



University of East Anglia

PARTNERSHIPS OFFICE

## FULL COURSE PROPOSAL FORM [ROYAL MARSDEN SCHOOL]

<b>Course Title(s)</b>
BSc (Hons) Supportive & Palliative Care
<b>School/Faculty of study</b>
Royal Marsden School
<b>Proposed start date</b>
September 2015

- Part 1**            **Summary and Rationale**
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# FULL COURSE PROPOSAL

## Part 1 SUMMARY AND RATIONALE

<b>INSTITUTION</b>		Royal Marsden School	
<b>SCHOOL/FACULTY</b>		N/A	
<b>NAME OF COURSE DIRECTOR</b>		Michael Coughlan	
<b>COURSE TITLE</b>	BSc (Hons) Supportive & Palliative Care		
<b>AWARD</b>	BSc (Hons) Supportive & Palliative Care		
<b>EXIT AWARD(S) AND TITLE(S)</b>	BSc (Hons) Supportive & Palliative Care		
<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)		Part-time	
<b>AVAILABLE FROM:</b>		September 2015	
<b>PROFESSIONAL AWARD</b> (if any)	N/A		
<b>ACCREDITING/VALIDATING BODY</b> (if relevant)	N/A		
<b>Accrediting/ Validating Body Website</b> (if relevant)	N/A		
<b>Date when accreditation may take place</b>	N/A		
<b>LEVEL</b> (tick the appropriate level)	Sub-degree (e.g. Cert. Dip.)		
	Undergraduate	✓	
	Integrated Masters		
	Masters		
	Other postgraduate (please specify)		
<b>DURATION</b> (years or months)	CPD – variable (maximum registration period - 4 years)		
<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>	YES	✓	NO
	If YES, does this conform with the QAA's advice on Placements (B10)		Yes
<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>	QAA Benchmarking statements (2001) for Nursing, Physiotherapy, Dietetics, Occupational Therapy and Radiography have been met within the curriculum design.		
<b>ENTRY REQUIREMENTS</b>	A qualification which provides 120 credits at level 5, or equivalent.		

## RATIONALE FOR PROPOSAL

Please explain why you are proposing this/these new course(s) and why this proposal is being offered at this time.

Within your rationale, please also consider and outline the following:

- Are any teaching adjustments required? For example, will new modules be introduced, other modules be withdrawn or combined? ).*
- Key learning outcomes*
- Key assessment strategy (e.g. how will formative assessment be integrated and linked to summative coursework)*

The Royal Marsden School (RMS) has a reputation for responding to market demands and for providing education which is flexible, and aligned with emerging workforce needs.

Approximately 15 million people in England (almost one in three of the population, or 50% of those aged over 60) have a long term condition - defined as one that cannot be cured but can be managed through medication and / or therapy (DoH, 2010). In addition, cancer is becoming, for many a long term condition with an estimated 2 million people in the UK living with or beyond cancer (Macmillan Cancer Support and National Cancer Intelligence Network, 2008).

These groups present a challenge for healthcare services, using 50% of all GP appointments and 70% of all inpatient bed days (DoH, 2010). This is compounded by the fact that it is estimated that by 2030, the UK will have double the number of people over the age of 85 years than at present (Tomison & McDowell, 2012), and a recent study has demonstrated that a quarter of nurses had not received any training specific to caring for those approaching the end of life (RCN, 2014).

This proposal is for a new programme which we believe meets a real clinical need and fills a gap in the market, as no other education provider in the Greater London area provides a level 6 specialist pathway in supportive or palliative care. With patients living longer with more complex needs, practitioners need to have the necessary evidenced based knowledge, skills and experience to be able to support patients and their carers to achieve this. Health Education North West London (HENWL, 2013) has identified the need to improve outcomes of care through a better skilled workforce and the development of a flexible workforce receptive to research, and able to disseminate innovation more rapidly in order to improve the quality of care as a specific local challenge.

The proposed new programme will build on our experience of offering 'top up' programmes to enable students educated to Diploma level (or equivalent) to achieve graduate status and advance their career. Despite the fact that pre-registration nurse education moved to degree level in 2013, there remains a need to up-skill the existing workforce to ensure that it is flexible enough to react to the rapid pace of change in clinical care.

The BSc (Hons) in Supportive & Palliative Care aims to provide a framework which allows students to investigate and analyse their role within the context of supportive and end of life care through their choice of appropriate modules from our wide portfolio.

### **The overall aims of the programme are:**

- to foster life-long learning in order to produce knowledgeable, skilled and reflective individuals capable of delivering high quality, person-centred care.
- to provide a flexible educational programme which meets the needs of students, service users and health and social care service providers.

## **Key Learning Outcomes: BSc (Hons) Supportive & Palliative Care**

### *Knowledge and Understanding skills:*

- Apply a comprehensive knowledge base to the current context of supportive and palliative care and the evidence base underpinning this to support the provision and development of care.
- Demonstrate understanding of the wider ethical, legal and professional perspectives of supportive and palliative care, including those relating to research, and incorporate a critical ethical/professional dimension into complex decision-making;
- Apply knowledge and skills to new practice environments and critically evaluate these in order to deliver flexible, high quality care focused on the service user;

### *Cognitive skills:*

- Utilise a variety of information and communication technologies to access the evidence-base underpinning care and to support developments in practice;
- Demonstrate skills of critical analysis and appraisal and apply these to academic work at level 6;
- Demonstrate understanding and application of research principles, research design and methods relevant to supportive and palliative care, and the application of these in the development of research proposals to investigate clinical practice and in the evaluation of evidence to support practice recommendations.

### *Professional and Practice Development skills:*

- Demonstrate an ability to critically evaluate supportive and palliative care issues within a multidisciplinary context, valuing the contributions made by different professional groups to the totality of health and social care of the individual with a life limiting condition;
- Critically analyse the need for effective management of resources within supportive and palliative care;
- Reflect on practice, learning from experience through questioning and problem-solving and critically explore new ways of delivering supportive and palliative care;
- Demonstrate understanding of their roles as clinical leaders in professional practice, disseminating current knowledge and skills to others in the practice setting.

## **Key Assessment Strategy**

The module assessments have been designed to demonstrate achievement of module learning outcomes. Each module will have its own discrete assessment specifications related to the intended educational aims and learning outcomes of the module and programme as a whole.

Formative assessments are used to enable students to learn more effectively by providing them with feedback on their performance and how it can be improved or maintained. Examples of formative assessments include self-assessment through profiling, reflection and practice documents; peer-assessment through group projects and feedback; and via clinical competency assessments, through observation and feedback on performance in practice and academic assignments and presentations.

Examples of summative assessments used to assess integrated theory and skills include: multiple choice questions, essays, poster presentations, OSCEs, portfolios and literature reviews.

Full details of the assessment strategy and learning outcomes will be provided in the validation documentation.

# FULL COURSE PROPOSAL

## Part 2 ACADEMIC CASE (including Programme Specification)

### ADMISSIONS

Include-

- Admissions process and criteria with reference to course specific entry activities e.g. portfolio compilation/interview
- Entry requirement for each level and specific requirements
- Statement on Advanced Standing, Direct entry and APL/APEL procedures
- Examples of students who may be eligible for Advanced Standing, Direct Entry and APL/APEL

#### **Admissions process and criteria with reference to course specific entry activities**

All applications for the programmes are made through The Royal Marsden School, and our admission procedures are designed to be consistent with The Royal Marsden NHS Foundation Trust's equal opportunities procedures. Students are encouraged to declare any disability (including dyslexia) in order that they can access the appropriate support.

Anybody involved in the care and support of individuals with a long term or life limiting condition should be able to access the continuing professional development aspects of the programme. Candidates are selected on the basis of their application form.

#### The standard entry criteria for the BSc (Hons) / BSc in Supportive & Palliative Care:

- A qualification which provides 120 credits at level 5, or equivalent.
- Currently employed in the care of people with supportive care needs.
- Competence in written and spoken English (normally IELTS 6.5 or equivalent)

#### Module-Specific Entry Requirements

Where the learning outcomes for a specific module require students to be working in a particular clinical area, additional practice entry requirements will be stipulated. These are summarised in the module outlines and will be outlined in module publicity, flyers and handbooks.

#### **Advanced Standing**

Students wishing to undertake the BSc (Hons) in Supportive & Palliative Care are required to have:

- demonstrated evidence of exemption from 120 credits at level 4
- demonstrated satisfactory completion of modules worth 120 credits at level 5 or provide evidence of APCL/APEL to gain advanced standing from this level

#### **Accreditation of Prior Learning (APL)**

Accreditation of Prior Learning (APL) is defined as a system whereby academic credits can be awarded for previous learning that has taken place either through formal courses of study (Accreditation of Prior Certificated Learning - APCL) or in other ways (Accreditation of Prior Experiential Learning - APEL).

#### **APCL**

Candidates who have successfully completed a course of study that carries an academic credit-rating and is clearly comparable in level, academic standard, content and learning outcomes to an equivalent course at RMS may be exempted from part of the programme in accordance with the university's APL/APEL policy. The maximum amount of credit exemption is 50% of the total number of credits for an award. Evidence from the previous course of study will be required to prove the exemption.

**APEL**

Candidates without the standard entry requirements of 120 credits at level 5 may gain entry to the programme by providing evidence of the Accreditation of Prior Experiential Learning (APEL). APEL applications will be assessed individually, and candidates must demonstrate that relevant learning through clinical experience has been gained by the compilation of a portfolio of evidence.

APEL exemptions may not be granted for more than 25% of the total number of credit points required for an award.

The maximum APL (i.e. a combination of APCL and APEL) that may be granted is 50% of the total number of credit points required for an award.

Students considering an APCL/APEL claim are supported by the School APL Advisor.

**COURSE MANAGEMENT INFORMATION**

Is the course as a whole assessed on a pass/fail basis?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
Are any modules assessed on a pass/fail basis?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>

If so, how many modules and what is the credit volume for each module?

N/A

**YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS  
(For undergraduate or integrated masters courses only)**

complete sections that are relevant

Year of course	Weightings	Progression requirement	Exit Award
N/A			

**BOARD OF EXAMINERS**

Is there an existing Board of Examiners?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
If YES, which existing board will be responsible for the course?				
If NO, please enter details for new board of examiners	There will be a RMS Board of Examiners, chaired by the UEA Academic Director of Partnerships. External Examiners will be appointed by RMS following approval by UEA.			
Are any new external examiner(s) required?	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
If yes, how many?	2			

## PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Year
BSc (Hons) Supportive & Palliative Care	2015

**NOTE:** Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave.



**PS1 COURSE PROFILE**

<b>BSc (Hons) in SUPPORTIVE &amp; PALLIATIVE CARE – Modular Programme profile</b> This 120-credit programme consists of one compulsory 15-credit module a further 105 credits from optional modules (of which three should be 'core' modules) as outlined below:				<b>Level 6</b>	This column will be deleted prior to publication
<b>Module Code (if not known please use an abbreviation that can be cross referenced to the learning outcomes below)</b>	<b>Compulsory? - or name of Option range</b>	<b>Credits</b>	<b>Module Title</b>	<b>Teaching period, e.g. Sem 1, Year-long</b>	<b>New / amended / existing</b>
B10	Compulsory	15	Exploring Therapeutic Practice		New
B2	Optional	30	Applying Research to Clinical Practice		New
B7	Core	15	Enhancing Care of the Dying		New
B21	Core	15	Palliative Care & Symptom Management		New
B9	Core	15	Enhancing Communication Skills in Health & Social Care		New
B14	Core	15	Living with a Long Term Condition		New
B22	Core	15	Psychosocial Impact of a Long Term Condition		New
B15	Core	15	Principles of Lung Cancer Care		New
B20	Core	15	Principles of Mesothelioma Care		New
B16	Core	15	Lymphoedema in Cancer Practice		New

B3	Optional	15	Acute Cancer Practice		New
B4	Optional	15	Principles of Breast Cancer Care		New
B5	Optional	15	Chemotherapy in Cancer Practice		New
B6	Optional	15	Clinical Trials in Cancer Practice		New
B8	Optional	15	Enhancing Clinical Leadership		New
B1	Optional	30	Foundations in Cancer Practice		New
B11	Optional	15	Principles of Gynaecological Cancer Care		New
B12	Optional	15	Principles of Haemato-oncology Care		New
B13	Optional	15	Principles of Head & Neck Cancer Care		New
B17	Optional	15	Principles of Male Genito-Urinary Cancer Care		New
B18	Optional	15	Principles of Gastro-intestinal Cancer Care		New
B19	Optional	15	Management of the Gastro-Intestinal Consequences of Cancer Treatment		New
B23	Optional	15	Radiotherapy in Cancer Practice		New
B24	Optional	15	Stem Cell Transplantation in Cancer Practice		New
B25	Optional	15	Sciences of Cancer Practice		New
B26	Optional	15	Physical Assessment & Clinical Reasoning to Assess Patients		New

B27	Optional	15	Mentorship for Contemporary Healthcare		New
B28	Optional	15 / 30	Work Based Learning		New

**PS2 MAPPING LEARNING OUTCOMES**

<b>Mapping learning outcomes – please list learning outcomes and enter module code against assessment type</b> <b>YEAR 1 learning outcomes</b>	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
Full details of module learning outcomes will be provided in the validation documentation.									
<b>Other:</b> please give details									

**PS2 MAPPING LEARNING OUTCOMES - continued**

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type <b>YEAR 2 learning outcomes</b>	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
N/A									
<b>Other:</b> please give details									

**PS2 MAPPING LEARNING OUTCOMES - continued**

<b>Mapping learning outcomes – please list learning outcomes and enter module code against assessment type</b> <b>YEAR 3 learning outcomes</b>	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
N/A									
<b>Other:</b> please give details									

**PS2 MAPPING LEARNING OUTCOMES - continued**

<b>Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 4 learning outcomes</b>	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
N/A									
<b>Other:</b> please give details									

**PS2 MAPPING LEARNING OUTCOMES - continued**

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type <b>YEAR 5 learning outcomes</b>	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
N/A									
<b>Other:</b> please give details									



**PS3.1 learning progression**

How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students' progress through their course of study?

The adult learning philosophy of the programme acknowledges that students often commence their studies with a good deal of academic and clinical experience. The flexible nature of the programme allows the student to build on these skills and select modules that will meet their learning needs and support their personal career plan.

Module assignments develop the student's critical thinking skills and the final module of the programme - *Applying Research to Clinical Practice* module which enables the student to draw on their newly acquired knowledge by exploring a specific area of practice through the completion of an extended piece of academic work.

The Royal Marsden School electronic student database provides a profile of progress, modules taken, credit accumulation and APEL for each student registered for modules. These profiles are accessible to academic staff for the purposes of progress monitoring, enabling them to advise and support students appropriately. Throughout their programmes of study, the progression of all students will be formally monitored by the Programme Leader, supported by the administration team and reported regularly to the Programme Board. The progression profiles are presented at examination boards for information.

## PS3.2 feedback cycle

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?

Every module has a formative and summative element to the assessment. The average student undertaking the BSc (Hons) pathway will undertake around six modules.

Feedback on formative assessments is provided in time for students to make use of it prior to their summative assessment. The mode of feedback will vary dependent on the particular assessment task – it could be written or oral, and either be individualised, identifying specific issues relating to their work, or generic, making general comments about work produced by a group of students.

The School aims to provide students with written feedback on their summative assessments within 25 working days. Students submit written assignments via 'Turnitin' which detects plagiarism and allows markers to make annotated comments in the assignment. The standard of feedback given to students is consistently commented on by our external examiners in that it usually reflects the marking criteria, is constructive and identifies how the student can improve their performance in future assessments.

Students who have been unsuccessful in their first attempt at an assessment are encouraged to meet with the module leader to discuss their feedback if they wish.

Full details will be provided in the validation documentation.

PS4		EXAMINATIONS	
	Written	Practical (e.g. OSCES and OSPES)	
How many modules will include an exam element?	0		
How many hours of exams are there in Stage 0? (if applicable)			
How many hours of exams are there in Stage 1?			
How many hours of exams are there in Stage 2?			
How many hours of exams are there in Stage 3?			
How many hours of exams are there in Stage 4? (if applicable)			
How many hours of exams are there in Stage 5? (if applicable)			
How many hours does the programme (as a whole) include?			

PS5	EQUALITY & WIDENING PARTICIPATION	
PS5.1	<p>How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?</p> <p>Our student profile reflects our success at recruiting and supporting individuals who have either trained overseas and have no experience of UK higher education or have not previously been very successful academically.</p> <p>The School's admission procedures are designed to be consistent with The Royal Marsden NHS Foundation Trust's equal opportunities procedures. Students are encouraged to declare any disability (including dyslexia) in order that they can access the appropriate support.</p> <p>The admissions criteria allows for students without the standard entry criteria of 120 credits at level 5 to gain entry to the programme by providing evidence of the Accreditation of Prior Experiential Learning (APEL) through the compilation of a portfolio of evidence.</p> <p>The student profile gathered from data gathered over the past 4 academic years reveals that 47% of students were aged between 21-30 years, 30% were between 31-40 years and 23% were over 40 years of age. The ethnic mix of students is less diverse, with 82.4% describing themselves as White, 11.4% as Black and 5.7% as Asian.</p>	
PS5.2	<p>What steps have been taken to ensure an inclusive curriculum?</p> <p>The School acknowledges the importance of recognising, accommodating and meeting the learning needs of all of our students, as best we can, and is committed to the fair and equitable treatment of all individuals, regardless of their ability. Our students come from a range of professional backgrounds, and a significant number have a recognised learning difficulty (such as dyslexia), speak English as a second language or are disadvantaged both socially and academically. In developing our curriculum we have endeavoured to create academic programmes that are accessible and relevant to a diverse student body, while retaining academic rigor.</p> <p>As lecturers in health care, we believe that by adopting an inclusive approach to our work, colleagues and students we act as role models for students, demonstrating those attitudes demanded of practitioners delivering compassionate care in the clinical setting.</p> <p>Teaching students with different academic abilities at two academic levels in the same room is challenging and requires us to reconsider curriculum content and the way in which it is delivered and assessed. An inclusive approach to curriculum development which reflects the needs of the wider community benefits the whole student body as it stretches the more able student and stimulates and supports the less able ones. The intention is that it will enable students to view health issues more broadly.</p> <p>We believe that encouraging disabled students is more than being responsive to disability and equality legislation. It is also about enhancing the diversity and competency range of health care professionals in order that disabled people can undertake important roles in society. We agree with Healey (2005) who states that disabled students are not a separate category with totally different needs, but rather that all students fall within a continuum of learner differences which share similar challenges and difficulties to other able bodied students.</p>	

	<p>In an attempt to create the best possible learning environment, we encourage students to inform us of any disability in order that reasonable adjustments can be made. Unfortunately, due to the physical constraints of our current premises and our limited resources, it has not been possible for us to develop a comprehensive strategy to tackle every aspect of an individual learner's need. One major obstacle for offering a truly inclusive approach to teaching and learning is the absence of a lift in the building – and the practicalities of installing one.</p>
PS5.3	<p><b>In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?</b></p> <p>We acknowledge that our students have diverse backgrounds, learning needs and preferred learning styles.</p> <p>Lecturers are conscious of the need to value the experiences and viewpoints of all students and treat them with respect. Efforts are made to create a learning environment that is free from prejudice, by the use of inclusive, culturally respectful language.</p> <p>As students often have a range of experience and background knowledge in some specialist areas, a glossary of terms and/or some background reading is provided in many modules (accessed via the VLE).</p> <p>In an attempt to engage with all students a range of teaching strategies are adopted that enable people with strongly preferred learning styles to access the materials, for example those with predominantly visual, auditory or kinaesthetic learning styles. Modes of teaching include lectures, seminars, group work, debates, role play, sculptures, simulated practice and Enquiry Based Learning (EBL). Similarly, a range of assessment modes used throughout the programme, including essays, poster presentations and examinations.</p> <p>The School provides a supportive environment for students with weak academic skills, or those with a learning difficulty such as dyslexia. School policies allow extra time in examinations for those students who require it.</p> <p>All students have equitable access to tutorial support, and weaker students are encouraged to submit draft assignments for guidance. Clear, detailed guidance on plagiarism is provided in module hand books.</p> <p>All assignments are marked anonymously and student feedback is sensitive to the need to maintain the individual's dignity.</p>

<b>PS6</b>	<b>EMPLOYABILITY</b>	
	<p><b>How is employability embedded into the delivery of the course?</b></p> <p>As our students are usually in current employment as health care practitioners (and funded by their employers), and the programme has a strong clinical focus, the awards can only enhance their career prospects.</p>	

<b>MODULE OUTLINES FOR EXISTING COMPULSORY MODULES</b>			
Number of existing COMPULSORY modules	N/A *		
Module outlines attached? (as Appendix 1 to this form)	YES		NO ✓ *

<b>MINOR CHANGES TO EXISTING MODULES</b> N/A *		
Please list all existing modules, compulsory and optional, to which you are proposing minor changes as part of the proposed new programme		
Module Code	Module Title	Minor changes proposed

<b>NEW MODULES</b>	
How many new modules are being proposed?	28
Please complete the below for each proposed new module *	

In addition to the compulsory modules listed on page 7, the following modules will be presented for validation and if approved will be available to students as options.

- Applying Research to Clinical Practice
- Acute Cancer Practice
- Principles of Breast Cancer Care
- Chemotherapy in Cancer Practice
- Clinical Trials in Cancer Practice
- Enhancing Care of the Dying
- Enhancing Clinical Leadership
- Enhancing Communication Skills in Health & Social Care
- Exploring Therapeutic Practice
- Foundations in Cancer Practice
- Principles of Gynaecological Cancer Care
- Principles of Haemato-oncology Care
- Principles of Head & Neck Cancer Care
- Living with a Long Term Condition
- Principles of Lung Cancer Care
- Lymphoedema in Cancer Practice
- Principles of Male Genito-Urinary Cancer Care

- Principles of Gastro-intestinal Cancer Care
- Management of the Gastro-Intestinal Consequences of Cancer Treatment
- Mentorship for Contemporary Healthcare
- Principles of Mesothelioma Care
- Palliative Care & Symptom Management
- Psychosocial Impact of Cancer
- Radiotherapy in Cancer Practice
- Stem Cell Transplantation in Cancer Practice
- Sciences of Cancer Practice
- Physical Assessment & Clinical Reasoning to Assess Patients
- Work Based Learning

\* Full module specifications will be provided in the validation documentation.

<b>NEW MODULE</b>			
Module Title			
Level			
Credit Value			
Teaching period, (e.g. Semester 1, Year-long)			
Likely Module Organiser			
Assessment method (e.g. Exam, Coursework, Mixed)			
Does the Module include an Exam? Yes/No		How long will the exam be? (i.e. 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	
Proposed Module Code			
Module Delivery (e.g. distance-learning campus based, work placement)			
Brief Description			
Aims / learning outcomes			
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)			

\*\*\*\*Please copy and paste the above table for additional new modules\*\*\*\*

**COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES**

**Please provide a summary of external professional feedback received. Append full reports as Appendix 2**

N/A

**Please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3**

N/A



# FULL COURSE PROPOSAL

## Part 3 STAFFING AND RESOURCES

### STAFFING

#### What is the impact / what are the resource implications of the proposal on academic staff?

Please include

- Staffing of the course (number of f/t, proportionate and p/t staff involved)
- Use of guest lecturers
- Brief details of administrative and technical support
- Current and future resources needed to run the programme
- Please attach all course team CVs as Appendix 4 using the template from the Partnerships Handbook

The Royal Marsden School currently employs 22 staff: of these, 12 are academic staff, with 10 support staff. The School is led by Dr Cathy Wilson (Head of School) and Dr Richard Hatchett (Deputy Head of School).

All of the academic team bring contemporary clinical experience to their roles and hold higher level academic qualifications, generally within their specialist field. Three members of the team hold doctorates. The majority of academic staff are also in possession of recognised teaching qualifications.

Alongside the academic staff of the School team the clinical experts of the Trust play a key role in the development and teaching on the programmes run by the School. Many of these professionals are internationally renowned experts within their field and very committed to their involvement with the School.

Patients and carers also contribute to programmes sharing their stories of experience of living with a long term condition. This provides a valuable insight for students and is a highly regarded aspect of their learning. It also ensures that learning reflects the patient's perspective of the care experience.

Access to such rich expertise ensures that all courses within the School are informed by the latest clinical and educational developments.

In addition, the School employs a Virtual Learning Environment Administrator, whose focus is on integrating technology enhanced and blended learning across educational programmes within the School. The School has adopted and recently upgraded its Moodle base as the Virtual Learning Environment, and has found an increasing interest in this form of learning.

The support staff includes two library staff who provide wide ranging support for all levels in relation to knowledge management issues. This includes front-line library services through to literature searching teaching sessions.

The School also includes an administrative team to support the academic processes and systems.

Full details including staff CVs will be provided in the validation documentation.

## PHYSICAL RESOURCES

### What new or additional facilities and /or equipment are required for the delivery of this course?

Please include:

- Accommodation
- Course specific resources/ learning materials
- Resources needed to meet the diverse needs of the student group
- IT resources
- Current and future resources needed to run the programme

Academic and teaching accommodation for The Royal Marsden School specialist courses is located on the site of The Royal Marsden Hospital in Chelsea, London. The main body of the School is located on the fourth floor (administration and academic staff offices and some teaching and learning rooms, David Adams Library) and the fifth floor (Head of School, Deputy Head, Programme Leaders and administrative staff).

The School has four dedicated class rooms which have been specifically adapted to support the whole learning experience. Two rooms are equipped with 'Smartboard' facilities.

The David Adams Library is managed by two qualified librarians and supports the staff and students of the School in their education, research and professional development. The librarians provide library induction, tutorials in literature searching, help in using the internet, help with various software packages, advice on using e-books and e-journals, guidance on using the holdings of the library and teaching on the use of the very wide range of NHS information resources that are now available.

The library subscribes to nearly 50 current titles many of which are specialist journals to nurses and rehabilitation staff specialising in cancer and supportive care. Over 35 of these journals are available to students electronically. Access is secured by the use of Athens usernames and passwords. The library has also purchased over 300 e-books covering all aspects of the curriculum. Access again is via Athens. The School has a subscription to the Proquest Hospital Collection of over 900 full-text e-journals. Students of the school also have access to NHS information resources via the NHS Evidence website. These resources include access to 8 healthcare databases including Medline, CINAHL, BNI and PsychoINFO; access to e-books, e-journals and specialist health information such as the BNF. From September 2015 the School will be purchasing more online access to electronic to increase e-journal access for students.

Resources contained in the library are primarily nursing, physiotherapy, occupational therapy, speech and language therapy and dietetics and related knowledge resources on oncology and palliative care. The Library catalogue is available via the Internet at: <https://lear.icr.ac.uk/heritage/>. The catalogue lists all items held by the 3 libraries based at The Royal Marsden Hospital (the David Adams Library and two Institute of Cancer Research libraries).

Material not available in the David Adams Library or either of the Institute of Cancer Research libraries can usually be obtained via the Interlibrary Request service. There is a charge for this service.

The Electronic Learning Centre (ELC) adjoining the David Adams Library is open 24 hours a day, seven days a week. The ELC contains 5 PCs, 2 printers, one of which is colour and a scanner. Students are able to use Microsoft Office 2010, access the Internet, and use Endnote reference manager software. There is a general login to enable easy access.

The Moodle virtual learning environment provides students with information about the programmes (including a copy of the student handbook), module resources – including the timetable, handbook, handouts and links to web resources; contact details for lecturers and module leaders; on-line forums and activities to enable students to work together and assess their progress. Moodle also provides information on the library with links to the library catalogue, relevant websites, guides on using databases and

electronic resources, help on referencing and study skills. It also provides an easy method for students to contact the School staff via e-mail.

The Moodle website is co-ordinated and maintained by the VLE Administrator.

Free Wifi access is available in the School.

## FULL COURSE PROPOSAL

### Part 4 MONITORING QUALITY AND STANDARDS

#### MANAGEMENT OF THE PROGRAMME

Please include:

- *Statement that the programme will be monitored in accordance with relevant policies*
- *Evaluation and enhancement strategies e.g. feedback from students, professional academic links, employers, awarding bodies*
- *Plans for course meetings*
- *Summary of staff development, internal and external undertaken in the last 5 years*
- *Action plan of future staff development*

The programmes will be delivered in accordance with the validation arrangements stipulated in the UEA Partnerships Handbook.

RMS has clearly defined processes for managing the quality assurance of education delivery

Overall responsibility for the development, delivery and quality monitoring of the whole programme sits with the **Programme Leader** who undertakes the following functions:

- leading curriculum development;
- monitoring and developing the programme evaluation strategy and its implementation;
- quality monitoring relating to the programme;
- preparation and follow-through of Examination Boards; induction of new External Examiners; preparation of official response to annual External Examiner reports;
- responding to formal communications from students, mentors and managers;
- providing academic leadership on programme matters;
- strategic planning and development of policy;
- monitoring student support;
- liaising with module leaders, administrative and other support staff to ensure that all aspects of the programme are delivered effectively;
- preparation of the Interim Programme Report (for the Programme Board), Annual Programme Report, Student Handbook and annual updating of programme regulations;

Programme management is overseen by the **Programme Board**, which takes place three times a year, and is Chaired by the Deputy Head of School. The functions of this group include:

- monitoring the delivery of programmes, thereby assuring the quality of programmes through presentation of module evaluation reports;
- discussing and implementing the action points from module and programme evaluation reports;
- providing a forum for student representatives to feedback comments and discuss issues arising from the programmes;
- formulating proposals for future curriculum developments and analysing and recommending resource requirements for future curriculum developments.

The membership of the Programme Board includes module leaders, student representatives, practice colleagues and the Academic Liaison Officer from UEA. It provides an opportunity for students to raise issues related to the programme via their elected representatives as well as regular review of the implementation of the programme

The responsibility and accountability for the strategic direction of the School and quality assurance is monitored on behalf of the Royal Marsden NHS Foundation Trust through the **School Board** which is currently chaired by the Chief Nurse of the Trust. The Board meets quarterly and is attended by

representatives of key stakeholders and educational partners. The Head of School has overall accountability to the Board for The Royal Marsden School. The annual reports from the Programmes are presented at this meeting.

Full details including staff CVs will be provided in the validation documentation.

## EXTERNAL AGENCY/ EMPLOYER INVOLVEMENT

### GUIDANCE

Include-

- *External agency/employer involvement in the development of the course*
- *Future involvement in course committees/advisory groups*
- *Involvement in running of the programme e.g. guest lecturers, work based learning/placement provider*
- *Links with the academic community*

As the Royal Marsden School is small and caters for a distinct market, we enjoy a close relationship with our students and purchasers. Nevertheless, recruitment to CPD programmes is largely determined by NHS workforce commissioning requirements, and the annual pan-London cycle of commissioning exposes us to competition from other providers of supportive and palliative care education, requiring a market-led, business model approach to the development and delivery of our courses. The highly competitive pan-London market place provides the background to our portfolio of undergraduate programmes. We regard consultation with our stakeholders as being an on-going process and as a result are confident that we have a reputation for responding to market demands and for providing education which is flexible, and aligned with emerging workforce needs.

Student feedback, both from informal discussion and through formal module evaluations provide qualitative and quantitative data which feed into module action plans which are reviewed tri-annually at a Programme Board.

Each year we survey our purchasers via on-line and post to assess:

- the suitability and usefulness of existing programmes and modules;
- generate ideas for the creation of new modules;
- stimulate feedback on proposed models for future programme designs;
- generate ideas to improve access to academic programmes.

In addition we attend LETB education forum meetings to monitor external drivers and shape module and programme development

In response to feedback from students and purchasers, in recent years we have made all level 6 programmes more flexible with a minimal number of compulsory modules. As a result, students can create an individual pathway that supports them in their career aspirations. We have also developed new modules to support service delivery, such as *Living with a Long Term Condition* and *Management of the Gastro-Intestinal Consequences of Cancer Treatment*. The School aims to continue to respond to the rapidly changing nature of health care provision.

Full details will be provided in the validation documentation.

**HANDBOOKS \***

Prototype handbooks should be attached for the following:

Student Course Handbook	*	Placement Handbook (if applicable) *	
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\* Handbooks will be provided in the validation documentation.

**Part 5 KEY INFORMATION SET (KIS) DATA****KEY INFORMATION SET data (undergraduate courses only)****Quantitative KIS data**

		Year 1	Year 2	Year 3	Year 4	Year 5
1.1	Percentage of assessment by written exams					
1.2	Percentage of assessment by practical exams					
1.3	Percentage of assessment by coursework					
1.4	Percentage of time in scheduled learning and teaching activities					
1.5	Percentage of time in guided independent study					
1.6	Percentage of time on placements					

**Professional Accreditation**

2.1	Name of professional accrediting body (if applicable)
	N/A
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.
	N/A
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.
	N/a