauma care from both surgical and anaesthetic perspective. In addition to a teaching for a number of years he spent many years in clinical practice.

Margaret Mashonganyika - ODP Lecturer

Margaret joined the UEA as a Lecturer in Operating Department Practice in 2017. She has a background and passion for Day Surgery, the peri-operative care of patients and the role of practitioners in achieving this. Margaret also has a particular interest in the surgical aspect of Ears Nose and Throat.
5.0 LEARNING OUTCOMES

By the end of this programme, you will be able to:

Knowledge and understanding
- Demonstrate an understanding and application of relevant anatomical, physiological, social, psychological, pharmacological and clinical sciences to operating department practice
- Demonstrate appreciation of the determinants of health, illness, healthcare and health promotion and their role in operating department practice
- Appreciate and apply interpersonal communication skills and theory underpinning effective interaction with patients, carers, colleagues and other healthcare professionals
- Analyse and apply teaching and learning theories to operating department practice and to continuing personal and professional development
- Demonstrate awareness of audit, evidence-based practice, clinical effectiveness processes and research methodologies in the provision of effective operating department practice
- Demonstrate understanding and analysis of health and social care policy and the changing nature of organisational settings and professional roles
- Demonstrate awareness and application of the legal, ethical, professional and moral dimensions and boundaries of operating department practice
- Demonstrate understanding of personal and patient safety and its maintenance/promotion in operating department practice
- Demonstrate analysis of governance frameworks and their application to the role of the operating department practice.

Cognitive Skills
- Demonstrate appraisal, analytical and review skills in relation to varied sources of evidence / research, both quantitative and qualitative
- Apply reasoning skills to support clinical decision-making
- Demonstrate reflective and reflexive practice, modifying practice as appropriate
- Demonstrate an ability to construct a coherent argument supported by analysing data from comparable and contrasting sources
- Use problem-solving skills to consider complex, clinical decision making in unpredictable and changing clinical situations
- Undertake self-directed learning to develop own knowledge base to underpin personal and professional development.

Subject Specific Practical Skills
- Sensitive, professional and ethical operating department practice within limits of scope of own competence
- Carry out comprehensive, systematic, accurate and holistic assessments appropriate to the patient's needs, using a range of assessment tools and frameworks
- Formulate, plan, implement, document, monitor and evaluate care actions in partnership with health/social care professionals and where appropriate with patients, carers and significant others
- Work collaboratively with the multi-professional team
- Conduct relevant diagnostic and monitoring procedures or undertake/ arrange appropriate clinical investigations and effective treatments
- Prioritise care actions in response to changing patient and environmental needs
- Undertake safe and effective moving and handling
- Carry out effective risk assessment and management.

**Key Skills and Attributes**
- Demonstrate effective use of IT
- Demonstrate numeracy including drug calculations
- Demonstrate effective information management including documentation and record keeping
- Demonstrate appropriate prioritisation, time management and self-management of own workload
- Demonstrate self-awareness and sensitivity including cultural awareness and competence
- Develop ability to meet own learning needs using appropriate study skills
- Be able to undertake effective oral and written presentations.

You are helped to achieve these aims and outcomes through the use of module outcomes, which will direct and influence the content and assessment strategy of each module.
### 6.0 CONTENT AND STRUCTURE

#### 6.1 Key Features

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Term A</td>
<td>Term B</td>
<td>Term C</td>
</tr>
<tr>
<td>Theory hours</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(days, weeks)</td>
<td>225</td>
<td>187.5</td>
<td>225</td>
</tr>
<tr>
<td></td>
<td>(30</td>
<td>(25</td>
<td>(30</td>
</tr>
<tr>
<td></td>
<td>days/</td>
<td>days/</td>
<td>days/</td>
</tr>
<tr>
<td></td>
<td>6 weeks)</td>
<td>5 weeks)</td>
<td>6 weeks)</td>
</tr>
<tr>
<td>Practice hours</td>
<td>937.5</td>
<td>937.5</td>
<td></td>
</tr>
<tr>
<td>(days, weeks)</td>
<td>(125</td>
<td>(125</td>
<td></td>
</tr>
<tr>
<td></td>
<td>days/</td>
<td>days/</td>
<td>which will be divided into three (two of</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>25</td>
<td>eight weeks duration and one of nine weeks</td>
</tr>
<tr>
<td></td>
<td>weeks)</td>
<td>weeks)</td>
<td>duration)</td>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Year One, (Certificate Level)**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Term A</th>
<th>Term B</th>
<th>Term C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Title</td>
<td>Safety in Practice (20 credits)</td>
<td>Anaesthetic Care (20 credits)</td>
<td>Surgical Care (20 credits)</td>
</tr>
<tr>
<td></td>
<td>Assessment of Practice (20 credits)</td>
<td>Assessment of Practice (20 credits)</td>
<td>Assessment of Practice (20 credits)</td>
</tr>
<tr>
<td>Portfolio and skills profile – pass/fail</td>
<td>OSCE pass/fail (integrated in Term C)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Year Two, (Diploma Level)**

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Term A</th>
<th>Term B</th>
<th>Term C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Title</td>
<td>Recovery Care (20 credits)</td>
<td>Specialist Practice (20 credits)</td>
<td>Preparation for Future Practice (20 credits)</td>
</tr>
<tr>
<td></td>
<td>Assessment of Practice (20 credits)</td>
<td>Assessment of Practice (20 credits)</td>
<td>Assessment of Practice (20 credits)</td>
</tr>
<tr>
<td>Portfolio and skills profile – pass/fail</td>
<td>OSCE pass/fail (integrated in Term C)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6.2 Module Outlines

6.2.1 Year One Term A - Safety in Practice

Aims:
The module is designed to allow new practitioners to develop new learning in clinical areas and integrate that with theoretical frameworks.

The aims of this module are:
- To enable the development of the knowledge, skills and attitudes that is required for safe practice in a clinical environment
- To enable the student to recognise the need for and promote an environment that is safe for patients and all staff
- To promote the development of study skills that are required for the successful completion of the programme.

Learning outcomes:
The supervised student will be able to:
- Understand and apply the skills of care planning for patients undergoing a clinical procedure
- Apply the principles of health and safety legislation, infection control policies and environmental factors to the clinical environment
- Perform basic anaesthetic and surgical skills and interventions safely and sensitively
- Use their own learning skills, through an understanding of the learning strategies used in this programme
- Apply knowledge to care situations
- Reflect on the rationale underpinning practice
- Access and use relevant knowledge from different sources
- Propose and explore hypotheses before arriving at a valid explanation.

Assessment:
Practice:
Formative and summative assessment will be based on a system of continuous assessment over the period of each placement and evidence recorded in the student’s portfolio.

Assessment of Theory – Formative:
Choose ONE timetabled session that you have participated in within the first 2 weeks of your programme and that you have found particularly interesting and provide a brief written account (max 500 words) that identifies:
- Why you have found the session interesting
- A summary of the content or what took place
- What learning insights you gleaned
Within your discussion you must make use of at least one related reference source (this might be a relevant policy, journal article, concept within a text or electronic source)

Assessment of Theory – Summative:
See 6.3.
6.2.2 Year 1 Term B - Anaesthetic Care

**Aims:**
This module will cover specific activities that will allow the student operating department practitioner to develop skills in anaesthetic practice that focus on the physical and psychological benefits of individual patients.

The aim of this module is to develop the skills of planning and implementing the care needs of patients who are undergoing a clinical procedure, in the pre-operative stage.

**Learning outcomes:**
- The supervised student will be able to assess the care needs of a patient in the pre-operative period
- The supervised student will be able to plan the care needs of a patient in the pre-operative period and to respond appropriately to any changing situations
- The supervised student will be able to implement a plan of care needs of a patient in the pre-operative period
- The supervised student will be able to use, safely and sensitively, materials and equipment in the pre-operative period
- The supervised student will be able to use knowledge of pharmaceutical preparations monitor their therapeutic and adverse effects.

**Assessment:**
**Assessment of Theory – Formative:**
Write a brief overview (approx. 750 words) of a patient assessment in relation to the perioperative patient and the ODP role. You should make use of related reference sources (this might be relevant policies, journal articles, concepts within a text, or appropriate electronic resources).

**Assessment of Theory – Summative:**
See 6.3.

**Assessment of Practice:**
Formative and summative assessment will be based on a system of continuous assessment over the period of each placement and evidence recorded in the student’s portfolio.

6.2.3 Year 1 Term C - Surgical Care

**Aims:**
To develop the skills of planning and implementing the care needs of patients who are undergoing a clinical procedure, in the intra-operative phase.

This module will cover specific activities that will allow the student operating department practitioner to develop skills in intra-operative clinical work that focuses on the preparation and monitoring of surgical materials and equipment.
At all times students will be expected to take individual and collective responsibility for controlling infection in work areas, applying universal precautions for infection control and adhering to all relevant Health and Safety requirements.

**Learning outcomes:**
The supervised student will be able to:
- Assess the care needs of a patient in the intra-operative period and respond appropriately to any changing situations
- Plan the care needs of a patient in the intra-operative period
- Implement a plan of care needs of a patient in the intra-operative period and evaluate the plan as appropriate
- Use materials and equipment in the intra-operative period.

**Assessment:**
Assessment of Theory – Formative:
- Sit a mock examination that will take place before the end of the theory block. Generic verbal exam feedback will be given to the cohort by the Module Organiser.
- Sit a mock OSCE; that will be undertaken prior to the summative OSCE assessment.

Assessment of Theory – Summative:
See Part 6.3.

Assessment of Practice:
Formative and summative assessment will be based on a system of continuous assessment over the period of each placement and evidence recorded in the student’s portfolio.

6.2.4 Year 2 Term A - Recovery Care

**Aims:**
The aim of this module is to develop the skills of assessing, planning, implementing and evaluating the care needs of patients who have undergone a clinical procedure and are in the post-operative/post anaesthetic period. This module will cover specific activities that will allow the student operating department practitioner to develop skills in clinical work area on key topics such as health, safety and security and controlling cross-infection.

**Learning outcomes:**
The supervised student will be able to:
- Validate decisions for the care needs of a patient in the post-operative period
- Plan the care needs of a patient in the post-operative period and to respond appropriately
- Implement a plan of care of a patient in the post-operative period and to give rationale for the care given
- Evaluate the effectiveness of the care delivered and to modify care actions, as appropriate and necessary
- Monitor patients in the post-operative period
Assessment:
Assessment of Practice:
Formative and summative assessment will be based on a system of continuous assessment over the period of placement and evidence and evidence recorded in the student portfolio.

Assessment of Theory – Formative:
Demonstrate the role/purpose/function of ONE of the following pieces of technology with the application of the relevant physiology and/or anatomy:
- ECG
- Pulse oximeter
- Non-invasive BP

Assessment of Theory – Summative:
See 6.3.

6.2.5 Year 2 Term B - Specialist Practice

Aims:
The aim of this module is to facilitate the development of the knowledge and skills that are necessary when caring for people who are undergoing procedures that carry an added risk because of their physiological status e.g. trauma or the procedures require different approaches to care.
This module will cover specific activities that will allow the student operating department practitioner to develop skills in clinical work area on advanced topics such as emergency airway establishment, primary and secondary surveys of the emergency/trauma patient and intermediate life support (ILS).

Learning outcomes:
The supervised student will be able to:
- Recognise and assess the unique care needs of some groups of patients, for example, children, pregnant women, etc.
- Plan, implement and evaluate the care needs of some groups of patients, for example, children, pregnant women, etc., when they are undergoing a clinical procedure
- Identify the risks associated with specialist surgery, for example, ENT, vascular, orthopaedic trauma surgery, etc.
- Plan, implement and evaluate a plan of care for patients undergoing specialist surgery
- Undertake purposeful communication with others in emergency situations
- Maintain and foster effective professional relationships with others
- Reflect and analyse care actions
- Articulate a rationale when making decisions in complex situations for example, the termination of a foetus, etc.

Assessment:
Assessment of Theory – Formative:
Sit a mock examination that will take place before the end of the theory block B.
Assessment of Theory – Summative:
See 6.3.

Assessment of Practice:
Formative and summative assessment will be based on a system of continuous assessment over the period of each placement and evidence recorded in the student’s portfolio.

6.2.6 Year 2 Term C - Preparation for Future Practice

Aims:
The aim of this is to integrate all the learning achieved, from the previous modules and to continue the process of developing a safe and independent practitioner. In addition, the practitioner may be in a position, under supervision, to make decisions and to influence the actions of others.
This module will cover specific activities that will allow the student operating department practitioner to consolidate skills in clinical work areas covered throughout the training programme to allow smooth transition from student to qualified practitioner.

Learning outcomes:
The supervised student will be able to:
- Internalise the skills of assessing, planning, implementing and evaluating the care of a patient in the operating department
- Recognise changing situations and participate in decision-making regarding the care of a patient
- Function independently and effectively, without the need for direct supervision and guidance
- Manage the care of a group of patients undergoing clinical procedures.
- Reflect and analyse care actions
- Guide and influence the care actions of others and where appropriate, teach others.

Assessment:
Assessment of Theory – Formative:
Sit a mock oral examination that will be undertaken prior to the summative oral examination assessment.

Assessment of Theory – Summative:
See 6.3.

Assessment of Practice:
Formative and summative assessment will be based on a system of continuous assessment over the period of each placement and evidence recorded in the student’s portfolio.
### 6.3 Assessments

#### Year 1

<table>
<thead>
<tr>
<th>Term(s)</th>
<th>Module Title</th>
<th>Summative Assessments</th>
<th>Date of summative assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Safety in Practice</td>
<td>Essay/AoP</td>
<td>Week 14</td>
</tr>
<tr>
<td>B</td>
<td>Anaesthetic Care</td>
<td>Care Study/AoP</td>
<td>Week 28</td>
</tr>
<tr>
<td>C</td>
<td>Surgical Care</td>
<td>Written Examination/AoP</td>
<td>Week 42</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OSCE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Portfolio/ skills profile</td>
<td>Week 42</td>
</tr>
</tbody>
</table>

#### Year 2

<table>
<thead>
<tr>
<th>Term(s)</th>
<th>Module Title</th>
<th>Summative Assessments</th>
<th>Date of summative assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Recovery Care</td>
<td>Essay/AoP</td>
<td>Week 14</td>
</tr>
<tr>
<td>B</td>
<td>Specialist Practice</td>
<td>Examination/AoP</td>
<td>Week 28</td>
</tr>
<tr>
<td>C</td>
<td>Preparation for Future Practice</td>
<td>Oral Examination/AoP</td>
<td>Week 42</td>
</tr>
<tr>
<td></td>
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<td>OSCE</td>
<td>Week 36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Portfolio/ skills profile</td>
<td>Week 42</td>
</tr>
</tbody>
</table>

AoP = Assessment of Practice
Application of the principles of health and safety to the operating theatre environment

Write an essay that demonstrates the application of health and safety to any/all phases of the peri-operative care of a patient and the role of the operating department practitioner.

You should include reference to the following, where relevant:

- Current legislation and policy
- Critical Incident reporting
- Risk Assessments
- Safe working methods
- COSHH (Control of Substances Hazardous to Health)
- Waste Disposal
- Decontamination and sterilisation of equipment
- Control of infection and the application of universal precautions
- Security within the workplace
- Environmental design
- Clinical clothing
- Asepsis and aseptic technique (including scrubbed/non-scrubbed roles)
- Moving and handling (MH)

The work should be **3,000 words in length** (not including the list of references and any bibliography or appendices).

**Marking criteria**

In addition to meeting the generic marking criteria to a high standard, a good answer will:
- Clarify key terminology/policies/legislation related to health and safety
- Demonstrate evidence of application of legalisation/policies and protocols relation to health and safety at work
- Demonstrate awareness of the role of the operating department practitioner in the area of health and safety
- Discuss how NHS values influence health and safety application in the clinical area
Care Study

Select a patient/client with whose care you have been involved during this module and write an account of that individual’s care.

The essay should include

- A brief introduction to and overview of the patient/client
- An assessment of the individual and a summary of his/her actual or potential needs and problems
- A description and explanation of the care that was planned and given in relation to a few (1-3) of the identified needs and problems (giving your reasons for choosing to focus on these)
- An evaluation of the care that was given to the individual
- Personal reflection as appropriate.

The work should be **3,000 words in length** (not including the list of references and any bibliography or appendices).

**Marking criteria**

In addition to meeting the generic marking criteria to a high standard, a good answer will:

- Incorporate the relevant biological, psychological, sociological and pharmacological factors, together with any relevant legal or ethical issues
- Demonstrate the use of a systematic approach to the planning and delivery of care
- Provide rationale for care actions
- Reflect on the role of the operating department practitioner in the care of the patient/client ensuring NHS values have been upheld
- Make (tentative) recommendations for future practice.
Year 1: Term C - Module: Surgical Care  
Credit: 20 credits at Level 4

Written Examination (4 parts) (3-hours)

The module will be summatively assessed by an unseen/seen written examination in relation to patient care. The following areas will be assessed:

Section A  Pharmacology - short answers to 20 ‘unseen’ questions (20% of overall mark)
Section B  Safe Medicate Summative Examination (drug calculations) *
Section C  Physiology – short answers to 20 ‘unseen’ questions (20% of overall mark)
Section D  Care Actions – short essay type answers to questions on a ‘seen’ patient scenario, related to the surgical phase of the intra-operative period (60% of overall mark).

The scenario will be given to the students two weeks before the date of the Examination.

In order to successfully complete this examination, students must achieve a minimum of 40% in Sections A, C and D and achieve 100% in the Safe Medicate summative assessment.  
(Calculators will not be provided by the university).

*From 2017-18
Year 1: Professional Portfolio

At the beginning of the course, the Module Organiser will discuss the portfolio with you. In this session, you will be provided with the reasons why a portfolio is required and the range of materials that must and could be included in the portfolio. **The Professional Portfolio contains the following elements:**

- a. Objective Structured Clinical Examination (OSCE)
- b. Skills Development Profile
- c. Evidence Required
- d. Recommendations for Portfolio development

**a. Objective Structured Clinical Examination (OSCE)**

The OSCE is a highly focused and structured clinical assessment task. It will comprise of a “timed station” where students are required to perform clinically-orientated skills related to the work of the Operating Department Practitioner. The particular skills will relate to students managing scenarios that look at the patient who is deteriorating and requiring urgent or emergency care interventions. The particular skills will cover the following:

- ABCDE assessment
- Undertaking physiological observations
- Recording of patient information

The student’s performance will be assessed by two assessors.

**Students must pass all practical aspects of the OSCE and answer all accompanying theoretical questions correctly.**

The skills that will be tested in the first year will be from the range listed above. However, the OSCE in each of the two years will be different, in the following ways:

- In the first year, emphasis will be placed on ‘safe practice’ whilst in the second year, there is an expectation that in addition to ‘safe practice’ you will demonstrate the potential to practice at a competent level
- When selecting the skills that are to be tested in the first year, consideration will be given to the fact that your exposure and/or participation on these skills during your placements may have been limited and therefore the examiners are not expecting a ‘polished’ performance. However, the standard that is expected at the second OSCE will be higher
- The skills that are likely to be tested in the first year is likely to be at a basic level, while in the second year, you will be expected to perform the advanced skills including a mock OSCE
- You will be provided with preparatory sessions for OSCEs and undertake a formative assessment
- You are advised to make maximum use of the learning opportunities that are available during your placements and the skills and knowledge of your mentor
and other members of the team to develop and enhance your level of skill acquisition.

b. Skills Development Profile

The skills development profile provides an overview of skills you can gain experience in by the end of your programme of study and enables you to take responsibility for managing your learning needs during practical placements. The specific nature of the skills recorded will depend on the needs of the service users you work with during each experience. These experiences represent 60% of your pre-registration ODP education.

The skills development profile will be reviewed alongside your portfolio at the end of each year to ensure all skills have been met. It is recognised that in some circumstances, opportunities or individual experience may enable you to complete some Year 2 skills within the first year of your training and therefore these skills are not exclusive to experiences only gained within the second year.

It is your responsibility to ensure that all skills have been met by your required deadline. Due to the broad range of skills to be covered, it is expected that you will take initiative to ensure appropriate learning opportunities are available to achieve skills.

c. Evidence Required

The following evidence must be included and will be summatively assessed (3000 words in total, 1000 words individually.)

- Reflection of learning/achievements during the Professional Practice Year One
- Analysis of a skill - that incorporates the physiological, social and psychological principles with a sound level of appraisal of own development of performance
- Critical incident analysis (structured reflection on at least one significant situation or experience)

Other evidence that must also be included in your portfolio but will not be summatively assessed (no specified length), incorporates the following elements: (This evidence of development should be referred to, and cross referenced within the above assessed elements).

- All available coursework from Year One, together with assessors’ comments sheets. Similarly, all available assessment of practice documents, together with additional supporting evidence, should be included
- Three of the ‘best’ examples of work produced either independently or with others for presentation within enquiry-based learning groups
- A record of contribution to inter-professional learning. A copy of the joint report should be included if available
- An accurate record of attendance (sickness, absence, special leave and holidays for the year)
- Academic support (a record of contact with Personal Adviser, with brief notes on issues discussed)
- Skills Development profile.
- Any make-up work for missed theoretical sessions.

d. Recommendations for Portfolio Development

As the portfolio has to develop over three terms and submitted at the end of the academic year, the course team recommend that:

- You develop the portfolio throughout all three terms rather than collating evidence towards the end of the year
- In the initial stages of the course, you use your Portfolio as a ‘filing system’ to store all your course materials
- Towards the end of the year, you can filter this ‘filing system’ to ensure that you only submit the items/documents that are listed above
- Maintain a record of incidents/learning/acquisition of skills in a dairy/ note book as an aide memoir
- Discuss your acquisition of skills with your mentor on a frequent basis so as to ensure that the Skills Development Profile is maintained continuously. However, you must note that it is your responsibility to ensure that this Profile is completed
- Liaise with your Personal Adviser at least once a term to discuss the contents of your portfolio to ensure that you are making satisfactory progress towards its completion
- All students are required to meet with their personal adviser for a progression meeting at the end of each academic year of study where they should expect to present and then submit their portfolio
- You demonstrate, or provide evidence of reflective practice and critical incident analysis.
Write an essay that demonstrates the application of the principles of patient monitoring and the relevant technological aids/equipment that may be used in the recovery phase and the role of the recovery practitioner (nurse/ODP) in this aspect of care.

The essay could include:

- Knowledge of a range of monitoring techniques and equipment that may be used in the recovery phase
- Benefits and disadvantages of the use of different monitoring techniques and equipment.
- Risk Assessments
- Health and Safety at Work
- Legislation/protocols/guidelines on the use of monitoring equipment
- Safe working methods
- COSHH (Control of Substances Hazardous to Health)
- Decontamination and sterilisation of equipment
- Control of infection and the application of universal precautions
- A discussion on the need to balance the technological aspects with the humanistic/psychological needs of the patient.

The work should be **3,000 words in length** (not including the list of references and any bibliography or appendices).

**Marking criteria**

In addition to meeting the generic marking criteria to a high standard, a good answer will:

- Demonstrate the role, purpose and function of the selected technological aid/equipment, with the application of relevant physiology and/or anatomy
- Demonstrate safe practice in the use of the selected technological aid/equipment
- Demonstrate the role of the recovery practitioner (nurse/ODP) in striving for a balance between the humanistic and technological aspects of care ensuring NHS values are upheld
- Make recommendations for future practice.
Year 2: Term B - Module: Specialist Practice
Credit: 20 credits at Level 5

Written Examination (4 parts)

The unit will be summatively assessed by an unseen/seen written examination in relation to patient care. The following areas will be assessed:

Section A  Application of principles of pharmacology to care actions - answers to 4 'unseen' questions, (20% of overall mark).

Section B  Administration of medicines (drug calculations) - short answers to 5 'unseen' questions (Pass/Fail)

Section C  Application of the principles of anatomy and physiology to the care needs of patients - short answers to 4 'unseen' questions (20% of overall mark)

Section D  Care Actions - short essay type answers to questions on a 'seen' patient scenario (60% of overall mark)

The scenario will be given to the students 2 weeks before the date of the examination and will relate to the care needs of a patient who has complex/multiple care needs.

In order to successfully complete this examination, students must achieve a minimum of 40% in Sections A, C and D and pass ALL 5 questions in Section B.

(Non-programmable calculators will be provided).
Year 2: Term C - Module: Preparation for Future Practice  
Credit: 20 credits at Level 5

Oral Examination

Oral examination in relation to a ‘complex’ scenario randomly selected by the student.

Duration of assessment: 45 minutes per student

Guidelines

The student will randomly select a ‘sealed envelope’ which will contain a written scenario. The scenarios will be on a selection of patients to include the following:

a) The care of an unconscious patient who is undergoing a radiological examination (common bone fracture, urology stenting of patient in a CT Scanner)

b) The care of a pregnant mother and baby during a caesarean section

c) The care of a patient who has a learning disability and who is undergoing a surgical procedure (autism, common syndrome i.e. Down’s Syndrome)

d) Managing an ‘emergency’ patient – (e.g. a patient who is transferred to the operating theatre for the repair of an aortic aneurysm, ectopic pregnancy, bowel obstruction or perforated ulcer).

After selecting a scenario, the student has 10 minutes to ready themselves for the examination and may annotate on the selected scenario prior to entering the examination room.

The student will be required to deliver an oral presentation related to the peri-operative management of the patient from the chosen scenario. The oral presentation will focus on:

1. Theoretical knowledge of the patient condition

2. Developing a plan of care and rationale for care actions

3. Technical and operating department skills.

4. Clinical skills related to the scenario

5. Equipment that might be needed/ used in the scenario

The examination will be audiotape recorded to facilitate scrutiny of the assessment by moderators and/or external examiners.

No prompts will be given during the presentation, however the examiners may ask questions to clarify/seek further information relating to any aspect of the presentation.
Marking Criteria

Safe practice must be demonstrated throughout. The assessors will make a judgement of the student's performance in relation to the following marking criteria:

1. Confidently apply knowledge to the patient scenario together with knowledge and understanding of the associated risks, complications and consequences for the patient

2. Decision-making skills and the ability to justify/rationalise the decisions made

3. Evaluate issues related to professional accountability and reflect upon the role of the Operating Department Practitioner within the multi-professional team.

4. The UEA scales for oral presentation will also be applied to generate a mark for the oral presentation. More information can be found here: https://www.uea.ac.uk/learningandteaching/documents/assessment/SenateScaleClassifications++OralPresentations
Year 2: Professional Portfolio

At the beginning of the course, the Module Organiser will discuss the portfolio with you. In this session, you will be provided with the reasons why a portfolio is required and the range of materials that must and could be included in the portfolio. The Professional Portfolio contains the following elements:

A. Objective Structured Clinical Examination (OSCE)
B. Skills Development Profile
C. Evidence Required
D. Recommendations for Portfolio development

a. Objective Structured Clinical Examination (OSCE)

The OSCE is a highly focused and structured clinical assessment task. It will comprise of a “timed station” where students are required to perform clinically-orientated skills related to the work of the Operating Department Practitioner. The particular skills will relate to students managing scenarios that look at the patient who is deteriorating and requiring urgent or emergency care interventions. The particular skills will cover the following:

- ABCDE assessment
- Recognition of the deteriorating patient
- Demonstration of appropriate immediate care action and decision making

The student’s performance will be assessed by two assessors.

Students must pass all practical aspects of the OSCE.

The skills that will be tested in the second year will be from the range listed above. However, the OSCE in each of the two years will be different, in the following ways:

- In the first year, emphasis will be placed on ‘safe practice’ whilst in the second year, there is an expectation that in addition to ‘safe practice’ you will demonstrate the potential to practice at a competent level
- When selecting the skills that are to be tested in the first year, consideration will be given to the fact that your exposure and/or participation on these skills during your placements may have been limited and therefore the examiners are not expecting a ‘polished’ performance. However, the standard that is expected at the second OSCE will be higher
- The skills that are likely to be tested in the first year is likely to be at a basic level, while in the second year, you will be expected to perform the advanced skills including a mock OSCE
- You will be provided with preparatory sessions for OSCEs and undertake a formative assessment
- You are advised to make maximum use of the learning opportunities that are available during your placements and the skills and knowledge of your mentor
and other members of the team to develop and enhance your level of skill acquisition.

b. Skills Development Profile

The skills development profile provides an overview of skills you can gain experience in by the end of your programme of study and enables you to take responsibility for managing your learning needs during practical placements. The specific nature of the skills recorded will depend on the needs of the service users you work with during each experience. These experiences represent 60% of your pre-registration ODP education.

The skills development profile will be reviewed alongside your portfolio at the end of each year to ensure all skills have been met. It is recognised that in some circumstances, opportunities or individual experience may enable you to complete some Year 2 skills within the first year of your training and therefore these skills are not exclusive to experiences only gained within the second year.

It is your responsibility to ensure that all skills have been met by your required deadline. Due to the broad range of skills to be covered, it is expected that you will take initiative to ensure appropriate learning opportunities are available to achieve skills

c. Evidence Required

The following evidence must be included and will be summatively assessed (3000 words in total, 1000 words individually.)

- Reflection of learning/achievements during the Professional Practice Year Two
- A Personal Development Plan
- Critical incident analysis (structured reflection on at least one significant situation or experience)

Other evidence that must also be included in your portfolio but will not be summatively assessed (no specified length), incorporates the following elements: (This evidence of development should be referred to, and cross referenced within the above assessed elements).

- All available coursework from Year Two, together with assessors’ comments sheets. Similarly, all available assessment of practice documents, together with additional supporting evidence, should be included
- Three of the ‘best’ examples of work produced either independently or with others for presentation within enquiry-based learning groups
- A record of contribution to inter-professional learning. A copy of the joint report should be included if available
- An accurate record of attendance (sickness, absence, special leave and holidays for the year)
- Academic support (a record of contact with Personal Adviser, with brief notes on issues discussed)
- Skills Development profile
- Any make-up work for missed theoretical sessions.

e. Recommendations for Portfolio Development

As the portfolio has to develop over three terms and submitted at the end of the academic year, the course team recommend that:

- You develop the portfolio throughout all three terms rather than collating evidence towards the end of the year
- In the initial stages of the course, you use your Portfolio as a ‘filing system’ to store all your course materials
- Towards the end of the year, you can filter this ‘filing system’ to ensure that you only submit the items/documents that are listed above
- Maintain a record of incidents/learning/acquisition of skills in a dairy/ note book as an aide memoir
- Discuss your acquisition of skills with your mentor on a frequent basis so as to ensure that the Skills Development Profile is maintained continuously. However, you must note that it is your responsibility to ensure that this Profile is completed
- Liaise with your Personal Adviser at least once a term to discuss the contents of your portfolio to ensure that you are making satisfactory progress towards its completion
- All students are required to meet with their personal adviser for a progression meeting at the end of each academic year of study where they should expect to present and then submit their portfolio
- You demonstrate, or provide evidence of reflective practice and critical incident analysis

6.4 Placements

Students will be based in the clinical placement area and experience a range of skills and knowledge in different aspects of operating department practice. Students will be allocated to anaesthetic and surgical duties with an identified placement mentor(s). Foundation skills will be developed allowing students to progress onto more complex aspects of the practitioner’s role.

In order to develop the necessary clinical skills for practice, the student ODP will be allocated to different specialities during their clinical placements. This will allow the student to develop wide-ranging skills, knowledge and competence to become an effective peri-operative practitioner. The clinical allocation programme has also been compiled to incorporate placements in mandatory anaesthetic, surgical and post-operative areas. Student placements will usually be split between surgery and anaesthetics.

At all times students will be expected to take individual and collective responsibility for controlling infection in work areas, applying universal precautions for infection control and adhering to all relevant health and safety requirements.

Students must also comply with all professional and statutory codes of conduct.
6.5 Interprofessional Learning

“Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care”

(Centre for the Advancement of Interprofessional Education, 2002)

During your time at UEA on a pre-registration programme you will have opportunities to work with students from other HSC programmes in situations of interprofessional learning (IPL). This will help develop your knowledge, skills, attitudes and behaviour to facilitate effective interprofessional collaboration, and improve the experience of individuals referred to our services.

6.6 Important information

6.6.1 Attendance Policy

Please refer to the Attendance and Engagement Policy available on the HSC Students: School and General Information Blackboard.

6.6.2 Uniform Requirements

ODP student uniforms are provided by the placement areas if required.

6.6.3 Course specific awards

The School of Health Sciences offers an annual prize of £100 for the best overall academic performance in DipHE Pre-registration programmes.

6.6.4 Declaration of good character

On completion of your programme, and prior to your registration on the Professional Register maintained by the Health and Care Professions Council (HCPC) the School will provide the HCPC with details of your satisfactory programme completion (theory and practice) and you will need to provide the HCPC with a ‘Character and health self-declaration’ as required for professional registration.

You should be aware that, at the end of your programme, the School will provide references to prospective employers and these will contain details on professional behaviour both in class and while on placement, and of the award received.

6.6.5 Paid employment

We advise you not to participate in any paid employment outside of your normal programme activities as this may impact on your engagement with the course and
with the range of opportunities to build your employability portfolio within the School and University community e.g. involvement in the Student Staff Liaison Committee, Student Ambassador roles and Peer Assisted Learning programmes.

Please refer to the HSC Students: School and General Information Blackboard for the full Policy
7.0 USEFUL LINKS AND RESOURCES

The Association of Anaesthetists Great Britain and Ireland
The Association for peri-operative practice
The Association of peri-operative registered nurses
The British Association of Day Surgery
https://www.facebook.com/CODPUNISON

Anaesthesia UK
Health and Care professions council
Schooljournalism.org
Nuffield division of anaesthetists
National Institute for Health and care excellence
The Nursing Standard
The Nursing Times
The Operating theatre journal
The Royal College of anaesthetists
The Royal college of surgeons
SurgeonsNet
Unison - College of Operating Department practitioners
8.0 FURTHER COURSE READING

8.1 Module One


8.2 Module Two


8.3 Module Three


HCPC (2014) Standards of Proficiency for Operating Department Practice


Rothrock, J. (2014) Alexander’s Care of the Patient in Surgery (15th Ed.) Mosby St. Louis


8.4 Module Four


8.5 Module Five


8.6 Module Six


8.7 Core reading

The texts cited on these pages are some books that you may wish to access during the course of the next two years. You will be directed to some specific texts in the Module descriptors and in the learning packages.

Anaesthesia


James, I. and Walker, I. (2013) *Core Topics in Paediatric Anaesthesia*


**Anatomy and physiology**


Springhouse (2011), Anatomy and Physiology made incredibly easy. (4th Ed.) Lippincott Williams & Wilkins


**Clinical Effectiveness, Clinical Governance and Evidence Based Practice**


**Infection control/Microbiology**


**Law/Ethics**


**Leadership and Management**


**Medical/Surgical text**


Philips, N. (2016) *Berry and Kohn’s Operating Room Technique* (13th Ed.) Mosby St. Louis


**Operating Department Practice**


**Pharmacology**


**Reflection**


**Research**


**Postoperative Care**


**Professional Issues**


Department of Health (2013) NHS Constitution


HCPC (2016) Standards of Conduct, Performance and Ethics. London Health Professions Council

**Studentship**


**Technology**


**Trauma/Critical Care**


Version control:

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