Programme Specification

Diploma Higher Education (Dip HE)

Operating Department Practice

Valid from: September 2012

Faculty of Health & Life Sciences
## SECTION 1: GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Awarding body:</th>
<th>Oxford Brookes University</th>
</tr>
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<tbody>
<tr>
<td>Teaching institution and location:</td>
<td>Oxford Brookes University Ferndale Campus / Swindon</td>
</tr>
<tr>
<td>Final award:</td>
<td>Diploma of Higher Education (DipHE)</td>
</tr>
<tr>
<td>Programme title:</td>
<td>Operating Department Practice</td>
</tr>
<tr>
<td>Interim exit awards and award titles:</td>
<td>Cert HE (Unnamed)</td>
</tr>
<tr>
<td>Brookes course code:</td>
<td>DOS</td>
</tr>
<tr>
<td>UCAS/UKPASS code:</td>
<td>B990</td>
</tr>
<tr>
<td>JACS code:</td>
<td>B742</td>
</tr>
<tr>
<td>Mode of delivery:</td>
<td>Face to face</td>
</tr>
<tr>
<td>Mode/s of study:</td>
<td>Full time/part time</td>
</tr>
<tr>
<td>Language of study:</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Curriculum also meets all the College of Operating Department Practitioners requirements, for which the Oxford Brookes programme was validated in 2007.</td>
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<tr>
<td>External accreditation/recognition: (applicable to programmes with professional body approval)</td>
<td>Name of professional bodies: College of Operating Department Practitioners (<a href="http://www.codp.org.uk">www.codp.org.uk</a>) Health Professions Council (<a href="http://www.hpc.co.uk">www.hpc.co.uk</a>)</td>
</tr>
<tr>
<td>Faculty managing the programme:</td>
<td>Health &amp; life Sciences</td>
</tr>
<tr>
<td>Date of production (or most recent revision) of specification:</td>
<td>June 2012</td>
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SECTION 2: OVERVIEW AND PROGRAMME AIMS

2.1 Rationale for/distinctiveness of the programme

A Dip HE Operating Department Practice programme offers compulsory modules that will enable graduates from the course to achieve professional registration and work in the specialist area of operating department practice within a health care setting. Graduates from this programme will be knowledgeable and skilled in all aspects of perioperative care. The learning outcomes of the programme meet the requirements of the College of Operating Department Practitioners and the Health Professions Council. Students at Oxford Brookes University are able to learn by participating in clinical practice activities in a variety of hospitals, which offer a wide range of surgical specialities, including cardiac and neurosurgery. Additional learning using scenario based sessions takes place on campus in dedicated skills laboratories, using high fidelity scenario teaching and learning techniques.

2.2 Aim/s of the programme

There are four central aims underpinning the programme:

- To develop knowledge, skills and practice that will enable students to achieve clinical competence within the perioperative environment.
- To enable students to engage in critical reflection on, and systematic enquiry into, professional roles and practices when working in the perioperative environment.
- To facilitate the enhancement of students’ personal and professional qualities so that they can influence perioperative practice.
- To promote a commitment to lifelong reflection, learning and enquiry.

SECTION 3: PROGRAMME LEARNING OUTCOMES

Knowledge, understanding and skills:

On satisfactory completion of the programme, students will be able to:

3.1 Academic literacy

- Demonstrate logical reasoning in written work and discussion
- Present information and arguments coherently, utilising a range of media, where appropriate
- Give examples of key social and historical factors which have shaped understanding of surgery, anaesthetics and recovery processes and their effects, and relate these to contemporary thinking and practice
- Provide examples of key concepts and theories (empirical, aesthetic and ethical) relating to surgery

3.2 Research literacy
• Locate and appraise knowledge from a variety of disciplines and theoretical perspectives in order to provide appropriate, effective and efficient support, care and/or education for individuals or groups

3.3 Critical self-awareness and personal literacy

• Demonstrate competence in the care, support and/or promotion of health/social well-being of surgical patients;
• Identify, analyse and challenge personal beliefs, values and feelings about perioperative care;
• Self-assess potential for leadership in perioperative practice and education;
• Identify the interpersonal and professional behaviours that enhance or inhibit teamwork and interdisciplinary working;
• Demonstrate competence in the skills identified for each of the practice-based modules;
• Reflect constructively on own experience and respond effectively to any learning needs subsequently identified;
• Discuss the appropriateness of a range of management styles and leadership qualities in a perioperative context;
• Demonstrate operational leadership skills in service delivery to surgical patients.

3.4 Digital and information literacy

• Utilise a wide range of interpersonal and relational skills, such as team work, negotiation, consultation, verbal and non-verbal interactions, and interviewing, in the appraisal assessment, planning and performance of activities within the perioperative setting
• Develop knowledge, understanding and skills that will allow students to develop skills in self-management, communication, teamwork, problem solving and use of information technology.

3.5 Global citizenship

• Demonstrate objectivity in the face of ‘unwelcome’ ideas and evidence
• Suspend personal judgements until appropriate evidence has been gathered, analysed and evaluated
• Apply knowledge across the lifespan, recognizing cultural differences and the needs of individuals
• Recognise the range of clients and health care professionals in clinical practice
• Consider cultural aspects of research studies

SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

4.1 Programme structure and requirements:  NB: all modules are compulsory

<table>
<thead>
<tr>
<th>Semester</th>
<th>Year 1 / Level 4</th>
<th>Year 2 / Level 5</th>
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</table>
| One      | U42101: Introduction to Professional practice (30 credits)  
U43708: Partnership in practice 1 (15 credits)  
U43702: Development of the Human body and mind (15 credits) | U43740: Research awareness (15 credits)  
U42121: Perioperative Care 2 (15 credits)  
U43327: Physiology in practice (15 credits) |
<p>| Two      | U42102: Development of professional | U46359: Infection control in practice (15 credits) |</p>
<table>
<thead>
<tr>
<th>practice (30 credits)</th>
<th>U42103: Perioperative Care 1 (15 credits)</th>
<th>U42123: Pharmacology (15 credits)</th>
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<tbody>
<tr>
<td>U42122: Perioperative Care 3 (15 credits)</td>
<td>U42122: Perioperative Care 3 (15 credits)</td>
<td>U43303: Human life Sciences: application to Paramedic and ODP (15 credits)</td>
</tr>
<tr>
<td>U43703: Life sciences for health care professionals (15 credits)</td>
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These modules constitute the programme for the DipHE, Operating Department Practice. Six modules are offered at level 4 and seven modules are offered at level 5. The modules are designed to reflect the nature of the perioperative environment; studying with other professionals allows an opportunity for sharing experiences, knowledge, skills and support. All modules have practice as their underlying focus.

Students must complete modules in a sequential pathway. On successful completion of year one students can exit with a Certificate of Higher Education: Unnamed. Completion of year one is a pre-requisite for entry into year two. On completion of year two students are eligible for a Dip HE: Operating Department Practice.

4.2 Professional requirements

All of the above modules are compulsory requirements, successful completion of which allows the student to meet the requirements for registration as an ODP with the Health Professions Council (HPC) and to have fulfilled the requirements for accreditation with College of Operating Department Practitioners (CODP).

In order to meet professional and registrative body requirements, students need to provide evidence of completing a minimum of 3000 hours split between theory and practice in order to gain registration.

- A minimum of 1800 hours will be achieved through practice placement learning
- A minimum of 1200 hours will be achieved through lectures, seminars, directed and self-directed learning, simulated skills learning.

SECTION 5: PROGRAMME DELIVERY

5.1 Teaching, Learning and Assessment

A wide range of teaching and learning strategies are employed. These encourage integration of knowledge, reflection and multi-professional co-operation, collaboration and the development of professional skills.

Teaching strategies primarily focus on student-led and student-centred approaches with educational staff acting as facilitators. Other traditional teaching methods: formal lecturer, discussion groups, seminars and skills lab sessions are used. In addition, all students will learn and be assessed in clinical practice; this element constitutes 60% of the programme delivery.

In all modules there will be an emphasis on practice. Students will be encouraged to explore and challenge their existing knowledge in relation to their clinical experience.

The opportunity to engage in reflective analysis of practice and behaviour will facilitate problem solving in the context of clinical practice. Students are encouraged to develop critical insights into the work of multi-professional teams, and the significance and impact of wider institutional and governmental issues and policies. These approaches seek to broaden outlook and heighten awareness of the application of theory to practice.
Assessment is conducted through a variety of methods, the main components being coursework, unseen examination, observed simulated clinical examination (OSCE) and achievement of practice skills or competencies. Each module has an element of formative learning built into it to prepare them for the summative assessment activities. The specific assessment strategies include, for example, portfolio of clinical practice, OSCE’s for vital signs observations, surgical sterile field preparation, presentations of independent learning for infection control and pharmacology. There are also written examinations and assignments for applied science topics and addressing the care provided to perioperative patients.

The programme handbook provides a commentary for students on how the Graduate Attributes are developed through the programme. In addition, students can expect to be introduced to the concept of Graduate Attributes during induction, and will have tutorial discussions with their academic adviser, particularly in their first year, which will focus on identifying module content and activities leading to their acquisition of Graduate Attributes, and their experience of them.

5.2 Assessment regulations

The programme conforms to the University Regulations Undergraduates Modular Academic Regulations for the award of Dip HE. http://www.brookes.ac.uk/uniregulations/current/acadregulations/specific/b11ump_regulations.pdf

At the end of each academic year students are required to demonstrate achievement of all clinical competencies and 900 hours of clinical practice.

If two consecutive practice modules are failed students will exit the programme.

SECTION 6: ADMISSIONS

6.1 Entry criteria

The Dip HE Operating Department Practice will be in accordance with University general entry criteria, as follows:

- Five GCSEs, including English, Maths and one science subject at grade ‘C’ or above or
- A recognised Access course or
- Advanced Diploma at grade ‘C’, including GCSE science at grade ‘C’ or
- Any other qualifications considered by the Academic Board to be of equivalent standard.

Due to the professional nature of this course and the need to protect the public, short-listed applicants are requested to attend a selection interview and are also required to have Police and Occupational Health checks carried out prior to any offers being made.

Students for whom English is not their first language are required to sit, at their own expense, an IELTS test and achieve an average score of 7. Applicants will need to produce the original test certificate and request that the examining unit send a copy to the University.

Mature Students

Mature students are defined as those who are 21 or over at the time of admission. Applicants may need to prepare themselves for entry to higher education by one of the routes described above or
by undertaking a recognised access course, or demonstrate that what they have learned through experience or professional qualifications shows that they are ready to cope with work at degree or higher diploma level. As the number of mature applicants is steadily increasing, gaining a place may be a competitive process.

6.2 CRB checks and Occupational Health Screening

All students are enhanced CRB checked. In addition students are also screened by occupational health for fitness to practice. This screening will include screening for blood borne viruses (i.e. Hepatitis A,B,C / HIV). This is a DOH requirement for this professional group.

SECTION 7: STUDENT SUPPORT AND GUIDANCE

Sources of help and advice, for example:

- **Induction** – students are provided with small group workshop activities which address resources and support mechanisms available to Brookes learners.
- **Handbooks** – each module handbook provides clear contact information, learning outcomes and assessment details.
- **Subject Coordinators, Academic Advisors and Link Lecturers** all provide consistent support with students throughout the programme.
- **The Skills Lab. Facilitator** provides opportunities for students to practise the development of clinical skills in a safe environment using high fidelity simulation and role play.
- **Central support services** include Upgrade, student disability services, student finance, student accommodation, student health and dentistry and counselling.
- **Study skills development/support sessions** are incorporated into modules and available from library staff and Upgrade.

SECTION 8: GRADUATE EMPLOYABILITY

All graduates are eligible to apply for registration with the HPC.

All graduates seeking employment have achieved this since the approval in 2005.

A number of graduates have gone on to:

- contribute to health care provision as registered ODPs
- Some have been employed to work independently for the armed services, independent health care sector, or industry.
- Undertake post qualification studies (i.e. top up degrees)
- Achieve specialist clinical roles
- Achieve management or teaching roles

SECTION 9: LINKS WITH EMPLOYERS

- Teaching delivery is supported by visiting speakers from relevant service providers / researchers / health care industries / clinical specialist / professions The programme includes a minimum of
1800 hours of clinical placements in a range of hospitals. Clinical placements allow the achievement of professional competencies and practice hours within these placements.

- The programme management includes regular meetings with service partners and the Strategic Health Authorities (commissioners)
- All programme staff are members of registrative and professional bodies.
- Some members of the teaching team are actively involved in clinical practice.
- Link lecturers regularly visit the practice areas and engage with service personnel.

SECTION 10: QUALITY MANAGEMENT

Indicators of quality/methods for evaluating the quality of provision

Quality assurance for this programme is supported by the following processes:

- Professional body (CODP) approval
- Registrative body (HPC) approval and annual monitoring
- Local commissioning body annual quality audits and contract review
- NSS survey
- Annual placement audits
- Module evaluations
- Student representation at programme and curriculum meetings
- Student representation within department student forums
- Service partner (stakeholder) meeting
- External Examiner report
- Annual and Periodic review
- Employment monitoring of graduates
- Feedback from employers.