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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 and local NHS Trusts. This partnership has been developed to ensure that the 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. 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, STUDENTZONE 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 2018-19
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 on the HSC Studentzone Blackboard site. Any general information regarding your taught provision within HSC will be summarised in this handbook and can also be found on the HSC Studentzone Blackboard site.
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.

**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 in Operating Department Practice, Critical Care and all aspects of pain management. Her other School role includes being senior advisor for pre and post-reg programmes.

**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 Tony primarily teaches Operating Department Practitioner students, he is involved with teaching perioperative care to other healthcare students and professionals. Tony has particular interests in Anaesthesia (including management of preoperative anxiety), minimally invasive surgery, human factors and enhanced recovery. Tony is also the Simulation Strategy Lead for the School of Health Sciences.
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 nursing background and passion for day surgery, the peri-operative care of patients and the role of practitioners in achieving this. Margaret worked as a Sister in ENT day surgery theatres in Ipswich prior to joining the UEA.
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

Full module information can be accessed via eVision as follows:

- Within the Module and Course information section, select Course Profiles
- Select ‘Health Sciences’ for the school and the current academic year.
- Select your course from the list and select Profile (on the right hand side)
- To view module information click on the module code (left hand side)
- Within the module outline there is a ‘Module description’ section.
- Within this section select ‘additional module details’
- This will take you to a ‘general information’ page where there are tabs to select along the top to select from learning outcomes to assessment details and so on.
### 6.1 Key Features

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
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<th></th>
<th>Year 2</th>
<th></th>
<th></th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Term A</td>
<td>Term B</td>
<td>Term C</td>
<td>Term A</td>
<td>Term B</td>
<td>Term C</td>
<td></td>
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<tr>
<td><strong>Theory hours</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(days, weeks)</td>
<td>225</td>
<td>187.5</td>
<td>225</td>
<td>225</td>
<td>187.5</td>
<td>225</td>
<td>1275 hours (170 days/ 34 weeks) (40%)</td>
</tr>
<tr>
<td></td>
<td>30 days/ 6 weeks</td>
<td>25 days/ 5 weeks</td>
<td>30 days/ 6 weeks</td>
<td>30 days/ 5 weeks</td>
<td>30 days/ 6 weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Practice hours</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(days, weeks)</td>
<td>937.5</td>
<td></td>
<td></td>
<td>937.5</td>
<td></td>
<td></td>
<td>1875 hours (250 days/ 50 weeks) (60%)</td>
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<tr>
<td></td>
<td>125 days/ 25 weeks</td>
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<td>125 days/ 25 weeks</td>
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<td></td>
<td>which will be divided into three (two of eight weeks duration and one of nine weeks duration)</td>
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<td>which will be divided into three (two of eight weeks duration and one of nine weeks duration)</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3150 hours</td>
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</table>

**Year One, (Certificate Level)**

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

**Year Two, (Diploma Level)**

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

6.2.1 Assignment Formatting Guidance
Follow Health Sciences’ standard formatting for written assignments unless otherwise told by your module lead. The full guidance is available via Studentzone Blackboard within Policies and Processes/Guidance and advice.

6.3 Placements

Students will be based in clinical placement areas across local NHS Trusts and private hospitals to 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.
CODP (2009) - Student Code of Conduct
HCPC (2014) - Standards of proficiency for Operating Department Practitioners
HCPC (2016) - Standards of Conduct, Performance and Ethics.

6.4 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.
6.5 Important Information

6.5.1 Attendance Policy

Please refer to the Attendance and Engagement Policy available on the HSC Studentzone Blackboard site.

6.5.2 Uniform Requirements

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

6.5.3 Course specific awards

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

6.5.4 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.

6.5.5 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 Studentzone Blackboard site for the full Policy.
7.0 USEFUL LINKS AND RESOURCES

The Association of Anaesthetists Great Britain and Ireland

The Association for Perioperative Practice

The Association of Perioperative 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

Unison - College of Operating Department Practitioners
8.0 FURTHER COURSE READING

Access your reading list now

Alongside making notes in your lectures and discussing topics in seminars, reading is a core part of obtaining knowledge in any degree. Your reading lists for each module will be available through an online system. Please click on the link below and enter your module title or module code to access each list https://uea.rl.talis.com/index.html

Once you are at UEA you will be able to access your reading lists directly through your online modules (via Blackboard); but before you arrive you can use the steps above to look at the reading you will be expected to engage with. This will give you a better feel for the topics covered in your course.

Each module will have its own reading list and items will be recorded as ‘core’ or ‘further’ reading. This allows you to know what sources are mandatory for you to do well in the course and which are additional - if you are interested in exploring the topic further.

If you would like to get a head start on your reading please feel free to do so but we would advise that you don’t buy any books yet until you explore what the UEA library has to offer.