Module Descriptor

Title	Introduction to Anaesthesia and Post Anaesthesia Practice		
Session	2026/27	**Status**	Published
Code	NURS07050	**SCQF Level**	7
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Health and Life Sciences**		
Module Co-ordinator	Kirsty Ferrie		

Summary of Module

This work-based module aims to develop the apprentice'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 apprentice will maintain a continuous portfolio of anaesthetic and post-anaesthetic practice which will comprise module related reflective activities and recording of skills attainment to demonstrate the interrelationship of their theoretical learning to practice. Apprentices will also undertake a range of anaesthetic and post-anaesthetic activities within their work placement under the direct 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 apprentice through assessment in practice.

Apprentices will also explore theory topics such as patient assessment, anaesthetic equipment and machinery and patient safety, relating these topics to clinical practice to consolidate learning.

The graduate attributes gained in this module include becoming ethically minded, an effective communicator and collaborative as you work within a team setting.

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 anaesthetic and post-anaesthetic 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 anaesthetic and post-anaesthetic care.
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** Appreciating the importance of values-based, person-centred care for people of all ages. Developing a broad 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.
Practice: Applied Knowledge and Understanding	**SCQF 7** Developing the ability to work within the professional, ethical and legal frameworks underpinning perioperative practice. Gaining insight of the perioperative environment during work placement.
Generic Cognitive skills	**SCQF 7** Developing self-awareness and reflection to clarify personal values and beliefs that may affect care. Developing self-confidence and self-awareness of strengths to enhance employability.
Communication, ICT and Numeracy Skills	**SCQF 7** Developing 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. Utilise a range of digital technologies and systems to achieve your study, work, and life goals.
Autonomy, Accountability and Working with Others	**SCQF 7** Working within the professional, ethical and legal frameworks underpinning operating department practice. Developing an understanding of the autonomous 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. This is a long thin module spanning 2 trimesters.	
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 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&pack

age_service_id=17086149790003931&institutionId=3931&customerId=3930 (Accessed: 3 April 2024).

Craig, A. and Hatfield, A. (2020) The Complete Recovery Room Book. 6th edition. Oxford: Oxford University Press. Available at: https://uws-uk.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=17086149640003931&institutionId=3931&customerId=3930 (Accessed: 3 April 2024).

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.

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. Available at: https://uws-uk.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=17086149650003931&institutionId=3931&customerId=3930 (Accessed: 3 April 2024).

World Health Organization (2009) Safe Surgery Saves Lives. WHO: Geneva. Available at: https://iris.who.int/bitstream/handle/10665/44185/9789241598552_eng.pdf?sequence=1 (Accessed: 3 April 2024).

(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	Jana Martin
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 – Class test (written) - Online 1-Hour Multiple-Choice Quiz (MCQ) Apprentices will be required to sit a 1-hour online multiple-choice question exam on anaesthetic and post-anaesthetic topics. 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**
Class test (written)	☐	☐	☐	☒	☐	100	1

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%	1 hours

Change Control

What	**When**	**Who**