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

The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option. When accepting your offer of a place to study on this course, you are accepting that not all of these options will be running. At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The University will do all it reasonably can to ensure that you are able to undertake your preferred options.
UCLan Mission statement

Mission and Values

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

Our values:

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

Student Charter

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

Supporting Diversity at UCLan

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

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

Please review the UCLan Equality and Diversity Policy for further information.
Contents
1. Introduction to the course

2. Structure of the course

3. Approaches to teaching and learning

4. Student support, guidance and conduct

5. Assessment

6. Course regulations

7. Student voice

8. Appendices
   8. 1 Approved programme specification
1. Introduction to the course

1.1 Welcome to the course
Welcome to the BSc Perioperative Care [Top up] Course.

This Course is offered to all perioperative practitioners including Operating Department Practitioners and Theatre Nurses who hold a professional qualification and are employed in a perioperative environment.

By undertaking this course you will be provided with an opportunity for you to grow, develop as a Practitioner but also to achieve academic verification of your knowledge and practice. This course will enable you to further develop your knowledge and confidence in this role and work to a professional, national standard for mentorship/supporting learning as required by the professional bodies/recognised codes of conduct.

Whilst you are on the course please make sure that you do talk to your lecturers in class or in academic advisor meetings. Your intuition and concerns are invariably worthwhile discussing. Remember that being part of a group provides an excellent opportunity to benefit from the mutual sharing of experience, successes and challenges that come out of your work and study, and hopefully, fosters supportive networking afterwards.

The School of Health Sciences Study Skills Handbook and the UCLan Assessment handbook provide information about assessment, referencing, study skills, guidelines and protocols. You will be able to access these handbooks once enrolled on your programme of study via Blackboard. In addition you can find information about core regulations on the UCLan student lobby web page.

https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=33_1

We wish you every success and hope you will enjoy your time with us and please do not hesitate to contact us if you have any queries or concerns.

On behalf of all of us, welcome to UCLan, to the School of Health Sciences, and to the Course.

Regards, Julie Peirce-Jones

1.2 Rationale, aims and learning outcomes of the course
The aims of the BSc (Hons) Perioperative Care [ Top Up] course are to enable current perioperative practitioners to explore, develop and enhance their knowledge of perioperative care via the development of personal, professional and cognitive understanding. The Course aims to provide a route for qualified perioperative practitioners to gain a bespoke degree in perioperative care thereby, enhancing not only their understanding and practice but also providing further career progression. See appendix 8.1 programme specification for more detail about your course.

1.3 Course Team
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 Julie Peirce-Jones.
The Course Team

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 provides contact details and gives you some ideas about individual interests and backgrounds. You will also find that staff teach across modules and wherever possible, staff with specific and specialised interests will take part in the modules.

Access to Academic staff

The course team comprises of the following personnel (see list below) and are here to support your learning activities. You should always in the first instance contact those staff directly involved in the delivery of your programme for any queries.

<table>
<thead>
<tr>
<th>Name</th>
<th>Module leader</th>
<th>Particular interests and background</th>
</tr>
</thead>
</table>
| Mike Donnellon     | Teaching on NU3123 Advancing Perioperative Care                               | • Mike is Link Lecturer at Blackpool, Teaching Hospitals NHS Foundation Trust where he also undertakes clinical practice. Also Link Lecturer at Euxton Hall Hospital.  
                     |                                                                               | • Particular interest in Anaesthesia and Airway Management and he has published and presented in this area.  
                     |                                                                               | • His current research is role re-design with the NHS.  
                     |                                                                               | • He is a member of the CODP Education and Standards Committee and is a registered ODP with the Health Professions Council. |
| Elaine Hill        | NU 3094 Clinical Human Factors                                               | • Elaine is the Link Lecturer for the operating department at Lancashire Teaching Hospitals NHS Foundation Trust, Gisburn Abbey Park Hospital and Fulwood Hall Hospital.  
                     | Teaching on NU 3123 Advancing Perioperative Care                            | • She holds an Honorary Contract at Lancashire Teaching Hospitals NHS Foundation Trust where she still undertakes clinical practice.  
                     |                                                                               | • Particular interests are in anaesthetic and recovery practices and diving medicine.  
<pre><code>                 |                                                                               | • She is a registered ODP with the Health Professions Council and a registered nurse with the Nursing and Midwifery Council. |
</code></pre>
<table>
<thead>
<tr>
<th>Name</th>
<th>Module leader</th>
<th>Particular interests and background</th>
</tr>
</thead>
</table>
| Jacqueline Lowe-Berry | Teaching on NU 3123 Advancing Perioperative Care    | - Jacqueline is a Link Lecturer for Surgical Assessment Unit; Pre Assessment Clinic & Cardiac Intensive Care at Blackpool, Teaching Hospitals NHS Foundation Trust as well as the Intensive Care Unit Lancashire Teaching Hospitals NHS Foundation Trust  
- She has 2 Honorary Contracts for Intensive Care Unit at Lancashire Teaching Hospitals NHS Foundation Trust and Cardiac Intensive Care unit at Blackpool, Teaching Hospitals NHS Foundation Trust  
- She is a Registered Nurse and Teacher  
- She is the Divisional Lead for Acute, Operative and Critical Care at UCLan  
- She teaches on a wide variety of courses and subjects including sociology/social policy, critical care, pathophysiology, nursing, leadership and management at levels 5, 6 & 7. |
| Mike Huntington       | NU3047 Valuing Research                            | - Mike is the Link Lecturer for East Lancashire Hospitals NHS Trust (Burnley General Hospital)  
- Particular interest in Patient Safety within the perioperative environment  
- Continues to work in clinical practice at Blackpool Teaching Hospitals NHS Foundation Trust  
- Is a registered ODP with the Health Professions Council  
- He is a member of the Association for Perioperative Practice. |
<table>
<thead>
<tr>
<th>Name</th>
<th>Module leader</th>
<th>Particular interests and background</th>
</tr>
</thead>
</table>
| Guy McClelland        | Teaching on NU 3094 Human Factors in Health Care                              | • Guy is the Link Lecturer for East Lancashire Hospitals NHS Trust (Royal Blackburn Hospital)  
• Particular interest in Orthopaedic and Trauma surgery  
• Continues to work in clinical practice at University Hospitals of Morecambe Bay NHS Foundation Trust  
• Is a registered ODP with the Health Professions Council  
• He is a member of CODP and the Association for Perioperative Practice. |
|                       | Teaching on NU3123 Advancing Perioperative Care                               |                                                                                                                                                                                                                                |
|                       |                                                                               |                                                                                                                                                                                                                                |
| Julie Peirce-Jones    | NU3268 – Developing Leadership Skills                                         | • Julie is the Link Lecturer for North Cumbria University Hospitals NHS Trust at Carlisle and Whitehaven.  
• She is an active member of the Association for Perioperative Practice and sits on their Governance Committee.  
• She is a Registered Nurse and Teacher with the Nursing and Midwifery Council  
• Her interests within operating department practice are management and professional issues.  
• She has an Honorary Contract with a local trust |
|                       | NU3123 Advancing Perioperative Care                                          |                                                                                                                                                                                                                                |
|                       |                                                                               |                                                                                                                                                                                                                                |
| Tracey Williams       | Teaching on NU 3123 Advancing Perioperative Care                              | • Tracey is the Link Lecturer for the University Hospitals of Morecambe Bay NHS Foundation Trust, covering Lancaster, Barrow-in-Furness and Kendal.  
• She holds an Honorary Contract at the Royal Lancaster Infirmary where she still undertakes clinical practice  
• Particular interests are in scrub and recovery practices  
• She is an active member of the Association for Perioperative Practice  
• She is a registered ODP with the Health Professions Council and a registered nurse with the Nursing and Midwifery Council |
|                       | NU 3593 Dissertation                                                          |                                                                                                                                                                                                                                |
1.4 Academic advisor
For those students undertaking this module as part of a larger programme of study your academic advisor will remain the same. If you are not already on a programme of study, on commencement of the module you will be allocated an academic advisor; this will be a member of staff from the Course Team. Making time to meet with your academic advisor is something that you should plan for and arrange as soon as you can. Please keep your academic advisor informed if you are experiencing difficulties.

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1.5 Administration details
Campus Admin Services provides academic administration support for students and staff and are located at brook Building 204 and is 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.

Course specific information is also available via school Blackboard sites.

The hub telephone number for the Brook Hub is Ext. 1993

The hub email contact is 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.

As well as using e-mail, a variety of methods may be used to communicate with you such as post, e-learn or text messaging. Thus it is important that you inform the hub of any changes of address or mobile phone number so that records can be updated. This is your responsibility and we cannot be held responsible for communication failures if you have not informed us of relevant changes. Please allow for staff commitments such as annual leave; however we will endeavour to respond within three working days.

E-learn
E-learn is the term used to refer to a password protected aspect of the UCLAN website. Only students enrolled on e-learn modules have access to the e-learn site. You will be shown how to access this site. It is essential that you study the material on the e-learn site and access this site weekly.

Student participation and responsibilities in e-learning
1. ”Attendance” and “presence” are required for this module. You should acknowledge that the study time for this module, in line with recognised standards, is 200 hours. In
addition to routine access to materials you are expected to access the materials at least twice per week and are expected to contribute to the discussion at that time. Simply saying "hello" or "I agree" is not considered a substantive contribution.

2. You will enhance the quality of your success on this module by participation in asynchronous discussion.

3. You are expected to use good "netiquette" at all times, this includes:
   - Checking the discussion frequently and responding appropriately and on subject.
   - Focusing on one subject per message and using pertinent subject titles.
   - Capitalising words only to highlight a point or for titles - Capitalising otherwise is generally viewed as shouting.
   - Being professional and careful with your online interaction.
   - Citing all quotes, references and sources.
   - When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
   - It is considered extremely rude to forward someone else's message without their permission.
   - It is fine to use humour, but use it carefully. The absence of face-to-face cues can cause humour to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as :) or ;) to let others know you are being humorous.

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 no available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The External Examiner for the Course is Claire Lewsey, Programme Lead, Glasgow Caledonian University. Reports may be accessed via the Course Leader.
2. Structure of the course

2.1 Overall structure

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 3047 Valuing Research</td>
<td>NU 3268 Developing Leadership Skills</td>
<td>NU 3123 Advancing Perioperative Care</td>
<td></td>
</tr>
<tr>
<td>(20 Credits)</td>
<td>(20 Credits)</td>
<td>(20 Credits)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option (20 Credits)</td>
<td>Option Module (20 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU 3113 Work Based Practice Project</td>
<td>(20 Credits) (Sem 1 &amp; 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU 3593 Dissertation</td>
<td>(20 credits) (Sem 1 &amp; 2)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Option Modules**

NU 3082 Recognising and Responding to Deterioration in the Acutely Ill Adult (SEM 1 or 2)

NU 3094 Human Factors in HealthCare (SEM 2)

NU 3081 Safe Transfer of Patients (SEM 1)

NU 3647 Care Strategies for Managing the Acutely Ill Patient (SEM 2)

NU 3365 Transcultural HealthCare (SEM 2 elearn April, taught Dec SEM1/2)

NU 3646 First Assistant to Surgeon (SEM 1)

NU 3645 Care of the Intraoperative Patient (SEM 2)

NU 3632 Care of the Anaesthetised Patient (SEM 2)
2.2.1 Progression

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

Once you have successfully completed your course you would be eligible to study at Masters [level 7]

2.3 Study Time

2.3.1 Weekly timetable

In your induction pack you will be given a timetable for your first week of the course. This will include information on room locations, lecturer and content of the session. At the beginning of each module, the module leader will provide you with a timetable for the whole of the module and this will include details of the lecturers and contents of the sessions. Room locations are available by visiting the Student Portal web page at https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id_22_1. You should check the web page each day you attend University as room locations can change at short notice. Become familiar with the building codes also e.g. Greenbank Building is GR. The University is well signposted and you should be able to find your way around quite easily. Car parking can be a problem. This will mean that you need to get to the University as early as possible to get a car parking space. You should consider purchasing car parking permits for your study days or travel by train is an option.

2.3.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours for each credit you need to achieve – this includes attendance at UCLAN and time spent in private study.

The standard module (20 credits) equates to a notional figure of 200 hours of student learning effort. At the end of this period of learning, you will demonstrate successful achievement of the module learning outcomes and demonstrate achievement of competence to support learning in practice. 30 hours of the notional student learning effort is measured through direct teaching either in a classroom or via e-Learning. 30 hours (equivalent to 5 days) protected learning time is built into the course, 12 hours of which are allocated to self-directed study (university or home) and 18 hours as work based learning activity. The remaining hours are allocated to your learning through course activities, and assignment work.

2.3.3 Attendance Requirements

We expect 100% attendance at University. The programme will be studied on a part-time basis. Those students enrolled on the e-Learning modules will access all the content electronically. Other students will access the content via blended learning.

You are required to complete all timetabled learning activities for the module. Notification of illness or exceptional requests for leave of absence must be made to the Course Leader. 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 should report non-attendance to the hub email – BrookHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 891993.

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.

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.

During your attendance at the university any inappropriate unprofessional behaviour could result in your Trust employer and or your professional body being notified.

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.

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.

3. Approaches to teaching and learning

3.1 Expertise of staff
Students are supported by academic staff who are experts within their professional field and committed to supporting students to develop their full potential. The course team comprises of staff from both ODP and Nursing disciplines. They all have current experience in delivering the course and related content. The team is also involved in research activity which complements the course.

3.2 Learning and teaching methods
The course is designed for practitioners who have post registration experience with a variety of professional and life experiences. The emphasis of the teaching and learning strategy will be student-centred and aimed at utilising and maximising your own experiences to assist the learning process. The diversity of experience enables the use of a variety of approaches to teaching and learning, including web based learning, seminars, debate and other informal, interactive methods. These approaches are further enhanced by the commitment to shared
learning. The emphasis within the course will be upon the creation of an adult learning environment with a student-centred approach as the team feels this is essential to facilitate your development as an independent learner. You have, as mature practitioners, much to contribute to the learning process. You will be given time within the course to reflect and informally discuss your expectations, views and experiences.

You will be introduced to course content through the use of structured lectures, which will be further developed through guided learning material. Critical reflection will be developed with the support and guidance of both academic and practice staff.

Your ability to achieve the module learning outcomes will be facilitated through protected learning time and the support of an experienced colleague/mentor in the work setting, focusing on achievement of the learning outcomes via a work based learning contract.

3.3 Study skills
We will provide web-based materials to support study skills development. These will be available via your e-learn module site. The University offers study skills workshops through WISER (Walk-In Study Enhancement through Review). This service will benefit students who want to learn more effectively and get better marks for their assignments and exams. WISER can also help you with your personal development planning (PDP).

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

3.4 Learning resources
We acknowledge that students attending the course have a variety of experiences; some of you may not have studied for some time. This makes it all the more important that you make full use of the help and support that you can receive. A good starting point is to access The-'i', and Library, Learning Information Services http://uclan.ac.uk/students/it_library.php

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. As discussed earlier resources are also available through e-Learn.

3.5 Personal development planning
Personal Development Planning (PDP) is a process designed to assist you to get the most from your time as a student at the 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. As a registered practitioner it is advised that you record your PDP activities, as you may be asked to provide evidence of Continued Professional Development if requested by Statutory Professional Bodies. The University has produced some excellent
3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. 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.

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 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. The Students Union also operates a Welfare Unit, which can offer advice on both personal and financial difficulties.

For further information about student services you can refer to the Student Services Handbook or access their web page at:
http://www.uclan.ac.uk/information/services/sas/index.php
There is an SLO for every School - if you are seeking advice they can signpost you around the many services offered by the University but if you just want a chat, they are there for that too. If the SLO cannot resolve an issue for you they will make sure that they can put you in touch with the right person to help you.

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
There is a centralised Student and Academic Support Service which is The 'i'.

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 – lead for School TBC – 20/7/2015

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 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 staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students. As a qualified practitioner you are accountable under the Codes of Conduct from the Health Care Professional Council and the Nursing and Midwifery Council.

4.6 Students’ Union

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

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

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

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

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

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

Assessment

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

Course assessment

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

5.1 Assessment Strategy

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.

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.

Course Assessment Overview – see appendix .2

5.2 Notification of assignments and examination arrangements

Module Leaders will inform you of the requirements for individual assessments. Both written and electronically submitted assignments must be submitted no later than 12.00 midday on the due date unless an extension has been agreed or an extenuating circumstances granted.

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 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."

Students will be notified of the requirements for individual assessments and their respective deadlines for submission / examination arrangements through the use of module information packs or through the module site on Blackboard.

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 your module leader via e-mail.

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

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

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

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

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

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see Academic Regulations).

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

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

You will be expected to re-submit claims for extenuating circumstances for each semester. 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.
For distance learning courses:

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Feedback may be oral, written, posted on a website or other.

5.7 Cheating, plagiarism, collusion or re-presentation

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

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

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

How assessed work will be submitted will be identified by the individual Module Leader.

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.

Module Leaders will inform you of the date for the publication of results.
6. Course regulations

6.1 Course requirements
In order to gain the BSc [Hons] Perioperative Care [TOP Up] you must attempt and pass all parts of the assessment strategy for every module.
As a student and a qualified practitioner undertaking this course, you are bound by the Code of Conduct as specified by Health Care Professional Council and Nursing and Midwifery Council and subject to the UCLan procedure for the consideration of Fitness to Practise (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.

7. Student voice
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 on-going 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.

Students are asked to complete Module Evaluation Questionnaires (MEQs).

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.

Meetings will be facilitated using guidelines and provide a record of the meeting 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.

Student will be invited to attend course management committee meetings.

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

8.1 Programme Specification
8.2 Course Assessment Overview

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University’s website for the most up to date information.

<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>University of Central Lancashire, Preston campus</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>School of Health</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>N/A</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>BSc (Hons) Perioperative Care (Top-Up)</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Part-time</td>
</tr>
<tr>
<td>7. UCAS Code</td>
<td>N/A</td>
</tr>
<tr>
<td>8. Relevant Subject Benchmarking Group(s)</td>
<td>N/A</td>
</tr>
<tr>
<td>10. Date of production/revision of this form</td>
<td>December 2014</td>
</tr>
<tr>
<td>11. Aims of the Programme</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>The aims of the BSc (Hons) Perioperative Care course are to enable current perioperative practitioners to explore, develop and enhance their knowledge of perioperative care via the development of personal, professional and cognitive understanding. The Course aims to provide a route for qualified perioperative practitioners to gain a bespoke degree in perioperative care thereby, enhancing not only their understanding and practice but also providing further career progression.</td>
<td></td>
</tr>
</tbody>
</table>
## 12. Learning Outcomes, Teaching, Learning and Assessment Methods

### A. Knowledge and Understanding

A1. Employ a sound understanding of the non-technical skills required when working in teams and with patients (e.g. communication, team-working, situational awareness, Human Factors).

A2. Critically review current socio-political and quality drivers and how they impact upon perioperative care.

A3. Evaluate personal values that reflect a respect for self and others, in order to deliver culturally sensitive individualised perioperative care.

A4. Use methods of enquiry, whilst demonstrating evaluative skills and attitudes required for reflection, critical thinking, problem solving and decision making.

A5. Cultivate initiative and a fostering of independence in the pursuit of knowledge and its application, in order to adapt and advance their practice in response to changing demands from technical innovation, and changing patterns within health care and the perioperative environment.

#### Teaching and Learning Methods

- Lectures; Group work e.g. participation in debate, discussion, case studies, critical incident analysis. Reflective practice; eLearning; Clinical Learning.

#### Assessment methods

- Written examinations and assignments, production of formative assessments in class or through electronic discussion boards, reflections and case-based discussions.

### B. Subject-specific skills

B1. Critically Analyse the extent to which personal and profession values, attitudes and behaviours influence and shape service improvement in perioperative care.

B2. Appraise the attributes and skills required for effective leadership in complex health care environments.

B3. Utilise specialist knowledge of clinical assessment, monitoring and surveillance skills to obtained data that informs diagnosis, care planning, delivery and the evaluation of the effectiveness of clinical interventions.

B4. Maintain optimal operative conditions for adults and children.

#### Teaching and Learning Methods

- Lectures; Group work e.g. participation in debate, discussion, case studies, critical incident analysis. Reflective practice; eLearning; Clinical Learning.

#### Assessment methods

- Written examinations and assignments, production of formative assessments in class or through electronic discussion boards, reflections and case-based discussions.

### C. Thinking Skills

C1. Search, examine and appraise current research and evidence bases related perioperative care in order to enhance care.

C2. Reflect upon one’s own learning needs and personal professional journey in order to enhance their practice.

C3. Critically evaluate different research paradigms, methodologies, and aspects of the research process.

C4. Critically analyse governance and risk assessment associated with implementing change in the perioperative environment.

#### Teaching and Learning Methods

- Lectures; Group work e.g. participation in debate, discussion, case studies, critical incident analysis. Reflective practice; eLearning; Clinical Learning.

#### Assessment methods

- Written examinations and assignments, production of formative assessments in class or through electronic discussion boards, reflections and case-based discussions.
Written examinations and assignments, production of formative assessments in class or through electronic discussion boards, reflections and case-based discussions. Observation in the perioperative environment / oral examinations, evidence development for clinical assessment/ clinical supervised practice and clinical assessment.

<table>
<thead>
<tr>
<th>D. Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1. Work inter-professionally.</td>
</tr>
<tr>
<td>D2. Be self-aware and self-manage.</td>
</tr>
<tr>
<td>D3. Utilise gained knowledge and skills in the pursuit of career progression and personal and professional development.</td>
</tr>
</tbody>
</table>

**Teaching and Learning Methods**

Lectures; Group work e.g. participation in debate, discussion, case studies, critical incident analysis. Reflective practice; eLearning; Clinical Learning.

**Assessment methods**

Written examinations and assignments, production of formative assessments in class or through electronic discussion boards, reflections and case-based discussions. Observation in the perioperative environment / oral examinations, evidence development for clinical assessment/ clinical supervised practice and clinical assessment.
13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>NU3047</td>
<td>Valuing Research</td>
<td>20</td>
</tr>
<tr>
<td>Or NU3113</td>
<td>NU3593</td>
<td>Work Based Project</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NU3123</td>
<td>Advancing Perioperative Care</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NU3268</td>
<td>Developing Leadership Skills</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NU3082</td>
<td>Recognising and Responding to Deterioration in the Acutely Ill Adult</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NU3094</td>
<td>Human Factors in Health Care</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NU3081</td>
<td>Safe Transfer of Patients</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NU3647</td>
<td>Care Strategies for Managing the Acutely Ill Patient</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NU 3365</td>
<td>Transcultural Healthcare</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NU 3646</td>
<td>First Assistant to the Surgeon</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NU 3645</td>
<td>Care of the Intraoperative Patient</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NU 3632</td>
<td>Care of the Anaesthetised Patient</td>
<td>20</td>
</tr>
</tbody>
</table>

**Plus 40 Credits of Option modules**

Exit Awards

- BSc (Hons) Perioperative Care (Top Up)
- 120 credits at Level 6

14. Awards and Credits*

- Exit Awards

15. Personal Development Planning

According to QAA (2004), Personal Development Planning (PDP) is:

- A structured process that is integral to higher level learning
- Concerned with learning in an holistic sense (academic and non-academic)
- Something done with guidance and support
- A process that involves reflection, creation of personal records, planning and monitoring progress towards achievement of personal objectives
- Intended to improve the capacity of the individual to communicate their learning to others who are interested in it (academic staff/ employers)
QAA state that ‘the ultimate responsibility for deriving benefit from PDP should rest with each student’.

The student’s personal development work will be focused on the use of a personal learning portfolio. This will address the following important themes which underpin professional practice:

- Appreciation of current policy and guidelines
- Understanding service user/carer perspectives on practice in your field
- Inter-professional learning and working in practice

Reference

16. Admissions criteria
Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University’s website for the most up to date information.

- Applicants require 120 credits of level 5 study (or evidence of equivalence)
- Applications (including those from overseas) must have a current professional registration with either the Nursing and Midwifery Council or the Health and Care Professions Council
- They must have worked within a clinical care setting appropriate to the outcome award for a minimum of twelve months, and be contracted to work for at least 18 hours per week
- NHS funded students are required to be supported by their manager and may need to identify a clinical mentor for particular modules
- Provide at least one professional reference
- Applicants must demonstrate to the course leader that they possess the relevant continuous professional development experience required in order to enter on to the course i.e. a nationally recognised Operating Theatre course
- Applicants must be able to satisfy the course leader that they are competent to pursue the programme

The Accreditation of Prior Learning (APL) is a process which enables people of all ages and backgrounds to receive recognition and formal credit for learning acquired in the past through formal study and through work and other life experiences. Due to the short nature of this course you will not be permitted to APL past learning experiences.

17. Key sources of information about the programme

- Course enquiries – School of Health – telephone +44 (0)1772 892400 or email: cenquiries@uclan.ac.uk
- On-line course information: http://www.uclan.ac.uk
- Contact the course leader: Julie Peirce-Jones (01772 893621) jpeirce-jones@uclan.ac.uk
### 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed.

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>A1 A2 A3 A4 A5 B1 B2 B3 B4 C1 C2 C3 C4 D1 D2 D3</td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
<td>Thinking Skills</td>
</tr>
<tr>
<td>LEVEL 6</td>
<td>NU3047</td>
<td>Valuing Research</td>
<td>C</td>
<td>A1 A2 A3 A4 A5 B1 B2 B3 B4 C1 C2 C3 C4 D1 D2 D3</td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
</tr>
<tr>
<td></td>
<td>NU3113</td>
<td>Work Based project</td>
<td>C</td>
<td>A1 A2 A3 A4 A5 B1 B2 B3 B4 C1 C2 C3 C4 D1 D2 D3</td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
</tr>
<tr>
<td></td>
<td>NU3123</td>
<td>Advancing Perioperative Care</td>
<td>C</td>
<td>A1 A2 A3 A4 A5 B1 B2 B3 B4 C1 C2 C3 C4 D1 D2 D3</td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
</tr>
<tr>
<td></td>
<td>NU3268</td>
<td>Developing Leadership Skills</td>
<td>C</td>
<td>A1 A2 A3 A4 A5 B1 B2 B3 B4 C1 C2 C3 C4 D1 D2 D3</td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
</tr>
<tr>
<td></td>
<td>NU3593</td>
<td>Dissertation</td>
<td>C</td>
<td>A1 A2 A3 A4 A5 B1 B2 B3 B4 C1 C2 C3 C4 D1 D2 D3</td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
</tr>
<tr>
<td></td>
<td>NU3082</td>
<td>Recognising and Responding to Deterioration in the Acutely Ill Adult</td>
<td>O</td>
<td>A1 A2 A3 A4 A5 B1 B2 B3 B4 C1 C2 C3 C4 D1 D2 D3</td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
</tr>
<tr>
<td></td>
<td>NU3094</td>
<td>Human Factors in Healthcare</td>
<td>O</td>
<td>A1 A2 A3 A4 A5 B1 B2 B3 B4 C1 C2 C3 C4 D1 D2 D3</td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
</tr>
<tr>
<td></td>
<td>NU3081</td>
<td>Safe Transfer of Patients</td>
<td>O</td>
<td>A1 A2 A3 A4 A5 B1 B2 B3 B4 C1 C2 C3 C4 D1 D2 D3</td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
</tr>
<tr>
<td></td>
<td>NU3632</td>
<td>Care of the Anaesthetised Patient</td>
<td>O</td>
<td>A1 A2 A3 A4 A5 B1 B2 B3 B4 C1 C2 C3 C4 D1 D2 D3</td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
</tr>
<tr>
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