



## Module Descriptor

<b>Title</b>	<b>Anaesthesia and Medicine Management</b>		
<b>Session</b>	2025/26	<b>Status</b>	Published
<b>Code</b>	NURS08052	<b>SCQF Level</b>	8
<b>Credit Points</b>	30	<b>ECTS (European Credit Transfer Scheme)</b>	15
<b>School</b>	<b>Health and Life Sciences</b>		
<b>Module Co-ordinator</b>	Laura MacKenzie		

### Summary of Module

The aim of this module is to provide the underpinning theoretical knowledge and professional guidelines associated with safe anaesthesia and medicine management.

Topics covered in this module include:

Introduction to Anaesthesia and Medicine Management

Pharmacology

Medicine Management

Numeracy and Calculations

Pre anaesthesia patient care

Post anaesthesia patient care

Post anaesthesia complications

Pain & nausea and vomiting management

Professional, legal and ethical issues related to safe anaesthesia and medicine management

Graduate attributes acquired in the module include becoming knowledgeable, inquiring, research minded, collaborative and an effective communicator. The module will contribute to the WHO (2015) sustainable goal of ensuring healthy lives and promote well being.

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b>	<b>Hybrid<sup>2</sup></b>	<b>Online<sup>3</sup></b>	<b>Work -Based Learning<sup>4</sup></b>
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<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>

Learning Outcomes	
<b>L1</b>	Critically evaluates professional roles associated with anaesthetic management including knowledge of managing patient and environmental risk.
<b>L2</b>	Demonstrates understanding of legal, local and national policies and guidelines associated with medicine management.
<b>L3</b>	Understanding pharmacokinetic and pharmacodynamic effects and contraindications of drugs used in the perioperative setting.
<b>L4</b>	Demonstrates understanding of the importance of psychological and physical preparation of the individual and associate legal and ethical issues.
<b>L5</b>	Demonstrates accurate numeracy skills.

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 8</b> Demonstrating knowledge of a range of drugs utilised within anaesthetic, surgical and recovery care. Critically understanding of contraindications of drugs used in the perioperative setting.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 8</b> Applying knowledge of anaesthetic and medicine management to safe and effective practice. Applying knowledge and understanding of physical and psychological preparation of the patient to ensure patient safety.
<b>Generic Cognitive skills</b>	<b>SCQF 8</b> Critically understanding of perioperative ethical and legal issues associated with ODP practice.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 8</b> Effective engaging in multidisciplinary communication. Demonstrating accurate numerical skills.
<b>Autonomy, Accountability</b>	<b>SCQF 8</b> Demonstrating accountability to work within scope of practice within the perioperative team.

<b>and Working with Others</b>	
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<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
<p>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.</p> <p>Online delivery of this module will include asynchronus activities provided and designed to be utilised as core and supplementary activities to support online synchronus tutorials / workshops.</p>	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	10
Asynchronous Class Activity	20
Personal Development Plan	6
Independent Study	240
n/a	
<b>TOTAL</b>	<b>300</b>

<b>Indicative Resources</b>
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Barber, P. and Robertson, D. (2020) Essentials of pharmacology for nurses. 4th ed. Available at: <a href="https://www.vlebooks.com/Product/Index/2088431?page=0">https://www.vlebooks.com/Product/Index/2088431?page=0</a> (Accessed: 7 August 2024).</p> <p>Freedman, R., Herbert, L., O'Donnell, A., Ross, N., Wilson, I.H. and Allman, K.G. (2022) Oxford Handbook of Anaesthesia. Oxford, United Kingdom. Available at: <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;db=nlebk&amp;AN=3129255&amp;site=ehost-live">https://search.ebscohost.com/login.aspx?direct=true&amp;db=nlebk&amp;AN=3129255&amp;site=ehost-live</a> (Accessed: 7 August 2024). Hughes, S.J. (ed.) (2022) Oxford Handbook of Perioperative Practice. 2nd edn. Available at: <a href="https://academic.oup.com/book/44299?login=true">https://academic.oup.com/book/44299?login=true</a> (Accessed: 7 August 2024).</p> <p>Pears, R. (2019) Cite them right: the essential referencing guide. Available at: <a href="https://www.vlebooks.com/Product/Index/2025007?page=0">https://www.vlebooks.com/Product/Index/2025007?page=0</a> (Accessed: 7 August 2024).</p> <p>Scarth, E. and Smith, S. (2016) Drugs in anaesthesia and intensive care. 5th edn. Oxford : Oxford University Press. Available at: <a href="https://web.p.ebscohost.com/ehost/detail/detail?vid=0&amp;sid=0859da0c-fe47-46ad-856e-">https://web.p.ebscohost.com/ehost/detail/detail?vid=0&amp;sid=0859da0c-fe47-46ad-856e-</a></p>

66f3c281fe86@redis&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ==#AN=1109706&db=nlebk (Accessed: 7 August 2024).

#### Numeracy and Referencing

Davison, N. (2015) Numeracy and clinical calculations for nurses. Available: <https://ebookcentral.proquest.com/lib/uws/reader.action?docID=6500022> (Accessed: 7 August 2024).

UWS Careers & Skills (nd) Numeracy. Available: <https://uws.careercentre.me/Resources/CustomPage/18492> (Accessed: 7 August 2024).

Pears, R. (2019) Cite them right: the essential referencing guide. Available: <https://www.vlebooks.com/Product/Index/2025007?page=0> (Accessed: 7 August 2024).

University of the West of Scotland (2022) Cite Them Right Harvard Referencing Examples. Available: <https://uws-uk.libguides.com/referencing/examples> (Accessed: 7 August 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 regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

**For the purposes of this module, academic engagement equates to the following:**

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](#).**

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

<b>Divisional Programme Board</b>	<b>Adult Nursing Community Health</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>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.</b>
<b>School Assessment Board</b>	Community and Health
<b>Moderator</b>	Gregor Heron
<b>External Examiner</b>	R Evans
<b>Accreditation Details</b>	HCPC
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	

### Assessment (also refer to Assessment Outcomes Grids below)

#### Assessment 1

A 3000 word written assessment, in which the student will discuss in detail, anaesthetic and medicine management, with reference to local and national guidelines and evidence-based best practice. Pass mark 40%. Weighting 50%.

#### Assessment 2

Students will be required to undertake an online numeracy test. Pass Mark 100%. Weighting - 50%

#### 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50	0

### Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours

Class Test (written)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	50	2
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Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	2 hours

### Change Control

What	When	Who