Benchmark statement:
Health care programmes

Phase 2
Operating department practice
Subject benchmark statements: Health care programmes

Subject benchmark statements provide a means of describing the nature and characteristics of programmes of study and training in health care. They also represent general expectations about standards for the award of qualifications at a given level and articulate the attributes and capabilities that those possessing such qualifications should be able to demonstrate.

Subject benchmark statements are used for a variety of purposes. Primarily, they are an important external source of reference when new programmes are being designed and developed. They provide general guidance for articulating the learning outcomes associated with the programme but are not a specification of a detailed curriculum. Benchmark statements provide for variety and flexibility in the design of programmes and encourage innovation within an agreed overall conceptual framework.

Subject benchmark statements also provide support in the pursuit of internal quality assurance. They enable the learning outcomes specified for a particular programme to be reviewed and evaluated against agreed general expectations about standards.

Finally, subject benchmark statements are one of a number of external sources of information that are drawn upon for the purposes of external review by various bodies and organisations and for making judgements about threshold standards being met. Reviewers do not use subject benchmark statements as a crude checklist for these purposes however. Rather, they are used in conjunction with the relevant programme specifications, the associated documentation of the relevant professional and statutory regulatory bodies, the institution’s own self evaluation documentation, together with primary data in order to enable reviewers to come to a rounded judgement based on a broad range of evidence.

The benchmarking of academic standards for this subject area has been undertaken by a group of subject specialists. The statement represents the first attempt to make explicit in published form the general academic characteristics and standards of awards in these subjects in the UK. In due course, the statements will be revised to reflect developments in the subjects and the experiences of institutions and others that are working with it.
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Introduction

Operating department practice is a profession concerned primarily with the maintenance and improvement of the physical and psychological status of individual patients/clients, at all levels of dependency, throughout the perioperative phase of their treatment.

Operating department practitioners (ODPs), as allied health professionals, are required to function both autonomously and as skilled members of the multidisciplinary team. On qualification, their role requires the application of knowledge and skills relating to the practice of anaesthesia, surgery and post anaesthesia care in a wide range of clinical situations across the spectrum of critical care. It is the combination of these skills, gained through academic study, practice and reflection that are unique to the ODP profession.

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

Operating department practice embraces the concepts of inclusion, equal opportunities, individual rights and empowerment of patients groups. Professional, accountable practice and the promotion of patients' rights are key features of the ODP role and, as such, are underpinned by the professional Code of Conduct.

Operating department practice qualifying programmes are jointly validated by the regulatory body, the Health Professions Council (HPC) and higher education institutions (HEIs). The Association of Operating Department Practitioners (AODP), as the professional body, has a responsibility for defining the professional behaviour and the curriculum framework (AODP, 2001) appropriate for undergraduates to enter the profession.

In summary, the role of the ODP encompasses the following:

- a commitment to provide individualised patient care;
- optimising the management and development of self to promote effective practice;
- applying knowledge and understanding of issues affecting operating department practice;
- adapting practice to the changing demands within the wider healthcare context;
- a commitment to effective communication and multidisciplinary team working;
- applying current knowledge and principles of evidence-based practice;
- demonstrating fitness for practice and a commitment to lifelong personal and professional development.
Nature and extent of operating department practice

Operating department practitioners function as members of the multidisciplinary team, primarily within the operating department, but increasingly within other hospital departments. They are responsible for the physical and psychological welfare of patients within a range of critical care settings including maternity, intensive care, diagnostic radiology and accident and emergency.

A challenging aspect of operating department practice is the broad scope of practice in terms of patient groups, healthcare delivery settings and interventions undertaken. The evidence base for this discipline is informed by clinical research and the general scientific and academic literature.

The qualified ODP also provides mentorship for students and colleagues and therefore utilizes a range of communication, assessment and teaching skills.

The breadth and scope of operating department practice encompasses the following:

- assessing, planning, implementing and evaluating individualised perioperative care for patients;
- contributing proactively to infection control and other practices aimed at ensuring healthy and safe clinical environments for patients, carers and colleagues;
- selecting, preparing and operating, where appropriate, a range of medical devices;
- exercising skill and judgement in the monitoring and maintenance of all patients’ physiological systems, especially those concerned with respiration and circulation;
- working alongside clinical colleagues, participating in a range of invasive and non-invasive surgical and anaesthetic procedures;
- assessing and managing patients’ physical and emotional needs in the period immediately following anaesthesia;
- responding skillfully and knowledgeably to clinical emergencies;
- treating all patients, carers, colleagues and significant others with respect, ensuring the maintenance of their legal and moral rights.

Operating department practitioners usually have a limited time in which to establish rapport and effective communications with their patients/clients and carers. The patients are invariably anxious and their health and emotional status is often compromised. It is therefore essential that the ODP has effective interpersonal skills.

Operating department practice is a developing profession that acts within a changing and evolving environment. The AODP has worked extensively to develop written practice standards and guidelines, such as the curriculum document, the scope of practice and practice competencies, in a dynamic process that continues to evolve.

The following sections of this subject benchmark statement articulate the expectations of a registered ODP upon qualification. They draw on the core expectations that are common to all health care professionals. This part of the statement articulates those attributes and capabilities that are specific or particularly important for operating department practice and are formulated on the structure of the core expectations. Operating department practice programmes should ensure that students are able to demonstrate the following attributes and capabilities to be an award holder.

A The operating department practitioner as a registered health care practitioner: expectations held by the profession, employers and public

A1 Professional autonomy and accountability of the operating department practitioner

The award holder should be able to:

- maintain the standards and practice required by the statutory regulatory body;
- adhere to the professional code of conduct for operating department practitioners;
- understand the legal responsibilities and ethical considerations of professional practice;
• appreciate the significance of professional self-regulation;
• accept responsibility and accountability, at the same time acknowledging the boundaries of professional competence;
• demonstrate a commitment to continuing professional development in order to enhance competence to practice and maintain registered professional status.

A2 Professional relationships
The award holder should be able to:
• participate effectively in multidisciplinary approaches to healthcare, in a range of clinical settings, within the NHS and independent sector;
• demonstrate the capability to act autonomously and with others, liaising and negotiating across organisational and professional boundaries;
• demonstrate the principles of effective teamworking;
• work with professional and support staff and delegate care appropriately.

A3 Personal and professional skills
The award holder should be able to:
• maintain relationships through the use of appropriate communication and interpersonal skills;
• demonstrate an awareness of moral/ethical dilemmas in patient care;
• recognise own learning needs and independently advance learning and understanding;
• reflect on and evaluate own behaviour, in light of personal experiences, and take action where appropriate;
• apply the principles of health promotion and education to operating department practice.

A4 Professional and employer context
The award holder should be able to:
• respect and care for patients to promote and maintain their dignity and rights;
• create and maintain environments which promote the health, safety and well-being of patients, carers and others;
• contribute to research and other scholarly activity in the development of professional practice;
• engage in lifelong learning, developing new skills relevant to changing technology, practice and patterns of health care.

B The application of principles and concepts to practice
Operating department practitioners draw upon an understanding of concepts and knowledge associated with the biological, behavioural and medical sciences to inform decision-making and actions relating to patients in their care.

B1 Identification of healthcare needs
The award holder should be able to demonstrate the ability to:
• assess systematically the individual patient's needs in elective and emergency situations;
• discern relevant information from a variety of sources including the patient, carers and other health care professionals;
• apply professional knowledge and judgement to the continuing assessment of patient needs in order to prioritise actions;
• recognise treatments/investigations that are, or may be, required and consideration of alternatives;
• evaluate risks to the patient/staff and others.
B2 Formulation of plans to meet identified health needs

The award holder should be able to demonstrate the ability to:

- consider environmental and resource factors;
- plan interventions based on the best available evidence relevant to the care setting and the patient's needs;
- involve patients, family, carers and other health care professionals in the formulation of plans of care, where possible or appropriate;
- document decisions made regarding planned care.

B3 Practice

The award holder should be able to demonstrate the ability to:

- respect patient's rights, needs and wishes at all times during their care;
- justify practices and clinical judgements that are consistent with the best available evidence;
- promote, and comply with, measures designed to control infection;
- perform clinical skills in a competent, safe and timely manner;
- implement, interpret and document specific parameters of physiological monitoring;
- select, prepare and, where necessary, calibrate and use a variety of medical equipment and items;
- use all medical equipment and items safely in accordance with regulations, local policies and manufacturers recommendations;
- use interpersonal skills to optimise patient and professional relationships;
- manage and prioritise own workload effectively and, where appropriate, that of others;
- identify own development needs, and contribute to the development of others.

B4 Evaluation

The award holder should be able to demonstrate the ability to:

- use reflection on, and, in practice, to appraise and evaluate, the effectiveness of care;
- recognise and make appropriate response to physiological and emotional changes in patients;
- recognise and make appropriate responses to situations in which quality of care might be compromised.

C Knowledge, understanding and skills that underpin the education and training of operating department practitioners

Upon qualification the award holder should achieve these core attributes that are specific to operating department practice. The award holder should be able to demonstrate knowledge and understanding of the following:

- normal and altered human anatomy and physiology across the life span;
- normal and altered physiological parameters and an understanding of how to interpret changes from the norm;
- disease and trauma processes and an understanding of how to apply this knowledge to plan the patient's perioperative care;
- legislative frameworks and organisational policy;
- how to promote people's rights and responsibilities;
- the need to maintain confidentiality of information;
- how to make appropriate use of, and plan for, the possible variations in available resources;
- how to monitor and maintain health, safety and security in the workplace;
- clinical governance and an understanding of the need to embrace risk management and audit;
the principle actions, side effects and contraindications of drugs and agents used within the operating department practice;
how to store, issue, prepare and administer prescribed drugs to patients and monitor the effects of drugs on patients;
the principles and operation of a range of technological equipment used in the monitoring and delivery of anaesthesia, surgery, post anaesthesia care and resuscitation;
identify, receive, transfer and position patients for clinical procedures;
how to plan, implement and evaluate the perioperative care of patients with an understanding of their needs;
the process and procedure to report a critical incident;
the principles of asepsis and aseptic technique;
safe working practices for procedures involving ionising and non-ionising radiation;
the sources, transmission routes and methods of destruction of pathological organisms;
the need for, and the principles and practice of, airway management;
investigation associated with, and the processing of, clinical specimens;
the principles and practices of the management of clinical emergencies.

Information gathering
The award holder should be able to demonstrate the ability to:
• use clinical audit and evidence-based practice;
• access information from a range of sources;
• evaluate and apply knowledge gained from a range of sources to practice;
• use contemporary and appropriate assessment tools to gather clinical and other data.

Problem solving
The award holder should be able to demonstrate the ability to:
• reflect on current knowledge and communicate with the multidisciplinary team in order to synthesise new care solutions to unique care problems;
• understand and assess critically new ideas in order to inform new ways of working.

Communication
The award holder should be able to demonstrate the ability to:
• identify and manage challenging behaviours;
• provide effective and educational supervision of others;
• keep accurate legible and complete records in all situations;
• use communication as an effective tool in the dissemination of knowledge;
• use verbal and non-verbal communication skills to develop a rapport with patients and carers;
• identify anxiety and stress in patient, carers and others, and act appropriately.

Numeracy
The award holder should be able to demonstrate the ability to:
• understand and carry out drug calculations and physical measurements;
• collect and interpret clinical data;
• understand clinical audit.
Information technology

The award holder should be able to demonstrate the ability to:

- use word processing software;
- access research and literature databases;
- use the internet as an information retrieval source;
- use an appropriate level of patient information systems.
Teaching, learning and assessment

Decisions about the strategies for teaching, learning and assessment are for institutions to determine, but should complement the learning outcomes associated with health profession programmes. It is not for benchmark statements to promulgate any one, or combination of, approaches over others. However, this benchmark statement promotes an integrative approach to the application of theory and practice. It underlines the significance attached to the design of learning opportunities that facilitate the acquisition of professional capabilities and to assessment regimes that ensure these are being both delivered and awarded to an appropriate standard. Fundamental to the basis upon which students are prepared for their professional career, is the provision of programmes of academic study and practice-based learning which lay the foundation for career-long professional practice and the maintenance of professional standards.

Teaching and learning in operating department practice

Operating department practice teaching and learning strategies should be explicit, and designed to integrate HEI and clinical work-based learning. The learning and teaching process should be developmental and demonstrate progression, linking theoretical understanding and clinical application throughout the programme. Students should experience a range of related placements which cover key areas reflecting the transferability and application of knowledge and skills.

The diverse nature of operating department practice calls for a range of complex skills, which should be developed longitudinally throughout the programme. Characteristically, these skills should be introduced and then developed through practice in a variety of clinical contexts and environments. Central to the acquisition of these skills, is the provision for students to use specialist teaching accommodation within the HEI, for example, skills laboratories.

Teaching and learning should be informed by contemporary evidence-based practice, as well as developments in educational theory, in order to develop the skills of problem-solving, diagnosis and reflection. Student-centred learning should encourage students to take on increasing responsibility for identifying their own learning needs. The student should be an autonomous learner with developed lifelong learning skills and an ability to engage in continuing professional development.

The learning process in operating department practice leads to diploma in higher education level and can be expressed in terms of four interrelated themes:

Cognitive and conceptual
Programmes should develop cognitive skills in students, for example, the ability to reflect and reconstruct knowledge to apply it to individual situations. Such skills should be developed through a variety of teaching and learning methods in which students are encouraged to become actively and practically engaged with the process.

Clinical and technical
Operating department practice clinical and technological skills and understanding should be developed in both the HEI and the clinical setting. All learning should be supervised and facilitated to develop reliable and valid learning experiences in which students receive formative and summative judgements and feedback on their performance.

Social and personal context
This programme should enable students to develop an awareness of cultural diversity, values, beliefs and social factors that affect the context of operating department practice. This should be achieved from both a theoretical and practice perspectives and by exposing students to clinical practice in a wide variety of settings.

Generic and enabling beliefs
Programmes should be designed to facilitate students’ acquisition of effective skills in communication, teamworking, problem-solving and the use of IT, research methodology and critical reasoning. The generic nature of these skills would enable them to be achieved through interprofessional education where their acquisition should be through activity-based experiences.
Assessment

Methods of assessment should be consistent with and contribute to the teaching and learning strategy, meet learning outcomes and encompass a wide variety of tools. Academic assessment should be designed to develop and test cognitive skills drawing on the context of practice and reflecting the learning and teaching methods employed. Methods should normally include presentations and analysis, practice-focused assignments, essays, reports, clinical assessments and examinations of a written or practical nature. The requirements of a diploma programme in operating department practice should usually include a portfolio(s) that reflect upon how theory is applied to practice. It should also demonstrate wide reading and evidence-based research applied to practice.

The assessment of competence in practice should be determined in partnership between lecturers and clinical staff. Standards for preparing mentors of practice should be explicit and comply with the professional body’s recommendations. Professional registration is dependent upon meeting HEI requirements that include satisfactory completion of a period of clinical practice, as specified by the professional and statutory bodies.
Academic and practitioner standards

The following standards are commensurate with the academic award of the diploma in higher education. The standards reflect the AODP’s competence requirements for pre-registration programmes and the Quality Assurance Agency for Higher Education frameworks for higher education qualifications. The academic award standards for the diploma in higher education, together with the AODP competencies, form the threshold standards for entry to the statutory body’s professional register.

These standard statements are underpinned by the expectation of those who work as a professional in health care as identified in sections A, B and C in the lists in Appendix 1. All of these apply to operating department practice.

The following statements are commensurate with the diploma in higher education academic award and are the threshold standard for allowing entry to the professional register as an ODP.

A Working as a professional in health care: expectations

The award holder should be able to:

- manage oneself, one’s practice, and that of others, in accordance with the Code of Conduct and the Scope of Practice for Registered Operating Department Practitioners;
- transfer knowledge and skills to a variety of clinical specialities and unexpected situations;
- work in partnership with patients at all times and, where possible, carers, and recognise when this approach to patient care may be appropriate;
- provide support to patients, carers, families and colleagues in changing and stressful situations;
- practice in accordance with the professional ethical and legal framework;
- demonstrate sound clinical judgement across a range of situations;
- contribute to public protection by creating and maintaining a safe environment of care;
- delegate care to others, as appropriate, ensuring effective supervision and monitoring;
- demonstrate understanding of the roles of others, by participating in multidisciplinary care.

B Principles and concepts: application

The award holder should be able to:

- apply theories, concepts and principles of operating department practice to deliver patient-centred care to a wide range of individuals;
- recognise potential risk and intervene to prevent, where possible, complications occurring;
- analyse and interpret relevant health education/promotion information and use this knowledge to promote the health and well-being of patients;
- use appropriate research and other evidence to underpin patient care decisions that can be justified, even when made on the basis of limited information;
- assess priorities in practice and deliver care competently to meet identified need;
- formulate and document a plan of care in partnership with, and with the consent of, patients and, where appropriate, their carers;
- demonstrate personal and professional accountability for patient care;
- accurately document and evaluate the outcomes of care and other interventions;
- demonstrate knowledge and understanding of effective multidisciplinary working practices and participate respecting and using the contributions of members of the wider healthcare team.
C Subject knowledge, understanding and associated skills

The award holder should be able to:

- demonstrate knowledge and understanding of the subjects underpinning operating department practice (see section A above) through application to a range of practice settings;
- discuss the political and social context with in which the provision of health and social care takes place;
- understand and apply the values that underpin anti-discriminatory working practices;
- communicate effectively with patients, carers and other health care professionals;
- demonstrate an understanding of research and other evidence and, where appropriate, apply findings to practice;
- provide safe and sensitive care through the use of practical skills and knowledge of current best practice;
- interpret and use data with the aid of technology to enhance the management of care.
Appendix 1

A Expectations of the health professional in providing patient/client services

This section articulates the expectations of a registered professional within health and social care services. It describes what is regarded as a minimum range of expectations of a professional that will provide safe and competent practice for patients/clients in a variety of health and social care contexts.

A1 Professional autonomy and accountability

The award holder should be able to:

- maintain the standards and requirements of professional and statutory regulatory bodies;
- adhere to relevant codes of conduct;
- understand the legal and ethical responsibilities of professional practice;
- maintain the principles and practice of patient/client confidentiality;
- practise in accordance with current legislation applicable to health care professionals;
- exercise a professional duty of care to patients/clients/carers;
- recognise the obligation to maintain fitness for practice and the need for continuing professional development;
- contribute to the development and dissemination of evidence-based practice within professional contexts;
- uphold the principles and practice of clinical governance.

A2 Professional relationships

The award holder should be able to:

- participate effectively in interprofessional and multi-agency approaches to health and social care where appropriate;
- recognise professional scope of practice and make referrals where appropriate;
- work, where appropriate, with other health and social care professionals and support staff and patients/clients/carers to maximise health outcomes;
- maintain relationships with patients/clients/carers that are culturally sensitive and respect their rights and special needs.

A3 Personal and professional skills

The award holder should be able to:

- demonstrate the ability to deliver quality patient/client-centred care;
- practise in an anti-discriminatory, anti-oppressive manner;
- draw upon appropriate knowledge and skills in order to make professional judgements, recognising the limits of their practice;
- communicate effectively with patients/clients/carers and other relevant parties when providing care;
- assist other health care professionals, support staff and patients/clients/carers in maximising health outcomes;
- prioritise workload and manage time effectively;
- engage in self-directed learning that promotes professional development;
- practise with an appropriate degree of self-protection;
- contribute to the well-being and safety of all people in the workplace.
A4 Profession and employer context

The award holder should be able to:

- show an understanding of their role within health and social care services;
- demonstrate an understanding of government policies for the provision of health and social care;
- take responsibility for their own professional development;
- recognise the value of research and other scholarly activity in relation to the development of the profession and of patient/client care.

B The application of practice in securing, maintaining or improving health and well-being

All health care professionals draw from the knowledge and understanding associated with their particular profession. This knowledge and understanding is acquired from theory and practice. It forms the basis for making professional decisions and judgements about the deployment in practice of a range of appropriate skills and behaviours, with the aim of meeting the health and social care needs both of individual clients/patients and of groups, communities and populations. These decisions and judgements are made in the context of considerable variation in the presentation, the setting and in the characteristics of the client/patient health and social care needs. They often take place against a backdrop of uncertainty and change in the structures and mechanisms of health and social care delivery.

Sound professional practice is essentially a process of problem solving. It is characterised by four major phases:

- the identification and analytical assessment of health and social care needs;
- the formulation of plans and strategies for meeting health and social care needs;
- the performance of appropriate, prioritised health promoting/health educating/caring/diagnostic/therapeutic activities;
- the critical evaluation of the impact of, or response to, these activities.

B1 Identification and assessment of health and social care needs

The award holder should be able to:

- gather relevant information from a wide range of sources including electronic data;
- adopt systematic approaches to analysing and evaluating the information collected;
- communicate effectively with the client/patient, (and their relatives/carers), group/community/population, about their health and social care needs;
- use a range of assessment techniques appropriate to the situation and make provisional identification of relevant determinants of health and physical, psychological, social and cultural needs/problems;
- recognise the place and contribution of their assessment within the total health care profile/package, through effective communication with other members of the health and social care team.

B2 Formulation of plans and strategies for meeting health and social care needs

The award holder should be able to:

- work with the client/patient, (and their relatives/carers), group/community/population, to consider the range of activities that are appropriate/feasible/acceptable, including the possibility of referral to other members of the health and social care team and agencies;
- plan care within the context of holistic health management and the contributions of others;
- use reasoning and problem-solving skills to make judgements/decisions in prioritising actions;
- formulate specific management plans for meeting needs/problems, setting these within a timescale and taking account of finite resources;
- record professional judgements and decisions taken;
- synthesise theory and practice.
B3 Practice

The award holder should be able to:

- conduct appropriate activities skilfully and in accordance with best/evidence-based practice;
- contribute to the promotion of social inclusion;
- monitor and review the ongoing effectiveness of the planned activity;
- involve client/patient/members of group/community/population appropriately in ongoing effectiveness of plan;
- maintain records appropriately;
- educate others to enable them to influence the health behaviour of individuals and groups;
- motivate individuals or groups in order to improve awareness, learning and behaviour that contribute to healthy living;
- recognise opportunities to influence health and social policy and practices.

B4 Evaluation

The award holder should be able to:

- measure and evaluate critically the outcomes of professional activities;
- reflect on, and review, practice;
- participate in audit and other quality assurance procedures;
- contribute to risk management activities.

C Knowledge, understanding and skills that underpin the education and training of health care professionals

The education and training of health care professionals draws from a range of well-established scientific disciplines that provide the underpinning knowledge and understanding for sound practice. Each health care profession will draw from these disciplines differently and to varying extents to meet the requirements of their specialty. It is this contextualisation of knowledge, understanding and skills that is characteristic of the learning in specific health care programmes. The attributes and capabilities expected of the student are expressed as follows:

C1 Knowledge and understanding

The award holder should be able to demonstrate:

- understanding of the key concepts of the disciplines that underpin the education and training of all health care professionals, and detailed knowledge of some of these. The latter would include a broad understanding of:
  a. the structure and function of the human body, together with a knowledge of dysfunction and pathology;
  b. health and social care philosophy and policy, and its translation into ethical and evidence-based practice;
  c. the relevance of the social and psychological sciences to health and health care;
  d. the role of health care practitioners in the promotion of health and health education;
  e. the legislation and professional and statutory codes of conduct that affect health and social care practice.
C2 Skills

Information gathering
The award holder should be able to demonstrate:
- an ability to gather and evaluate evidence and information from a wide range of sources;
- an ability to use methods of enquiry to collect and interpret data in order to provide information that would inform or benefit practice.

Problem solving
The award holder should be able to demonstrate:
- logical and systematic thinking;
- an ability to draw reasoned conclusions and sustainable judgements.

Communication
The award holder should be able to demonstrate effective skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, their relatives and carers, and, when necessary, to groups of colleagues or clients.

Numeracy
The award holder should be able to demonstrate ability in understanding, manipulating, interpreting and presenting numerical data.

Information technology
The award holder should be able to demonstrate an ability to engage with technology, particularly the effective and efficient use of information and communication technology.
Appendix 2

Operating department practice benchmark group membership

Mr Garry Bodsworth  Lothian Health  
Ms Helen Booth  University of Surrey and the Association of Operating Department Practitioners  
Mr Andrew Buttery  Trent Simulation and Clinical Skills Centre  
Ms Penny Joyce  University of Portsmouth  
Mr Tim Lewis  Cardiff University  
Mr Stephen Wordsworth  Sheffield Hallam University
## Appendix 3

### Benchmark steering group membership

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Professor Michael Aulton</td>
<td>Royal Pharmaceutical Society</td>
</tr>
<tr>
<td>Dr Elizabeth Campbell</td>
<td>The British Psychological Society</td>
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<tr>
<td>Mrs Margaret Coats</td>
<td>General Chiropractic Council</td>
</tr>
<tr>
<td>Mr Vince Cullen</td>
<td>General Osteopathic Council</td>
</tr>
<tr>
<td>Ms Jill Galvani</td>
<td>The Royal Liverpool University Hospital</td>
</tr>
<tr>
<td>Ms Rosemary Grant</td>
<td>Avon, Gloucestershire and Wiltshire Strategic Health Authority</td>
</tr>
<tr>
<td>Dr Mike Hewins</td>
<td>Norfolk, Suffolk and Cambridgeshire Strategic Health Authority</td>
</tr>
<tr>
<td>Ms Ruth Howkins succeeded by Ms Meriel Hutton</td>
<td>Quality Assurance Team, Department of Health (England)</td>
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<tr>
<td>Ms Prue Kiddie</td>
<td>Department of Health</td>
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<td>Professor Jeff Lucas</td>
<td>University of Bradford</td>
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<tr>
<td>Mrs Helen Marshall</td>
<td>Standing Conference of Principals</td>
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<td>Mrs Susan Montague</td>
<td>University of Hertfordshire</td>
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<tr>
<td>Professor Audrey Paterson</td>
<td>The Society of Radiographers (representing Allied Health Professions)</td>
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<tr>
<td>Professor Mike Pittilo (Chair)</td>
<td>University of Hertfordshire</td>
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<tr>
<td>Ms Jenny Routledge</td>
<td>University of East Anglia</td>
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<tr>
<td>Mr Alvan Seth-Smith</td>
<td>General Dental Council</td>
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<tr>
<td>Mr David Skinner</td>
<td>General Medical Council</td>
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<tr>
<td>Mr Roger Thompson</td>
<td>Nursing and Midwifery Council</td>
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<td>Professor Steve Trevillion</td>
<td>General Social Care Council</td>
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<td>Professor Diane Waller</td>
<td>Health Professions Council</td>
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<tr>
<td>Professor Barry Winn</td>
<td>University of Hull</td>
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<td>Mr David Young</td>
<td>Universities UK</td>
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