Module Descriptor

Title	Intermediate Scrub Practice		
Session	2026/27	**Status**	Published
Code	NURS08065	**SCQF Level**	8
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Health and Life Sciences**		
Module Co-ordinator	Claire Bryson		

Summary of Module

This is a work-based module designed to enhance the student's understanding of values-based practice and to demonstrate the development of skill competencies required to deliver safe, person-centred care to individuals within the perioperative context.

Linking with the Occupational Profile, the student will maintain a continuous portfolio of scrub/circulating practice which will comprise module related reflective activities and recording of skills attainment to demonstrate the interrelationship of their theoretical learning to practice. Learners will also undertake a range of intermediate scrub/circulating activities within their work placement under the supervision of their named Practice Educator to evidence ongoing attainment of the Standards of Proficiency for Operating Department Practitioners (HCPC, 2023). Evidence of completion of the required skill competencies, and progression through the Occupational Profile, will be provided by the student through the completion of a portfolio and assessment in practice.

Students will also explore theory topics such as clinical specimen collection, tissue handling and laser and x-ray safety, relating these topics to clinical practice to consolidate learning.

The graduate attributes gained in this module include becoming analytical, knowledgeable and ambitious.

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	Demonstrate evidence of ongoing achievement of Occupational Profile.
L2	Demonstrate an ability to perform a range of scrub/circulating skills to ensure the delivery of safe and effective evidenced-based care.
L3	Apply appropriate professional attitudes, values and behaviours to achieve effective communication with service users and the multi-disciplinary team.
L4	Demonstrates appropriate knowledge and understanding of the underpinning theory of scrub and circulating care.
L5	Demonstrate a critical understanding of the healthcare needs that affect service users 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)	**SCQF 8** Implementing values-based, person-centred care for people of all ages. Increasing knowledge of the role of the Operating Department Practitioner that is informed by evidence. Recognising the professional, ethical and legal frameworks underpinning Operating Department Practice. Using reflection to evaluate and inform clinical practice.
Practice: Applied Knowledge and Understanding	**SCQF 8** Under supervision, working within the professional, ethical and legal frameworks underpinning perioperative practice. Practising collaborative working within the perioperative environment during work placement. Utilising a range of interpersonal skills.
Generic Cognitive skills	**SCQF 8** Demonstrating knowledge and understanding of the scope of professional practice. Employing problem-solving and decision-making skills. Reflecting on and evaluating evidence-based solutions to care in the perioperative context.

Communication, ICT and Numeracy Skills	**SCQF 8** Utilising a range of verbal, non-verbal and written communication skills. Demonstrating effective listening skills, empathy and respect for service users and colleagues. Comprehending the information and ideas discussed within the module in a logical form.
Autonomy, Accountability and Working with Others	**SCQF 8** Working within the professional, ethical and legal frameworks underpinning operating department practice. Demonstrating initiative in the application of person-centred assessment. Developing autonomous practice in the role of the Operating Department Practitioner while acknowledging limitations of knowledge and competence.

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	36
Work-based Learning	198
Personal Development Plan	6
Independent Study	60
n/a	
n/a	
TOTAL	300

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 Practice: Essential Theory for Practice. 2nd edition. Maidenhead, Berkshire: Open University Press

Health and Care Professions Council (2023) Standards of Proficiency for Operating Department Practitioners. Available: https://www.hcpc-uk.org/standards/standards-of-proficiency/operating-department-practitioners/ (Accessed: 5 February 2024).

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

Moutrey, S. (2017) The Fundamentals of Surgical Instruments: A Practical Guide to their Recognition, Use and Care. Shrewsbury, England: TFM Publishing Limited.

Pollard, B. and Kitchen, G. (2017) Handbook of Clinical Anaesthesia. 4th edition. CRC Press.

Rothrock, J.C. (2022) Alexander's Care of the Patient in Surgery. 17th edition. Elsevier Health Sciences.

UWS (2023) Referencing at UWS. Available: https://uws-uk.libguides.com/referencing (Accessed: 06 March 2024).

World Health Organization (2009) Safe Surgery Saves Lives. WHO: Geneva.

(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:

Apprentics 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	☐ **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	Carol Russell
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
Assessment 1 – Review/article/critique/paper - Evidence-Based Discussion Students will be required to engage in an evidence-based discussion demonstrating their knowledge and understanding in scrub and / or circulating topics / practice. Minimum pass mark: 40%. 100% weighting
Assessment 2
Assessment 2 – Work-Based Assessment Apprentices will evidence achievement of a range of clinical skill competencies outlined within a Practice Learning Experience Handbook. 0% weighting.
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
Review/ Article/ Critique/ Paper	☐	☐	☐	☐	☒	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Performance/ Studio work/ Placement/ WBL/ WRL assessment	☒	☒	☒	☒	☐	0	0

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