Faculty of Health & Wellbeing
BSc (Hons)

Operating Department Practice

Student Handbook
This Handbook is for the Academic Year 2018-19
Purpose:

Your course is administrated from the Faculty of Health and Wellbeing at Sheffield Hallam University. We hope you enjoy your period of study. In order to support you we have produced this course handbook containing information about the course, Faculty and University policies and procedures.

This course handbook makes reference to University information that is available on SHU Space, the university's website. All students will be issued with a login account and information on accessing electronic resources at the time of enrolment.

The Faculty of Health & Wellbeing is committed to providing a quality education for all its students. The partnership between academic, administrative and technical staff focuses on quality assurance and improvement in relation to course delivery.

You have a vital role in contributing to quality by:

• Attending and preparing for classes
• Participating in sessions
• Offering feedback especially by completing module evaluations and questionnaires
• Contributing to course committee meetings
• Representing your colleagues as a Student Representative or Student ODP departmental representative for your year and course.

ii Our student Charter

Our student charter was developed jointly by the University and Sheffield Hallam Students' Union. It is an example of the working partnership which exists between our staff, students and student representatives. The charter embodies our commitment to delivering a high-quality student experience and sets out the expectations and responsibilities we have for our community of students and staff. A copy of the University Student Charter can be found here.

iii. Attendance Statement

The following statement has been agreed to communicate the University's expectations on student attendance and to encourage you to gain the most from the planned learning activities on your course.

It is essential that all students take responsibility for their learning by engaging fully with their course and that as a minimum students should:

• attend punctually all scheduled and timetabled learning and teaching activities and sessions, unless unable to do so for reasons of illness or other extenuating circumstances;
• engage with and participate in all learning activities;
• submit all assessments by scheduled hand in dates;
• attend all scheduled assessments (for example, in class tests, presentations, exams);
• reflect on and act on feedback on assessed work;
undertake independent learning in support of teaching delivery as directed by academic staff.

**Reporting Absence**

Students must attend all academic sessions and their allocated placement for the whole day/shift on all dates assigned to them by their placement provider.

Please report sickness absence as soon as possible when you know that you will be unable to attend your academic sessions or placement and the process for report both 'Practice Placement Absence' and 'Taught Session Absence' is by completing the [Student Absence Form](#).

If you are unable to attend clinical placement you should call the department directly and speak directly to your mentor, do not rely that others will pass on this information. Please also use the system above and email your Academic advisor / visiting lecturer.

If there are any factors that you think may affect your attendance on the programme you should arrange to discuss these as early as possible with your Student Support Officer, Academic Advisor, or Course Leader.

Please note that you are required to provide a note from your GP or supporting evidence after the maximum of five working days self-certification of absence.

We will closely monitor attendance in academic and placement as this is a professional requirement. Poor attendance in practice can directly affect your progress in the clinical area and on the course. If you think that you will have to have a significant time out of placement due to sickness you must talk to placement, student support officers and your academic advisor who will advise and support you.

The course leader will oversee absence on the course and relay this back to the student support officer and your academic advisor. They will oversee your attendance on the course and in placement so that they are able to support you. Please note that employers often request a report of student attendance on the course. Your academic advisor, as your referee, will report on your attendance during the course when requested by prospective employers.

If there are any factors that you think may affect your attendance on the programme you should arrange to discuss these as early as possible with your Student Support Officer, Academic Advisor, or Course Leader. Please note that you are required to provide a note from your GP or supporting evidence after the maximum of five working days self-certification of absence.

**iv: University Regulations:**

As a student at Sheffield Hallam University you agree to abide by the University regulations upon enrolment to the University. Please note regulations can change during the year and the latest version can be found on shuspace under Rules and Regulations, you should therefore read this handbook in conjunction with these.
Academic Regulations and Student Policies. These can be found at the foot of the page online at https://students.shu.ac.uk under Rules and Regulations.

**Disclaimer:**

While every effort has been made to ensure the accuracy of information contained in this handbook at the time of production, information can change in year. If this is the case these changes will be communicated to you in a timely manner and links are provided where appropriate to sources of current online information.
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1. Welcome messages:

1.1: Message from Ruth Allarton MSc, MCSP, PGL+T, SFHEA
Head of Department of Allied Health Professions

It is a great pleasure to welcome you to Sheffield Hallam University and the Department of Allied Health Professions. A career in health and social care can be very rewarding but it is also very demanding. It will require all of your energy and commitment to succeed. The NHS is striving to deliver the best possible patient care for all of us and you will have a huge contribution to make to that care. Support will be available when things get tough as they no doubt will along the way. We do expect you to work hard but please take every opportunity that life at university offers you. I hope that you enjoy studying with us and achieve all that you want from university life.

Best Wishes

Ruth Allarton MSc, MCSP, PGL+T, SFHEA
Head of Department of Allied Health Professions

1.2: A message from the Operating Department Practitioner Course Leader and Course Team

Congratulations on gaining a place on the Operating Department Practitioner (ODP) course at Sheffield Hallam University. We understand that you are likely feeling a mixture of emotions as you embark on the course. The course is hard work and requires perseverance, but learning can be fun and you should be assured that there is a dedicated team to help guide you, facilitate your learning and assist you in developing your professional knowledge and skills. We sincerely hope that you enjoy the course and make the most of your University experience. If you wish to get in touch with me then you can contact me via email or telephone.

Helen Lowes
Course Leader - BSc (Hons) Operating Department Practice
0114 22552266 / 07827083267
r.lowes@shu.ac.uk

1.3: A message from your Sheffield Hallam Students' Union Education Officer

I was elected to represent you and your views as your Education Officer. I hope you'll enjoy being part of your course and I'll be working closely with your course representatives, so if you ever need any help or advice on anything associated with your course and your education then get in touch at uuseducation@shu.ac.uk. If you want to share any of your experiences on your course or are facing any problems then come and talk to me as the Students' Union is here to support you. I'm based in the HUBS but you can also contact me via email, on Facebook or via Twitter @hallameducation. I look forward to meeting you soon!

Sheriff Muhammed
Education Officer, Sheffield Hallam Students' Union
Course Information: Course Aims and Learning Outcomes

2.1 Course Aims

To enable you to:

- Develop personally and professionally and attain the level of competence required to meet the UK Health and Care Professions Council Standards of Proficiency for registration to practice under the protected title of Operating Department Practice
- Become an autonomous, reflective operating department practitioner ready for employment in a wide range of public and independent practice settings
- Develop a critical understanding of your role, and that of others within the health and social care arena, and deliver person-centred care through effective communication and inter-professional and inter-agency collaboration.
- Develop the skills necessary for lifelong learning and the capacity to maintain and develop professional competence in the changing context of health and social care provision.

Programme specific aims

- This programme will develop your knowledge and attitudes of a caring and compassionate operating department practitioner and give you the skills to care for patients throughout their surgical and/or critical care journey and care for these service users with compassion, courage, communication, competence and commitment.
- The programme will enable you to utilise research skills to incorporate evidence based practice for the betterment of patients, members of the public and members of the perioperative multi-disciplinary team.
- The programme will provide you with educational opportunities to help you to develop enhanced skills aimed at providing a better service for all whom you come into contact within your professional life. This will occur through activities on clinical placement and/or the university via a variety of learning experiences.
- The programme will help you to develop your leadership and management knowledge and abilities, to aid self development and team working skills.
2.2 Staff Contact Details
We are all based in the Robert Winston Building so please ask at the
helpdesk for our office location

(Contact details also available on our placements website
https://www3.shu.ac.uk/hwb/placements/OperatingDepartmentPractitioners/contact.html)

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<tr>
<th>Professional Statutory Regulating Body (PSRB)</th>
<th>Accrediting Bodies</th>
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<tr>
<td>Health &amp; Care Professions Council (HCPC)</td>
<td>College of Operating Department Practitioners</td>
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<td>Professional body which represents ODPs nationally.</td>
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<tr>
<th>Martin Reilly - Professional Lead for ODP team</th>
<th>Karen DeMasi - Senior Lecturer &amp; Assessment Lead</th>
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<tr>
<td>Direct Line: 0114 225 5612</td>
<td>Direct Line: 0114 225 5686</td>
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<td>Mobile : 07919696004</td>
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<td><a href="mailto:M.Reilly@shu.ac.uk">M.Reilly@shu.ac.uk</a></td>
<td><a href="mailto:K.demasi@shu.ac.uk">K.demasi@shu.ac.uk</a></td>
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<thead>
<tr>
<th>John Rutherford - Senior Lecturer, Disability officer &amp; Moving and Handling lead</th>
<th>Katie McCallum: Lecturer and interim Assessment Lead</th>
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<td>Direct Line: 0114 225 5610</td>
<td>Direct Line: 0114 225 5835</td>
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<tr>
<td>Mobile : 07919696006</td>
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<tr>
<td><a href="mailto:j.rutherford@shu.ac.uk">j.rutherford@shu.ac.uk</a></td>
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<thead>
<tr>
<th>Helen Lowes - Course Leader, Senior Lecturer, Business Development Lead, Simulation &amp; Mandatory training lead.</th>
<th>Victoria Cadman- Lecturer- Admissions Tutor</th>
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<td>Direct Line: 0114 225 2266</td>
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<td>Mobile : 07827083267</td>
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<tr>
<th>Frankie Milton -Senior Lecturer, Placement Lead ODP Team</th>
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<td>Direct Line: 0114 225 5431</td>
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<td>Mobile : 07919696056  <a href="mailto:f.milton@shu.ac.uk">f.milton@shu.ac.uk</a></td>
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2.3 Course Calendar

Please note that this course does not conform to the normal academic calendar. Due to the requirement of fitting in a certain minimum number of practice hours this course exceeds the normal academic calendar. Please do not book holidays in University time, be that during teaching or reading weeks. If holidays are already booked please speak with your student support officer or academic advisor. Due to professional body requirements you are expected to attend 100% of the time or to provide module leaders with valid reasons for absence. Please find a copy of the academic calendar on the placements website and refer to the absence policies or talk to the course leader, student support officer or your academic advisor for further information.

2.4 Course timetable - Your timetable can be found in shuspace via blackboard, please visit your timetable regularly as changes may need to be made.

2.5 Course Outline

The course structure is based around the following strands that overlap and complement each other:

- operating department practice modules
- personal professional development modules
- inter-professional education

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• science and research modules
• practice placement learning
Knowledge and application of Evidence Based Practice will be intertwined throughout all of the modules.
These are the modules you will study;

Year 1
ODP Anaesthetic Practice 1 (AP1)
ODP Surgical Practice 1 (SP1)
ODP Clinical Education 1 (CE1)
ODP Fundamentals
ODP Applied Science 1 (AS1)
Foundations for Effective Collaborative Practice (Interprofessional) (FECP)

Year 2
ODP Anaesthetic Practice 2 (AP2)
ODP Surgical Practice 2 (SP2)
ODP Clinical Education 2 CE2)
ODP Research for Practice
ODP Applied Science 2 (AS2)
Developing Capability for Effective Collaborative Practice (Interprofessional) (DCECP)

Year 3
ODP Perioperative Practice (POP) (40 credits)
ODP Leadership and Education
ODP Writing for Publication
ODP Clinical Education 3 (CE3)
Enhancing Quality of Services through Effective Collaborative Practice (Interprofessional) (EQSEC)

• ODP modules: Fundamentals, Surgical Practice 1, 2, Anaesthetic Practice 1, 2 & ODP perioperative practice. These modules will help you to understand the professional practice of operating department practice. In the first year you will learn to recognise and understand the basic knowledge and skills required to become an ODP. In the second year you will begin to apply this knowledge to a range of more complex cases and perioperative settings, including recovery. By your third year you will be able to apply problem solving skills and critical thinking, grounded in evidence and research to aspects of your surgical, anaesthetic and post anaesthetic practice, including emergency situations, and have knowledge, theory and simulated practice of some enhanced skills.

• ODP Clinical Education 1, 2, Enhanced Perioperative Practice and placement learning: The practice learning experience blocks are a core element of the programme allowing you to apply professional knowledge and processes acquired up to a certain point in your learning in selected real-world settings. The positioning of these blocks within the overall programme is critical to the integration of theory and practice. Academic modules inform practice learning, and practice learning provide the medium for investigating ways in which theory and practice inter-relate and for applying theory to practice. The practice learning experiences also provide the foundation for academic discussions around personal stories from the perioperative environment and case management. For each of these modules you will be
required to evidence your placement learning via a clinical competency package. You will be continually assessed by your mentors in placement and in your final year by tutors in the clinical skills suites when taking part in taught simulated sessions, and you will be required to complete a reflective assignment about your placement learning.

- **ODP Applied Science modules (1 & 2):** The first of these modules will help you to understand the major systems and organs of the body. In the second year you will gain a wider understanding of these systems in health and disease, alongside other biological topics which are relevant to operating department practice such as the biological basis of obstetric emergencies. These modules also consider psychological wellbeing, public health and pharmacology which compliments that taught in the anaesthetic modules.

- **Research for practice:** This module will help you to understand the importance of evidence. It will ensure that you understand how to find and select evidence, appraise evidence and ensure that you use evidence to ensure best practice. As part of this module you will develop an understanding of different research methodologies and the use of these to support practice.

- **Leadership and Education:** During this module you will analyse the characteristics and attributes of an effective leader and how this may affect patient care and you will critically reflect upon a planned teaching intervention. It will also introduce you to the basic theories and principles of management and the application of these to the clinical environment. As this module is mapped against the current mentorship standards as set by the College of Operating Department Practitioners (CODP) you will be eligible to become a mentor in practice once you have achieved 6 months post registration experience and attend a mentor update.

- **Writing for Publication:** This module will provide you with the opportunity to prepare an article intended for publication in a selected journal by ensuring that you are able to search retrieve and analyse published evidence and articulate critical arguments in relation to a chosen area of practice.

- **Inter-professional Education modules:** In these modules you will learn alongside and in collaboration with students on other health and social care programmes. This mirrors practice where you will be working with a range of professionals. There will be emphasis on communication and collaboration between the different professions. Service users will play an important part, particularly in the second and third year inter-professional modules.

### 2.6 Opportunities for work based learning/placements and international study/exchange.

There are currently no opportunities for international study/exchange, however the team is looking into this as part of future developments to the course.

**Practice Placement Learning**

The practice learning experiences will allow you to complete the required number of hours of assessed practice across different services and client groups. The course
team expects this to be 60% of your time on the programme with simulated learning accounted within this. There are a number of practice experiences which correspond with a clinical competencies pathway. Learning experiences will vary dependent on the trust in which you are placed. However it is essential that by the time you complete the course you have some experience of working in the following areas.

- Dual/shared Airway (usually ENT)
- Paediatrics
- Obstetric theatres
- Recovery / Post anaesthetic care unit
- Minor, Intermediate, Major & Emergency surgical and anaesthetic cases

### 2.7 Resources

There are a number of specialist resources to support the delivery of the course. These include:

- a simulation theatre
- 2 modern anaesthetic machines and anaesthetic equipment
- a variety of surgical instruments and equipment
- simulation suites/ clinical rooms
- specialist moving and handling equipment and trainers
- anatomy labs
- laboratories at city campus for learning about anatomy and microbiology

The Learning Centre on the campus is an essential resource. There are two main learning centres, one at collegiate crescent and one at city campus. You can:

- Access print and electronic library resources
- Reserve individual and group study spaces, including PCs and meeting rooms.
- Access video, audio and images online.
- Use IT facilities.
- Borrow books, DVDs and equipment.
- Get support at the helpdesk.
- Attend study skills workshops and one-to-one meetings.

The library resources include access to over

- 541,381 books
- 159,304 e-books
- 51,219 e-journal titles
- 35,276 audio and video items
- 1,200 PCs &140 self-service laptops

There is also the Library Gateway which gives you easy access to the entire library resources you need to support your studies.

Electronic resources: You can access an excellent range of electronic library resources wherever you're working. The Learning Centre has a wide selection of e-books. Training is provided to help you develop information literacy skills - finding, evaluating and using information in your academic work. There
are also online tutorials and other self-help resources for you to use.

2.8 Additional Professional, Statutory, Regulatory Body (PSRB) Regulations, Requirements, Code of Conduct, Code of Practice, Code of Ethics applying to the Course

Students on the course are required at all times to abide by the Health and Care Profession's Council (HCPC) guidelines and standards.

1: 'Expected guidance on conduct and ethics for students'

http://www.hcpc-uk.co.uk/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf

2: Working towards achieving the standards of proficiency for ODP's available at

http://www.hcpc-uk.co.uk/assets/documents/10000514Standards_of_Proficiency_ODP.pdf

Breaches of these guidelines and standards may be construed as professional unsuitability.

Students are made aware of the need to comply with HCPC Standards of Conduct, Performance and Ethics. HCPC standards of conduct

Students in breach of these are dealt with in accordance with the university and faculty procedures regarding fitness to practice. Detailed information is available via the university webpages.

2.9 Support Arrangements

Student support begins from the moment an individual accepts a place on the BSc (Hons) ODP programme. Pre-enrolment sessions aim to facilitate your transition into university life and the induction programme introduces you to a range of support mechanisms to which you will have access within the ODP team and beyond.

There are a range of support mechanisms available.

Each student will be assigned an academic advisor (AA).

The role of the AA is to:

• liaise with, guide, support and encourage you regarding your personal, academic and professional development
• prompt reflection on your performance, support you in identifying personal goals and development plans
• enable you to integrate your learning from different educational experiences and develop your personal and professional development portfolio
• enable you to find ways of managing any personal or professional issues of concern which you identify as interfering with your studies
• support you, other students and mentors and clinical placement coordinators whilst on placement. This may be achieved through email, telephone conversations and placement visits on site or at SHU (approximately 3 visits per year)
• facilitate you to access other support services, as necessary
• support your learning for particular modules and direct you to other academic staff or academic support
• offer support on professional development and career planning
• monitor your attendance
• they will be a named person for the provision of your reference

The Academic advisor will expect that you;

• communicate with them in a timely and professional manner and book, and attend a 1:1 tutorial with your AA each semester at a time which suits both you and your AA
• be open, honest and up front about any issues which may be effecting your ability to study and perform on the course so that they can support you appropriately
• put them down as a referee

There is also the student support officer (SSO) who is available to provide important first contact and support to students. They are available to help with a wide range of personal and academic issues.

On placement, your AA will also be your visiting lecturer, who will visit you on your placement and also provide tutorial support, guidance and advice relating to the placement.

Support for students with additional needs

John Rutherford is the ODP tutor with a role as a disability officer

Students with disabilities receive ongoing support from their academic advisors, the Disability Coordinator and the disability team but are nevertheless still required to develop self-reliance as the course progresses and to attain the level of skills and competence to practise as an autonomous practitioner.

Practice educators adhere to guidelines for accommodating students with disabilities. When health problems are disclosed by the student, appropriate arrangements are made by practice tutors, educators and the student to enable the student to participate in practice and fulfil the requirements of the placement and the assessment.

The central disability team supports course tutors and student support officers by providing guidance on the interpretation of the Equality act and appropriate accommodation and support mechanisms. Signposting to other university support takes place by both student support officers and academic advisors. Support is available around: learning centre, developing academic skills, student well-being (this includes GP services, and counselling amongst others), sports activities, student union etc.
3. How to get the most out of your course:

The curriculum is designed to enable you to develop attitudes, beliefs, behaviours, values, knowledge, and skills necessary for successful practice within the ever changing care arena. Self-reflection and self-evaluation are key to transformational learning, and you will be continually encouraged to identify opportunities for learning and personal development, and to appreciate the importance of 'doing', and being empowered to take control of their professional development. Engagement with tutors, practitioners, service users and carers, and students from other programmes within the Faculty and beyond is essential in creating the behaviours and values necessary for professional practice.

Students should engage with their learning to foster a sense of belonging to the course community, this may include:

- student engagement with learning activities,
- a course focused overview of the range of assessment activities
- the balance between scheduled learning and teaching activities, guided independent study, placements and other learning activities,
- reflection and personal development planning,
- developing career and employability skills,
- on-going dialogue and feedback with the teaching team including feedback mechanisms,
- course related extracurricular societies and activities.

When qualified you will have a strong professional identity, and will have the skills, knowledge, values and clinical reasoning ability to work in a contemporary and dynamic critical care and health and social care environment. Graduates from this programme will understand the importance of, and, have the required skills and knowledge to work as part of an integrated team focused around the needs of the service user.

To ensure that the course continues to meet your needs, there is on-going dialogue and feedback with the teaching team. Feedback mechanisms will include discussions with student representative meetings and the student staff committee meetings which are held at the end of each semester. Year reps are an important part of this feedback process in providing the students' point of view and helping to shape the course. Tutors will also undertake reviews of their modules using student feedback and of the course through semester reviews.

3.2 The Student Representative System

Sheffield Hallam Students' Union represents the views of Sheffield Hallam students and aims to make their time at university enjoyable, engaging and rewarding. There is a strong emphasis on developing students and providing them with the opportunities to gain new skills and experiences to enhance their employability. Events, clubs and societies have also been established to enable students to meet new people and develop their skills and experiences.
All students of Sheffield Hallam University are members of the Students' Union. Being a member means having unlimited access to all the events, activities and services we provide. As a not-for-profit organisation, social enterprise and registered charity, we reinvest our income straight back into improving the services we offer for the 35,000 students of Sheffield Hallam University. We are committed to enhancing the student experience by making a positive difference through the development and delivery of student focused activities.

The Students' Union is led by a dedicated and professional staff team. In addition, there are five full-time Officers who support 12 part-time Union Representatives, all of whom have been democratically elected by the student body. Officers help to ensure that everything we do is student centred and liaise formally and informally to ensure their views are represented to the University, the community and nationally.

As a student, you can have a voice within your course and University through the Student Representative system. Each course has several Course Representatives (Reps) who provide valuable feedback to the course team about the course from the students’ point of view. Course Reps are jointly trained and supported by your Faculty and Sheffield Hallam Students’ Union and work together with the course team, Union and University to improve courses and your student experience.

Your course leader will arrange for Course Reps to be appointed during the first few weeks of your course. Any student can put themselves forward to be a Course Rep. and Course Reps are also eligible to apply for the Hallam Award, to recognise their developed skills, supporting their employability. To find out how to nominate yourself as a Course Rep. speak to your course leader or contact studentreps@shu.ac.uk.

Once Course Reps have been appointed, it is their role to gather feedback and represent you and the rest of the student body. They will contact you to ask for feedback so make sure that you respond to give your views about your course. You can also contact your Course Reps at any time to ask for feedback or raise issues about your course. If you don't know who your reps are, ask your course leader or contact studentreps@shu.ac.uk.

Current or former Course Reps can also put themselves forward to become Department Reps. This is an opportunity to represent the student view higher up in the University to enhance the wider SHU experience. Department Reps can participate in University and Students’ Union committees and get involved in projects to improve the student experience.

For more information on Student Reps, visit: https://www.hallamstudentsunion.com/your_union/youreducation/

3.3 Additional Support:
A summary of additional sources of support from Student Services in the University is listed below. Further information is available by following the links provided.

- **Student advice and information** ([www.shu.ac.uk/services/sls/support/](http://www.shu.ac.uk/services/sls/support/))
- **Student financial support** ([http://www.shu.ac.uk/funding/sfss](http://www.shu.ac.uk/funding/sfss))
- **International student support** ([www.shu.ac.uk/international/student-support.html](http://www.shu.ac.uk/international/student-support.html))
- **Student wellbeing** (includes individual counselling for staff and the [Multifaith Chaplaincy](http://www.shu.ac.uk/services/sls/support/wellbeing/)
- **Disabled student support** ([www.shu.ac.uk/services/sls/support/disability/](http://www.shu.ac.uk/services/sls/support/disability/))
- Sheffield Regional Assessment Centre
- **Careers and employment** ([www.shu.ac.uk/employability/careers/](http://www.shu.ac.uk/employability/careers/))
- **Accommodation Services** ([www.shu.ac.uk/accommodation/](http://www.shu.ac.uk/accommodation/))

### 3.4 Audio Recording lectures and other teaching sessions

- If you have a learning contract which allows you to make audio recordings, you have permission to record any of your lectures, seminars or tutorials using your own equipment. This is allowed on condition that the recording is solely for your own use. The rights belong to the University and the lecturer concerned, it must not be shared, published or otherwise made available to others for any reasons whatsoever.

- Should academic staff wish to allow any other student to record their lecture for personal use, then they are free to do so; but there is no obligation to do so in any case other than those authorised by their learning contract. Students without a learning contract must request permission to make an audio recording from the relevant academic member of staff prior to the lecture taking place. Misuse of recording could potentially lead to action under the disciplinary procedure.

### 4.1 Academic Integrity, Assessment, Standards and Fairness:

The course was designed in partnership with a wide range of relevant parties including current students, recent graduates, practice placement educators, senior theatre managers, service users and carers, practitioner lecturers, ODP teaching staff and relevant University reference groups. This helps us to promote student success and to meet the benchmarks set by the Quality Assurance Agency for Higher Education (QAA) as well as the Professional, Statutory and Regulatory Bodies (PSRBs) standards with the College of Operating Department Practitioners (CODP), and the Health and Care Professions Council.

The course is taught by a team of qualified, experienced and accredited staff. All members of the team are HCPC registered and a large proportion of the team are Fellows or associate Fellows of the Higher Education Academy or, are working towards this. The team as a whole has a wide range of expertise across the various areas of perioperative practice.
We are also well supported by technicians and administrative and professional services staff within the Faculty and across the University. The contact details for many of these individuals can be found on page 7 of this handbook.

These include

- student support officer (student services team)
- senior administrators (student services team)
- the placement team
- the student administrator & registry services
- technical staff
- professional issues team

4.2 How do we ensure all assessments are appropriate and fair for all students?

All courses at Sheffield Hallam University are subject to the University's quality assurance processes which begin when courses are designed and approved. An important element in this is the input of external partners and professional bodies with subject expertise that inform course design. Subject experts from other Universities also act external examiners on our courses to ensure your course standards are comparable with other Universities.

Each year, all assessment tasks are reviewed by staff before they are released to students. This ensures they are appropriate and suitable for testing the learning outcomes agreed during course approval. The assessment(s) will be set by the module leader and/or module team subject to approval by both an internal moderator and, if the marks from the assessment contribute to your award classification, an external examiner. This will normally take place before they are given to you at the start of teaching.

Any work you submit for marking will go through a similar process to check and confirm that the standard of our marking and feedback is fair for all students and reflects the quality of the submitted work. Samples of student work for all assessments will again be checked by an internal moderator and, as above, if appropriate, by an external examiner. Project and dissertation modules and those involving a high level of independent research will normally all be marked by two markers and an agreed mark arrived at prior to a sample being seen by an external examiner.

The purpose of these quality assurance processes is to ensure that no student is disadvantaged by our assessment practices, to ensure that our assessments allow all students to meet the learning outcomes of their modules to the best of their abilities, and to ensure that standards of marking and feedback are entirely appropriate and fair to all.

What happens if I submit my work late?
You will receive a schedule of coursework submission deadlines via your Assessment Statement at the start of the year. You should use this schedule to plan your work programme and should regard coursework submission deadline dates and times as being almost immovable.

However, it is recognised that occasionally some students struggle to meet the deadline due to a range of circumstances. If your medical or personal circumstances (also known as extenuating circumstances) mean that submission by a due deadline becomes a problem, please talk to Faculty Student Services prior to the deadline. They will then review whether an extension to provide you more time to submit your work can be permitted.

If you submit your coursework late without an approved extension, then your mark will be reduced in line with the University’s policy for late submission of coursework:

- Within one working day (i.e. 24 hours) of the deadline, your marks will be capped at the minimum pass mark. For students studying at levels 3-6 this is 40%. For students studying at level 7, this is 50%.
- Any work submitted after this point will receive a zero mark.

24 hours is defined as the same time as the original submission deadline on the next University working day. Weekends and other days the University is not open are not counted as working days.

Please note: there may be some coursework items which cannot support late submission for sound practice or operational reasons, e.g. time bound assessments such as a presentation or where feedback has already been provided to the class. Your Module Leader will make it clear to you in module documentation where this is the case.

**Academic Conduct**

Academic conduct is an ethical standard by which academic communities operate, and Sheffield Hallam University is committed to the protection and development of this standard. We would consider any attempt to gain an unfair advantage over another student in the completion of an assessment to be a breach of the Code of Academic Conduct, and investigated as suspected academic misconduct.

Details about how we may investigate any concerns or allegations regarding the content of your assessments can be found in the Academic Conduct Regulation, which is available to students on shuspace under Rules and Regulations | Conduct and discipline.

**4.3 Keeping Your Course Up-to-date**

Each year your course team review your course, including student achievement and the courses' suitability to meet the needs of its students. Your feedback, changes in teaching practice and the external environment are all used to continually improve your course so it remains up to date and of the highest quality enabling you to fulfil your aspirations.
4.4 Extenuating Circumstances and Fitness to Study
During your studies you may experience sudden or unexpected ill-health or personal issues that have a significant impact on your ability to study, or complete assessments on time or to your usual standard. We define these as extenuating circumstances. Such circumstances could include (but are not limited to): illness (other than minor illnesses; hospitalisation; bereavement; acute personal/emotional circumstances; or sudden and unexpected changes in family circumstances.

If you find yourself in this type of situation then you are strongly encouraged to contact your Faculty Student Services Team as soon as practical. The Students’ Union Advice Centre is also able to provide independent, confidential and free advice to all Sheffield Hallam students.

The Faculty Student Services Team will discuss with you your options which may include (list not extensive): an exceptional extension request (EER) to a coursework deadline; submitting a request to repeat an assessment attempt (RRAA); making reasonable adjustments through a Learning Contract. If your circumstances are felt to be having a significant impact on your studies then we may review how we can support you through the Fitness to Study Procedure.

We are aware that some students may feel embarrassed or uncomfortable to disclose the details of these kinds of circumstances, particularly those of a personal or sensitive nature, to people outside of one's family. We wish to reassure you that the University is fully supportive of students in difficult circumstances and want to assist if at all possible. However, we are only able to do so if you bring these matters to our attention in a timely manner.

Further information on the University’s extenuating circumstances and fitness to study policies are available on shuspace under Rules and Regulations | Illness and Difficult Circumstances.

4.5 Appeals, complaints and student conduct
a) Academic appeals: Students are able to appeal a decision by a Departmental Assessment Board, an Extenuating Circumstances Panel or an Academic Conduct Panel. An appeal can request a review of the decision reached by the board and information submitted in appeals is treated confidentially. You will not be disadvantaged as a result of making an appeal, provided it is made in good faith. The full policy and procedure for appeals are published on shuspace under Rules and Regulations | Appeals and complaints. Please note: all appeals should be submitted within 10 working days of the decision being available to you.

b) Student complaints: The University also operates a formal complaints process to address concerns raised by students. This process encourages early resolution by raising concerns locally with the member of staff most directly involved with the concern you have - this may be your module leader, course leader, academic adviser or Faculty Student Support team. Early resolution is taken to mean the concern is
addressed by agreement with appropriate staff without the need to submit a Student Complaint Form. Complaints will be dealt with promptly and sympathetically with respect for your privacy and confidentiality. The detailed process and guidance on making a formal complaint is published on shuspace under Rules and Regulations | Appeals and complaints.

c) Student conduct: The University recognises that the vast majority of its students behave in a responsible manner and meet the expectations of the Code of Conduct for students. However, on occasions a small minority behave in ways which cause harm to the University, its students or its staff, or the public. In these cases it is the responsibility of the University to take action under its Disciplinary Regulations in order to protect the University community and the University's reputation. These regulations are also published on shuspace under Rules and Regulations | Conduct and discipline.

Further information and advice is available from your Faculty Student Support team. In addition, the Students' Union Advice Centre will also provide free, confidential and independent advice and support to students.

5 What previous students said about the course:
Comments taken from the National Student Survey (NSS) 2014-2017
'I like the way the tutors would put the notes on Blackboard before the lecture as it helped me have a look at the notes before attending and prepare myself.'

'Job prospects are good.'

'Everything has been well explained, structured excellent and have had plenty of time to complete my studies'

'The practical sessions were extremely beneficial and truly believe this should be an areas made more available for the students. The simulation day was a great experience.'

'I have been able to get involved with extra activities through being a student rep, faculty rep, sponsored to attend a forum through CODP, worked with future students as a mentor, leadership and management course and worked as part of the interview team for future ODP students. All of these have helped to shape me as a future practitioner.'

'The course is run very effectively. All tutors are very supportive and accommodating to student's needs and abilities. Tutors and mentor do put you at ease very quickly. I personally have had to take some leave due to illness. All tutors and student support workers have been very supportive in my return to the course. Disability support offers good advice and information to support disabled students.'

'Fully enjoyed my course and everything could not have run smoother.'

'Everyone involved in the course is knowledgeable and enthusiastic.'

'Doing simulation work was really good. Made you learn from your mistakes and be more prepared if it happens on placement.'
'University time in the third year made me feel better prepared.'

'Simulation lectures on cardiac arrest gave me the confidence to get involved in a real event in practice.'

'Proud to say, I did my training in Sheffield Hallam University.'