



1. Programme title(s) and UCAS code(s):

BSc (Hons) Operating Department Practice.
UCAS Code B991

2. Awarding body or institution:

University of Leicester

3. a) Mode of study:

Full Time

b) Type of study:

Campus Based

4. Registration periods:

The normal period of registration is three years

The maximum period of registration is five years

5. Typical entry requirements:

ALL SUCCESSFUL APPLICANTS WILL MEET THE REQUIREMENTS OF 1), 2a) or 2b) or 2c) and 3) and 4)

1) 3 GCSE Grade C (5) or above

Prior to application applicants **must** possess Level 2 Qualifications as follows

3 GCSE Grade C (5) or above, must include Mathematics and English Language.

(Scottish and Irish equivalents are accepted.)

(Overseas qualifications considered on comparison as equivalent by UK NARIC (National Recognition Information Centre) are accepted)

AND

In addition successful applicants must have

2a) 112 UCAS tariff points/BBC at A Level

Possess **112** accumulated UCAS tariff points. These will normally be gained from qualifications including

- A Level (nominal grades BBC)
- A2 and AS Level
- Scottish and Irish Equivalents
- Access to Higher Education (HE) Programmes
- Vocational Awards
- International Baccalaureates

Where applicants have accumulated tariff points from Access to HE programmes or Vocational Awards, the subject of the Award should be health or social care related.

OR

2b) Mature applicants (21+)

Applicants aged 21 or over who in the judgement of the University submit sufficient evidence of, serious previous study in the health and social care sector, and the academic aptitude to pursue a programme in Operating Department Practice, along with relevant work experience, may be eligible for admission.

OR

2c) Other Routes

Some applicants may be accepted through other routes of entry which will be considered as follows.

- a) Holders of a degree of a University in the United Kingdom.
- b) Those that have passed at a satisfactory standard a Foundation Year programme offered only by the University of Leicester.
- c) Holders of other qualifications which are deemed by the University equivalent to the above.

AND

3) English Language

The programme is delivered in the English Language and all applicants must have a good command of reading, writing and speaking in English. Where applicants have undertaken their secondary education in a country that does not teach in the medium of English additional evidence of good command of English will be required as specified in University Regulation 1.

English language requirements are specified in Senate Regulations 1.10., 1.11., 1.12.1.13 and 1.14 and where appropriate an IELTS equivalent score of **6.5** is required. The International English Language Testing System (IELTS) tests competence in the English language.

To be eligible to apply for registration with the Health and Care Professions Council (HCPC), students must be able to communicate in English to the standard equivalent to level **7** of the IELTS, with no element **below 6.5** (HCPC, 2014).

Applicants who have qualified outside of the UK, whose first language is not English and who are not nationals of a country within the European Economic Area (EEA) or Switzerland, must provide evidence that they have reached the necessary standard (HCPC, 2014). Please note that English language tests need to have been taken **no more than two years prior to the start date of the course** (UoL, 2015).

The assessment of listening, reading, writing and speaking English at level **7** is continuous throughout the program through the application of the SEEC credit level descriptors (2010), the QAA (2004) benchmarks for operating department practice, the use of marking rubrics for written assignments, examinations, presentations and group work (UoL, 2014). Mentors also make formative and summative assessment decisions on the student's abilities to communicate within the clinical setting. The At Risk processes will identify any students that are not meeting the minimum requirement. Students will be supported in developing their English language through the personal tutor system or the [English Language Teaching Unit](#).

If there is any doubt about a students' English language ability, they may be referred to the Fitness to Practise Panel. The University of Leicester reserves the right to require students to achieve a satisfactory score in a recognised English language test, or to pass a test of competence, set and marked by the [English Language Teaching Unit](#) (UoL, 2015).

4. Age requirement

All students must be 18 years of age at the commencement of the programme.

6. Accreditation of Prior Learning:

Some students enrolled on the programme may be able to utilise the process of accrediting their prior achievements against the components of each Module.

The Board of Studies must approve all submissions to the programme using the Accreditation of Prior Experiential Learning (APEL) route.

APEL will be assessed on an individual basis by the Board of Studies, following an outcome by outcome matching process, and the Board of Studies will make a recommendation for approval by the Faculty Board.

The aim of the process is to ensure appropriate currency and correct contextualisation. It is important that the student presents hard evidence for any component that they wish to claim from prior learning.

This process follows the normal APEL process as approved by the University of Leicester. The process is carried out on an outcome-by-outcome basis to ensure fitness to practice, qualification and eligibility to join the professional register.

7. Programme aims:

The programme aims to enable students to become autonomous, self-directed learners proficient in delivering evidenced based, individualised, high quality patient care in the clinical setting.

Students will acquire learning strategies that enable them to demonstrate an understanding of a complex body of knowledge of Operating Department Practice in all aspects of the Practitioner role, in order to become lifelong learners.

Students will develop as collaborative group learners, seeing knowledge from multiple perspectives and acknowledging different learning styles.

Students will be enabled to translate the philosophy of care in to practice and become safe, competent practitioners, working in inter-professional teams, accepting diverse roles and remaining aware of professional responsibilities.

The student will develop analytical techniques and problem solving skills that can be applied as employability skills in the operating theatre and critical care environment.

Students will develop employability skills that require the exercise of personal responsibility, and decision making in routine, complex and unpredictable circumstances.

Students will, through a system of personal development planning be able to demonstrate skills in personal reflection and the internalisation of professional values.

The graduate will be able to evaluate evidence, arguments and assumptions, reaching sound judgements, and effectively communicating within their sphere of practice.

The graduate will have accumulated the skills and abilities to meet the Health and Care Professions Council standards of proficiency for Operating Department Practitioners, they will be fit for practise, fit for purpose and fit for award, and therefore be entitled, on graduation, to apply to the Health and Care Professions Council for professional registration as an Operating Department Practitioner.

8. Reference points used to inform the programme specification:

- College of Operating Department Practitioners. (2009) Standards, recommendations and guidance for mentors and practice placements: Supporting pre-registration education in Operating Department Practice. London: College of Operating Department Practitioners.
- College of Operating Department Practitioners. (2011) Bachelor of Science (Hons) in Operating Department Practice: Curriculum document. London: Operating Department Practitioners.
- External Examiners' reports and minutes of Boards of Examiners, Board of Studies.
- Health and Care Professions Council. (2012) Standards of conduct, performance and ethics. London: Health and Care Professions Council.

- Health and Care Professions Council. (2012) Standards of Education and Training. London: Health and Care Professions Council.
- Health and Care Professions Council. (2014) Standards of Proficiency: Operating Department Practice. London: Health Professions Council.
- Health Education England (East Midlands), annual contract review process, and triennial contract renewal.
- Quality Assurance Agency for Higher Education. (2004) Benchmark statement: Health care programmes: Phase 2 Operating Department Practice. Mansfield: Quality Assurance Agency.
- Quality Assurance Agency for Higher Education. (2009) Personal development planning: Guidance for institutional policy and practice in higher education. London: Quality Assurance Agency.
- University of Leicester Annual Developmental Review Process
- University of Leicester Learning and Teaching Strategy 2011-2016
- University of Leicester Periodic Developmental Review Report
- University of Leicester Senate Regulations for Undergraduate Programmes.
- University of Leicester Discovery Led and Discovery Enabling Learning Strategy 2016-2020
- External Examiners' reports (annual)

9. Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<i>(a) Discipline specific knowledge and competencies</i>		
(i) Mastery of an appropriate body of knowledge		
<p>1) A successful student should be able to demonstrate knowledge and understanding of:</p> <p>Normal and altered human anatomy and physiology across the life span;</p> <p>Normal and altered physiological parameters and how to interpret changes;</p> <p>Disease and trauma processes and how to apply this knowledge to plan the patient's perioperative care;</p> <p>Legislative frameworks and organisational policy in operating department practice;</p> <p>Promoting people's rights and responsibilities; and the need to maintain confidentiality;</p> <p>How to make appropriate use of, and plan for, the possible variations in available resources;</p> <p>How to monitor and maintain health, safety and security in the workplace;</p> <p>Clinical governance and the need to embrace risk management and audit;</p> <p>Principle actions, side effects and contraindications of drugs and</p>	<p>Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Skills based Classes, Computer practical classes, Demonstrations, Example sheets, Resource-based learning, Independent research, clinical placements.</p>	<p>Essays/written assignments, professional portfolios, learning logs, seminar presentations, poster presentations, role play, simulations, problem based examinations, computer based exercises, competency based assessment, product presentations, patient case studies, contribution to discussions and major supervised project work.</p> <p>N.B. Poster presentation involves working in a small group and planning, designing and presenting a poster or leaflet design to a panel of assessors.</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p>agents used within the operating department practice;</p> <p>The sources, transmission routes and methods of destruction of pathological organisms;</p> <p><i>2) A successful student should be able to apply their knowledge of and demonstrate their competence in:</i></p> <p>How to store, issue, prepare and administer prescribed drugs to patients and monitor the effects of drugs on patients;</p> <p>The principles and operation of a range of technological equipment used in the monitoring and delivery of anaesthesia, surgery, post anaesthesia care and resuscitation;</p> <p>The ability to identify, receive, transfer and position patients for clinical procedures;</p> <p>How to plan, implement and evaluate the perioperative care of patients with an understanding of their needs;</p> <p>The process and procedure to report a critical incident;</p> <p>The principles of asepsis and aseptic technique;</p> <p>Safe working practices for procedures involving ionising and non-ionising radiation;</p> <p>The need for, and the principles and practice of, airway management;</p> <p>Investigation associated with, and the processing of, clinical specimens;</p> <p>The principles and practices of the management of clinical emergencies.</p> <p>(QAA, 2004 C)</p>	<p>Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Skills based Classes, Computer practical classes, Demonstrations, Example sheets, Resource-based learning, Independent research, learning in clinical practice.</p>	<p>Essays/written assignments, professional portfolios, learning logs, seminar presentations, poster presentations, role play, simulations, problem based examinations, computer based exercises, competency based assessment, product presentations, patient case studies, contribution to discussions and major supervised project work.</p> <p>N.B. Poster presentation involves working in a small group and planning, designing and presenting a poster or leaflet design to a panel of assessors.</p>
(ii) Understanding and application of key concepts and techniques		
<p><i>A successful student should be able to:</i></p> <p>Apply theories, concepts and principles of operating department practice to deliver patient-centred care to a wide range of individuals;</p>	<p>Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Computer practical classes, Project supervision, Example sheets, Resource-based learning, Independent research, learning in clinical practice.</p>	<p>Essays/written assignments, professional portfolios, learning logs, seminar presentations, poster presentations, role play, simulations, problem based examinations, computer based exercises, competency based assessment, product</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p>Recognise potential risk and intervene to prevent, possible, complications occurring;</p> <p>Analyse and interpret relevant health education/promotion information and use this knowledge to promote the health and well-being of patients;</p> <p>Interpret and apply appropriate research and other evidence to underpin care decisions that can be justified, even when made on the basis of limited information;</p> <p>Assess priorities in practice and deliver care competently to meet identified need;</p> <p>Formulate and document a plan of care in partnership with, and with the consent of, patients and, where appropriate, their carers; Demonstrate personal and professional accountability for patient care;</p> <p>Accurately document and evaluate the outcomes of care and other interventions;</p> <p>(QAA, 2004 B)</p>		<p>presentations, patient case studies, contribution to discussions and major supervised project work.</p> <p>N.B. Poster presentation involves working in a small group and planning, designing and presenting a poster or leaflet design to a panel of assessors.</p>
(iii) Critical analysis of key issues		
<p><i>A successful student should be able to:</i></p> <p>Demonstrate the development of analytical techniques and problem-solving skills that can be applied across their employment in the operating theatre and critical care.</p> <p>(UoL, LTS)</p>	<p>Lectures, Tutorials, Directed reading, Project supervision, Example sheets Resource-based learning, Induction programme, Independent research.</p>	<p>Essays/written assignments, poster presentations, competency based assessment, contribution to discussions and major supervised project work. N.B. Poster presentation involves working in a small group and planning, designing and presenting a poster or leaflet design to a panel of assessors.</p>
(iv) Clear and concise presentation of material		
<p><i>A successful student should be able to:</i></p> <p>Present and explain topics, issues, ideas and arguments in a variety of written and oral forms;</p> <p>Demonstrate skills of analysis and synthesis of material and appropriate use of academic conventions; (UoL, LYS, QAA, 2011).</p>	<p>Lectures, Tutorials, Directed reading, Computer practical classes, Demonstrations, Project Supervision, Example sheets, Resource-based learning, Independent research.</p>	<p>Essays/written assignments, professional portfolios, learning logs, seminar presentations, poster presentations, problem based examinations, computer based exercises, product presentations, patient case studies, contribution to discussions and major supervised project work. N.B. Poster presentation involves working in a small group and planning, designing and presenting a poster or leaflet design to a panel of assessors.</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(v) Critical appraisal of evidence with appropriate insight		
<p><i>A successful student should be able to:</i></p> <p>Critically appraise and evaluate evidence, arguments and assumptions, reaching sound judgements, and effectively communicating within their sphere of practice; (UoL, LTS, QAA, 2011).</p>	<p>Lectures, Tutorials, Directed reading, Project supervision, Example sheets Resource-based learning, Induction programme, Independent research.</p>	<p>Essays/written assignments, problem based examinations, contribution to discussions and major supervised project work.</p>
(vi) Other discipline specific competencies		
<p><i>A successful student should be able to:</i></p> <p>Demonstrate professional autonomy and accountability in perioperative practice;</p> <p>Demonstrate effective interprofessional relationships within perioperative care;</p> <p>Demonstrate proficiency and confidence in the role of the Operating Department practitioner in anaesthesia, post anaesthesia and critical care;</p> <p>Demonstrate proficiency and confidence in the role of the Operating Department practitioner within surgical environments (CODP, 2011).</p>	<p>Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Skills based Classes, Computer practical classes, Demonstrations, Example sheets, Resource-based learning, Independent research, learning in clinical practice.</p>	<p>Professional portfolios, learning logs, role play, simulations, problem based examinations, competency based assessment, contribution to discussions and major supervised project work.</p>
(b) Transferable skills		
(i) Oral communication		
<p><i>A successful student should be able to:</i></p> <p>Demonstrate the ability to use oral communication skills in a variety of clinical situations to develop a rapport with patients, carers and other professionals (QAA, 2004 C31, 32, 32);</p> <p>Identify challenging aspects of the behaviour of others and act appropriately to maintain effective team-working and patient care (QAA, 2004 C28, 33).</p> <p>Demonstrate the ability to use oral communication skills to present the findings of academic enquiry.</p>	<p>Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Skills based Classes, Demonstrations, Example sheets, Resource-based learning, Independent research, learning in clinical practice.</p>	<p>Seminar presentations, poster presentations, role play, simulations, competency based assessment, product presentations, contribution to discussions and major supervised project work.</p> <p>N.B. Poster presentation involves working in a small group and planning, designing and presenting a poster or leaflet design to a panel of assessors.</p>
(ii) Written communication		
<p><i>A successful student should be able to:</i></p> <p>Demonstrate the ability to document decisions made regarding planned care (QAA, 2004 B2.4);</p>	<p>Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Computer based classes, Demonstrations, Example sheets, Resource-based learning,</p>	<p>Essays/written assignments, professional portfolios, learning logs, poster presentations, problem based examinations, computer based exercises, product presentations, patient case</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p>Demonstrate the ability to keep accurate and legible records with all issues relating to their study and the role required in Operating Departments (QAA, 2004 C31);</p> <p>Demonstrate the ability to use written communication as a tool to support their learning and professional practice.</p>	<p>Independent research, learning in clinical practice.</p>	<p>studies, and major supervised project work.</p> <p>N.B. Poster presentation involves working in a small group and planning, designing and presenting a poster or leaflet design to a panel of assessors.</p>
(iii) Information technology		
<p><i>A successful student should be able to:</i></p> <p>Demonstrate the ability to use word processing software; access research and literature databases; use the internet as an information retrieval source and use an appropriate level of patient information systems (QAA, 2004 C37-40);</p> <p>Interact with information technology on a variety of hardware platforms to support their learning and professional practice.</p>	<p>Tutorials, Seminars, Directed reading, Problem solving classes, Computer based learning, Skills based Classes, Demonstrations, Example sheets, Resource-based learning, Independent research, learning in clinical practice.</p>	<p>Essays/written assignments, professional portfolios, learning logs, seminar presentations, poster presentations, computer based exercises, product presentations, patient case studies, and major supervised project work.</p> <p>N.B. Poster presentation involves working in a small group and planning, designing and presenting a poster or leaflet design to a panel of assessors.</p>
(iv) Numeracy		
<p><i>A successful student should be able to:</i></p> <p>Demonstrate the ability to understand and implement the principles of numeracy to support their professional role including drug calculations and physical and physiological measurement (QAA, 2004 C34);</p> <p>Demonstrate the ability to understand, collect and interpret clinical data from a variety of sources (QAA, 2004 35, 36).</p>	<p>Lectures, Tutorials, Directed reading, Problem solving classes, Skills based Classes, Computer practical classes, Demonstrations, Example sheets, Resource-based learning, Independent research, learning in clinical practice.</p>	<p>Essays/written assignments, problem based examinations, computer based exercises, competency based assessment and major supervised project work.</p> <p>N.B. Poster presentation involves working in a small group and planning, designing and presenting a poster or leaflet design to a panel of assessors.</p>
(v) Team working		
<p><i>A successful student should be able to:</i></p> <p>Demonstrate their participation in multidisciplinary approaches to healthcare in a range of clinical settings (QAA, 2004 A2.1);</p> <p>Demonstrate their capability to act autonomously and with others, liaising and negotiating across organisational and professional boundaries (QAA, 2004 A2.2);</p> <p>Demonstrate the principles of effective team-working within the operating department (QAA, 2004 A2.3);</p>	<p>Problem solving classes, Demonstrations, Resource-based learning, Induction programmes, Independent research, learning in clinical practice.</p>	<p>Professional portfolios, learning logs, seminar presentations, poster presentations, role play, simulations, competency based assessment, product presentations, contribution to discussions and major supervised project work.</p> <p>N.B. Poster presentation involves working in a small group and planning, designing and presenting a poster or leaflet design to a panel of assessors.</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p>Demonstrate their ability to work with professional and support staff and delegate tasks where appropriate (QAA, 2004 A2.4);</p> <p>Demonstrate the ability to maintain relationships through the use of appropriate interpersonal skills (QAA, 2004 A3.1, B3.8)</p>		
(vi) Problem solving		
<p><i>A successful student should be able to:</i></p> <p>Demonstrate an understanding of concepts and knowledge associated with biological, behavioural and medical sciences to inform decision making and actions relating to patents in their care. (QAA, 2004 B);</p> <p>Demonstrate the ability to assess individual patient needs and apply professional knowledge and judgement to assessment in order to prioritise actions in elective and emergency situations (QAA, 2004 B1.1, B1.3, B4.2, B4.3);</p> <p>Demonstrate the ability to reflect on and assess new ideas and apply them in the scope of Operating Department Practice (QAA, 2004 C26, 27).</p>	<p>Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Demonstrations, Project Supervision, Resource-based learning, Independent research, learning in clinical practice.</p>	<p>Essays/written assignments, professional portfolios, learning logs, seminar presentations, poster presentations, role play, simulations, problem based examinations, computer based exercises, competency based assessment, product presentations, patient case studies, contribution to discussions and major supervised project work.</p> <p>N.B. Poster presentation involves working in a small group and planning, designing and presenting a poster or leaflet design to a panel of assessors.</p>
(vii) Information handling		
<p><i>A successful student should be able to:</i></p> <p>Demonstrate the ability to discern information from a variety of sources including patients, carers and other members of the inter-professional team (QAA, 2004 B1.2);</p> <p>Demonstrate the ability to access information from a range of sources (QAA, 2004 C23);</p> <p>Demonstrate the ability to use clinical audit and evidence based practice and other assessment tools to gather clinical and other data (QAA, 2004 C22, 24, 25).</p>	<p>Lectures, Tutorials, Directed reading, Computer practical classes, Demonstrations, Computer-aided, Project Supervision, Example sheets Resource-based learning, Independent research, learning in clinical practice.</p>	<p>Essays/written assignments, professional portfolios, learning logs, seminar presentations, poster presentations, competency based assessment, product presentations, patient case studies, contribution to discussions and major supervised project work.</p> <p>N.B. Poster presentation involves working in a small group and planning, designing and presenting a poster or leaflet design to a panel of assessors.</p>
(viii) Skills for lifelong learning		
<p><i>A successful student should be able to:</i></p> <p>Recognise their own learning needs and implement techniques to advance their learning and understanding (QAA, 2004 A3.3, B3.10);</p>	<p>Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Skills based Classes, Computer practical classes, Demonstrations, Example</p>	<p>Essays/written assignments, professional portfolios, learning logs, seminar presentations, poster presentations, role play, simulations, problem based examinations, computer based exercises,</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p>Identify and evaluate their own behaviour, in light of personal experiences and implement appropriate action (QAA, 2004 A3.4);</p> <p>Practice research and other scholarly activity in the development of professional practice (QAA, 2004 A4.3);</p> <p>Utilise lifelong learning skills and apply them to changing technology, practice and patterns of health care within the Operating Department and Critical Care environment (QAA, 2004 A4.4).</p>	<p>sheets, Resource-based learning, and Independent research.</p>	<p>competency based assessment, product presentations, patient case studies, contribution to discussions and major supervised project work.</p> <p>N.B. Poster presentation involves working in a small group and planning, designing and presenting a poster or leaflet design to a panel of assessors.</p>

10. Progression points:

Students will be required to achieve 120 credits at Level 1 from the 5 Modules taught in the first 12 months of the programme and achieve the minimum hours of study in order to progress to Year 2.

Students will be required to achieve 120 credits at Level 2 from the 5 Modules taught in the second 12 months of the programme and achieve the minimum hours of study in order to progress to Year 3.

Students will be required to achieve 120 credits at Level 3 from the 5 Modules taught in the second 12 months of the programme and achieve the minimum hours of study in order receive the award.

In order to progress students are required to gain a Pass mark in **all** assessable components of the programme.

Dispensations regarding a few minor issues relating to award and progression regulations are granted, these are specified further in the course handbook. These arise from the fact that the programme runs as a year-long programme and due to some of the expectations of commissioners and the national curriculum.

5.7 All modules should be passed at Honours Level (40% or above). Competency based assessment is awarded a qualifying mark of 100%, signifying that the student has achieved all clinical competencies for their fitness to practice and are able meet the Health and Care Professions Council Standards of Proficiency, on graduation.

5.14 Without residence periods are not available.

5.21 Students will be eligible for two resit attempts in the final year of the programme.

5.26 Achievement in competency based assessment is not taken in to account when calculating the credit weighted average for degree classification because all students are required to achieve 100% as specified above.

5.30 Rule 1

Students who do not achieve a pass of 40% or more in all modules and therefore do not achieve a weighted average mark of 40% or more will fail the programme.

Once standard University progression regulations, resit policies and reassessment opportunities have been applied, in cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

11. Scheme of Assessment

The University standard undergraduate scheme of assessment will apply. Some dispensations regarding progression rules have been specified above.

12. Special features:

This programme requires a higher than normal level of attendance for academic and clinical aspects of the programme allowing the student to gain the maximum benefit from academic and experiential learning opportunities. Therefore, at the point of graduation our students achieve a unique level of readiness and fitness to practise in their chosen profession. This is important, firstly because it reassures recruiters within the health care sector of the high level of competence of our students and adds to their confidence in offering the student their first job as a registered O.D.P. Secondly, graduates from the programme develop a high level of self confidence in their own abilities because they have been given the opportunity to develop all aspects of their competence over a consistent and sustained period of time without interruption. Graduates can be sure that qualification goes hand in hand with their ability to meet the necessary professional standards of proficiency. We believe that this contributes to the 100% employment record of our graduates and ensures that they stand head and shoulders above graduates in the employability market, who may be from similar programmes that do not have this high attendance level as a requirement.

To this end therefore, the 3 year programme does not take place over typical university semesters, it runs over a 48 week year providing for a 65% to 35% clinical placement/academic split. Students have an annual leave entitlement equivalent to that provided to employees in the health care sector which helps them prepare for the real world of working as a registered healthcare professional.

These big advantages to the student are achieved by going beyond the normal 10 hours per unit credit which is becoming standard across the higher education sector, by the inclusion of additional weeks of attendance.

These additional weeks are referred to in the programme as 'elective weeks'. Elective weeks allow for some flexibility in meeting the students individual learning needs whilst maintaining the overall weekly learning hours. It is intended that these weeks allow the student opportunity for a mixture of additional clinical placement experience to enhance their experiential learning, and additional self-directed learning time to be used for academic study, reflective learning and professional portfolio development. The programme provides for the choice of three options for these elective learning weeks and the option used is negotiated in a personal tutorial involving the student, their personal tutor and their practice placement manager and takes in to account the students actual progress in both clinical and academic aspects of the programme. The elective options are defined in the course handbook.

These special aspects of the programme have been negotiated with and supported by all stakeholders including student representatives, service users and managers from the practice sector.

13. Indications of programme quality

External assessment of programme quality is carried out by initial programme approval by the Health and Care Professions Council, ongoing approvals by the Health and Care Professions Council and the standard process of External Examination as specified in the Senate Regulations.

Good performance in the National Student Survey is also an indicator of programme quality, as is the first destination data (employment rates) captured for graduates of the programme.

14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required]

Appendix 1: Programme structure (programme regulations)

This **full time** programme takes place over a continuous 156-week period with programmes normally commencing in Week 1 and week 30 of the academic year. The programme is divided in to 15 Modules of Study, and students have to successfully achieve all Modules to gain the Award. Each Module provides for Academic Study and Clinical Placements.

Modules 1 to 5 are completed in Year 1 of the Programme

Modules 6 to 10 are completed in Year 2.

Modules 11 to 15 are completed in Year 3.

Year 1						Hours Breakdown						
Module No.	Title	Credit Level	Credit Amount	Length (Wks)	Hours	CBL			CP (PI)	SDL (GIS)	Elective Hours	
						L	S	P				
OP1001	1: Foundations of Operating Department Practice	4	15	9	150	25	5	10	90	20	0	
OP1002	2: Foundations of Surgical Practice	4	30	16	300	25	15	10	210	40	120	
OP1003	3: Foundations of Anaesthetic Practice	4	30	16	300	25	15	10	210	40	120	
OP1004	4: Practice Development and Progression 1	4	15	7	150	10	0	5	120	15	0	
OP1005	5: Foundations of Professional Practice in Healthcare.	4	30	Int.	300	75	45	25	120	35	60	
Totals Year 1				120	48	1200	300			750	150	300

Year 2						Hours Breakdown						
Module No.	Title	Credit Level	Credit Amount	Length (Wks)	Hours	CBL			CP (PI)	SDL (GIS)	Elective Hours	
						L	S	P				
OP2001	6: Specialist Practice	5	30	16	300	25	15	10	240	10	90	
OP2002	7: Post Anaesthetic Practice	5	15	10	150	10	0	5	120	15	60	
OP2003	8: Critical Care and Non-Elective Practice	5	30	16	300	25	15	10	240	10	60	
OP2004	9: Practice Development and Progression 2	5	15	6	150	10	0	5	90	45	0	
OP2005	10: Development of Professional Practice in Healthcare.	5	30	Int.	300	25	45	25	150	55	60	
Totals Year 2				120	48	1200	225			840	135	270

Year 3						Hours Breakdown						
Module No.	Title	Credit Level	Credit Amount	Length (Wks)	Hours	CBL			CP (PI)	SDL (GIS)	Elective Hours	
						L	S	P				
OP3001	11: Enhanced Practice	6	30	42	300	25	15	10	180	70	180	
OP3002	12: Practice Development and Progression 3	6	15	6	150	10	10	5	60	65	0	
OP3003	13: Clinical Leadership and Management	6	15	Int.	150	20	10	0	90	30	30	
OP3004	14: Advanced Professional Practice in Healthcare..	6	30	Int.	300	30	40	25	120	85	60	
OP3005	15: Major Project	6	30	Int.	300	10	15	0	150	125	30	
Totals Year 3				120	48	1200	225			600	375	300
Totals Programme				360	144	3600	750			2250	600	870

Key: CBL (L/S/P) = Classroom Based Learning (Lectures/Seminars/Practical Classes), CP (PI) = Clinical Placement (Placement), SDL (GIS) = Self Directed Learning (Guided Independent Study).

Int. = Integrated Module .

Appendix 2: Module specifications

See module specification database <http://www.le.ac.uk/sas/courses/documentation>

Appendix 3: Skills matrix

Demonstrate the ability to access information from a range of sources (QAA, 2004 C23);	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Demonstrate the ability to use clinical audit and evidence based practice and other assessment tools to gather clinical and other data (QAA, 2004 C22, 24, 25).					✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
(viii) Skills for lifelong learning															
<i>A successful student should be able to:</i>															
Recognise their own learning needs and implement techniques to advance their learning and understanding (QAA, 2004 A3.3, B3.10);	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify and evaluate their own behaviour, in light of personal experiences and implement appropriate action (QAA, 2004 A3.4);	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Practice research and other scholarly activity in the development of professional practice (QAA, 2004 A4.3);	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Utilise lifelong learning skills and apply them to changing technology, practice and patterns of health care within the Operating Department and Critical Care environment (QAA, 2004 A4.4).	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
