

Session: 2022/23

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|--|--|--------------------------|--|
| <b>Title of Module: Applied Practice &amp; PDP 1</b> |  |                          |  |
| <b>Code: NURS07036</b>                               | <b>SCQF Level: 7</b><br>(Scottish Credit and Qualifications Framework) | <b>Credit Points: 60</b> | <b>ECTS: 30</b><br>(European Credit Transfer Scheme) |
| <b>School:</b>                                       | School of Health and Life Sciences                                     |                          |  |
| <b>Module Co-ordinator:</b>                          | Kirsty Ferrie  |                          |  |

### Summary of Module

This is a work based module designed to facilitate the student's understanding of values based practice and to demonstrate the development of skill competencies required to deliver safe, person-centred care to individuals within the perioperative context. This module is intended to allow the learner to reflect on learning and assimilate new learning to the context of their practice. The student will maintain a continuous portfolio of practice which will comprise module related reflective activities and recording of skills attainment to demonstrate the interrelationship of their theoretical learning to practice.

The student will also undertake a range of activities within their placement under the direct supervision of their named mentor to evidence attainment of the Standards of Proficiency (HCPC, 2014). Evidence of completion of the required competencies will be provided by the student through the completion of a portfolio and assessment in practice.

- Students undertaking this work-based learning module will gain experience across a variety of perioperative environments with individuals experiencing a range of health and capacity challenges from across the lifespan. The main purpose of this module is to encourage the development of knowledge, skills and professional values. Exposure to the provision of professional care, that meets the diverse health and social care needs of individuals and their families / carers, will enable students to encounter evidence-based practice within a variety of healthcare environments.
- Module content reflects current HCPC Standards (2014) and CODP proficiencies (2018). On completion of the module the student will be able to demonstrate working at a 'Supervised' level (Bondy, 1983); Level 5 (CODP, 2018). The Module content also reflects current theory and research required for registration as an ODP. It will introduce the student to the research process and the role of reflection in developing best practice.
- The graduate attributes gained in this module include becoming ethically minded, an effective communicator and collaborative as you work within a team setting.

### Module Delivery Method

| Face-To-Face | Blended | Fully Online | HybridC | HybridO | Work-based Learning |
|--------------|---------|--------------|---------|---------|---------------------|
|              |         | ✓            |         |         |                     |

#### Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

#### Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

**Fully Online**

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

**HybridC**

Online with mandatory face-to-face learning on Campus

**HybridO**

Online with optional face-to-face learning on Campus

**Work-based Learning**

Learning activities where the main location for the learning experience is in the workplace.

**Campus(es) for Module Delivery**

The module will **normally** be offered on the following campuses / or by Distance/Online Learning:  
(Provided viable student numbers permit)

| Paisley: | Ayr: | Dumfries: | Lanarkshire: | London: | Distance/Online Learning: | Other: |
|----------|------|-----------|--------------|---------|---------------------------|--------|
|          |      |           |              |         | ✓                         |        |

**Term(s) for Module Delivery**

(Provided viable student numbers permit).

|        |   |        |   |        |   |
|--------|---|--------|---|--------|---|
| Term 1 | ✓ | Term 2 | ✓ | Term 3 | ✓ |
|--------|---|--------|---|--------|---|

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**Learning Outcomes: (maximum of 5 statements)**

On successful completion of this module the student will be able to:

L1. Demonstrate evidence of ongoing achievement on all Standards of proficiency – Operating department practitioners (HCPC, 2014) .

L2. Demonstrate effective reflection in and on practice.

L3. Demonstrate an ability to perform a range of perioperative skills, within a variety of healthcare settings, to ensure the delivery of safe and effective evidenced-based care.

L4. Apply appropriate professional attitudes, values and effective communication within therapeutic relationships and the multi-disciplinary team.

**Employability Skills and Personal Development Planning (PDP) Skills**

| SCQF Headings                                 | During completion of this module, there will be an opportunity to achieve core skills in:  |
|---|--|
| Knowledge and Understanding (K and U)         | <p>SCQF Level 7.<br/>Appreciating the importance of values-based, person-centred care for people of all ages.</p> <p>Developing a broad knowledge of the role of the ODP that is informed by research and theory.</p> <p>Recognising the professional, ethical and legal frameworks underpinning ODP practice.</p> <p>Developing the use of reflection to inform practice.</p> |
| Practice: Applied Knowledge and Understanding | <p>SCQF Level 7.<br/>Developing the ability to work within the professional, ethical and legal frameworks underpinning perioperative practice.</p>   |

|  |   |                      |
|--|---|----------------------|
|  | Gaining insight and socialise into the perioperative practice environment during the associated practice placement.   |                      |
| Generic Cognitive skills                         | <p>SCQF Level 7.<br/>Developing skills of self-awareness and reflection to clarify personal values and beliefs that may affect care.</p> <p>Developing self-confidence and self-awareness of strengths to be able to enhance employability.</p>   |                      |
| Communication, ICT and Numeracy Skills           | <p>SCQF Level 7.<br/>Developing a range of verbal, non-verbal and written communication skills.</p> <p>Demonstrating effective listening skills, empathy and respect for persons.</p> <p>Conveying an understanding of the information and ideas discussed within the module in a logical form.</p> |                      |
| Autonomy, Accountability and Working with others | <p>SCQF Level 7.<br/>Demonstrating the ability to work within the professional, ethical and legal frameworks underpinning ODP practice.</p> <p>Developing an understanding of the autonomous role of the ODP while acknowledging limitations of knowledge and competence.</p>                       |                      |
| <b>Pre-requisites:</b>                           | Before undertaking this module the student should have undertaken the following:  |                      |
|  | <b>Module Code:</b>   | <b>Module Title:</b> |
|  | <b>Other:</b>   |                      |
| <b>Co-requisites</b>                             | <b>Module Code:</b>   | <b>Module Title:</b> |

\* Indicates that module descriptor is not published.

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| <b>Learning and Teaching</b>   |  |
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| Students will practice in a variety of perioperative contexts and will be supported by a Registered mentor. Students will gain knowledge from all members of the interprofessional team as well as service users. Student's learning will also be supported with online materials and academic support sessions. |  |
| <b>Learning Activities</b><br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:   | <b>Student Learning Hours</b><br>(Normally totalling 200 hours):<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Work Based Learning/Placement  | 576  |
| Personal Development Plan  | 24   |
|  | 600 Hours Total  |

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Abbott, H. and Booth, H. (2014) Foundations for Operating Practice: Essential Theory for Practice, McGraw-Hill Education (UK).

CODP (2018) Curriculum Document College of Operating Department Practitioners.

CODP (2009) Student Standards of Professional Behaviour. London College of Operating Department Practitioners.

HCPC (2014) Standards of Proficiency for Operating Department Practitioners. Health Professions Council. London.

Hughes, S. and Mardell, A. (2010) Oxford Handbook of Perioperative Practice  
<http://oxfordmedicine.com/view/10.1093/med/9780199239641.001.0001/med-9780199239641>

Rothrock, J. (2014) Alexander's Care of the Patient in Surgery (15th Ed.) Mosby. St Louis.

WHO (2009) Safer Surgery Saves Lives. World Health Organization. Geneva.

Woodhead, K. and Fudge L. (2012) Manual of Perioperative Care: An Essential Guide Paperback. Wiley Blackwell.

Pears, R. (2019) Cite them right: the essential referencing guide. Available:  
<https://www.vlebooks.com/Product/Index/2025007?page=0> [Accessed: 10 March 2022].

University of the West of Scotland (2022) Cite Them Right Harvard Referencing Examples. Available: <https://uws-uk.libguides.com/referencing/examples> [Accessed: 10 March 2022]

(\*\*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)

**Engagement Requirements**

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

It is expected that students will attend all scheduled classes or participate with all delivered elements as part of their engagement with their programme of study, in line with the requirements of the UWS Student Success Policy, and UWS Academic Attendance and Engagement Procedure.

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**Supplemental Information**

|                                       |                            |
|---------------------------------------|----------------------------|
| <b>Programme Board</b>                | Adult Nursing & Healthcare |
| <b>Assessment Results (Pass/Fail)</b> | No                         |

|                              |                          |
|------------------------------|--------------------------|
| <b>Subject Panel</b>         | Nursing & ODP Programmes |
| <b>Moderator</b>             | Moira Dale               |
| <b>External Examiner</b>     | R Evans                  |
| <b>Accreditation Details</b> | HCPC                     |
| <b>Version Number</b>        | 1.04                     |

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| <b>Assessment: (also refer to Assessment Outcomes Grids below)</b>   |
| Clinical Skills Test via Online Platform (100% of module mark) minimum pass mark of 40% required.  |
| The practice assessment requires the student to evidence working at a level equivalent to 'Supervised' (Bondy, 1983) to demonstrate evidence of on-going achievement of the HCPC Standards of proficiency - Operating department practitioners (2014). To achieve module credit students must achieve a pass grade.  |
| (N.B. (i) <b>Assessment Outcomes Grids</b> for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.<br>(ii) An <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.) |

#### Assessment Outcome Grids (Footnote A.)

| <b>Component 1</b>   |                             |                             |                             |                             |  |                                 |  |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------------------|--|
| <b>Assessment Type (Footnote B.)</b>   | <b>Learning Outcome (1)</b> | <b>Learning Outcome (2)</b> | <b>Learning Outcome (3)</b> | <b>Learning Outcome (4)</b> | <b>Weighting (%) of Assessment Element</b> | <b>Timetabled Contact Hours</b> |  |
| Class test (written)   | ✓                           | ✓                           | ✓                           |                             | 100  | 2                               |  |
| <b>Component 2</b>   |                             |                             |                             |                             |  |                                 |  |
| <b>Assessment Type (Footnote B.)</b>   | <b>Learning Outcome (1)</b> | <b>Learning Outcome (2)</b> | <b>Learning Outcome (3)</b> | <b>Learning Outcome (4)</b> | <b>Weighting (%) of Assessment Element</b> | <b>Timetabled Contact Hours</b> |  |
| Workbook/<br>Laboratory notebook/<br>Diary/<br>Training log/<br>Learning log | ✓                           | ✓                           | ✓                           | ✓                           | 0  | 0                               |  |
| <b>Combined Total For All Components</b>                                     |                             |                             |                             |                             | 100%                                       | 2 hours                         |  |

#### Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

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Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).  
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

### **Equality and Diversity**

This module is appropriate for all students. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 ([uws.ac.uk](http://uws.ac.uk)) (pp. 37 - 39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where a student has disclosed specific requirements.

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)