

PROGRAMME SPECIFICATION

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Award titles

Programme Title(s)

This is the intended award title and what will be printed on the award certificate.

BSc (Hons) Operating Department Practice

Internal Programme Title(s) (if different to the title on the certificate)

Programme to be included in Graduation Ceremonies

Yes

Delivery period

September 2022 – September 2026

Intake points

September

Regulatory details

Regulatory details
Awarding body
Glyndŵr University
Programme delivered by
Wrexham Glyndŵr University
Location of delivery
Plas Coch Campus Placement sites across various locations in North Wales
Faculty/Department
Faculty of Social and Life Sciences
Exit awards available
Certificate of Higher Education in Health Studies Diploma of Higher Education in Health Studies BSc (Ord) Health Studies with no eligibility to apply for registration with HCPC BSc (Hons) Operating Department Practice with eligibility to apply for registration to HCPC
Professional, Statutory or Regulatory Body (PSRB) accreditation
The Health and Care Professions Council (HCPC) is the professional regulator and approval leads to eligibility to apply for registration. Approval provides evidence of the programme meeting the Standards for Education and Training (2017). The programme gained HCPC approval August 2022.

Regulatory details
The College of Operating Department Practitioners (CODP) is the professional body whereby accreditation provides evidence that the programme adheres to the CODP Endorsement Process (2018). The programme gained CODP approval August 2022.
This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.
Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. <i>completion of placement</i>.
Eligibility to register with HCPC as an Operating Department Practitioner will only be granted to those students who complete the whole programme with the full BSc (Hons) Award.
HECoS codes
100273
UCAS code
OD22
Relevant QAA subject benchmark statement/s
The QAA Operating Department Practice benchmarking statement from 2004 has been removed and replaced with guidance to refer to the relevant PSRB for current professional standards and competencies.
<ul style="list-style-type: none"> • UK Quality code for Higher Education • The frameworks for Higher Education qualifications of UK degree-awarding bodies • Health and Care Professions Council Standards of Education and Training • Health and Care Professions Council Standards of Proficiency • Health and Care Professions Council Standards of Conduct Performance and Ethics • College of Operating Department Practitioners Curriculum Document
Mode of study
Full time
Normal length of study for each mode of study
3 years (maximum registration period 5 years)
Language of study
English
Transitional arrangements for re-validated provision if applicable
N/A
The following University Award Regulations apply to this programme (<i>highlight the appropriate ones and delete the others</i>)
General Regulations and Definitions
Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees
Language Admissions Policy

OFFICE USE ONLY	
Date of validation event:	01 April 2022
Date of approval by Academic Board:	31 August 2022
Approved Validation Period:	5 years from Sep 22
Transitional arrangements approved (if revalidation)	NA
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)</i>

Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. [Admissions policies](#)

The University's entry requirements are set out on our Admissions webpages.

These figures are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University (*please see* [http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/for details](http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/for%20details)).

Entry Requirements:

The essential requirements, as recommended by CODP guidance:

1. 112 UCAS points, which should typically include one physical science. This can include alternative Level 3 qualifications, such as Access to HE Diploma or BTEC Extended Diploma (Science or Health Studies)
2. 5 GCSEs or equivalent at grades A*-C or 9-4, to include Mathematics, English/Welsh and a Physical Science
3. Evidence of recent study or engagement in personal or professional development activity within the last 5 years
4. Ability to meet the occupational health requirements of the programme, which must meet those specified by the Department for Health for health workers involved in exposure prone procedures
5. Gain clearance from enhanced Disclosure and Barring Service
6. Applicants with English as a second language must hold an overall IELTS of at least 7.0 with no element below 6.5 upon enrolment
7. Demonstration of good insight into the roles of Operating Department Practitioners through Personal Statement and interview

8. Demonstration of engagement with Glyndwr University, demonstrated through attendance at a University Open Day

All applications are via UCAS system. Potential students can receive pre-application information from the Wrexham Glyndŵr University website, open events, and specific Allied Health Professions potential student events.

Recruitment will adhere to the University Admissions Policy.

Applicants are shortlisted using short listing criteria including consideration of UCAS reference. All shortlisted applicants are required to provide an academic reference (source of reference specified at short listing stage) and attend a values-based interview session with a tutor, clinician, and service user panel.

The interview process will be based upon values-based recruitment rationale (Health Education England 2016). To assure alignment with health and local authority best practice for interviews, all those attending interview will be asked the same questions. All answers will be scored based on pre-set criteria.

Those with the highest scores will be offered a conditional place. Conditions depend upon applicant status with regards to pending academic qualifications but will include DBS and Occupational Health clearance. This also includes a requirement for relevant immunisations prior to first clinical placement. This is carried out by an occupational health provider through a service level agreement between the university and provider. All conditions must be met prior to commencement on the programme.

Students will be informed at interview of the following requirements:

- Funding options
- Placement opportunities within the hospitals serving the area, with no guarantee of which hospital the applicant will be placed at. The geographical nature of north Wales means that the placement sites available may have some considerable travel implications.

Non Standard entry criteria

Although a driving license and access to use of a vehicle are not criteria for admission onto the Operating Department Practice programme, students should consider how they will be able to travel to the clinical practice placements that are a requirement of the programme. Clinical placements will be throughout all the years of study with external healthcare providers across North Wales. Your term time address will be considered during the allocation of placements however due to limited capacity and the importance of providing varied placement opportunities, the nearest location is not guaranteed. During clinical placement blocks you will be required to attend shifts like those of your mentors who provide 24-hour care 7 days a week.

Record of Prior (Experiential) learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below.

Consideration will be provided for prior learning. Mapping against the applicant's previous HEI will be carried out to ensure the fulness of achieving similar learning outcomes. Due to

the diverse nature of other Operating Department Practice programmes and modules, it is likely that transfer into Wrexham Glyndwr University may only be supported at Level 4.

DBS Requirements

All applicants successful in being offered a place on the programme will be subject to a satisfactory DBS clearance undertaken by Glyndwr University. An Enhanced Disclosure is required for students on an Operating Department Practice programme. Failure to declare a conviction, which is subsequently revealed by a DBS check may result in exclusion from the programme. The nature of declared convictions is taken into consideration following our **POLICY & PROCEDURE CONSIDERATION CRIMINAL CONVICTIONS** and also with their potential HCPC registration and employability in the health setting. In line with this procedure, all students are required to disclose a criminal record acquired either before or during the student's enrolment with the University. A self-declaration of DBS record is required each year of the programme.

Suitability for Practice Procedure

The Suitability to Practice Procedure applies to this programme, due to the students on this programme undertaking placements as part of their studies, and their requirement to adhere to the professional standards of the HCPC. The HCPC's Fitness to Practice Process will be used as guidance with any student who falls under the Suitability for Practice Procedure. The rationale for this is that students are on placement in the clinical health setting and are studying a programme which will enable them to register with the HCPC.

Aims of the programme

To develop students into reflective, autonomous, and caring Operating Department Practitioners who are able to:

Understand the roles of Operating Department Practitioners.

Use research and evidence base to guide, inform, and develop practice.

Use knowledge gained from contemporary evidence to effectively assess, plan, implement and evaluate care for a diverse range of patients, including complex, non-scheduled, and emergency cases.

Use technical skills gained from practical sessions and placement opportunities to deliver high-quality care to service users in the clinical setting.

Use their specialised knowledge of anatomy and physiology to apply individualised care to service users in the clinical setting.

Confidently play an autonomous and important role within multiple teams within, and outside of, the perioperative environment.

Confidently lead a team within, and outside of, the perioperative environment.

Demonstrate the behaviours required and expected of a registered allied-health professional in, and out of, the clinical environment.

Work inter-professionally within a multi-disciplinary team.

Register with the Health and Care Professions Council (HCPC) upon successful completion of the programme.

Distinctive features of the programme

The Active Learning Framework (ALF) supports programme content with a wide range of materials.

Collaboration with the relevant practice areas from the local NHS Trust in north Wales.

A course which matches the unique values of the University in its' creation and delivery.

Blended learning and teaching strategy enabling the underpinning knowledge to come to life in practical settings. Teaching and assessment will strongly follow a case study format. Case studies are used throughout the delivery of sessions and topics. Case studies feature prominently throughout assessments.

Variety of assessment types with the use of portfolios, poster presentations, verbal presentations, written assignments, and examinations.

Considered assessment burden spread throughout each level with short portfolio format contributing to final submission. With such structure, students can complete elements of their assessments throughout the whole duration of each level, rather than have assessments concentrated at the end of a semester/year.

Placement opportunities encompassing the fundamentals of care required for an allied health professional – ward experience supporting students in their professionalism, care-giving and communication with a variety of service users.

Placement opportunities in departments associated with advancing Operating Department Practice, such as Critical Care and Emergency Department.

Credit Accumulation and exit awards

Exit Awards

Successful completion of 120 credits at Level 4 entitles the student to the exit award of Certificate of Higher Education in Health Studies.

Successful completion of 120 credits at both Level 4 and Level 5 entitles the student to a Diploma of Higher Education in Health Studies

Successful completion of 120 credits at both Level 4 and Level 5 plus 60 credits at Level 6 entitles the student to a Bachelor's degree in Health Studies (Ordinary)

It is important to note that students will be unable to register as an Operating Department Practitioner without completing the 360 credits of the programme, as required by HCPC.

Programme Structure Diagram, including delivery schedule

Full-time delivery

Level 4

Mod Code	ODP401	Mod title	Introduction to Operating Department Practice	Credit value	40	Core	Semester 1 & 2
Mod Code	ODP402	Mod title	Introduction to Perioperative Clinical Skills	Credit value	20	Core	Semester 1 & 2
Mod Code	AHP401	Mod title	Introduction to Life Sciences	Credit value	20	Core	Semester 1 & 2
Mod Code	AHP402	Mod title	Foundations in Research	Credit value	20	Core	Semester 1
Mod Code	AHP403	Mod title	Foundations in Professional Practice	Credit value	20	Core	Semester 1

Level 5

Mod Code	ODP501	Mod title	Developing Operating Department Practice	Credit value	40	Core	Semester 1 & 2
Mod Code	ODP502	Mod title	Developing Perioperative Clinical Skills	Credit value	20	Core	Semester 1 & 2
Mod Code	ODP503	Mod title	Applying Life Sciences to the Perioperative Environment	Credit value	20	Core	Semester 1
Mod Code	AHP501	Mod title	Evidence in Practice	Credit value	20	Core	Semester 1
Mod Code	ODP504	Mod title	Contemporary Studies in Operating Department Practice	Credit value	20	Core	Semester 2

Level 6

Mod Code	ODP601	Mod title	Advanced Operating Department Practice	Credit value	40	Core	Semester 1 & 2
Mod Code	ODP602	Mod title	Advanced Perioperative Clinical Skills	Credit value	20	Core	Semester 1 & 2
Mod Code	AHP601	Mod title	Research for Practice	Credit value	40	Core	Semester 1 & 2
Mod Code	AHP602	Mod title	Transition to Professional Practice	Credit value	20	Core	Semester 1

Intended learning outcomes of the programme

Knowledge and Understanding

Programme learning outcomes have been informed by the CODP Curriculum Document. The Curriculum Document specifies a minimum standard of proficiencies for student Operating Department Practitioners looking to achieve the Exit Award and to register with HCPC. The proficiencies are listed into three main categories – Professional Autonomy, Accountability and Governance; Professional Relationships; Operating Department Practice. These categories enable the University to explicitly map programme outcomes to the required proficiencies and to the three standards documents produced by the Health and Care Professions Council – Standards of Proficiency: Operating Department Practitioners; Standards of Education and Training; Standards of Conduct, Performance and Ethics.

Considering that registered Operating Department Practitioners are expected to meet the requirements of the HCPC Standards of Proficiency, the programme learning outcomes will be mapped according to the standards set out within that document. The HCPC Standards of Proficiency for Operating Department Practitioners state that registrants must: -

1. be able to practise safely and effectively within their scope of practice
2. be able to practise within the legal and ethical boundaries of their profession
3. be able to maintain fitness to practise
4. be able to practise as an autonomous professional, exercising their own professional judgement
5. be aware of the impact of culture, equality and diversity on practice
6. be able to practise in a non-discriminatory manner
7. understand the importance of and be able to maintain confidentiality
8. be able to communicate effectively
9. be able to work appropriately with others
10. be able to maintain records appropriately
11. be able to reflect on and review practice
12. be able to assure the quality of their practice
13. understand the key concepts of the knowledge base relevant to their profession
14. be able to draw on appropriate knowledge and skills to inform practice
15. understand the need to establish and maintain a safe practice environment

	Level 4	Level 5	Level 6 (Hons)	Mapped to HCPC Standards of Proficiency SOP
A1	Illustrate an understanding of perioperative core knowledge base in relation to the planning and implementation of elective patient care across anaesthetic, surgical and post-anaesthetic phases of the perioperative journey.	Applying understanding of the perioperative knowledge base in relation to the assessment, planning, implementation and evaluation of patient care across anaesthetic, surgical and post-anaesthetic phases of the perioperative journey.	Critically analyse the perioperative knowledge base in relation to the assessment, planning, implementation and evaluation of patient care across anaesthetic, surgical and post-anaesthetic phases of the perioperative journey.	1, 4, 12, 13, 14, 15
A2	Define normal human anatomy and physiology, including normal physiological parameters for all vital systems, across the lifespan.	Applying knowledge and understanding of normal human anatomy and physiology, including normal physiological parameters for all vital systems, across the lifespan.	Demonstrates comprehensive knowledge and understanding of normal human anatomy and physiology, including normal physiological parameters for all vital systems, across the lifespan.	13, 14
A3	Demonstrate an understanding of the care Operating Department Practitioners can give to patients outside of the perioperative environment.	Examine the impact Operating Department Practitioners can have on patient care outside of the perioperative environment.	Critically analyse the patient care and clinical skills Operating Department Practitioners conduct in areas outside of the perioperative environment.	1, 2, 4, 9, 12, 13, 14, 15
A4	Defines basic knowledge of drugs used in routine elective operating department practice.	Applying knowledge and understanding of drugs used across different specialties, including elective and emergency operating department practice.	Constructing knowledge of pharmacology within different specialties, including elective and emergency operating department Practice.	1, 13, 14, 15

Intellectual Skills

	Level 4	Level 5	Level 6 (Hons)	Mapped to HCPC Standards of Proficiency SOP
B1	Defines the principles of communication and the impact communication has on patient safety	Uses effective communication principles to ensure safe and effective care delivery.	Applies and evaluates appropriate communication skills in order to promote effective perioperative patient care, taking into account	8, 9, 10, 12, 15

	Level 4	Level 5	Level 6 (Hons)	Mapped to HCPC Standards of Proficiency SOP
			the principles of effective communication.	
B2	Defines the impact effective leadership has on care delivery in the perioperative environment.	Discusses different leadership styles in relation to safe and effective care delivery in the perioperative environment.	Demonstrates and evaluates leadership and the ability to manage their own workload and that of the team, applying appropriate leadership skills and techniques in managing people and resources.	5, 9
B3	Demonstrates professional relationships with patients, carers, and members of the healthcare team.	Develops effective professional relationships with patients, carers and members of the healthcare team.	Establishes and promotes effective professional relationships with patients, carers and members of the healthcare team.	2, 4, 5, 6, 7, 8, 9, 10
B4	Reflects on the care delivered to patients.	Reflects on care provided to patients and uses this to apply and inform future care delivery.	Evaluates and reflects on care provided and own professional actions.	10, 11

Subject Skills

	Level 4	Level 5	Level 6 (Hons)	Mapped to HCPC Standards of Proficiency SOP
C1	Demonstrates safe and effective transferable practice under direct supervision, within anaesthetic, surgery and post-anaesthetic care environments. Students should be able to contribute to the team caring for the patient undergoing elective procedures.	Plans evidence-based, individualised care for patients undergoing procedures. Students should be working towards independently managing the environment; requiring more indirect supervision and support. They should consistently demonstrate safe and effective practice, seeking support appropriately and demonstrating a patient focus.	Effectively assesses, plans, implements and evaluates evidence-based, individualised care for a diverse range of patients, including complex, non-scheduled and emergency cases across the anaesthetic, surgical and post-anaesthetic environments.	1, 2, 3, 4, 9, 10, 12, 13, 14

	Level 4	Level 5	Level 6 (Hons)	Mapped to HCPC Standards of Proficiency SOP
C2	Assesses and documents monitoring results under direct supervision.	Develop their ability to identify and assess individual needs of patients using appropriate techniques and systematic approaches and is able to document and interpret information gathered from assessment activities.	Relates assessment of patients to their individual needs using appropriate techniques, systematic approaches and is able to interpret, evaluate and act upon information gathered from assessment activities.	1, 2, 3, 4, 9, 10, 12, 13, 14
C3	Show ability to work alongside practitioners from a wide range of professional backgrounds.	Develops an effective multidisciplinary approach to benefit patient care.	Evaluates, appraises and promotes a multidisciplinary approach to practice.	5, 6, 8, 9, 15
C4	Is able to identify and use medical devices safely with direct supervision.	Developing safe and effective competence when using medical devices within the practitioner's sphere of practice, with indirect supervision.	Reflects upon, considers, plans and evaluates safe practice in the use of medical devices within the practitioner's sphere of practice.	1, 2, 12, 13, 14, 15

Practical, Professional and Employability Skills

	Level 4	Level 5	Level 6 (Hons)	Mapped to HCPC Standards of Proficiency SOP
D1	Understands the requirement to engage with Continuing Professional Development.	Demonstrates personal accountability and preparation for Continuing Professional Development.	Compiles and evaluates personal accountability for and evaluates their own Continuing Professional Development.	1, 2, 3, 4, 11, 12, 13, 14, 15
D2	Identifies the requirement to be accountable for actions as an Operating Department Practitioner.	Is able to distinguish between personal and professional accountability and how it is applicable to their role as an Operating Department Practitioner.	Demonstrates personal and professional accountability and applies this in their role as an Operating Department Practitioner.	1, 2, 3, 4, 12, 13, 14, 15

	Level 4	Level 5	Level 6 (Hons)	Mapped to HCPC Standards of Proficiency SOP
D3	Participates competently in evidence-based practice and quality assurance processes.	Evaluates quality assurance processes in Operating Department Practice.	Monitors, reflects on, and evaluates the quality in Operating Department Practice and contributes to quality assurance processes.	1, 2, 3, 4, 12, 13, 14, 15
D4	Identifies professional, ethical and legal topics in Operating Department Practice.	Evaluates professional, ethical and legal topics and their application to Operating Department Practice.	Demonstrates and promotes professional, ethical and legally sound approaches to Operating Department Practice.	1, 2, 3, 4, 11, 12, 15

Learning and teaching strategy

The learning and teaching strategy reflects the distinctive features of the programme and aims to place the students at its centre, providing an environment that is enjoyable, varied and will stimulate and enrich the students to become independent learners and autonomous practitioners.

The University has strong values of being supportive to students, accessible, innovative, and ambitious. Central to this is the Active Learning Framework (ALF). ALF supports flexible learning that makes best use of spaces on Campus together with digitally enabled learning opportunities designed to be accessed anytime, anywhere as appropriate. In addition, ALF embodies ways of teaching and learning that create and support a sense of belonging for students. ALF enables the University to use digitally enabled learning with greater frequency, providing the learning blend. As such, there will be asynchronous content and activities for students to engage in prior to, and after, synchronous sessions. The asynchronous content will support the content and synchronous session delivery, enabling students to benefit from their direct learning time to a greater extent. With prior content being delivered through this format, direct face-to-face sessions will have a greater application to practice focus, with practical elements and clinical skills at the heart of direct learning. This will promote student-led learning and will result in students achieving more from their direct contact time with lecturers.

Content delivery will follow a logical sequence and will coincide with practice placements. Practice placements are prescriptive, in that students will be allocated the area of Operating Department Practice they will be placed in at each placement. All students will be placed in the same areas at the same time; placement partners are aware and have agreed that they are able to facilitate this placement structure. As an example, following observation weeks, students at Level 4 will be placed in a surgical placement, followed by a teaching block before being placed in an anaesthetics placement. With this prescriptive nature of placements, teaching will be structured to coincide with placement areas. Teaching prior to surgical placements will relate to their upcoming placement and will discuss the theoretical knowledge required and practice essential skills ready for the clinical area. Immediately following this placement, students will be encouraged to reflect upon their surgical placement with the use of real-life case studies they will bring for wider discussion. This will lead into relevant teaching specific towards an anaesthetic placement, with theory and skills related to this area. The logical teaching strategy will allow modules to relate to each other, with modules outside of the clinical skills modules linking content together.

As described previously, placements will follow logically from the content delivery immediately prior and immediately following a placement area. This style of timetable for the programme will facilitate theory and placement “blocks”. This will provide students with preparation time for different placement areas, as well as opportunity to reflect following a placement area. As the student progresses through to Level 6, placement will follow a structure of longer placements and incorporate study and theory (University) days. The rationale for this is to enable students to perfect skills, to become confident in the clinical area, but also to allow consistently regular interaction with the University and teaching team. It is deemed that this will be important for students who require support with completing their research project at Level 6, as well as giving students regular opportunities to demonstrate their ongoing progress towards completion of modules and practice competencies.

Through the pandemic, all Higher Education Institutions embraced new methods of teaching. Within Operating Department Practice, virtual placements were commonplace and have continued even when clinical placements have re-continued. At Wrexham Glyndŵr University, we recognise that real-life clinical exposure is important. However, using some of the learning from virtual placements, we can integrate some of the practical-based sessions

into our teaching and learning strategy to prepare students for the clinical environment in a more effective manner. Using prescriptive placements and a logical content sequence, practical sessions can also be planned to replicate the clinical exposure students will be imminently undertaking. With the use of clinical skills rooms and simulation equipment, students will be exposed to simulated scenarios specific to the areas of clinical environments they are due to be immersed into. This will increase their confidence and ease anxieties leading into placements, provide more enhanced learning environments, and will promote resilience within them ready for their placements.

Content delivery will follow a case study format throughout the spiral curriculum. This will enable students to scaffold their learning, gaining an understanding of fundamental elements of Operating Department Practice at Level 4, mainly elective concepts. As students progress through Level 5 and 6, revisiting concepts will focus on increased complexity of topics, increased complexity of patient requirements and subsequent interventions, including unplanned changes to the course of care delivery. This will enable the scaffolding of learning so that knowledge and understanding is revisited and built upon. The use of case studies throughout the programme will instil the applicability to clinical practice, allowing the content and structure to always relate to their practice and future clinical work. Assessments will also follow a case study approach, again maintaining that applicability to practice and a consistent and familiar format.

It is important to note that 20 credits at each level will be awarded for clinical practice. This will be in the format of students being able to “uplift” their overall classification based on an achievement of 70% of clinical practice ratings being in the “Excellent Pass” category for any borderline situations. This concept is consistent with other AHP programmes within the University and has received positive feedback from students on such courses. Students welcome being rewarded for their work in the clinical environment, as has been demonstrated at focus group discussions held within the faculty.

Inter-Professional Learning Strategy

The programme design operates on the premise that greater understanding of a person’s own context can be gained from understanding through the lens of another; therefore, inter-professional learning and teaching integration is throughout the programme delivery. Students will benefit from the programme being closely aligned to other AHP courses within the same Faculty.

The inter-professional learning and teaching strategy will encompass shared delivery of theoretical content, such as professional themes, research methods and non-technical intellectual skills. These will include leadership, teamwork, communication and demonstrating the importance of having multiple professions involved in the overall care delivery of patients in the health system. Concurrently, there will be 8 inter-professional learning days where students from all health-based courses will come together to learn in an inter-professional manner. Adopting such an approach will enhance graduates’ overall understanding of the health system, and subsequently their employability.

Modules that will be taught as being inter-professional will be taught alongside other professions with shared teaching sessions, learning outcomes and assessments. Inter-professional learning includes the following modules: -

Level 4

AHP401 Introduction to Life Sciences – shared module with BSc (Hons) Paramedic Science and BSc (Hons) Speech and Language Therapy

AHP402 Foundations in Research – shared module with BSc (Hons) Physiotherapy, BSc (Hons) Occupational Therapy and BSc (Hons) Paramedic Science

AHP403 Foundations in Professional Practice - shared module with BSc (Hons) Physiotherapy, BSc (Hons) Occupational Therapy and BSc (Hons) Paramedic Science

Level 5

AHP501 Evidence in Practice - shared module with BSc (Hons) Physiotherapy, BSc (Hons) Occupational Therapy and BSc (Hons) Paramedic Science

Level 6

AHP601 Research for Practice - shared module with BSc (Hons) Physiotherapy, BSc (Hons) Occupational Therapy and BSc (Hons) Paramedic Science

AHP602 Transition to Practice - shared module with BSc (Hons) Physiotherapy, BSc (Hons) Occupational Therapy and BSc (Hons) Paramedic Science

More detail on the University's IPE Commitment, as agreed through HEIW can be found in the IPE Strategy Document.

The Wrexham Glyndŵr Graduate

At Glyndŵr University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students to have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

Further information on each of the Glyndŵr Graduate attributes are available here:

<https://glyndwr.ac.uk/careers/glyndwr-graduate/>

The Careers team are available to provide information, advice and guidance and access to resources for potential students, current students and graduates. WGUConnect provides students with access to an online directory of vacancies.

The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

Work based/placement learning statement

The practice-based education is informed by the HCPC Standards of Education and the College of Operating Department Practitioners. Students will be required to achieve at least 1800 of clinical placement hours over the three years of study as well as demonstrating competence in a variety of skills and behaviours at each level. Rationale for stipulating a minimum figure of completed hours include the demonstration of professionalism which will be required as a registered practitioner in employment. The mastery of skills and behaviours are also deemed to be achievable through increasing exposure and time spent in the clinical environment, as seen in Broadwell's (1969) four stages of competence. It is anticipated that this commitment to clinical placement will provide students with the best possible opportunities to achieve clinical competence, with the case study approach and logical sequencing of theoretical content delivery within University Block weeks. While on placement, students will be considered as being "supernumerary" and will be supervised by a registered practice educator/supervisor who is competent in the area of practice which the student is working within. Practice educators and supervisors will have received training regarding Wrexham Glyndŵr University's placement documentation.

Students will be reminded of their responsibility to engage fully with their placement sites. There will be a strong emphasis on the acquirement, development, and mastery of skills through repetition. Replicability and mastery of skills, underpinned by good evidence-based knowledge will be strongly enforced to students and practice educators. Alongside this, a close working relationship will be fostered between the University's education team and the practice partner sites. A culture of openness and communication of progress between practice educators and students will be essential. The Placement Handbook contains set structure of student and practice educator discussions to review performance and to look ahead to achieve competence and proficiency within placement areas. University tutors will visit placement sites within each placement block to ensure that open relationship and culture of support is visible and evident for each student at each level.

The placement modules have 20 credits attached at each level. The rationale for this is to give students an opportunity to be rewarded for their practice elements at each level. The credits for these modules will be awarded based on their competency attainment, scoring from practice partners with the opportunity to "uplift" overall classification when at least 70% of placement areas are graded as "Excellent Pass".

During Level 4, the placement emphasis will begin with observation of the perioperative environment, and to engage with care aspects, in the first semester. This is to introduce students to the theatre setting and to ensure that they are comfortable with being in such an environment. Students will be given one week observation of the perioperative environment, where they will be exposed to each area of the perioperative journey. Emphasis will be placed on getting students used to the feeling of being in an operating theatre and the senses they will be experiencing. Beyond this, the next key themes will be focussed on elements of patient care as part of the perioperative journey. During the initial observation period, students will be placed in a ward setting to generate skills associated with the NHS 6Cs (Care, Compassion, Competence, Communication, Courage, Commitment). Students will be encouraged to take part in various care aspects with patients, embedding fundamental elements of this care, compassion, and communication with students. It is anticipated that students will participate in such activities as providing lunches and feeding patients, changing, and washing patients, and generating communicative relationships with patients. The rationale for this is to embed the fundamental elements of caring for patients into the students' practical work and applying their learned experiences from these areas into the patient care they provide in the perioperative environment. This ward placement is supported by clinical partners and has been discussed at clinical engagement meetings. Following the observation weeks will be University theory sessions which focus on reflection of the learning and experiences and scaffolding into future content delivery and placement exposure. This is deemed as essential in setting expectations of students embedding concepts of care into their practice.

During semester 2, the placement focus will adapt. With the underpinning of patient care being at the centre of every action, clinical skills will be taught and practiced in semester 2. The plan to be prescriptive with placement allocation will allow all students to receive appropriate teaching content to their next placement in preparation for their practice. Students will also benefit from being able to learn, master and reflect on the same content at the same time as their peers. As such, the first practice placement will be in the surgery area, following a series of teaching and practical sessions focussed on the foundations of surgical and circulatory practice in the operating theatre. The next placement will be within the anaesthetic area, after a period of theory block focussed on the introduction of anaesthetic content and skills. The same will be provided for their first placement in the Post-Anaesthetic Care Unit. Following placement areas will be opportunities for students to reflect upon their experiences when they return to the University.

Level 5 will introduce students to each area in more detail and increasing complexity. There will be systematic revisiting to each area of Operating Department Practice, giving students the opportunity to develop their skills and realise greater application of theoretical knowledge. Where Level 4 placements will focus on elective care delivery, the focus at Level 5 will increase the complexity of cases and patients that the students will be exposed to and will incorporate non-scheduled surgery and emergency situations. This will lead into the consideration of non-technical skills associated with teamwork in order to provide patients with safe and effective evidence-based care.

At Level 6, there will be greater emphasis on students to be responsible for their own learning and practice development. Students will be given more ownership of their placement exposure as they look to develop advanced skills in the perioperative environment and wider. Students will be tasked with gaining proficiency in several skills such as cannulation, laryngeal mask insertion and catheterisation. Through taking ownership of this skill acquisition and mastery, task management, accountability and resilience will be built into students. Students will also be given exposure to clinical areas outside of the theatre environment, such as intensive care and the emergency department. This reflects the expanding nature of the ODP scope of practice and clinical value within these areas. Level 6 will also act as an opportunity for students to take some ownership of their placement experience. Students will be able to identify areas they would like further exposure to and consolidation.

The support for placement practice is covered in two main ways; to support students and to support practice educators. It is important for students to still feel that they are Wrexham Glyndŵr University students while they are on placement in clinical areas. This is achieved through regular contact with tutors and for tutors to be visible in their clinical environments. This achieves a feeling that their course is structured in partnership with their practice sites. It provides a greater, visual link between the University and the hospitals. Students will feel that their theory University blocks are not separate to their practice placements, and that the management and structure of their programme is a true partnership. It also enables the teaching team to be able to monitor any pastoral support required for students, as this support should not just end when students are not in university. Having such a close working relationship with practice partners also enables practice educators to feel supported.

Welsh medium provision

The programmes will be delivered through the medium of English. The University is committed to Welsh language provision and preservation. Students are entitled to submit assessments in the medium of Welsh. Students may have access to Welsh speaking practice educators at placement sites.

Assessment strategy

The assessment strategy is designed to reflect the distinctive features of the programme.

The assessment methods are complimentary to a widening participation theme. The methods provide variety and enable students to build on their strengths and address areas of development. Assessments therefore range from poster presentations, written portfolios, verbal presentations, and examinations. Case studies are a consistent theme throughout the teaching delivery at each level and this is reflective within the assessments.

Assessments throughout each level are heavily influenced through case study approach. This is seen in different formats. Assessment burden has been considered at each level, and as such, there is evidence of portfolio approaches where students will be able to

complete assessments periodically throughout the duration of the year. Portfolio case studies will be timed to reflect the clinical placement areas students are completing throughout the year also. For example, at level 4, students are required to complete a series of case studies throughout the year. The submission dates for their surgical case studies will coincide with the end of their surgical placement. The submission dates for anaesthetic and post-anaesthetic case studies will also coincide with placements within these areas.

Whilst assessments demonstrate an important measure of student competency at different stages of the spiral curriculum, the range of assessments also build on developing lifelong learning. Continuing professional development is an expectation throughout the levels and as their development progresses, so does the challenge of the assessment. The range of assessment types also enable students to develop their abilities in writing, presenting and practice, which are all valuable within their subsequent working environments, with application to practice evident within each assessment type.

The assessment submission dates have been carefully planned within the timetable of the programme to ensure a balance of workload throughout the programme and the ability for the student to focus on practice placement periods.

Practice based assessments are completed by practice educators using the Practice Education Handbook. It is anticipated that a digital platform “My Progress” will be used as a method of documenting the completion of competencies and discussions held between student and educators whilst on placement. For more information on placement assessment, please refer to the Practice Education Handbook.

Through all modules there will be formative assessment opportunities to support the students to prepare for the summative assessments.

Assessment table

Module code & title	Assessment type and weighting	Indicative submission date
AHP402 Foundations in Research	100% Written Assignment – Literature Review	Year 1 End of Semester 1
AHP403 Foundations in Professional Practice	100% Written Reflective Assignment	Year 1 Beginning of Semester 2
AHP401 Introduction to Life Sciences	100% In-Class Test	Year 1 Beginning of Semester 2
ODP402 Introduction to Perioperative Clinical Skills	100% Practice Placement Document Pass/Refer Exam (Drug Calculations)	Year 1 End of Semester 2
ODP401 Introduction to Operating Department Practice	100% Portfolio	Year 1 Throughout Semester 2
Level 5		
AHP501 Evidence in Practice	100% Written Assignment (Research Proposal)– 3000 words	Year 2 Beginning of Semester 2
ODP502	100% Practice Placement Document	Year 2 End of Semester 2

Module code & title	Assessment type and weighting	Indicative submission date
Developing Perioperative Clinical Skills	Pass/Refer Exam (Drug Calculations)	
ODP501 Developing Operating Department Practice	50% Case Study Portfolio – 2500 words 50% Presentation	Year 2 Throughout Semester 2 End of Semester 1
ODP503 Applying Life Sciences to the Perioperative Environment	100% In-Class Test	Year 2 End of Semester 2
ODP504 Contemporary Studies in Operating Department Practice	100% Presentation	Year 2 End of Semester 2
Level 6		
AHP601 Research for Practice	100% Research Project/Dissertation	Year 3 End of Semester 2
ODP601 Advanced Operating Department Practice	50% Written Assignment 50% Presentation	Year 3 End of Semester 1 End of Semester 2
ODP602 Advanced Perioperative Clinical Skills	100% Practice Placement Document	Year 3 End of Semester 2
AHP602 Transition to Professional Practice	100% Written Assignment	Year 3 End of Semester 1

Assessment and award regulations

Derogations

A minimum pass mark of 40% or Pass must be achieved in all elements within each module, therefore condonement and compensation is not permitted.

Both drug calculation exams (one at Level 4 and one at Level 5) must achieve a minimum pass mark of 100%.

Placement areas are assessed according to three boundaries (Refer, Pass, Excellent Pass). Credits are awarded for placement, giving students an opportunity for reward for clinical competence and proficiency. Where 70% of placement assessments are scored within Excellent Pass, the opportunity to score a higher classification is available for those students who are considered borderline.

Deferral is not permitted during a placement module when there is a likelihood of a refer predicted by both placement educator and university tutor and there is an absence of extenuating circumstances permitted.

All assessments must be successfully completed and a minimum pass mark of 40% must be achieved in all modules, therefore condonement is not permitted.

Students are permitted a third attempt at non placement modules but students who submit an assessment for the third time (in absence of extenuating circumstances) must engage fully with the module learning in order to submit.

Placement modules will only have two attempts made available.

Period of learning must not exceed 5 years.

Borderline Classifications (Undergraduate programmes)

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification.
- All level 6 modules must have been passed at the first attempt.
- The mark achieved for the *Research in Practice* module is within the higher classification.

Further consideration of borderline cases, the Assessment Board will also raise the classification in the following circumstance:

- Where students have achieved at least 70% of their practice assessments within the “Excellent Pass” criteria

Accreditation

Students will be able to apply for HCPC registration following successful completion of all modules and confirmation of award through the University Awards Board.

Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

Student Evaluation of Module forms
Student Voice Forum
Individual student feedback
Student representatives
Annual Monitoring reports
Periodic review and re-validation process
External Examiner reports
PSRB requirements and accreditation activities
National Student Survey (NSS)
Placement audit, monitoring and evaluation

Support for Students

The University has a range of departments that offer support for students such as:

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the Glyndŵr website at www.glyndwr.ac.uk to find out more about the Departments

Glyndŵr Student Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University.

Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information

<https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/>

