Module Descriptor

Title	Research in Perioperative Practice		
Session	2026/27	**Status**	Published
Code	NURS09238	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Murray Sherriff-Short		

Summary of Module

This theory-based module aims to identify and explore an aspect of research in contemporary perioperative practice. The apprentice will have the opportunity to choose an area of interest and will undertake independent study to critique the literature on the subject. The theoretical underpinning for this module will enable the apprentice to develop their skills of critical appraisal and explore the main theories, research paradigms and methodologies used in perioperative care.

This module enables apprentices to develop and advance the skills for independent enquiry, critique, appraisal and the ability to synthesise complex information.

The graduate attributes gained include critical thinker, analytical, inquiring and research-minded.

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	Evaluate research literature relevant to perioperative practice. (remove theories and methodologies).
L2	Demonstrate knowledge and understanding of research appraisal tools to critique research.
L3	Critically discuss the research in context of evidence-based perioperative practice.
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 9** Demonstrate knowledge and understanding of research and quality improvement methodologies to conceptualise a contemporary topic in perioperative practice. Understanding of the main theoretical approaches used in research. A detailed knowledge and understanding of the moral, ethical and professional considerations associated with research and improvement methods. An in-depth understanding of the research process and or improvement process.
Practice: Applied Knowledge and Understanding	**SCQF 9** Utilising literature search strategies and appraisal skills to critically evaluate the evidence base of the chosen topic, including the implications of the findings for practice. Synthesising complex information and communicate this in academic terms. Applying knowledge from a variety of sources to explore the challenges and complexities linked to the chosen research.
Generic Cognitive skills	**SCQF 9** Analysing and synthesising complex concepts. Critically discussing the application of evidence to practice.
Communication, ICT and Numeracy Skills	**SCQF 9** Using ICT and digital information technologies to source, extract, describe and analyse health data in multiple contexts.
Autonomy, Accountability	**SCQF 9** Organising and managing work within defined timelines.

and Working with Others	

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. Apprentice'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** (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:

Aveyard, H. (2018) Doing a literature review in health and social care. 4th edn. Open University Press. Available at: https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=466443&site=ehost-live (Accessed: 3 April 2024).

Gottwald, M. and Lansdone, G. (2021) Clinical Governance: Improving the Quality of Healthcare for Patients and Service Users. 2nd edition. McGraw-Hill Education. Available at: https://uws-uk.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=17086149480003931&institutionId=3931&customerId=3930 (Accessed: 3 April 2024).

LoBiondo-Wood, G., Haber, J. and Titler, M.G. (2019) Evidence-Based Practice for Nursing and Healthcare Quality Improvement. Elsevier. Available at: https://uws-uk.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&pack

age_service_id=17086149470003931&institutionId=3931&customerId=3930 (Accessed; 3 April 2024).

Linsley, P., Kane, R. and Barker, J. H. (2019) Evidence Based Practice for Nurses and Healthcare Professionals. London: SAGE Publishing.

Moule, P. (2018) Making sense of research in nursing, health & social care. 6th edn. Los Angeles: SAGE Publishing.

Polgar, A. and Thomas, S.A. (2020) Introduction to Research in Health Sciences. 7th edn. Elsevier. Available at: https://uws-uk.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=17086149450003931&institutionId=3931&customerId=3930 (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:

Apprentices's 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.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code (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 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	Susie Gamble
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
Students will be required to submit a 3500-to-4000-word case-based research analysis with collaborative care plan. 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**
	☐	☐	☐	☐	☐	0	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐	0	0
Combined total for all components						100%	0 hours

Change Control

What	When	Who