



Module Descriptor

Title	The ODP Profession		
Session	2025/26	Status	Published
Code	NURS07038	SCQF Level	7
Credit Points	30	ECTS (European Credit Transfer Scheme)	15
School	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. The importance of delivering care compassionately will be explored and students will be encouraged to consider their ODP role, personal and professional development, selfawareness and decision-making skills.

During this module students will explore their personal values and how these relate to the 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	On-Campus¹ <input type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input checked="" type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr	<input type="checkbox"/> Lanarkshire	<input checked="" type="checkbox"/> Online / Distance Learning	

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

	<input type="checkbox"/> Dumfries		<input type="checkbox"/> London <input type="checkbox"/> Paisley		<input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
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)	<p>SCQF 7</p> <p>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.</p> <p>Demonstrating an understanding of the social, political, cultural and ecological factors that directly influence the health and well-being of individuals across the lifespan.</p> <p>Evaluating the impact of government/professional policies and research which impacts on the ODP profession, care planning and delivery</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 7</p> <p>Demonstrating an understanding of the professional context and role requirements in which ODP practice is delivered.</p>
Generic Cognitive skills	<p>SCQF 7</p> <p>Using problem solving skills to interpret research/evidence.</p>
Communication, ICT and Numeracy Skills	<p>SCQF 7</p> <p>Demonstrating information literacy and the ability to search, interpret, extract and present information that informs ODP and healthcare practice and professional development.</p> <p>Using a variety of communication tools to accurately record and share information, knowledge and understanding of health care needs.</p> <p>Developing a range of communication and interpersonal skills to support the delivery of compassionate and safe care.</p>

	Using the developing knowledge and understanding of advocacy within care delivery
Autonomy, Accountability and Working with Others	<p>SCQF 7</p> <p>Reflecting and evaluating one's own limitations, personal values and beliefs in relation to professional practice.</p> <p>Demonstrating personal accountability for and evaluates own personal development plan by maintaining a reflective portfolio.</p>

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

Learning and Teaching	
<p>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.</p> <p>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.</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(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
n/a	
n/a	
TOTAL	300

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Abbott, H. and Booth, H. (2014) Foundations for Operating Practice: Essential Theory for Practice, McGrawHill Education (UK).</p> <p>CODP (2009) Student Standards of Professional Behaviour. London College of Operating Department Practitioners.</p> <p>Conway, N., Ong, P., Bowers, M. and Grimmnett, N. (2013) Operating Department Practice. Clinical Pocket Reference. 2nd end. Oxford: Pennant Health Publishing.</p>

Flin, R. and Mitchell, L. (2012) Safer Surgery: Analysing behaviour in the Operating Theatre. Ashgate Publishing.

Gottwald, M. and Lansdone, G. (2014) Clinical Governance: Improving the quality of healthcare for patients and service users. Open University Press.

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> (Accessed: 11 March 2022).

Jasper, M. (2013) Beginning Reflective Practice. 2nd edn. London: Nelson Thornes.

Pears, R. (2019) Cite them right: the essential referencing guide. Available:
<https://www.vlebooks.com/Product/Index/2025007?page=0> (Accessed: 11 March 2022).

Wicker, P. and O'Neill, J. (2011) Caring for the Perioperative Patient. 2nd edn.

(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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	Anne Marie Craig
External Examiner	R Evans
Accreditation Details	HCPC
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1.0

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Assessment 1 – 2500 word essay.

Minimum pass mark: 40%. 100% weighting.

Assessment 2

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
Essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	0 hours

Change Control

What	When	Who