

Course Specification

A. Course Information			
Final award title(s)	BSc (Hons) Operating Department Practice		
Intermediate exit award title(s)	Diploma in Health Studies Certificate in Health Studies		
UCAS Code	B772	Course Code(s)	4136
School	London South Bank University		
Division	Allied Health Sciences		
Course Director	Rebecca Sherwood		
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: <i>please specify</i>		
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify		
Length of course/start and finish dates	Mode	Length years	Start - month
	Full time with placement	3	September
Finish - month	June		
Is this course generally suitable for students on a Tier 4 visa?	No		
Approval dates:	Course(s) validated / Subject to validation	April 2016	
	Course specification last updated and signed off	September 2021	
Professional, Statutory & Regulatory Body accreditation	College of Operating Department Practice (CODP) HCPC Approval		
Reference points:	Internal	Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations	
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements PSRB Competitions and Markets Authority SEEC Level Descriptors 2021	
B. Course Aims and Features			
Distinctive features of course	The distinctive features of the BSc (Hons) Operating Department Practice programme include: <ul style="list-style-type: none"> meeting the HCPC Standards of Proficiency (2014) and HCPC Standards of Education and Training (2014), and enable successful students to be eligible to apply for registration with the Health Care 		

	<p>Professions Council.</p> <ul style="list-style-type: none"> equipping individuals with the knowledge and skills required for eligibility to apply for registration with the Health and Care Professions Council as an Operating Department Practitioner <p>This revision of the existing programme has encompassed the ongoing change in technology and the format of the changing healthcare environment with the aim of providing practitioners who are fit for purpose and fit for award.</p>
<p>Course Aims</p>	<p>The aims of the programme are to:</p> <ul style="list-style-type: none"> ensure that the graduating ODP student achieves the competencies for registration as an Operating Department Practitioner and equipped with the knowledge and skills required to undertake the role of practitioner on qualification. develop confident, competent and reflective practitioners who practise compassionately, skilfully and safely whilst maintaining dignity, and promoting health and wellbeing, of patients, within the multidisciplinary peri-operative team. develop a graduate Operating Department Practitioner who is a critical consumer of research and evidence, with an ability to apply such evidence to the practice environment for the benefit of the service user foster independence in learning and commitment to continued professional development and lifelong learning develop in the graduating student the qualities and transferable skills necessary for employment
<p>Course Learning Outcomes</p>	<p>A. Students will acquire knowledge and understanding of the:</p> <p>A1 philosophy underpinning the development of the profession of Operating Department Practice</p> <p>A2 role of the ODP in the care of patients undergoing peri-operative procedures</p> <p>A3 importance of appropriate interpersonal and communication skills in the support of the patient undergoing anaesthetic or surgical procedures</p> <p>A4 interaction between professional roles in the peri-operative care team, and the issues surrounding responsibility and accountability within and across those roles</p> <p>A5 structure and function of the human body, together with knowledge of health, disease, disorder and dysfunction relevant to surgical and anaesthetic procedures</p> <p>A6 disorders of the human condition which may require surgical attention, or which may impact on the surgical or anaesthetic procedure</p> <p>A7 physiology and pathophysiology related to normal parameters, deviations from the normal ranges, and therapeutic measures which may be undertaken in order to preserve homeostasis in patients undergoing surgical or anaesthetic procedures, or in the immediate post-operative care setting.</p> <p>A8 health and safety policies pertaining to the theatre environment</p> <p>A9 infection Control policies and procedures pertaining to the theatre environment</p>

	<p>A10 human factors and non-technical skills associated with the operating department</p> <p>A11 medico-legal and ethical issues relevant to the context of peri-operative care and the support of the peri-operative patient</p> <p>A12 clinical skills and knowledge required by the role of the ODP working in surgery, anaesthesia, post anaesthesia and critical care</p> <p>A13 Pharmacology specific to the peri-operative environment, including mode of action, indications and contraindications, side effects and dosages of common peri-operative drug groups</p> <p>A14 Drug calculations relevant to common per-operative drugs and intravenous infusion regimes</p> <p>A15 principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process</p> <p>A16 current developments and trends in the science and practice of Operating Department care</p> <p>A17 concept of leadership and its application to practice</p> <p>B. Students will develop their intellectual skills such that they are able to:</p> <p>B1 communicate effectively and sensitively across all professional and social boundaries, in challenging or potentially delicate circumstances</p> <p>B2 identify analyse and challenge personal beliefs, values and feelings about peri- operative care</p> <p>B3 evaluate own strengths and weaknesses, and accept accountability for own actions and decisions within prescribed role.</p> <p>B4 present information and arguments logically and coherently to a range of individuals or groups</p> <p>B5 critically evaluate and reflect on clinical practice against theoretical constructs</p> <p>B6 critically review research designs and methods which are used to generate evidence in peri-operative care</p> <p>B7 analyse and process data accurately, in order to conduct treatment preparation procedures and deliver peri-operative care efficiently and effectively</p> <p>B8 demonstrate clinical reasoning skills based on judgements made from the collection, interrogation and interpretation of data from a range of sources and provided by a variety of methods, in order to defend autonomous clinical decisions within the multi- disciplinary team</p> <p>B9 recognise the value of research to the critical evaluation of peri-operative practice.</p> <p>B10 engage in the underlying principles of supervision.</p> <p>B11 engage in the principles of self-managed lifelong learning.</p>
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	<p>C. Students will acquire and develop practical skills such that they are able to:</p> <p>C1 observe health and safety requirements, infection control practices and Standard Precautions in all areas of role</p> <p>C2 support medical staff in the induction and maintenance of anaesthetic care across a range of specialisms and patient groups, observing the safety of the patient at all times</p> <p>C3 support medical staff in surgical procedures, both in 'scrubbed' and 'non scrubbed' roles, across a range of specialisms, observing safe practice and high levels of patient care</p> <p>C4 support patients through recovery from anaesthesia, observing safe practice and high levels of patient care</p> <p>C5 support patients through all aspects of short stay / ambulatory care procedures including pre-admission assessment and step-down/discharge</p> <p>C6 consistently demonstrate skills in communication, information giving and developing therapeutic relationships.</p> <p>C7 assess patients' peri-operative care needs, and prepare individual care plans according to those needs</p> <p>C8 assist in the administration of prescribed drugs to patients, by specified routes, according to recognised protocols and local policy</p> <p>C9 identify and respond appropriately to a range of clinical emergencies</p> <p>C10 demonstrate advanced clinical skills in support of the peri-operative patient</p> <p>C11 practise within the legal and ethical boundaries of Operating Department Practice</p> <p>C12 demonstrate levels of clinical decision making commensurate with the level of theoretical and practical understanding.</p> <p>C13 apply effective moving and handling skills in order to protect patients and self C14 manage their continuing professional development.</p> <p>C15 practise as an autonomous professional, exercising their own professional judgement within their scope of knowledge</p>
<p style="text-align: center;">D. Teaching and Learning Strategy</p> <ul style="list-style-type: none"> • Module co-ordinators provide material on-line and are encouraged to explore the use of on-line technologies that provide virtual teaching and assessment environments • Lectures will be used to introduce and provide new information and update existing knowledge • Seminars and discussions to share varied ideas amongst students • Tutorials with individuals and groups • Formative assessments • Skills lab workshops to prepare students for clinical placements • Critical incident analysis to reflect upon practice based issues • Structured reading/guided study 	

- Workbooks to develop and update knowledge
- Small group exercises
- Online group work and e-learning strategies

Students can expect, as part of the teaching and learning strategy, to be pro-active participants in the development of intellectual skills through discussion and peer presentation and subject reporting.

- Lectures
- Seminars
- Enquiry based learning
- Tutorials
- Formative assessments
- E discussions
- Problem solving
- Observation and demonstration of practices within clinical placements
- Reflection

Practical skills are normally developed through practical skills based sessions using Sim- man software, skills labs, problem based approaches and clinical placements.

- Workshops / role play / simulation
- Clinical Skill laboratory demonstration and practice sessions
- Observation and demonstration of practices within clinical placements
- Enquiry based learning
- Tutorials
- Lectures
- Seminars
- Clinical education
- Tutorials within clinical placements
- Formative assessments
- Independent reading / learning
- E-learning will be incorporated as a teaching and learning strategy throughout.

D. Assessment

A variety of assessment methods are used to assess transferable skills.

- Written Examination
- Written Assignment
- Objective Structured Clinical Examination
- Written Clinical Portfolio
- Clinical Competency Portfolio

A variety of assessment methods are used to assess practical skills.

- OSCEs,
- Achievement of identified competencies related to field of practice at designated level
- practice learning portfolio
- Reflective care study

Intellectual skills are assessed through unseen written assessments, written coursework and clinical portfolio.

- Written Examination:
- Written Assignment:

- Objective Structured Clinical Examination
- Written Clinical Portfolio
- Clinical Competency Portfolio
- On-line quizzes

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

The school follows the university regulations apart from:

- Third attempts
- Protocol Fail, Condonement or Compensated Pass

Third Attempt Protocol – HSC Pre Registration Students

Where a student has failed a module, the Award and Progression Examination Board will exercise its discretion to permitted the opportunity for an exceptional third attempt at a single assessment in accordance with all of the following eligibility criteria:

Eligibility criteria

1. Increase in mark between first attempt and second (therefore there must have been an attempt).
2. Second attempt mark to be within 5 marks of the pass mark.

Non-eligibility criteria

1. No increase in academic mark between first and second attempt.
2. Second attempt mark more than 5 marks under the pass mark.

This protocol is limited to 1 module per academic year and excludes the dissertation.

All modules must be successfully completed before the student is allowed to progress to the next stage.

Protocol Fail, Condonement or Compensated Pass

- Protocol fail, Condonement or compensated passes are not permitted for students within IHSC

F. Entry Requirements

An overview of the recruitment requirements and AP(E)L process are detailed in the Generic Document (Document C).

The admission and selection procedures outlined are based on the following principles:

- Fitness for practice
- An imperative to ensure flexibility of entry in accordance with Department of Health guidance
- The course team's commitment to facilitate equal opportunities at the point of entry and throughout the course.

The university operates an equal opportunities policy where there is no discrimination in view of age, gender, race, marital status, sexual orientation, socio-economic background, disability or religious beliefs.

All offers of places on the programme are conditionally based on:

1. Satisfactory outcome of an interview;
2. Occupational Health clearance;
3. Satisfactory outcome of an Enhanced Criminal Records Bureau Disclosure

Potential students may also apply for exemption for certain modules on the basis of prior learning and/or experience through the AP(E)L process when applying. This will be reviewed by the APEL team in the faculty for consideration of exemption.

Applications from candidates with disabilities are considered and assessment of abilities and needs undertaken sensitively. The safety of the potential students is an important consideration.

For the BSc (Hons)

All applicants must be 18 years or over at the commencement of the course.

It is anticipated that applicants will have a wide a variety of academic backgrounds, but they should ideally possess one of the following

- 112 UCAS tariff points (eg. 3 A-Levels at grades BBC; BTEC Level 3 extended diploma (before 2010 known as BTEC national diploma level 3) (DMM); Plus GCSE (A–C) including English, Mathematics and a Science

or

- Access to HE course in Science or Health Studies with 45 credits at L3 (minimum 15 at distinction and 30 at merit grade) and 15 credits at L2

or

- a Foundation degree/higher apprenticeship in a professionally relevant subject

or

- an Honours degree (minimum 2:2 Classification) in a subject related to health, for example, psychology, sociology, biology, health sciences.

Additional desirable criteria – applicants can evidence engagement in academic activity within the previous five years

Consideration will also be given to other relevant qualifications recognised as equivalent to the above.

For candidates whose first language is not English, must have the following minimum International English Language Test Score (IELTS) results at the time of applying:

- 7.0 overall or equivalent
- 7.0 in the listening and reading sections
- 7.0 in the writing and speaking sections.

Application is by UCAS.

G. Course structure(s)

BSc (Hons) Operating Department Practice	
Semester 1	Semester 2
Year 1	
Concepts of Interprofessional and Collaborative Practice – year long module (20 Credits)	
Basic A & P for Peri-operative Practice – year long module (20 Credits)	
Introduction to Peri-operative practice skills (20 credits)	Understanding Fundamental Surgery Practice (20 Credits)
Caring for individuals in the Peri-operative environment (20 Credits)	Understanding Fundamental Anaesthetic Practice (20 Credits)
<p style="text-align: center;">Progress to year 2 Students that exit the course at this point will do so with a CertHE in Health</p>	
Year 2	
Appraising Evidence for Research Informed Practice (20 Credits)	
Developing ODP Skills – complex care needs (including IPL in practice) (20 Credits)	
Ambulatory Care/ Day Surgery Practice Skills (inc IPL) (20 credits)	Post Anaesthesia Care Skills (inc IPL) (20 credits)
Applied A&P for Peri-operative Practice	Scope of Professional Practice for ODPs (20 credits)
<p style="text-align: center;">Progress to year 3 Students that exit the course at this point will do so with a DipHE in Health</p>	
Year 3	
Improving quality, change management and leadership IPL Module – (20 Credits)	
Prep for practice – enhanced peri-operative skills (20 credits)	
Peri-operative Practice skills for Paediatrics (20 credits)	Contemporary issues in Peri-operative Practice EBP (20 credits)
Pathophysiology and Pharmacology for Peri-operative Practice (20 credits)	Enhanced Recovery and Emergency Care in Theatres (20 credits)
Award	

Placements information:

Students are expected to complete 2650 hours of practice over the 3-year programme. The Operating Department Practice programme has links with a number of placement providers including:
Available placement hospitals can be subject to change.

- Barking Havering and Redbridge University Hospitals NHS Trust

- Barts Health NHS Trust
- King's College Hospital NHS Foundation Trust
- University College London Hospitals NHS Foundation Trust
- Great Ormond Street Hospital for Children NHS Foundation Trust
- Guy's and St Thomas' NHS Foundation Trust
- Lewisham and Greenwich NHS Trust
- Royal Marsden NHS Foundation Trust
- Chelsea and Westminster Hospital NHS Foundation Trust
- St George's Healthcare NHS Trust

Students are allocated to one base hospital, and may have placements at other Trusts (if the required specialities cannot be provided at their base placement).

Students will be expected to attend at least 2650 clinical hours across the three year course, (normally 850 hours in the 1st year, 900 hours in the 2nd year and 900 hours in the 3rd year). In order to achieve this students are expected to gain an average of 37.5 hours each week (which includes 5 hours allocated study time). Shift patterns vary, but generally speaking students will be required to work fairly regular and straightforward hours with very little shift work, but it is expected that students should try to follow local patterns of work, within reason, in order to make the best use of their time and get the best from practice experiences. Meal breaks and tea breaks are negotiated with the practice area, but it is expected that students are given at least a half hour meal break with discretionary tea-breaks during any 7.5 / 8hr shift. A typical weekly rota might be as follows:

Day	Start	Finish	Hours
Monday	08:00	17:00	8.5
Tuesday	08:00	16.30	8.0
Wednesday	08:00	16:30	8.0
Thursday	08:00	16:30	8.0
Friday	08:00	13.00	5 (study)
Total Practice Hrs for Week			37.5 hrs

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
AHP_4_010	Concepts of Interprofessional Practice in Health and Social Care	4	1+2	20	3000 word reflective assignment
ODP_4_007	Basic Anatomy & Physiology for Peri-operative Practice	4	1+2	20	2 hr unseen examination 100%

ODP_4_008	Introduction to Peri-operative Practice Skills	4	1	20	Clinical competency portfolio p/f 2 hr unseen examination
ODP_4_009	Caring for Individuals in the Peri-Operative Environment	4	1	20	Case study 3000 words 100%
ODP_4_010	Understanding Fundamental Surgical Practice	4	2	20	Clinical competency portfolio p/f 3000 word essay 100%
ODP_4_011	Understanding Fundamental Anaesthetic Practice	4	2	20	Clinical competency portfolio p/f 3000 word essay 100%
AHP_5_010	Appraising Evidence for Research Informed Practice	5	1+2	20	3000 word essay 100%
ODP_5_007	Developing Operating Department Practice Skills - Complex Care	5	1+2	20	Clinical competency portfolio p/f 3000 word essay 100%
ODP_5_008	Ambulatory Care / Day Surgery Practice Skills	5	1	20	Clinical competency portfolio p/f OSCE 100%
ODP_5_009	Applied Anatomy and Physiology for Peri-operative Practice	5	1	20	2 hr unseen examination 100%
ODP_5_010	Post Anaesthesia Care Skills	5	2	20	Clinical competency portfolio p/f 25 min Case Study Presentation 100%
ODP_5_011	Scope of Professional Practice for ODP	5	2	20	3000 word literature review 100%
AHP_6_010	Improving Quality, Change Management and Leadership	6	1+2	20	3000 word change proposal 100%
ODP_6_007	Preparation for Practice - Enhanced Peri-operative Skills	6	1+2	20	Clinical competency portfolio p/f 2 hr unseen examination 100%
ODP_6_008	Perioperative Practice skills for Paediatrics	6	1	20	Clinical competency portfolio p/f 3000 word case study 100%
ODP_6_009	Pathophysiology and Pharmacology for Perioperative Practice	6	1	20	2 hr unseen examination 100%

ODP_6_010	Contemporary Issues in Peri-operative Practice - EBP	6	2	20	3000 word article as if for publication. 100%
ODP_6_011	Enhanced Recovery and Emergency Care in Theatres	6	2	20	Clinical competency portfolio p/f OSCE based on advanced life support 100%

I. Timetable information

The structure of the curriculum ensures that practice skills are well integrated throughout the programme. Students will be expected to attend at least 2650 clinical hours across the three year course, (normally 850 hours in the 1st year, 900 hours in the 2nd year and 900 hours in the 3rd year). Teaching and placement weeks run from September to June in each academic year. During academic weeks, teaching is not usually scheduled on Wednesday afternoons, to allow for participation in university sports, clubs and other social events.

Prior to the students' first clinical placement, in a pre-clinical academic block, they are briefed about the practice environment by the academic team. All of the University based teaching and learning during the first four weeks of the course, before the student goes into the practice placement, is focussed on the principles of practice, including both theory and skills based sessions, to prepare the student for their first practice allocation. Students will therefore be able to understand the underpinning principles of peri-operative patient care before they are introduced to the practice environment. During this four week introduction there are opportunities for students to visit their placement hospitals for four individual induction days where they can be gradually introduced to the practice environment.

At this time they are given the details of their practice placements and an opportunity to ask questions or resolve concerns. At the commencement of their first clinical placement block students are introduced to the clinical team and inducted to the Trust and department by the Practice educator and senior members of the clinical staff. Timetables for the academic year are provided to the students and practice educators before the year commences. Practice educators are required to provide the student and the university with an allocation plan for each student at the start of the year, so that there is clear understanding between all parties that each allocation is both timely and relevant to the individual student.

J. Costs and financial support

Course related costs

There are no further compulsory course costs outside the University Course Fees. Students are provided with recommended reading lists for every module. Core materials are available as either hard copies within the LSBU libraries and/or as e-books, as well as e-learning materials. However, students may choose to purchase their own copies of a limited number of core course texts for convenience, and the teaching team can provide guidance on this.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link - <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

List of Appendices

Appendix A: Curriculum Map

Appendix B: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

	Concepts of Interprofessional and Collaborative Practice	Introduction to Peri-operative practice skills	Basic A&P for Peri-operative Practice	Caring for Individuals in the peri-op env	Understanding fundamental Ana Skills	Understanding Fundamental Surgical skills	Appraising Evidence Base for ODP	Applied A&P	Ambulatory Care Practice Skills	Developing skills-complex care needs	Post anaesthesia Care	Scope of practice for ODPs	Improving quality, change management and leadership	Prep for practice clinical skills	Pathophysiology and Pharmacology	Peri-operative Practice skills for Paediatrics	Contemporary issues in Peri-operative Practice	Enhanced recovery and Emergency Care
A1		T		T	T	T			D	D	D	TDA	TDA	DA			TDA	
A2		T		T	TA	TA	DA		DA	DA	TDA	DA		DA		TDA		TDA
A3	T	T		TDA	DA	DA			DA	DA	DA			DA		TDA		DA
A4	TDA	TA		DA	DA	DA	TDA		DA	DA	DA	DA	TDA			DA	DA	DA
A5		T	TDA					TDA	DA	DA	DA			DA	TDA	DA		TDA
A6			TA	DA	DA	DA		TDA	DA	DA	DA			DA	TDA	DA		DA
A7		T	TA		DA			TDA	DA	DA	DA			DA	TDA	DA		DA
A8		TDA			DA	DA			DA	DA	DA			DA		DA		DA
A9		TDA			DA	DA			DA	DA	DA			DA		DA		DA
A10		T		TD	D	D			DA	DA	DA	D	DA	DA		DA		DA
A11		TD		DA						A	DA	TDA		DA	DA	DA	DA	A
A12		TA			TA	TA					TDA			DA		TDA		DA

A13			TA		TA			TA	DA	DA	TDA				TDA	TDA		TDA
A14		TA						TA			TA			TA	TA			TA
A15	T			TD			TDA					TDA	TDA				TDA	
A16					T	T			T	D	D			D		D	TDA	
A17												TD	TDA	DA				DA
B1	T	T		TD	DA	DA	D		DA	DA	DA		TDA	DA		DA	D	DA
B2				TDA	DA	DA	D			DA	DA		DA	DA		DA		DA
B3	TA			T	DA	DA	D			DA	DA		DA	DA		DA		DA
B4	T		DA	D			DA					DA	DA	DA			DA	
B5	T	T	DA	DA	TD A	TDA	DA	D A	DA	DA	DA		TDA	DA		DA	DA	
B6							TDA					DA	DA	DA	DA		DA	D
B7							TDA		DA	DA	DA		TDA	DA	DA	DA	DA	DA
B8														TD A	TDA	DA		TDA
B9							TDA		DA	DA	DA	DA	TDA	DA	DA	DA	TDA	DA

	Concepts of Interprofessional and Collaborative Practice	Introduction to Peri-operative practice skills	Basic A&P for Peri-operative Practice	Caring for Individuals in the peri-op env	Understanding fundamental An Skills	Understanding Fundamental Surgical Skills	Appraising Evidence Base for ODP	Applied A&P	Ambulatory Care Practice Skills	Developing skills-complex care needs	Post anaesthesia Care	Scope of practice for ODPs	Improving quality, change management and leadership	Prep for practice clinical skills	Pathophysiology and Pharmacology	Peri-operative Practice skills for Paediatrics	Contemporary issues in Peri-operative Practice	Enhanced recovery and Emergency Care
B10													TDA	TD A				
B11	T			T			TD					TDA		TD A			TDA	TD
C1		TD			DA	DA				A	A			DA		A		DA
C2					TA					DA	TA			DA		DA		DA
C3		TA				TA				DA	TA			DA		DA		
C4											TDA					TDA		TDA
C5		T							TDA					DA				
C6	T	T		TD	DA	DA			TDA	DA	TDA		DA	DA		DA		DA
C7				TA						DA	DA			DA		DA		
C8											TA			DA	TDA			
C9		T								D	DA			D		D		TDA
C10														TD A	DA	TDA		TDA
C11	T	T		T	TA	TA			DA	DA	DA	TDA	D	DA		DA	DA	DA
C12									TDA	TDA	TDA			DA	DA	DA		TDA
C13		T			DA	DA			DA	DA	DA			DA		DA		
C14	T						TD		D	D	D	TDA	TDA	D		D	D	D
C15														TD A	DA	DA		DA
D1	T	T		T	DA	DA				DA	DA	DA	DA	DA	A	DA	A	DA
D2	TDA	D		DA	DA	DA	TDA		DA	DA	DA	D	TDA	DA		DA	A	DA
D3		TA						TA			TA			TA	TA			TA
D4	TA	TA	TA				TD		A	A		DA	DA	A			DA	
D5	TDA	TDA	TDA	TDA	TD A	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TD A	TDA	TDA	TDA	TDA

D6	T	TD		D	DA	DA	TDA		DA	DA	DA		DA	DA	DA	DA	DA	DA
D7		T		TD			TDA		D	D	D	DA	TDA				DA	
D8	TA			TA	DA	DA	DA		D	D	D	DA	DA	DA		DA		
D9	T	T		T	TD A	TDA			DA	DA	DA	TDA		DA		DA		DA
D10	TDA	TDA		TDA	TD A	TDA	TDA		TDA	TDA	TDA	TDA	TDA	TD A		TDA	TDA	TDA
D11				TDA					DA	DA	DA			DA		TDA		DA

Appendix B: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions