

Session: 2022/23

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Title of Module: Applied Practice & PDP 2			
Code: NURS08053	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 60	ECTS: 30 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Kirsty Ferrie		

Summary of Module	
<p>This is a work based module designed to facilitate the student's understanding of values based practice and to demonstrate the development of competencies required to deliver safe, person-centred care to individuals within a range of perioperative contexts . This module is intended to allow the learner to further 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 to demonstrate the interrelationship of their theoretical learning to practice.</p> <ul style="list-style-type: none"> • The student will also undertake a range of activities within their workplace/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. • The main purpose of this module is to encourage accountability, safe patientcentred care and competence. • Module content reflects current HCPC Standards of proficiency (2014) and CODP Proficiencies (Level 6). • On completion of the module the student will be able to demonstrate working at 'Independent' level (Bondy,1983). • The module content reflects current theory, research and skills required for registration as an ODP. It will encourage the student towards delivering independent, evidence-based practice and to utilise critical thinking skills. • Graduate attributes gained during this module include working to recognise the characteristics and features of becoming autonomous, and motivation/ambition, as you move to becoming an independent practitioner. 	

Module Delivery Method					
Face-ToFace	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
✓	✓	✓

Learning Outcomes: (maximum of 5 statements)

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

L1. Demonstrate achievement of all Standards of proficiency - operating department practitioners (HCPC, 2014).

L2. Apply a range of assessment and problem solving skills to the care of individuals, across the lifespan, in a range of perioperative settings.

L3. Critically reflect on the effectiveness of the care delivered within an multiprofessional surgical team.

L4. Demonstrate a critical understanding of the healthcare needs that affect individuals and their families/carers, within perioperative settings.

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 8. Demonstrating a broad knowledge and understanding of the scope of practice including skills and knowledge.</p> <p>Demonstrating knowledge and understanding of key research and apply this to clinical practice in a perioperative setting.</p> <p>Applying the main theories of reflection and utilising this in the evaluation of clinical practice.</p>	
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8. Using a range of interpersonal skills.</p> <p>Developing enquiry and problem solving skills which relate to professional Operating Department Practice.</p>	
Generic Cognitive skills	<p>SCQF Level 8. Demonstrating knowledge and understanding of the scope of professional practice.</p> <p>Developing and actively participating with the skills required for problem solving and decision making that underpin ODP practice.</p> <p>Reflecting and evaluating evidence based solutions to care in the perioperative setting.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 8. Demonstrating effective communication skills which underpin safe, person-centred care.</p> <p>Demonstrating and evaluating the use of numerical skills across a range of practices.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 8. Demonstrating autonomy and initiative across a range of practices in ODP practice.</p> <p>Demonstrating initiative in application of person centred assessment of need.</p> <p>Dealing with ethical and professional issues in accordance with the HCPC 'Guidance on Conduct and Ethics for Students' (2016).</p>	
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	
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 inter-professional 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 (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Personal Development Plan	24
Work Based Learning/Placement	576
	600 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>AFPP (2007) Standards and recommendations for safe perioperative practice. Association of Peri-operative practice.</p> <p>CODP (2018) Curriculum Document College of Operating Department Practitioners.</p> <p>CODP (2009) Student Standards of Professional Behaviour. London College of Operating Department Practitioners.</p> <p>Gottwald, M. and Lansdone, G. (2014) Clinical Governance: Improving the quality of healthcare for patients and service users. Open University Press.</p> <p>Haller, G. (2010). Patient Safety Indicators in Anaesthesia. Lambert Academic Publishing.</p> <p>HCPC (2014) Standards of Proficiency Health Professions Council. London.</p> <p>Henwood, S. (2014) Practical Leadership in Nursing and Health Care. A multi professional approach. CRC press.</p> <p>Leeper, D. and Whitaker, I. (2010) Postoperative Complications (Oxford Specialist Handbooks). Oxford Medical Publications.</p> <p>Northouse, P. (2012) Leadership: Theory and Practice. (6th ed.) Sage publications. London.</p> <p>Pears, R. (2019) Cite them right: the essential referencing guide. Available: https://www.vlebooks.com/Product/Index/2025007?page=0 [Accessed: 10 March 2022].</p> <p>Pearse, M., Holt, P. and Grocott M. (2011) Managing perioperative risk in patients undergoing elective non-cardiac surgery. British Journal of Medicine, vol. 343, pp. 734-739.</p> <p>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]</p>	

(**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.

Supplemental Information

Programme Board	Adult Nursing & Healthcare
Assessment Results (Pass/Fail)	No
Subject Panel	Nursing & ODP Programmes
Moderator	Stephen Mullan
External Examiner	R Evans
Accreditation Details	HCPC
Version Number	1.06

Assessment: (also refer to Assessment Outcomes Grids below)

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 'Independent' (Bondy,1983) to demonstrate evidence of achievement of the HCPC Standards of proficiency - Operating department practitioners (2014). To achieve module credit students must achieve a pass grade in practice placement assessment.

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

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

Footnotes

- A. Referred to within Assessment Section above
 B. Identified in the Learning Outcome Section above

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) (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)