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

BSc Perioperative Practice – Top Up Degree
UCAS Code B991

2.   Awarding body or institution:

University of Leicester

3.   a) Mode of study:

Part-time

b) Type of study:

Campus Based

Registration minimum period of registration is 2 years

The maximum period of registration is 4 years

Students undertaking the programme will have the option of two routes of registration

Route 1 = Initial Registration for the BSc Perioperative Practice.

This route is aimed at students who intend to gain a BSc. Maximum period of registration to be 4 years, with achievement anticipated within 2-3 years. Students registering for this route will need to complete both of the 30 credit Modules (OP3020 and OP3026) and a further 60 credits by choosing 4 of the 15 credit modules. Overall 120 credits must be gained for award.

Route 2 = Initial and subsequent Registration for a single Module of the BSc Perioperative Practice

This route is aimed at students who intend to use the Modules as evidence of Continuing Professional Development and students may choose any Module(s) from the suite of Modules available. Single Module Registration will normally be for 12 months with a maximum period of 18 months.

Students may use this route to accumulate credits towards the BSc in Perioperative Practice.

In order to be awarded the BSc. Students must complete Module OP3026 and must accumulate 120 credits overall.

Credit accumulation should be completed within 4 years of initial registration and students must register for the BSc when no more than 60 credits have been completed.

4.   Typical entry requirements:

Entrants to the Full BSc programme and for individual Top Up Modules will meet the following entry criteria

1. Current Health and Care Professions Council or Nursing and Midwifery Council registration (therefore having undertaken a pre-registration programme) which must be maintained for the duration of the programme

2. Evidence of completed studies at diploma (DipHE) or advanced diploma; Level 5 (FHEQ)Level 5 (FHEQ) or above study undertaken within the previous 5 years prior to entry.(This can be achievement of a full qualification at Level 5 (FHEQ)Level 5 (FHEQ) or Modular achievement at Level 5 (FHEQ)Level 5 (FHEQ).)

3. Must be currently employed in an area which will enable the achievement of the individual learning outcomes e.g. operating theatres and areas of perioperative practice.
and
Must obtain a Learning Agreement (provided by us) signed by their employer which provides the necessary support to enable the applicant to attend the academic input and achieve clinical opportunities necessary to achieve the learning outcomes.

4. International English Language Testing System (IELTS) level 7 is required in all categories.

For applicants that do not meet either one or both aspects of criteria 2 (above), one of the following two criteria may be substituted.

5. A requirement to demonstrate the ability to work at Level 5 (FHEQ) in preparation for progression to Level 6 (FHEQ)Level 6 (FHEQ) by undertaking a Return to Study Programme delivered by the University of Leicester.
or
6. In the judgement of the University, submit satisfactory evidence of previous serious study and of the academic aptitude to pursue the course proposed are also eligible for admission.

5. Accreditation of Prior Learning:

Accreditation of prior learning will be considered for applicants applying for both routes. Modules that focus on Mentorship for the NHS, and NHS Leadership and Management, for NHS professionals contain nationally recognised curriculum content. Due to the emphasis placed on mentoring and leadership in the NHS applicants may have completed similar Modules to OP3020 and OP3021 at other Higher Education Institutions. For these applicants we will look at accrediting Level 6 (FHEQ) credits from Modules undertaken at other HEIs..

The maximum number of Level 6 (FHEQ) credits that can be accredited from study undertaken elsewhere will be 15 and grades gained for Modules undertaken elsewhere will be transcribed with their credits..

In order to protect the overall quality of the Award it is proposed that students who enter the programme with accredited Modules should attend a workshop day to ensure the currency of their previous learning.

It is further proposed that accreditation of credits can only be made in relationship to Modules undertaken within a period of 5 years prior to registration for the programme.

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 applicant 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.

6. Programme aims:

The programme aims to provide a flexible part time route whereby registered Health Care Professionals can gain a Level 6 Award as part of their required Continuing Professional Development. And is designed to add value to their academic and vocational abilities and enhance their career opportunities in perioperative practice.

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

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

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

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

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

Students will develop enhanced 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.

7. Reference points used to inform the programme specification:

- QAA Benchmarking Statement

- University of Leicester Learning and Teaching Strategy 2016-2021
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- Quality Assurance Agency for Higher Education. (2004) *Benchmark statement: Health care programmes: Phase 2 Operating Department Practice.* Mansfield: Quality Assurance Agency.

- College of Operating Department Practitioners. (2009) *Standards, recommendations and guidance for mentors and practice placements: Supporting pre-registration education in Operating Department Practice*. London: College of Operating Department Practitioners.

- College of Operating Department Practitioners. (2011) *Bachelor of Science (Hons) in Operating Department Practice: Curriculum document.* London: Operating Department Practitioners.

- Health and Care Professions Council. (2014*) Standards of Proficiency: Operating Department Practice*. London: Health Professions Council.

- Health and Care Professions Council. (2016) *Standards of conduct, performance and ethics*. London: Health and Care Professions Council.

- Quality Assurance Agency for Higher Education. (2009) *Personal development planning: Guidance for institutional policy and practice in higher education.* London: Quality Assurance Agency.

- Quality Assurance Agency for Higher Education. (2008) *The framework for higher education
- qualifications in England, Wales and Northern Ireland.* London: Quality Assurance Agency.

- The Southern England Consortium for Credit Accumulation and Transfer (2010) *Credit level descriptors for Higher Education*. http://www.seec.org.uk/seec-credit-level-descriptors-2010-revised-2004/, (18/08/14).

8.   **Programme Outcomes:**

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Discipline specific knowledge and competencies		
(i) Mastery of an appropriate body of knowledge		
1) A successful student should be able to demonstrate knowledge and understanding of: 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;(in OP3026) 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;	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, problem based examinations, computer based exercises, competency based assessment, presentations, patient case studies, and major supervised project work.
2) A successful student should be able to apply their knowledge of and demonstrate their competence in: How to store, issue, prepare and administer prescribed drugs to patients and monitor the effects of drugs on patients; The principles and operation of a range of technological equipment	Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Skills based Classes, Computer practical classes, Demonstrations, Example sheets, Resource-based learning,	Essays, professional portfolios, problem based examinations, computer based exercises, competency based assessment, presentations, patient case studies, and major supervised project work.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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; (in OP3026) 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. (QAA, 2004 C)	Independent research, learning in clinical practice.	
(ii) Understanding and application of key concepts and techniques		
A successful student should be able to: 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; Analyse and interpret relevant health education/promotion information and use this knowledge to promote the health and well-being of patients; (in OP3026) Interpret and apply appropriate research and other evidence to underpin care decisions that can be	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, professional portfolios, problem based examinations, computer based exercises, competency based assessment, presentations, patient case studies, and major supervised project work.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
justified, even when made on the basis of limited information; (in OP3026) 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; (in OP3026) Accurately document and evaluate the outcomes of care and other interventions; (QAA, 2004 B)		
(iii) Critical analysis of key issues		
A successful student should be able to: Demonstrate the development of analytical techniques and problem-solving skills that can be applied across their employment in the operating theatre and critical care. (in OP3026) (UoL, LTS)	Lectures, Tutorials, Directed reading, Project supervision, Example sheets Resource-based learning, Induction programme, Independent research.	Essays, competency based assessment, and major supervised project work.
(iv) Clear and concise presentation of material		
A successful student should be able to: Present and explain topics, issues, ideas and arguments in a variety of written and oral forms; (in OP3026) Demonstrate skills of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026) (UoL, LYS, QAA, 2011).	Lectures, Tutorials, Directed reading, Computer practical classes, Demonstrations, Project Supervision, Example sheets, Resource-based learning, Independent research.	Essays, professional portfolios, , problem based examinations, computer based exercises, presentations, patient case studies, and major supervised project work.
(v) Critical appraisal of evidence with appropriate insight		
A successful student should be able to: Critically appraise and evaluate evidence, arguments and assumptions, reaching sound judgements, and effectively communicating within their sphere of practice; (in OP3026) (UoL, LTS, QAA, 2011).	Lectures, Tutorials, Directed reading, Project supervision, Example sheets Resource-based learning, Induction programme, Independent research.	Essays, problem based examinations, and major supervised project work.
(vi) Other discipline specific competencies		
A successful student should be able to:		

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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; Demonstrate proficiency and confidence in the role of the Operating Department practitioner within surgical environments (CODP, 2011).	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, problem based examinations, competency based assessment and major supervised project work.
(b) Transferable skills		
(i) Oral communication		
A successful student should be able to: 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); (in OP3026) 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. (in OP3026)	Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Skills based Classes, Demonstrations, Example sheets, Resource-based learning, Independent research, learning in clinical practice.	Competency based assessment, presentations, and major supervised project work.
(ii) Written communication		
A successful student should be able to: 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); Demonstrate the ability to use written communication as a tool to	Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Computer based classes, Demonstrations, Example sheets, Resource-based learning, Independent research, learning in clinical practice.	Essays, professional portfolios, problem based examinations, presentations, patient case studies, and major supervised project work.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
support their learning and professional practice. (in OP3026)		
(iii) Information technology		
A successful student should be able to: 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); (in OP3026) Interact with information technology on a variety of hardware platforms to support their learning and professional practice. (in OP3026)	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, professional portfolios, , computer based exercises, presentations, patient case studies, and major supervised project work.
(iv) Numeracy		
A successful student should be able to: 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). (in OP3026)	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, problem based examinations, computer based exercises, competency based assessment and major supervised project work.
(v) Team working		
A successful student should be able to: 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	Problem solving classes, Demonstrations, Resource-based learning, Induction programmes, Independent research, learning in clinical practice.	Professional portfolios, presentations, competency based assessment, presentations, and major supervised project work.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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)		
(vi) Problem solving		
A successful student should be able to: 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); Demonstrate the ability to reflect on and assess new ideas and apply them in the scope of Operating Department Practice (QAA, 2004 C26, 27). (in OP3026)	Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Demonstrations, Project Supervision, Resource-based learning, Independent research, learning in clinical practice.	Essays, problem based examinations, computer based exercises, competency based assessment, presentations, patient case studies, and major supervised project work.
(vii) Information handling		
A successful student should be able to: 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); (in OP3026) 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, professional portfolios, presentations, competency based assessment, patient case studies, and major supervised project work.
(viii) Skills for lifelong learning		
A successful student should be able to:	Lectures, Tutorials, Seminars,	

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); Identify and evaluate their own behaviour, in light of personal experiences and implement appropriate action (QAA, 2004 A3.4); Practice research and other scholarly activity in the development of professional practice (QAA, 2004 A4.3); (in OP3026) 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).	Directed reading, Problem solving classes, Skills based Classes, Computer practical classes, Demonstrations, Example sheets, Resource-based learning, and Independent research.	Essays, professional portfolios, presentations, problem based examinations, competency based assessment, presentations, patient case studies, and major supervised project work.

9.   Progression points:

Progression on the programme will be based on Year to Year progression. This will look at student attendance, engagement with all aspects of the programme and completion of assessed work. Progression decisions will be made by the appropriate Board of Examiners.

Progression rules will allow for accumulation of credits for those students undertaking the programme in a modular format.

5.7 All modules should be passed at Honours Level (40% or above). Competency based assessment is awarded a qualifying mark of 100%, signifying that the student has achieved all clinical competencies for their fitness to practice.

5.26   Achievement in competency based assessment is not taken in to account when calculating the credit

weighted average for degree classification because all students are required to achieve 100% as specified above.

5.30Rule 1
Students who do not achieve a pass in all modules will fail the programme.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course

10. Scheme of Assessment

The Undergraduate Scheme of Assessment as specified in Senate regulation 5 will apply.
https://www2.le.ac.uk/offices/sas2/regulations/documents/sr-undergraduate-programmes-august-2018

In particular the clauses that relate to 'Top Up' programmes

11. Special features:

This programme is aimed at Registered Operating Department Practitioners (ODPs) (and other healthcare professionals) who currently work within the healthcare sector in the operating department. Current employment in this sector is necessary to be able to complete the programme.

It provides opportunity for Continuing professional development (CPD) and the enhancement of academic and vocational skills.

The programme is specifically designed to add value for ODPs who have not undertaken the BSc in Operating Department Practice and utilises aspects from the BSc Operating Department Practice national curriculum published by the College of Operating Department practitioners to bring the skills of students on the programme in line with those of their colleagues who have undertaken the BSc in operating Department Practice.

In addition Modules of the programme can provide CPD opportunities for colleagues who have undertaken the BSc in Operating Department Practice.

The programme can be accessed by two routes of registration.

The programme is delivered through a blend of University attendance, tutorial support and engagement with self-directed learning.

The programme uses a blend of academic assessment and clinical based assessment to ensure the enhancement of academic and clinical skills.

The programme is intended to provide for CPD opportunities to support a variety of career decisions that healthcare professionals might make.

12. Indications of programme quality

Programme quality is assured by utilising all of the normal quality assurance processes of the University. This includes Annual Development Review, Periodic Development Review, Peer observation of teaching and marking, collaborative provision arrangements with clinical placement audit student staff liaison and external examination.

13. External Examiner(s) reports

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

Appendix 1: Programme structure (programme regulations)

All Modules on the programme will be delivered as stand-alone Level 6 Credit bearing Modules

Students will be awarded credits on the completion of each Module.

Credits can be accumulated towards the achievement of the BSc in Peri-opertaive Practice.

To be awarded the BSc in Peri-operative Practice, 120 credits must be gained.

120 credits is achievable by completion of the 2 30 credit Modules and a choice of 4 15 credit Modules (6 Modules in total).

The completion period for submission of 120 credits for the BSc is set at a minimum of 2 and a maximum of 4 years

The programme consists of the following Modules

OP3020	Mentoring in Perioperative Practice 30 credits
OP3021	Leadership and Management in Perioperative Practice 15 credits
OP3022	Enhanced Perioperative Practice – Surgery 15 credits
OP3023	Enhanced Perioperative Practice - Anaesthesia 15 credits
OP3024	Advanced Professional Development in Perioperative Practice 15 credits
OP3025	Evidence Based Practice in the Perioperative Environment 15 credits
OP3026	Clinical Speciality Project 30 credits

The Calendar Year will be split in to three periods for the purpose of this Programme with each period spanning 15 weeks.

All Modules will be available over a 2 year time span. Modules may be completed in any order.

Modules OP3020, OP3021, OP3022, OP3023, OP3024, OP3025 will run for 15 weeks (One period). Module OP3026 will run for 30 weeks (Two periods).

It is proposed that a maximum of 3 Modules run each period.

Although a plan is produced of which Modules will run in each period, all Modules can be delivered at any time dependant on demand.

No Modules will run with less than 5 students

All Modules will contain a mixture of Study Day Attendance and Self Directed Distance Learning and Vocational Experience as shown in the Module Specifications.

Planned Provision of Modules

Term	Start Date	Duration	Module	Module	Extra
Autumn 1	01/10/2018	15 weeks			Return to Study Programme 4 weeks
Winter 1	04/02/2019	15 weeks	OP3020 Mentoring in Perioperative Practice 30 Credits	OP3022 Enhanced Peri-operative Practice (Surgery) 15 Credits	Return to Study Programme 4 weeks
Spring 1	27/05/2019	15 weeks	OP3021 Leadership and Management in Perioperative Practice 15 credits	OP3023 Enhanced Perioperative Practice (Anaesthesia) 15 credits	Return to Study Programme 4 weeks
Autumn 2	30/09/2019	15 weeks	OP3025 Evidence Based Practice in the Perioperative Environment 15 credits	OP3024 Advanced Professional Development in P-Practice 15 credits	Return to Study Programme 4 weeks
Winter 2	03/02/2020	15 weeks	OP3020 Mentoring in Perioperative Practice 30 Credits	OP3026 Clinical Speciality Project 30 credits	Return to Study Programme 4 weeks
Spring 2	25/05/2020	15 weeks	OP3021 Leadership and Management in Perioperative Practice 15 credits		Return to Study Programme 4 weeks

Appendix 2: Module specifications

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