Module Descriptor

Title	Applied Practice & PDP 1		
Session	2025/26	Status	Published
Code	NURS07036	SCQF Level	7
Credit Points	60	ECTS (European Credit Transfer Scheme)	30
School	Health and Life Sciences		
Module Co-ordinator	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, 2023). 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 (2023) 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	On-Campus[1] ☐	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☒
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1 ☒	Term 2 ☐	Term 3 ☐	
Long-thin Delivery over more than one Term	Term 1 – Term 2 ☐	Term 2 – Term 3 ☐	Term 3 – Term 1 ☐	

Learning Outcomes	
L1	Demonstrate evidence of ongoing achievement of all Standards of Proficiency – Operating department practitioners (HCPC, 2023).
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.
L5	

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)	**SCQF 7** Appreciating the importance of values-based, person-centred care for people of all ages. Developing a broad knowledge of the role of the Operating Department Practitioner that is informed by research and theory. Recognising the professional, ethical and legal frameworks underpinning Operating Department Practice. Developing the use of reflection to inform practice.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Practice: Applied Knowledge and Understanding	SCQF 7 Developing the ability to work within the professional, ethical and legal frameworks underpinning perioperative practice. Gaining insight of the perioperative environment during practice placement.
Generic Cognitive skills	SCQF 7 Developing skills of self-awareness and reflection to clarify personal values and beliefs that may affect care. Developing self-confidence and self-awareness of strengths to enhance employability.
Communication, ICT and Numeracy Skills	SCQF 7 Developing a range of verbal, non-verbal and written communication skills. Demonstrating effective listening skills, empathy and respect for service users and colleagues. Comprehending the information and ideas discussed within the module in a logical form. Utilise a range of digital technologies and systems to achieve your study, work, and life goals.
Autonomy, Accountability and Working with Others	SCQF 7 Working within the professional, ethical and legal frameworks underpinning operating department practice. Developing an understanding of the autonomous role of the Operating Department Practitioner while acknowledging limitations of knowledge and competence.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. 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.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Note: Learning hours include both contact hours and hours spent on other learning activities)
Work-based Learning	576

Personal Development Plan	24
n/a	
n/a	
n/a	
n/a	
TOTAL	600

Indicative Resources
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 (2023) 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)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** Students will engage with the module by attending all scheduled synchronous tutorials and participating with all delivered elements of their programme of study. Apprentices must also attend their work-based placement, in line with the requirements of their NHS Employer.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

This module is appropriate for all students. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. 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) (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 appropriate.

All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students.

Professional programmes have Standards of Proficiency which detail the knowledge, skills and understanding required to be met to permit professional registration to be able to practise safely and effectively in the profession. As an education provider for this professional programme, UWS is not able to adjust these standards. However, we can make reasonable adjustments to assist students in meeting these standards.

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

Supplemental Information

Divisional Programme Board	Adult Nursing Community Health
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Community and Health
Moderator	Moira Dale
External Examiner	R Evans
Accreditation Details	HCPC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.0

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1 – Class test (written) - Online 2-Hour Multiple-Choice Quiz (MCQ)   Students will be required to sit a 2-hour online multiple-choice question exam on perioperative practice topics.   Minimum pass mark: 40%. 100% weighting.

Assessment 2
Assessment 2 – Work-Based Assessment
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 (2023). To achieve module credit students must achieve a pass grade. 0% weighting.
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.
(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Class test (written)	☒	☒	☒	☐	☐	100	2

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Performance/ Studio work/ Placement/ WBL/ WRL assessment	☒	☒	☒	☒	☐	0	0

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	2 hours

Change Control

What	When	Who