Anaesthetic Award for Registered Nurses

Level 6
FOREWORD

Welcome by the Dean of the School of Health

It’s a pleasure to welcome you to the School of Health.

The aim of our Award is to help prepare you for your chosen career in anaesthetics. To do this you need to understand that learning of the highest calibre is a collaborative activity in which all students must engage.

Our tutors and support staff are committed to enabling you to maximise the value of your time at BPP University but the main drive must come from you. We welcome feedback; both good and bad, to help us continually improve our courses. As I said, learning is a collaborative activity.

We look forward to collaborating with you to deliver high quality education. Let’s have a great time together! Good luck with your studies and your future.

Professor Christina Cunliffe
DC PhD CBIol FRSB FRCC
Dean, School of Health
Welcome by the Director of Nursing and Healthcare Education

I would like to take this opportunity of welcoming you as a student to BPP University and to the School of Health, where you will be undertaking your studies. This programme of study has been designed and developed in partnership with St Georges NHS Foundation Trust.

You should ensure you read this handbook in conjunction with the Student Handbook, a copy of which you will find via the ‘Registry’ tab within the module on the Virtual Learning Environment (Moodle).

As a student of the School of Health, you will be studying in a School that includes students undertaking programmes in nursing, health studies, chiropractic studies and psychology. The staff in the School of Health have a wide range of expertise, drawn from a variety of health and social care professional backgrounds, which reflect the breadth of courses that we offer.

We will provide you with an excellent quality of education in an encouraging and welcoming learning environment that facilitates the achievement of your professional, as well as personal, scholarship objectives. BPP University and the School of Health recognise that learning involves a partnership relationship between its academics, practice partners and students. Therefore, in order for you to develop we require students to participate in the management and delivery of your course, participate in discussions, group work, seminars and projects, act as a student representative and engage with the evaluation of your academic module of study.

Learning with BPP University and the School of Health involves a fusion of effort, hard work and fun. We hope that in partnership you and the academic staff and practitioners get the balance right and that at the end of the Module you have achieved what you set out to accomplish.

Professor Lynne Gell
BA (Hons) RN RNT MEd CMS
Principal Fellow HEA
Director of Nursing and Healthcare Education
Welcome by Programme Leader

Welcome to BPP School of Health. The Faculty of Nursing strives to ensure a positive student experience to support your professional, personal and scholarship ambitions. We will endeavour to provide you with every opportunity to maximise your potential.

You get back what you put in with academic study and I would like to take this opportunity to encourage you to embrace the partnership relationship of student-centred learning that enhances the BPP learning experience.

The Anaesthetic Award for Registered Nurses is an exciting and innovative curriculum that has much to offer both you as a student and the areas in which you practice.

I wish you every success in your studies.

Donna Doherty
BSc (Hons) Nursing RGN RMN RNT MSc MA
Senior Fellow HEA
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<td>Awarding Body</td>
<td>BPP University</td>
</tr>
<tr>
<td>Module Accreditation</td>
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The modern National Health Service (NHS) continues to be the world leader in the provision of safe, high quality care, focused on the needs of patients. For this to continue there is need for a highly skilled professional competent work force educated to the highest standards. This programme is designed to fulfil these needs by providing a developmental framework for Registered Nurses to acquire the requisite theory and skills needed to provide further support to the anaesthetic team in the delivery of care.

The programme is not intended to replace Operating Department Practitioner Training nor is it intended as an equivalent qualification but to up skill Registered Nurses in the theatre setting based on extensive discussions and partnership working with an NHS partner.

The programme will address a number of key areas in depth. However, the learning and competences relating to Post Anaesthetic Care (PACU) are less so, these must be seen as an introduction to this area of practice and will not deem the registered nurse to possess a Post Anaesthetic Care (PACU) qualification.

The method of delivery enables managers to develop a team with the right skills mix to provide care flexibly and responsively in a dynamic health service, recognising the need to balance the provision of high quality education and maintenance of service delivery. The module is delivered in collaboration with Trusts in a blended format using a variety of learning strategies. There are formal lectures coupled with web based activities to acquire the underpinning knowledge, which is then developed and consolidated in the work place through workplace learning and assessment overseen by suitably qualified experienced Registered Nurses and members of the inter- professional team. There will be a designated mentor / assessor who will be responsible for supporting learning in the work place, progression and assessment. This collaboration ensures the highest standards of education and governance are maintained in a flexible way.

The student will work with two key documents and throughout the 20 weeks they will be supernumerary:

- The Programme Handbook
- The Assessment of Practice Document.

The content has been developed with reference to the following published guidance and standards.

2. AAGBI Guideline The Anaesthesia Team *(3rd Edition 2010)*

<table>
<thead>
<tr>
<th>Module Code</th>
<th>TBC</th>
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<tbody>
<tr>
<td>School</td>
<td>School of Health</td>
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<td>Level</td>
<td>Level 6</td>
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<tr>
<td>Credit Value</td>
<td>40 Credits</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>100 Theory and 375 Practice <em>(200 Credit Bearing / 175 Non Credit bearing)</em></td>
</tr>
<tr>
<td>Programme(s)</td>
<td>Anaesthetic Award for Registered Nurses</td>
</tr>
<tr>
<td>Module Leader</td>
<td>Martin Collins / Donna Doherty</td>
</tr>
<tr>
<td>Related Modules</td>
<td>Pre-requisites None</td>
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<tr>
<td></td>
<td>Co-requisites None</td>
</tr>
<tr>
<td></td>
<td>Post-requisites None</td>
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<tr>
<td></td>
<td>Excluded Combinations None</td>
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<td>External Accrediting Body (if appropriate)</td>
<td>None</td>
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**Introduction**

The modern registered nurse operates in complex clinical setting, amassing a wealth of knowledge and experience from practice. High quality professional development builds on this knowledge. The module will ensure that as a practitioner, you acquire through directed study lectures and practical experience the necessary skills and knowledge to act as anaesthetic support within the anaesthetics team. You will complete equal numbers of theory and practice hours which will be clearly integrated through successful completion of two summative assessment components. You will complete face-to-face study days, online learning along with learning in your place of work and assessment.

**Educational Aims**

This module is designed to introduce the Registered Nurses to the role and responsibilities applicable to the role, building on previous knowledge and experience through group and personal study, reflection, and practical experience. At the centre of the teaching is the patient, focusing on the preparation prior to anaesthetising, through to recovery and discharge from the anaesthetics team. Student guidance for completing the programme:
Students will:

1. Complete 750 supernumerary hours of learning over the course of the 20-week programme – 37.5 hours per week. This will be completed as follows:
   - **Theory** - 5 face-to-face study days in University – 35 hours
   - **Theory** - 5 Tutor directed study days – 35 hours
   - **Theory** - 5 seminars – 35 hours
   - **Theory** - 10 practical study sessions – 20 hours
   - **Theory** - One to one tutorial - 3 hours
   - **Theory** - Online and self-directed study – 217
   - **Theory** - Completion of Formative work – 10 hours
   - **Theory** Completion of Academic Summative work – 20 hours
   - **Theory Total** = 375 hours
   - **Practice** (Observation, Q&A and Practice Assessment) – 10 weeks x 37.5 hours = 375 hours

2. Attend all of the study sessions as outlined on pages 15 -18 of theoretical contact study.
3. Complete all Directed Study and Assessment as outlined on pages 15 - 18. This will be augmented with seminars and practical study sessions facilitated in the Trust.
4. Access 3 tutorial support sessions as detailed on pages 15 -18
6. Students will complete Additional Competencies 11 – 15 in the Practice Assessment Document as required by the Trust and as service opportunities dictate.
7. Be Supervised and Assessed in practice by appropriately prepared and qualified Mentors / Assessors.
8. Access study skills materials on the VLE.
10. Inform their personal tutor and or practice mentor / assessor if they have any difficulties in fulfilling the requirements of the programme.

Student Support:

1. You will have a named academic tutor who will see you either face to face, via email and or telephone.
2. Access to on site library at BPPU Waterloo and the online library.
3. Students will be guided to the appropriate learning support services.

Learning support:

You will receive full details during the induction regarding learning support.

Mentor:

Your mentor will be a registered practitioner who holds a mentor qualification or equivalent who as been appropriately prepared by a member of the academic team from the School of Health to support and assess you for this Award.
They will:

2. Facilitate three (3) review / progress meetings with you.
3. Liaise with the designated member of the academic team to give updates on your progress.
4. Inform the designated academic team member if you are not progressing or require any additional learning support or time.
5. Complete progress sheets in your Assessment of Practice Document.
6. Sign off your competences.
7. Assist the designated academic team member to visit theatres to meet with you to review your progress and your documentation.

Learning Outcomes:

Knowledge (K); Cognitive (C); Professional (P); Transferable (T).

The student will be able to:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Descriptor</th>
<th>Reference</th>
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<tbody>
<tr>
<td>1</td>
<td>Demonstrate an in-depth appreciation of contemporary policy and procedure within this specialised field of anaesthetic practice.</td>
<td>K1</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate an in-depth understanding of anaesthetic pharmacology and related anatomy and physiology.</td>
<td>K2</td>
</tr>
<tr>
<td>3</td>
<td>Articulate sound analytical problem solving to promote individual and shared decision making for safe and effective practice as an anaesthetic assistant.</td>
<td>C1</td>
</tr>
<tr>
<td>4</td>
<td>Critically examine and monitor health care practice to facilitate and promote safe and effective patient focussed care before, during and immediately post anaesthetic.</td>
<td>P2</td>
</tr>
<tr>
<td>5</td>
<td>Appraise and respect a range of effective interpersonal, communication and negotiation skills in order to promote a safe environment.</td>
<td>T1</td>
</tr>
<tr>
<td>6</td>
<td>Demonstrate safe and effective practice in anaesthetic support through the successful completion of Core Competences 1 – 10.</td>
<td>K3</td>
</tr>
</tbody>
</table>

Advancing career readiness: Employability as a core element of the Programme

Employability, defined as ‘enabling students to acquire the knowledge, personal and professional skills and encouraging the attitudes that will support their future development’ is embedded within the programme.

Embedding employability is integral to the culture of the programme and attempts to reflect the research on the attributes of graduates that have been identified as being essential to Practice life.
Formative Assessment:

Produce an action plan detailing the focus for development whilst studying on this award. This must include at least three referenced texts, journal articles or professional publications, using the approved Harvard notation.

Submission week 5

Summative Assessment:

Component 1: (LO’s 1 - 5) – You will write a 3000 word critical reflection detailing your key learning from the theory completed and evidence application in practice referencing each Learning Outcome by using clear examples from your everyday practice / experience. (100% of the Grade). You are required to use either KOLB or John’s model of critical reflection to structure your work.

Submission week 14

Component 2: (LO 6) – Completion of Skills and Competencies 1 – 9 in the Practice Assessment Document. (PASS/FAIL)

Submission week 20
Indicative scheme of work:

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account on a yearly basis.

Module Title: Anaesthetic preparation for Registered Nurses

The detailed teaching materials are prepared with reference to the relevant competencies document and professional policy documents.

Background
➢ Review the relationship between the Professional code of conduct for nurses.
➢ Discuss the role and responsibilities for anaesthetic assistant / support

The following to be incorporated into tuition as appropriate throughout the module
➢ Anatomy & Physiology (adult paediatric and neonatal)
➢ Altered anatomical and physiological states

Pre-operative assessment and management
➢ Discuss the principles of the pre-operative checklists
➢ Identify and discuss the principles of pre-operative fasting
➢ Confirm the validity of consent for anaesthesia and surgery
➢ Carry out a basic clinical assessment of the patients anaesthetic risk factors and identify potential for difficult intubations:

Anaesthetic Drugs
➢ Demonstrate an understanding of the triad of anaesthesia relating to types of anaesthetics
➢ Demonstrate an understanding of the drugs required to induce anaesthetic
➢ Regional and local anaesthetic techniques how they can utilised to be either stand-alone techniques or as a supplementary procedure to reduce post-operative pain.
➢ Drugs used for the maintenance of anesthesia and their pro’s and con’s. e.g. vapourised volatile gases versus Target controlled anaesthetic or total intravenous anaesthetic
➢ How to determine the correct depth of anaesthesia to prevent awareness.
➢ Explain how controlled drugs are commonly used in anaesthetics and how they should be recorded, stored and disposed of

Monitoring
➢ Set up and provide the rationale for using the following monitoring: 3 or 5 lead ECG, SPO2, Capnography, NIBP
➢ Assist the anaesthetist with the insertion of an arterial line.
➢ Assist anaesthetist with the insertion of a Central venous pressure catheter
Airway Equipment and Management
- Identify and discuss the function of basic airway equipment and adjuncts.
- Identify equipment used for a difficult airway and describe the situations where the following would be utilised.
- Maintaining an anaesthetised patient’s airway
- Assist with a Rapid Sequence Induction and perform airway manoeuvres such as the BURP technique.
- Learner is able to identify and assist with the management of Airway Obstruction
- Discuss the algorithms for failed intubation and can’t intubate can’t ventilate

The Anaesthetic Machine
- Anaesthetic machine and its basic function.
- Demonstrates a clear understanding of the ventilation waveforms
- Is able to identify and troubleshoot common issues with the Anaesthetic Machine
- Learner is able to discuss the safety and environmental impact of anaesthetic gas scavenging.

Circulatory Management
- Learner is able to demonstrate knowledge around cannulae
- Discuss the techniques on how to monitor fluid balance and steps to rectify the deficit
- Demonstrate knowledge of the importance of maintaining normothermia
- Discuss the importance of an ABG and its role in patient care
- Demonstrate the reasons for giving blood-derived products.
- Demonstrate knowledge of Cell Salvage techniques

Perioperative Management
- Discuss the maintenance of normothermia in the perioperative environment.
- Outline the principles of maintaining the patient’s fluid balance
- Risks of DVT and principles behind prophylaxis
- Infection prevention and control during the handling of theatre and anaesthetic equipment.

Routine Recovery Care
- Demonstrate the ability to prioritise information during handover and communicate to other members of the team
- Systematic assessment of the patient on admission to recovery using the ABC approach.
- Able to assess the patient’s post-operative pain
- Able to assess the patient’s nausea and vomiting
- Can accurately assess when a patient meets the discharge criteria from the unit

Crisis Management
- Is aware of how to escalate to appropriate colleagues
- Discuss different types of shock and appropriate treatment
- Demonstrate knowledge of airway obstruction or loss of airway
- Understands the process on how to treat a massive haemorrhage
- Dealing with a anaphylactic/allergic reaction intra-operatively
- Demonstrates knowledge of procedure during a Malignant Hyperpyrexia crisis
Can administer Immediate Life Support
Shows knowledge of common crises that occur in theatre
Can describe how to transfer an intubated patient from different departments around the hospital and the rationale for the equipment it will require i.e. A&E to CT to Theatre to ITU

**Specialist Areas - Obstetrics**
- Can discuss the different requirements needed in Obstetrics
- Demonstrate knowledge of different crisis that can occur
- Discuss complications of a GA in a pregnant patient

**Specialist Area - Paediatrics and Neonatal**
- Learner demonstrates knowledge of different requirements of a Paediatric Patient
- Discuss different airway positioning for paediatrics
- Paediatric emergencies that may occur
- Demonstrate knowledge of the different requirements for the neonatal patient

**Specialist Areas - Shared Airways**
- Learner can discuss what a shared airway is and when it may occur
- Demonstrate knowledge of the different requirements for a shared airway
- Can discuss the complications associated with a shared airway

**Specialist Areas - Cardio-Thoracic Surgery**
- Learner demonstrates knowledge of common procedures in cardiac surgery
- Learner demonstrates knowledge of different requirements of a cardiac patient
- Discuss different equipment used in cardiac surgery
- Demonstrate ability to recognise and management normal physiological factors associated with the cardiac patient
- Learner demonstrates knowledge of common procedures in thoracic surgery
- Learner demonstrates knowledge of different requirements of a thoracic patient
- Discuss different equipment used in thoracic surgery

**Specialised Areas – Neuro**
- Learner can successfully demonstrate knowledge of routine Neurosurgical procedures
- Demonstrate ability to recognise and management normal physiological factors associated with the patient undergoing neuro surgery.
- Is able to discuss the following in terms of anaesthetic management of a patient
- Can demonstrate skills working within an emergency environment
- Having a broad knowledge of different specialties and emergencies

**Specialised Areas - Emergency and Remote Areas**
- Demonstrate safety and organisational skills when working in remote areas e.g. MRI

**Note.**
All equipment should be used in accordance with the manufactures guidance. When writing the reflective piece the manufacturers’ manuals and guidance for safe use should be included as references for the equipment.
Recommended Reading

This is not an exhaustive list and students are expected to read further relevant Journals and Texts to advance their academic and professional learning. The reading is intended to expand knowledge and skills in a number of areas including critical reflection.


**Journals**

- Anaesthesia (AAGBI)
- Advanced Emergency Nursing Journal
- British Journal of Anaesthetics and Recovery Nursing
- British Journal of Anaesthesia
- British Journal of Pharmacology
- Journal of Advanced Nursing
- Journal of Clinical Anaesthesia
- Journal of Perioperative Practice (AFPP)

**Websites**

- AAGBI (Association of Anaesthetists of Great Britain and Ireland)
- AFPP (Association for Perioperative Practice)
- MHRA (Medicines & Healthcare products Regulatory Agency)
- NICE (National Institute for Clinical Excellence)
- RCOA (Royal College of Anaesthetists)
## Outline delivery plan / timetable

<table>
<thead>
<tr>
<th>Week / Session</th>
<th>Subject(s)</th>
<th>Directed Study</th>
</tr>
</thead>
</table>
| 1 9.30 – 16.30  | **AM: Induction & introduction to:**  
|                | The VLE  
|                | The timetable and programme outline  
|                | Online library  
|                | Assignment requirements, submission dates and the Assessment of Practice Document  
|                | Support Services and key people  
|                | Named academic tutor  
|                | **PM: Professional considerations**  
|                | Professional code of conduct for nurses and advanced practice in anaesthetics  
|                | Discuss the role and responsibilities of the anaesthetic assistant  
|                | Controlled drugs  
|                | Understanding reflective practice and writing a critical reflection  
|                | WHO Surgical Safety Checklist.  
|                | Students are required to access and utilise all learning materials and assessments materials on the VLE. Access will be monitored.  
|                | Pre-operative assessment and management - the student will review documents relating to:  
|                | **Task 1:** Basic clinical assessment of the patients anaesthetic risk factors  
|                | **Task 2:** Review pre-operative fasting  
|                | **Task 3:** Review Consent for anaesthesia and surgery pre-operative checklists  
|                | **Task 4:** Review online materials relating to writing critical reflections.  
| 2  Directed study day | **Perioperative Management**  
|                | DVT  
|                | Infection prevention  
|                | Normothermia in the perioperative environment.  
|                | **Circulatory Management**  
|                | Demonstrate knowledge around cannulae  
|                | ABG  
|                | Fluid balance  
|                | Demonstrate the reasons for giving blood-derived products  
|                | Demonstrate knowledge of cell salvage techniques  
|                | Students are required to access and utilise all learning materials and assessments materials on the VLE. Access will be monitored.  
|                | **Student will read and study:**  
|                | **Task 1:** Relevant NICE guidance  
|                | **Task 2:** The normal physiology of Blood.  
|                | **Task 3:** The normal physiology |
### Anaesthetic Award for Registered Nurses

| 10 hours | 
| --- | --- |
| | relating to electrolytes.  
**Task 4:** The ethical guidance relating to the use of blood products  
**Task 5:** Contemporary literature relating to infection prevention and control. |

| 3  
9.30 – 16.30 | Study day |
| --- | --- |
| **AM: Monitoring**  
- 3 or 5 lead ECG, SPO2, Capnography, NIBP  
- Arterial line  
- Central venous pressure catheter  
- How to determine the correct depth of anaesthesia to prevent awareness  
- ABC approach  

**PM: Routine Recovery Care**  
- Post-operative pain  
- Assess the patient’s nausea and vomiting  
- Assess the patient’s post-operative pain  
- Discharge criteria  
- Systematic assessment of the patient on admission to recovery  
- Handover and communication  

**ARRANGE A TUTORIAL WITH ACADEMIC TUTOR**  
**ASSESSMENT OF PRACTICE TO BE DISCUSSED**  

| 4  
Directed study day | 
| --- | --- |
| **The Anaesthetic Machine**  
- An understanding of the machine operation and function  
- Troubleshooting  
- Ventilation waveforms  
- Safety and environmental impact of anaesthetic gas scavenging.  

Student will study the following:  
**Task 1:** Trust policy and procedure  
**Task 2:** The normal physiology of the cardiac cycle  
**Task 3:** The normal Physiology of blood pressure maintenance  
**Task 4:** The anatomy of blood vessels  
**Task 5:** Recognition of the deteriorating patient  
**Task 6:** Anaesthetics scoring systems  
**Task 7:** Pain assessment in differing patients groups including paediatrics  

Students are required to access and utilise all learning materials and assessments materials on the VLE. Access will be monitored. |
| 5  | 9.30 – 16.30  | Study day | **AM & PM Airway Equipment and Management**  
- Airway equipment and adjuncts.  
- Identify equipment used for a difficult airway  
- Maintaining an anaesthetised patients airway  
- Assist with a rapid sequence induction  
- BURP technique  
- Management of Airway Obstruction  
- Transfer an intubated patient from different departments around the hospital and the rationale for the equipment it will require  
- Discuss the algorithms for failed intubation and can’t intubate can’t ventilate  
- Patient positioning for procedures (Prone position)  
- Patient safety considerations. E.g. Insulating from the operating table.  
| **Task 1:** Refresh knowledge of background anatomy and physiology body systems. |
| 6  |                | Reading week |
| 7  | 9.30 – 16.30  | Study day | **Crisis Management**  
- Airway obstruction or loss of airway  
- Common crises that occur in theatre  
- Massive haemorrhage  
- Anaphylactic/allergic reaction  
- Malignant hyperpyrexia  
- Immediate life support shows knowledge of common crises that occur in theatre  
- Different types of shock  
- Escalation to appropriate colleagues  
| **Task 1:** Trust policies and procedures  
**Task 2:** Best practice documents published by the Difficult Airway Society  
**Task 3:** Resuscitation council 2015 guidelines for basic and advanced life support |

**SUBMIT FORMATIVE ASSESSMENT & ARRANGE TUTORIAL WITH ACADEMIC TUTOR**  
**ASSESSMENT OF PRACTICE TO BE DISCUSSED**

 Students are required to access and utilise all learning materials and assessments materials on the VLE. Access will be monitored.

 Students will utilise document and texts to complete the following activities:
### Anaesthetic Award for Registered Nurses

**Task 1:** Basic airway management techniques, skills and equipment.  
**Task 2:** Advanced airway management techniques, skills and equipment.  
**Task 3:** Resuscitation council 2015 guidelines for basic and advanced life support  
**Task 4:** Trust policies and procedures  
**Task 5:** Maintenance of homeostasis across the life span

| 8 | 9.30 – 16.30 | Directed study day  
This will be augmented with seminars and practical sessions facilitated in the Trust  
10 hours |
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<tbody>
<tr>
<td><strong>Specialist Areas</strong></td>
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</tbody>
</table>
- Obstetrics  
- Paediatrics and Neonatal  
- Shared Airways  
- Cardio-Thoracic Surgery  
- Neuro  
- Emergency and Remote Areas |
| **Task 1:** Basic airway management techniques, skills and equipment.  
**Task 2:** Advanced airway management techniques, skills and equipment.  
**Task 3:** Resuscitation council 2015 guidelines for basic and advanced life support  
**Task 4:** Trust policies and procedures  
**Task 5:** Maintenance of homeostasis across the life span |

| 9 | 9.30 – 16.30 | Study day  
AM & PM Pharmacological principles relevant to anaesthetic Drugs  
- Basic pharmacology of Anaesthetic drugs  
- Triad of anaesthesia drugs required to induce anaesthetic  
- Drugs used for the maintenance for an intravenous anaesthetic  
- Neurological blockade (central and peripheral)  
- How to determine the correct depth of anaesthesia to prevent awareness |
|---|---|---|
| **Task 1:** Basic airway management techniques, skills and equipment.  
**Task 2:** Advanced airway management techniques, skills and equipment.  
**Task 3:** Resuscitation council 2015 guidelines for basic and advanced life support  
**Task 4:** Trust policies and procedures  
**Task 5:** Maintenance of homeostasis across the life span |

**ARRANGE A TUTORIAL WITH ACADEMIC TUTOR**  
**ASSESSMENT OF PRACTICE TO BE DISCUSSED**

Students are required to access and utilise all learning materials and assessments materials on the VLE. Access will be monitored.  
**Student will study and apply the following:**  
**Task 1:** Trust policies and procedures  
**Task 2:** Apply NICE Guidance  
**Task 3:** The difficult airway society  
**Task 4:** Patient positioning  

Students are required to access and utilise all learning materials and assessments materials on the VLE. Access will be monitored.  
Students will utilise documents and texts to complete / study the following:  
**Task 1:** Normal cell physiology
| Task 2: Normal Cell anatomy | Task 3: Synaptic transmission |
| Task 4: Transfer of substances across cell membranes | Task 5: Cell receptor physiology |
| Task 6: Pharmacokinetics | Task 7: Pharmacodynamics |

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>10</td>
<td>Case studies</td>
</tr>
<tr>
<td>9.30 – 16.30</td>
<td>Consolidation of module learning</td>
</tr>
<tr>
<td>Directed study day</td>
<td>Progress Summative Assignment and arrange tutorial</td>
</tr>
<tr>
<td>This will be augmented with seminars and practical sessions facilitated in the Trust</td>
<td>Commence completion of the Practice Assessment Document</td>
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<tr>
<td>10 hours</td>
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<tr>
<td>14</td>
<td>Summative Assignment Submission</td>
</tr>
<tr>
<td>14 – 20</td>
<td>Complete Practice Assessment</td>
</tr>
<tr>
<td>20</td>
<td>Submission of practice Assessment Document</td>
</tr>
</tbody>
</table>
Section 3: Learning, Teaching, and Assessment:

This section provides you with a short description of how students will be guided on the Programme and provides a description of the assessment and feedback on the Programme. Should students have any further queries about assessment or feedback (following reading the entire programme handbook), they should contact the appropriate module or programme leader.

Learning Outcomes:
To describe students’ anticipated learning rather than just the teaching on the Programme, each module has Learning Outcomes. A learning outcome is a statement of what students are expected to know, understand, or be able to do at the end of the module, section, or entire programme.

Modes of Assessment:
As BPPU’s School of Health programmes are student-centred and professionally oriented, we seek to accommodate a variety of learning styles and prior educational experiences, through the selection of our assessment strategies.

There will be the opportunity for students to engage with and reflect upon working with practitioners from other disciplines both within designated theoretical study and from work based learning environments.

Feedback on work:
Feedback can take many forms, but each form is designed to enhance and improve students’ performance. There is an expectation that students are responsible for their own development and obtaining and responding to feedback is an essential component with this process.

Feedback on the module will include:

- Written comments from the module team, which will be attached to assignments or made available electronically. This will be constructive and will focus on the strengths of the work and how students could improve their performance.

- Generic feedback will be given to students on their performance with all examinations including group work.

- Students may receive verbal feedback on Formative work, which is intended to aid their learning experience.

- Students will also be expected to reflect upon their own work. Self-assessment and reflection are essential components of professional health and social care practice and are instrumental in ensuring students learn from their experiences within academic theory and practice-based learning.
For all assessed academic work, feedback will be available four weeks after the submission date. This feedback and any grade awarded are provisional until the Board of Examiners have ratified the awarded grade.

Students should remember to use feedback in conjunction with the assignment; the aim is to improve performance and use feedback constructively to plan future work and performance. Where students are unclear concerning the feedback, they should seek further clarification from the module team and/or their personal tutor.

Submission of coursework:

Students will be provided with a provisional submission date for their course work when they commence their studies. This may be subject to change by the Programme Leader, if so then students will be notified of any changes to assessment dates well in advance and any changes to the schedule will not disadvantage their learning on the programme. This schedule MUST be adhered to as failure to adhere to submission or examination deadlines will result in a failure of the module concerned and a mark of zero awarded (0).

Within the School of Health, all course work must be submitted PRIOR TO 12 NOON. Coursework submission dates will fall between a Monday and a Thursday. Once a student has submitted course work, it cannot be retrieved. It is the student’s responsibility to ensure that they have adhered to the submission of course work and examination schedule (SCWES).

Where modules of study require students to submit formative and or summative assessment items online via Turn-it-in, the above mode of submission applies. Module tutors will give students guidance on the submission process.

In some instances, the Programme Leader or nominee may grant an extension of a deadline date for coursework. Students must have undertaken the following for this procedure to be considered:

- The application MUST be received by 12:00 noon on the last working day before the deadline
- The claim for the extension MUST be on the prescribed form; and,
- MUST be accompanied by authoritative and objective evidence of the mitigating circumstances relied on.

More information regarding the extension of course work can be found in the Manual of Policies and Procedures (MoPPs): Part H; Section 5: Extension of Deadline Date for Assessments Procedure

More information regarding the extension of course work can be in MoPPs: Part H; Section 4: Deferral of Examination Procedure
A student who has signed a declaration that they are fit to sit an examination or submit an assessment may not usually submit a concession. There are some circumstances when the School of Health may consider concessions and these can be found in MoPPs: Part H; Section 6: Rules on Mitigating Circumstances and Concessions

**Retrieval of failed assessment items:**

Examination boards will ratify all provisional grades. They will also ratify provisional reassessment dates that are contained within the provisional programme submission of course work and examination schedule. Students will normally be entitled to re-sit failed assessment items for any academic module that is awarded a ‘fail grade’. All academic reassessment items that are passed at a 1st re-sit or 2nd re-sit will be awarded a pass of 40% except where a higher percentage pass is required.

**APL:**

These opportunities are available in accord with BPP University Regulations for this Award. MoPPs: Part F; Section 4

**How your work is marked:**

The School of Health adheres to BPP University’s General Academic Regulations (GARs). Part H; Examination and Assessment Regulations.

**Referencing:**

The School of Health uses the Harvard referencing system within all its programmes of study Referencing - The Harvard System

**Academic Malpractice:**

Students should refer to the MoPPs: Part H; Section 10 Academic Malpractice Procedures for detailed information and guidance.

**Appeals:**

Detailed information and guidance on BPPU's regulations can be found in the GARs and MoPPs at Part K.

**Plagiarism:**

Students should refer to the MoPPs: Part H; Section 10 Academic Malpractice Procedures for detailed information and guidance.
Written assignments should be word-processed:

- Double line spaced
- Single sides of A4
- Arial 12
- Include the word count
- Student number should appear on every page of the document
- Page numbers should be included

Advice on proof reading:

- Proof reading assignments and course work prior to submitting them for marking ensures that students have an opportunity to guarantee that their work is of an acceptable academic standard. This process allows students to check for missing words, spelling mistakes, punctuation, and whether question marks, apostrophes, commas, and full stops are in the right place.
- Students should make use of the spell check device that is available on their computer.
- Students should use other functions such as the thesaurus and formatting tools for presentation.

Attendance:

Students are expected to be punctual in arriving for lectures, seminars and engaging with Online Classroom; we recognise that this may not always be possible, and out of courtesy to teaching staff and fellow students there is an expectation that students will wait for an appropriate point to enter the session so as not to disrupt classes.

Fitness to Practice: Please refer to the GARs Part G/ p79 - Para 3(c)) and MOPP’s Section 1 Part G.

Reasonable Adjustments: Please refer to the MOPP’s Part L - E&D policy and Part H (section 12)

Assessment

The Summative Assessment will be marked and graded in accord with the criteria outlined on page 26.

The Purpose of Assessment

Assessment is partly for the benefit of students: to help them learn by giving them accurate information on their progress and performance in order to help them reflect on their progress and plan activities to improve knowledge, understanding, or skills.
Assessment also gives students the opportunity to demonstrate what they have learned. It is the means by which their achievement is measured, in relation to the aims of their Programme and national statements about standards.

The Programme Tutors or their designated replacement normally conducts the assessment. A designated second marker is used for weighted summative assessments for degree classification. Marks are internally monitored and moderated at the conclusion of each round of assessment.

Assessment tasks and processes are themselves designed to provide students with additional learning opportunities.

**Learning Outcomes and Assessment Criteria**

The assessment is normally linked to the learning outcomes – to pass the module students are normally expected to have met the learning outcomes. Students may also receive details of the criteria that will be used in marking their work. Students should use all this information to help them plan their work.

Students must pass both components to achieve the Award If, after reading the Programme handbook, students are unsure what is required to pass a module, they should ask the module tutor.
Section 4: Programme Regulations

Anaesthetic Award for Registered Nurses.

1. Authority

These regulations are made under the authority of the University’s General Academic Regulations, Part A, Paragraph 7, and in accordance with these provisions, are cited as the Anaesthetic Award for Registered Nurses.

2. Conflict with the General Academic Regulations

In the event of any conflict between these regulations and the General Academic Regulations, and its sub-regulatory instruments, the latter shall prevail, unless derogation has been approved.

3. Conditions for Admission

To be admitted to the programme candidates must be:

- Registered Nurses with current registration to practice completed at Diploma Level and above.

AND

For students who are non-native users of English:

- Provide evidence of instruction and assessment predominantly in English throughout education
  OR
- Provide evidence of a recent IELTS or equivalent score of 7.0 overall, with a minimum of 7.0 for each component.

4. Conditions of Acceptance

An offer of a place on the programme is subject to the terms and conditions stated in the documentation accompanying the offer, these regulations, and the University’s General Academic Regulations, as in force at the time of interpretation. The acceptance of the offer is taken as agreement to these regulations.

5. Conditions for Progression

Non-applicable for this programme.
6. **Prerequisite**

Students must be a Registered Practitioner

7. **Changing Modules or Specialisation**

Not applicable for this programme.

8. **Reassessment of failed elements**

   a) Where an assessment is divided into more than one component a student who fails one or more assessment component(s) will only be reassessed in the failed assessment component(s).

   b) A student shall be permitted three attempts at each assessment component; one first sit, two re-sits.

   c) Where a student undertakes a re-sit and passes an assessment component the mark shall be capped at the pass mark 40% and the capped mark shall appear on the transcript.

9. **Conditions for the Granting of Awards**

No students shall be entitled to enrol for an award other than the Anaesthetic Award for Registered Nurses.

10. **Programmes of Study for the Granting of Awards**

To be awarded an Anaesthetic Award for Registered Nurses students must have successfully completed all of the requirements for the 40 Credits at Level 6.

11. **Classification of Award**

The following classification will be adopted:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Marks</th>
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<tbody>
<tr>
<td>Distinction</td>
<td>70% or above</td>
</tr>
<tr>
<td>Merit</td>
<td>56 - 69</td>
</tr>
<tr>
<td>Pass</td>
<td>40 - 55%</td>
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</tbody>
</table>

12. **Anonymity and Confidentiality**: Refer to MoPPs/H/Section 1/27 and 30 respectively.

13. **Word length**: Refer to MoPPs/H/Section 1/28 and 29.
### Module Code: Assessment sequence No: Student Number: Word Count:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>University equivalent threshold standards</th>
<th>Grade criteria</th>
</tr>
</thead>
</table>
| 70 -100%   | DISTINCTION                              | • The work contains a diverse range of relevant information, typically from the full range of different sources (e.g. theory of empirical evidence). Suggests future research questions from evaluation of information.  
• The work focuses clearly on the question or task set with demonstration of some originality  
• Where appropriate demonstrates an excellent application of theory to practice.  
• The work demonstrates that the information used has been analysed. Demonstrates the ability to synthesise evidence and applies excellent critical thinking skills.  
• Succinct investigation and discussion of all subject areas.  
• The work demonstrates that conflicting views in the information have mostly been evaluated to reach an independent conclusion with some evidence of original thinking.  
• Relationships between knowledge derived from different contexts are demonstrated by evaluating and debating strengths of information.  
• The work is communicated articulately and logically, has a clear and coherent structure and appropriate, accurate referencing.  
• Excellent/Outstanding academic writing style. |
| 56-69%     | MERIT                                    | • The work contains mostly relevant information from a range of academic sources.  
• The work focuses generally on the question or task set although this may not be explicit.  
• Where appropriate demonstrates a very good application of theory to practice.  
• The work demonstrates the information used has been partially analysed.  
• Overall the subject area have been well discussed and investigated.  
• The work demonstrates some recognition of the complexity of academic debate and conflicting views in the information. Have in general evaluated and some conclusions drawn.  
• The work is communicated effectively and clearly, has a clear and coherent structure and appropriate, accurate referencing.  
• Very good academic writing style. |
<table>
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<tr>
<th>Grade</th>
<th>Description</th>
<th>Comments</th>
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</table>
| >40-55% | PASS | The work contains limited relevant information from a limited range of information.  
The work mostly focuses on the question or the task set but occasionally includes irrelevant content.  
Where appropriate demonstrates limited application of theory to practice.  
The work demonstrates the information used has mainly been recapitulated with superficial analysis therefore mostly superficial and descriptive.  
The work demonstrates limited recognition of the complexity of academic debate. Conflicting views in the information are simplified, evaluation is not always present.  
The work has some structure, this may not always be logical. Referencing adequate with occasional errors.  
Adequate academic writing style. |
| ≤0-39% | FAIL | The work contains no relevant information.  
The work does not focus on the question or task set.  
Does not demonstrate application of theory to practice or demonstrates very little.  
Descriptive account containing many inaccuracies which demonstrates lack of understanding of subject. No attempt at analysis.  
The work demonstrates no recognition of the complexity of academic debate. Conflicting views in the information are not recognised.  
No attempt to structure and inappropriate or nil referencing with multiple errors.  
Imprecise/ non-academic writing style with very poor standard of basic English.  
Inadequate academic writing style with serious errors in language.  
Poor structure and lacks appropriate format and referencing. |
| N | Non – presentation | |
## Student Feedback Sheet to be used for all Levels

<table>
<thead>
<tr>
<th>Student Registration Number:</th>
<th>Module Title:</th>
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<tbody>
<tr>
<td>Module Code:</td>
<td>Submission Date:</td>
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<th>Markers name:</th>
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<th>Signature:</th>
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<th>Moderators name:</th>
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<th>Component Weighting:</th>
<th>Component Grade:</th>
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<th>External Examiner Signature:</th>
<th>Date:</th>
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If reviewed by the EE