

Course Specification

Course Summary Information		
1	Course Title	Foundation Certificate in Health Sciences Leading to BSc (Hons) Operating Department Practice with Foundation Year
2	Course Code	US1174F
3	Awarding Institution	Birmingham City University
4	Teaching Institution(s) (if different from point 3)	
5	Professional Statutory or Regulatory Body (PSRB) accreditation (if applicable)	

6	Course Description
	Why choose a foundation year course? By studying a foundation year in the Health Sciences pathway, your first year will be spent learning a wide range of broad subject areas which then open up opportunities for you to specialise further in your next year – which would be the first year of a full degree course. As a student you will undertake a foundation year situated at level 3 study. Your study will be broad in subject focus and has been designed as a prelude to degree study and not just one particular BSc degree. The course provides opportunities for you to develop your knowledge, skills, understanding and the expectations of learning in higher education. Your learning journey through your foundation year will provide a secure platform on which you can build throughout your academic career in higher education. As part of the foundation year, you will explore and develop a number of essential academic, interpersonal and professional skills that will help you succeed in your future degree level studies. Modules Academic Skills for Success Interprofessional Skills Negotiated Studies Human Anatomy Introduction to Human Physiology and Disease Foundations of Reflection and Reflective Practice Interview Sign Off (Professional Interview for PSRB HCPC Requirements) When studying the modules, classes will consist of a mixture of fellow students from across the Health Sciences pathway leading to a range of professional pathways. This will provide you with opportunities to learn and share knowledge from within a diverse learning community. Right from the start you will be asked to consider the all-inclusive nature of the roles played within the Health Sciences pathway.

	Please note: entry requirements for degree course Upon completion of your Foundation Year, if your chosen course is regulated by a professional body such as the Health & Care Professions Council, Nursing and Midwifery Council or the National College for Teaching and Leadership, you will be required to successfully complete the University's selection process for the specific course which will include an interview in order to proceed onto year one of the full degree course. Entry onto year one of the degree course will also be subject to satisfactory DBS and Occupational Health assessment if these are required for your chosen course.
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7	Course Awards		
7a	Name of Final Award	Level	Credits Awarded
7b	Exit Awards and Credits Awarded		
	Foundation Certificate in Health Sciences	Level 3	120

8	Variations from the University Academic Regulations
	Not applicable

9	Delivery Patterns		
	Mode(s) of Study	Location(s) of Study	Duration of Study
	Full Time	City South	1 year
			Code(s)
			US1174F

10	Entry Requirements	
	Home:	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk or may be found by searching for the course entry profile located on the UCAS website.
	EU:	
	International:	
	Access:	

11	Course Aims	
1	Pursuing excellence: To establish a clear understanding of the requirements and expectations of academic study in higher education.	
2	Practice-led, knowledge applied: To apply your knowledge and understanding to the processes and protocols of studies in higher education, and to begin to recognise their relevance in a range of subject disciplines and related professional context.	
3	Interdisciplinarity: To recognise the interrelated nature of subjects and topics across a range of disciplines and their potential impact on related professions.	
4	Employability-driven: To provide a foundation upon which knowledge and understanding can be built in preparation for related and relevant employment.	
5	Internationalisation: To promote a global understanding of higher education.	

12	Course Learning Outcomes
1	Demonstrate a commitment to continuing personal and professional development and career planning.
2	Demonstrate an ability to adapt behaviours in accordance with diverse cultural and individual factors
3	Conduct yourself in a manner that is consistent with the values of your future profession.
4	Become an autonomous learner, who is confident, adaptable and capable of independent enquiry.
5	Demonstrate a wide range of transferable skills to appropriately prepare for higher levels of study and employment. Such as communication and literacy; problem solving; presentation skills; independent learning and working; collaboration and teamwork; IT skills; and a reflective approach to learning

13	Course Learning, Teaching and Assessment Strategy
	Course Learning and Teaching The learning, teaching and assessment strategy reflects the commitment of the course team to deliver high quality teaching and learning experiences that will transform lives and empower students to become independent learners. Our teaching sessions are interactive where students are engaged and active participants who feel confident to ask questions, clarify understanding and to challenge key ideas presented. We know that students learn in a wide range of ways, so we incorporate different strategies that respond to their needs. The learning approaches that students may expect to engage in, include: - Workshops - Seminars - Lectures - Tutorials - Small group work - Independent study - Online learning via the virtual learning environment (Moodle) - Peer discussion and peer learning - Online lessons We are committed to supporting students to develop their technological skills to prepare them for future work, so we incorporate technology where possible to facilitate learning and teaching. We offer a blended learning approach which includes both face-to-face teaching, and some online learning to support students in engaging in modules in different ways, which we utilise to meet the needs of our students. Whilst studying with us, we expect students to become autonomous learners; we will set tasks for them to complete either in preparation for their next session, or as a directed learning task after a session. These tasks are designed to support students in extending their knowledge and understanding of key concepts and we expect full engagement with these. A key part of being an active and engaged learner is attendance in sessions, and therefore attendance is a requirement in all scheduled learning activities. In class, we encourage and expect full participation. We are strongly committed to promoting collaborative learning and in sessions we will work with students to support their developing skills. The team collectively appreciate the varied needs of students and work to ensure all needs are adequately met. Assessment Our assessment methods are designed based on the modules offered and in line with practice. We recognise that students respond well when there is a clear connection to their learning and

assessment, and we provide support within each module to support students in understanding the assessment tasks and ways that they can be approached. We assess students' knowledge and understanding of the key concepts explored, and we will support them to further develop skills to strengthen graduate attributes. We know that students will need to draw upon a wide range of skills when working in their intended professions, so our assessment methods are designed to help them develop these.

Throughout the course we will offer different assessments that draw on a wide range of written and verbal skills. These may include (but are not limited to):

- Essays
- Posters
- Portfolios
- Projects
- Reflective journals
- Patchwork assessments
- Presentations
- Exams

Support is ongoing in all modules where students can receive formative feedback. In the formative submissions, students will receive feedback from their tutor either verbally (which is recorded) or written to identify strengths and areas of improvement prior to final submissions. Students will be supported by module leaders throughout the modules to ensure they understand the assessment. After each summative assignment submission, students will receive written, detailed, and individual 'feedback' to enable them to understand the grade they achieved on the work submitted and 'feedforward' which will provide key points to improve upon for their next submission.

All information about the assignments, including the marking criteria is made available to students at the start of each module. Tutors refer to this throughout teaching sessions and will plan for formative teaching opportunities when, for example, students may be asked to peer review other students work or projects, complete self-assessment tasks against learning outcomes, demonstrate current learning and thinking about a particular concept through preparing a short presentation or piece of writing.

14	Course Requirements		
14a	Level 3:		
	In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):		
	Module Code	Module Name	Credit Value
	HSC3000	Academic Skills for Success	20 credits
	HSC3005	Interprofessional Skills	20 credits
	HSC3001	Negotiated Studies	20 credits
	HSC3002	Foundations of Reflection and Reflective Practice	20 credits
	HSC3004	Introduction to Human Anatomy	20 credits
	HSC3006	Introduction to Human Physiology and Disease	20 credits

	HSC3003	Interview Sign Off (Professional Interview for PSRB HCPC Requirements)	0 credits	
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14b Structure Diagram

Level 3

SEMESTER ONE	SEMESTER TWO
HSC3000: Academic Skills for Success (20 credits) HSC3005: Interprofessional Skills (20 credits) HSC3004: Introduction to Human Anatomy (20 credits)	HSC3001: Negotiated Studies (20 credits) HSC3002: Foundations of Reflection and Reflective Practice (20 credits) HSC3006: Introduction to Human Physiology and Disease (20 credits)
HSC3003 Interview Sign Off (Professional Interview for PSRB HCPC Requirements) (0 credits)	

15 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 3

Workload

18% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	214 hours
Directed Learning	176 hours
Private Study	810 hours
Total Hours	1200 hours

Balance of Assessment

Assessment Mode	Percentage
Coursework	50%
Exam	33%

In-Person	17%
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Course Specification

Course Summary Information		
1	Course Title	BSc (Hons) Operating Department Practice
2	Course Code	US1174
3	Awarding Institution	Birmingham City University
4	Teaching Institution(s) (if different from point 3)	NA
5	Professional Statutory or Regulatory Body (PSRB) accreditation (if applicable)	The Health and Care Professions Council (HCPC)

6	Course Description
	Course Overview Operating Department Practitioners provide holistic care for a diverse range of patient groups, both within and beyond the operating theatre. This BSc (Hons) Operating Department Practice course uses the Modernising Allied Health Professions Career Framework, which spirals through each of the three years to align to the 'Four Pillars of Practice', to maximise the choice available to you within the operating theatre and beyond. Successful completion of the course will allow you to be eligible to apply for registration with the Health and Care Professions Council (HCPC) and gain employment as an Operating Department Practitioner (ODP). What's covered in the course? Using the Allied Health Professions career framework, the course embeds the 'Four Pillars of Practice' within each year to provide a spiralling curriculum covering: • Pillar One: Clinical Practice (anaesthetics, surgery and post-anaesthetic care) • Pillar Two: Facilitation of Learning (of self and others) • Pillar Three: Leadership • Pillar Four: Evidence, Research and Development The proportion of teaching and learning of each pillar varies in each year, with the first year aimed at preparing you for academic work and self-development, supported by clinical placement experiences to underpin the principles of evidenced-based perioperative care for patients undergoing elective surgery. In year two, the clinical practice emphasis shifts to providing care for patients undergoing complex and emergency surgery. You will learn to understand the principles of leadership whilst supporting others to learn as well as developing inquiry-based learning in order to support research and development. You will work towards becoming an autonomous practitioner in year three, developing proficiency in anaesthetics, surgery and post-anaesthetic care as well as gaining experience in acute care beyond the operating theatre and developing in the role of a Surgical First Assistant (SFA). You will also have the opportunity to explore your own specialist interests as well as developing your leadership skills in order to manage people and resources within the perioperative environment, as you transition to a registered ODP as you prepare to register with the HCPC.

Where and how will I study?

You will experience a mixture of face-to-face and virtual teaching, self-directed study and practice-based clinical placements. You will spend half of your time each year on clinical placements engaging with practice partners and service users to learn the knowledge, skills and behaviours required to care for a wide range of patients in anaesthetics, surgery and post-anaesthetic care. Opportunity is also provided to gain experience of patient care outside of the operating theatre, learning the importance of inter-professional collaboration on patient safety.

Why choose us?

The teaching team consists of highly qualified perioperative lecturers who have many years of experience working within the perioperative setting to support you at university. The teams' experience of delivering perioperative care within the operating theatre and beyond provides learners with an excellent resource to develop an understanding of the relationship between theory and practice. The team are experts in their field and are committed to the enhancement of perioperative care at local and national level through involvement with national associations, journal publication and information sharing in the wider healthcare environment.

You will have access to state-of-the-art facilities, which offers a wide range of support services and cutting-edge learning facilities including a mock operating theatre, which allows you to develop confidence in delivering perioperative care. The Mary Seacole library is one of the largest specialist health education libraries in the UK and the IT suite houses a large number of computers.

Life support skills are embedded within each year to allow you to develop techniques and skills in recognising and managing the deteriorating patient which enhances employability.

Throughout this course you are provided with the opportunity to develop the skills needed to get a head start when applying for jobs but we offer something extra too – the Birmingham City University (BCU) **Graduate+ award scheme**. This unique scheme gives you the chance to develop valuable skills outside of the classroom. We award points for a range of Graduate+ activities and these can go towards a final Graduate+ award in bronze, silver and gold award categories.

Upon successful completion of this course you will be eligible to apply for registration with the HCPC and to apply for a Band 5 theatre practitioner job within the National health Service (NHS) or independent sector in anaesthetics, surgery and/or post anaesthetic care unit (PACU). BCU Alumni have also moved into SFA roles, clinical education, management, higher education and advanced perioperative roles (e.g. surgical care practitioner, advanced care practitioner & anaesthetic associate)

7	Course Awards		
7a	Name of Final Award	Level	Credits Awarded
	BSc (Hons) Operating Department Practice (Eligible to apply for professional registration with HCPC)	Level 6	360
7b	Exit Awards and Credits Awarded		
	Cert HE Perioperative Studies (Not eligible for professional registration)	Level 4	120
	Dip HE Perioperative Studies (Not eligible for professional registration)	Level 5	240

	BSc Perioperative Studies (Not eligible for professional registration)	Level 6	300
	BSc (Hons) Perioperative Studies (Not eligible for professional registration if 0 credit practice modules are not successfully completed)	Level 6	360

8	Variations from the University Academic Regulations
	This course has approved variations to the University's Academic Regulations. These can be accessed via the student contract page: https://www.bcu.ac.uk/student-info/student-contract .

9	Delivery Patterns			
Mode(s) of Study		Location(s) of Study	Duration of Study	Code(s)
Full Time Degree		City South Campus	3 years	US1174
Full Time Degree		South West Campus	3 years	US1186

10	Entry Requirements
	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk/ , or may be found by searching for the course entry profile located on the UCAS website .

11	Course Aims
	The course aims to modernise operating department practice education and widen participation through inclusivity, giving the learner the confidence to enter the perioperative workforce with the knowledge, skills and behaviour required as a registered ODP to work in the operating theatre and beyond.

12	Course Learning Outcomes Upon successful completion of the course, learners will be able to:
1	Practice as an autonomous, reflective practitioner who can deliver patient-centred, holistic care to a diverse patient group both within and beyond the operating theatre
2	Critically evaluate the evidence-base to solve problems and inform clinical decisions within perioperative care and beyond.
3	Demonstrate supervision in clinical education and the support of others in practice
4	Critically reflect upon the effectiveness of leadership and management within healthcare organisations.
5	Demonstrate the qualities and transferable skills necessary for employment as an Operating Department Practitioner, exercising initiative and personal responsibility to meet the professional standards required by the HCPC

13	Level Learning Outcomes
	Upon completion of Level 4 / the Certificate of Higher Education, learners will be able to:
	- Demonstrate knowledge of the underlying principles of anaesthetics, surgery and post-anaesthetic care - Identify the importance of evidence-based practice in planning and meeting the needs of individual patients

	• Define their own learning style and development needs • Work collaboratively with others and understand the need for effective communication and teamwork to enhance patient safety • Demonstrate core professional values and theatre etiquette
	<i>Upon completion of Level 5 / the Diploma of Higher Education, learners will be able to:</i>
	• Demonstrate critical knowledge and understanding of key concepts in perioperative care in order to manage a range of diverse patient groups in anaesthetics, surgery and post-anaesthetic care • Critically appraise the appropriateness of evidence and its application to patient care • Actively plan learning and development for themselves and others • Analyse leadership and supervision strategies and impact upon service users and the inter-professional team • Adhere to professional values and demonstrate self-awareness and professional responsibility in clinical decision making relating to patient care
	<i>Upon completion of 60 credits at Level 6 / the Bachelor's Degree, learners will be able to:</i>
	• Demonstrate a systematic understanding of perioperative care and appreciates limits of knowledge and practice • Apply techniques of analysis and inquiry within perioperative care to extend their knowledge and critically evaluate the evidence base to solve a problem. • Have a conceptual understanding of the current evidence within perioperative care to inform and disseminate practice • Demonstrate the qualities and transferable skills in healthcare including the responsibility of learning of self and others, decision making and professional development

14	Course Learning, Teaching and Assessment Strategy
	The learning, teaching and assessment methods that you will encounter on this course are designed to respect the diversity of the learner, enable participation and encourage engagement throughout the course to enhance your experience and employability. Learning and teaching A variety of teaching and learning methods will be utilised across all three years to allow you to fulfil your potential and learn theoretical aspects of perioperative care alongside clinical skills. Such methods will include for example a blend of formal lectures (face-to-face and virtual), journal clubs, simulation, clinical skills workshops, key-note lectures, inquiry-based learning and self-directed study.

Teaching and learning is also supported by the use of and engagement with the Birmingham City University virtual learning environment, Modular Object-Oriented Dynamic Learning Environment (MOODLE) as well as secure online communication platforms such as Big Blue Button and Microsoft Teams.

Assessment

Assessments have been designed to be inclusive and varied. Your work will be assessed using a mix of methods depending on the module or area of study and will include assessments such as written exams, oral presentations, written assignments and clinical skills assessments. The range of assessment methods is chosen to not only indicate a level of achievement but to also develop and demonstrate a range of skills transferable to the modern healthcare environment including; reflection, oral and written communication, confidence and competence in care delivery and the ability to research, appraise and evaluate evidence. It is anticipated that the development of transferable skills will enhance your employability on graduation and provide a sound foundation for future professional development.

Formative learning allows for feedback as part of a continuous process and you will be provided with opportunities for formative learning through for example, journal clubs, micro teach sessions, MOODLE quizzes and action learning sets. Employability is integral to the course: clinical life support courses such as Bedside Emergency Assessment, Acute Life Threatening Events Recognition and Treatment and Intermediate Life Support as well as the BCU Graduate+ scheme are embedded within the course. These provide a unique opportunity to develop valuable skills outside of the classroom.

Practice placement

You will have the opportunity to learn with and from other professional colleagues both within university and on placement and will be allocated the relevant level of supervision aligned to your year group. In the first year you will receive guided participation under direct supervision moving to active participation with guidance in the second year. In the final year you will practice independently with minimal supervision.

Practice assessment will be undertaken by practice assessors who will provide appropriate support for work-based learning as well as formative learning such as simulation and clinical skills delivery in specialist areas. In collaboration with BCU, practice assessors are responsible for ensuring that the student has access to the appropriate range of clinical experiences in order to meet the standards of proficiency required by the HCPC upon registration.

15	Course Requirements		
15a	Level 4: <i>In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):</i>		
	Module Code	Module Name	Credit Value
	ODP4022	Foundations of Learning in Operating Department Practice	20
	ODP4021	Essential Biosciences for Operating Department Practice	20
	ODP4024	Foundations of Care in Operating Department Practice	40

ODP4023	Foundations of Evidence Based Practice	20
ODP4020	Becoming an Allied Health Professional	20
ODP4025	Foundations of Operating Department Practice in Clinical Practice	0

Level 5:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
ODP5039	Facilitation of Teaching and Learning in Operating Department Practice	20
ODP5041	Diversifying surgical care delivery	20
ODP5043	Diversifying anaesthetic and post-anaesthetic care delivery	40
ODP5040	Application of Evidence Based Practice	20
ODP5042	Identifying & Developing Leadership Skills for the Operating Department Practitioner	20
ODP5044	Development of Operating Department Practice in Clinical Practice	0

Level 6:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
ODP6012	Advancing Leadership into Management for the ODP	20
ODP6011	Acute Care Beyond the Operating Theatre	20
ODP6014	Surgical First Assistance	20
ODP6015	Independent Research within Operating Department Practice	40
ODP6013	Negotiated Professional Practice	20
ODP6016	Proficiency of Operating Department Practice in Clinical Practice	0

15b Structure Diagram
Level 4

SEMESTER ONE	SEMESTER TWO
Core Foundations of Learning in Operating Department Practice (20 credits) Essential Biosciences for Operating Department Practitioners (20 credits)	Core Foundations of Evidence based Practice (20 credits)

Becoming an Allied Health Professional (20 credits)	
Core Foundations of Care in Operating Department Practice (40 credits) Foundations of Operating Department Practice in clinical practice (0 credit)	

Level 5

SEMESTER ONE	SEMESTER TWO
Core Facilitation of Teaching and Learning in Operating Department Practice (20 credits)	Core Diversifying surgical care delivery (20 credits) Identifying & Developing Leadership Skills for the ODP (20 credits)
Core modules Application of Evidence Based Practice (20 credits) Diversifying anaesthetic and post-anaesthetic care delivery (40 credits) Development of Operating Department Practice in Clinical Practice (0 credit)	

Level 6

Core Acute care beyond the operating theatre (20 credits) Advancing Leadership and Supporting Learners for the ODP (20 credits)	Core Negotiated Professional practice Module (20 credits)
Core Surgical First Assistant (20 credits) Independent Study within Operating Department Practice (40 credits) Proficiency in Operating Department Practice in Clinical Practice (0 credit)	

16 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time learners will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by learners. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 4

Workload

16% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	195
Directed Learning	273
Private Study	732
Total Hours	1,200

Balance of Assessment

Assessment Mode	Percentage
Coursework	37.5%
Exam	25%
In-Person	37.5%

Level 5

Workload

15% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	175
Directed Learning	285
Private Study	740
Total Hours	1,200

Balance of Assessment

Assessment Mode	Percentage
Coursework	28.5%
Exam	28.5%
In-Person	43%

Level 6

Workload

10% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	116
Directed Learning	234
Private Study	850
Total Hours	1,200

Balance of Assessment

Assessment Mode	Percentage
Coursework	58.33%
Exam	16.6%
In-Person	25%