University of the West of Scotland

Module Descriptor

Session:

Title of Module: The ODP Profession			
Code: NURS07038	**SCQF Level: 7 (Scottish Credit and Qualifications Framework)**	**Credit Points: 30**	**ECTS: 15 (European Credit Transfer Scheme)**
School:	School of Health and Life Sciences		
Module Co-ordinator:	Kelly Porteous		

Summary of Module
The aim of this module is to enable the student to recognise and understand the role and responsibilities of the ODP in relation to caring for individuals with a person centred approach within a multidisciplinary perioperative environment.
Students will consider their role in assisting and supporting the multidisciplinary team to provide high quality, evidence-based care.
During this module students will explore their values and how these relate to the HCPC (2023) Standards and Proficiencies of the ODP profession. They will develop understanding of the legal, professional and ethical frameworks upon which practice is based. Students will have the opportunity to explore the role of the ODP in the delivery of patient-centred care. This module provides an introduction to research, with a focus on how evidence-based practice can support patient safety. Student's will consider the relationship between effective inter-personal communication and the provision of quality care. Graduate attributes developed will include becoming knowledgeable and ethically minded

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid O**	**Work-Based Learning**
☐	☐	☒	☐	☐	☐
See Guidance Note for details.					

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) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☐	☐	☐	☐	☒	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☐	Term 3	☐

Learning Outcomes: (maximum of 5 statements) **These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.** At the end of this module the student will be able to:	
L1	Demonstrates an ability to evaluate research and other evidence to inform practice
L2	Recognises the legal, ethical, professional and personal frameworks which are relevant to the ODP profession.
L3	Applies appropriate health and safety legislation and protocols to ensure the safety of patients, colleagues and visitors.
L4	Describes appropriate communication skills to promote effective perioperative care.
L5	Demonstrate understanding and critical evaluation of the role of reflection on and in practice, to appraise and evaluate the effectiveness of care in a multidisciplinary care approach.

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 Level **7** Appreciating the fundamental concepts, principles and theories that support professional operating department practice and lead directly to holistic patient care in a variety of perioperative operative settings. Demonstrating an understanding of the social, political, cultural and ecological factors that directly influence the health and well-being of individuals across the lifespan. Evaluating the impact of government/professional policies and research which impacts on the ODP profession, care planning and delivery.

Practice: Applied Knowledge and Understanding	SCQF Level **7** Demonstrating an understanding of the professional context and role requirement in which ODP proactice is dedlviered.
Generic Cognitive skills	SCQF Level **7** Using problem solving skills to interpret research/evidence.
Communication, ICT and Numeracy Skills	SCQF Level **7** Demonstrating information literacy and the ability to search, interpret, extract and present information that informs ODP and healthcare practice and professional development. Using a variety of communication tools to accurately record and share information, knowledge and understanding of health care needs. Developing a range of communication and interpersonal skills to support the delivery of compassionate and safe care. Using the developing knowledge and understanding of advo cacy within care delivery.
Autonomy, Accountability and Working with others	SCQF Level **7** Reflecting and evaluating one's own limitations, personal values and beliefs in relation to professional practice. Demonstrating personal accountability for and evaluates own personal development plan by maintaining a reflective portfolio.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

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.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours

	include both contact hours and hours spent on other learning activities)
Personal Development Plan	24
Tutorial/Synchronous Support Activity	36
Lecture/Core Content Delivery	24
Independent Study	216
	Hours Total: 300

**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 Deaprtment Practice: Essential Theory for Practice. Berkshire, England: Open University Press.

Bassot, B. (2015) *The reflective practice guide: an interdisciplinary approach to critical reflection.* New York, NY: Routledge.

Bougeard, A.M. and Watkins, B. (2019) 'Transitions of care in the perioperative period - a review', *Clinical Medicine,*19(6), pp. 446-449.

Conway, N., Ong, P., Bowers, M. and Grimmnett, N. (2013) *Operating Department Practice. Clinical Pocket Reference.* 2nd edn. Oxford: Pennant Health Publishing.

Coward, M. (2018a) 'Encouraging reflection in professional learning', *Nursing Management*, 25(2), pp. 39-42.

Coward, M. (2018b) 'Reflection and personal learning', *Nursing Management*, 25(3), pp. 38-41.

Davrieux, C.F., Palermo, M., Serra, E., Houghton, E.J., Acquafresca, P.A., Finger, C. and Giménez, M.E. (2019) 'Stages and factors of the "perioperative process": Points in common with the aeronautical industry', *ABCD = Brazilian archives of digestive surgery*, 32(1), e1423.

Hughes, S.J. (ed.) (2022) *Oxford Handbook of Perioperative Practice.* 2nd edn. Oxford: Oxford University Press.

Joyce, P. (2014) 'Reflection for Operating Department Practitioners' in Abbott, H. and Booth, H. (eds.) *Foundations for Operating Department Practice: Essential theory for practice.* Berkshire, England: Open University Press | McGraw-Hill.

Kenawy, D. and Schwartz, D. (2018) 'An evaluation of perioperative communication in the operating room', *Journal of Perioperative Practice*, 28(10), pp. 267-272.

Pears, R. and Sheilds, G. (2019) *Cite them right: The essential referencing guide.* 11th edn. London, England: Red Globe Press.

Roche, F. (2016) 'Human factors and non-technical skills: Teamwork', *Journal of Perioperative Practice*, 26(12), pp. 285-288.

Russ, A.L., Fairbanks, R.J., Karsh, B.T., Militello, L.G., Salem, J.J. and Wears, R.L. (2013) 'The science of human factors separating fact from fiction', *BMJ Quality & Safety*, 22(1), pp. 802-808.

Wilson, R. (2012) 'Legal, Ethical and Professional Concepts within the Operating Department', J*ournal of Perioerative Practice*, 22(3), pp. 81-85.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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:

In line with the Academic Engagement and Attendance Procedure, students are defined as academically engaged if they are regularly engaged with timetabling teaching sessions, course - related resources including those in the Library and Virtual Learning Environment (VLE)- where appropriate. Assessments are to be completed in a timely manner. Please refer to the https://www.uws.ac.uk/currentstudents/supporting-your-studies/your-rights-responsibilities/student-policies/. For the purpose of this module, academic engagement equates to the following: Engaging with the Virtual Learning Environment

by week 3 of the term. Engagement with the assessment between weeks 7 and 12 of the term. Attendance at synchronous tutorials where appropriate.

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.

(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 Nurisng, Health and Community
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Nurisng & ODP Programmes
Moderator	Anne Marie Craig
External Examiner	R Evans
Accreditation Details	HCPC
Changes/Version Number	V1

Assessment: (also refer to Assessment Outcomes Grids below)
Formative Assessment Students will submit 300 words of Summative Assessement to obtain feedback. Furthermore, students will engage with multiple activities for the purposes of formative feedback.
Summative Assessment – Essay Student will be required to submit a 2,500 word essay which draws upon credible and relevant evidence to succinctly describe the role of the ODP in maintaining safety during perioperative care in alignment with HCPC (2023) Standards of Proficnecy. 100% weighting. Students are required to achieve a minimum of 40% in order to pass the module
(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓	✓	✓	✓	100%	0

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)