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

All course material 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 of School. This applies to the materials in their entirety and to any part of the material.
COURSE SUBJECT TO CHANGE
This course is subject to formal course review and reapproval by the University during 2018/19 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 2019.

*subject to reapproval
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1. Introduction to the course

1.1 Welcome to the course

Welcome to the University of Central Lancashire and the School of Sport & 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 ODPs, the Health and Care Professions Council, and mapped to their Standards of Proficiency ODP (SOPs) and their Standards of Education and Training (SETs). The course has also been endorsed by the professional body for ODPs, the College of Operating Department Practitioners and mapped to their degree curriculum.

The aim of year one is to introduce you to the notion of professionalism and evidence based-practice and how these concepts relate to clinical practice. You will also be introduced to the fundamental skills required for perioperative practice in the operating department environment. This is supplemented by developing your knowledge of anatomy and physiology and its application during anaesthesia, surgery and post-anaesthetic care. The aim is to provide skills and knowledge to enable you to function as safe responsible members of the multidisciplinary team.

Year two builds upon the skills and knowledge gained in year one. A focus of year two is on the specialist areas of anaesthetic, surgery and post-anaesthetic care and you will undertake modules and placements in each discipline. Three key concepts are also explored in year two of the programme; the pathogenesis of disease, pharmacology within the operating department and the contribution of research to operating department practice.

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 have the opportunity to demonstrate your personal and professional development since the start of the course.

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).

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 Guy McClelland.**

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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Particular interests and background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mike Donnellon</td>
<td>Mike is Link Lecturer at Blackpool, Teaching Hospitals NHS Foundation Trust and Lancashire NHS Foundation Trust. He has a particular interest in Anaesthesia and Airway Management and he has published and presented in this area. His current research is leadership and management in the perioperative environment. Mike is a member of the CODP Education and Standards Committee and is a registered ODP with the Health and Care Professions Council.</td>
</tr>
<tr>
<td>01772 893613</td>
<td><a href="mailto:MikeDonnellon@uclan.ac.uk">MikeDonnellon@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Greenbank 216</td>
<td></td>
</tr>
<tr>
<td>Guy Mcclelland</td>
<td>Guy is the Link Lecturer for Euxton Hall and Fulwood Hall Hospitals, Wrightington, Wigan and Leigh NHS Foundation Trust and Southport and Ormskirk NHS Trust. He has a particular interest in Human Factors and Non-Technical Skills in the perioperative environment. He is a registered ODP with the Health and Care Professions Council and is a member of CODP and the Association for Perioperative Practice.</td>
</tr>
<tr>
<td>01772 893632</td>
<td><a href="mailto:gmcclelland@uclan.ac.uk">gmcclelland@uclan.ac.uk</a></td>
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<tr>
<td>Greenbank 216</td>
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</tr>
<tr>
<td>Lynne Harrison</td>
<td>Lynne is the Course Leader for the MSc Advanced Practice and is a registered nurse with the Nurse and Midwifery Council. The main focus of her work is centred on facilitating assessment of areas for service improvement and innovation, designing strategies to implement and evaluate change.</td>
</tr>
<tr>
<td>01772 893617</td>
<td><a href="mailto:LHarrison2@uclan.ac.uk">LHarrison2@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Greenbank 219</td>
<td></td>
</tr>
<tr>
<td>Mike Huntington</td>
<td>Mike is the Link Lecturer for East Lancashire Hospitals NHS Trust. He has a particular interest in Patient Safety within the perioperative environment. He is a registered ODP with the Health and Care Professions Council. Mike is a member of the Association for Perioperative Practice</td>
</tr>
<tr>
<td>01772 893626</td>
<td><a href="mailto:mjhuntington1@uclan.ac.uk">mjhuntington1@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Greenbank 220</td>
<td></td>
</tr>
<tr>
<td>Julie Peirce-Jones</td>
<td>Julie is the Link Lecturer for North Cumbria University Hospitals NHS Trust at Carlisle and Whitehaven. Julie is a Trustee and 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.</td>
</tr>
<tr>
<td>01772 893621</td>
<td><a href="mailto:jpeirce-jones@uclan.ac.uk">jpeirce-jones@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Greenbank 213</td>
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</tbody>
</table>
Tracey Williams
twilliams@uclan.ac.uk
01772 893694
Greenbank 213

Tracey is the Link Lecturer for the University Hospitals of Morecambe Bay NHS Foundation Trust, covering Lancaster, Barrow-in-Furness and Kendal. She has a particular interest in scrub and recovery practices. Tracey is Vice President of the Association for Perioperative Practice and a board member of the European Operating Room Nurses’ Association. She is a registered ODP with the Health and Care Professions Council and a registered nurse with the Nursing and Midwifery Council.

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
Sport & 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 Mrs. Claire Tarrant – A registered ODP, Claire is a Teaching Fellow on the ODP course at the University of Surrey.

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 theoretical assessment (such as through 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 standards.

In each of year of the programme you have three modules (two 30 credit modules and one 60 credit module). Each module leader will offer you support in meeting the learning outcomes. The module leaders across all modules have agreed the submission dates for work and dates have been scheduled taking 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 at 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, surgery and post-anaesthetic care. 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. The three years facilitate your transition from student to registered practitioner thus preparing you 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 in both semesters and for part of the summer period. Before the start of each academic year we will provide more detailed information as to the structure of the year ahead. The tables below demonstrate the schedule of academic activity and annual leave over the three years of your course;
# Course at a Glance – BSc (Hons) Operating Department Practice

## Semester 1 & 2 - September to May

<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>One</td>
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<tr>
<td></td>
<td>Foundations of Operating Department Practice (60 credits)</td>
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<td></td>
<td>Anatomy and Physiology for Operating Department Practice (30 credits)</td>
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<td></td>
<td>Introduction to Professional practice (30 credits)</td>
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<tr>
<td>Two</td>
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<td></td>
<td>Developing Skills in Operating Department Practice (60 credits)</td>
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<td></td>
<td>Pathophysiology for Operating Department Practice (30 credits)</td>
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<td>Research for Operating Department Practice (30 credits)</td>
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<td>Three</td>
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<td></td>
<td>Enhancing Operating Department Practice (60 credits)</td>
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<td></td>
<td>Leadership in Operating Department Practice (30 credits)</td>
</tr>
<tr>
<td></td>
<td>Embedding Professional Practice (30 credits)</td>
</tr>
</tbody>
</table>
Theory and Practice Allocation

Modules are scheduled over semester 1 and semester 2. You will spend approximately 50% of the time at University and 50% in clinical placement.

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

HI1001 Foundations of Operating Department Practice

The aim of this module is to introduce and develop the student’s understanding of the core concepts and issues related to operating department practice. This will allow the student to progress towards demonstrating competence in a range of skills in the role of anaesthetic, scrub, circulating, and post anaesthetic care practitioner. Students will explore the principles of evidence based practice and use the evidence to help make decisions about the delivery of patient care.

HI1002 Anatomy and Physiology Applied to Operating Department Practice

This module aims to allow students to develop their understanding of how the human body and its organ systems develop and function in normal health. Anatomical structures and their physiological systems will be related to clinical practice to facilitate the development of their underpinning knowledge of procedures related to anaesthesia and surgery and how patients respond to these procedures.

HI1003 Introduction to Professional Practice

The aim of the module is to establish the principles of professional practice and facilitate lifelong learning as a key aspect of health care. This will enable students to develop an understanding of the role of professionals and an understanding of the scope and limitations of personal practice and how this is supported by personal development planning.

Year 2

HI2000 Developing Skills in Operating Department Practice
This module aims to further develop the key skills acquired by students during their first year of study by augmenting the underpinning knowledge and key skills required for safe perioperative practice as an anaesthetic, surgical and post anaesthetic care practitioner.

**HI2001 Pathophysiology Applied to Operating Department Practice**

The module aims to enable the student to understand the pathogenesis of disease and the effect of disease on the individual. The module will also provide an opportunity to discuss appropriate surgical and non-surgical treatment modalities. The module will explore concepts of pharmacology and the effects of drugs on the physiology of patients.

**HI2002 Research for Operating Department Practice**

The module will enable students to locate, critically appraise and apply research relevant to Operating Department Practice.

**Year 3**

**HI3002 Enhancing Operating Department Practice**

The aim of this module is to equip the student with a range of enhanced anaesthetic and surgical clinical skills, appropriate underpinning knowledge and contextual awareness, to practice effectively as a full member of the multidisciplinary team within the perioperative environment.

**HI3004 Embedding Professional Practice**

The aim of this module is to create an opportunity for students to summate and showcase their own personal, and professional growth during the completion of their degree. It will enable the student to engage in activities that will support the transition from learner to professional practitioner.

**HI3003 Leadership in Healthcare**

The aim of the module is to provide students with the opportunity to explore the concept of leadership within Healthcare Practice. Students will develop a range of leadership skills to meet current and future demands of health care delivery.

**Module Registration Options**

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**

A timetable will be available once you have enrolled on the programme, through the student portal.

**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 9.5 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**
You are required to attend all timetabled learning activities for each module. Notification of
Programme Specification Template

illness must be made to the Module Leader and exceptional requests for leave of absence must be made to the Course Leader. You must report your absence and your return using this link: http://www.uclan.ac.uk/students/study/schools/school_of_health/wblt/sickness.php

In the event of absence due to illness for longer than seven days, medical certificates must be produced promptly to the Course Leader. Any student who has submitted a medical certificate shall refrain from attendance at the University and/or placement if that is recommended by the medical certificate.

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 also compulsory. It is monitored via the Practice Assessment Record & Evaluation (P@RE) system. Students must have their attendance signed by a mentor in placement using this system. A report is submitted to the Course Leader via P@RE. 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:

https://www.uclan.ac.uk/students/support/health-wellbeing/wblt/sickness.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. Students who do not meet satisfactory attendance requirements in clinical practice (487.5 hours in year 1 and 562.5 in years 2 and 3) will be required to undertake further work prior to submitting clinical competency documents in the “make-up” weeks at the end of each year.

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
Programme Specification Template

- 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.
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 Sport & 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 'i' 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 offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: 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 Sport & 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](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](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.
Programme Specification Template

- 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:
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 SLCs 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.
# 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**

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>Preston Campus</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>School of Sport &amp; Health Sciences</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>Health and Care Professions Council (HCPC) College of Operating Department Practitioners (CODP)</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>Bachelor of Science with Honours in Operating Department Practice</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Full Time</td>
</tr>
<tr>
<td>7. a) UCAS Code</td>
<td>B991</td>
</tr>
<tr>
<td>7. b) JACS Code</td>
<td>B900</td>
</tr>
<tr>
<td>7. c) HECoS Code</td>
<td>100273</td>
</tr>
<tr>
<td>8. Relevant Subject Benchmarking Group(s)</td>
<td>QAA Subject Benchmark Operating Department Practice (2004); Health and Care Professions Council Standards of Education and Training (2017); Health and Care Professions Council Standards of Proficiency (2014); College of Operating Department Practitioners (CODP) BSc (Hons) in ODP Curriculum Document (2011)</td>
</tr>
<tr>
<td>9. Other external influences</td>
<td>National Health Service Constitution (2015); Health Education England Value Based Recruitment (2014); Health and Care Professions Council (HCPC) Standards of Conduct, Performance and Ethics (2016); Health and Care Professions Council (HCPC) Guidance on Conduct and Ethics for Students (2016); College of Operating Department Practitioners (CODP) Standards, recommendations and guidance for</td>
</tr>
</tbody>
</table>
10. Date of production/revision of this form
September 2017

11. Aims of the Programme

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 Learners, 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:

- Develop, alongside the professional specific skills, a reflective, competent practitioner with an understanding of the broad principles of healthcare which can in turn be applied in new and evolving roles.
- Facilitate the Learner in demonstrating personal and professional accountability.
- Enable the Learner to reflect, evaluate and contribute to quality assurance processes.
- Create autonomous, self-directed Learners proficient in delivering evidence-based, individualised, high quality care.
- Empower Learners to use their initiative in the pursuit of knowledge and lifelong learning.
- Facilitate Professional Registration upon successful completion of all modules.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

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 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 care.
A3. Synthesise and use a 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 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 environments.
A7. Participate as both a team leader and team member, be aware of barriers to effective
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
- Directed study and reading
- Oral presentation
- Simulation
- Use of Virtual Learning Environments for supplemental reading, module information and
discussion board
- Peer Review
- Clinical 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
- Written examination
- Objective Structured Clinical Examination
- Oral Viva
- Simulation
- Patchwork text
- Presentations
- Portfolio development
- Practice Competency Schedules

### B. Subject-specific skills

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 in the
management of care delivery.

B5. Implement and manage effective interpersonal / communication, writing, presentation,
information technology, reflection and problem solving techniques required in the
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.

<table>
<thead>
<tr>
<th>Teaching and Learning Methods</th>
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</thead>
<tbody>
<tr>
<td>Each module will identify appropriate learning and teaching strategies. A range of approaches are used, with the most popular being:</td>
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</tr>
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<td>Directed study and reading</td>
</tr>
<tr>
<td>Oral presentation</td>
</tr>
<tr>
<td>Simulation</td>
</tr>
<tr>
<td>Use of Virtual Learning Environments for supplemental reading, module information and discussion board</td>
</tr>
<tr>
<td>Peer Review</td>
</tr>
<tr>
<td>Clinical Practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>Assessment methods</th>
</tr>
</thead>
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<tr>
<td>Written examination</td>
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<tr>
<td>Objective Structured Clinical Examination</td>
</tr>
<tr>
<td>Oral Viva</td>
</tr>
<tr>
<td>Simulation</td>
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<tr>
<td>Patchwork text</td>
</tr>
<tr>
<td>Presentations</td>
</tr>
<tr>
<td>Portfolio development</td>
</tr>
<tr>
<td>Practice Competency Schedules</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Thinking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of the programme of study the student will have gained appropriate knowledge to:</td>
</tr>
<tr>
<td>C1. Assimilate various types of knowledge required for Operating Department Practice in the following fields: Physical Sciences; Health and Social Policy; Principles of Peri-</td>
</tr>
</tbody>
</table>
Programme Specification Template

Operative 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

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- Peer Review
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- Patchwork text
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- Portfolio development
- Practice Competency Schedules

D. Other skills relevant to employability and personal development

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 Operating Department 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
**Teaching and Learning Methods**

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<table>
<thead>
<tr>
<th>13. Programme Structures*</th>
<th>14. Awards and Credits*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level</strong></td>
<td><strong>Module Code</strong></td>
</tr>
<tr>
<td>Level 6</td>
<td>HI 3004</td>
</tr>
<tr>
<td></td>
<td>HI 3003</td>
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<td></td>
<td>HI 3002</td>
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<td></td>
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<tr>
<td>Level 5</td>
<td>HI 2002</td>
</tr>
<tr>
<td></td>
<td>HI 2001</td>
</tr>
</tbody>
</table>
15. Personal Development Planning

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.

The overall aim of PDP is to help the student to:

- 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

Within this Course Learner’s will receive development in the areas of;

- Study Skills
- Subject Specific Clinical Skills
- Professionalism
- Leadership
- Mentorship
- Research Awareness/Capability

Learners will also compose a Personal Development Portfolio over the three years of the Course, that will capture their development and progress; providing an invaluable Personal and Professional Record that can be presented at Interview.

16. Admissions criteria

Applicants should be 18 years or over.
112 UCAS Tariff Points at A2; General Studies accepted
BTEC: Distinction, Merit, Merit
112 points from Access Course
GCSE English and Maths at grade C (new GCSE Grading System Equivalence Grade 4) or FS2 or KS3 or Adult Key Skills Level III in Numeracy & Literacy or Functional Skills Level II in Numeracy & Literacy.
Successful Completion of Uclan Foundation Entry Health and Social Care

Specific Entry Requirements

- Personal interview
- Medical screening
- Enhanced Disclosure and Barring Service (DBS) clearance (DBS)
There should be evidence of a good command of reading, writing and spoken English. International Students require overall IELTs of 7.0, with no category less than 6.5.

Acceptance will also be conditional on a satisfactory Medical Examination and Enhanced Disclosure and Barring Service Disclosure.

**Disclosure and Barring Service (DBS) clearance**
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 Disclosure and Barring Service. UCLan will take you through the process.

**17. Key sources of information about the programme**

- **UCLAN ODP.**
  [http://www.uclan.ac.uk/courses/bsc_hons_operating_department_practice.php](http://www.uclan.ac.uk/courses/bsc_hons_operating_department_practice.php)

- **Course Enquires – Tel (+44) 01772 892400**
  Email: cenquiries@uclan.ac.uk

- **Contact Course Leader – Guy McClelland Tel (+44) 01772 893632**
  Email: GMcclelland@uclan.ac.uk

- **Contact Brook Hub Tel (+44) 01772 891992 / 891993**
## 18. Curriculum Skills Map

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
</tr>
<tr>
<td><strong>LEVEL 6</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HI3002</td>
<td>Enhancing Operating Department Practice</td>
<td>Core</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>HI3003</td>
<td>Leadership in Healthcare</td>
<td>Core</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>HI3004</td>
<td>Embedding Professional Practice</td>
<td>Core</td>
<td>✓</td>
</tr>
<tr>
<td><strong>LEVEL 5</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HI2000</td>
<td>Developing Skills in Operating Department Practice</td>
<td>Core</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>HI2001</td>
<td>Pathophysiology Applied to Operating Department Practice</td>
<td>Core</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>HI2002</td>
<td>Research for Operating Department Practice</td>
<td>Core</td>
<td>✓</td>
</tr>
<tr>
<td><strong>LEVEL 4</strong></td>
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<tr>
<td></td>
<td>HI1003</td>
<td>Introduction to Professional Practice</td>
<td>Core</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>HI1001</td>
<td>Foundations of Operating Department Practice</td>
<td>Core</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>HI1002</td>
<td>Anatomy and Physiology Applied to Operating Department Practice</td>
<td>Core</td>
<td>✓</td>
</tr>
</tbody>
</table>

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed.
Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Course Handbooks
19. **LEARNING OUTCOMES FOR EXIT AWARDS:**

For each exit award available, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

For example, for a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.

**Learning outcomes for the award of:** Certificate of Higher Education in Perioperative Studies (Level 4) A2, A4; B1, B2, B4, B5, B7; C1, C4-C6; D4.

**Learning outcomes for the award of:** Diploma of Higher Education in Perioperative Studies (Level 5) A2, A4, A6; B1, B2, B3, B6, B7; C1, C3, C5, C6; D2, D4.

**Learning outcomes for the award of:** Bachelor Degree in Perioperative Studies (Level 6) A1- A4, A5, A6; B1-B3, B5-B7; C1, C3-C6; D1-D7.