Module Descriptor

Title	Leadership in Perioperative Practice		
Session	2026/27	**Status**	Published
Code	NURS09239	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Kelly Porteous		

Summary of Module

This theory-based module aims to develop apprentices' knowledge of the theoretical underpinning of leadership and apply this to contemporary Operating Department Practice using a apprentice-centred approach to learning. Being adept in recognising leadership theories will assist students to develop leadership skills which will enhance inter-professional working.

This module will also explore the nature of leadership inclusive of autonomous practice, self-awareness, emotional intelligence, delegation, managing conflict and the leadership and development of others. Consideration will also be given to preparing apprentices with fundamental knowledge and skills required to develop clinical leadership that will contribute to developing future health services. The application of these skills will developapprentices' confidence in communicating for influence and accountability to deliver positive outcomes. The aim of this module is to prepare the apprentice to become a safe and evidence-based practitioner at the point of registration.

The graduate attributes gained include potential leader, transformational and autonomous.

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

[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

			☐ Paisley		☐ 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 understanding of leadership principles, theories and how these are applied in the perioperative setting.
L2	Critically appraise approaches to leadership within the perioperative environment.
L3	Demonstrate understanding of the qualities, behaviours and benefits of leadership.
L4	Develop skills in setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals and objectives for quality improvement projects within the operating department context.
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** Developing a broad knowledge and understanding of local, national and international leadership strategies/theories. Demonstrate an awareness of their own leadership style and an understanding of how they influence delivery of healthcare. Critically appraise leadership in Operating Department Practice within the boundaries of the module.
Practice: Applied Knowledge and Understanding	**SCQF 9** Apply knowledge from a variety of sources to explore the complexities of leadership within a healthcare environment. Application of relevant theories to the supervision, education and development of junior staff, carers and other stakeholders in perioperative care.
Generic Cognitive skills	**SCQF 9** Use appropriate search strategies to review literature that explores the impact of leadership in the delivery of healthcare. Undertake critical analysis, evaluation and synthesis of principles of professional practice, leadership, development of self and others. Uses a range of resources to reflect on the complexities of leadership and evaluate responses to make safe informed, evidence-based care management decisions within the scope of the module.
Communication, ICT and Numeracy Skills	**SCQF 9** Critically discuss safe and effective professional communication with multidisciplinary teams.

	Use a range of digital resources to enhance learning.
Autonomy, Accountability and Working with Others	**SCQF 9** Organising and managing work within defined timelines.

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: Barr, J. and Dowding, L. (2019) Leadership in Health Care, 4th edn. London: SAGE. Available at: https://uk.sagepub.com/en-gb/eur/leadership-in-health-care/book261742#contents (Accessed: 5 February 2024). Bennett, L., Ryan, S. and Walker, L. (2018) 'Building an effective and efficient theatre team and harnessing its power', Journal of Perioperative Practice, 28(5), pp.123-127. Available at: https://doi.org/10.1177/1750458918767567 (Accessed: 3 April 2024) Donnelly, T. (2017) 'Leadership: briefing and debriefing in the operating room', Journal of Perioperative Practice, 27(7&8), pp.154-157. Available at: https://doi.org/10.1177/1750458917027007-802 (Accessed: 3 April 2024).

Gopee, N. and Galloway, J. (2017) Leadership and Management in Healthcare. 3rd edn. London: SAGE Publishing.

Henwood, S. (ed.) (2014) Practical Leadership in Nursing and Health Care: A multi-professional approach. Florida: CRC Press. Available at: https://uws-uk.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=17086149380003931&institutionId=3931&customerId=3930 (Accessed:" 3 April 2024).

Kumar, R.D.C. and Khiljee, N. (2016) 'Leadership in healthcare', Anaesthesia & Intensive Care Medicine, 17(1), pp. 63-65. Available at: https://doi.org/10.1016/j.mpaic.2015.10.012 (Accessed: 3 April 2024).

Melnyk, B.M. and Raderstorf, T. (2021) Evidence-Based Leadership, Innovation, and Entrepreneurship in Nursing and Healthcare: A Practice Guide to Success. New York: Springer Publishing Company, LLC. Available at: https://uws-uk.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=17086149360003931&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:

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	Anne Marie Craig
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
Summative Assessment – Essay - Quality Improvement Protocol Apprentice will be required to submit a Quality Improvement Protocol for an area of contemporary perioperative practice. 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