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	Full-Time: 2 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	QAA (2004) Subject Bechmark Statements: healthcare programmes; Phase 2 Operating Department practice. HCPC (2014) Standards of proficiency: Operating Department Practice QAA (2008) Framework for Higher Education Malaysian Qualifications Agency (MQA)
Programme accredited by	Malaysian Qualifications Agency
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 perioperative 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 perioperative 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

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

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

FHEQ Level 4 Outcomes: 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 perioperative practice; demonstrate knowledge of theoretical concepts that inform surgical, anaethetic and recovery practice; demonstrate awareness of medico-legal issues impacting upon peri-operative 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. Describe normal and altered human anatomy and physiology

A2. Discuss concepts and principles of infection control and health and safety

A3. Discuss concepts and principles of holistic quality patient care

A4. Identify legal and ethical issues in relation to operating department practice

A5. Discuss scientific and pharmacological principles relevant to surgical and anaesthetic practice

A6. Use evidence to inform the management of practice

A7. Discuss post-operative complications

A8. Use of techniques to improve own learning

A9. Analyse principles of teaching, learning and mentorship

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

Lectures, seminars, clinical tutorials, clinically based learning and web-based activities. Simulation

Assessment

Essays, seminar presentations, learning agreements, evaluative reports, care planning, reflections on practice and portfolio generation.

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

Lectures, seminars, clinical tutorials, clinically based learning and web-based activities

Assessment

Essays, seminar presentations, learning agreements, evaluative reports, care planning, reflections on practice

and portfolio generation

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

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

Clinical tutorials. Experiential learning.

Assessment

Observation and feedback on clinical performance. Portfolio generation

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

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

Lectures, seminars, clinical tutorials, clinically based learning and web-based activities.

Assessment

Lectures, seminars, clinical tutorials, clinically based learning and web-based activities.

Programme structure - programme rules and modules

Programme rules

A student completing 120 credits at level 4 may be entitled to an alternative exit award of Certificate Higher Education Operating Department Practitioner (International)

Level 5	Potential Awards on completion	Diploma of Higher Education
Core	Option	Award Requirements
5500KPJOP Research awareness operating department practice (20 credits) 5501KPJOP Academic development in operating department practice (10 credits) 5503KPJOP Mentorship in operating department practice (20 credits) 5504KPJOP Leadership in operating department practice (20 credits) 5505KPJOP Quality and risk governance for operating department practice (10 credits) 5506KPJOP Specialist ODP practice skills 1 (20 credits) 5507KPJOP Specialist ODP practice 2 (20 credits)		120 core credits at level 5 0 option credits at level 5

Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4500KPJOP Scientific principles and pharmacology (20 credits) 4501KPJOP Law and ethics (20 credits) 4502KPJOP Evidence-based perioperative practice (20 credits) 4503KPJOP Key issues in perioperative care (20 credits) 4504KPJOP Perioperative practice (1) (20 credits) 4505KPJOP Perioperative practice 2 (2) (20 credits)		120 core credits at level 4 0 option credits at level 4

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's 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.