Module Descriptor

Title	Holistic Perioperative Care		
Session	2026/27	**Status**	Published
Code	NURS08063	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Martin Murray		

Summary of Module

This theory-based module aims to develop interpersonal skills and enhance students abilities to provide values based person-centred care. This module is supported by a strong foundation of contemporary Public Policy relating to health and social care across the lifespan, including protecting vulnerable groups and dementia. The value of professional, legal and ethical principles and frameworks in protection of vulnerable people is highlighted throughout.

Caring for a range of age groups and illnesses e.g. those experiencing dementia, learning disabilities, various vulnerabilities and children within the perioperative environment. This module will also focus on the engagement with research in evidence-based practice and principles of quality improvement.

The graduate attributes gained include skills in social responsibility, ethical mindfulness and resilience, as you come to understand the health challenges across the age span.

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☐	**Online**[3] ☒	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

[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

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 an understanding of the factors which influence human development across the lifespan.
L2	Demonstrate an understanding of the appropriate care for people who are vulnerable utilising a holistic, person-centred approach.
L3	Understand risk, health inequalities and resilience factors which may impact patients health outcomes.
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 8** Demonstrating an understanding of the influencing factors which lead to the development of vulnerability. Demonstrate a knowledge of the needs of vulnerable people utilising a holistic approach. Demonstrate an understanding of the professional, ethical and legal considerations in the context of vulnerability. Demonstrate a knowledge and understanding of relevant literature including policy and research in relation to vulnerability.
Practice: Applied Knowledge and Understanding	**SCQF 8** Discuss the use of a range of skills, techniques and practices suitable for dealing effectively with a range of people who are vulnerable. Utilised a range of interpersonal skills.
Generic Cognitive skills	**SCQF 8** Undertaking critical evaluation of ideas, concepts, information and issues relating to vulnerability. Applying critical discussion of the literature in relation to professional, ethical and legal issues and recognise the implications for practice. Critically discussing the concepts of resilience and holistic care across the lifespan. Evaluating evidence-based approaches within perioperative care.
Communication, ICT and Numeracy Skills	**SCQF 8** Utilise a range of verbal, non-verbal and written communication skills. Using a range of ICT methods to obtain data.

Autonomy, Accountability and Working with Others	**SCQF 8** Demonstrating knowledge of a wide range of professional, ethical and legal considerations which inform caring for people who are vulnerable. Demonstrating knowledge and work in accordance with professional conduct requirements and professional guidance. Demonstrate initiative in the application of person-centred care.

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: Arakelian, E., Swenne, C.L., Lindberg, S., Rudolfsson, G. and Vogelsang, A.C. (2017) 'The meaning of person-centres care in the perioperative nursing context from the patient's perspective - an integrative review', Journal of Clinical Nursing, 26(17-18), pp. 2527-2544. https://doi.org/10.1111/jocn.13639 (Accessed: 5 February 2024). Cardoso-Moreno, M. J. and Tomás-Aragones, L. (2017) 'The influence of perceived family support on post surgery recovery', Psychology, Health & Medicine, 22(1), pp. 121-128, https://doi.org/10.1080/13548506.2016.1153680 (Accessed: 5 February 2024). Drayer, N.J., Wallace, C.S., Yu, H.H., Mansfield, T.D., Cummings, D.L., Hood, D.K., Arrington, E.D. and Kang, D.G. (2020) 'High resiliency linked to short-term patient reported outcomes

and return to duty following arthroscopic knee surgery', Military Medicine, 185(1-2), pp. 112–116, https://doi.org/10.1093/milmed/usz180 (Accessed: 5 February 2024).

Li, Y., Wang, K., Yin, Y., Li, Y. and Li, S. (2019) 'Relationships between family resilience, breast cancer survivors' individual resilience and care giver burden. A cross sectional study', International Journal of Nursing Studies. 88, pp. 79-84. Available at: https://doi.org/10.1016/j.ijnurstu.2018.08.011 (Accessed: 5 February 2024).

Orenstein, G.A. and Lewis, L. (2020) Eriksons stages of psychosocia development. Treasure Island: StatPearls. Available at: https://www.ncbi.nlm.nih.gov/books/NBK556096/ (Accessed: 10 November 2023).

Sigelman, C. and Rider, E. (2012) Life-Span Human Development. 7th edn. London: Thomson Wadsworth.

White, K. (2009) An Introduction to the Sociology of Health and Illness. 2nd edn. London: Sage.

(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:

For the purposes of this module, 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	☐ **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	Fiona Smith
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
Formative Assessment Students will engage in a number of activities for the purpose of reflective practice and formative feedback. This includes completion of discussion boards and quizzes within the Aula platform asynchronously. Summative Assessment – 3,000-word Written Assignment Students are required to submit an essay which focuses on an individual who may considered vulnerable with reference to influencing factors and evidence-based care. 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