

Programme Specification

Dip HE Operating Department Practice

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NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at [Faculty web site address], (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Institution / Body:	Birmingham City University
Teaching Institution:	Birmingham City University
Interim Awards and Final Award:	Diploma HE Operating Department Practice
Programme Title:	Diploma HE Operating Department Practice
Main fields of Study:	Operating Department Practice including: care of the patient through their anaesthetic, surgical and post-anaesthetic experiences; appropriate areas of health sciences (e.g. psycho-social issues, anatomy and physiology); anaesthetic/surgical/post-anaesthetic techniques and procedures; ethical, legal and professional issues
Modes of Study:	Full Time, two years
Language of Study:	English
UCAS Code:	B990
JACS Code:	Code

Professional Status of the Programme:

This programme is approved jointly by the Health Professions Council as the regulatory body and the College of Operating Department Practitioners as the professional body.

Successful completion of this programme provides eligibility to apply for registration with the Health Professions Council to be registered as an Operating Department Practitioner, having met the appropriate Standards of Proficiency as set out by the Health Professions Council, as the regulatory body.

Registration with the Health Professions Council is a prerequisite for practicing as a qualified Operating Department Practitioner.

The programme is designed to meet the requirements of the College of Operating Department Practitioner`s Curriculum Document (2006).

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

Health Professions Council:

- Standards of Education and Training
- Standards of Conduct, Performance and Ethics
- Standards of Proficiency

College of Operating Department Practitioners

- Curriculum Document 2006

Quality Assurance Agency:

- Subject Benchmark Statements (Operating Department Practice)

Programme philosophy and aims**Programme Philosophy**

The educational philosophy of the programme is that students become autonomous, self-directed learners proficient in delivering evidence based, individualised, high quality patient care. Learning opportunities will be maximised for the student and will be facilitated by tutors and clinicians. A proactive and reflective approach to the learning experience will embrace the notion of lifelong learning. The programme is designed to reflect a contemporary perspective to ensure flexibility of the Operating Department Practitioner (ODP) within the evolving healthcare setting and is designed to place equal weight on learning in clinical and educational settings. The integration of knowledge and practice informs this approach.

This professionally accredited programme addresses developments in health care delivery, clinical practice and education and therefore aims to be current, integrated and dynamic. Teaching and learning involves the blending of professional knowledge with practical skills and nurturing of the proficiency to meet the

changing needs of the service and patients. This integration enables the ODP to translate the philosophy of care into practice and become a safe, competent practitioner, working in interprofessional teams, acknowledging different roles and remaining aware of professional responsibilities. The approach to learning is designed to encourage the student to become a reflective practitioner, enacting professional values, attitudes and behaviours. The value of a research-led and evidence based profession is reflected in the requirement for practitioners to develop both clinical reasoning skills and the ability to critically analyse research and its application to clinical practice. This supports the need for students to take responsibility for their own personal and professional development as the registered and accountable practitioners of the future.

The aims of the programme are to:

Aims

The aims of the programme are to enable the student to:

- Meet the threshold requirements and be eligible to apply for professional registration with the Health Professions Council
- Prepare for employment as patient focused Operating Department Practitioners.
- Acquire the practical and clinical skills related to Operating Department Practice.
- Attain the knowledge, understanding and intellectual skills required by the Operating Department Practitioner.
- Develop cognitive skills in practice in the context of evidence based healthcare, critical awareness and reflection.
- Respond to changing patterns within the perioperative environment and demands from technical innovation within the context of professional practice.
- Develop a professional perspective in relation to others and self
- Develop appropriate interpersonal, communication and interprofessional teamworking skills required in order to be an effective, safe practitioner.
- Become independent, lifelong learners

Intended learning outcomes and the means by which they are achieved and demonstrated:

Learning Outcomes¹

Programme Learning Outcomes

By the end of the programme the student will be able to:

- Demonstrate effective interprofessional relationships and teamwork to enhance therapeutic communication and the delivery of care for the perioperative patient.
- Practice within ethical, legal and professional frameworks and meet the Health Professions Council Standards of Conduct Performance and Ethics.
- Select and implement the appropriate evidence base to inform perioperative practice.
- Apply the appropriate knowledge and skills to professional practice in order to demonstrate an appropriate level of competence as required by the Health Professions Council Standards of Proficiency and the College of Operating Department Practice.
- Apply appropriate management, leadership skills and an awareness of contemporary health and social policy and how these impact on service delivery and professional practice.
- Produce a professional portfolio of evidence to demonstrate competence and reflective practice appropriate to the role of a newly qualified Operating Department Practitioner.

Learning teaching, and assessment methods used

A variety of teaching & learning strategies are used during this programme. These include; keynote lectures, simulation and skills, action learning, problem based learning, individual and group tutorials, directed and self directed study in the university setting.

Students on placement will be assigned an experienced, qualified mentor who will guide their learning and facilitate the development of practice skills. This will be supported by other opportunities to learn with and from other professional colleagues, teaching sessions, question and answer sessions and access to Trust based Education Centres.

¹ Guidance on the specification of learning outcomes is available from the Centre for the Enhancement of Learning and Teaching.

University and Practice based learning will be supported by the use and engagement with the Birmingham City University Virtual Learning Environment (MOODLE).

A variety of assessment methods are used including both summative and formative assessments these include written assignments, patchwork assessments, reflective diaries, invigilated examinations, presentations, patient case studies and reports.

Practice competences are assessed by mentors using formative and summative documentation completed within the clinical areas.

Programme structure and requirements, levels, modules, credits and awards

The structure of the course, the modules, levels and credit values, including ECTS credit values², and the awards which can be gained are shown in the diagram below.

Dip HE Operating Department Practice Programme Plan (2012)

Level 4			
Yr 1			
Modules of Study	Credits	Sep-June	July-Sept
ODP4006 The Principles of Operating Department Practice	60	study	leave & consolidation
ODP4005 Learning in Clinical Practice (Portfolio)	60	study	

Level 5			
Yr 2			
Modules of Study	Credits	Sep-August	Sept
ODP5012 The Specialist Nature of Operating Department Practice	60	study	leave & consolidation
ODP5013 Learning in Clinical Specialist Practice (Portfolio)	60	study	

Support for Learning including Personal Development Planning (PDP)

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

All students are appointed a personal tutor who is available for advice, guidance and support for pastoral needs as well as to review academic progress including Personal Development Planning. Students are visited whilst on their clinical placements by their Personal Tutors, further support is provided by Link Tutors who liaise with specific clinical placement providers.

If necessary, the student can be referred to more appropriate departments within the Faculty, these may include Student Services, Chaplaincy, Counselling and Financial Services.

Support is available for students who require development in academic skills through the Personal Development Centre (PDC) who offer personal tutorials and academic skills workshops.

Additional support is provided for the student in clinical placements by

² One ECTS credit is equivalent to two UK credits. For example, a 15 credit module is worth 7.5 ECTS credits

appropriately trained mentors and clinical educators. The Clinical Placement Facilitator in the ODP Department / Department of Practice Learning manages all placement issues, supporting students, the course team and clinical placement staff.

Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

The University, Faculty of Health and the programme team are committed to continuous evaluation, quality monitoring and enhancement of programmes of study. There are a number of strategies, policies, procedures and guidance that are in place within the Faculty of Health to ensure evaluation, enhancement of quality and standards including listening and responding to views of students. In addition where applicable professional, regulatory and statutory body requirements are adhered to.

Students' views can be expressed in Boards of Studies, module, placement and programme evaluations, online discussion forums and surveys. Students are also invited to meet with External Examiners, attend Programme Quality Days and meet with external quality monitoring programme reviewers.

There are a number of committees where the programme team, practice partners and service-users meet to ensure that the programme is current and responsive to local and national developments and policy. These include Healthcare (Strategic) Quality Group, Profession Specific Groups, Curriculum Working Groups, practice partner and programme team meetings. Changes to the programme are reviewed and accepted by the Faculty Academic Standards and Quality Enhancement Committee and can only be approved following consultation with students, External Examiners and practice partners.

An exception reporting annual programme monitoring report is produced each academic year which includes feedback from students. The annual programme monitoring report is reviewed and approved by students, external examiners and practice partners. Action points are raised to be developed and reviewed for the following academic year. In addition the annual programme monitoring report is peer-reviewed. The Annual Report is a key document provided to professional bodies and external quality monitoring agencies.

Where the programme has placements that contribute to the students learning the Department of Practice Learning undertake audits and evaluations of student learning opportunities. Practice documentation is moderated with practice partners. Mentors, Sign Off Mentors and Practice Teachers are provided with updates each academic year.

Assessment procedures are updated by the Centre for Academic Quality and Governance to ensure that they are rigorous and fair. Benchmarking of modules is used to monitor achievement rates. Marking and moderating policies are in place to ensure that the procedures for assessment are transparent and students' work is reviewed by External Examiners, who also attend Programme Exam Boards, Quality Days and meet with students.

There are committees in the Faculty of Health that contribute to the evaluation and ongoing quality monitoring. The Executive Committee and Faculty Board are the

overarching committees in the Faculty of Health. Policies, procedures and guidance is scrutinised by the Faculty Academic Standards and Quality Enhancement Committee.