



Module Descriptor

Title	Applied Practice & PDP2		
Session	2024/25	Status	
Code	NURS08053	SCQF Level	8
Credit Points	60	ECTS (European Credit Transfer Scheme)	30
School	Health and Life Sciences		
Module Co-ordinator	K 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 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.

- 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 patient centred care and competence.
- Module content reflects current HCPC Standards of proficiency (2014) and CDDP 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	On-Campus¹ <input type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input checked="" type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input 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 checked="" type="checkbox"/>	Term 2 – Term 3 <input checked="" type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
L1	Demonstrate achievement of all Standards of proficiency - operating department practitioners (HCPC, 2023).
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.
L5	N/A

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 8</p> <p>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>

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	<p>SCQF 8</p> <p>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 8</p> <p>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 8</p> <p>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 8</p> <p>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>

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.</p> <p>Students will gain knowledge from all members of the inter-professional team as well as service users.</p> <p>Student's learning will also be supported with online materials and academic support sessions.</p>	
<p>Learning Activities</p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours</p> <p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Personal Development Plan	24

Work-based Learning	576
Please select	
Please select	
Please select	
Please select	
TOTAL	600

Indicative Resources

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

- CODP (2018) Curriculum Document College of Operating Department Practitioners.
- CODP (2009) Student Standards of Professional Behaviour. London College of Operating Department Practitioners.
- Gottwald, M. and Lansdone, G. (2014) Clinical Governance: Improving the quality of healthcare for patients and service users. Open University Press.
- Haller, G. (2010). Patient Safety Indicators in Anaesthesia. Lambert Academic Publishing.
- HCPC (2014) Standards of Proficiency Health Professions Council. London.
- Henwood, S. (2014) Practical Leadership in Nursing and Health Care. A multi professional approach. CRC press.
- Leeper, D. and Whitaker, I. (2010) Postoperative Complications (Oxford Specialist Handbooks). Oxford Medical Publications.
- Northouse, P. (2012) Leadership: Theory and Practice. (6th ed.) Sage publications. London.
- Pears, R. (2019) Cite them right: the essential referencing guide. Available: <https://www.vlebooks.com/Product/Index/2025007?page=0> [Accessed: 10 March 2022].
- 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.
- 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. 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 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 Programmes
Moderator	S Mullay
External Examiner	R Evans
Accreditation Details	Health and Care Professions Council
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1.07

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Class test (written) - Online 2-hour Multiple Choice Quiz (MCQ)

Assessment 2

Placement Handbook

Assessment 3

n/a

(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)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	2

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Placement Handbook	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	0

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%	2 hours

Change Control

What	When	Who