



Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2024/25

Date created: 05/12/2022

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Version no. 1

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

BSc (Hons) Operating Department Practice

*Certificate of Higher Education in Perioperative Practice

*Diploma of Higher Education in Perioperative Practice

Notes

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

a) HECOS Code

HECOS Code	%
100273	100

b) UCAS Code (where required)

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:

BSc (Hons) Operating Department Practice

The normal period of registration is 3 years

The maximum period of registration 5 years

5. Typical entry requirements

- A2 Level Grades : BBC
- BTEC Extended Diploma : To an equivalent of 112 UCAS Tariff points. The Diploma should be health or social care related.
- International Baccalaureate : To an equivalent of 112 UCAS Tariff points
- European Baccalaureate : To an equivalent of 112 UCAS Tariff points
- Access to Higher Education Diploma : To an equivalent of 112 UCAS Tariff points. The Diploma should be health or social care related.
- Vocational Awards : To an equivalent of 112 UCAS Tariff points. The Award should be health or social care related.
- UCAS Tariff Points : 112

- English Language : IELTS 6.5
- Normal GCSE Requirements : Mathematics : A*-C or 9-4, English Language : A*-C or 9-4, Additional subject : A*-C or 9-4

a) Additional Routes

- Mature Applicants : Applicants aged 21 or over who submit sufficient evidence of serious previous study in the health and social care sector, plus the academic aptitude to pursue a programme in Operating Department Practice, along with relevant work experience.
- Degree Holders : Applicants who hold a degree awarded by a University in the United Kingdom.
- Foundation Year : Applicants who have passed at a satisfactory standard a Foundation Year programme offered by the University of Leicester.

b) Additional Requirements

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.

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

You 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

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Education Strategy](#)
- [University Assessment Strategy](#) [log in required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data
- [College of Operating Department Practitioners \(2021\) Standards for Supporting Pre-registration Operating Department Practitioner Education in Practice Placements.](#)
- [College of Operating Department Practitioners \(2019\) Bachelor of Science \(Hons\) in Operating Department Practice: Curriculum document](#)
- [Health and Care Professions Council \(2016\) Standards of conduct, performance and ethics. London: Health and Care Professions Council](#)
- [Health and Care Professions Council \(2017\) Standards of Education and Training. London: Health and Care Professions Council](#)
- [Health and Care Professions Council \(2017\) Standards of Proficiency: Operating Department Practice. London: Health Professions Council](#)

9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) Discipline specific knowledge and competencies

i) Mastery of an appropriate body of knowledge

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Normal and altered human anatomy and physiology across the life span	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>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>
Normal and altered physiological parameters and how to interpret changes	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>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?
Disease and trauma processes and how to apply this knowledge to plan the patient's perioperative care	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>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>
Legislative frameworks and organisational policy in operating department practice	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>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?
Promoting people's rights and responsibilities; and the need to maintain confidentiality	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>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>
How to make appropriate use of, and plan for, the possible variations in available resources	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>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?
How to monitor and maintain health, safety and security in the workplace	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>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>
Clinical governance and the need to embrace risk management and audit	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>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?
Principle actions, side effects and contraindications of drugs and agents used within the operating department practice	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>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>
The sources, transmission routes and methods of destruction of pathological organisms	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>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>How to store, issue, prepare and administer prescribed drugs to patients and monitor the effects of drugs on patients</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>
<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>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?
The ability to identify, receive, transfer and position patients for clinical procedures	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>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>
How to plan, implement and evaluate the perioperative care of patients with an understanding of their needs	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>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?
The process and procedure to report a critical incident	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>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>
The principles of asepsis and aseptic technique	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>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?
Safe working practices for procedures involving ionising and non-ionising radiation	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>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>
The need for, and the principles and practice of, airway management	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>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?
Investigation associated with, and the processing of, clinical specimens	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>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>
The principles and practices of the management of clinical emergencies	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>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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<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 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>
<p>Recognise potential risk and intervene to prevent, possible, complications occurring</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 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>Analyse and interpret relevant health education/promotion information and use this knowledge to promote the health and well-being of patients</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 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>
<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>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 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>Assess priorities in practice and deliver care competently to meet identified need</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 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>
<p>Formulate and document a plan of care in partnership with, and with the consent of, patients and, where appropriate, their carers</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 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?
Demonstrate personal and professional accountability for patient care	Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Computer practical classes, Project supervision, Example sheets, Resource-based learning, Independent research, learning in clinical practice.	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. 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.
Accurately document and evaluate the outcomes of care and other interventions	Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Computer practical classes, Project supervision, Example sheets, Resource-based learning, Independent research, learning in clinical practice.	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. 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.

iii) Critical analysis of key issues

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate the development of analytical techniques and problem-solving skills that can be applied across their employment in the operating theatre and critical care.	Lectures, Tutorials, Directed reading, Project supervision, Example sheets, Resource-based learning, Induction programme, Independent research.	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.

iv) Clear and concise presentation of material

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Present and explain topics, issues, ideas and arguments in a variety of written and oral forms	Lectures, Tutorials, Directed reading, Computer practical classes, Demonstrations, Project Supervision, Example sheets, Resource-based learning, Independent research.	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.
Demonstrate skills of analysis and synthesis of material and appropriate use of academic conventions (UoL, LYS, QAA, 2011).	Lectures, Tutorials, Directed reading, Computer practical classes, Demonstrations, Project Supervision, Example sheets, Resource-based learning, Independent research.	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.

v) Critical appraisal of evidence with appropriate insight

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Critically appraise and evaluate evidence, arguments and assumptions, reaching sound judgements, and effectively communicating within their sphere of practice;	Lectures, Tutorials, Directed reading, Project supervision, Example sheets Resource-based learning, Induction programme, Independent research.	Essays/written assignments, problem based examinations, contribution to discussions and major supervised project work.

vi) Other discipline specific competencies

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate professional autonomy and accountability in perioperative practice;	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.	Professional portfolios, learning logs, role play, simulations, problem based examinations, competency based assessment, contribution to discussions and major supervised project work.
Demonstrate effective interprofessional relationships within perioperative care	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.	Professional portfolios, learning logs, role play, simulations, problem based examinations, competency based assessment, contribution to discussions and major supervised project work.
Demonstrate proficiency and confidence in the role of the Operating Department practitioner in anaesthesia, post anaesthesia and critical care	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.	Professional portfolios, learning logs, role play, simulations, problem based examinations, competency based assessment, contribution to discussions and major supervised project work.
Demonstrate proficiency and confidence in the role of the Operating Department practitioner within surgical environments	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.	Professional portfolios, learning logs, role play, simulations, problem based examinations, competency based assessment, contribution to discussions and major supervised project work.

b) Transferable skills

i) Oral communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<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>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>
<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>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>
<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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<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, Independent research, learning in clinical practice.</p>	<p>Essays/written assignments, professional portfolios, learning logs, poster presentations, problem based examinations, 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>
<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>Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Computer based classes, Demonstrations, Example sheets, Resource-based learning, Independent research, learning in clinical practice.</p>	<p>Essays/written assignments, professional portfolios, learning logs, poster presentations, problem based examinations, 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>
<p>Demonstrate the ability to use written communication as a tool to support their learning and professional practice</p>	<p>Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Computer based classes, Demonstrations, Example sheets, Resource-based learning, Independent research, learning in clinical practice.</p>	<p>Essays/written assignments, professional portfolios, learning logs, poster presentations, problem based examinations, 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>

iii) Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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)	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.	Essays/written assignments, professional portfolios, learning logs, seminar presentations, poster presentations, computer based exercises, product presentations, patient case studies, 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
Interact with information technology on a variety of hardware platforms to support their learning and professional practice.	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.	Essays/written assignments, professional portfolios, learning logs, seminar presentations, poster presentations, computer based exercises, product presentations, patient case studies, 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

iv) Numeracy

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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)	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.	Essays/written assignments, problem based examinations, computer based exercises, competency based assessment 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.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate the ability to understand, collect and interpret clinical data from a variety of sources (QAA, 2004 35, 36)	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.	Essays/written assignments, problem based examinations, computer based exercises, competency based assessment 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.

v) Team working

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate their participation in multidisciplinary approaches to healthcare in a range of clinical settings (QAA, 2004 A2.1)	Problem solving classes, Demonstrations, Resource-based learning, Induction programmes, Independent research, learning in clinical practice.	Professional portfolios, learning logs, seminar presentations, poster presentations, role play, simulations, competency based assessment, product presentations, 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.
Demonstrate their capability to act autonomously and with others, liaising and negotiating across organisational and professional boundaries (QAA, 2004 A2.2)	Problem solving classes, Demonstrations, Resource-based learning, Induction programmes, Independent research, learning in clinical practice.	Professional portfolios, learning logs, seminar presentations, poster presentations, role play, simulations, competency based assessment, product presentations, 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.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<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>
<p>Demonstrate their ability to work with professional and support staff and delegate tasks where appropriate (QAA, 2004 A2.4)</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>
<p>Demonstrate the ability to maintain relationships through the use of appropriate interpersonal skills (QAA, 2004 A3.1, B3.8)</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>

vi) Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p>Demonstrate an understanding of concepts and knowledge associated with biological, behavioural and medical sciences to inform decision making and actions relating to patients in their care. (QAA, 2004 B)</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>
<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>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>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate the ability to reflect on and assess new ideas and apply them in the scope of Operating Department Practice (QAA, 2004 C26, 27)	Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Demonstrations, Project Supervision, Resource-based learning, Independent research, learning in clinical practice.	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. 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.

vii) Information handling

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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)	Lectures, Tutorials, Directed reading, Computer practical classes, Demonstrations, Computer-aided, Project Supervision, Example sheets Resource-based learning, Independent research, learning in clinical practice.	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. 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.
Demonstrate the ability to access information from a range of sources (QAA, 2004 C23)	Lectures, Tutorials, Directed reading, Computer practical classes, Demonstrations, Computer-aided, Project Supervision, Example sheets Resource-based learning, Independent research, learning in clinical practice.	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. 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.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<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. 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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<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 sheets, Resource-based learning, and Independent research.</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. 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?
Identify and evaluate their own behaviour, in light of personal experiences and implement appropriate action (QAA, 2004 A3.4)	Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Skills based Classes, Computer practical classes, Demonstrations, Example sheets, Resource-based learning, and Independent research.	<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>
Practice research and other scholarly activity in the development of professional practice (QAA, 2004 A4.3)	Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Skills based Classes, Computer practical classes, Demonstrations, Example sheets, Resource-based learning, and Independent research.	<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?
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)	Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Skills based Classes, Computer practical classes, Demonstrations, Example sheets, Resource-based learning, and Independent research.	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. 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.

10. Progression points

This programme follows the standard Scheme of Progression set out in [Senate Regulations](#) – see the version of Senate Regulation 5 governing undergraduate programmes relevant to the year of entry.

The following additional progression requirements for this programme have been approved:

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

During any **one** level of the programme students are only permitted three re-assessment opportunities across all modules. During each Year of the programme, in order to support the progression of students whilst upholding academic standards, **a maximum of 3 reassessment opportunities will be allowed**. This means that if the student gains 4 referrals a reassessment opportunity will not normally be allowed. For professional reasons and with due consideration to HCPC expectations, these stricter progression criteria are in place. A reassessment opportunity is defined for ODP as a reassessment attempt for any one failed assessment component. The three opportunities may comprise: one attempt only for each failed assessment component in the case of three different failed pieces of work; three attempts at the same failed piece of work; a combination of these (i.e. a first and second reassessment attempt at one failed assignment and a first reassessment attempt only at another failed assignment).

- Reassessment is defined as a further opportunity to undertake an assessment. This includes resitting an examination and resubmission of an assignment. **No more than 3 attempts are permitted for a single assessment.**
- In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course

a) Progression to Year 2

Students will be required to achieve 120 credits at Level 4 from the five modules taught in the first 12 months of the programme and achieve the minimum hours of study in order to progress to Year 2.

b) Progression to Year 3

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

c) Resit Without Residence

Without residence periods are not available.

d) Proceed and Resit

Students may be able to proceed and resit failed modules, where the failed module components are able to be completed within the first eight weeks of the next level of study.

e) Proceed and Substitute

Students will not be able to proceed and substitute failed modules.

f) Competency Based Assessment

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.

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.

g) Course transfers

n/a

11. Criteria for award and classification

This programme follows the standard scheme of undergraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation 5 governing undergraduate programmes* relevant to the year of entry.

The following additional award requirements for this programme have been approved:

- Students will be required to achieve 120 credits at Level 6 from the five modules taught in the third 12 months of the programme and achieve the minimum hours of study in order receive the award.
- In Year 3 of the programme a third re-assessment opportunity may be granted by the Board of Examiners.
- Borderline awards will not be considered

a) Competency Based Assessment

- 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.
- 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.

12. Special features

- This programme requires a higher than normal level of attendance for academic and clinical aspects of the programme.

- The programme runs over the whole year with 48 weeks of course time each year, with 65% of the course taking place in clinical placement and 35% study block.
- The year is divided into 3 terms with 4 weeks allocated as set annual leave, students also have a flexible period of floating annual leave that they can book.
- Terms run as follows:

Term 1	Term 2	Term 3
Week 1 – Week 16	Week 17 – Week 32	Week 33 – Week 52
These weeks refer to weeks of the programme not to standard academic week numbers.		

- Assessments fall outside of the normal University assessment timetable, with assessment periods linked to each Module.
- Students receive an assessment timetable at the start of the programme showing their assessment dates and planned reassessment dates for the duration of the three years.
- Where students submit mitigation reassessment dates may fall in the next year of the programme.
- There are two entry dates to the programme in September and April
- All Modules of the programme are compulsory and run as shown in the programme structure, with some overlaps between Module start and end weeks; see Appendix 1:
- Award and Progression Boards take place twice each year, typically in April and September.

a) Intermediate/Exit Awards

- Exit Awards are awarded to students who withdraw from the programme in line with standard University Regulations for intermediate awards.
- The title of Intermediate Awards will not contain the words 'Operating Department Practice' and will not enable holders of the award to apply for registration with the Health and Care Professions Council.
- Certificate of Higher Education in Perioperative Practice – This award is only available as an exit award from the BSc Operating Department Practice and not available as a separate stand-alone award.
- Diploma of Higher Education in Perioperative Practice – This award is only available as an exit award from the BSc Operating Department Practice and not available as a separate stand-alone award.

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]

Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2024/25

Date created: 05/12/2022

Last amended: 16/05/2024

Version no. 1

Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

Summary of changes to the programme

Academic year	Module	Change
2026/27	OP3008 Clinical Leadership and Management	Core module - was 15 credits, now 30 credits
2026/27	OP3004 Advanced Professional Practice in Healthcare	Core module deleted
2026/27	OP3005 Major Project	Core 30 credit module deleted and replaced by Major Project – Topic Research (15 credits) and Major Project – Final Report (30 credits)

BSc Operating Department Practice

Level 4/Year 1 2024/25

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	120 credits	n/a	n/a
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits	Start Week	End Week	Total Weeks
Year long	OP1001	Foundation of Operating Department Practice	15 credits	1	9	9

Delivery period	Code	Title	Credits	Start Week	End Week	Total Weeks
Year long	OP1002	Foundations of Surgical Practice	30 credits	10	27	18
Year long	OP1003	Foundations of Anaesthetic Practice	30 credits	28	45	18
Year long	OP1004	Practice Development and Progression 1	15 credits	46	52	7
Year long	OP1005	Foundation of Professional Practice in Healthcare	30 credits	1	52	52

Notes

n/a

Level 5/Year 2 2025/26

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	120 credits	n/a	n/a
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits	Start Week	End Week	Total Weeks
Year long	OP2001	Specialist Practice	30 credits	1	18	18
Year long	OP2002	Post Anaesthetic Practice	15 credits	19	28	10
Year long	OP2003	Critical Care and Non-Elective Practice	30 credits	29	46	18
Year long	OP2004	Practice Development and Progression 2	15 credits	47	52	6
Year long	OP2005	Development of Professional Practice in Healthcare	30 credits	1	52	52

Notes

n/a

Level 6/Year Final 2026/27

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	120 credits	n/a	n/a
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits	Start Week	End Week	Total Weeks
Year long	OP3001	Enhanced Practice	30 credits	1	44	44
Year long	OP3002	Practice Development and Progression 3	15 credits	45	52	8
Year long	OP3006	Major Project – Topic Research	15 credits	1	24	24
Year long	OP3007	Major Project – Final Report	30 credits	25	44	20
Year long	OP3008	Clinical Leadership and Management	30 credits	1	44	44

Notes

n/a

Appendix 2: Module specifications

See undergraduate [module specification database](#) [Log in required] (Note - modules are organized by year of delivery).

Appendix 3: Skills matrix

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) Discipline specific knowledge and competencies

i) Mastery of an appropriate body of knowledge

Intended Learning Outcomes	OP1001	OP1002	OP1003	OP1004	OP1005	OP2001	OP2002	OP2003	OP2004	OP2005	OP3001	OP3002	OP3003	OP3004	OP3005
Normal and altered human anatomy and physiology across the life span		✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓
Normal and altered physiological parameters and how to interpret changes		✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓
Disease and trauma processes and how to apply this knowledge to plan the patient's perioperative care					✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Legislative frameworks and organisational policy in operating department practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Promoting people's rights and responsibilities; and the need to maintain confidentiality		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
How to make appropriate use of, and plan for, the possible variations in available resources		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
How to monitor and maintain health, safety and security in the workplace	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
Clinical governance and the need to embrace risk management and audit		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Principle actions, side effects and contraindications of drugs and agents used within the operating department practice			✓	✓		✓	✓	✓	✓		✓	✓	✓		✓
The sources, transmission routes and methods of destruction of pathological organisms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
How to store, issue, prepare and administer prescribed drugs to patients and monitor the effects of drugs on patients			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		

Intended Learning Outcomes	OP1001	OP1002	OP1003	OP1004	OP1005	OP2001	OP2002	OP2003	OP2004	OP2005	OP3001	OP3002	OP3003	OP3004	OP3005
The principles and operation of a range of technological equipment used in the monitoring and delivery of anaesthesia, surgery, post anaesthesia care and resuscitation		✓	✓	✓		✓	✓	✓	✓			✓	✓	✓	
The ability to identify, receive, transfer and position patients for clinical procedures		✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	
How to plan, implement and evaluate the perioperative care of patients with an understanding of their needs		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
The process and procedure to report a critical incident	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The principles of asepsis and aseptic technique	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Safe working practices for procedures involving ionising and non-ionising radiation					✓			✓	✓	✓	✓	✓	✓	✓	
The need for, and the principles and practice of, airway management			✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Investigation associated with, and the processing of, clinical specimens		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
The principles and practices of the management of clinical emergencies							✓	✓	✓		✓	✓	✓	✓	✓

ii) Understanding and application of key concepts and techniques

Intended Learning Outcomes	OP1001	OP1002	OP1003	OP1004	OP1005	OP2001	OP2002	OP2003	OP2004	OP2005	OP3001	OP3002	OP3003	OP3004	OP3005
Apply theories, concepts and principles of operating department practice to deliver patient-centred care to a wide range of individuals	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognise potential risk and intervene to prevent, possible, complications occurring	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Intended Learning Outcomes	OP1001	OP1002	OP1003	OP1004	OP1005	OP2001	OP2002	OP2003	OP2004	OP2005	OP3001	OP3002	OP3003	OP3004	OP3005
Analyse and interpret relevant health education/promotion information and use this knowledge to promote the health and well-being of patients					✓		✓	✓	✓	✓	✓	✓	✓		✓
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		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Assess priorities in practice and deliver care competently to meet identified need		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Formulate and document a plan of care in partnership with, and with the consent of, patients and, where appropriate, their carers				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
Demonstrate personal and professional accountability for patient care		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Accurately document and evaluate the outcomes of care and other interventions		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

iii) Critical analysis of key issues

Intended Learning Outcomes	OP1001	OP1002	OP1003	OP1004	OP1005	OP2001	OP2002	OP2003	OP2004	OP2005	OP3001	OP3002	OP3003	OP3004	OP3005
Demonstrate the development of analytical techniques and problem-solving skills that can be applied across their employment in the operating theatre and critical care.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

iv) Clear and concise presentation of material

Intended Learning Outcomes	OP1001	OP1002	OP1003	OP1004	OP1005	OP2001	OP2002	OP2003	OP2004	OP2005	OP3001	OP3002	OP3003	OP3004	OP3005
Present and explain topics, issues, ideas and arguments in a variety of written and oral forms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Demonstrate skills of analysis and synthesis of material and appropriate use of academic conventions (UoL, LYS, QAA, 2011).	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓

v) Critical appraisal of evidence with appropriate insight

Intended Learning Outcomes	OP1001	OP1002	OP1003	OP1004	OP1005	OP2001	OP2002	OP2003	OP2004	OP2005	OP3001	OP3002	OP3003	OP3004	OP3005
Critically appraise and evaluate evidence, arguments and assumptions, reaching sound judgements, and effectively communicating within their sphere of practice;		✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓

vi) Other discipline specific competencies

Intended Learning Outcomes	OP1001	OP1002	OP1003	OP1004	OP1005	OP2001	OP2002	OP2003	OP2004	OP2005	OP3001	OP3002	OP3003	OP3004	OP3005
Demonstrate professional autonomy and accountability in perioperative practice;		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Demonstrate effective interprofessional relationships within perioperative care	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Demonstrate proficiency and confidence in the role of the Operating Department practitioner in anaesthesia, post anaesthesia and critical care				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Intended Learning Outcomes	OP1001	OP1002	OP1003	OP1004	OP1005	OP2001	OP2002	OP2003	OP2004	OP2005	OP3001	OP3002	OP3003	OP3004	OP3005
Demonstrate proficiency and confidence in the role of the Operating Department practitioner within surgical environments		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

b) Transferable skills

vii) Oral communication

Intended Learning Outcomes	OP1001	OP1002	OP1003	OP1004	OP1005	OP2001	OP2002	OP2003	OP2004	OP2005	OP3001	OP3002	OP3003	OP3004	OP3005
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)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify challenging aspects of the behaviour of others and act appropriately to maintain effective team-working and patient care (QAA, 2004 C28, 33)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Demonstrate the ability to use oral communication skills to present the findings of academic enquiry		✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

viii) Written communication

Intended Learning Outcomes	OP1001	OP1002	OP1003	OP1004	OP1005	OP2001	OP2002	OP2003	OP2004	OP2005	OP3001	OP3002	OP3003	OP3004	OP3005
Demonstrate the ability to document decisions made regarding planned care (QAA, 2004 B2.4)		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
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)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Intended Learning Outcomes	OP1001	OP1002	OP1003	OP1004	OP1005	OP2001	OP2002	OP2003	OP2004	OP2005	OP3001	OP3002	OP3003	OP3004	OP3005
Demonstrate the ability to use written communication as a tool to support their learning and professional practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

ix) Information technology

Intended Learning Outcomes	OP1001	OP1002	OP1003	OP1004	OP1005	OP2001	OP2002	OP2003	OP2004	OP2005	OP3001	OP3002	OP3003	OP3004	OP3005
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)	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Interact with information technology on a variety of hardware platforms to support their learning and professional practice.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

x) Numeracy

Intended Learning Outcomes	OP1001	OP1002	OP1003	OP1004	OP1005	OP2001	OP2002	OP2003	OP2004	OP2005	OP3001	OP3002	OP3003	OP3004	OP3005
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)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Demonstrate the ability to understand, collect and interpret clinical data from a variety of sources (QAA, 2004 35, 36)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

xi) Team working

Intended Learning Outcomes	OP1001	OP1002	OP1003	OP1004	OP1005	OP2001	OP2002	OP2003	OP2004	OP2005	OP3001	OP3002	OP3003	OP3004	OP3005
Demonstrate their participation in multidisciplinary approaches to healthcare in a range of clinical settings (QAA, 2004 A2.1)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Demonstrate their capability to act autonomously and with others, liaising and negotiating across organisational and professional boundaries (QAA, 2004 A2.2)				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Demonstrate the principles of effective team-working within the operating department (QAA, 2004 A2.3)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Demonstrate their ability to work with professional and support staff and delegate tasks where appropriate (QAA, 2004 A2.4)				✓				✓	✓	✓	✓	✓	✓	✓	✓
Demonstrate the ability to maintain relationships through the use of appropriate interpersonal skills (QAA, 2004 A3.1, B3.8)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

xii) Problem solving

Intended Learning Outcomes	OP1001	OP1002	OP1003	OP1004	OP1005	OP2001	OP2002	OP2003	OP2004	OP2005	OP3001	OP3002	OP3003	OP3004	OP3005
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)				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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)				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Intended Learning Outcomes	OP1001	OP1002	OP1003	OP1004	OP1005	OP2001	OP2002	OP2003	OP2004	OP2005	OP3001	OP3002	OP3003	OP3004	OP3005
Demonstrate the ability to reflect on and assess new ideas and apply them in the scope of Operating Department Practice (QAA, 2004 C26, 27)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

xiii) Information handling

Intended Learning Outcomes	OP1001	OP1002	OP1003	OP1004	OP1005	OP2001	OP2002	OP2003	OP2004	OP2005	OP3001	OP3002	OP3003	OP3004	OP3005
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)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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).					✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

xiv) Skills for lifelong learning

Intended Learning Outcomes	OP1001	OP1002	OP1003	OP1004	OP1005	OP2001	OP2002	OP2003	OP2004	OP2005	OP3001	OP3002	OP3003	OP3004	OP3005
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)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Intended Learning Outcomes	OP1001	OP1002	OP1003	OP1004	OP1005	OP2001	OP2002	OP2003	OP2004	OP2005	OP3001	OP3002	OP3003	OP3004	OP3005
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)	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓