Buckinghamshire New University

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	BSc (Hons) Operating Department Practice BSc (Hons) Operating Department Practice with Foundation Year
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Buckinghamshire New University
Subject Cluster:	Operating Department Practice
Award Title (including separate Pathway Award Titles where offered):	BSc (Hons) Operating Department Practice
Pathways (if applicable)	
FHEQ level of final award:	6
Other award titles available (exit qualifications):	- CertHE Health Care Studies (Not eligible to apply for HCPC registration) - DipHE Health Care Studies (Not eligible to apply for HCPC registration) - Bachelor of Science Health Care Studies (Not eligible to apply for HCPC registration)
Accreditation details:	Health and Care Professions Council
Length of programme:	3 Years 4 Years (with Foundation Year)
Mode(s) of Study:	Full Time
Mode of Delivery:	In person (on-site) delivery
Language of study:	English
QAA Subject Benchmark(s):	The QAA benchmark statement has been removed and redirected to the PSRB (HCPC) Standards of Proficiency (Mapped below)
Other external reference points (e.g. Apprenticeship Standard):	Health Care Professions Council (HCPC) College of Operating Department Practitioners
Course Code(s):	BSODPRFT (Three Year) BSODPRFY (with Foundation Year)
UCAS Code(s):	B991 (Three Year) B992 (with Foundation Year)
Approval date:	1 December 2022
Date of last update:	

2. Programme Summary

Operating Department Practitioners (ODP) are registered Allied Health Professionals (AHP) that are specifically trained and work within the Operating Department and associated areas. This incorporates working within a multi-disciplinary team providing high quality, individualised care for patients throughout their perioperative journey and beyond. Working alongside other professionals, such as nurses, surgeons, anaesthetists and health care support workers, care will be delivered to patients during all three phases of this acute care environment. This is achieved through direct patient contact and care delivery in addition to demonstrating a high level of knowledge/skill within the management of specialist equipment and materials related to this highly technical area. Patient safety is a priority within this field of care and ODP's are required to demonstrate high standards in relation to professionalism, advocacy and decision making.

This programme will provide the key knowledge and skills to achieve what is both required and expected within the contemporary healthcare setting through both classroom based teaching and clinical placement throughout the duration of study. Various approaches to teaching and learning will be used, including simulation, lectures, seminars, group activities and student-centred approaches. These will ensure students are prepared for professional registration and autonomous clinical practice. To further ensure each individual is deemed clinically competent, clinical placements will be undertaken throughout the length of the programme.

Distinguishing Features

- Reputation and quality. Our students are highly respected within our partner hospitals / Trusts and clinical areas in which they work
- A great environment for learning. We utilise state of the art simulation facilities to recreate authentic scenarios in operating theatre, PACU and critical care skills laboratories
- Clinical Study Days spread throughout the year for learning, development and practicing of skills
- Teaching excellence. We are winners of the Guardian University Awards for our innovation and use of simulation to enhance our healthcare students' learning
- Collaborative teaching from a variety of sources including academic and clinical staff and patients / service users
- Clinical Experience. Within our partner Trusts there is a huge variety of clinical specialties and opportunities across a range of settings. Previous opportunities have included Accident & Emergency (A&E), Coronary Care Unit (CCU), and ITU
- Unique link lecturer provision to ensure that each individual student is given the best opportunity to succeed
- Locality. Placed within the centre of the region, High Wycombe is uniquely placed to access both the faculties on site and our partner Trusts through a robust public transport system
- Technological development. The programme incorporates a unique ePortfolio that is engaged with throughout the programme, developing each individual student with the skills required to integrate the concept of lifelong learning within their professional careers

3. Programme Aims and Learning Outcomes

Programme Aims

This programme aims to:

1. Develop Operating Department Practitioners who can make sound judgements around care delivery through the application to practice of contemporary evidence-based knowledge and research skills within an inter-professional care setting.

2. Establish learner centred engagement with lifelong learning; fostering independence whilst ensuring the delivery of high-quality evidence-based perioperative care at all stages of the service user pathway.

3. Provide high-quality educational experiences, encompassing theoretical and practical opportunities for knowledge and skills acquisition. Facilitate achievement of professional competence, through exploration of the concepts of perioperative health care delivery and related aspects.

4. Instil and imbed critical reflexivity, providing opportunities for learners to demonstrate and apply reflective strategies to continually and routinely improve and positively impact the quality of healthcare delivery.

5. Ensure professional behaviours and qualities are contextualised through learner engagement with the HCPC Standards whilst exploring the concepts of ethics, accountability, leadership, management and professional identity.

Programme Learning Outcomes

Knowledge and Understanding (K)

On successful completion of the programme you will be able to:

ID	Learning Outcome
K1	Influence the clinical environment using applied critical knowledge to anaesthetic, surgical, post-operative and related acute care areas.
K2	Demonstrate contemporary knowledge and promote best practice in relation to the principles of perioperative practice and care.
K3	Appraise and apply all professional, ethical and legal requirements relating to the care of patients within the perioperative environment.
K4	Evaluate and apply current evidence to support professional development of self and others within the multidisciplinary team to ensure a collaborative approach to the delivery of care and related issues.
K5	Understand and foster support for cultural diversity and beliefs of individuals or groups to ensure an anti-discriminatory philosophy is adopted.

Analysis and Criticality (C)

On successful completion of the programme you will be able to:

ID	Learning Outcome

C1	Analyse best evidence to inform personal, professional and practice development through reflective approaches to autonomous growth.
C2	Distinguish, interpret and act upon clinical data to ensure service user safety.
C3	Acknowledge contemporary advances within the context of perioperative practice and examine the impact on service delivery.
C4	Analyse the varied theoretical constructs of different types of knowledge to inform perioperative practice.
C5	Appraise approaches to wellbeing in order to develop individual strategies for building resilience.

Application and Practice (P)

On successful completion of the programme you will be able to:

ID	Learning Outcome
P1	Practise in accordance with current ethical, legal and professional frameworks to promote the primacy of patient interest and well-being whilst promoting confidentiality.
P2	Employ a varied skill set in the delivery of individualised service user care to a diverse demographic within the professional boundaries of an Operating Department Practitioner and as part of the multidisciplinary team.
P3	Recognise the professional limitations of self and healthcare colleagues during the delivery of individualised care in a range of clinical situations and settings recognising professional boundaries in the perioperative environment and associated areas.
P4	Demonstrate sound clinical decisions based upon current best practice considering delivery contexts and modalities practicing within regulatory constructs, legal frameworks guidelines and policies.
P5	Establish consistent and accurate management of data security, clinical documentation, health and care records in line with applicable codes of practice adhering to legal, professional, organisational and individual responsibilities whilst maintaining confidentiality.

Transferable skills and other attributes (T)

On successful completion of the programme you will be able to:

ID	Learning Outcome
T1	Communicate effectively using a range of techniques and interpersonal skills to effectively engage in healthcare delivery, interventions and therapeutic relationships ensuring successful dissemination of information.
T2	Manage personal learning and growth through the maintenance of a professional portfolio integrating technological innovation and reflexivity in the of support life-long learning and promoting the attributes expected within the provision of safe and effective practice.
T3	Be equipped to lead, supervise and challenge other healthcare professionals and practitioners in striving for excellence whilst taking into account the dynamic social, cultural, spiritual, legal, political and economic factors.

T4	Contribute to working practices that are collaborative and service user focused whilst respecting the contributions of the wider healthcare team.
T5	Enhance professional development and safe practice through demonstrating leadership, peer support, supervision and teaching of colleagues including non-registered professionals.

Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, attributes are developed through the embedding of an evidence-based approach to learning, teaching and assessment that is aligned with the balanced integration of academic study and relevant clinical exposure. This empowers each learner to forge a developmental pathway aligned with, and focused on, the creation of autonomous practitioners who are both reflective and fit for purpose. Through the integration of a values-based approach to care delivery and a patient centred understanding of professionalism and authenticity is achieved. This facilitates the preparedness of learners for working in, and contributing to, the development of the relevant contemporary healthcare setting.

Throughout the achievement of the focused learning outcomes, learners are able to contribute to the delivery and enhancement of care within the perioperative environment and associated areas. Through individualised perioperative care delivery, graduates are able to autonomously initiate plans of care and deliver high standards of informed clinical practice. Through the formation of a professional ePortfolio throughout the programme, graduates will have the knowledge, skills and behaviours required to ensure social and ethical responsibilities are incorporated within the impact of their role.

4. Entry Requirements

The University's general entry requirements will apply to admission to this programme with the following additions.

A typical offer will require a UCAS tariff score of: 112 - 136

The requirements for this course are equivalent to:

- **A level** grades at BBC or above
- **BTEC** Level 3 Extended Diploma at DMM
- **International Baccalaureate** at 30 points
- **FETAC / QQI** 5 Distinctions in health care-related subjects
- **Access to HE Diploma** in Nursing qualification (Minimum 60 credits overall with 12 Merits and 30 Distinctions at Level 3 and 15 Credits at Level 2 at Pass)

You will also need 5 GCSE's including Maths, English and Science at grade 4/C or above or equivalent.

An Access to Higher Education qualification (minimum of 45 Level 3 credits, with 18 at Distinction and 27 at Merit) which must be in a science-based subject is also acceptable.

Mature students without formal qualifications are welcome to apply. We advise you to contact us to discuss your application.

Applicants who do not meet the minimum requirements for the three-year undergraduate programme, or those who do not feel fully prepared for a degree course, can apply for a four-year programme including a Foundation Year; find out more.

This programme is intended for applicants wishing to become registered Operating Department Practitioners identified through an interest in healthcare and specifically acute care settings. The additional entry requirements will include:

- assessment of applicants through a values-based recruitment process based on an interview
- assessment of literacy, numeracy and basic computer skills.

At interview, applicants will be expected to demonstrate:

- the appropriateness of the programme for their career aspirations
- their awareness of the nature of ODP (those who have no theatre/health experience)
- their awareness of the academic, practice and professional requirements of the programme

This will be undertaken during a recruitment and selection event with professional practice partners, service users and academic staff from within the institute.

Offers will be subject to a satisfactory **Disclosure and Barring Service (DBS) Check and Occupational Health Assessment**.

English language proficiency

Applicants for whom English is not their first language will be required to hold an IELTs certificate graded 7 or equivalent, with no element below 6.5.

Rehabilitation of Offenders Act 1974 (Exemption Orders 1975)

As these training posts involve or may involve direct contact with people receiving health care they are exempt from the provision of the above Act and applicants are required to give details of all previous convictions, all cautions, warnings, binding-overs, or detentions by police, including any spent convictions. Failure to disclose is a serious breach of entry requirements. Progression prior to any year of study will be subject to a self declaration form being completed by the student relating to the above statement

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our accreditation of prior learning (APL) process.

5. Programme Structure

Level	Modules (Code, Title and Credits)	Exit Awards
Foundation Year	**Core modules:** ALL0001 Core Academic Skills for Health and Social Care ALL0002 Personal Development and Teamworking for Health and Social Care ALL0003 Communication in Health and Social Care ALL0004 Evidence in Health and Social Care NAM0001 Enquiry Based Care NAM0002 Introduction to Ethics within Health and Social Care	**N/A.** No credit is awarded at this Level.
Level 4	**Core modules:** ALL4012 Fundamentals of Perioperative Practice (20 credits) ALL4013 Promoting Safety within the Perioperative Environment (20 credits) ALL4014 Introduction to Anatomy and Physiology (20 credits) ALL4015 Engaging in Perioperative Practice (20 credits) ALL4016 Foundations of Theory and Practice (20 credits) ALL4017 Developing Perioperative Practice (0 credits) ALL4018 Caring for the Perioperative Patient (20 credits)	**Certificate of Higher Education**, awarded on achievement of 120 credits at Level 4 CertHE Health Care Studies (Not eligible to apply for HCPC registration)
Level 5	**Core modules:** ALL5012 Applied Anatomy and Physiology (20 Credits) ALL5013 Influence of Pathophysiology on Perioperative Care (20 credits) ALL5014 Developing within the Perioperative Environment (20 credits) ALL5015 Expanding Skills within the Perioperative Environment (20 credits) ALL5016 Applying Evidence to Perioperative Care (20 credits) ALL5017 Advancing Perioperative Practice (0 credits) ALL5018 Leadership in Perioperative Practice (20 credits)	**Diploma of Higher Education**, awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5 DipHE Health Care Studies (Not eligible to apply for HCPC registration)
Level 6	**Core modules:** Extended Independent Work (Dissertation) (40 credits) ALL6014 Coaching and Supervision of Others within the Perioperative Environment (20 credits)	**Ordinary Degree**, awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5

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[1] Modules on the Foundation Year only apply to learners who are enrolled on the "with Foundation Year" programme.

ALL6015 Creating Autonomous Practice (20 credits) ALL6016 Actualising Perioperative Practice (0 credits) ALL6017 Management of the Deteriorating Patient (20 credits) **Option modules:** Choose modules to the total of 20 credits: ALL6018 Legalities and Ethical Considerations of the Advanced Role (20 credits) ALL6019 Wellbeing and Resilience within the Clinical Environment (20 credits) **Pre-requisite requirements for entry to the chosen Options Module is through completion of Level 5 Module – Advancing Perioperative Practice**	Bachelor of Science Health Care Studies (Not eligible to apply for HCPC registration) **Honours Degree**, awarded on achievement of 360 credits, including 120 credits at each of Levels, 4, 5 and 6

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

6. Learning, Teaching and Assessment

Learning and teaching

The teaching and learning strategies employed will enable students to take a life-long approach to their learning in order to learn from and through practice. A variety of teaching methods will be employed including:

- Keynote lectures will be employed to launch fundamental theoretical aspects of the programme and will be led by lecturers and/or external speakers. Lectures will provide the foundation for student-led work within seminars and/or workshops.
- Seminars will offer a forum through which students can explore key areas and will combine the presentation of information and ideas, exploration of relevant issues, and the application of theory to practice.
- Workshops will be used to enable students to work through real-life scenarios and apply theory to practice.
- Expert speakers: leading perioperative practitioners, academics service users and stakeholders will be invited to participate in the teaching of the programme and ensures the experience remains dynamic and responsive.
- A number of visiting lecturer appointments encompassing an array of specialities; these practitioners are active in the delivery of our current curricula.
- Directed reading: Students will be provided with relevant reading lists and will be encouraged to undertake independent reading to ensure they engage with a breadth of literature/evidence/theories relevant to perioperative practice.
- Virtual Learning Platform (VLE): Materials that are used to support the programme will be made available through the VLE, including presentations from key note lectures, handouts, worksheets, assessment documents, website links, as well as other teaching materials. Students will be expected to undertake additional work through the VLE or assigned reading in support and /or preparation of taught or face-to-face sessions.
- An array of Case Studies will be used as a vehicle for enquiry-based learning to identify the key issues, processes and systems inherent within them, and to learn from successful and unsuccessful care as well as being able to iterate the nature of good and bad experiences.
- Group Work is a key teaching and learning modality. It is recognised as an important pedagogic learning tool that enables students to engage in participatory learning and which encourages a team working approach to problem solving.
- Reflection in and on practice is central to the students developing emotional intelligence around skill development to enable their continued professional development. Reflecting on their past experience and the experiences of others is a key feature of the programme. Reflection encourages the students to explore the application of new skills and knowledge to a given situation, critical appraisal of key events, development of emotional intelligence and problem solving skills all of which are central to becoming a competent practitioner.
- Students will engage in Simulated Learning within the University's clinical skills laboratories to facilitate the development of perioperative specific skills. A range of clinical skills laboratories, one of which is fully equipped as a theatre suite, with anaesthetic room, whilst another is a three-bedded recovery with additional preoperative area. These are supported by a team of dedicated simulation technicians.

- Objective Structured Clinical Examinations (OSCEs) test the students' clinical skill and their level of competence, are structured to include a range of skills and test the students' application of theory to practice.
- Personal Development Planning (PDP) is incorporated into the curriculum to assist students in the planning of their on-going personal and professional development. Students' PDP will sit within their e-portfolio, which will enable them to develop IT skills alongside their development as independent reflexive learners. The e-portfolio/PDP will be a personal record of their academic and professional development throughout their course and beyond.

Content and Structure

During the Foundation Year, students will be exposed to a variety of formative and summative assessments whilst developing the academic skills to be a successful student at university; course content and Learning Outcomes strongly relate to students developing their knowledge and understanding of the subjects being studied and assessed. There are no clinical placements within the Foundation Year although the underpinning theory of perioperative care will be introduced and aligned to the wider delivery of care across the health and social care sector.

Level Four introduces the student to the role of the professional ODP firmly based on the HCPC regulations for standards of conduct, performance and ethics within the profession. During this level, students will be exposed to perioperative care in a variety of different contexts through a series of practice placements and this will enable the development of core perioperative skills required for working within the operating theatre environment. Where appropriate inter-professional learning will take place with other pre-registration students to enable shared learning and understanding around the role of the multi-professional team in the care of perioperative patients at all stages of the pathway. The focus at Level Four is the introduction of principles and concepts that underpin perioperative practice, in particular around anaesthetics and surgery and the integration of theory and practice in these fields. Students will explore the biological, sociological, psychological and behavioural concepts to enable the development and understanding of the needs of a patient throughout the perioperative pathway. Level Five is designed to enable students to extend their perioperative knowledge and practice skills by a wider participation in the perioperative care of the patient, for example, to include recovery and specialist surgery and anaesthetics, including obstetrics (elective and non-elective). The modules in level five will allow students to develop both their academic and clinical skills from level four, through the development of the concepts and themes introduced previously. Thus, allowing students to build upon knowledge acquired in level four, while continuing to gain new knowledge and understanding. Level Six is designed to create a well-rounded practitioner that is fit for purpose based on the fundamentals gained to date. Knowledge is developed within the context of the role to ensure the student achieves the key attributes expected for autonomous practice and independent thinking. This approach to development supports the integration of the student within the multidisciplinary team to ensure the theory/practice link is promoted within care delivery. Contemporary clinical practice requires a high degree of professionalism and throughout this final year, this will be bought together through working within the specialist clinical area to achieve competence and gain an autonomous foundation. Achievement will be gained through the inclusion of advanced clinical skills, developing leadership techniques and gaining exposure to the coaching and support of others. This readiness for registered clinical practice will be further enhanced with the inclusion of a dissertation rendering the student both theoretically and practically competent for the modern role of Operating Department Practitioner.

Placement Learning

The University prides itself on strong links with practice partners. To ensure the programme remains current and responsive to the dynamic reformation of the NHS, practitioners from our partner trusts will be invited to be involved in the delivery and on-going enhancement of the programme. Our partners have been involved and will continue to be involved in the development of the curriculum, review and monitoring process, engagement in the joint working forum, clinical simulation sessions and the provision of patient pathways and patient scenarios for teaching and learning purposes. The students will be supported further by practice colleagues, lead mentors, mentors and link lecturers. See Programme Handbook.

Practice Placements

Placements will provide opportunities for students to learn alongside experienced, qualified mentors within and outside of the perioperative environment, who will guide their learning and facilitate the development of practice skills. During practice placements students will be considered supernumerary to the workforce. Incorporated in the programme from a practice perspective, there may also be various allocations outside the theatre department to allow students to gain insights into the overall care of patients. Therefore, students will undertake a variety of practice placements that include an anaesthetic, surgical and post-anaesthetic care phase and may be placed in specialist placements in areas such as A&E and ITU, to match the evolving nature of ODP practice and the changing landscape of the healthcare.

Assessment

The assessment strategies will include both the assessment of theoretical knowledge and the application of theory to practice and practice competence. Assessment approaches will include:

- Reflective course work
- Case studies
- Written or visual presentations
- Unseen examinations
- Oral presentation
- OSCEs
- Critique of an evidence-based article
- Construction of an ePortfolio
- Dissertation
- Practice competence demonstrated in practice*

The use of patient scenarios and the patient pathway will provide a suitable framework for learning and allow students to demonstrate the application of theory to practice and vice versa. Formative assessment will provide students with development advice and feedback to enable them to prepare for their summative work. Students will be given two attempts at the theoretical element of the module and the practice component of the module. There will be two progression points during the programme; completion of Level Four and again upon completion of Level Five. *80% minimum clinical placement attendance is required within the programme and is monitored within the Practice Placement Document.

Contact Hours

Within the Foundation Year, learners will receive 12 hours per week of scheduled teaching, across two days. This will be delivered throughout the 30 weeks of the academic year, consisting of 3, ten-week terms. Self directed study will form the remainder of the expected learning with 14 hours per week identified for guided study.

At Level 4, learners can expect to receive approximately 8 hours of scheduled learning activities per week, with 9 hours of guided independent study per week. As your studies progress, you can expect to see an increase in the number of guided independent study hours compared to scheduled activities. Each level of study contains a requirement of approximately 838.5 hours of placement. A full breakdown of contact hours can be found in individual module descriptors.

7. Programme Regulations

This programme will be subject to the following assessment regulations:
- *Regulations for Taught Degree Programmes (2023)*

- *Additional programme specific regulations:*

    All modules are non-condonable
    Modules cannot be trailed between academic progression points/years
    All assessments must be successfully completed and are non-compensable

8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor/link lecturer to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

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Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment

- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The Apprenticeship Standard – see detailed mapping below
- The PSRB Standards of Proficiency (SOP) for Health Care Professions Council (HCPC)
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy

 *QAA ODP Benchmark statements have been determined as out of date and removed from the QAA website/archived for ODP with mapping of the Standards of Proficiency undertaken from the relevant PSRB (HCPC) https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-full-list.pdf?sfvrsn=c2b5dc81_4

Mapping of HCPC Standards of Proficiency to Specific Module Learning Outcomes		
HCPC Standards of Proficiency		Specific Module Learning Outcomes
practise safely and effectively within their scope of practice		
1.1	identify the limits of their practice and when to seek advice or refer to another professional or service	ALL4013 LO1. ALL4017 LO2, LO3, LO4. ALL5013 LO1. ALL5017 LO2, LO3. ALL6016 LO1, LO2, LO3. ALL6017 LO1
1.2	recognise the need to manage their own workload and resources safely and effectively, including managing the emotional burden that comes with working in a pressured environment	ALL4013 LO4. ALL4017 LO2, LO3, LO4. ALL5013 LO1. ALL5017 LO2, LO3. ALL6016 LO1, LO2, LO3, LO4
1.3	keep their skills and knowledge up to date and understand the importance of continuing professional development throughout their career	ALL4016 LO1. ALL4015 LO2. ALL6015 LO1, LO2, LO3, LO4. ALL5016 LO1, LO2, LO3. ALL5018 LO3. ALL6017 LO3
practise within the legal and ethical boundaries of their profession		
2.1	maintain high standards of personal and professional conduct	ALL4017 LO1, LO2, LO3, LO4. ALL5017 LO2, LO3. ALL6016 LO2, LO3. ALL6015 LO1. ALL4016 LO2, ALL4015 LO1. ALL6015 LO4. ALL6017 LO2
2.2	promote and protect the service user's interests at all times	ALL4016 LO2. ALL4017 LO2. ALL5013 LO1. ALL5017 LO2, LO3, LO4. ALL6016

		LO1 LO2, LO3, LO4. ALL4012 LO1. ALL6017 LO1, LO2
2.3	understand the importance of safeguarding by actively looking for signs of abuse, demonstrating understanding of relevant safeguarding processes, and engaging in these processes where necessary	ALL4012 LO1. ALL5013 LO1. ALL4016 LO3. ALL4015 LO3. ALL5017 LO2. ALL5017 LO1.
2.4	understand what is required of them by the Health and Care Professions Council, including but not limited to the Standards of conduct, performance and ethics	ALL4016 LO2. ALL6015 LO1. ALL5013 LO1. ALL4016 LO4. ALL4018 LO3
2.5	respect and uphold the rights, dignity, values, and autonomy of service users, including their role in the assessment, diagnostic, treatment and / or therapeutic process	ALL4014 LO2, LO3. ALL4017 LO1 LO2, LO3, LO4. ALL5013 LO1, LO2. ALL5013 LO1, LO2, LO3. ALL5012 LO1, LO2, LO3 ALL5015 LO4. ALL5017 LO1, LO2, LO3, LO4. ALL6016 LO1, LO2, LO3, LO4.
2.6	recognise that relationships with service users, carers and others should be based on mutual respect and trust, maintaining high standards of care in all circumstances	ALL4015 LO1, LO2. ALL5017 LO4. ALL6016 LO1, LO2, LO3, LO4.
2.7	understand the importance of and be able to obtain valid consent, which is voluntary and informed, has due regard to capacity, is proportionate to the circumstances and is appropriately documented	ALL4018 LO1, LO2 ALL4013 LO1. ALL4017 LO2, LO3, LO4. ALL5013 LO1, LO3. ALL5017 LO2, LO3. ALL6016 LO2, LO3.
2.8	understand the importance of capacity in the context of delivering care and treatment	ALL4018 LO1, LO2. ALL4013 LO1. ALL4017 LO2, LO3, LO4. ALL5013 LO1,

		LO3. ALL5017 LO2, LO3. ALL6016 LO2, LO3 ALL4018 LO3
2.9	understand the scope of a professional duty of care, and exercise that duty	ALL4017 LO1, LO2. ALL5013 LO1. ALL5017 LO2, LO3. ALL6016 LO1, LO2, LO3, LO4. ALL6017 LO2
2.1	understand and apply legislation, policies and guidance relevant to their profession and scope of practice	ALL4012 LO1. ALL4016 LO2, LO4. ALL4017 LO2. ALL5013 LO1. ALL5018 LO1. ALL6016 LO2, LO3. ALL6017 LO1, LO2
2.11	recognise the power imbalance which comes with being a health care professional, and ensure they do not abuse this for personal gain	ALL4016 LO1. ALL5018 LO2. ALL6015 LO2
2.12	practise in accordance with relevant medicines legislation	ALL5015 LO1, LO2, LO3
2.13	understand the complexity of caring for vulnerable persons in perioperative and other healthcare settings, and the need to adapt care as necessary	ALL4012 LO1. ALL4017 LO1. ALL5013 LO1. ALL5017 LO2, LO3. ALL6016 LO1, LO2, LO3, LO4. ALL6017 LO1
look after their health and wellbeing, seeking appropriate support where necessary		
3.1	identify anxiety and stress in themselves and recognise the potential impact on their practice	ALL5017 LO5. ALL6016 LO5.

3.2	understand the importance of their own mental and physical health and wellbeing strategies in maintaining fitness to practise	ALL5017 LO5. ALL6016 LO5.
3.3	understand how to take appropriate action if their health may affect their ability to practise safely and effectively, including seeking help and support when necessary	ALL5017 LO5. ALL6016 LO5.
3.4	develop and adopt clear strategies for physical and mental self-care and self-awareness, to maintain a high standard of professional effectiveness and a safe working environment	ALL5017 LO5. ALL6016 LO5.
practise as an autonomous professional, exercising their own professional judgement		
4.1	recognise that they are personally responsible for and must be able to justify their decisions and actions	ALL4016 LO2. ALL4015 LO1. ALL5013 LO1. ALL5017 LO1. ALL6015 LO2, LO3. ALL6017 L03
4.2	use their skills, knowledge and experience, and the information available to them, to make informed decisions and / or take action where necessary	ALL4018 LO1, LO2. ALL4016 LO2, LO4. ALL5013 LO2. ALL5016 LO2, LO4. ALL6014 LO2. ALL6013 LO1. ALL6017 LO1, LO3. ALL4018 LO3
4.3	make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately	ALL4016 LO2. ALL4017 LO3, LO4. ALL5017 LO3, LO4. ALL5015 LO1, LO4.

		ALL6016 LO2, LO3, LO4. ALL5018 LO3. ALL6017 LO1, LO3
4.4	make and receive appropriate referrals, where necessary	ALL4017 LO3, LO4. ALL5017 LO2, LO3, LO4. ALL6016 LO2, LO3, LO4.
4.5	exercise personal initiative	ALL4017 LO3, LO4. ALL5017 LO1, LO4. ALL6016 LO1, LO4. ALL5013 LO2.
4.6	demonstrate a logical and systematic approach to problem solving	ALL4012 LO2, LO3. ALL5016 LO2, LO4. ALL5015 LO3. ALL6016 LO1, LO2, LO3. ALL6013 LO2. ALL6017 LO1, LO3.
4.7	use research, reasoning and problem solving skills when determining appropriate actions	ALL5016 LO1, LO2, LO3, LO4. ALL6013 LO1, LO2, LO3, LO4
4.8	understand the need for active participation in training, supervision and mentoring in supporting high standards of practice, and personal and professional conduct, and the importance of demonstrating this in practice	ALL4012 LO1. ALL6014 LO1, LO2, LO3. ALL6015 LO4.
recognise the impact of culture, equality and diversity on practice and practise in a non-discriminatory and inclusive manner		

5.1	respond appropriately to the needs of all different groups and individuals in practice, recognising this can be affected by difference of any kind including, but not limited to, protected characteristics1, intersectional experiences and cultural differences	ALL4017 LO2, LO3, LO4. ALL5017 LO2, LO3, LO4. ALL6016 LO2, LO3, LO4.
5.2	understand equality legislation and apply it to their practice	ALL4012 LO1. ALL4016, LO4. ALL4017 LO2, LO3, LO4. ALL5017 LO2, LO3, LO4. ALL6016 LO2, LO3, LO4. ALL6017 LO2.
5.3	recognise the potential impact of their own values, beliefs and personal biases (which may be unconscious) on practice and take personal action to ensure all service users and carers are treated appropriately with respect and dignity	ALL4012 LO1. ALL4016, LO4. ALL4017 LO2, LO3, LO4. ALL5017 LO2, LO3, LO4. ALL6016 LO2, LO3, LO4.
5.4	understand the duty to make reasonable adjustments in practice and be able to make and support reasonable adjustments in theirs and others' practice	ALL4012 LO1. ALL4016, LO4. ALL4017 LO2, LO3, LO4. ALL5017 LO2, LO3, LO4. ALL6016 LO2, LO3, LO4.
5.5	recognise the characteristics and consequences of barriers to inclusion, including for socially isolated groups	ALL4012 LO1. ALL4016, LO4. ALL4017 LO2, LO3, LO4. ALL5017 LO2, LO3, LO4. ALL6016 LO2, LO3, LO4.
5.6	actively challenge these barriers, supporting the implementation of change wherever possible	ALL4012 LO1. ALL4016, LO4. ALL4017 LO2, LO3, LO4. ALL5017 LO2, LO3, LO4. ALL6016 LO2, LO3, LO4.
5.7	recognise that regard to equality, diversity and inclusion needs to be embedded in the application of all HCPC standards, across all areas of practice	ALL4012 LO1. ALL4016, LO4. ALL4017 LO2, LO3, LO4. ALL5017 LO2, LO3, LO4. ALL6016 LO2, LO3, LO4.

understand the importance of and maintain confidentiality		
6.1	adhere to the professional duty of confidentiality and understand when disclosure may be required	ALL4012 LO1, LO2, LO3. ALL4016 LO4. ALL4017 LO2. ALL5013 LO3. ALL5017 LO2, LO3. ALL6016 LO2, LO3. ALL6017 LO2
6.2	understand the principles of information and data governance and be aware of the safe and effective use of health, social care and other relevant information	ALL4012 LO1, LO2, LO3. ALL4016 LO4. ALL4017 LO2. ALL5013 LO3. ALL5017 LO2, LO3. ALL6016 LO2, LO3.
6.3	recognise and respond in a timely manner to situations where it is necessary to share information to safeguard service users, carers and / or the wider public	ALL4012 LO1, LO2, LO3. ALL4016 LO4. ALL4017 LO2. ALL5013 LO3. ALL5017 LO2, LO3. ALL6016 LO2, LO3. ALL6017 LO1, LO3.
6.4	understand the need to ensure confidentiality is maintained in all situations in which service users rely on additional communication support (such as interpreters or translators)	ALL4012 LO1, LO2, LO3. ALL4016 LO4. ALL4017 LO2. ALL5013 LO3. ALL5017 LO2, LO3. ALL6016 LO2, LO3.
6.5	recognise that the concepts of confidentiality and informed consent extend to all mediums, including illustrative clinical records such as photography, video and audio recordings and digital platforms	ALL4012 LO1, LO2, LO3. ALL4016 LO4. ALL4017 LO2. ALL5013 LO3. ALL5017 LO2, LO3. ALL6016 LO2, LO3.
communicate effectively		

7.1	use effective and appropriate verbal and non-verbal skills to communicate with service users, carers, colleagues and others	ALL4012 LO2, LO3. ALL4017 LO3, LO4. ALL5013 LO3. ALL5017 LO2, LO3. ALL6014 LO2. ALL6016 LO2, LO3.
7.2	communicate in English to the required standard for their profession (equivalent to level 7 of the International English Language Testing System, with no element below 6.52)	ALL4012 LO2, LO3. ALL4017 LO3, LO4. ALL5017 LO2, LO3. ALL6016 LO2, LO3. ALL5016 LO4.
7.3	understand the characteristics and consequences of verbal and non-verbal communication and recognise how these can be affected by difference of any kind including, but not limited to, protected characteristics3, intersectional experiences and cultural differences	ALL4017 LO3, LO4. ALL5017 LO2, LO3. ALL6016 LO2, LO3. ALL6014 LO2.
7.4	work with service users and / or their carers to facilitate the service user's preferred role in decision-making, and provide service users and carers with the information they may need where appropriate	ALL4017 LO3, LO4. ALL5017 LO2, LO3. ALL6016 LO2, LO3. ALL6014 LO2. ALL5013 LO3. ALL4018 LO1, LO2.
7.5	modify their own means of communication to address the individual communication needs and preferences of service users and carers, and remove any barriers to communication where possible	ALL4016 LO3. ALL4017, LO3, LO4. ALL5013 LO3. ALL5017 LO2, LO3. ALL6014 LO2. ALL6016 LO2, LO3
7.6	understand the need to support the communication needs of service users and carers, such as through the use of an appropriate interpreter	ALL4016 LO3. ALL4017, LO3, LO4. ALL5013 LO3. ALL5017 LO2, LO3. ALL6014 LO2. ALL6016 LO2, LO3

7.7	use information, communication and digital technologies appropriate to their practice	ALL4016 LO3. ALL4017, LO3, LO4. ALL5013 LO3. ALL5017 LO2, LO3. ALL6014 LO2. ALL6015 LO2, LO3. ALL6016 LO2, LO3
7.8	understand the need to provide service users or people acting on their behalf with the information necessary in accessible formats to enable them to make informed decisions	ALL4017 LO3, LO4. ALL5017 LO1, LO2, LO3. ALL6016 LO1, LO2, LO3, LO4.
7.9	use effective communication skills when sharing information about service users with other members of the multidisciplinary team	ALL4017 LO3, LO4. ALL5017 LO1, LO2, LO3. ALL6016 LO1, LO2, LO3, LO4.
7.1	use effective communication skills in the reception and identification of service users, and in the transfer of service users to the care of others	ALL4016 LO3. ALL4017 LO3, LO4. ALL5013 LO3. ALL5017 LO1, LO2, LO3. ALL6016 LO1, LO2, LO3, LO4.
work appropriately with others		
8.1	work in partnership with service users, carers, colleagues and others	ALL4017 LO3, LO4. ALL5017 , LO2, LO3. ALL6016 LO1, LO2, LO3.
8.2	recognise the principles and practices of other health and care professionals and systems and how they interact with their profession	ALL4017 LO3, LO4. ALL5017 LO2, LO3. ALL6016 LO1, LO2, LO3.
8.3	understand the need to build and sustain professional relationships as both an autonomous practitioner and collaboratively as a member of a team	ALL4017 LO3, LO4. ALL5018 LO2. ALL5017 LO2, LO3. ALL6016 LO1, LO2, LO3.

8.4	contribute effectively to work undertaken as part of a multi-disciplinary team	ALL4017 LO3, LO4. ALL5018 LO2. ALL5017 LO2, LO3. ALL6016 LO1, LO2, LO3. ALL6017 LO1
8.5	identify anxiety and stress in service users, carers and colleagues, adapting their practice and providing support where appropriate	ALL4017 LO3, LO4. ALL5017 LO4 ALL6016 LO1, LO2, LO3, LO4.
8.6	understand the qualities, behaviours and benefits of leadership	ALL5018 LO1, LO2, LO3. ALL6014 LO2.
8.7	recognise that leadership is a skill all professionals can demonstrate	ALL5018 LO1, LO2, LO3. ALL6014 LO2.
8.8	identify their own leadership qualities, behaviours and approaches, taking into account the importance of equality, diversity and inclusion	ALL5018 LO1, LO2, LO3. ALL6014 LO2.
8.9	demonstrate leadership behaviours appropriate to their practice	ALL5018 LO1, LO2, LO3. ALL6014 LO2.
8.1	act as a role model for others	ALL6016 LO1, LO4. ODP663 LO2
8.11	promote and engage in the learning of others	ALL6014 LO1, LO2, LO3.
8.12	understand the need to engage service users and carers in planning and evaluating diagnostics, and therapeutic interventions to meet their needs and goals	ALL4017 LO3, LO4. ALL5015 LO4. ALL5017 LO1, LO2, LO3. ALL6016 LO1, LO2, LO3.
8.13	understand and be able to apply psychological and sociological principles to maintain effective relationships	ALL4016 LO3. ALL4017 LO3, LO4. ALL5017 LO4. ALL6016 LO1, LO2, LO3. ALL5018 LO2
maintain records appropriately		

9.1	keep full, clear and accurate records in accordance with applicable legislation, protocols and guidelines	ALL4017 LO3, LO4. ALL5015 LO1. ALL5017 LO2, LO3. ALL6016 LO1, LO2, LO3, LO4.
9.2	manage records and all other information in accordance with applicable legislation, protocols and guidelines	ALL4017 LO3, LO4. ALL5015 LO1. ALL5017 LO2, LO3. ALL6016 LO1, LO2, LO3, LO4.
9.3	use digital record keeping tools, where required	ALL4017 LO3, LO4. ALL5015 LO1. ALL5017 LO2, LO3. ALL6016 LO1, LO2, LO3, LO4. ALL6015 LO3.
reflect on and review practice		
10.1	understand the value of reflective practice and the need to record the outcome of such reflection to support continuous improvement	ALL4016 LO1, LO2, LO4. ALL4015 LO1, LO2, LO3. ALL6015 LO1, LO4. ALL6017 LO3
10.2	recognise the value of multi-disciplinary reviews, case conferences and other methods of review	ALL4016 LO3. ALL5016 LO1, LO2. ALL5018 LO3. ALL6013 LO1, LO2, LO3, LO4.
10.3	participate in team briefings and debriefings following treatment, procedures or interventions	ALL4017 LO3, LO4. ALL5017 LO3, LO4. ALL6016 LO3, LO4. ALL6017 LO1, LO3
assure the quality of their practice		
11.1	engage in evidence-based practice	ALL4013 LO1. ALL4016 LO2, LO4. ALL4015 LO1, LO3. ALL4017 LO1. ALL5018 LO1, LO2, LO3. ALL5016 LO1, LO2, LO3, LO4. ALL6014 LO1. ALL6013

		LO1, LO2, LO3, LO4. ALL6015 LO2, LO4. ALL6017 LO3
11.2	gather and use feedback and information, including qualitative and quantitative data, to evaluate the responses of service users to their care	ALL4016 LO3. ALL4017 LO3, LO4. ALL5016 LO1, LO2, LO3, LO4. ALL5017 LO2, LO3. ALL5018 LO3. ALL6013 LO1, LO2, LO3, LO4. ALL6016 LO2, LO3. ALL6017 LO1, LO3
11.3	monitor and systematically evaluate the quality of practice, and maintain an effective quality management and quality assurance process working towards continual improvement	ALL4016 LO3. ALL4017 LO3, LO4. ALL5017 LO2, LO3. ALL5018 LO3. ALL6016 LO2, LO3.
11.4	participate in quality management, including quality control, quality assurance, clinical governance and the use of appropriate outcome measures	ALL4016 LO3. ALL4017 LO3, LO4. ALL5017 LO2, LO3. ALL5018 LO3. ALL6016 LO2, LO3.
11.5	evaluate care plans or intervention plans using recognised and appropriate outcome measures, in conjunction with the service user where possible, and revise the plans as necessary	ALL4016 LO3. ALL4017 LO3, LO4. ALL5017 LO2, LO3. ALL5018 LO3. ALL6016 LO2, LO3.
11.6	recognise the value of gathering and using data for quality assurance and improvement programmes	ALL4013 LO2. ALL4017 LO2, LO3, LO4. ALL5017 LO2, LO3. ALL6016 LO1, LO2, LO3, LO4
understand and apply the key concepts of the knowledge base		

relevant to their profession		
12.1	understand the structure and function of the human body, together with knowledge of physical and mental health, disease, disorder and dysfunction relevant to their profession	ALL4014 LO1, LO2, LO3. ALL5013 LO1. LO2, LO3. ALL5012 LO1, LO2, LO3. ALL6017 LO1
12.2	demonstrate awareness of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process	ALL5016 LO1, LO2, LO3, LO4. ALL6013 LO1, LO2, LO3, LO4
12.3	recognise the role(s) of other professions in health and social care and understand how they may relate to the role of the operating department practitioner	ALL4017 LO3, LO4. ALL5017 LO2, LO3. ALL6016 LO2, LO3.
12.4	understand the structure and function of health and social care system and services in the UK	ALL4016 LO3. ALL6015 LO2.
12.5	recognise disease and trauma processes, and how to apply this knowledge to the service user's perioperative care	ALL5013 LO1, LO2, LO3. ALL5012 LO1, LO2, LO3. ALL6016 LO2.
12.6	demonstrate awareness of the main sequential stages of human development, including cognitive, emotional and social measures of maturation through the life-span	ALL4014 LO1. LO2. LO3. ALL5013 LO1, LO2, LO3. ALL5012 LO1, LO2, LO3
12.7	understand the theoretical basis of, and the variety of approaches to, assessment and intervention	ALL6014 LO3. ALL6016 LO2, LO3.

12.8	understand relevant physiological parameters and how to interpret changes from the norm	ALL4014 LO1. LO2. LO3. ALL5013 LO1, LO2, LO3. ALL5012 LO1, LO2, LO3. CL506 LO2. ALL5015 LO4. ALL6017 LO1, LO3
12.9	understand the principles of operating department practice and their application to perioperative and other healthcare settings	ALL4012 LO1. ALL4017 LO1. ALL5017 LO1, LO2, LO3. ALL6016 LO1, LO2, LO3, LO4.
12.1	understand how to order, store and issue drugs to service users safely and effectively	ALL5015 LO1, LO2, LO3. ALL6016 LO2, LO3.
12.11	understand the pharmacokinetic and pharmacodynamic effects and contraindications of drugs used	ALL5015 LO1, LO2, LO3. ALL6017 LO1, LO3.
12.12	understand safe and current practice in a range of medical devices used for diagnostic, monitoring or therapeutic purposes in accordance with national and local guidelines, appropriate to their practice	ALL5015 LO4. ALL4017 LO3, LO4. ALL5017 LO2, LO3. ALL6016 LO2, LO3.
12.13	calculate accurately prescribed drug dosages for individual service user needs	ALL5015 LO1, LO2, LO3., LO4.
12.14	understand the principles and practices of the management of clinical emergencies and participate as part of a team managing a clinical emergency, where necessary	ALL5013 LO2. ALL5017 LO2, LO3. ALL6016 LO2, LO3. ALL6017 LO1, LO3
draw on appropriate knowledge and skills to inform practice		

13.1	change their practice as needed to take account of new developments, technologies and changing contexts	ALL4013 LO2. ALL4017 LO3, LO4. ALL5013 LO2. ALL5016 LO3. ALL6013 LO4. ALL5018 LO3. ALL6017 LO1
13.2	gather appropriate information	ALL4017 LO3, LO4. ALL5017 LO2, LO3. ALL5018 LO3. ALL5016 LO3. ALL6013 LO2. ALL6015 LO2.
13.3	analyse and critically evaluate the information collected	ALL4017 LO3, LO4. ALL5017 LO2, LO3. ALL5018 LO3. ALL5016 LO1, LO3. ALL6013 LO1, LO2. ALL6015 LO2. ALL6017 LO 1, LO3
13.4	select and use appropriate assessment techniques and equipment	ALL4017 LO3, LO4. ALL5017 LO2, LO3. ALL6016 LO2, LO3.
13.5	undertake and record a thorough, sensitive and detailed assessment	ALL4017 LO3, LO4. ALL5017 LO2, LO3, LO4. ALL6016 LO2, LO3.
13.6	undertake or arrange investigations as appropriate	ALL4017 LO3, LO4. ALL5017 LO2, LO3, LO4. ALL6016 LO2, LO3, LO4.
13.7	conduct appropriate assessment or monitoring procedures, treatment, therapy or other actions safely and effectively	ALL4017 LO3, LO4. ALL5017 LO2, LO3. ALL6016 LO2, LO3.
13.8	recognise a range of research methodologies relevant to their role	ALL5016 LO1, LO2, LO3, LO4. ALL6013 LO1, LO2, LO3, LO4, ODP 661 LO3
13.9	recognise the value of research to the critical evaluation of practice	ALL5016 LO1, LO2, LO3, LO4. ALL6013 LO1, LO2, LO3, LO4, ODP 661 LO3

13.1	critically evaluate research and other evidence to inform their own practice	ALL5018 LO3. ALL5016 LO1, LO2, LO3, LO4. ALL6013 LO1, LO2, LO3, LO4
13.11	engage service users in research as appropriate	ALL4017 LO3, LO4. ALL5017 LO2, LO3. ALL6016 LO2, LO3.
13.12	understand service users' elimination needs and undertake all sex urinary catheterisation	ALL4014 LO2, LO3. ALL5013 LO1, LO2, LO3. ALL5012 LO1, LO2, LO3. ALL6016 LO3.
13.13	understand the role of the surgical first assistant in assisting with surgical intervention	ALL6016 LO3
13.14	be able to undertake appropriate pre-assessment, anaesthetic, surgical and post-anaesthesia care interventions, including managing the service user's airway, respiration and circulation and providing assisted ventilation where necessary	ALL4017 LO3. ALL5017 LO2. ALL6016 LO2.
13.15	understand the management and processes involved in the administration of blood and blood products	ALL5017 LO2. ALL6016 LO2.
13.16	be able to monitor and record fluid balance, and where appropriate, administer prescribed fluids in accordance with national and local guidelines	ALL4017 LO3. ALL5017 LO2. ALL6016 LO2, LO3.
13.17	be able to prepare and administer drugs to service users via a range of routes, including oral, rectal, topical and by intramuscular, subcutaneous and intravenous injection	ALL5015 LO1, LO2, LO3, LO4. ALL6016 LO2.
13.18	understand and recognise the need to monitor the effects of drugs and be able to take appropriate	ALL5015 LO1, LO2, LO3, LO4. ALL6016 LO2.

	action in response to any significant change or adverse reaction	
13.19	understand common abnormal blood physiology, including blood gas analysis,	ALL5013 LO1, LO2, LO3. ALL5012 LO1, LO2, LO3 ALL6016 LO2.
13.2	Be able to undertake venepuncture, peripheral IV cannulation and blood sampling	ALL6016 LO2
13.21	assess and monitor the service user's pain status and as appropriate administer prescribed pain relief in accordance with national and local guidelines	ALL5015 LO1, LO2, LO3, LO4. ALL5017 LO2. ALL6016 LO2.
13.22	modify and adapt practice to emergency situations	ALL5017 LO2, LO3, LO4. ALL6016 LO2, LO3, LO4.
13.23	understand the principles of life support	ALL4012 LO1. ALL4017 LO2. ALL5017 LO4. ALL6016 LO4. ALL6017 LO1, LO2, LO3
13.24	undertake the management of a service user in cardiac arrest and participate in the team managing on-going resuscitation, where required	ALL4012 LO1. ALL4017 LO2. ALL5017 LO4. ALL6016 LO4. ALL6017 LO1, LO2, LO3
13.25	receive and identify service users and their care needs	ALL4017 LO3, LO4. ALL5017 LO2, LO3. ALL6016 LO2, LO3.
13.26	participate in the briefing and debriefing of perioperative teams and the use of surgical safety checklists	ALL4017 LO3, LO4. ALL5017 LO2, LO3. ALL6016 LO2, LO3.
13.27	formulate specific and appropriate care plans including the setting of timescales	ALL4017 LO3, LO4. ALL5017 LO2, LO3. ALL6016 LO2, LO3.
13.28	effectively gather information relevant to the care of service users in a range of emotional states	ALL4017 LO3, LO4. ALL5017 LO2, LO3. ALL6016 LO2, LO3.

13.29	adapt and apply problem solving skills to clinical emergencies	ALL5017 LO2, LO3. ALL6016 LO2, LO3.
establish and maintain a safe practice environment		
14.1	understand the need to maintain the safety of themself and others, including service users, carers and colleagues	ALL4013 LO1. ALL4017 LO3, LO4. ALL5017 LO1, LO2, LO3. ALL6016 LO1, LO2, LO3, LO4. ALL4018 LO3. ALL4013 LO3
14.2	demonstrate awareness of relevant health and safety legislation and comply with all local operational procedures and policies	ALL4012 LO1. ALL4013 LO1. ALL4017 LO3, LO4. ALL5017 LO1, LO2, LO3. ALL6016 LO1, LO2, LO3, LO4
14.3	work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner and in accordance with health and safety legislation	ALL4012 LO1. ALL4013 LO1. ALL4017 LO3, LO4. ALL5017 LO1, LO2, LO3. ALL6016 LO1, LO2, LO3, LO4. ALL4013 LO3
41.4	select appropriate personal protective equipment and use it correctly	ALL4012 LO1. ALL4013 LO1. ALL4017 LO3, LO4. ALL5017 LO1, LO2, LO3. ALL6016 LO1, LO2, LO3, LO4
14.5	establish safe environments for practice, which appropriately manages risk	ALL4012 LO1. ALL4013 LO1. ALL4017 LO3, LO4. ALL5017 LO1, LO2, LO3. ALL6016 LO1, LO2, LO3, LO4. ALL4013 LO3

14.6	understand the impact of human factors within relevant settings and the implications for service user safety	ALL5017 LO1, LO2, LO3. ALL6016 LO1, LO2, LO3.
14.7	promote and comply with measures designed to control infection	ALL4012 LO1. ALL4017 LO3, LO4. ALL5017 LO2, LO3. ALL6016 LO2, LO3.
14.8	understand the nature and purpose of sterile fields, and the practitioner's individual role and responsibility for maintaining them	ALL4018 LO2. ALL4017 LO4. ALL5017 LO3. ALL6016 LO3.
14.9	understand and be able to apply appropriate moving and handling techniques	ALL4012 LO1. ALL4017 LO3, LO4. ALL5017 LO2, LO3. ALL6016 LO2, LO3.
14.1	position service users for safe and effective interventions	ALL4017 LO3, LO4. ALL5017 LO2, LO3. ALL6016 LO2, LO3.
14.11	understand the principles and ensure the safe use of medical devices used in perioperative, anaesthetic, surgical and post-anaesthesia care	ALL4017 LO3, LO4. ALL5017 LO2, LO3. ALL6016 LO2, LO3.
promote and prevent ill health		
15.1	understand the role of their profession in health promotion, health education and preventing ill health	ALL4018 LO1, LO2. ALL4013 LO1, LO2. ALL5018 LO4.
15.2	understand how social, economic and environmental factors (wider determinants of health) can influence a person's health and well-being	ALL5012 LO2, LO3. ALL5018 LO4.

15.3	empower and enable individuals (including service users and colleagues) to play a part in managing their own health	ALL4017 LO2.
15.4	engage in occupational health, including being aware of immunisation requirements	ALL4017 LO2.

Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
Module Code (Core)	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Level 4																				
Fundamentals of Perioperative Practice		x	x								x			x	x	x				
Promoting Safety within the Perioperative Environment	x	x	x	x			x				x			x	x	x				
Engaging In Perioperative Practice	x	x		x		x			x				x			x	x			
Introduction to Anatomy and Physiology	x	x					x					x								
Caring for the Perioperative Patient	x	x	x				x				x	x		x		x				
Foundations of Theory and Practice	x	x		x		x		x	x		x	x	x			x	x			
Developing Perioperative Practice	x	x	x		x		x				x	x	x	x	x	x			x	
Level 5																				
Applied Anatomy and Physiology		x					x					x		x						
Developing within the Perioperative Environment	x	x	x				x				x	x	x	x		x				

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
Module Code (Core)	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Expanding Skills within the Perioperative Environment	x	x	x				x				x	x	x	x	x	x				
Leadership in Perioperative Practice	x	x		x	x		x	x	x	x						x		x	x	x
Research Methods (Applying Evidence to the Perioperative Environment)	x	x	x			x	x	x	x					x		x				
Influence of Pathophysiology on Perioperative Care	x	x					x					x		x		x				
Advancing Perioperative Practice	x	x	x	x	x		x		x	x	x	x	x	x	x	x		x	x	
Level 6																				
Creating Autonomous Practice	x	x		x	x	x	x	x	x		x			x			x			
Coaching and Supervision of Others within the Perioperative Environment	x	x		x	x				x			x	x			x		x	x	x
Extended Independent Work (Dissertation)	x	x		x		x	x	x	x					x		x		x	x	

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
Module Code (Core)	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Management of the Deteriorating Patient	x	x	x	x	x	x	x	x	x		x	x	x	x	x				x	
Legalities and Ethical Considerations of Advanced Roles	x	x	x				x	x	x		x	x	x	x					x	
Wellbeing and Resilience Within the Clinical Environment	x	x		x	x	x		x		x		x		x		x		x	x	x
Actualising Perioperative Practice	x	x	x	x	x		x	x		x	x	x	x	x	x	x			x	