Programme Specification (Undergraduate) FOR ENTRY YEAR: 2025/26

Date created: 05/12/2022 **Last amended:** 10/04/2025 **Version no.** 1

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

BSc (Hons) Operating Department Practice

Operating Department Practice Integrated Apprenticeship

*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.

Vaccinations

School of Healthcare students are expected to undertake all relevant vaccinations as recommended by Occupational Health and in line with the Greenbook recommendations (Immunisation of healthcare and laboratory staff: the green book, chapter 12 - GOV.UK (www.gov.uk)), in order to be able to attend clinical placements. These vaccinations are a requisite for students to successfully complete their course.

Students that do not engage with the relevant immunisation programmes and do not have the required vaccinations will not be able to participate in their clinical placements. **Consequently, they will not be able to complete their course requirements and will therefore not be able to successfully complete their degree.**

There may be exceptions for students who have a medical reason as to why they cannot be vaccinated. This will be reviewed and advice will be sought from the Occupational Health team.

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 (2024) Bachelor of Science (Hons) in Operating Department Practice: Curriculum document
- Health and Care Professions Council (2024) Standards of conduct, performance and ethics. London: Health and Care Professions Council
- Health and Care Professions Council (2024) 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
- https://www.instituteforapprenticeships.org/apprenticeship-standards/operating-department-practitioner-v1-2

9. Programme Outcomes

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

c) 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.	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.
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.	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.

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.	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.
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.	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.

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.	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.
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.	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.

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.	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.
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.	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.

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.	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.
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.	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.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
How to store, issue, prepare and administer prescribed drugs to patients and monitor the effects of drugs on patients	Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Skills based Classes, Computer practical classes, Demonstrations, Example sheets, Resource-based learning, Independent research, clinical placements.	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.
The principles and operation of a range of technological equipment used in the monitoring and delivery of anaesthesia, surgery, post anaesthesia care and resuscitation	Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Skills based Classes, Computer practical classes, Demonstrations, Example sheets, Resource-based learning, Independent research, clinical placements.	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.

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.	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.
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.	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.

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.	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.
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.	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.

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.	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.
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.	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.

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.	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.
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.	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.

ii) Understanding and application of key concepts and techniques

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Apply theories, concepts and principles of operating department practice to deliver patient-centred care to a wide range of individuals	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.
Recognise potential risk and intervene to prevent, possible, complications occurring	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.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Analyse and interpret relevant health education/promotion information and use this knowledge to promote the health and well-being of patients	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.
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	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.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Assess priorities in practice and deliver care competently to meet identified need	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.
Formulate and document a plan of care in partnership with, and with the consent of, patients and, where appropriate, their carers	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.

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.

d) Transferable skills

i) Oral communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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)	Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Skills based Classes, Demonstrations, Example sheets, Resource-based learning, Independent research, learning in clinical practice.	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.
Identify challenging aspects of the behaviour of others and act appropriately to maintain effective team-working and patient care (QAA, 2004 C28, 33)	Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Skills based Classes, Demonstrations, Example sheets, Resource-based learning, Independent research, learning in clinical practice.	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 the ability to use oral communication skills to present the findings of academic enquiry	Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Skills based Classes, Demonstrations, Example sheets, Resource-based learning, Independent research, learning in clinical practice.	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.

ii) Written communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate the ability to document decisions made regarding planned care (QAA, 2004 B2.4)	Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Computer based classes, Demonstrations, Example sheets, Resource-based learning, Independent research, learning in clinical practice.	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. 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 keep accurate and legible records with all issues relating to their study and the role required in Operating Departments (QAA, 2004 C31)	Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Computer based classes, Demonstrations, Example sheets, Resource-based learning, Independent research, learning in clinical practice.	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. 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 use written communication as a tool to support their learning and professional practice	Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Computer based classes, Demonstrations, Example sheets, Resource-based learning, Independent research, learning in clinical practice.	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. 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) 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?
Demonstrate the principles of effective team-working within the operating department (QAA, 2004 A2.3)	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 ability to work with professional and support staff and delegate tasks where appropriate (QAA, 2004 A2.4)	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 the ability to maintain relationships through the use of appropriate interpersonal skills (QAA, 2004 A3.1, B3.8)	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.

vi) Problem solving

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

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?
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).	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.

viii) Skills for lifelong learning

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Recognise their own learning needs and implement techniques to advance their learning and understanding (QAA, 2004 A3.3, B3.10);	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.

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.	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.
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.	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.

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:

None of the modules in this programme are eligible for compensated pass and must be passed at the relevant pass mark (40.00% at Levels 4-6). In order to progress students are required to gain a pass mark in all assessment components of the programme.
After 120 credits have been studied, a Board of Examiners will consider the profile of each student. In order to automatically progress to the next year of the programme, a student must achieve a pass mark in all modules for the year and achieve the minimum hours of study.

Where a student does not meet this requirement, the Board of Examiners will apply the following progression rules in order:
a) students who have achieved a pass in 75 credits or more, will proceed to the next year and re-sit the assessments for the failed modules alongside their studies
b) students who have achieved a pass in 60 credits, will be awarded a repeat year
c) students who have not achieved a pass in 60 credits, will have their studies terminated.

In the case of outcome (a) above, students must complete all re-assessment components within eight weeks of the start of the next level of study. After eight weeks a Board of Examiners will consider student profiles and apply the following progression rules:
d) students who have passed all reassessments, will continue the following year of study
e) students who fail to pass all reassessments, will have their studies terminated.

Without residence periods are not permitted on this programme.

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.

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 into 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 in to 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.

12a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
Research-briefed Bringing staff research content into the curriculum.	The programme provides background research and evidence-based knowledge throughout its entirety, not only focusing on perioperative care, but the wider healthcare system. Students and staff utilise critical thinking skills, problem solving and real-life clinical practice experiences, allowing them to understand, critically evaluate and apply their skills to ensure the practice theory gap is reduced, resulting in excellent patient care. **Research-briefed** The students are exposed to both current and world-leading clinical research within the curriculum, this is essential when ensuring patient care and all staff have their own areas of expertise. This is added to the curriculum through theoretical, practical and simulated sessions. The curriculum is reviewed and updated continuously. This helps to remind staff at multiple points throughout the years to add any research findings. During year one, two and three, in Foundation of Professional Practice in Healthcare, Development of Professional Practice in Healthcare and Enhanced Practice modules, students are introduced to, and taught the concept of psychological capitol. This was part of the research undertaken by staff. The importance of looking after the mental health and wellbeing of the student and throughout their career within the theatre environment is paramount. More research undertaken by staff, looks at student support and study skills, and how mature students would benefit from their studies at university, to avoid early withdrawal from the course, including identification of indicators of specific learning disabilities, leading to the introduction of study skill sessions looking at assignment writing and referencing, maths support for drug calculations. These are all covered in the first year during Foundation of Operating Department Practice module. Best practice for transfer of patients, both within the hospital, as well as between hospitals, has also been researched by staff, with findings integrated into teaching sessions in Foundations of Surgical Practice and Enhanced Practice Modules, in years one and three.

Research-based Framed enquiry for exploring existing knowledge.	**Research-based** – There are many areas in which students will engage in their own research. During the year two, in Post Anaesthetic Practice module of the programme, students are given scenarios that can commonly occur within the post operative environment, before they attend the placement area, students are encouraged to research and find solutions to these case study-based problems, they must use their foundation knowledge, and use research to build on the more complex issues seen within the recovery area, helping them care for the patients and safeguard the staff in these complicated situations. Also, during year two, in Development of Professional Practice in Healthcare module, students discuss the socioeconomic implications of healthcare practice. In groups the students are given a hospital trust to research and critically review. To do this student look at the surrounding area and /or city that the trust in located and find out information regarding population, ethnicity, age, education levels, crime rates and poverty levels, then are then asked to use this information and consider the hospital admissions demographics, which in turn impacts the operating theatre lists and patients they will see. Students then need to consider NHS provision, and services needed for that area, suggesting ways to improve services for these patients. To continue students' engagement in research-based approaches, during year three, in Clinical Leadership and Management module they undertake sessions regarding conflicts and wellbeing of staff, from a leadership and management perspective. Practical and theoretical reality-based scenarios are given to students. They then need to research solutions that not only resolve the immediate situation but also have to solve issues that are raised naturally from a wider NHS perspective.
Research-oriented Students critique published research content and process.	**Research-oriented** Students are required to critically appraise practical simulations and how they react, using problem solving skills and their underpinning knowledge of current healthcare research. Students are also expected to critically appraise published research and undertake their own major projects using secondary publications. This happens at many points during the 3-year programme. Some examples of this are during their 2nd year for Specialist Practice and Critical Care and Non-Elective Practice modules, where they critically appraise journal articles for their journal club. Looking at bias, methods, data sampling and results. In year 3 they undertake some service improvement modules, Major Project – Topic Research and Major Project – Final Report, during these modules they evaluate and critically discuss the topic area they have chosen. Looking at all elements of research such as; ethics, data collections, results, methods, types, tools used and publication. Also, in year 3 during Enhanced Practice module, they produce a reflection regarding current clinical practice, alongside evidence-based practice and they use the practice theory gap concept to draw conclusions from their work.

Research-apprenticed Experiencing the research process and methods; building new knowledge.	**Research-apprenticed** – Training and practice are be provided on assignment and report writing, group work, presentation skills, reading and critiquing research papers, library skills including searching, referencing and reference manager software. Students work individually and in groups to present their findings from analyses and critical appraisals, via individual written reports, oral group presentations, product design including product creation, topic and journal club presentations. Students are given sessions on research methodologies, statistics, data collection and ethical considerations. The students gain vital experience during Foundation of Professional Practice in Healthcare module, whereby they produce a product to be used within the operating theatre environment. The products have to be based on research and evidence, the students need to then rationalise and justify, through a panel presentation, why their product is viable. Again, during their 3rd year major project, Major Project – Topic Research and Major Project – Final Report, student undertake secondary research around their chosen topic. The service improvement they chose is entirely up to the individual as long as the topic relates to their ODP profession and will help to improve patient care or staff/healthcare issues. An example is where a student researched the rise in autistic diagnoses across the country, and the implication this has on the patient when attending hospital for an operation. Again, part of the ODP role is to care for and help all patients, whilst understanding any pre-existing conditions. There was not enough information for practitioners, enabling them to provide the best care for this group of patients. Again, the student recommended adaptations the hospital passports, making them more theatre friendly and more teaching, so we have added this teaching session into year two Post Anaesthetic Practice module.

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

Students are encouraged throughout their programme to engage with clinicians, academics and researchers regarding their own research, to give them a better understanding of their specialist subject area. They are encouraged to publish findings from their Major project in modules OP3006 and OP3007. They are given sessions around the details and processes of publication, journal selection and resources. Students are also supported to introduce products they create from Foundation of Professional Practice in Healthcare module into clinical practice. The hospitals and the university staff work together to give students the opportunity to experience and visit areas of interest, even if this means liaising with different hospital trusts who specialise in certain areas.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

There are many ways in which the ODP staff at the university remain competent and up to date with current research. They utilise standardisation techniques, ensuring areas of expertise are acknowledged. Staff have to also remain informed and complete Continuous professional development (CPD) to remained registered for their profession.

The university Annual Programme Review (APR) helps staff to highlight areas of excellence and areas of improvement, this is the same for the apprenticeship programme, whereby an annual Self-Assessment Report (SAR) is needed for Ofsted. This s written using the government's Education Inspection Framework and all staff again, examine their practices, enabling them to research areas and remain up to date.

Many staff have their own interests and out of work research areas, often networking, attending webinars and presenting or attending conferences, all of which influence the programme.

Teaching staff adhere to standards for education and training frameworks set out by their registering body, the Health and Care Professions Council, as well as undertaking educational courses themselves.

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

Academic staff meet three times per year to discuss the latest developments in teaching and learning, discussing quality of teaching, teaching methods and innovations.

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]

UNIVERSITY OF LEICESTER

Programme Specification (Undergraduate) FOR ENTRY YEAR: 2025/26

Date created: 05/12/2022 **Last amended:** 10/04/2025 **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.

BSc Operating Department Practice

Level 4/Year 1 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	OP1001	Foundation of Operating Department Practice	15 credits	1	9	9
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 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	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 2027/28

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).