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| MODULE SPECIFICATION TEMPLATE |

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| MODULE DETAILS | | | | | | | | | | | | | | | | | | | | |
| **Module title** | Assessment and Optimisation | | | | | | | | | | | | | | | | | | | |
| **Module code** | MDM123 | | | | | | | | | | | | | | | | | | | |
| **Credit value** | 20 | | | | | | | | | | | | | | | | | | | |
| **Level**  Mark the box to the right of the appropriate level with an ‘X’ | Level 4 |  | | Level 5 | | |  | Level 6 | | | |  | | Level 7 | | |  | Level 8 |  | |
| Level 0 (for modules at foundation level) | | | | | | | | | | |  | |  | | | | | | |
| ***Entry criteria for registration on this module*** | | | | | | | | | | | | | | | | | | | | |
| **Pre-requisites**  Specify in terms of module codes or equivalent | Students should have a Medical degree plus a minimum of 2 years UK NHS experience in Anaesthesia. Students are normally expected to be in clinical practice throughout the course. | | | | | | | | | | | | | | | | | | | |
| **Co-requisite modules**  Specify in terms of module codes or equivalent |  | | | | | | | | | | | | | | | | | | | |
| ***Module delivery*** | | | | | | | | | | | | | | | | | | | | |
| **Mode of delivery** | Taught | | x | | Distance | | | |  | | Placement | | | | |  | Online | | |  |
|  | Other | |  | | | | | | | | | | | | | | | | | |
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| **Pattern of delivery** | Weekly | |  | | Block | | | |  | | Other | | | | |  | | | | |
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| **When module is delivered** | Semester 1 | | | |  | Semester 2 | | | | | | | x | | Throughout year | | | | |  |
| Other | | Fortnightly over 10 weeks | | | | | | | | | | | | | | | | | |
| **Brief description of module content and/ or aims**  Overview (max 80 words) | The module provides a basis for the student to develop a systematic and comprehensive understanding of the management of patients in the perioperative phase of their condition.  The module will be highly interactive and will involve the use of a range of learning resources. | | | | | | | | | | | | | | | | | | | |
| **Module team/ author/ coordinator(s)** | Dr Vanessa Fludder  Dr Mark Paul | | | | | | | | | | | | | | | | | | | |
| **School** | Postgraduate Medicine, BSMS | | | | | | | | | | | | | | | | | | | |
| **Site/ campus where delivered** | Falmer  Royal Sussex County Hospital  Princess Royal Hospital | | | | | | | | | | | | | | | | | | | |
| ***Course(s) for which module is appropriate and status on that course*** | | | | | | | | | | | | | | | | | | | | |
| **Course** | | | | | | | | | | **Status (mandatory/ compulsory/ optional)** | | | | | | | | | | |
| MSc Anaesthesia and Perioperative Medicine | | | | | | | | | | Mandatory | | | | | | | | | | |
| PG Diploma Anaesthesia and Perioperative Medicine | | | | | | | | | | Mandatory | | | | | | | | | | |
| PG Certificate Anaesthesia and Perioperative Medicine | | | | | | | | | | Mandatory | | | | | | | | | | |
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| MODULE AIMS, ASSESSMENT AND SUPPORT | | |
| **Aims** | This module aims to advance the student’s theoretical knowledge of perioperative risk assessment and patient optimisation by promoting critical appraisal, understanding and application of the current evidence in relation to risk stratification and risk reduction in the perioperative pathway. | |
| **Learning outcomes** | By the end of the module the students will show:   * a thorough understanding of all key aspects of perioperative risk management and patient optimisation * an ability to apply this knowledge at the leading edge of their clinical practice | |
| **Content** | Service provision for the enhanced recovery patient  Use of Biomarkers in assessment  Mathematical RiskCardio-Pulmonary Exercise Testing  Echocardiography  Radionuclide investigations  Coronary Angiography and revascularisation  Clinical risk management  Ethics and Medico-legal considerations  Consent and Capacity  Measuring quality in anaesthesia  Management of Perioperative anaemia  Pre-operative assessment services | |
| **Learning support** | Students will be provided with an up to date set of websites, key documents and latest research articles on Student Central. | |
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| ***Teaching and learning activities*** | | |
| **Details of teaching and learning activities** | The tuition for the module will be delivered over 5 days. The teaching methods will encompass: lectures, group discussion and student presentations  Each 20 credit module will have a minimum of 35 hours contact time. Staff will provide direction within the lectures and seminars with much learner autonomy evident in the group work and student presentations. Learning will be supported further by the circulation of visual material and/or lecture notes. Students will be expected to support their learning by the use and critical appraisal of primary sources of information.  **Teaching quality**  Postgraduate Medicine operates under the principles of the Brighton & Sussex Medical School’s Learning and Teaching Policy. This includes peer review, educational opportunities for staff and visiting lecturers, feedback to tutors on student evaluation.  Tutors on the programme will be predominantly consultant anaesthetists who will contribute significantly to the programme content and have current clinical experience to ensure up to date first hand expertise in all areas.  Teaching quality will be further assessed via regular monitoring and evaluation. The module has a timetabled session for verbal evaluation of the module delivery and students also complete evaluation forms. Additionally, students will be required to give a 500 word reflective account of the module learning undertaken to enable the student to consider their professional development and to inform future module development. These will feed into the Module Reports, which are considered by both tutors and students at the Programme Board. Reports from the external examiner will also be scrutinised by the Programme team, the AEB, and the Institute Board of Studies for any issues that relate directly to teaching quality. | |
| **Allocation of study hours (indicative)**  Where 10 credits = 100 learning hours | | **Study hours** |
| **SCHEDULED** | This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/ studios, fieldwork, external visits, and work-based learning. | 35 |
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| **GUIDED INDEPENDENT STUDY** | All students are expected to undertake guided independent study which includes wider reading/ practice, follow-up work, the completion of assessment tasks, and revisions. | 165 |
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| **PLACEMENT** | The placement is a specific type of learning away from the University that is not work-based learning or a year abroad. |  |
| **TOTAL STUDY HOURS** | | **200** |
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| ***Assessment tasks*** | | |
| **Details of assessment for this module** | A 3,000 word assignment in which students present three cases and demonstrate how their knowledge of Assessment and Optimisation could be applied in each case. | |
| **Types of assessment task[[1]](#footnote-1)**  Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression. | | **% weighting**  (or indicate if component is pass/fail) |
| **WRITTEN** |  |  |
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| **COURSEWORK** | 3,000 written assignment | 100% |
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| **PRACTICAL** |  |  |
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| EXAMINATION INFORMATION | | | | |
| **Area examination board** | Postgraduate Medicine, BSMS | | | |
| Refer to Faculty Office for guidance in completing the following sections | | | | |
| ***External examiners*** | | | | |
| **Name** | | **Position and institution** | **Date appointed** | **Date tenure ends** |
| **TBC** | |  |  |  |
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| QUALITY ASSURANCE | | | | | |
| **Date of first approval**  Only complete where this is not the first version |  | | | | |
| **Date of last revision**  Only complete where this is not the first version |  | | | | |
| **Date of approval for this version** |  | | | | |
| **Version number** | 1 | | | | |
| **Modules replaced**  Specify codes of modules for which this is a replacement |  | | | | |
| **Available as free-standing module?** | | Yes | x | No |  | |

1. Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task. [↑](#footnote-ref-1)