PROGRAMME SPECIFICATION

Diploma of Higher Education in Operating Department Practice (International)

Awarding institution: Liverpool John Moores University
Teaching institution: KPJ International College of Nursing and Health Sc
JACS Code: B700

Programme Duration: All LJMU programmes are delivered and assessed in English

Language of Programme: English

Subject benchmark statement: QAA (2004) Subject Benchmark Statements: healthcare programmes;
Phase 2 Operating Department practice.
Lembaga Akreditasi Negra (LAN) Department of the Ministry
of Higher Education for Diploma programmes

Programme accredited by:

Description of accreditation:

Validated target and alternative exit awards:

Diploma of Higher Education in Operating Department Practice (International)
Certificate of Higher Education in Operating Department Practice (International)

Link Tutor: Sean Mackay

Educational aims of the programme:

The programme will enable students to become knowledgeable and skilled healthcare professionals able to deliver high quality, individualised care during the peri-operative period.

The programme aims to provide a professional education, which meets the requirements of the Malaysian Qualifications Agency, MQA and the requirements for the award from LJMU by:

- providing the student with a sound knowledge base appropriate to Diploma level study.
- enabling the student to be confident to practice within operating department practice
- providing an integrated approach to the study of peri-operative practice, which acknowledges the contribution of relevant disciplines
- facilitating the development of safe and proficient practitioners who are able to work within a legal and ethical framework
- fostering the students understanding of the relevance of underpinning practice with evidence
- enabling the students to utilise the concepts and principles of mentorship in work-based learning and assessment
- creating a learning and working environment that values client-centred, anti-discriminatory care.
- creating an environment that fosters lifelong learning and reflection
- encourage students to engage with employability skills by completing a self-awareness statement

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

A student who is eligible for this award will be able to:

- contribute to the management of patients or clients during anaesthetic, surgical and post anaesthetic interventions
- demonstrate knowledge of the principles of pharmacology and applied sciences relating to operating department practice
- demonstrate knowledge of theoretical concepts that inform surgical, anaesthetic and recovery practice
- demonstrate awareness of medico-legal issues impacting upon operating department practice
promote individuals equality, diversity and rights
contribute to the effectiveness of work teams
identify the nature of knowledge that informs practice
reflect on current learning development needs

**Target award Learning Outcomes - Diploma of Higher Education**

A student successfully completing the programme of study will have acquired subject knowledge and understanding as well as skills and other attributes.

**Knowledge and understanding**

* A student who is eligible for this award will be able to:

  A1. Normal and altered human anatomy and physiology
  A2. Concepts and principles of infection control and health and safety
  A3. Concepts and principles of holistic quality patient care
  A4. Legal and ethical issues in relation to operating department practice
  A5. Scientific and pharmacological principles relevant to surgical and anaesthetic practice
  A6. Using evidence to inform the management of practice
  A7. Post-operative complications
  A8. Using knowledge of techniques to improve own learning
  A9. Principles of teaching, learning and mentorship
  A10. Theories and concepts of leadership and teamworking

**Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated**

Lectures, seminars, clinical tutorials, workshops, group work and web-based activities

**Assessment**

Coursework assignments, examinations, essays, quizzes, seminar presentations, evaluative reports

**Skills and other attributes**

**Intellectual Skills**

* A student who is eligible for this award will be able to:

  B1. Interpret and apply concepts to clinical situations
  B2. Reflect on learning experiences
  B3. Identify and solve problems

**Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated**

Clinically based learning, web based activities, clinical tutorials, portfolio generation

**Assessment**

Coursework assignments, reflective essays, evaluative reports, examinations, quizzes, portfolio evidence

**Professional practical skills**

* A student who is eligible for this award will be able to:

  C1. Demonstrate clinical competence in pre, intra and post-operative practice
  C2. Demonstrate action planning skills
  C3. Construct a portfolio of evidence
  C4. Assist in assessing, planning, implementing and evaluating patient care
  C5. Demonstrate presentation skills
C6. Retrieve, sift and select relevant information from a variety of sources

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Work based learning, clinical tutorials, simulation activities, learning agreements

Assessment

Feedback from observing performance in clinical practice, action plans and review outcomes, portfolio of evidence

Transferable / key skills

* A student who is eligible for this award will be able to:

D1. Structure and communicate ideas effectively both orally and in writing
D2. Manage time, work to deadlines and work independently
D3. Find information using information technology
D4. Handle numerical data with confidence at diploma level
D5. Participate constructively in groups/teams

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Lectures, seminars, workshops, group work, work based learning, web based activities

Assessment

Coursework assignments, web based activities, examinations, portfolio evidence

Programme structure - programme rules and modules

Programme rules

Learning is divided into 50% theory and 50% practice

The following modules cannot be compensated: 4504PPCOPOP, 4505PPCPOP, 5506PPCPOP

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<tr>
<th>Level 5</th>
<th>Potential Awards on completion</th>
<th>Diploma of Higher Education</th>
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<tr>
<td>Core</td>
<td>Option</td>
<td>Award Requirements</td>
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<tr>
<td>5510PPCPOP Research awareness and academic development in perioperative practice (24 credits)</td>
<td>120 core credits at level 5 0 option credits at level 5</td>
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<tr>
<td>5511PPCPOP Leadership and mentorship in perioperative practice (24 credits)</td>
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<td>5505PPCPOP QUALITY AND RISK GOVERNANCE (12 credits)</td>
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<td>5506PPCPOP SPECIALISED PERI-OPERATIVE PRACTICE (60 credits)</td>
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<th>Level 4</th>
<th>Potential Awards on completion</th>
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<tr>
<td>Core</td>
<td>Option</td>
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<tr>
<td>4510PPCPOP Key issues in perioperative care (24 credits)</td>
<td>120 core credits at level 4 0 option credits at level 4</td>
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<tr>
<td>4500PPCPOP SCIENTIFIC PRINCIPLES AND PHARMACOLOGY (24 credits)</td>
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<td>4502PPCPOP EVIDENCE-BASED PERI-OPERATIVE PRACTICE (12 credits)</td>
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<td>4504PPCPOP PERI-OPERATIVE PRACTICE (1) (24 credits)</td>
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<td>4505PPCPOP PERI-OPERATIVE PRACTICE (2) (36 credits)</td>
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Programme: 22657-2000002771 Version: 03.01 Start date of programme: 22-OCT-15
Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework

Opportunities for work-related learning (location and nature of activities)

The programme utilises concepts of practice based learning.

This will be achieved utilising a tripartite system whereby student, work based assessor (WBA) and module leader will meet initially to diagnose the students learning requirements, set achievable goals through a learning agreement, agree how this learning will take place, evaluate what learning has taken place and renegotiate the agreement when, and if, required.

Students will attend formal tripartite meetings, normally within the clinical setting and normally on a minimum of two occasions per semester. Students and WBAs will also engage in regular informal meetings during the placement period.

Three learning components are taken into account at the tripartite meetings as students progress is reviewed.

Criteria for admission

Other

Candidates must be able to satisfy the LJMU and Faculty admissions requirements as follows:

- they have achieved 120 academic credits at academic level 3 through Foundation Certificate in Operating Department Practice
- Direct entry into level 5 DipHE ODP by students with Certificate of Higher Education in Operating Department Practice recognised by LJMU
- Candidates must also demonstrate evidence of an equivalent of International English Language Testing System (IELTS) score 5.5 or above

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning
Student Feedback and Evaluation
The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development
The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review
All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining
External examiners are appointed to programmes to assess whether:

• the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
• the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
• the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
• the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

• good practice and innovation relating to learning, teaching and assessment observed by external examiners
• opportunities to enhance the quality of the learning opportunities provided to students

Please note:
This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.