

# Diploma in Higher Education

## Operating Department Practice

### Programme Specification

#### **Primary Purpose:**

Course management, monitoring and quality assurance.

#### **Secondary Purpose:**

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

#### **Disclaimer:**

The University of Portsmouth has checked the information given in this Programme Specification and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

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## **Programme Specification**

### **1. Named Awards**

Diploma in Higher Education Operating Department Practice

### **2. Course Code (and UCAS Code if applicable)**

Course Code: C1581F

UCAS Code: B990

### **3. Awarding Body**

University of Portsmouth

### **4. Teaching Institution**

University of Portsmouth

### **5. Accrediting Body**

Health and Care Professions Council

### **6. QAA Benchmark Groups**

Operating Department Practice

### **7. Document Control Information**

June 2016

### **8. Effective Session**

2016 - 17

### **9. Author**

Ashley Neve

### **10. Faculty**

Science

### **11. Department**

School of Health Sciences & Social Work

### **12. Educational Aims**

- To enable practitioners to undertake accountable practice from within a contemporary knowledge base
- To enable students to commence their development as independent, self-directed learners
- To develop students intellectual capacity, imaginative and analytical powers and skills through a rigorous course of study, specifically related to operating department practice
- To enable students to reflect on research skills and evidence-based practice through development of clinical reasoning skills, practice evaluation and analysis of research

- All units of study are compulsory in order to meet professional outcomes, and to allow students to meet the requirements for application for entry onto the statutory register with HCPC.

### 13. Reference Points

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- University of Portsmouth Curriculum Framework Document (2014)
- The University of Portsmouth Code of Practice for Work-Based and Placement Learning (2015)
- The scholarship and research expertise of academic members of staff
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education
- National Qualifications Framework
- Subject Benchmark Statements – Healthcare programmes
- Requirements of Professional Body – Curriculum Document 2006, v.4
- Statutory Regulatory Body – HCPC Standards of Education & Training 2010, HCPC Standards of Proficiency 2014
- QAA Codes of Practice
- CODP Standards for Mentors of Pre-Registration ODP Programmes (2006)

### 14. Learning Outcomes

#### A. Knowledge and Understanding of:

A1 The range and provision of perioperative care, such as anaesthetic practice, post operative recovery care and intra-operative practice

A2 The psychosocial context which influences the holistic care of patients throughout the perioperative period

A3 The different professions and their roles within the multi-professional operating department team

A4 The organisational and management issues relating to the care of patients undergoing surgical procedures

A5 The socio-economic context which influences healthcare delivery

A6 Human anatomy and physiology – normal and altered

#### Learning and Teaching Strategies and Methods

Information about the subject areas is conveyed through a combination of lectures, seminars, simulation and workshops (A1-A6). Practice placements, and simulation of practice will allow students to integrate theory and practice to develop skills to care for patients within the perioperative environment (A1 – A6).

#### Assessment

Level 4 and 5 work is assessed primarily through the achievement of clinical competencies assessed in the workplace, Objective Structured Clinical Examinations (OSCE) in simulated scenarios (A1 – A3), essays and care plans (A3 – A6) and examination (A6).

#### B. Cognitive (Intellectual or Thinking) Skills, able to:

B1 Utilise information from a variety of sources

B2 Apply physiological and pathological knowledge to the solution of problems as in for example the control of infection

B3 Analyse and reflect on practice

B4 Solve clinical problems / make decisions

### Learning and Teaching Strategies and Methods

Information about the subject areas is conveyed through a combination of lectures, seminars, simulation, workshops and problem based learning (B1 – B4). Practice placements, and simulation of practice will allow students to integrate theory and practice to develop skills to care for patients throughout the perioperative phase (B1 – B4).

### Assessment

Level 4 and 5 work is assessed primarily through the achievement of clinical competencies assessed in the workplace, OSCE's from simulated scenarios (B1 – B4), and problem based scenarios (B1 – B4).

### **C. Practical (Professional or Subject) Skills, able to:**

- C1 Relate to patients and respond to their psychological and physical needs
- C2 Work autonomously and as part of a team
- C3 Demonstrate equality of care delivery to others
- C4 Demonstrate effective and safe patient care within the perioperative environment
- C5 Maintain professional practice within the legislation which governs ODPs, and understand the scope and limitations of own practice
- C6 Identify new learning and adapt to different practice settings
- C7 Identify and plan own learning needs

### Learning and Teaching Strategies and Methods

Fundamental information about the subject areas is conveyed through a combination of seminars, role-play, simulation and problem based learning (C1 – C6). Practice placements will allow students to integrate theory and practice to develop skills to care for patients throughout the perioperative phase, demonstrating competence through the compilation of a professional portfolio (C1 – C6). Individual learning plans, placement action plans and personal tutor workshops facilitate appropriate planning of learning needs (C7).

### Assessment

Level 4 and 5 work is assessed primarily through the achievement of clinical competencies assessed in the workplace, OSCE in simulated practice (C1 – C6), problem based scenarios (C1 – C6), and learning plans in the professional portfolio (C7).

### **D. Transferable (Graduate and Employability) Skills, able to:**

Students will have opportunities for identifying evidence for:

- D1. IT and application of number
- D2. Problem solving
- D3. Enhancing own learning and performance
- D4. Communication
- D5. Working effectively with others
- D6. Teamwork

### Learning and Teaching Strategies and Methods

Key transferable skill learning opportunities are available from the individual units of study, but not overtly taught (e.g. application of number within drug calculations in pharmacology unit and communication/team working in developing professional practice unit).

### Assessment

Transferable skills are assessed primarily through the achievement of clinical competencies assessed in the workplace, OSCE in simulated practice and problem based scenarios (D1 – D6), and reflective logs in the professional portfolio

## 15. Course Structure, Progression and Award Requirements

See [Unit Web Search](#)<sup>1</sup> for full details on the course structure and units

The programme is offered in full time mode over two calendar years. Year one will consist of 120 credits at level 4. Year two will consist of 120 credits at level 5. Students are expected to complete all units, which are mandatory due to the professional award outcome.

Students may be entering the programme with a varied level of learning skills. These will be assessed individually to allow appropriate support with study skills. In year one study skills will be incorporated throughout the units of study and via a tutorial programme

- Practice placements are compulsory and an integral part of the assessment strategy
- Student ODPs will need to have access to a range of specialities as defined by the CODP Curriculum Document (2006,v.4)
- Equal access to a qualification structure in higher education will provide some opportunity for interprofessional learning with others involved in the provision of health care, for example, Developing Professional Practice an Introduction to Evidence Based practice is jointly provided with Paramedic Science students, Speech, Language and Communication Science students throughout the programme. In all practice placements students are part of an interprofessional learning community which offers reflective sessions with all learners, teaching sessions and links to a range of external departments.
- Preparation for employment is an integral part of year two in conjunction with practice placement partners and embedded within the professional practice units.
- Strong links with employers are implicit due to the placement learning component.
- Exit Award: Certificate of Higher Education in Perioperative Studies (120 level 4 credits)

## 16. Employability Statement

This is a pre-registration programme designed specifically to meet the requirements for registration as an ODP. Students learn all the practical skills in order to perform safely in practice, but in addition problem solving, team working and personal development planning are key aspects of this programme.

During the final stage of the programme, students are prepared to apply for registration with HCPC, supported to develop CVs and have interview preparation with the support of NHS colleagues. Finally, a 'job shop' event is facilitated, where all the clinical placement areas have an opportunity to inform students of job opportunities, vacancies and the recruitment process.

## 17. Support for Student Learning

- The Course is managed by a Course Leader.
- Extensive induction programme introduces the student to the University and their course.
- Each student has a personal tutor, responsible for pastoral support and guidance.
- University support services include careers, financial advice, housing, counselling etc.
- The Academic Skills Unit (ASK).
- The Additional Support and Disability Advice Centre (ASDAC).
- Excellent library facilities.

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<sup>1</sup> [www.port.ac.uk/unitwebsearch](http://www.port.ac.uk/unitwebsearch)

- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections.
- Student course and unit handbooks provide information about the course structure and University regulations etc.
- Feedback is provided for all assessments.
- Personal Development Planning (PDP) for all awards.
- Work-based mentors are assigned to each student in clinical placements
- Dedicated co-ordinator in each clinical area to manage student placements and allocation of mentors
- Guidance for admission for mature students is available from course tutors
- Simulation of Practice teaching and assessment facilities
- Clinical link tutors from the course team
- Support prior to and during placements
- Open door and timetabled tutorial system
- Mentor Hotline (dedicated phone line for mentors available 365 days with voicemail between midnight – 0600 hrs direct to one of the course team)

## 18. Admissions Criteria

### A. Academic Admissions Criteria

- GCSE – 5 at C or above (subjects undefined) or
- A/AS levels – 2 x A2 or 4 x A1 (or a combination)
- Vocational A levels & Key Skills – Advanced GNVQ, BTEC National Cert, at pass or above
- Access to HE courses – Pass in Access to HE 18 credits
- NVQ level 3 in care related subjects
- If appropriate, prior learning may be assessed and accredited
- All applicants are subject to interview jointly with University and NHS Clinical staff
- Enhanced Criminal Records Bureau report
- Occupational Health Screening as appropriate for Exposure Prone Procedures
- Eligible for NHS non-means tested bursary:
- Ordinarily resident in the UK or other EU country throughout the 3 years of the period proceeding the first day of the academic year of the programme, and Ordinarily resident in the UK or other EU country on the first day of the first academic year of the programme.
- Eligible students should have settled status under the immigration laws
- Eligible students who do not have English as a first language will be expected to achieve an IELTS score of 7 (HCPC, 2010)
- Some placements may not be appropriate for all students.

### B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

However, students must be able to:

- undertake the physical role of working in an operating department which includes moving and handling of patients, responding to emergency situation in the immediate and external areas of an NHS Hospital
- undertake activities in a timely manner when it is a situation that is time critical (for example resuscitation skills and clinical decisions)

- meet the occupational health requirements for working in the perioperative environment, which include Exposure Prone Procedures (EPP), and will be subject to physical examination in accordance with the University's occupational health recommendations.

## 19. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

### A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review.
- Head of Department's Annual Standards and Quality Evaluative Review.
- Unit and Course Level student feedback considered at Board of Studies.
- Unit Assessment Board consideration of student performance for each programme.
- Clinical Liaison Group.
- Clinical placement evaluations.
- SHSSW Education Committee.
- SHSSW Placement Committee.
- Health Education Wessex annual review.
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports.
- Periodic Programme Review.
- Student Representatives and Student/Staff Consultative Committees.
- National Student Survey.
- University of Portsmouth unit and course level surveys.
- Staff Performance and Development Review.
- Peer Review and Development Framework.
- Faculty Learning and Teaching Committee.
- HCPC Annual Monitoring.

### B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery.
- Course Leader for day-to-day running of course.
- Board of Studies with overall responsibilities for operation and content of course.
- Head of Department.
- Associate Head (Education).
- Associate Dean (Academic).
- Associate Dean (Students).
- Quality Assurance Committee.
- Unit, Award and Progression Board of Examiners.
- SHSSW Placement Committee.
- Faculty Placement Office.

### C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies.
- Student Staff Consultative Committees.
- Student Voice Coordinator (Academic).



- Unit and Course level student feedback questionnaires.
- University participates in external student surveys, e.g., National Student Survey (NSS).
- Individual student feedback via tutorial system.
- Reflective reviews of placement.
- Placement evaluations.

#### **D. Staff Development Priorities**

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance.
- Annual staff performance and development reviews match development to needs.
- Managers undertake a variety of management development programmes.
- New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes.
- All academic staff encouraged to seek Higher Education Academy Fellowship.
- Academic staff new to teaching required to undertake Initial Professional Development Programme (iPROF).
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.
- Specific development in relation to Professional and Regulatory requirements.

## **20. Assessment Strategy**

### **Level 4**

The assessment methods for level four include short essays, small group presentations, OSCEs, written examinations, professional portfolio development and practice outcomes. These methods of assessment facilitate a multi-faceted approach that covers level one curriculum requirements. Essays and portfolios will allow the student to list theoretical knowledge of the first year curriculum, summative OSCEs, written examinations and practice outcomes will allow knowledge and demonstration of psychomotor skill to be developed and assessed in order to identify fit for purpose and practice at this level. Formative presentation work will encourage a team working approach to solving problems and allow the students to develop communication skills. Although similar assessment methods are appropriate at higher levels, the assessment for year one has been mapped to the University's academic regulations.

### **Level 5**

The assessment methods for level five are similar to year one in structure although they aim to develop further the student's understanding and ability to perform more critically and autonomously (within accepted limitations). Assessment types include OSCE, written examinations, practice outcomes, essays and formative electronic voting examinations and online VLE collaborations. Essays will allow the student to rationalise between published evidence, accepted standards and experiential practice. OSCE and simulation will allow testing of clinical skills in a safe and controlled manner ensuring the student can perform safely in the given clinical scenarios. Written examinations will ensure the student demonstrates the required knowledge that underpins theoretically the role of the ODP and practice outcomes ensures that demonstrated theory has been applied to practice in real time situations. Finally, the students will undertake formative assessment using electronic voting systems that will test knowledge and offer immediate feedback as well as undertaking a synchronous online collaborative ethical discussion.

## **21. Assessment Regulations**

Standard university rules apply (see [Assessment and Regulations](#)).

## 22. Role of Externals

Subject External Examiners who will:

- oversee unit assessment and usually attend Unit Assessment Boards;
- approve unit assessment strategy;
- sample assessment artefacts;
- present report to Unit Assessment Boards.

Award External Examiners (usually also a Subject External Examiner) who will:

- oversee and attend Award/Progression Boards;
- scrutinise and endorse the outcomes of assessment;
- ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom.

## 23. Indicators of Standards and Quality

### A. Professional Accreditation/Recognition

Health and Care Professions Council  
College of Operating Department Practitioners

### B. Periodic Programme Review (or equivalent)

Fitness of purpose of curriculum confirmed in the Periodic Programme Review held in February 2011.

### C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015\[1\]](#)*).

[\[1\]www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf](http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf)

### D. Others

- Professional Body National Student Award won 2002 and 2003
- Student publications (2004, 2005, 2006, 2008, 2013 & 2014)

## 24. Other Sources of Information

Other sources of information may be found in

- Course Approval Document.
- Student Handbook.
- University of Portsmouth Curricula Framework.
- University of Portsmouth Undergraduate Prospectus.
- Assessment Regulations.
- University of Portsmouth (<http://www.port.ac.uk/>) and (<http://www.port.ac.uk/shssw/departments/academic/shssw>) website.
- Practice Assessment Document
- Mentors Handbook
- SHSSW Staff Handbook for Placement Learning