



Edge Hill
University

FACULTY OF HEALTH, SOCIAL CARE AND MEDICINE
Department of Allied Health Professions
School of Nursing, Midwifery and Allied Health Professions

Student Intake: September 2019
Ormskirk Campus

Module Handbook
HEA 3183
Management of the Patient in Anaesthetic Settings

Module Leader

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Note: Your timetable and reading list for the module is available in Blackboard.

INTRODUCTION

Welcome to module HEA 3183 Management of the Patient in Anaesthetic Settings.

On successful completion of all the elements within the module, you will be awarded 30 credits at Level 6.

This module has been developed in order to facilitate the development of knowledge, skills and underlying principles of safe and effective anaesthetic practice. It is designed to be inter-professional and is directed at practitioners working in the operating theatre participating in anaesthetic care.

There are two specific groups of students who would access this module:

- The newly qualified nurse who needs to build on their skill and evidence base to underpin practice.
- The qualified practitioner who although has a breadth of practical experience has limited academic qualification or specific experience to support their practice.

Module content is selected and designed to meet the knowledge and skills required to practice anaesthetic care across a broad range of surgical specialties.

Throughout the module I will be your module leader and my contact details are listed on this handbook cover. If you wish to arrange a tutorial outside the timetabled support, please contact me to arrange an appointment. This will ensure that I am available to see you and will prevent a wasted journey for yourself.

This module handbook should be read in conjunction with your **Undergraduate Student Handbook** available on the Edge Hill website, which details important information regarding confidentiality, academic rules, regulations and support.

On behalf of all the staff within the Faculty of Health and Social Care, I would like to offer you a warm welcome, I hope that you enjoy this module and wish you every success.

Kevin Henshaw
Module Leader

BLENDED LEARNING

This module uses a blended approach to teaching and learning. There are ten classroom sessions (learning units) and an introductory session, identified in your timetable. These learning units will all be simultaneously delivered online. There will also be two optional group tutorials designed to assist with assignment preparation. The whole module is supported by BlackBoard 9.1 (Learning Edge), which is an online area containing all the classroom materials and the online activities. Supplementary online learning units are also provided via BlackBoard in respect of students' diverse learning needs and stage of development. In addition, BlackBoard links to relevant module materials available on the internet as well as links to electronic journals and books to provide flexible 24/7 access.

ONLINE LEARNING

The online sessions are identified in your timetable. The whole module is supported by BlackBoard 9.1 (Learning Edge), which is an online area containing all the classroom materials and the online activities. Supplementary online learning units are also provided via BlackBoard in respect of students' diverse learning needs and stage of development. Each session is time-released so it will become available 5 days before it is timetabled for delivery. This will enable you to make a decision on whether to attend the classroom session based on the complexity of the materials and your personal needs. You will then have two weeks to complete that session, the test and the online activity. Feedback from the tutor will be provided online during the following week.

LEARNING OUTCOMES

On successful completion of the module you will be able to:

1. Achieve and apply competencies within the anaesthetic care practitioner's role.
2. Critically examine a range of evidence to determine best practice in anaesthetic care practice.
3. Critically analyse an area of anaesthetic care practice appraising patient care and formulate an achievable action plan.

ASSESSMENT STRATEGY

Formative Assessment

Within this module a range of formal and informal assessment procedures will be employed during the learning process to support you in achieving the learning outcomes and to improve your performance in the summative assessment.

This will include 5 online learning activities per semester that build towards each of the formative and summative essays and multiple choice quizzes by which students can self-assess their learning following each learning unit.

The formative essay is a critical evaluation of your own development as an Anaesthetic Care Practitioner. To evaluate your development you are required to analyse an issue of anaesthetic care from within your hospital/trust, comparing your practice to best evidence and concluding by identifying what skills and/or knowledge you require to develop practice (in your practice area). The purpose of this essay is to prepare the student for the formative assignment task.

To be successful in this assignment it is very important that you participate fully with the online activities. These activities or 'patches' are key building blocks in the construction of your essay.

Formative Essay

Activity 1: Select an issue in your practice area...

What is an issue?

Your first activity asks you to identify a workplace issue. This is something that happens in your workplace that may have an impact on the quality of anaesthetic care you deliver...
...what really annoys you on a daily basis when you are trying your best for your patients?

Activity 2: Decide what best practice is by looking at literature...

What is literature?

The best place to start is the library catalogue and the perioperative journals.

Go to the library catalogue search page, change the search term to (Title) and type in (journal of periop)...

This will take you to the Journal of Perioperative Practice; perform a search for articles concerning your issue. Look at the bibliography for each article - what sources did they use?

- Can you identify best practice?

Activity 3: Analyse what's happening in practice that's preventing best practice...

Having identified best practice...Is your workplace following best practice as described in your literature?

- Is there a policy in your workplace?
 - Is it up to date?
 - Why not?
 - Is it being adhered to?
 - Why not?
 - Is it based on recent evidence?
 - Why? /Why not?

- Are there circumstances that are different to those described in the literature?

Activity 4: Identify the implications of not following best practice...

Implications are costs:

- Cost to organisation
- Cost to staff
- Cost to patient
- Cost to relatives

Costs are not always monetary but may well have a financial impact - consider reputation. You need to demonstrate that this issue requires attention

Activity 5: Evaluate what additional skills and knowledge are required to address issue...

What do you need to know to improve practice?

- Do you need to carry out an audit?
 - Do you need guidance/support
 - Do you need more information
 - Where will you get this information?
- Do you need to review a policy?
 - Do you need guidance/support
 - Do you need more information
 - Where will you get this information?
- Do you need to arrange education/training?
 - Do you need guidance/support
 - Do you need more information
 - Where will you get this information?

Summative Assessment

The summative assessment for this module will be:

Part 1

Practice Assessment

You will provide evidence demonstrating achievement of competencies that apply evidence-based knowledge to the skills developed. This will be assessed in practice by a qualified mentor. You will be required to submit completed assessment documents and a portfolio of underpinning evidence.

This must meet Learning Outcome no 1;
Pass/Fail.

Part 2

Essay

Select an area of anaesthetic care, examine the available literature to determine best practice and use this as a basis to critically analyse patient care in order to form an achievable plan of action for improvement.

3,000 notional words;

This must meet Learning Outcomes no 2 and 3;

100% of the overall module mark

In order to pass the module, all parts of the assessment must be passed 40% or above.

It is essential that you follow the rules on confidentiality as detailed in the Programme Handbook.

Assessment Marking Criteria: Level 6

Award	Percentage	Description
Distinction/ 1st class	90 – 100%	An exceptional answer , which is excellent in every respect, showing deep knowledge and comprehensive understanding of the subject and related theories and concepts. An excellent ability to analyse, synthesise and evaluate in the context of the question. Demonstrates insight, creativity and independent critical thinking. Compelling arguments developed demonstrating originality of thought. Very extensive range of relevant sources used, accurately following the Harvard referencing system, and applied in an insightful way. Excellent presentation, articulate and fluently written.
	80 – 89%	An outstanding answer , which is excellent in almost all respects and clearly focussed on the question. Demonstrates extensive knowledge and understanding of the subject, and related theories and concepts. Clear evidence of excellent analysis, synthesis and evaluation, drawing together ideas and perspectives. Demonstrates insight, critical thinking and some originality. Clear and thoughtful arguments developed. Evidence of extensive relevant reading and study beyond the course content and thorough discussion of sources, accurately following the Harvard referencing system. Very well written, logically structured and excellently presented.
	70 – 79%	An excellent answer in most respects, showing evidence of extensive knowledge and understanding of the subject and related theories and concepts in the context of the question. Very good analysis, synthesis and evaluation. Demonstrates insight, critical thinking and, possibly, originality. Well-structured arguments. Evidence of substantial relevant reading and study beyond the course content accurately following the Harvard referencing system. Very well written, logically structured and well presented.
Merit/ 2nd class 2:1	60 – 69%	A very good answer showing evidence of wide knowledge and understanding of the subject and related theories and concepts in the context of the question. Clear evidence of relevant outside reading and study, correctly following the Harvard referencing system. Good evidence of critical analysis, synthesis and evaluation. Logical arguments developed with ability to draw a balanced judgement, but lacks some of the qualities required for a distinction. May show some insight but lack originality. Well written, logically structured and well presented for the most part.
2:2	50 – 59%	A good answer showing sound knowledge and understanding of the subject and related theories and concepts in the context of the question. Based predominantly on the course content, but with clear evidence of relevant outside reading and study, appropriately following the Harvard referencing system. Sound evidence of developing critical analysis and evaluation, but may display weaknesses in ability to synthesise. Balanced arguments covering the majority of salient points, but not in sufficient depth. Mostly accurate, but may contain occasional errors. Competently written, logically structured and well-presented but may contain minor flaws.
Pass/ 3rd class	40 – 49%	A satisfactory answer showing adequate knowledge and understanding of the subject and related theories and concepts. Meets the assessment outcomes at the threshold level. Evidence of some relevant outside reading, following the Harvard referencing system, but limited in criticality, with occasional tendency to be descriptive. Some errors and omissions may be evident. Basic structure and development evident, but may show weaknesses in clarity, fluency and organisation of material, but mainly focussed on the question.

Award	Percentage	Description
Fail	30 – 39%	A marginal fail showing some knowledge and understanding of the subject, but superficial in depth. Some or all assessment outcomes are not met. Likely to contain errors of understanding and fact. Limited reference to outside reading and lacking analysis and criticality. Unsubstantiated arguments descriptive in nature and some key issues missed. Lacking focus on the question in places. May be poorly expressed, loosely structured, short or incomplete. Work may contain spelling and/or grammatical errors. Unlikely to comply with Harvard referencing.
	20 – 29%	A poor fail demonstrating little knowledge and understanding of the subject, which misinterprets the question. Assessment outcomes are not met. Little reference to outside reading and largely descriptive. Poorly constructed, flawed with errors and misunderstandings. Marginal relevance to the question. Key issues missed. Inadequate presentation and disjointed structure. Unlikely to comply with Harvard referencing.
	1 – 19%	An outright fail , which misinterprets the question or bears no relevance to the question. Assessment outcomes not met. Minimal knowledge displayed with fundamental errors and misunderstandings. Very poor standard of presentation with very poor, to no structure evident. Unlikely to comply with Harvard referencing.
	0	A fail due to a breach in academic protocol: Non-submission, including late submission without relevant permission; following academic malpractice; major breach of confidentiality; following evidence of unsafe/harmful or discriminatory practice.

ASSIGNMENT GUIDANCE

Part 1

Part 1 assesses learning outcome 1. To be successful in achieving learning outcome 1 you must be assessed as competent at level 6 by your mentor. Your mentor will work with you throughout the duration of the module. You and your mentor will plan your assessment in week 1 of the module and identify any areas that may require additional support such as a change of allocation. An example of this is Skills Section 9.7, which requires that you attend and complete Immediate Life Support course at your hospital/trust. This may take some months to arrange and so you must action; plan for this and any other problem areas.

Your mentor will assess you formatively at mid-term (January) and summatively at full-term (May). Before your mentor assesses you; you are required to self-assess (SSA). The purpose of the formative assessment is to identify any outstanding areas of development prior to full-term so this is every bit as important as full-term assessment as this will prevent things from being missed. Your assessor will decide what assessment method(s) are appropriate to each skill section. Your assessor will decide this by looking at the indicators column. In many cases this is self-explanatory e.g. where it says 'Demonstrate....' the assessment method has to be observation (or in some instances simulation). Where this is the case 'Observation' will already be indicated in the methods with a tick-box for ease of use. This will be in caps and bold and is compulsory.

You are also required to provide portfolio evidence of your learning. In most cases this will be generated via workbooks or completed (anonymous) documentation. Again if compulsory this will be in caps and bold and your mentor will simply tick to say they have seen and read the completed workbook. Your mentor may require more evidence and this must be listed.

When you self-assess you will work your way through each skill section indicating competent (6) or Not yet competent (0). There is no need for any other number. You are either competent or not for this assessment. Your mentor will then assess each skill item and indicate their judgement in the same way. Once the formative assessment (mid-term) is complete an action plan should be drawn up indicating how you will work towards competency in ALL skill items.

You are required to submit ALL Practice Assessment Documentation on the day of submission. You are also required to submit portfolio evidence for one skill section. You will be told which skill section this is by your tutor in the week leading up to submission.

Part 2

Part 2 is a critical analysis of practice. You are required to critically analyse an issue of anaesthetic care from within your hospital/trust, comparing your practice to best evidence and concluding producing an action plan to develop practice (in your practice area). This is similar to the first essay however on this occasion you are also going to demonstrate how you will improve practice (Learning Outcome 3)

Once again to be successful in this assignment it is very important that you participate fully with the online activities (6-10). These activities or 'patches' are key building blocks in the construction of your essay.

Activity 6: Select an issue in your practice area...

What is an issue?

Your first activity asks you to identify a workplace issue. This is something that happens in your workplace that may have an impact on the quality of anaesthetic care you deliver...
...what really annoys you on a daily basis when you are trying your best for your patients?

Activity 7: Decide what best practice is by looking at literature...

What is literature?

The best place to start is the library catalogue and the perioperative journals.

Go to the library catalogue search page, change the search term to (Title) and type in (journal of periop)...

This will take you to the Journal of Perioperative Practice; perform a search for articles concerning your issue. Look at the bibliography for each article - what sources did they use?

- Can you identify best practice?

Activity 8: Analyse what's happening in practice that's preventing best practice...

Having identified best practice...Is your workplace following best practice as described in your literature?

- Is there a policy in your workplace?
 - Is it up to date?
 - Why not?
 - Is it being adhered to?
 - Why not?
 - Is it based on recent evidence?
 - Why? /Why not?
- Are there circumstances that are different to those described in the literature?

Activity 9: Identify the implications of not following best practice...

Implications are costs:

- Cost to organisation
- Cost to staff
- Cost to patient
- Cost to relatives

Costs are not always monetary but may well have a financial impact - consider reputation. You need to demonstrate that this issue requires attention.

Activity 10: Create an ACTION Plan to Improve Practice:

What do you need to know to improve practice?

- Do you need to carry out an audit?
 - What are you going to audit?
 - How will you do this in practice?
 - Do you need guidance/support
 - Do you need more information
 - Where will you get this information?
- Do you need to review a policy?
 - What will you change?
 - How will you devolve this to staff?

- Do you need guidance/support
 - Do you need more information
 - Where will you get this information?
- Do you need to arrange education/training?
 - What form will this training take?
 - Who will carry out the training?
 - When will the training take place?
 - Do you need guidance/support
 - Do you need more information
 - Where will you get this information?
- How will you evaluate how effective your changes/intervention has been?

ASSIGNMENT SUBMISSION

Task 1

Practice Assessment Document Submission	16th December 2019 Before 4.00 pm
Provisional marks available by:	6 th January 2020
Please note:	Your assignment should be sent via the post (recorded delivery)

Task 2

Deadline for submission of plans or drafts:	4 th September 2020
Final Assessment Online Submission	18th September 2020 Before 4.00 pm
Provisional marks available by:	2 nd October 2020
Please note:	Your practice assessment document and portfolio should be handed in at reception, Faculty of Health, Social Care and Medicine, Aintree Campus.

Your assignment should be generated electronically and submitted online.

The [Learning Services](#) UniSkills pages are a good starting point on all things related to assignment planning, referencing, etc. This includes [Online Submission](#) guidance as well as other useful content. For further information about using Turnitin, please see the [Turnitin FAQs for Students](#)

The official Turnitin help pages can be accessed [HERE](#) .

The "[Ask Us](#)" system has a lot of useful information/frequently asked questions regarding Turnitin, Learning Services, how to use the library catalogue etc.

Non-submission will result in a **fail** grade being recorded.

General Submission Requirements

- **Confidentiality and academic malpractice regulations apply to all assessments as laid out in your Programme Handbook.**

- The marking criteria being used in this assessment strategy are included in the Assessment Strategy section of this handbook.
- Please note if you are unable to submit your assignment due to sickness or other exceptional mitigating circumstances, it will be necessary for you to apply to the Head of Department/Module Leader (PPE)/Programme Leader for a two-week extension. If an extension is not sufficient, you can submit an exceptional mitigating circumstances (EMC) form, including independently verifiable evidence (e.g. a medical certificate or independent evidence). This is an electronic form available from the following link:

<https://www.edgehill.ac.uk/registry/difficulties/exceptional-mitigating-circumstances/>

If you believe you need to apply for EMC, you should contact your Module Leader to discuss your situation. Additional information is available at the link above.

For students whose circumstances have recently deteriorated, a deferral to the next published submission point may be appropriate. In order for a deferral to be granted, the student must produce appropriate evidence that demonstrates why they were unable to submit. For further details, please contact your Programme Leader.

- For further details relating to both assessment processes and regulations, please refer to your **Programme Handbook**.
- The details of the external examiner responsible for the assessment of this module can be found within the Health Student Wiki at: <https://www.edgehill.ac.uk/guides/external-examiners-details/>

Written Assignment-specific requirements

- Assignments must be electronically generated and you must keep an electronic copy of your assignment.
- Appropriate referencing should take place throughout your assignment, utilising the Harvard Referencing System. Useful information and advice can be obtained via the University's website at: <https://www.edgehill.ac.uk/ls/uni-skills/>
- The work you include in your reference list and any appendices you attach are not included within the word count. Direct quotations from other sources are included within the word limit. Appendices are not marked and for information only.
- Assignments are expected to adhere to guidance regarding the recommended wordage and failure to do so may influence the final grade awarded.
- You are responsible for stating the word count when submitting your assignment.

Presentation-specific requirements

- Presentations must be electronically generated and you must keep an electronic copy of your assignment.
- You are required to provide a hard copy of your presentation and notes on the day of your presentation.

- Appropriate referencing should take place throughout your assignment, utilising the Harvard Referencing System. Useful information and advice can be obtained via the University's website at: <https://www.edgehill.ac.uk/ls/uni-skills/>
- The work you include in your reference list and any appendices you attach are not included within the word count. Direct quotations from other sources are included within the word limit. Appendices are not marked and for information only.
- Assignments are expected to adhere to guidance regarding the recommended wordage and failure to do so may influence the final grade awarded.
- Ensure you arrive at least 15 minutes before the start time.
- You are responsible for stating the word count when submitting your assignment.
- Appropriate referencing should take place throughout your assignment, utilising the Harvard Referencing System. Useful information and advice can be obtained via the University's website at:

ACADEMIC MALPRACTICE AND THE PROFESSIONAL REGISTRANT

Students should be aware that as a registrant of a Professional Body, any proven academic malpractice issues, such as plagiarism or any other type of malpractice as outlined in the university's regulations and procedures in respect of academic malpractice, may be reported to that (professional) body and or the commissioning agent.

In addition, the university reserves the right to deny subsequent re attempts in accordance with the university's regulations and procedures in respect of academic malpractice.

For further details relating to both assessment processes and regulations, please refer to the **Undergraduate Student Handbook**.