Module Descriptor

Title	Principles of Anaesthetic Care		
Session	2026/27	**Status**	Published
Code	NURS08062	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Laura MacKenzie		

Summary of Module

This theory-based module aims to provide the evidence-based knowledge and theoretical underpinning of pre, peri and post anaesthetic care. Students will learn the key theoretical principles of safe care of a patient during their anaesthetic journey from pre anaesthetic assessment through to post anaesthetic care and the professional responsibilities of the Operating Department Practitioner caring for a person undergoing anaesthesia.

This module aims to contribute to the following I am UWS graduate attributes: enquiring, culturally aware, knowledgeable, imaginative and creative.

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)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐

[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

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Compare and contrast the different types of anaesthesia and rationale for choice to promote person centred care.
L2	Demonstrate an understanding of pharmacokinetics and pharmacodynamics of drugs commonly used in the anaesthetic journey.
L3	Discuss key principles of safe care of a patient during their anaesthetic journey from pre anaesthetic assessment through to post anaesthetic care.
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** Knowledge and understanding of the key principles of safe care of a patient during their anaesthetic journey from pre anaesthetic assessment through to post anaesthetic care. Knowledge of the pharmacology of drugs commonly used in the perioperative environment.
Practice: Applied Knowledge and Understanding	**SCQF 8** Applying underpinning theory to safe patient care during their anaesthetic journey from pre anaesthetic assessment through to post anaesthetic care. Applying knowledge and understanding of pharmacology of commonly used drugs in the perioperative environment to safe practice.
Generic Cognitive skills	**SCQF 8** Applying up to date evidence and understanding to safe anaesthetic care and professional practice.
Communication, ICT and Numeracy Skills	**SCQF 8** Engaging with a range of technologies to enhance independent learning. Developing interpretive skills. Using a range of numerical skills in relation to sae anaesthetic care.
Autonomy, Accountability and Working with Others	**SCQF 8** Developing team working skills when working online with peers. Identify and develop their own learning needs for future professional practice. Recognise professional and ethical issues arising from module content.

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:

Barber, P. and Robertson, D. (2020) Essentials of pharmacology for nurses. 4th ed. Available at: https://www.vlebooks.com/Product/Index/2088431?page=0 (Accessed: 27 January 2026).

British National Formulary (BNF) (2026) Drugs. Available at: https://bnf.nice.org.uk/drugs/ (Accessed: 27 January 2026).

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: https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=3129255&site=ehost-live (Accessed: 27 January 2026).

Hemmings, H.C. and Egan, T.D. (2019) Pharmacology and Physiology for Anesthesia Foundations and Clinical Application . 2nd edn. Available at: https://www.sciencedirect.com/book/9780323481106/pharmacology-and-physiology-for-anesthesia (Accessed: 27 January 2026).

Hughes, S.J. (ed.) (2022) Oxford Handbook of Perioperative Practice. 2nd edn. Available at: https://academic.oup.com/book/44299?login=true (Accessed: 31 July 2025). 📚 Pears, R. (2019) Cite them right: the essential referencing guide. Available at: https://www.vlebooks.com/Product/Index/2025007?page=0 (Accessed: 31 July 2025).

Pears, R. and Shields, G. (2025) Cite them right: The essential referencing guide. 11th edn. London, England: Red Globe Press. Available: https://www.citethemrightonline.com/ (Accessed: 27 January 2026).

Scarth, E. and Smith, S. (2016) Drugs in anaesthesia and intensive care. 5th edn. Oxford : Oxford University Press. Available at:

https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1109706&site=ehost-live&ebv=EB&ppid=pp_Cover (Accessed: 27 January 2026).

University of the West of Scotland (2026) Cite Them Right Harvard Referencing Examples. Available: https://uws-uk.libguides.com/c.php?g=727692&p=5297185 (Accessed: 27 January 2026).

Wicker, P. (2015) Perioperative practice at a glance. Available: https://read.kortext.com/reader/pdf/91127/1 (Accessed: 27 January 2026).

(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	Jacqueline White
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
Assessment 1 – 3,000-word Written Assessment Students will write a 3,000-word essay on evidence-based care of a person undergoing anaesthesia. 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