



Course Handbook

BSc (Hons) in Operating Department Practice

2018/19

Course Leader Guy McClelland

School of Health Sciences

Please read this handbook in conjunction with the University's Student Handbook.

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COURSE SUBJECT TO CHANGE

The BSc (Hons) ODP is subject to formal course review and reapproval by the University during 2017/18 as part of its normal cycle of regular review (a process called Periodic Review). Course information and programme specifications are updated and reviewed as part of this process and course structure and content may be changed to enable the University to deliver a better quality of educational experience to students. This can be in response to various factors including: student feedback; annual reports from external examiners; feedback from the sector or industry advisors or as part of the regular review process by course teams.

This process may well result in changes to the structure and content of the current course as outlined in this Handbook. Any changes made as a result of the process will be immediately included in the course documentation and all students holding current offers will be provided with revised versions prior to the commencement of their programme. If you are not satisfied with the changes, you will be offered the opportunity to withdraw from the programme and, if required, reasonable support to transfer to another provider. The expected timetable for completion of this reapproval process is August 2018.

*subject to reapproval

1. Introduction to the course

1.1 Welcome to the course

Welcome to the University of Central Lancashire and the School of Health Sciences. The Acute, Critical and Emergency Care Team will be managing your course and you will soon get to know the staff, especially the lecturers who will be involved in the day to day management of your course.

The course has been developed in partnership with others; Practice Educators, Mentors, Operating Department Theatre Managers, a Consultant Anaesthetist, a Service User / Carer and Students. The course has been mapped to the College of Operating Department Practitioners (CODP) Bachelor of Science Curriculum and has been approved by the Health and Care Professions Council.

Your course is a 3 year programme of study at the University and in the Operating Department of the hospital you are attached to. The course offers an academic and professional qualification that allows you to be employed in Operating Departments as an ODP in hospitals throughout the United Kingdom.

It is a busy programme of study as you are full time students studying a professional award over 46 weeks of the year. This long period of study in each year is due to the need for you to develop clinical competence in the field of Operating Department Practice. We have established a programme that requires you to be assessed in both theory and practice - the course might seem complicated or overwhelming at first glance, however we have been running Operating Department Practitioner programmes since 1995 and we have built up a lot of experience in helping you to achieve the outcomes of the award and have a stimulating learning experience at the same time.

This course handbook is designed to help you get started and to find your way through the next 3 years of study by the most direct route. The Course and Module Leaders, together with the clinical staff, will keep you focused and provide information, guidance and help at the appropriate times in the course. Please listen to what they have to say as they are there to help you.

Your views are important and you will be asked to take part in course review and evaluation in different ways. If you have any points that you wish to raise regarding the course at any point, please refer to your course leader who will ensure that your views are directed to the appropriate person or committee.

Enjoy your programme of study. It is a busy course, but you will have a lot of help along the way.

Welcome to your new career!

Best Wishes

Jacqueline Lowe-Berry

Principal Lecturer – Acute, Critical and Emergency Care (MSc, BSc (Hons), NT, PGCE).

1.2 Rationale, aims and learning outcomes of the course

This is a three year programme of study aimed to provide you with an academic award – an Honours Degree, and a Professional Qualification. The course has been approved by the regulatory body for ODP's, the Health and Care Professions Council, and mapped to their Standards of Proficiency ODP (SOP's) and their Standards of Education and Training (SET's). The course has also been endorsed by the professional body for ODP's, the College of Operating Department Practitioners and mapped to their degree curriculum.

The aim of year one is to enable you to explore health as a concept and understand how the provision of health care is met. You will be introduced to the notion of professionalism and how this relates to clinical practice. In conjunction you will be introduced to the fundamental skills required for perioperative practice in the operating department environment. The aim is to provide skills and knowledge to enable you to function as safe responsible members of the multidisciplinary team. Additionally in year one, an introduction to evidence based practice, essential in the field of perioperative practice, is provided.

Year two builds upon the skills and knowledge gained in year one for example developing the skills to locate and appraise research. A focus of year two is on the specialist areas of anaesthetic, operative and post-operative care and you will undertake modules and placements in each discipline. Two key concepts are also explored in year two of the programme, the pathogenesis of disease and also pharmacology within the operating department.

In your third year the key aim is to enhance your clinical and professional skills and prepare you for qualification as a professional Operating Department Practitioner. In this year you will focus upon enhancing your clinical skills and developing and utilising your leadership and management skills. Also in your third year you will be provided with an opportunity to design and develop a proposal to support an aspect of practice development that can be used to improve patient care.

Operating Department Practitioners are concerned with the maintenance and restoration of physical and psychological status of the surgical patient at all levels of dependency through the assessment, planning and delivery of individualised care. The purpose of the proposed curriculum is to facilitate recruitment to, and primary education and training for, operating department practice. The aims and learning objectives for this course can be found in the Programme Specification (appendix A).

On successful completion of the course you will move into professional practice. You will achieve module outcomes from a clinical and theoretical perspective throughout the course, and support your practice by a theoretical understanding of the principles inherent in clinical work. The course will encourage you to become a 'lifelong' learner, who is eager to continue to learn and promote health care values and contribute to the development of evidence based practice and effective clinical outcomes.

1.3 Course Team

The BSc(Hons) in Operating Department Practice has a dedicated team to help you learn how to be an operating department practitioner. The team is made up of key lecturers and clinical practitioners who work in our partner operating departments. You will interact with key individuals who have specific roles and responsibilities in helping you throughout the course. In general, you will find that staff at the university and in the clinical areas offer help, support and advice on a wide range of issues.

In the University: The Operating Department Team

Each course has a designated **Course Leader**. The course leader provides academic leadership and is responsible for the effective operation of the course. **Your Course Leader is Mike Donnellon**

The course content is 'packaged' into modules and each module has a named person who is responsible for the delivery and management of the module. The table below tells you who is who and provides contact details, also giving you some ideas about the individual interests and backgrounds of the team. You will also find that staff teach across modules and wherever possible, staff with specific and specialised interests will take part in the modules.

Name	Particular interests and background
Guy McClelland gmcclelland@uclan.ac.uk 01772 893632 Greenbank 216	<ul style="list-style-type: none"> • Guy is the Link Lecturer for Wrightington, Wigan and Leigh NHS Foundation Trust and Southport and Ormskirk NHS Trust. • Particular interest in Human Factors and Non-Technical Skills in the perioperative environment • Holds a Honorary Contract at University Hospitals of Morecambe Bay NHS Foundation Trust • Is a registered ODP with the Health and Care Professions Council Guy is a member of CODP and the Association for Perioperative Practice
Elaine Hill eashill@uclan.ac.uk 01772 893609 Greenbank 223	<ul style="list-style-type: none"> • Elaine is the Link Lecturer for the operating department at Lancashire Teaching Hospitals NHS Foundation Trust and Fulwood Hall Hospital • Holds an Honorary Contract at Lancashire Teaching Hospitals NHS Foundation Trust • Particular interests are Human Factors and Simulation • Elaine is a registered ODP with the Health and Care Professions Council and a registered nurse with the Nursing and Midwifery Council
Mike Huntington mjhuntington1@uclan.ac.uk 01772 893626 Greenbank 220	<ul style="list-style-type: none"> • Mike is the Link Lecturer for East Lancashire Hospitals NHS Trust • Particular interest in Patient Safety within the perioperative environment • Continues to work in clinical practice at Blackpool Teaching Hospitals NHS Foundation Trust • Is a registered ODP with the Health and Care Professions Council • Mike is a member of the Association for Perioperative Practice
Julie Peirce-Jones jpeirce-jones@uclan.ac.uk 01772 893621 Greenbank 213	<ul style="list-style-type: none"> • Julie is the Link Lecturer for North Cumbria University Hospitals NHS Trust at Carlisle and Whitehaven. • Julie is a Governance Committee Member for the Association for Perioperative Practice. • She is a registered nurse with the Nursing and Midwifery Council • Her interests within operating department practice are leadership and professional issues

<p>Tracey Williams twilliams@uclan.ac.uk 01772 893694 Greenbank 213</p>	<ul style="list-style-type: none"> • Tracey is the Link Lecturer for the University Hospitals of Morecambe Bay NHS Foundation Trust, covering Lancaster, Barrow-in-Furness and Kendal. • Particular interests are in scrub and recovery practices • Tracey is a Trustee for the Association for Perioperative Practice • She is a registered ODP with the Health and Care Professions Council and a registered nurse with the Nursing and Midwifery Council
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Link Lecturing allocations are subject to change*

In practice: Key Members of your Clinical Support Team

A **Practice Educator / Clinical Supervisor** is a member of staff within an operating department who has specialised knowledge and skills within anaesthetics, surgery or recovery and will support you through the co-ordination and management of the day to day clinical assessment activities. They work with the University staff in the planning and day to day management of the course.

A **Mentor** is a member of staff who has specialised knowledge and skills within anaesthetics, surgery or post anaesthetic care, who will support your learning in clinical practice and who will assess the level and application of your knowledge, skills and professional behaviours throughout the course.

1.4 Academic advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

Your Academic advisor is:.....

1.5 Hub administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Brook Building

Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
Telephone: 01772 891992 and 891993
email: brookhub@uclan.ac.uk

1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Lecturing staff may communicate with you by a number of methods including post, telephone (mobile and land line), e.mail and Blackboard. Lecturing staff have many responsibilities, such as being course / module leaders for two or more programmes, undertaking scholarly activity and research, teaching on a variety of modules and courses, visiting other universities, visiting clinical areas and undertaking administrative activities to facilitate the smooth operation of programmes. This means they may be away from their office for a number of days. All academic staff provide their Microsoft Outlook calendar indicating their activities to Course Administration Service. If you are having difficulty contacting your course leader or one of the lecturers, Course Administration Service will take a message. Please note that your course / module leader may not respond immediately to your email. Staff will respond within 3 – 5 working days.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. Students will be able to access External Examiner reports via the Course Leader.

The External Examiner for the course is **Trevor Money** – A registered ODP, Trevor is a Senior Lecturer in the Department of Allied and Public Health (ODP) at Anglia Ruskin University.

1.8 Welcome Week information

During the Welcome Week you will be given details of the University's support services, this includes visits to the library, the 'i' and WISER. Use the induction week to become familiar with the location of classrooms and car parking facilities etc. Also get to meet other ODP students from your allocated hospital and introduce yourself to your Academic advisor.

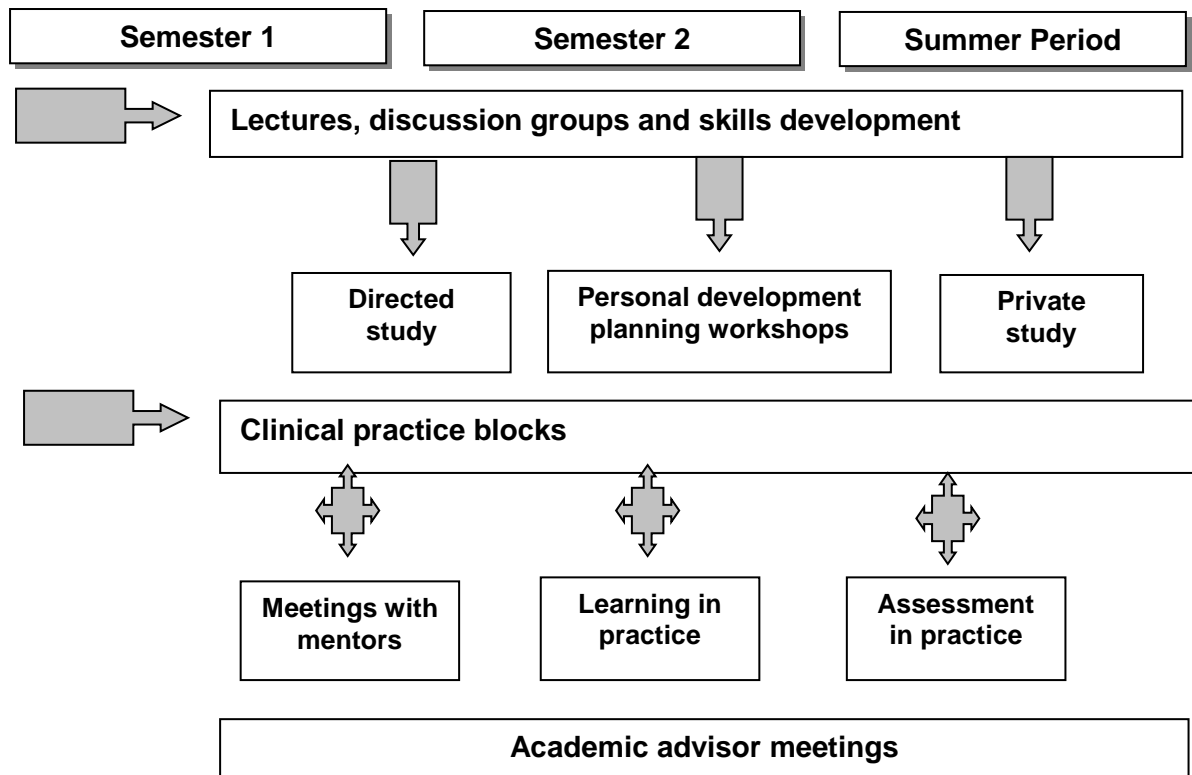
2. Structure of the course

2.1 Overall structure

The course is packaged into modules and each module comes complete with an expected amount of work – in reading, thinking, preparing for sessions and taking part in classroom discussions. Each module is also assessed. The learning outcomes have to be met in theory (exams, essays) and in practice through clinical assessment and the development of a portfolio of evidence that demonstrates that you have met the required course standard.

In each of year of the programme you have 5 modules to manage (one double module). Each module leader will offer you support in meeting the learning outcomes. The module leaders will have agreed the submission dates for their work and dates take into account all the work that you need to do in any one year. The submission dates are carefully chosen to help you plan your work and to help you achieve your work within agreed deadlines. Year 1 modules are set at academic level 4 and provide a broad underpinning basis upon which to

build your studies both academically and in practice. Year 2 will demonstrate a change in pace as the academic level increases to level 5 and you will apply your learning skills gained over the first year to this year of focused study in the three main skill areas of an operating department – anaesthetics, scrub and recovery. In Year 3 you will again see a change in pace as the academic level increases to level 6 and you will be taking a broader view of practice within the operating department. Throughout all three years you will have supernumerary status in clinical practice however in this final year, transition from student to independent practitioner will be focused upon thus preparing the student for professional practice.



Programmes offering professional and academic awards have to meet national standards and the hours of theoretical and practical study on these courses are generally longer than traditional university based courses. This means as that you will be studying throughout the year and taking your holidays on a prearranged basis for the next three years. The university year is divided into ‘semesters’ and there are two semesters a year, with a summer period. Your modules are scheduled to run across all three periods. At the start of each academic year we will provide more detailed information as to the structure of the year ahead. The following diagrams demonstrate the planned schedule of modules each year. More detailed information will be given for the start of each year e.g. timetables, rooms, attendance dates.

Year 1 - Practice 60% and Theory 40%

Semester 1	Semester 2	Summer Period
NU1051(L4) Care from the Patient's Perspective Standard Level 1(4)	NU1050(L4) Developing Professional Practice Standard Level 1(4)	NU1022(L4) Introduction to Evidence Based Practice Standard Level 1(4)
NU1052(L4) Introduction to Perioperative Practice Standard Level 1(4)	NU1021(L4) Developing Perioperative Practice Double Level 1(4)	

Year 2 - Practice 60% and Theory 40%

Semester 1	Semester 2	Summer Period
NU2028(L5) Pathophysiology For Perioperative Practitioners Standard Level 2(5)	NU2029(L5) Pharmacology in the Perioperative Environment Standard Level 2(5)	NU2335(L5) The Research Process Standard Level 2(5)
NU2027(L5) Developing Skills in Anaesthetic and Post Anaesthetic Care Double Level 2(5)		NU2064(L5) Developing Skills in Intraoperative Care Standard Level 2(5)

Year 3 - Practice 60% and Theory 40%

Semester 1	Semester 2	Summer Period
NU3044(L6) Preparing for Professional Practice Standard Level 3(6)	NU3043(L6) Leadership and Management in the Perioperative Environment Standard Level 3(6)	
NU3081(L6) Safe and Effective Transfer of Patients Standard Level 3(6)	NU3113(L6) Work Based Practice Project Standard Level 3(6)	
NU3042(L6) Enhancing Perioperative Care		

Theory and Practice Allocation

Modules are scheduled over semester 1, semester 2 and summer period or year long. The professional requirement of the curriculum is that the student has to undertake 60% of the programme in clinical practice.

The section further on – How much work should I do? - is there to help you plan and manage your learning opportunities. When you are at the University for a week (5 days), your day will consist of class contact hours (3 hrs minimum to 6 hrs maximum dependent upon lecture material and learning activity) and other theoretical learning activity e.g. problem based learning groups; workbooks' library time.

2.1.2 Accreditation of Prior Learning

If you consider that you may have already achieved some of the learning outcomes of the course through previous learning, please consult your course leader and gain advice from the APL Coordinator to find out whether you can make a claim for [accreditation of prior learning](#) for part of your course.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Year 1

NU1051 Care from the Patient's Perspective

The aim of this module is to explore and understand the experience that patients have when accessing and experiencing health care. Learning to work with patients and carers and families, as partners in care requires significant change at personal, cultural and organisational levels. This module will in particular seek to embed personal attributes that enable students to develop a proactive approach to practice that always places the patient at the centre of care.

NU1052 Introduction to Perioperative Practice

The module will introduce the student into the Perioperative environment and examine the roles of the Operating Department Practitioner in the various areas of Perioperative Practice. Key aspects of Infection Control together with Health and Safety issues affecting the Practitioner will also be examined.

NU1021 Developing Perioperative Practice

Building on the content of module NU1052 the aim of this module will be to develop the students understanding of the concepts and issues within perioperative practice. The module will focus on the preparations required for both the perioperative patient and environment and allow the student to demonstrate competence in generic perioperative skills. An introduction to anatomy and physiology with an application to perioperative care will also be undertaken in this module.

NU1050 Developing Professional Practice

This module provides an opportunity to introduce students to the knowledge underpinning the professional, legal and ethical issues that inform and impact upon day to day operating department practice; develop an understanding of the role played by other professionals in

the operating department and an understanding of the scope and limitations of personal operating department practice. Research awareness will be fostered and the student will be introduced to a range of key skills that will support life long learning and professional competence. This module is shared with Paramedic students.

NU1022 Introduction to Evidence Based Perioperative Practice

The aim of this module is to introduce students to the principles of evidence based practice. The module will focus upon building knowledge about the types of evidence that contribute towards safe and effective practice. Students will explore the principles of evidence based practice and use the evidence to help make decisions about the delivery of patient care.

Year 2

NU2027 Developing Skills in Anaesthetic and Post Anaesthetic Care

This module will identify and develop the skills and knowledge required by practitioners in order to provide safe anaesthetic and post-anaesthetic care for adult and paediatric patients. Relevant anatomy and physiology will be applied throughout the module.

NU2064 Developing Skills in Intraoperative Care

This module will identify and explain the underpinning knowledge and key skills required for safe practice as a scrub and circulating practitioner in the operative environment. It will focus on the national and international drivers which inform practice and promote safe intra-operative care.

NU2028 Pathophysiology for Perioperative Practitioners

The module aims to enable students to understand the pathogenesis of disease and the effect of this on the individual, as well as provide an opportunity to discuss appropriate treatment modalities.

NU2029 Pharmacology in the Perioperative Environment

The aim of this module is to explore the key concepts of pharmacology within operating department practice. Given the legal aspects of drug management, statutory guidelines will be examined to include the storage, preparation and administration of prescribed medicines together with the procedures for reporting of drug errors and side effects. A range of drugs common to the perioperative environment will be reviewed and mathematical calculations of drug dosages and delivery performed.

NU2335 The Research Process

The module aims to enable students to develop the skills to locate and appraise research and cultivate their knowledge of a topic from their professional discipline as a basis for future action.

Year 3

NU3044 Preparing for Professional Practice

This module aims to prepare students for professional practice through supportive learning activities aimed at facilitating and easing the transition from student to professional practitioner.

NU3081 Safe and Effective Transfer of Patients

This module enables health care practitioners to assist in the safe preparation and transfer of patients within and between healthcare facilities, in order to optimise outcome.

NU3043 Leadership and Management in the Perioperative Environment

The aim of the module is to provide students with the opportunity to explore the concept of leadership within Operating Department Practice. Students will develop a range of

leadership and management skills to meet current and future demands of Operating Department Practice.

NU3042 Enhancing Perioperative Care

The aim of this module is to enable students to enhance their skills and knowledge within the perioperative and critical care environments. It will focus upon the care of patients at risk of deterioration or with more complex clinical needs. Students will be required to consider clinical reasoning and decision making and the deeper ethical issues related to this.

NU3113 Work Based Practise Project

The Work-Based Practice Project provides the student with the opportunity to apply a structured model of change as a strategy to improving patient care/service delivery within their sphere of clinical practice. Students will be able to test an idea by trialling a change and assessing its impact. The module enables the student to experience and lead change, to work collaboratively and independently and to summate their personal and professional development during the completion of their degree.

Progression

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.3 Study Time

2.3.1 Weekly timetable

In your induction pack you will be given a timetable for your first week of the course. This will include information on room locations, lecturer and content of the session. At the beginning of each module, the module leader will provide you with a timetable for the whole of the module and this will include details of the lecturers and contents of the sessions. Room locations are available by visiting the Student Support web page at:

<https://www.uclan.ac.uk/students/study/timetabling.php>

You should check the web page each day you attend University as room locations can change at short notice. Become familiar with the building codes also e.g. Greenbank Building is GR. The University is well signposted and you should be able to find your way around quite easily. Car parking can be a problem. This will mean that you need to get to the University as early as possible to get a car parking space. You should consider purchasing car parking permits for your block study weeks or explore group travel or travel by train is an option.

2.3.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours. The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

A balanced approach to teaching and learning and assessment in theory and practice is achieved through supporting and guiding you in the development of a structured approach to help you achieve the course outcomes. The following guide is provided to enable you to plan your work across the course.

Theoretical Learning:

This is a complex activity requiring work and effort on the part of student, lecturer and your lead assessor. Theoretical learning comprises:

1. Class attendance
2. Personal Development Planning (PDP)
3. Directed study
4. Private (personal) study
5. Assignment work
6. Reflection in action and upon action
7. Discussion and debate
8. Course learning and assessment profile

Class contact time with a lecturer is a minimum of 3 hrs per day or a maximum of 5 hrs per day dependent upon subject matter and learning approach. As each day is made up of 7.5 hours allocated theoretical or clinical activity, you can consider that when at University, you should allocate from 2.5 - 4.5 hrs per day for the planned or free study period available. You are advised to use your University time as much as possible as the library does stay open fairly late in the evening. If you do not use your University time effectively, you will need to plan extra study time in the evenings at home.

Practice Learning:

This is an infinitely more complex, subtle and effective activity requiring active commitment on the part of student, lecturer and mentor. Practice learning can

- offer insights into the nature of operating department practice
- develop of a broad range of operating department activity and skills
- help the application of key principles and becoming more skilled in comparing and contrasting similarities and differences in practice
- allow you to consider 'holistic practice' and experiencing yourself as a professional practitioner
- help you apply and deepen knowledge
- help you be 'critical' of personal actions
- help you to reflect upon care issues and processes and begin to weigh up or evaluate your progress
- assist you to develop a broad range of communication skills

Clinical learning will actively require evidence collection, formative and summative assessment processes, mentorship and the development of resource networks. Effective clinical learning demonstrates the integration of theory and practice in the classroom setting and the practice arena.

Practice Breakdown

Specific breakdown of this activity cannot be exact, however to support the development of evidence and the course portfolio, you must identify the range and amount of clinical learning activity you undertake in each placement. Each clinical day is 7.5 hrs and you will be in practice in the same shift patterns as your colleagues working in the operating department. This may include some night duty, and late evenings and weekends.

2.3.3 Attendance Requirements

We expect 100% attendance at University and whilst in clinical practice, however, we realise that this may be a problem due to sickness or unavoidable personal issues. You are required to attend all timetabled learning activities for each module. Notification of illness must be made to the Module Leader and exceptional requests for leave of absence must be made to the Course Leader.

Messages of your sickness via other students will not be recognised and you will be marked as absent on the register. Students are recommended to identify a 'buddy' who will collect information / handouts from sessions you may miss. **Students who do not meet the attendance requirements may be required to undertake further work prior to submitting assignments.**

At the start of each lesson you will be required to scan your corporate card against the 'proximity reader' to record your attendance (SAM). You can check your attendance record through myUCLan. Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system.** To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

Clinical placement attendance is monitored and a report is submitted to the Course Leader via the Practice Educator / Clinical Supervisor at the end of each week detailing your attendance. You must inform the Practice Educator / Clinical Supervisor of any sickness / absence in practice and complete the on-line student sickness / absence reporting form at:

http://www.uclan.ac.uk/students/study/schools/school_of_health/plsu/students.php

Your attendance record will be discussed with your Academic Advisor and will involve your mentor. If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

2.4 Data Protection

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University's policy on the use and disclosure of personal information, please contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk

3. Approaches to teaching and learning

3.1 Expertise of staff

The Operating Department team have many years experience in both clinical practice and education. The team are professionally active through a variety of activities e.g. speaking at and attending national and international conferences and meetings, contribution to national debate. Current research activities by the team include mentorship, management activities and infection control issues.

3.2 Learning and teaching methods

You will be given a course learning and assessment profile with information and forms to help you plan your learning in clinical practice. You will also be learning when at the University.

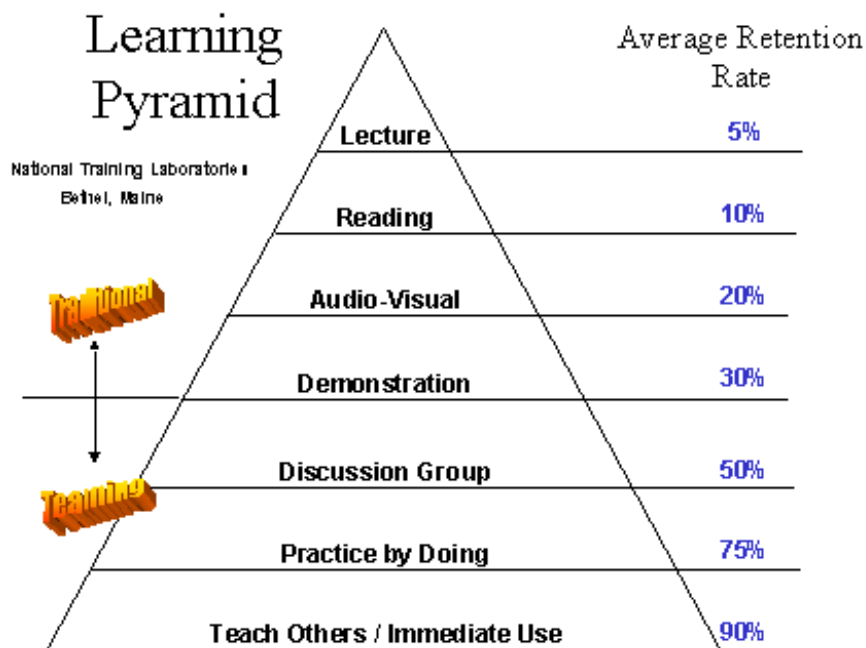
The University has an established learning and teaching strategy that influences and shapes the delivery of the course. 'Learning' comes first in the title of this strategy to show its

importance in the daily activity of the University. Lecturing and clinical staff will help you to learn. Entering into a new area of knowledge requires you to learn. Looking this up in a thesaurus 'learn' can be replaced with: 'Study' – 'be taught', 'be trained', 'become skilled at', 'gain knowledge of'. Equally the word 'find-out' instead of 'learn' reflects a more personal approach – 'discover', 'realize', 'gather', 'understand'. You will learn through interacting with lecturers and clinical staff, attending lectures and training sessions, but also through personal development – you will 'find out'. Bringing learning to the forefront of what we the lecturers and clinical staff and you the students do, facilitates a mutually supportive learning relationship.

You should not only learn, you should discover how you learn best. The curriculum has been designed to offer you, and to facilitate your development of, a range of learning experiences from which you can continue to learn well and independently. This will equip you to be a lifelong, independent learner. There is, however, little point in doing this if you cannot apply your learning and this requires the use of a range of thinking skills. The number of thinking skills needed to apply learning greatly exceeds the number needed just to learn. Therefore, the course will facilitate you to develop both your capacity and performance in thinking as well as in learning.

Such approaches in the University will include reflection, critical reading, problem based learning activities, directed study, lectures, discussion groups, role playing and use of videos to provide feedback.

Course Learning Strategies – The Learning Pyramid



The learning pyramid reflects the experience of teachers across the world – students retain information better through practice! This course uses all approaches, but has a strong emphasis on bringing together the knowledge, skills and techniques and professional behaviours needed for practice and letting you learn safely in clinical skills laboratories and in practice. Traditional teaching and learning methods will help you gain fundamental knowledge and skills while more innovative 'teaming' methods will help you develop higher

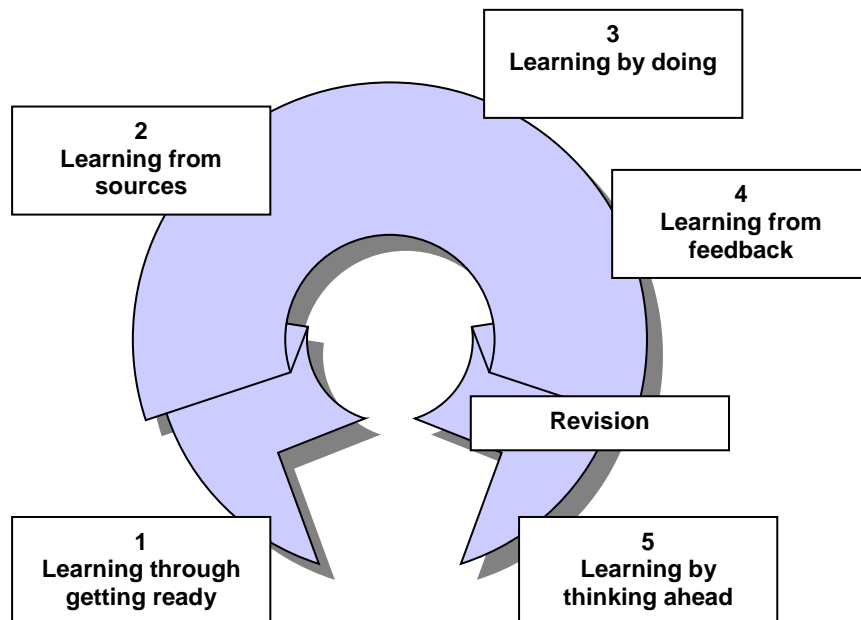
order cognitive skills such as critical thinking and problem-solving. These are all skills that you will want to pass on to your students once you are a Registered ODP!

Health and Care Professions Council's Standards of Proficiency / Standards of Conduct, Performance and Ethics requirements

The standards set out in these documents also inform the course. You will also be expected to map your progress in achieving these standards throughout the three years. The Standards of Proficiency play a central role in how you can gain admission to and remain on the Register and gain the right to use the protected title of 'Operating Department Practitioner'. As a student you and we must be confident that you will be able to meet the standards when you begin to practice as an individual without supervision.

Reference: Health and Care Professions Council Website: <http://www.hcpc-uk.org>

Student Learning Activities



Why is Getting Ready important?

In theory, Getting Ready activates prior knowledge, orients you to a web of connections about the topic, and establishes anticipatory structures.

Why is Learning from Sources important?

In theory, Learning from Sources is important because new information actively encoded in relation to prior knowledge and potential application in practice, provides an expanded knowledge base for thoughtful action.

Why is Learning by Doing important?

In theory, Learning by Doing is important because active use of knowledge in diverse, thought demanding tasks yields a rich, empowering, and flexible knowledge base

Why is Learning from Feedback important?

In theory, learning depends on frequent informative feedback; learners need to think through and use feedback to guide and deepen their understanding as they continue to engage in the tasks

Why is Learning by Thinking Ahead important?

In theory, reflective thinking and connection-making foster transfer of knowledge; planning further learning establishes anticipatory knowledge structures that foster learning

How does this relate to the BSc (Hons) in Operating Department Practice?

- You will bring with you pre-existing knowledge and skills which you will be able to use in your new endeavours.
- You will learn new theoretical concepts and practical skills in University, which will help prepare you for your practice placements.
- You will have many opportunities to relate your new knowledge and skills to real-life situations during your practice placements.
- You will receive timely and meaningful feedback to both your written and practical work, enabling you to 'tailor' your personal and professional development accordingly.
- During your programme you will experience many new things and be part of many thought provoking situations. Reflecting on these will aid your learning and inform your future practice.

What can I do to make the most of my university studies?

Active studentship

Socrates, the Greek philosopher, is famous for saying that he was wise only because he knew how little he knew. What he did supremely well, it seems, was to pay attention to what others said and to ask probing questions to expose gaps or weaknesses in their arguments. This is a major part of active participation as a student. Just sitting back in lectures and seminars and expecting everything to be handed to you on a plate will not result in you gaining a full appreciation of your subject; nor will it stand you in good stead in the tough market for sharp-thinking graduates. If your mind is buzzing, you will always be coming up with more questions, which is just as it should be — the more powerful telescopes become, the more stars appear.

Be alert

The single basic requirement for good questioning is good concentration. There's nothing worse than asking a question that actually got answered two minutes ago while you were doodling in the margins. Don't let yourself be distracted either. Try and remain alert.

Be sharp

If you sit in your chair, pondering and re-pondering what you might ask, the moment will pass and your question may become irrelevant or disorientating. Get used to formulating your questions 'on the hoof' and 'thinking aloud'.

Be brave

If something is troubling you, don't be afraid to say so. You'd be surprised how often eminent people ask the very question you just decided not to ask because you feared you might look foolish!

Be sceptical

Be suspicious, doubt everything. You want to know the truth: truth needs proof; so it doesn't matter who it is that claims to be telling you 'the facts' — you need to seek the reasons and the supporting evidence.

Be demanding of yourself and your reading

As a student, you have a right to support from your tutors in building your knowledge. Sometimes your tutors want you to think things through for yourself, so they won't 'spoon-feed' you with answers — that's their right. (Very often, tutors will set tasks that are as much about *how you find* your answer as *what that answer is*.) So when you're reading:

1. seek *definitions*
2. seek *examples*
3. look for *precision* — don't accept careless vagueness, don't buy slogans;
4. ensure there's *relevance* — if you can't, in all honesty, see how what's been written fits in with the general context, seek help from your tutor and
5. ensure there's a *focus* — always beware of red herrings placed by the author!

Be yourself

Think about what's being said by tutors and fellow students in relation to you, your knowledge and your experience. Does it fit the world as you know it? Your views may not be the final word on the subject, but they certainly count. So don't sit passively by while information washes around you: *interact*. Be constantly measuring up what you see/hear with what you believe. Have your own thoughts and evidence lined up in your head ready to be called upon — compare them with other evidence presented and be ready to query something whenever you feel you may have good reason for doubt.

Be prepared

Part of the purpose and intention of 'reading around the subject' is to get yourself into an appropriate frame of thinking before classroom sessions. You shouldn't expect to come to the sessions 'cold' and for everything still to fall neatly into place before your very eyes. On the other hand, if you have done some thinking about what issues are likely to come up, you've read a key text or two and made some notes of puzzles and issues arising, and you've marshalled your thoughts so that you can articulate them effectively, then you will get a lot more out of each class and be a much more constructive member of the collective.

Be imaginative

It's very easy to focus so closely on what is presented to you that you forget to look around and beyond it. So ask yourself about what is not said in any presentation: what is being assumed, what is being quietly brushed under the carpet, what are the unconsidered consequences of what's being said?

Be child-like

Sometimes the toughest questions are not the complex intricate ones that a professor might ask, but the naive kind that children ask — they bring us back down to earth and really question the foundations upon which people sometimes build impressive-looking but potentially shaky theories. Always remember the hardest of all such questions is: '*Why?*' It's hard to ask, and harder still to answer, but we always have to be prepared to face up to it.

Be alert (2)

Concentrate on the answers you get to your questions, too. Don't just sit there feeling relieved at having taken the plunge, or smug because you thought of something they didn't. Pay attention to responses to questions from your tutors and colleagues: be ready to follow up with other questions if a new and/or interesting line of thought has arisen.

3.3 Study skills

In order to help you fulfil your true potential in your academic studies we have devised a PDP programme that supports the module content throughout the course. PDP workshops aim to develop your Information Technology skills i.e. word processing skills, information retrieval skills, internet, eLearn and emailing skills. PDP activities will also prepare you for your assessments i.e. theoretical study skills sessions will include essay writing, preparation for examinations. Additional help with study skills can be accessed through WISER and the LIS.

WISER https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 33 1
LIS https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 25 1

Clinical skills workshops will also develop and enhance your clinical skill acquisition. Finally, lifelong learning will be promoted via Continuous Professional Development workshops, which will include sessions on research and employability skills e.g. Curriculum Vitae and Interview technique.

3.4 Learning resources

3.4.1 Learning Information Services (LIS)

Extensive [Resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Module Leaders will also upload relevant articles / policy documents on the module Blackboard site and electronic reading list.

3.5 Personal development planning

Personal Development Planning (PDP) is a process designed to assist you to get the most from your time at University. It is intended to provide you with a structured and supported process through which you can reflect on your learning, performance and/or achievements and plan for your personal, educational and career development. By becoming actively involved in PDP you can improve your capacity to understand what and how you are learning, and how to review, plan and take responsibility for your own learning and future development.

Personal Development Planning

PDP provides an opportunity for you to develop your capacity for learning by encouraging an ongoing cycle of:

- self reflection on why and how you are learning
- identification of your 'next steps' through target setting and action planning

- monitoring and recording of your academic learning, personal development, your skills development and career management.

For example, you should Reflect, Action Plan and Record your Progress for each module that you take, this may include consideration of clinical experience and clinical skills associated with the module. You may also be achieving skills or may have gained awards outside of university, which should also be recorded.

The main benefits you will achieve by participating in the PDP process are that you will become more:

- self aware, self confident, reflective and self directed in your learning
- able to plan and take responsibility for your own learning
- able to articulate personal goals and evaluate progress and achievement
- able to link your current learning to a wider context and to your future development.

Therefore by actively participating in PDP you will take control of your own learning and personal development and you will find that you become increasingly able to work autonomously through the development of critical self-awareness. Another important aspect of PDP is that it integrates personal development with academic activity and helps you to become more self-aware. It also helps you recognise, value and further develop core skills such as personal and interpersonal skills, problem solving and team working.

PDP Process

PDP is an ongoing process undertaken through each level of your course. What you need to know about PDP activities included within your course will be outlined during the course induction and at commencement of each subsequent academic year. Self-evaluation on completion of modules and each year of your course will be integral to the process.

PDP Progress File

As part of PDP you should build a PDP Progress File, which contains records of your progress and achievements during each module, each semester and year of the course. You can collate a wide range of material for this file during your course as well as from experiences outside the university, which contribute to your personal, academic and professional development (e.g. voluntary work, awards, employment).

Content of Progress File

A range of suggested contents for this file are outlined below:

Action Plans

Reflective Logs

Self-evaluations

Notes from Academic advisor meetings

Records of Achievement: (Study and Key skills from use of Learning Resource and Key skills Websites, Course - Marking Feedback Sheets, Learning Contracts and Clinical Assessment Records, Personal Records, Wider personal achievements)

Transcripts

Course Handbook

Module Pack/Handbook for each module undertaken

Learning evidence e.g. handouts; reading list; literature search findings

Learning notes

Attendance-Sickness/Absence record

Personal Curriculum Vitae

Copy of references

Job application

Continuing Professional Development Plans / Professional PDP requirements

At the end of your course you will have a complete Progress File which consists of an overall record of achievement including:

- a student **transcript** setting out details of your practice and academic learning. The student transcript is generated by the university and will be provided for you at the end of the course.
- a **personal development record** summarising your overall development, including the skills and the qualities acquired during your course/unit plus goals for continuing learning and professional development at the point of completion. It is your responsibility, with the support of the academic advisor, to produce the personal development record.

You will find your completed progress file useful for a range of additional purposes – for example, you can draw on it when you apply for jobs and you can use it as a building block for Continuing Professional Development and PDP within your current or future professional roles.

Support available for PDP

All students are offered information in their course handbook and via the PDP website on the Student Office. General guidance is available from course staff and in particular academic advisors will provide support for your PDP activities. It is recommended that at your support sessions with your academic advisor that you take your PDP documents which will help provide a clear focus for discussion of your progress through the course.

Resources available on the School of Health PDP Website

A range of resources is available on the PDP Website and these include:

Links to Study Skills and Key Skills

Links to PDP Action Planning and Employability

Professional Links

Feedback Opportunity

You can also visit the PDP website on the elearn web site:

<http://elearn.uclan.ac.uk/webct/urw/lc4130001.tp0/cobaltMainFrame.dowebct> All you need to access this resource is your User Name and Password.

Health

A healthy living theme will be developed throughout the course. ODP's are part of Society and from a personal perspective are well aware of health issues in daily living. The Government and the media and the health service offer many sources of advice and information about, diet, exercise and health risks. As health professionals and practitioners, ODPS will see the consequences of poor health and health behaviours on patients undergoing surgery and surgical interventions. Furthermore, in liaising with patients, ODP's act as role models and offer health related advice and information to their patients across the perioperative period. The focus of the health service has switched to a focus on illness prevention and health promotion.

In class and in practice you will be exploring your own attitudes together with current attitudes and approaches to public health. The aim of having a 'health' focus within PDP is for you to scrutinise and consider your own approach to health and healthy living. The School of Health has a Health Settings Development Unit that will provide you with a wider understanding of what health might mean to you. You will be encouraged to read the ongoing policy and guidance materials produced by the School of Health Sciences related to healthy living, diet, exercise etc and to consider the issues raised in these documents in

relation to your personal healthy living development plan. Your PDP section on healthy living will allow you to reflect on your own personal goals and targets in relation to health. You will note in the PDP sessions throughout the course that certain workshops and activities will be related to this theme. Finally, lifelong learning will be promoted via Continuous Professional Development workshops, which will include sessions on research and employability skills e.g. Curriculum Vitae and Interview technique.

3.6 Career opportunities

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it at every level. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It’s your future: take charge of it!

[Careers](#) offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

Although we cannot guarantee you a ‘job’ at the end of the course, we do boast a 100% employability record for all previous ODP students. A number of the modules in Year 3 of the programme help prepare students for interviews with prospective employees. This will help to give you the ‘competitive edge’ at interview / recruitment event. Other than working within the National Health Service, registered ODP’s can also work within the Independent Healthcare arena, Locum / Agency or work abroad for example New Zealand or Europe.

4. Student support, guidance and conduct

The transition to university life and education can be a stressful time for people. If you have not studied recently, remember to take into account the fact that almost every part of your life may undergo change and this may lead to problems. If this happens to you, don’t imagine that you are on your own. If problems do arise (no matter how minor they may appear to you) try to discuss them with your academic advisor as soon as possible, as delays can make them harder to resolve.

Remember, if you have a problem that you don’t feel you can discuss with the teaching staff, professional counsellors are available. We can help arrange appointments or you can

consult your copy of the University's Guide to Student Services. For further information about student services and wellbeing please access their web page at:

<https://www.uclan.ac.uk/students/health/index.php>

4.1 Academic advisors

You will also be allocated an **Academic Advisor** (who may also be the course leader). Your academic advisor is responsible for supporting you throughout the whole of your programme of study, facilitating personal and academic growth. Meetings with your Academic advisor will take place each semester or as and when you require.

4.2 Student Support

The 'i' is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only), Printing and Printer Credit, UCLan Cards, the 'il' shop and UCLan Financial Support Bursary (first year students only).

4.3 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

4.4 Health and Safety

As a student of the University you are responsible for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.5 Conduct

You will be expected to abide by the HCPC Guidance on Conduct and Ethics for Students together with the [Regulations for the Conduct of Students](#) in the University. UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

If your behaviour is considered to be unacceptable, any member of academic staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary.

4.6 Students' Union

The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students' rights is at the core of what we do and is encompassed by our tag line of, *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led [societies](#), [sports teams](#) and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the [Opportunities Centre](#) on the ground floor of the Students' Union building and someone will point you in the right direction. The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the [Advice and Representation Centre](#) are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at <http://www.uclansu.co.uk/>.

5. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

5.1 Assessment Strategy

You are responsible for your course work. No one else can plan this for you although we will give you a structured approach to achieving set goals throughout the year.

Course assessment

Some of the modules are assessed in both theory and practice. You will note in each module descriptor (see module handbooks) that all assessed elements must achieve a pass grade for the module to be successfully completed. For theoretical assignments the pass grade is 40%, all theoretical assessments are marked and moderated in accordance with the School of Health Sciences theoretical marking criteria. Clinical assessments receive a PASS or REFER statement dependent upon achievement of the assessment criteria. **It is very important that you review the guidelines for assessment in the school handbook and understand your responsibilities in the assessment process.**

Formative and summative assessment

Formative assessment allows you to review, reflect upon and discuss progress. The formative session may turn into a tutorial, a learning opportunity, or it may result in an action plan. You may have as many opportunities for formative assessment as you need - you just have to arrange them! You will note that in some modules, assignments will be handed in at different times. Earlier assignments are designed to provide formative feedback to you so that you can monitor your own progress. In practice, your mentor will assess you in a particular skill or competency. If you do not immediately reach the required standard, the assessment becomes a formative experience and you can reflect on your progress to date and try again. Once the required standard is achieved, your mentor will 'sign you off' as competent.

Summative assessment is a judgement of your achievement of the learning outcomes. Each module has a summative assessment strategy and you will be given detailed information at the start of each module. Summative assessment allows all students on the module to be assessed as fairly and equitably as possible. A date is set for achievement of summative assessment. It contributes to an overall achievement for an award. In this course, both theory and practice are summatively assessed but remember that on some modules only theory is assessed.

5.2 Notification of assignments and examination arrangements

Module Leaders will inform you of the requirements for individual assessments via a video recorded and written assignment brief. The marking criteria for module assessments will be provided by the Module Leader given with the Module Handbooks. Electronically submitted assignments must be submitted no later than 12:00 midday on the due date unless an extension has been agreed or extenuating circumstances submitted.

5.3 Referencing

For the duration of the course, we will use the American Psychological Association 6th Edition (APA) referencing style. Please refer to the School of Health Science Referencing Handbook regarding referencing techniques and guidelines.

5.4 Confidential material

When you are engaged in courses that involve doing practice placements, documenting research and producing written work, you may be using very sensitive information. As a result you are required to always respect **confidentiality**, and to maintain the **anonymity** of individuals and organisations. There are both ethical and legal reasons for maintaining anonymity and confidentiality. Where your course leads to a professional award it is all the more important to pay attention to this issue. In professional courses you will be developing your professional role and responsibilities, which you will require in practice settings in relation to anonymity and confidentiality of the patient/client group

The policy of maintaining anonymity and confidentiality applies to you whether you are an undergraduate or post graduate student. Remember anonymity and confidentiality are not the same thing! The British Medical Association (BMA) define the two as:

“Confidentiality: The principle of keeping secure and secret from others, information given by or about an individual in the course of a professional relationship.”

“Anonymised information: Information which does not, directly or indirectly identify the person to whom it relates.”

5.5 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you

have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to the Module Leader.

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for **one extension period of between 1 and 10 working days** where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances ([Academic Regulations](#)).

You should complete and submit an [extension request form](#), with any supporting evidence, to your Hub. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University's Policies and Procedures on Extenuating Circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).

5.5.1 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see [Academic Regulations](#) and [Assessment Handbook](#)).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. A disability or learning difficulty does not constitute an extenuating circumstance (see [Academic Regulations](#)).

Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester. All evidence that is provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

Further information about the submission process is available at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances_submission.php

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).

5.5.2 Late submissions

If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

5.6 Feedback Following Assessments

UCLan is committed to giving you clear, legible and informative feedback for all your assessments ([Academic Regulations](#)). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.

5.7 Cheating, plagiarism or collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](#) and the [Assessment Handbook](#) .

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the [Assessment Handbook](#).
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.

- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](#). If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the [Students' Union Advice and Representation Centre](#) by emailing: suadvice@uclan.ac.uk for support and guidance.

5.8 Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University [Academic Regulations](#); Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, **for good reason**, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the [Students' Union Advice and Representation Centre](#) by emailing: suadvice@uclan.ac.uk for support and guidance.

6. Classification of Awards

6.1 Course requirements

You must undertake all and pass all of the modules in order to achieve the BSc (Hons) in Operating Department Practice. To pass a module, you must achieve a PASS for the theoretical aspect of each module (pass mark = 40%) and achieve a PASS statement for the designated module clinical outcomes (Note that not all modules have a clinical assessment).

If you fail the theory assignments after 1st submission, you may submit your written work for re-assessment within a designated period. A failure on resubmission will mean that you discontinue from the BSc (Hons) in Operating Department Practice.

We value practice and theory equally. If you fail to achieve a PASS statement in practice on 1st submission you may be reassessed after a period of further support from assessment staff and academic staff. If you have a fail in practice on resubmission, discontinuation from the course will be the final outcome as safe practice is a hallmark of both academic and vocational (practice) accreditation

Shortly after the Selection and Recruitment Event you completed a Disclosure Bureau Scheme (DBS) Application Form. This will now have been processed and a report returned to the University. At re-enrolment during the 2nd and 3rd Years of the programme, we ask you to voluntarily re-declare if you have received any civil or criminal offences, convictions, cautions or warnings.

If you are called in for an **Occupational Health appointment** it is essential that you attend. Failure to do so will result in you being charged a **£40** non-attendance fee. If you need to re-arrange your appointment you must do this 24 hours in advance, otherwise you will still be charged the **£40** fee. You will be charged each time you miss an appointment. This charge also applies if you are offered a place on the course but fail to enrol following either attending or missing an appointment. **Main Occupational Health Telephone Number: 01253 657950.**

As a student undertaking this course, you are bound to the CODP Student Standards of Professional Behaviour and the HCPC Guidance on Conduct and Ethics for Students <http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf> therefore subject to the UCLan procedure for the consideration of Fitness to Practice (Regulations for the Conduct of Students: Appendix 3).

6.2 Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations. In simple terms an undergraduate honours degree classification is based on the highest classification:

1. The Average Percentage Mark (APM) of your level 5 and 6 modules (generally taken in years 2 and 3 of a full time course) weighted 30:70.

Or

2. Your Average Percentage Mark in year 3 only (ie your level 6 modules)

If the APM is near a borderline, 'at the discretion of the Assessment Board, students may be classified according to the academic judgement of the Assessment Board taking into account their overall profile and performance with the minimum requirement that:

1. A minimum of 3 modules (60 credits) at level 6 are in the classification band **and**
2. The APM is no lower than 2 percentage points below that required for the higher classification.'

In operating discretion for profiling Course Assessment Boards will use academic judgement and may refer to performance in core modules; the placement component, the dissertation / project or other factors which have been published to students.

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

Module Feedback is undertaken midway through a module and at the end of a module. This allows students to give their views of the module in order to enhance the student's experience of the learning teaching and assessment of the module.

7.1 Course Representatives and School Presidents

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and

voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union](#) website or by emailing: coursereps@uclan.ac.uk.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the [Students' Union website](#) or email: coursereps@uclan.ac.uk

7.2 Student Staff Liaison Committee meetings (SSLC)

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester. Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

The Course Representative is elected from each cohort. The Course Leader will inform the representatives of the dates and venues of the meetings (three per year) and prior to the meetings, the Course Leader will send the minutes of the previous meeting plus the agenda for the next meeting. Course Representatives will disseminate to their peers the information discussed at the meetings.

7.5 Complaints

The University recognises that there may be occasions when you have cause for complaint about the service you have received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information [Complaints Procedure](#).

8. Appendices

8.1 Programme Specification

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	Preston Campus
3. University School/Centre	School of Health
4. External Accreditation	Health Professions Council (HPC) (Successful completion of this qualification provides eligibility to apply to the HPC to be registered as an Operating Department Practitioner (ODP), having met the appropriate Standards of Proficiency as set out by the HPC as the regulatory body). College of Operating Department Practitioners (CODP)
5. Title of Final Award	Bachelor of Science with Honours in Operating Department Practice
6. Modes of Attendance offered	Full Time
7. UCAS Code	B991
8. Relevant Subject Benchmarking Group(s)	QAA Subject Benchmark Operating Department Practice (2004) Health Professions Council- Standards of Education and Training (2009); Standards of Proficiency (2008).
9. Other external influences	NHS North West SHA (2010) Move to a Graduate Workforce. CODP (2009) Framing the Future for Operating Department Practitioners: A Rational for Change & CODP BSc (Hons) in Operating Department Practice Curriculum Document (April 2011). Care Quality Commission, NHS Outcomes Framework (Dec 2010), QIPP work streams. Equity and Excellence: Liberating the

	NHS (July 2010). Liberating the NHS: Developing the Healthcare Workforce (DH 2010.) Framework for Action on Interprofessional Education and Collaborative Practice (WHO 2010).
10. Date of production/revision of this form	March 2012
11. Aims of the Programme	
<p>The College of Operating Department Practitioners (April 2011) state that the extent and speed of change in healthcare provision in general, and in operating department practice in particular, highlights the need for highly skilled, knowledgeable and flexible Operating Department Practitioners (ODPs). This pre-registration curriculum is designed to facilitate the preparation of students, not only for demanding clinical practice immediately upon qualification, but also for continuing their learning beyond registration and for promoting continuous improvement in care delivery. The aims of the course are to:</p>	
<ul style="list-style-type: none"> • Develop a practitioner demonstrating competence in the role of the ODP in anaesthesia, surgical and post-anaesthesia practice. 	
<ul style="list-style-type: none"> • Develop, alongside the profession specific skills, a reflective practitioner with an understanding of broad principles of healthcare which can in turn be applied in new and evolving roles. 	
<ul style="list-style-type: none"> • Facilitate the student in demonstrating personal and professional accountability applying this in their role as an ODP. 	
<ul style="list-style-type: none"> • Enable the student to monitor, reflect on and evaluate the quality in Operating Department Practice and contribute to quality assurance processes. 	
<ul style="list-style-type: none"> • Create autonomous, self-directed learners proficient in delivering evidence based, individualised, high quality perioperative care. 	
<ul style="list-style-type: none"> • Enable the development of cognitive skills and operating department practice in the context of research, critical awareness and reflection 	
<ul style="list-style-type: none"> • Empower students to use initiative and independence in the pursuit of knowledge and its application in practice; and in the approach to further study and lifelong learning. 	
<ul style="list-style-type: none"> • Facilitate professional registration on successful completion of all modules. 	

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

- e.g. At the end of the programme of study the student will have gained appropriate knowledge to:
- A1. Critically apply, a sound knowledge and understanding of the biological and behavioural sciences; the cultural, political and socio-economic factors influencing operating department provision and practice.
 - A2. Utilise effective communication techniques and interpersonal knowledge and understanding in order to promote equality to all individuals within the operating department and enable effective Individualised peri-operative care.
 - A3. Synthesise and use their range of operating department knowledge and understanding in order to provide effective, efficient, economic and evidence based care to patients of all ages.
 - A4. Ensure appropriate personal values that reflect a respect for self and others are practiced in order to deliver culturally sensitive individualised peri-operative care.
 - A5. Critically appraise main methods of enquiry and evaluation and demonstrate the attitudes required for reflection, critical thinking, problem solving and decision making.
 - A6. Exhibit initiative and a fostering of independence in the pursuit of knowledge and its application, in order to adapt practice to changing demands from technical innovation, and changing patterns within health care and the peri-operative environment.
 - A7. Participate as both a team leader and team member, be aware of barriers to teamwork and respond appropriately.

Teaching and Learning Methods

Each module will identify appropriate learning and teaching strategies. A range of approaches are used, with the most popular being:

- Lecture/discussion with application to practice
- Directed study and reading
- Seminar
- Oral presentation i.e. PowerPoint
- Simulation
- Use of e-learn for supplemental reading, module information and discussion board

Assessment methods

Each module will identify appropriate assessment strategies. Assessment strategies are mapped to module learning outcomes to ensure successful achievement of learning.

A range of assessment strategies are used, with the most popular being:

Written assignments e.g. essays, case studies, reflective accounts

Written examination

Objective Structured Clinical Examination

Oral Viva

Simulation

Presentations – oral and poster presentations

Portfolio development

B. Subject-specific skills

e.g. At the end of the programme of study the student will have gained appropriate knowledge to:

- B1. Anaesthetic skills – demonstrate the ability to apply evidence based clinical skills to enable safe anaesthesia and promote the physical and psychological well-being of individual patients.
- B2. Surgical skills – demonstrate the ability to apply interpretative, problem solving and clinical reasoning skills in order to plan, prioritise, implement and evaluate the care needs of individualised patients in the surgical phase.
- B3. Post Anaesthetic Care skills – demonstrate the ability to apply skills in the assessment and delivery of individualised care by recognising and critically analysing normal and abnormal physiological parameters.
- B4. Critically appraise and effectively apply current health service approaches to the management of perioperative care delivery.
- B5. Implement and manage effective interpersonal / communication, writing, presentation, information technology, reflection and problem solving techniques required in the perioperative environment.
- B6. Understand one's own role responsibilities and expertise as an Operating Department Practitioner, as well as those of other healthcare team members.
- B7. Recognise and respond to the needs of patients, working collaboratively in the best interests of patients, their families and carers in care management.

Teaching and Learning Methods

Each module will identify appropriate learning and teaching strategies. A range of approaches are used, with the most popular being:

- Lecture/discussion with application to practice
- Directed study and reading

- Use of e-learn for supplemental reading, module information and discussion board
- Objective Structured Clinical Examination
- Oral Viva
- Simulation
- Role play
- Case Based Discussion and Direct Observation of Practice

Assessment methods

Each module will identify appropriate assessment strategies. Assessment strategies are mapped to module learning outcomes to ensure successful achievement of learning.
 A range of assessment strategies are used, with the most popular being:
 Written assignments e.g. essays, case studies, reflective accounts
 Written examination
 Objective Structured Clinical Examination
 Oral Viva
 Simulation
 Presentations – oral and poster presentations
 Portfolio development

C. Thinking Skills

- e.g. At the end of the programme of study the student will have gained appropriate knowledge to:
- C1. Develop and expand the core knowledge base required for operating department practice in the following fields: Physical Sciences; Health and Social Policy; Principles of Perioperative Care; Operating Department Technology; Perioperative Practice; Care Management; Legal, Ethical and Professional Issues; Research and Evaluation.
 - C2. Critically read and analyse literature.
 - C3. Synthesise and utilise problem solving skills.
 - C4. Critically reflect on and in practice.
 - C5. Display Self-awareness skills.
 - C6. Express one’s own opinions competently and appropriately to colleagues, listen to others, and respect the views of others.

Teaching and Learning Methods

Each module will identify appropriate learning and teaching strategies. A range of approaches are used, with the most popular being:

- Lecture/discussion with application to practice
- Critical appraisal techniques i.e. research critique, literature review, research project work
- Directed study and reading
- Use of e-learn for supplemental reading, module information and discussion board
- Practice Scenarios

Assessment methods

Each module will identify appropriate assessment strategies. Assessment strategies are mapped to module learning outcomes to ensure successful achievement of learning.
 A range of assessment strategies are used, with the most popular being:
 Written assignments e.g. essays, case studies, reflective accounts
 Written examination
 Objective Structured Clinical Examination
 Oral Viva
 Presentations – oral and poster presentations
 Portfolio development
 Project work

D. Other skills relevant to employability and personal development

- e.g. At the end of the programme of study the student will have gained appropriate knowledge to:
- D1. Demonstrate the ability to self-manage within the perioperative environment.
 - D2. Employ heightened communication skills i.e. oral (communicating with patients and colleagues) as well as written i.e. (patient notes, audit, evaluation and reports).
 - D3. Develop enhanced learning skills around interpersonal / communication, writing, presentation techniques, information technology and reflection skills.
 - D4. Participate in team-working and the organisational development of teams.
 - D5. Assume an active role, and at times, lead in problem solving in the clinical setting.
 - D6. Influence, and when appropriate, lead on decision making processes within the clinical setting.
 - D7. Critically reflect upon one’s own relationship within a team and transfer interprofessional learning to their work setting.

Teaching and Learning Methods

Each module will identify appropriate learning and teaching strategies. A range of approaches are used, with the most popular being:

- Lecture/discussion with application to practice and networking of ideas
- Directed study and reading

- Use of e-learn for supplemental reading, module information and discussion board
- Employability training/workshops i.e. Futures, CV writing, interview technique, portfolio development, Personal Development Processes

Assessment methods

Each module will identify appropriate assessment strategies.

Assessment strategies are mapped to module learning outcomes to ensure successful achievement of learning.

A range of assessment strategies are used, with the most popular being:

Written assignments e.g. essays, case studies, reflective accounts

Written examination

Objective Structured Clinical Examination

Oral Viva

Presentations – oral and poster presentations

Portfolio development

Role Play i.e. interview technique

Learning needs analysis

Project work

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	NU3081	Safe and Effective Transfer of Patients	20	Bachelor Honours Degree in Operating Department Practice Requires 360 credits Bachelor Degree in Perioperative Studies Requires 320 credits
	NU3113	Work-Based Practice Project	20	
	NU3042	Enhancing Perioperative Care	40	
	NU3044	Preparing for Professional Practice	20	
	NU3043	Leadership and Management in the Perioperative Environment	20	
Level 5	NU2335	The Research Process	20	Diploma of Higher Education in Perioperative Studies Requires 240 credits This qualification does not provide eligibility for admission to the HPC register
	NU2064	Developing Skills in Intraoperative Care	20	
	NU2028	Pathophysiology for Perioperative Practitioners	20	
	NU2029	Pharmacology in the Perioperative Environment	20	
	NU2027	Developing Skills in Anaesthetic and Post Anaesthetic Care	40	
Level 4	NU1050	Developing Professional Practice	20	Certificate of Higher Education in Perioperative Studies Requires 120 credits
	NU1051	Care from the Patient's Perspective	20	
	NU1052	Introduction to Perioperative Practice	20	
	NU1022	Introduction to Evidence Based Practice	20	
	NU1021	Developing Perioperative Practice	40	
15. Personal Development Planning				
<p>PDP is a structured and supported process undertaken by an individual to reflect upon their own learning, performance and / or achievement and to plan for their personal, educational and career development.</p> <p>The overall aim of PDP is to help the student to:</p> <ul style="list-style-type: none"> • Become more effective, independent and a confident self-directed learner • Understand how they are learning and relate to a wider context • Improve their general skills for study and career management • Articulate personal goals and evaluate progress towards their achievement • Develop a positive attitude to learning throughout life 				
16. Admissions criteria				
<p>Applicants should be 18 years or over. UCAS Tariff points of 240 credits. Application should be supported by a satisfactory GCSE performance, normally consisting of five GCSEs at Grade C or above including Maths and English. All Advanced Level subjects are recognised for admissions purposes including linear and modular A-Levels and General Studies. AS levels are not accepted as forming part of an entry offer. Acceptance will also be conditional on a satisfactory Medical Examination and CRB Disclosure.</p> <p>Specific Entry Requirements Personal interview Medical screening Criminal Records Bureau Disclosure GCSE grade C or above in English Language and Maths or Adult Key Skills Level III in Numeracy & Literacy or Functional Skills Level II in Numeracy & Literacy. There should be evidence of a good command of reading, writing and spoken English</p>				

Plus 240 UCAS points - Curriculum 2000 points

The following are examples of awards that will contribute to these points:

Two A2s

One A2 plus one six-unit AVCE

One full 12 unit AVCE

Two 6-unit AVCEs

BTEC National certificate or Diploma

OCR Diploma and Extended Diploma

Two Advanced Highers.

Key Skills

Key skills at level 3 may be allowed to contribute up to 20 UCAS tariff points towards meeting the conditions of an offer.

Open University

One foundation level credit fulfils the equivalent A level/ A2 requirement.

Access Courses

Relevant QAA-recognised access courses. This includes, for example Open College of the North West (OCNW), the Merseyside Open College Federation (MOCF) and the National College Network (NOCN).

Experience in a health-related setting such as a hospital or a primary care health centre prior to interview is preferred, or the ability to articulate transferable skills from other experiences or work settings.

In addition to educational entry requirements all students accepted on to the course are required to undergo criminal record bureau (CRB) clearance and medical screening.

CRB Checks

This course may involve regular access to children and/or vulnerable adults, also known as regulated activity. Where this is the case, students will be legally required to register with the Vetting and Barring Scheme (VBS) which is administered by the Independent Safeguarding Authority (ISA). Following successful registration individuals will be issued with an ISA Registration Number which will stay with that person for the rest of their career. If you are not already registered, UCLan will take you through the process.

17. Key sources of information about the programme

- UCLAN ODP web page - http://www.uclan.ac.uk/schools/school_of_health/divisions/operating_department.php
- Course Enquires – Tel 01772 892400
Email cenquiries@uclan.ac.uk
- Contact Course Leader – Mike Donnellon Tel 01772 893613
Email mdonnellon@uclan.ac.uk
- Contact School of Health Office Tel 01772 893602 / 893603

University Student Handbook for Taught Courses



2018/19

Please read this Handbook in conjunction with your Course Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean/Head of School. This applies to the materials in their entirety and to any part of the materials.

This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.

UCLan Mission statement

We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

UCLan Values

- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

Student Charter

The Student Charter has been developed by the University and the Students' Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or 'contract' between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. [Read the full Student Charter](#)

Supporting Diversity at UCLan

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan [Equality and Diversity Policy](#) for further information.

Contents page

- 1. Welcome and Introduction to the University**
- 2. Learning Resources**
- 3. Preparing for your career**
- 4. Student support**
- 5. Students' Union**
- 6. Rationale, aims and learning outcomes of the course**
- 7. Assessment**
- 8. Student Voice**

1. Welcome and Introduction to the University

The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. This Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

1.1 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded as unread.

1.2 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. Details of the External Examiner associated with your course can be found in your Course Handbook.

1.3 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. Please note however that this may vary depending on your particular course and programme of study. You should therefore check your Course Handbook or contact a member of staff within the relevant School.

1.4 Attendance Requirements

Student attendance at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made as detailed in the Course Handbook. Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may request a review of this decision if you have grounds in line with the [Academic Appeals Procedure](#). Tuition fees will be charged in accordance with Appendix 2 of our [Tuition Fee Policy](#).

You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. **You must only enter your own details on the system** as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the [Regulations for the Conduct of Students](#)

1.5 Data Protection

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University's policy on the use and disclosure of personal information, please see the University's Data Protection Policy and [Privacy Notice](#) or contact the Information Governance Officer, Office of the University Secretary and Legal Officer, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

2. Learning resources



2.1 Learning Information Services (LIS)

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

You can find the link to the Library Opening Hours here:

http://www.uclan.ac.uk/students/study/library/opening_hours.php

2.2 Electronic Resources

LIS provide access to a range of electronic resources – e-journals and databases, e-books, images and texts.

3. Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has employability learning integrated into it. This is not extra to your degree, but an important part of it.

Your course will take you on a journey of development that will help you to map your personal story of your time at university.

You will be encouraged to record your learning journey so that you can demonstrate all the work-related skills you have developed, both before and during your time at UCLan. This will help you to show future employers just how valuable your degree is and the employability skills you have acquired.

- You will be given the opportunity to explore your identity, your strengths and areas for development, your values and what you want to get out of life.
- You will be able to investigate a range of options, including jobs and work experience, postgraduate study and self-employment.
- We will support you to enable you to successfully tackle the recruitment process and to develop your enterprise skills.

UCLan [Careers](#) offers a range of support for you including:-

- One to one career and employability advice and guidance appointments.

- Advice on finding graduate jobs, including how to improve your CV with work placements, internships, voluntary opportunities and part-time employment.
- Workshops, seminars, and events to enhance your learning and develop your skills.
- Employer presentations and events, to give you the chance to network with potential employers and find out from them what they are looking for.

The UCLan careers portal [careerEDGE](#) contains all the information and resources you will need to help navigate your way to a successful career, including access to hundreds of graduate vacancies, placements and part-time jobs.

We are based in the entrance to Foster building and are open from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. Come to see us to arrange your guidance appointment, have your CV and cover letter checked, get help in applying for a job or just to find out more about our full range of services. It's your future: take charge of it!

UCLan Careers | Foster Building | University of Central Lancashire, Preston PR1 2HE
 01772 895858
careers@uclan.ac.uk
www.uclan.ac.uk/careers

4. Student support, guidance and conduct



4.1 Student Support

“Got a Problem to Sort? Come to us for Support”.

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We offer advice on:

- Bank and Confirmation of Study Letters
- Council Tax Exemption Certificates
- International Student Support
- Library Services and Support
- Printing and Printer Credit
- Student Financial Support
- UCLan Cards
- UCLan Financial Bursary (1st year students only)
- Student Support and Wellbeing (including Disability)

and much more.

We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study.
http://www.uclan.ac.uk/students/study/library/the_i.php

If you are struggling financially or have financial concerns which may prevent you from continuing on your course, you are advised to seek advice from the University's Finance Support Team, based in the <i>, or in the Advice and Representation Centre at the Students' Union.

If you are finding the course challenging or cannot complete independent study and assessments on time you should consult your Academic Advisor.

4.2 Students with disabilities

You are strongly encouraged to declare your disability on your application form when you apply to study at UCLan. If you have declared this Disability Services will be in contact with you to advise you about reasonable adjustments which may be appropriate in the circumstances. You can also tell any member of staff at the University, who will ask you to sign a disability disclosure form, to let the Disability Service know that you have a disability and agree to share this information with them. Disability Services will then get in touch with you to discuss your available options. Following this you will be assigned a Disability Adviser whom you can contact should you need any further help or assistance.

https://www.uclan.ac.uk/students/health/disability_services.php

4.3 Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/specific learning difficulty for which valid supporting evidence can be made available. Contact your Disability Adviser for advice and information, disability@uclan.ac.uk



4.4 Health and Safety

As a student of the University you share responsibility for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.5 Conduct

You will be expected to abide by the [Regulations for the Conduct of Students](#) in the University. UCLan expects you to behave in a respectful manner towards all members of the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the Regulations for the Conduct of Students.



5. Students' Union

The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students' rights is at the core of what the Students' Union does and is encompassed by its tag line of *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Students' Union is where your voice can be heard, actions taken, or campaigns launched.

Your Students' Union is also the home to a fantastic range of student-led [societies](#), [sports teams](#) and multitudes of volunteering opportunities. You can also receive help in finding part-time work whilst you study. Not sure where to go? Pop into the [Opportunities Centre](#) on the ground floor of the Students' Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then the Student Union's dedicated staff team in the [Advice and Representation Centre](#) are on hand to help and offer impartial advice.

More information on all these things, as well as details about all the Student Union's (not-for-profit) commercial services, including its student supermarket (Essentials) and student-bar (Source) can be found at www.uclansu.co.uk

6. Rationale, aims and learning outcomes of the course

6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a 'programme specification'. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a

course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our [Additional Information and Conditions of Offer](#)



7. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances have been expressly agreed by the University to allow you to defer your assessment.

7.1 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the time and date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity. An academic staff member, such as your Academic Advisor or Module or Course Leader, will be able to provide advice to you on how to do this. Extenuating Circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt student performance in assessment. Where students have a temporary unexpected circumstance that means that they are unable to complete a particular assignment on time the student may apply for an extension of up to ten working days.

7.2 Extensions

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for **one extension period of between 1 and 10 working days** where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances. Requests for extensions should be made prior to the submission date as extensions cannot be given Retrospectively ([Academic Regulations](#)).

You should complete and submit an extension request form, with any supporting evidence, to your CAS Hub. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University's Policies and Procedures on Extenuating Circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).



7.3 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready

to support you, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see [Academic Regulations and Assessment Handbook](#))

You can apply for Extenuating Circumstances online via [myUCLan](#). You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester in which they apply. All evidence provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

[Further information about the submission process](#)

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).



7.4 Late submissions

If you submit work late without authorisation, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

You may apply to appeal this decision in accordance with the University's [Academic Regulations](#).

7.5 Feedback Following Assessments

UCLan is committed to giving you clear, legible and informative feedback for all your assessments ([Academic Regulations](#)). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

For courses (except distance learning):

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Generic feedback may be oral, written, posted on a website or other.

For distance learning courses:

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled

submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.



7.6 Unfair Means to Enhance Performance

The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation ('unfair means').

You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](#) and the [Assessment Handbook](#) .

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the [Assessment Handbook](#).
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](#). If an allegation is found to be proven then the appropriate penalty will be implemented as set out below:

In the case of a **single** offence of unfair means in an undergraduate or postgraduate assessment:

- the appropriate penalty will be 0% for the element of assessment, and an overall fail for the module (whether or not the resulting numeric average mark is above or below the minimum pass mark). The affected element of the assessment must be resubmitted to the required standard. The mark for the module following resubmission will be restricted to the minimum pass mark. Where unfair means is detected for the first time on a reassessment for an already failed module, no further reassessment for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a **repeat** offence of unfair means (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the [Students' Union Advice and Representation Centre](#) by emailing: suadvice@uclan.ac.uk for support and guidance.

7.7 Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University [Academic Regulations](#): Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
 2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
 3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
- that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the [Students' Union Advice and Representation Centre](#) by emailing: suadvice@uclan.ac.uk for support and guidance.



8. Student voice

You can play an important part in the process of improving the quality of your course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feed back about your experience of teaching and learning which are outlined below. Where appropriate, we aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities and are involved with decision making committees at levels as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

8.1 Course Representatives and School Presidents

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the University. It enables students to have ownership of their student experience, to voice their opinions and to share positive practice with the course team, primarily at the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect, being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union](#) website or by emailing: coursereps@uclan.ac.uk.

School Presidents are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who your School President is or more about the role visit the [Students' Union website](#) or email: coursereps@uclan.ac.uk



8.2 Student Staff Liaison Committee Meetings (SSLC)

The purpose of a SSLC meeting is to improve courses, to have an open discussion and respect each other's views, to share good practice where identified, to provide opportunity for students to feedback to staff about their course and student experience, to regularly review the course to improve its development, and to jointly work together to action plan against issues raised.

There will normally be one meeting per semester which will last no more than 2 hours. Your School President will Chair the meetings with an academic co-Chair, using guidelines and will provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. A standard agenda and action grid template will be

used. Course representatives will gather feedback from students and communicate this to the School President in advance of the meetings.

8.3 Complaints

The University recognises that there may be occasions when you have cause for complaint about the service you have received. When this happens, the University's Student Complaints Procedure is intended to provide an accessible, fair and straightforward system which ensures an effective, prompt and appropriate response. Click on this link for more information University's Student [Complaints Procedure](#)

If you are a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college's complaints procedure in the first instance. In the event of continuing dissatisfaction when you have completed the college's procedure, you will be entitled to submit your complaint to UCLan under stage 3 of the procedure.