

Programme Specification (Undergraduate) Date amended: 6 June 2019 for students entering in 2020/21

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

<u>Route 1</u> = 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.

<u>Route 2</u> = 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:

Applicants for Modules within the programme may have undertaken other Modules with similar content elsewhere. This will include, but not be limited to, Modules that focus on Mentorship for the NHS and NHS Leadership and Management which contain nationally recognised curriculum content.

Applicants that apply for the programme with the aim of gaining the full BSc in Peri-operative Practice will be able to request exemption from Modules on the basis that they have evidence of the prior completion of comparable Modules at other HE institutions in the UK.

Exemptions will only be applied to full Modules, and will be applied on a graded or ungraded basis dependant on the evidence of prior achievement that the applicant can present.

The maximum number of credits that can be exempted will be 45 credits.

Exemptions cannot be applied to Module OP3026 (Clinical Speciality Project) which is compulsory for the Award of BSc in Peri-operative Practice.

(See Senate Regulation 2.53 – 2.56.)

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)
- <u>Quality Assurance Agency for Higher Education. (2004)</u> <u>Benchmark statement: Health care</u> programmes: Phase 2 Operating Department Practice. Mansfield: Quality Assurance Agency.
- <u>College of Operating Department Practitioners. (2009) Standards, recommendations and</u> <u>guidance for mentors and practice placements: Supporting pre-registration education in</u> <u>Operating Department Practice. London: College of Operating Department Practitioners.</u>
- <u>College of Operating Department Practitioners. (2011)</u> <u>Bachelor of Science (Hons) in</u> <u>Operating Department Practice: Curriculum document.</u> London: Operating Department <u>Practitioners.</u>
- <u>Health and Care Professions Council. (2014)</u> *Standards of Proficiency: Operating Department* <u>Practice. London: Health Professions Council.</u>
- <u>Health and Care Professions Council. (2016) Standards of conduct, performance and ethics.</u> London: Health and Care Professions Council.
- <u>Quality Assurance Agency for Higher Education. (2009)</u> *Personal development planning:* <u>Guidance for institutional policy and practice in higher education.</u> London: Quality Assurance <u>Agency.</u>
- <u>Quality Assurance Agency for Higher Education. (2008)</u> *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. <u>http://www.seec.org.uk/seec-credit-level-descriptors-</u> 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	Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Skills based Classes, Computer practical classes, Demonstrations, Example sheets, Resource-based learning,	Essays, problem based examinations, computer based exercises, competency based assessment, presentations, patient case studies, and major supervised project work.			
changes; Disease and trauma processes and how to apply this knowledge to plan the patient's perioperative care;	Independent research, clinical placements.				
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;					
2) A successful student should be able to apply their knowledge of and demonstrate their competence in:		Essays, professional portfolios, problem based examinations, computer based exercises, competency based assessment, presentations, patient case			
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,	studies, and major supervised project work.			

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
The principles and operation of a	Independent research, learning in	
range of technological equipment	clinical practice.	
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		
their peeds: (in OP2026)		
then needs, (In OF 5020)		
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 second form and the second sides		
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)		
(ii) Unde	rstanding and application of key concepts a	nd techniques
A successful student should be able		
to:		
Apply theories concepts and	Lectures Tutorials Seminars	Essays professional portfolios problem
principles of operating department	Directed reading Problem solving	hased examinations, computer based
practice to deliver natient-centred	classes Computer practical classes	exercises competency based
care to a wide range of individuals:	Project supervision. Example sheets.	assessment, presentations, patient case
	Resource-based learning, Independent	studies, and major supervised project
Recognise potential risk and	research, learning in clinical practice.	work.
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;		
(III UP3U26)		
research and other evidence to		

underpin care decisions that can be justified, even when made on the basis of limited information; (in OP8026)inited information; (in OP8026)for near partnership with, and with the consent of, patients and, where appropriate, their cares; Demonstrate personal and professional accountability for patient care; (in OP8026)is a second of the second o	Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?		
justified, even when made on the basis of limited information; (in QP3026) 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 QP3026) Accurately document and evaluate the outcomes of care and other interventions; (QAA, 2004 B) Comparison and exclusted 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 QP3026) (UoL, LTS) Present and explain topics, issues, (In QP3026) (UoL, LTS) Civ Clear and concise presentation of material source-based learning, Independent research. Computer practical classes, Demonstrates skills of analysis and synthesis of material and appropriate taken development and concise presentation of material to: Civ Clear and concise presentation of material A successful student should be able to: Present and explain topics, issues, tick as and arguments in a variety studies, and major supervised project work. Resource-based learning, Independent research. Computer practical classes, Demonstrations, Camputer based supervised or alpointer, Supervision, Example sheets, Resource-based learning, Independent research. Computer practical classes, Demonstrations, Camputer based, Supervision, Example sheets, Resource-based learning, Independent research. Computer practical classes, Demonstrations, Computer based exercises, presentations, computer based exercises, presentations, patient case supervision, Example sheets, Resource-based learning, Independent roject supervision, Example sheets, Resource-based learning, Independent roject supervision, prample sheets, Resource-based learning, Independent roject supervision project work. Resource-based learning, Independent roject supervision project work. Resource-based learning, Indepen	underpin care decisions that can be				
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 ad, where appropriate, their carers; Demonstrate personal and professional accountability for patient care; (in OP3026) (iii) Critical analysis of key issues A successful student should be able to: (iii) Critical analysis of key issues Demonstrate the development of cares may be project work. Lectures, Tutorials, Directed reading, Project supervision, Example sheets, Resource-based learning, independent research. Rescursesful student should be able to: (iv) Clear and concise presentation of material and approsprints; issues, induction programme, independent research. I on P3026) (iv) Clear and concise presentation of material and approsprite use of acadenic computer based assessment, and major supervised project work. Resource-based learning, independent research. Essays, professional portfolios, problem based examinations, computer based exercises, presentations, patient case sudies, and major supervised project work. Present and explain topics, issues, appropriate use of acadenic computer based learning, independent research. Essays, professional portfolios, problem based examinations, computer based exercises, presentations, patient case sudies, and major supervised project work. Project Supervision, Example sheets, Resource-based learning, independent research. Essays, professional portfolios, problem based examina	justified, even when made on the				
(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; Demostrate personal and professional accountability for patient care; (in OP3026) Accurately document and evaluate the outcomes of care and other interventions; Example to the term of term of term of term of term of the term of ter	basis of limited information;				
Assess priorities in practice and deliver care competently to meet identified need; Formulate and document a plan of care in partnenship with, and with the consent of, patientis and, where appropriate, their carers; Demonstrate personal and professional accountability for patient care; (in OP3026) (OAA, 2004 B) Matter tare (in OP3026) (UoL, 1TS) (IO Char and concise presentation of material sourcessful 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, 1TS) (IO Clear and concise presentation of material 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, 1TS) (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) (IO Clear and concise presentation of material Demonstrate skills of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026) (UoL, VS; QAA, 2011). (V) Clear and concise presentation of material Essays, professional portfolios, , problem based examinations, computer based exercises, presentations, patient case studies, and major supervised project work. Essays, professional portfolios, , problem based examinations, and major supervised project work. Resource-based learning, independent research. Critically appraise and evaluate vidence, arguments and saynthesis of material and appropriate use of academic conventions; (in OP3026) (UoL, VS; QAA, 2011). (V) Clectical appraises of evidence with approprise used academic conventions; (in OP3026) (UoL, UTS; NAA 2011) (ID Clectical appraises of evidence ebased learning, Induction programme, In	(in OP3026)				
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) Matter and critical care interventions; (QAA, 2004 B) Matter and critical care interventions; (QAA, 2004 B) Matter and critical care (in OP3026) (UoL, TS) Present and explain topics, issues, ideas and arguments in a variety of written and or forms; (in OP3026) (in OP3026) (UoL, TS) Present and explain topics, issues, ideas and arguments in a variety of written and critical care. (in OP3026) (UoL, TS) Present and explain topics, issues, ideas and arguments in a variety of written and critical care. (in OP3026) (UoL, TS) Present and explain topics, issues, ideas and arguments in a variety of written and critical care. (in OP3026) (UoL, TS) Present and explain topics, issues, ideas and arguments in a variety of written and critical care. (in OP3026) (UoL, TS) Present and explain topics, issues, ideas and arguments in a variety of written and critical care. (in OP3026) (UoL, TS) Project supervision, Example sheets, Resource-based learning, Independent research. Project supervision, Exampl	Assess priorities in practice and				
Formulate and document a plan of care in partnership with, and with the consent of, patients and, where appropriate, their carers; patient care; (in OP3026) Accurately document and evaluate the outcomes of care and other interventions; (QAA, 2004 B) (iii) Critical analysis of key issues <i>A successful student should be able to:</i> 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) Present and explain topics, issues, ideas and arguments in a variety of written and oral forms; (in OP3026) (US, QAT) Proget supervision, Example sheets, Resource-based learning, Induction programme, Independent research. (w) Clear and concise presentation of material <i>A successful student should be able to:</i> Present and explain topics, issues, ideas and arguments in a variety of written and oral forms; (in OP3026) (UoL, <i>IS</i> , QAA, 201). (v) Critical appraisal of evidence with appropriate use of academic conventions; (in OP3026) (UoL, <i>IS</i>, QAA, 201). (v) Critical appraisal of evidence with appropriate insight <i>A succeesful student should be able to:</i> Critically appraise and evaluate evidence, arguments and appropriate use of academic conventions; (in OP3026) (UoL, <i>IS</i>, QAA, 201). (v) Critical appraisal of evidence with appropriate insight <i>A succeesful student should be able to:</i> Critically appraise and evaluate evidence, arguments and assumptions, reaching sound judgements, and effectively communicating writin their sphere of practice; (in OP3026) (UoL, UTS, ONA 2011).	deliver care competently to meet				
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) Image: Constraint of the constrain of the constraint of the constraint of th	identified need;				
Care in partnership with, and with the consent of, patients and, where appropriate, their cares; Demonstrate personal and professional accountability for patient care; (in OP3026)Image: Consent of care and other interventions; (in OP3026)Accurately document and evaluate the outcomes of care and other interventions;(iii) Critical analysis of key issuesA successful student should be able to:Image: Consent of analysis of key issuesA successful student should be able to:Image: Consent of analysis of key issuesA successful student should be able to:Image: Consent of analysis of key issuesA successful student should be able to:Image: Consent of analysis and problem, across their employment in the induction programme, Independent research.A successful student should be able to:(v) Clear and concise presentation of materialA successful student should be able to:(v) Clear and concise presentation of materialA successful student should be able to:Image: Consent of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026)Vertiten and oral forms; (in OP3026)Umage: Consent of approvent in a variety or synthesis of material and appropriate use of academic conventions; (in OP3026)(UoL, UPS, OAA, 2011).Critically appraise and evaluate evidence, arguments and susumptions, reaching sound judgements, and effectively comunicating within their sphere of practice; (in OP3026)(UoL, UTS, NA anal)Lectures, Tutorials, Directed reading, Project supervision, Example sheets, Resource-based learning, Induction programme, Independent research.Essays	Formulate and document a plan of				
the consent of, patients and, where appropriate, their carers; Demonstrate personal and professional accountability for patient care; (in OP3026)Image: Construction of Accurately document and evaluate the outcomes of care and other interventions;(iii) Critical analysis of key issuesA successful student should be able to:(iii) Critical analysis of key issuesEssays, competency based assessment, Project supervision, Example sheets Resource-based learning, Induction programme, IndependentEssays, competency based assessment, and major supervised project work.A successful student should be able to:(v) Clear and concise presentation of Supervision, Example sheets Resource-based learning, Induction programme, IndependentEssays, professional portfolios, problem based examinations, computer based secrices, presentations, project Supervision, Example sheets, Resource-based learning, IndependentEssays, professional portfolios, problem based examinations, computer based secrices, presentations, project Supervision, Example sheets, Resource-based learning, Independent research.Essays, professional portfolios, problem based examinations, computer based secrices, presentations, patient case studies, and major supervised project work.Present and explain topics, issues, tides and arguments in a variety of worthen and oral forms; (in OP3026)Lectures, Tutorials, Directed reading, Project supervision, Example sheets, Resource-based learning, Independent research.Essays, professional portfolios, project supervised project work.A successful student should be able to:Lectures, Tutorials, Directed reading, Project supervision, Example sheets, Resource-based learning, Independent research. </td <td>care in partnership with, and with</td> <td></td> <td></td>	care in partnership with, and with				
appropriate, their carers; Demonstrate personal and professional accountability for patient care; (in OP3026)Image: Compatibility for patient care; (in OP3026)Accurately document and evaluate the outcomes of care and other interventions;Image: Compatibility for patient care; (in OP3026)(QAA, 2004 B)Image: Compatibility for patient care; (in OP3026)As uccessful student should be able to:Lectures, Tutorials, Directed reading, Project supervision, Example sheets Resource-based learning, induction programme, independent research.Essays, competency based assessment, and major supervised project work. Resource-based learning, induction programme, independent research.A successful student should be able to:Image: Compatibility for Project supervision, Example sheets Resource-based learning, induction programme, independent research.Essays, professional portfolios, , problem based examinations, computer based exercises, presentation, patient case studies, and major supervised project work. Resource-based learning, independent research.Prosent and explain topics, issues, orgotof (in OP3026) (UoL, UYS, QAA, 2011).Lectures, Tutorials, Directed reading, Demonstrates, Project Secure-based learning, independent research.Essays, professional portfolios, , problem based examinations, computer based exercises, presentation, project work.Demonstrate skills of analysis and appropriate use of academic conventions; (in OP3026) (UoL, UYS, QAA, 2011).Lectures, Tutorials, Directed reading, Project supervision, Example sheets Resource-based learning, independent research.Essays, problem based examinations, and major supervised project work. <t< td=""><td>the consent of, patients and, where</td><td></td><td></td></t<>	the consent of, patients and, where				
Demonstrate personal and professional accountability for patient care; (in OP3026)Induction programme, independent research.Induction programme, independent research.A successful student should be able to:Lectures, Tutorials, Directed reading, induction programme, independent research.Essays, professional portfolios,, problem based examinations, and major supervised project work.A successful student should be able to:Lectures, Tutorials, Directed reading, induction programme, independent research.Essays, competency based assessment, and major supervised project work.A successful student should be able to:Induction programme, independent research.Essays, professional portfolios,, problem based examinations, project supervision, Example sheets, Resource-based learning, induction programme, independent research.Essays, professional portfolios,, problem based examinations, computer based exercise, presentation of materialA successful student should be able to: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 exercise, presentations, patient case studes, and major supervised project work.OP3026)(V) Citical appraisal of evidence with appropriate research.Essays, problem based examinations, and major supervised project work.A successful student should be able to:Lectures, Tutorials, Directed reading, Project supervision, Example sheets Resource-based learning, independent research.Essays, problem based examinations, and major	appropriate, their carers;				
professional accountability for patient care; (in OP3026) Accurately document and evaluate the outcomes of care and other interventions; (QAA, 2004 B) (QAA, 2004 B) (QAA	Demonstrate personal and				
patient care; (in OP3026)Keynet issuesAccurately document and evaluate the outcomes of care and other interventions; (QAA, 2004 B)(iii) Critical analysis of key issuesA successful student should be oble to:(iii) Critical analysis of key issuesA successful student should be oble to:Lectures, Tutorials, Directed reading, Project supervision, Example sheets Resource-based learning, Induction programme, Independent research.Essays, competency based assessment, and major supervised project work.A successful student should be oble to:Lectures, Tutorials, Directed reading, Project supervision, Example sheets Resource-based learning, Induction programme, Independent research.Essays, competency based assessment, and major supervised project work.A successful student should be oble to:(iv) Clear and concise presentation of materialA successful student should be oble to:Lectures, Tutorials, Directed reading, Demonstrations, Project Supervision, Example sheets, Resource-based learning, Independent research.Essays, professional portfolios, problem based examinations, computer based exercise, presentations, patient case studes, and major supervised project work.Demonstrate skills of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026) (UoL, US, OAA, 2011.Lectures, Tutorials, Directed reading, Project supervision, Example sheets, Resource-based learning, Independent research.Essays, problem based examinations, and major supervised project work.A successful student should be able to:Lectures, Tutorials, Directed reading, Project supervision, Example sheets, Resource-based	professional accountability for				
Accurately document and evaluate the outcomes of care and other interventions;Image: Constraint of the outcomes of care and other interventions;(QAA, 2004 B)(iii) Critical analysis of key issuesA successful student should be able to:(iii) Critical analysis of key issuesA successful student should be able to:Ectures, Tutorials, Directed reading, Project supervision, Example sheets Resource-based learning, Induction programme, Independent research.Essays, competency based assessment, and major supervised project work.A successful student should be able to:(v) Clear and concise presentation of materialA successful student should be able to:Ectures, Tutorials, Directed reading, Computer practical classes, Demonstrate skills of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026) (Uot, LTS,Ectures, Tutorials, Directed reading, Computer practical classes, Demonstrate skills of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026) (Uot, LTS, OAA, 2011).Estures, Tutorials, Directed reading, Computer practical classes, Demonstrate should be able to:Essays, professional portfolios, problem based examinations, computer based successful student should be able to:Critical appropriate use of academic conventions; (in OP3026) (Uot, LTS, OAA, 2011).Ectures, Tutorials, Directed reading, Project supervision, Example sheets, Resource-based learning, Independent research.Essays, problem based examinations, and major supervised project work.Critical approace to:Ectures, Tutorials, Directed reading, Project supervision, Example sheets, Resource-b	patient care; (in OP3026)				
Ite outcomes of care and other interventions; Ite outcomes of care and other interventions; (QAA, 2004 B) Ite outcomes of care and other interventions; A successful student should be able to: Ite outcomes of key issues 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) Lectures, Tutorials, Directed reading, Project supervision, Example sheets Resource-based learning, Induction programme, Independent research. Essays, competency based assessment, and major supervised project work. A successful student should be able to: Ite cures, Tutorials, Directed reading, Computer practical classe, Demonstrate skills of analysis and synthesis of material and synthesis of analysis and synthesis of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026) (UoL, U'S, QAA, 2011). Lectures, Tutorials, Directed reading, Computer practical classe, Demonstrate skills of analysis and synthesis of material and synthesis of subould be able to: Lectures, Tutorials, Directed reading, Project supervision, Example sheets, Resource-based learning, Independent research. Essays, professional portfolios, problem based examinations, computer based exercises, presentations, project work. V Citical appraisal of evidence with appropriate insight Essays, problem based examinations, and major supervised project work. Resource-based learning, induction programme, indepe	Accurately document and evaluate				
interventions; (QAA, 2004 B) A successful student should be able to: (iii) Critical analysis of key issues A successful student should be able to: Lectures, Tutorials, Directed reading, Project supervision, Example sheets Resource-based learning, Induction programme, Independent research. Essays, competency based assessment, and major supervised project work. (iu) Clear and concise presentation of material Lectures, Tutorials, Directed reading, Induction programme, Independent research. Essays, professional portfolios, problem A successful student should be able to: (v) Clear and concise presentation of material Essays, professional portfolios, problem A successful student should be able to: Computer practical classes, Demonstrations, Project Essays, professional portfolios, problem Vertical and arguments in a variety of written and oral forms; (in OP3026) (UoL, IYS, QAA, 2011). Lectures, Tutorials, Directed reading, Computer practical classes, Demonstrate skills of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026) (UoL, IYS, QAA, 2011). Lectures, Tutorials, Directed reading, Project supervised project work. V Critical appraisal of evidence with appropriate insight Lectures, Tutorials, Directed reading, Project supervised project work. Resource-based learning, Independent research. Project supervision, Example sheets, Resource-based learning, Independent research. (v) Critical appraisal of evidence with appropriate insight	the outcomes of care and other				
(QAA, 2004 B)(iii) Critical analysis of key issuesA successful student should be able to:Lectures, Tutorials, Directed reading, Project supervision, Example sheets Resource-based learning, Induction programme, IndependentEssays, competency based assessment, and major supervised project work.A successful student should be able to:Lectures, Tutorials, Directed reading, Project supervision, Example sheets Induction programme, Independent research.Essays, competency based assessment, and major supervised project work.A successful student should be able to:(iv) Clear and concise presentation of materialA successful student should be able to: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.OP3026) (UOL, LTS, Or(v) Critical appraisal of evidence with approprize te insightEssays, professional portfolios, , problem based examinations, project supervision, Example sheets, Resource-based learning, Independent research.Essays, professional portfolios, , problem based examinations, project supervision, Example sheets, Resource-based learning, Independent research.Essays, professional portfolios, , problem based examinations, project supervision, Example sheets, Resource-based learning, Independent research.Essays, problem based examinations, and major supervised project work.Critically appraise and evaluate evidence, arguments and assumptions, reaching sound judg	interventions;				
(QAA, 2004 B) (iii) Critical analysis of key issues A successful student should be able to: (iii) Critical analysis of key issues 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. A successful student should be able to: (iv) Clear and concise presentation of material Essays, professional portfolios, , problem based examinations, computer based exercises, professional portfolios, , problem based examinations, computer based exercises, presentations, project Supervision, Example sheets, Resource-based learning, Independent research. Essays, professional portfolios, , problem based examinations, computer based exercises, presentations, project supervision, Example sheets, Resource-based learning, Independent research. VCritical appraisal of evidence with appropriate to: (v) Critical appraisal of evidence with appropriate insight Essays, problem based examinations, and major supervised project work. Kuercessful student should be able to: Lectures, Tutorials, Directed reading, Project supervision, Example sheets Resource-based learning, Induction programme, Independent research. Essays, problem based examinations, and major supervised project work.					
A successful student should be able to: (in) Citical analysis of key issues 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) Lectures, Tutorials, Directed reading, Project supervision, Example sheets Resource-based learning, Induction programme, Independent research. Essays, competency based assessment, and major supervised project work. A successful student should be able to: (iv) Clear and concise presentation of material A successful student should be able to: (iv) Clear and concise presentation of material Present and explain topics, issues, ideas and arguments in a variety of written and oral forms; (in OP3026) Lectures, Tutorials, Directed reading, Computer practical classes, Demonstrate skills of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026) (UoL, LYS, QAA, 2011). Lectures, Tutorials, Directed reading, 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. VO Critical appraisal of evidence with appropriate isource-based learning, Induction programme, Independent research. Essays, problem based examinations, and major supervised project work. Critically appraise and evaluate evidence, arguments and assumptions, reaching sound judgements, and effectively communicating within their sphere of practice; (in OP3026) (UoL, LTS, OPA - 2011) Lectures, Tutorials, Directed rea	(QAA, 2004 B)	(iii) Critical analysis of key issues			
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.A successful student should be oble to:(v) Clear and concise presentation of materialEssays, professional portfolios, , problem based examinations, computer based exercises, presentations, 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.Present and explain topics, issues, ideas and arguments in a variety of written and oral forms; (in OP3026)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.A successful student should be able to:VCritical appraisal of evidence with approprize induction programme, Independent research.Critically appraise and evaluate evidence, arguments and assumptions, reaching sound judgements, and effectively communicating within their sphere of practice; (in OP3026) (UoL, LTS, OPA 2011)Lectures, Tutorials, Directed reading, Project supervision, Example sheets Resource-based	A successful student should be able				
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, Induction programme, IndependentEssays, competency based assessment, and major supervised project work.A successful student should be able to:vol Clear and concise presentation of materialEssays, professional portfolios, problem based examinations, computer based exercises, presentations, projectPresent and explain topics, issues, ideas and arguments in a variety of written and oral forms; (in OP3026)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.Demonstrate skills of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026) (UoL, LYS, QAA, 2011).(v) Critical appraisal of evidence with appropriate induction programme, Independent research.Essays, problem based examinations, and major supervised project work.Critically appraise and evaluate evidence, arguments and assumptions, reaching sound judgements, and effectively communicating within their sphere of practic; (in OP3026) (UoL, LTS, OAA .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.	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 nuduction programme, Independent research.Essays, competency based assessment, and major supervised project work.A successful student should be able to:(i) Clear and concise presentation of materialEssays, professional portfolios, , problem based examinations, computer based vertices and arguments in a variety of written and oral forms; (in OP3026)Lectures, Tutorials, Directed reading, Computer practical classes, Supervision, Example sheets, Resource-based learning, Independent research.Essays, professional portfolios, , problem based examinations, computer based exercises, presentations, projectDemonstrate skills of analysis and appropriate use of academic conventions; (in OP3026) (UoL, LYS, QAA, 2011).(V) Critical appraisal of evidence with appropriate index in their sphere research.Essays, problem based examinations, and major supervised project work.Critically appraise and evaluate evidence, arguments and assumptions, reaching sound judgements, and effectively communicating within their sphere of practice; (in OP3026) (UoL, LTS, OAA .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.					
analytical techniques and problem- solving skills that can be applied across their employment in the operating theatre and critical care. (in OP3026) (UoL, LTS)Project supervision, Example sheets Resource-based learning, Induction programme, Independent research.and major supervised project work.A successful student should be able to:(v) Clear and concise presentation of materialA successful student should be able to:Lectures, Tutorials, Directed reading, Ommunicating within their sphere appropriate use of academic conventions; (in OP3026) (UoL, LYS, OAA, 2011)Lectures, Tutorials, Directed reading, Demonstrate shulls of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026) (UoL, LYS, OAA, 2011)Lectures, Tutorials, Directed reading, Computer practical classes, Demonstrate shulls of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026) (UoL, LYS, OAA, 2011)Essays, professional portfolios, problem based examinations, computer based evercises, presentations, patient case studies, and major supervised project work.Critically appraise and evaluate evidence, arguments and assumptions, reaching sound judgements, and effectively communicating within their sphere of practic; (in OP3026) (UoL, LTS, OAA, 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.	Demonstrate the development of	Lectures, Tutorials, Directed reading,	Essays, competency based assessment,		
solving skills that can be applied across their employment in the operating theatre and critical care. (in OP3026) (UoL, LTS) 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). Critically appraise and evaluate evidence, arguments and assumptions, reaching sound judgements, and effectively communicating within their sphere of practice; (in OP3026) (UoL, LTS, OAA, 2011). Resource-based learning, Lectures, Tutorials, Directed reading, Demonstrate skills of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026) (UoL, trys, QAA, 2011). Critically appraise and evaluate evidence, arguments and assumptions, reaching sound judgements, and effectively communicating within their sphere of practice; (in OP3026) (UoL, LTS, OAA, 2011). Resource-based learning, Induction programme, Independent research. Resource-based learning, Induction programme, Independent research. Resource-based learning, Induction programme, Independent research.	analytical techniques and problem-	Project supervision, Example sheets	and major supervised project work.		
across their employment in the operating theatre and critical care. (in OP3026) Induction programme, Independent research. (iu) Clear and concise presentation of material A successful student should be able to: (iv) Clear and concise presentation of material Present and explain topics, issues, ideas and arguments in a variety of written and oral forms; (in OP3026) Lectures, Tutorials, Directed reading, Demonstrations, Project Essays, professional portfolios, , problem based examinations, computer based Demonstrate skills of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026) (UoL, LYS, QAA, 2011). Vertical appraisal of evidence with appropriate insight Essays, problem based examinations, and major supervised project work. Critically appraise and evaluate evidence, arguments and assumptions, reaching sound judgements, and effectively communicating within their sphere of practice; (in OP3026) (UoL, LTS, OAA 2011) Lectures, Tutorials, Directed reading, Project supervision, Example sheets Resource-based learning, Independent research. Essays, problem based examinations, and major supervised project work.	solving skills that can be applied	Resource-based learning,			
operating theatre and critical care. (in OP3026) (UoL, LTS) research. A successful student should be able to: (iv) Clear and concise presentation of material A successful student should be able to: Lectures, Tutorials, Directed reading, Computer practical classes, Demonstrations, Project Essays, professional portfolios, , problem based examinations, computer based exercises, presentations, patient case studies, and major supervised project Demonstrate skills of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026) (UoL, LYS, QAA, 2011). (v) Critical appraisal of evidence with appropriate insight A successful student should be able to: Lectures, Tutorials, Directed reading, Resource-based learning, Independent Essays, professional portfolios, , problem based examinations, computer based exercises, presentations, patient case studies, and major supervised project Vortical appraisal of evidence with appropriate to: Lectures, Tutorials, Directed reading, Project supervision, Example sheets Resource-based learning, Induction programme, Independent research. Essays, problem based examinations, and major supervised project work.	across their employment in the	Induction programme, Independent			
(IUCL, LTS) (v) Clear and concise presentation of material A successful student should be able to: (v) Clear and concise presentation of material Present and explain topics, issues, ideas and arguments in a variety of written and oral forms; (in OP3026) Lectures, Tutorials, Directed reading, Computer practical classes, Demonstrations, Project Essays, professional portfolios, , problem based examinations, computer based exercises, presentations, patient case studies, and major supervised project work. Demonstrate skills of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026) (UoL, LYS, QAA, 2011). research. V Critical appraisal of evidence with appropriate to: (v) Critical appraisal of evidence with appropriate insight A successful student should be able to: Lectures, Tutorials, Directed reading, Project supervision, Example sheets Resource-based learning, Induction programme, Independent research. Essays, problem based examinations, and major supervised project work.	operating theatre and critical care.	research.			
(iv) Clear and concise presentation of material A successful student should be able to: (iv) Clear and concise presentation of material Present and explain topics, issues, ideas and arguments in a variety of written and oral forms; (in OP3026) Lectures, Tutorials, Directed reading, Computer practical classes, Demonstrations, Project Essays, professional portfolios, , problem based examinations, computer based exercises, presentations, patient case studies, and major supervised project Demonstrate skills of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026) (UoL, LYS, QAA, 2011). research. successful student should be able to: Criticall appraise and evaluate evidence, arguments and assumptions, reaching sound judgements, and effectively communicating within their sphere of practice; (in OP3026) (UoL, LTS, OAA 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.					
A successful student should be able Lectures, Tutorials, Directed reading, Essays, professional portfolios, , problem Present and explain topics, issues, Lectures, Tutorials, Directed reading, Directed reading, (ideas and arguments in a variety of Computer practical classes, based examinations, computer based OP3026) Demonstrations, Project Supervision, Example sheets, Resource-based learning, Independent Demonstrate skills of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026) (UoL, V) Critical appraisal of evidence with appropriate insight work. 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, ONA 2011) Lectures, Tutorials, Directed reading, Project supervision, Example sheets Essays, problem based examinations, and major supervised project work.		(iv) Clear and concise presentation of mat	erial		
to:Lectures, Tutorials, Directed reading, Computer practical classes, Demonstrations, ProjectEssays, professional portfolios, , problem based examinations, computer based exercises, presentations, patient case studies, and major supervised projectDemonstrate skills of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026) (UoL, LYS, QAA, 2011).Lectures, Tutorials, Directed reading, research.Essays, professional portfolios, , problem based examinations, computer based exercises, presentations, patient case studies, and major supervised project work.A successful student should be able to:Lectures, Tutorials, Directed reading, Project supervision, Example sheets Resource-based learning, Induction programme, Independent research.Essays, problem based examinations, and exercises, presentations, exercises, presentations, patient case studies, and major supervised project work.Critically appraise and evaluate evidence, arguments and assumptions, reaching sound judgements, and effectively communicating within their sphere of practice; (in OP3026) (UoL, LTS, OAA 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.	A successful student should be able				
Present and explain topics, issues, ideas and arguments in a variety of written and oral forms; (in OP3026)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.Demonstrate skills of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026) (UoL, LYS, QAA, 2011).Lectures appraisal of evidence with appropriate insightEssays, professional portfolios, , problem based examinations, computer based exercises, presentations, patient case studies, and major supervised project work.Criticall appraise and evaluate evidence, arguments and assumptions, reaching sound judgements, and effectively communicating within their sphere of practice; (in OP3026) (UoL, LTS, OAA 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.	to:				
Present and explain topics, issues, ideas and arguments in a variety of written and oral forms; (in OP3026) Lectures, lutorials, Directed reading, Demonstrations, Project Essays, professional portfolios, , problem based examinations, computer based exercises, presentations, patient case studies, and major supervised project Demonstrate skills of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026) (UoL, LYS, QAA, 2011). research. sudies, and major supervised project Vortical appraisal of evidence with appropriate to: (v) Critical appraisal of evidence with appropriate insight suspervised project work. Critically appraise and evaluate evidence, arguments, and effectively communicating within their sphere of practice; (in OP3026) (UoL, LTS, OVA 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.					
Ideas and arguments in a variety of written and oral forms; (in OP3026)Computer practical classes, Demonstrations, Project Supervision, Example sheets, Resource-based learning, Independent research.Dased examinations, computer based exercises, presentations, patient case studies, and major supervised project work.Demonstrate skills of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026) (UoL, LYS, QAA, 2011).research.supervision, Example sheets, research.sudies, and major supervised project work.A successful student should be able to:(v) Critical appraisal of evidence with appropriate insightEssays, problem based examinations, and major supervised project work.Critically appraise and evaluate evidence, arguments and assumptions, reaching sound judgements, and effectively communicating within their sphere of practice; (in OP3026) (UoL, LTS, OAA 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.	Present and explain topics, issues,	Lectures, Tutorials, Directed reading,	Essays, professional portfolios, , problem		
Writter and oral forms, (in OP3026)Demonstrations, research.Demonstrate skills of analysis and research.Supervision, Example sheets, Resource-based learning, Independent research.studies, and major supervised project work.Demonstrate skills of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026) (UoL, LYS, QAA, 2011).research.studies, and major supervised project work.VCritical appraisal of evidence with appropriate insightLectures, Tutorials, Directed reading, Project supervision, Example sheets Resource-based learning, Induction programme, Independent research.Essays, problem based examinations, and major supervised project work.	written and oral forms: (in	Computer practical classes,	oversises presentations, computer based		
Demonstrate skills of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026) (UoL, LYS, QAA, 2011).Resource-based learning, Independent research.Steares, ind hisjor supervised project(v) Critical appraisal of evidence with appropriate insightA successful student should be able to:Critically appraise and evaluate evidence, arguments and judgements, and effectively communicating within their sphere of practice; (in OP3026) (UoL, LTS, OAA 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.	OP3026)	Supervision Example sheets	studies and major supervised project		
Demonstrate skills of analysis and synthesis of material and appropriate use of academic conventions; (in OP3026) (UoL, LYS, QAA, 2011).research.(v) Critical appraisal of evidence with appropriate insightA successful student should be able to:Lectures, Tutorials, Directed reading, Project supervision, Example sheets Resource-based learning, judgements, and effectively communicating within their sphere of practice; (in OP3026) (UoL, LTS, OAA 2011)Lectures, Conception communicating within their sphere research.Essays, problem based examinations, and major supervised project work.	013020	Resource-based learning, Independent	work.		
synthesis of material and appropriate use of academic conventions; (in OP3026) (UoL, LYS, QAA, 2011). (v) Critical appraisal of evidence with appropriate insight A successful student should be able to: Execution (UoL) Critically appraise and evaluate evidence, arguments and assumptions, reaching sound judgements, and effectively Lectures, Tutorials, Directed reading, Project supervision, Example sheets Essays, problem based examinations, and major supervised project work. Grattice; (in OP3026) (UoL, LTS, OP3026) (UOL, UCS, OP3026) (UCL, UCS, OP3026)	Demonstrate skills of analysis and	research.			
appropriate use of academic conventions; (in OP3026) (UoL, LYS, QAA, 2011).Image: Convention of the text of t	synthesis of material and				
conventions; (in OP3026) (UoL, LYS, QAA, 2011).(v) Critical appraisal of evidence with appropriate insightA successful student should be able to:(v) Critical appraisal of evidence with appropriate insightCritically appraise and evaluate evidence, arguments and assumptions, reaching sound judgements, and effectively communicating within their sphere of practice; (in OP3026) (UoL, LTS, OAA 2011)Lectures, Tutorials, Directed reading, Project supervision, Example sheets research.Essays, problem based examinations, and major supervised project work.	appropriate use of academic				
LYS, QAA, 2011). (v) Critical appraisal of evidence with appropriate insight A successful student should be able to: (v) Critical appraisal of evidence with appropriate insight Critically appraise and evaluate evidence, arguments and assumptions, reaching sound judgements, and effectively Lectures, Tutorials, Directed reading, Project supervision, Example sheets Resource-based learning, judgements, and effectively Induction programme, Independent research. Essays, problem based examinations, and effectively induction programme, Independent research.	conventions; (in OP3026) (UoL,				
(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, OAA 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.	LYS, QAA, 2011).				
A successful student should be uble Lectures, Tutorials, Directed reading, Essays, problem based examinations, and Critically appraise and evaluate Lectures, Tutorials, Directed reading, Project supervision, Example sheets assumptions, reaching sound Resource-based learning, Induction programme, Independent judgements, and effectively Induction programme, Independent research. of practice; (in OP3026) (UoL, LTS, OAA 2011) Project supervised project work.	(v) Critical appraisal of evidence with appropriate insight				
Critically appraise and evaluate evidence, arguments and assumptions, reaching sound judgements, and effectively communicating within their sphere of practice; (in OP3026) (UoL, LTS, OAA 2011)	to:				
Critically appraise and evaluate evidence, arguments and assumptions, reaching sound judgements, and effectively of practice; (in OP3026) (UoL, LTS, OAA 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.Critically appraise and evaluate evidence, arguments and judgements, and effectively of practice; (in OP3026) (UoL, LTS, OAA 2011)Lectures, Tutorials, Directed reading, Project supervision, Example sheets Induction programme, Independent research.Essays, problem based examinations, and major supervised project work.					
evidence, arguments and assumptions, reaching sound judgements, and effectivelyProject supervision, Example sheets Resource-based learning, Induction programme, Independent research.major supervised project work.of practice; (in OP3026) (UoL, LTS, OAA 2011)Project supervision, Example sheets research.major supervised project work.	Critically appraise and evaluate	Lectures, Tutorials, Directed reading,	Essays, problem based examinations, and		
assumptions, reaching soundResource-based learning,judgements, and effectivelyInduction programme, Independentcommunicating within their sphereresearch.of practice; (in OP3026) (UoL, LTS,OAA 2011)	evidence, arguments and	Project supervision, Example sheets	major supervised project work.		
judgements, and effectively Induction programme, Independent communicating within their sphere research. of practice; (in OP3026) (UoL, LTS, OAA 2011)	assumptions, reaching sound	Resource-based learning,			
communicating within their sphere research. of practice; (in OP3026) (UoL, LTS,	judgements, and effectively	Induction programme, Independent			
OT Practice; (IN UP3026) (UOL, LIS,	communicating within their sphere	research.			

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?			
(vi) Other discipline specific competencies					
A successful student should be able to:					
Demonstrate professional autonomy and accountability in perioperative practice;	Lectures, Tutorials, Seminars, Directed reading, Problem solving classes, Skills based Classes, Computer practical	Professional portfolios, problem based examinations, competency based assessment and major supervised project work.			
Demonstrate effective interprofessional relationships within perioperative care;	classes, Demonstrations, Example sheets, Resource-based learning, Independent research, learning in clinical practice				
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).					
	(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)	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.			
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)					
(ii) Written communication					
A successful student should be able to:					
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,	Essays, professional portfolios, problem based examinations, presentations, patient case studies, and major supervised project work.			
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);	Independent research, learning in clinical practice.				

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate the ability to use written communication as a tool to 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)	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.
Interact with information technology on a variety of hardware platforms to support their learning and professional practice. (in OP3026)		
	(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);	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.
Demonstrate the ability to understand, collect and interpret clinical data from a variety of sources (QAA, 2004 35, 36). (in OP3026)		
	(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);	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.
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);		

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate their ability to work		
with professional and support staff		
and delegate tasks where		
appropriate (QAA, 2004 A2.4);		
Demonstrate the ability to maintain		
relationships through the use of		
(OAA, 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);	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.
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)		
	(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)	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.
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).		

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?			
(viii) Skills for lifelong learning					
A successful student should be able to:					
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);	Lectures, Tutorials, Seminars, 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.			
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).					

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 <u>Senate regulation 5</u> will apply.

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 <u>exampapers@Leicester</u> [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
					Return to Study
Autumn 1	01/10/2018	15 weeks			Programme
					4 weeks
			OP3020	OP3022	Return to Study
Winter 1	04/02/2019	15 weeks	Mentoring in Perioperative Practice	Enhanced Peri-operative Practice (Surgery)	Programme
			30 Credits	15 Credits	4 weeks
		27/05/2019 15 weeks	OP3021	OP3023	Return to Study
Spring 1	27/05/2019		Leadership and Management in Perioperative Practice	Enhanced Perioperative Practice (Anaesthesia)	Programme
			15 credits	15 credits	4 weeks
			OP3025	OP3024	Return to Study
Autumn 2 30/09/2	30/09/2019	/09/2019 15 weeks	Evidence Based Practice in the Perioperative	Advanced Professional Development in P-Practice	Programme
			Environment 15 credits	15 credits	4 weeks
		03/02/2020 15 weeks	OP3020		Return to Study
Winter 2	03/02/2020		Mentoring in Perioperative Practice	OP3026 Clinical Speciality Project	Programme
	30 Credits		30 Credits		4 weeks
Spring 2 25,		25/05/2020 15 weeks	OP3021	20 credits	Return to Study
	25/05/2020 15 weeks		Leadership and Management in Perioperative Practice	Societtis	Programme
			15 credits		4 weeks

Appendix 2: Module specifications

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