

# DAS AirBites – Facilitator User Guide

*For use with the DAS 2025 Education Resource Pack*



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## 1. Purpose and Background

DAS AirBites\* have been created as part of the Educational Package to support the safe, consistent, and standardised implementation of the Difficult Airway Society (DAS) 2025 Guidelines for Unanticipated Difficult Tracheal Intubation. They are concise, practical teaching resources designed to make guideline learning accessible, engaging, and relevant to daily clinical practice. Each AirBite focuses on a key element of the guideline and can be delivered as a 15 minute, snapshot teaching intervention.

## 2. Concept: 'Bite'-sized, high impact learning<sup>1</sup>

The AirBite series is built on the principle of focused bite sized and scalable learning sessions. They aim to:

- Rehearse practical steps of the algorithm, reinforcing a structured, stepwise approach to difficult airway management
- Embed local familiarity with equipment, technical skills and cognitive aids
- Break down barriers between staff grades and disciplines, creating safe spaces to share perspectives and experiences
- Encourage human factors discussion, exploring communication, leadership, and situational awareness
- Facilitate reflection on departmental processes and identify opportunities for improvement
- Promote consistency across departments and teams by aligning teaching with the latest DAS 2025 standards

AirBites are designed for the entire multidisciplinary team - engaging anaesthetists of all grades, anaesthetic assistants, ODPs, scrub and recovery staff, theatre coordinators, and other clinicians involved in airway management (e.g. critical care, emergency department clinicians)

AirBite facilitators can include Airway Leads, experienced Anaesthetists or Simulation/Education faculty.

## 3. How to use the AirBites

Each AirBite is self-contained and designed to be simple to deliver.

### Duration

- Each AirBite session is designed to last around 15 minutes.
- Session duration can be adapted to suit the learners, environment, or available time

### Setting

Airbites are deliberately flexible and can be used in a variety of settings:

- Tea-trolley training - quick, informal refreshers in the workspace setting.
- As part of regular resident teaching programmes
- Departmental update or clinical governance days
- Interdepartmental teaching - theatres, emergency departments, ICUs, recovery, and outreach areas.

### Preparation

- Review the Airbite in advance to familiarise yourself with the learning objectives, equipment list, and key teaching points.
- Consider the intended learners and plan discussion points according to role / experience
- Find an appropriate setting to deliver the session and gather relevant equipment where needed
- Display the DAS 2025 Airway Algorithm (Plans A-D) for reference
- Consider creating a register of learners
- Consider use of supplementary departmental feedback sheets if local data collection of feedback is required for audit/QI purposes

### **Delivery**

- Introduce the topic and learning objectives
- Work through each section of the Airbite in order:
  - Discussion: Explore context and rationale. Share real life examples.
  - Demonstration: Use available equipment to illustrate best practice or technique.
  - Interaction: Encourage participants to contribute, ask questions, and share experiences.
  - Practice: Allow participants to rehearse and refine practical skills
- Emphasise team communication, role allocation, and use of checklists or cognitive aids throughout
- After delivery please complete the DAS feedback survey (attached QR link) to help guide the ongoing iterative development and refinement of educational material.

### **4. Facilitator Tips**

- Keep the session interactive
- Use open questions to stimulate discussion
- Encourage reflection on human factors - teamwork, communication, and cognitive load
- Relate teaching to local practice - what equipment, checklists, and workflows exist in your setting? Where are the algorithms displayed?

### **5. Summary**

DAS AirBites are designed to help embed the DAS 2025 Unanticipated Difficult Intubation Guidelines in clinical practice. Through short, repeatable teaching encounters, they help learners rehearse decision making, build familiarity with equipment and algorithms, and strengthen shared mental models for managing the unanticipated difficult airway.