Module Descriptor

Title	Introduction to Operating Department Practice		
Session	2026/27	**Status**	Published
Code	NURS07047	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Kelly Porteous		

Summary of Module

This theory-based module aims to enable the apprentice to recognise and understand the role and responsibilities of the Operating Department Practitioner in relation to caring for individuals with a person-centred approach within a multidisciplinary perioperative environment. Apprentices will consider their role in assisting and supporting the multidisciplinary team to provide high quality, evidence-based care.

During this module apprentices will explore their values and how these relate to the Health and Care Professions Council (HCPC) (2023) Standards and Proficiencies for Operating Department Practitioners and HCPC (2024) Standards of Conduct, Performance and Ethics. They will develop an understanding of the legal, professional and ethical frameworks upon which practice is based. Apprentices will have the opportunity to explore the role of the Operating Department Practitioners 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. Apprentice's will consider the relationship between effective inter-personal communication and the provision of quality care.

The graduate attributes gained include becoming knowledgeable and ethically minded.

Module Delivery Method	**On-Campus**[1]	**Hybrid**[2]	**Online**[3]	**Work -Based Learning**[4]
	☐	☐	☒	☐

[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

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	Recognises the legal, ethical, professional and personal frameworks which are relevant to Operating Department Practice profession.
L2	Describes appropriate communication skills to promote effective perioperative care.
L3	Develop awareness in evaluating research and other evidence to inform practice.
L4	
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** Knowledge and understanding of principles and theories that support professional Operating Department Practice to support patient care in a variety of perioperative settings.
Practice: Applied Knowledge and Understanding	**SCQF 7** Demonstrate an understanding of the professional context and role requirements in which Operating Department Practice is delivered.
Generic Cognitive skills	**SCQF 7** Application of knowledge of standards relevant to Operating Department Practitioners.
Communication, ICT and Numeracy Skills	**SCQF 7** Engaging with a range of technologies to enhance independent learning. Developing a range of communication and interpersonal skills to support the delivery of compassionate and safe care. Using the developing knowledge and understanding of advocacy within care delivery.
Autonomy, Accountability and Working with Others	**SCQF 7** Recognise professional and ethical issues arising from module content.

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. Apprentices will practice in a variety of perioperative contexts and will be supported by a Practice Educator. Apprentices will gain knowledge from all members of the interprofessional team as well as service users. Apprentices 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)
Tutorial / Synchronous Support Activity	10
Personal Development Plan	6
Asynchronous Class Activity	20
Independent Study	164
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Abbott, H. and Booth, H. (2024) Foundations for Operating Department Practice: Essential Theory for Practice. 2nd edn. Berkshire, England: Open University Press. https://uws-uk.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=17086149790003931&institutionId=3931&customerId=3930 (Accessed: 7 February 2025).

Bougeard, A.M. and Watkins, B. (2019) 'Transitions of care in the perioperative period - a review', Clinical Medicine,19(6), pp. 446-449. Available at: https://doi.org/10.7861%2Fclinmed.2019.0235 (Accessed: 7 February 2025).

Health and Care Professions Council (HCPC) (2023) Standards of Proficiency for Operating Department Practitioners. Available at: https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-proficiency---operating-department-practitioners.pdf (Accessed: 7 February 2025).

Hughes, S.J. (ed.) (2023) Oxford Handbook of Perioperative Practice. 2nd edn. Oxford: Oxford University Press.

Kenawy, D. and Schwartz, D. (2018) 'An evaluation of perioperative communication in the operating room', Journal of Perioperative Practice, 28(10), pp. 267-272. Available at: https://doi.org/10.1177/1750458918780154 (Accessed: 7 February 2025).

Pears, R. and Shields, G. (2019) Cite them right: The essential referencing guide. 11th edn. London, England: Red Globe Press. Available at: https://uws-uk.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&pack

age_service_id=17086149770003931&institutionId=3931&customerId=3930 (Accessed: 7 February 2025).

Wilson, R. (2012) 'Legal, Ethical and Professional Concepts within the Operating Department', Journal of Perioperative Practice, 22(3), pp. 81-85. Available at: https://doi.org/10.1177/175045891202200301 (Accessed: 7 February 2025).

(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Apprentice's will engage with the module by attending all scheduled synchronous tutorials and participating with all delivered elements of their programme of study. Students 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 andlearning 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	Jonathan Johnston
External Examiner	R Evans
Accreditation Details	HCPC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Summative Assessment - 2,500 word written essay. Apprentice will be required to submit an essay which draws upon credible and relevant evidence to succinctly describe the role of the Operating Department Practitioner in communicating with patients and the multidisciplinary team to maintain safety during perioperative care in alignment with HCPC (2023) Standards of Proficiency for Operating Department Practitioners. 100% weighting. 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	☒	☒	☒	☐	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who