

## Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and title:	MSc Anaesthesia and Perioperative Medicine (distance learning) PGDip Anaesthesia and Perioperative Medicine (distance learning) PGCert Anaesthesia and Perioperative Medicine (distance learning)
Name of interim award(s):	
Duration of study / period of registration:	MSc (1Y FT/2Y PT), PgDip (9M FT /18M PT), PgCert (9M PT) by DL
Queen Mary programme code(s):	PSPOP -
QAA Benchmark Group:	
FHEQ Level of Award:	Level 7
Programme accredited by:	
Date Programme Specification approved:	
Responsible School / Institute:	William Harvey Research Institute

Schools / Institutes which will also be involved in teaching part of the programme:

William Harvey Research Institute

Collaborative institution(s) / organisation(s) involved in delivering the programme:

N/A

### Programme outline

This programme is for healthcare professionals working to deliver care within the perioperative pathway such as nurses, doctors, and operating department nurses or assistants. It is intended to provide course participants with comprehensive training in recent advances and key issues in the anaesthesia and perioperative care of the surgical patient. It will provide a theoretical framework for gaining competence and confidence in managing patients in the perioperative period, as well as developing relevant skills and competencies such as critical appraisal and research activities.

Perioperative medicine is a rapidly growing and innovative field with increasing importance for the delivery of healthcare in the surgical setting. Advances in medicine, surgery, and critical care have demonstrated the need to have a holistic overview of multiple areas, where marginal gains can lead to better outcomes and experiences for patients. The course will be delivered by the Critical Care and Perioperative Medicine Research Group (CCPMG) at QMUL who are a world leading research group in perioperative medicine, and will aim to train the future perioperative practitioners to deliver better healthcare and promote innovation and research in the field.

## Aims of the programme

The aims of the programme are to provide the students with a distillation and examination of the background and the latest evidence base in this developing field. It will equip the students in the skills to apply this knowledge to directly help improve surgical outcomes. The course also aims to provide the students with skills to carry out high quality research, audit and quality improvement projects to inform the evidence base in perioperative medicine and deliver high standards of care for an increasingly complex group of patients. Having completed this higher degree, the students will be able to take on leadership roles in clinical, research and teaching position locally and nationally.

## What will you be expected to achieve?

The students will be expected to acquire a wide breadth and depth of knowledge in perioperative medicine that includes general medicine as applied to perioperative patients, provision of anaesthesia and analgesia, care of the unconscious patient, and some detailed knowledge of surgical specialities and special patient groups. They will also gain an understanding of critical appraisal, basic research skills, data analysis and statistics. The final compulsory module of the MSc will be the Applied Perioperative Medicine module which will bring in the aspects of multidisciplinary team working, communication, and organisation. The dissertation will allow the students to carry out an in depth study which may be basic science or part of a clinical trial, or a systematic review of a relevant topic.

### Academic Content:

A 1	Demonstrate an understanding of perioperative medicine and the role of the perioperative clinician in improving outcomes for surgical patients.
A 2	Understand the importance of preoperative assessment and optimisation of high risk surgical patients.
A 3	Develop a thorough working knowledge of anaesthesia and analgesia, and the role of the anaesthesia team in the provision of safe intraoperative surgical care.
A 4	Have a thorough knowledge and understanding of the role of surgical care bundles and other safety initiatives to improve care of surgical patients.
A 5	Clear understanding of intra-operative and post-operative care of patients after major surgery (including cancer, vascular, abdominal, cardiac), as well as after major trauma.
A 6	Demonstrate the appropriate use of clinical information for diagnosis and management of perioperative patients.
A 7	Have a thorough knowledge of how to monitor and care for the unconscious patient during anaesthesia.
A 8	Be able to describe and critically appraise the evidence base for enhanced perioperative care after major surgery and the role of these in reducing morbidity and mortality, as well as lengths of stays.

### Disciplinary Skills - able to:

B 1	Analyze, synthesize and communicate clinical information to a multi-disciplinary team.
B 2	Use critical appraisal of research evidence as a framework for high level, prompt clinical decision making

B3	Understand the tools and methodologies for conducting research and how to formulate a structured and critical argument for a research question with the submission of a dissertation relevant to critical care
B4	To communicate with other physicians and health care workers in a collaborative way to plan patient care.

Attributes:	
C1	Develop the leadership skills required to co-ordinate an effective team approach to the delivery of perioperative medicine
C2	Demonstrate appropriate and comprehensive practical and theoretical skills as well as advanced communication expertise- allowing decision making in complex and unpredictable situations
C3	Can act autonomously in planning and implementing tasks at a professional level
C4	Demonstrate autonomy in self directed learning and realise their scope of practice

### How will you learn?

The taught part of the course will be delivered online via the FMD e-learning platform QMPlus.

- Overall course information, including student handbook and timetables, will be distributed through the learning platform
  - Induction material and a welcome chatroom session and / or online discussion thread will be set up at the start of the course between the distance learning students and the Programme Director.
  - A variety of teaching strategies will be employed, most of which will be administered via the learning platform
  - Each module is presented on-line as:
    - Summary of the module
    - Aims and Objectives
    - Plan for assessment
    - A live-chat tutorial will be conducted per module by one the academic staff
- 1) Lectures – screen capture with audio soundtrack. These lectures will be delivered by members of the course faculty with occasional ‘guest lectures’ for selected topics. Both types of lecture will be captured and presented in the same way.
  - 2) Lecture notes and document reading material (word documents and PDF.) Topics will also be covered in the form of guided reading – with a reading list or short series of scientific papers to read followed by questions or exercises.
  - 3) Online Seminars / Tutorials. Some topics will be covered in real-time online seminars, delivered by MSTeams (or similar technology). These will be based around a topic or around a series of relevant articles from scientific journals. The organisation of such synchronous support by voice / video seminars will depend on the proportion and location of overseas students in order to circumvent any difficulties posed by differences in time zones. The sessions will be recorded so that students who were unable to tune in at the time, can have access to the discussions and the learning material. The time of these tutorials will be rotated through the year to cater for all the student time zones to allow everyone access to live tutorials.
  - 4) All the educational material for the module will be made available at the start of the module organised in a weekly fashion to assist the students if they would like to follow a pre-specified plan.

### How will you be assessed?

Assessment for the course will include, but is not limited to the following and will vary between modules:

1. Quiz/MCQ: This will test the breadth and some of the details of knowledge gained in the modules. Marks and feedback will be

provided instantly as soon as the students have completed the quiz.

2. Essays: This will enable student to critically appraise and distill the evidence base around chosen topics chosen. It will also give students the opportunity to improve their writing skills, be able to present information in figures and tables, as well as work to a deadline. Marks and feedback will be provided in a timely manner to help the students with development of their skills.

3. Short answer questions and case based studies: These will assess knowledge and the ability to write succinctly on a range of topics. These assessments test a breadth of relevant topics.

4. Oral presentations: these will test both knowledge and the ability to impart information to peers and teachers. Presentations are an important part of daily interactions, teaching, and discussions around provision of care. These assessments will help students to practice and develop these skills. The distance learning students will receive instruction on how to record their own presentations and submit as assessments.

All of these assessments will be designed with "teaching through assessment" principles to enrich the learning for the students. The essays will have grading rubrics to help focus the structure and depth required.

### How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

- Full Time student must complete all the modules of the MSc: 8 taught modules (each of 15 credits at level 7) and a dissertation (60 credits).

- Part time Students must take Perioperative Medicine in Theory and Practice in year one and (MSc students) must take the Dissertation in the second year. A further 75 credits (5x15 credits) to be taken in year one, and the remaining 30 taught credits (2x15 credit modules) to be taken in year two.

PGDip:

- Full Time student must complete: 8 taught modules (120 credits) in one academic year.

- Part Time student must complete: 4 taught modules (60 credits) in year 1 and 4 taught modules (60 credits) in year 2 (students are allowed to select taught modules in order of their preference).

PgCert

Students must complete 4 x 15 taught modules

### Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Post-Operative Care	WHR7793	15	7	Compulsory	1	Semester 2
Medicine for perioperative practice	WHR7794	15	7	Compulsory	1	Semester 2
Perioperative care of surgical specialties	WHR7795	15	7	Compulsory	1	Semester 2
Research and Audit Methodology	WHR7714	15	7	Compulsory	1	Semester 2

Programme Title: Anaesthesia and Perioperative Medicine (distance learning)

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Applied perioperative medicine	WHR7796	15	7	Compulsory	1	Semester 3
Dissertation	WHR7799	60	7	Compulsory	1	Semesters 1-3
Care of the Unconscious Patient	WHR7712	15	7	Compulsory	1	Semester 1
Perioperative Medicine in Theory and Practice	WHR7791	15	7	Compulsory	1	Semester 1
The preoperative journey	WHR7792	15	7	Compulsory	1	Semester 1

Academic Year of Study PT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Perioperative Medicine in Theory and Practice	WHR7791	15	7	Compulsory	1	Semester 1
MSC students take 75 credits PgDip Student take 45 credits			7	Compulsory	1	Semesters 1-3

Academic Year of Study PT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
MSc Student take remaining 30 credits PgDip Students take remaining 60 credits			7	Compulsory	2	
Dissertation (Msc students only)	WHR7799	60	7	Core	2	Year

**What are the entry requirements?**

Applicants will normally possess a medical degree, a 2:2 or above at undergraduate level in Nursing, Physiotherapy or other related allied health professional degrees. Non-UK degrees are marked on a grading scale and must be equivalent to UK 2:2 degree.

Also, at least one year experience working in a hospital as a health professional is essential.

English requirements:

IELTS Academic: 6.5 overall including 6.0 in Writing and Speaking, and 5.5 in Reading and Listening.

### **How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?**

The course will be continuously quality-reviewed by the Core Course Management Team made up of the faculty of the course, the external examiner as well as the education committee at the William Harvey Research institute. This process will include peer review of taught components, reviewing student feedback on lecture and module content and delivery, as well as information from PTES. A course participant will be invited to join the Student-Staff Liaison Committee.

Periodically, the continuing validity of the course aims and outcomes will be reviewed both internally and if necessary by involving external experts to ensure that appropriate actions are taken to remedy any identified shortcomings.

### **What academic support is available?**

Precourse: All students will receive pre-course induction material including an online video outlining the course structure background, and planned assessments. They will also be provided with a yearly timetable of module dates and teaching times. Induction: An online induction meeting with the programme director will be provided prior to the start of the course with plenty of time allocated for questions. A specific course handbook will also be provided.

All students will be allocated personal tutors whose role is to assist them with personal problems and to advise on pastoral issues.

There will be instructional videos on how to use QM+. The QM+ landing page will include the following:

- Details of facilities at QMUL including IT services, library services, welfare, accommodation, finance etc.
- Instructions on basics of scientific reading, writing and critical appraisal
- Time management instructions

The programme director and faculty contact details will be made available to all the students. The students can access help directly from the faculty via email or in person.

Library facilities. All students registered on the course will have access to the college on-line library facilities. This gives access to a large number of relevant journals. Students will have access to other academic literature and journals via an ATHENS log-on in the same way as on-site students.

Education management team will be available via email or online to resolve any issues relating to course registration, fees, and problems and issues arising during the course.

Other services:

- Access to student counselors within Queen Mary University of London.
- Access to Teaching and Learning Support Services, which provides assistance and guidance e.g. dyslexia

### **Programme-specific rules and facts**

N/A

### **How inclusive is the programme for all students, including those with disabilities?**

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty such as dyslexia
- Applying for funding through the disabled Students' Allowance (DSA)

- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one 'study skills' tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum

Specific to the course:

1. The learning outcomes for each module will be made explicitly clear . This will be available at the beginning of the module.
2. All reading material will be identified and most will be online (electronic), but also some will be on hard copy through library services at QMUL or purchase of text book. All reading material and resources will be checked to ensure that they are fully accessible.
3. Each module will have a reading list with the above guarantees.
4. All lectures will be recorded and available on Q-Review.
5. Much of the course material, timetables, learning outcomes, reading material and recorded podcats and videos will be on dedicated QM+ pages. These will be on a modular basis with each module having it's own page specially built for the course.
6. Assessments will take into consideration special arrangements for specific students as required.

### Links with employers, placement opportunities and transferable skills

Healthcare providers, including the National Health Service, will benefit from employing students who have successfully completed this MSc. The aim of this course is to provide advanced specialist instruction to a higher qualification in perioperative medicine. The Chief Medical Officer Report "Safer Medical Practice" and Department of Health documents "High Quality Care For All"& "High Quality Workforce" emphasise and recommend Simulation, Clinical Skills Training and application of innovative approaches to education. Recent patient safety data from the National Patient Safety Agency (NPSA) suggests 1:10 patients are harmed in hospital by some complication, a significant proportion of these being caused by medical and nursing mistakes. This MSc will consolidate clinical training to a high level and reinforce technical and behavioural competencies essential for patient safety.

## Programme Specification Approval

**Person completing Programme Specification:**

Dr Parjam Zolfaghari

**Person responsible for management of programme:**

Dr Nina Ravic

**Date Programme Specification produced / amended by School / Institute Education Committee:**

29/10/2024 (for January 2025)

**Date Programme Specification approved by Taught Programmes Board:**