



University of East Anglia

PARTNERSHIPS OFFICE

FULL COURSE PROPOSAL FORM [ROYAL MARSDEN SCHOOL]

Course Title(s)
MSc Cancer Care
School/Faculty of study
The Royal Marsden School
Proposed start date
September 2015

- Part 1** **Summary and Rationale**
- Part 2** **Academic Case including Programme Specification**
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FULL COURSE PROPOSAL

Part 1 SUMMARY AND RATIONALE

INSTITUTION		The Royal Marsden School	
SCHOOL/FACULTY		N/A	
NAME OF COURSE DIRECTOR			
COURSE TITLE	MSc Cancer Care		
AWARD	MSc		
EXIT AWARD(S) AND TITLE(S)	Post Graduate Certificate, Post Graduate Diploma		
MODE OF ATTENDANCE (full-time, part-time, distance, other)		Part-time	
AVAILABLE FROM:		September	
PROFESSIONAL AWARD (if any)	N/A		
ACCREDITING/VALIDATING BODY (if relevant)	N/A		
Accrediting/ Validating Body Website (if relevant)	N/A		
Date when accreditation may take place	N/A		
LEVEL (tick the appropriate level)	Sub-degree (e.g. Cert. Dip.)		
	Undergraduate		
	Integrated Masters		
	Masters	✓	
	Other postgraduate (please specify)	Post Graduate Certificate, Post Graduate Diploma.	
DURATION (years or months)		3yrs	
PLACEMENT(S)/WORK-BASED LEARNING REQUIRED		YES	✓
		NO	
		If YES, does this conform with the QAA's advice on Placements (B10)	
RELEVANT SUBJECT BENCHMARK STATEMENT(S)		QAA Benchmarking statements (2001) for Nursing, Physiotherapy, Dietetics, Occupational Therapy and Radiography have been met within the curriculum design.	
ENTRY REQUIREMENTS		The programme aims to attract a diverse population of students from a variety of professional groups. To accommodate the diversity in the applicant group, in addition to the standard criteria, a range of alternative entry criteria have been set, which will enable high-	

calibre non-standard applicants to access the programme whilst maintaining rigour in the selection process. Prospective students may apply for the PG Cert., PG Dip. or the full MSc .

Standard programme entry requirements:

Applicants will be required to meet all of the following criteria:

- Hold a recognised health-related professional qualification and current professional registration.
- Hold an Honours degree 2(ii) or above from a UK or Republic of Ireland university. An Honours degree equivalent to a 2(ii) or above from an approved institution of higher education outside the UK and Republic of Ireland will be accepted. Advice on equivalence of overseas awards will be obtained from the National Recognition and Information Centre for the UK (NARIC).
- Normally have a minimum of one year's post-qualifying practice experience. Module specific practice related requirements and additional entry criteria will apply to some modules and these will be indicated in the module outlines.

Applications will be considered from non-standard applicants who can demonstrate the following certificated learning:

- a DipH.E. from a UK or Republic of Ireland university or equivalent qualification from an approved institution of higher education outside the UK and Republic of Ireland;

Non-standard applicants will be required to submit a piece of work which demonstrates evidence of masters' level critical analysis and synthesis.

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)*

Background

The Royal Marsden School (RMS) was established in its present form in 2001 and is a dedicated provider of post-registration education for those caring for individuals with cancer and other long-term conditions.

The School is part of the Royal Marsden NHS Foundation Trust which is the largest dedicated provider of cancer care in London, and requires educational programmes to equip the qualified workforce with the knowledge and skills to provide high quality person-centred cancer services. Equally important is the need to develop nurses and AHPs in London and across the UK with the specialist knowledge to care for the increasing percentage of the UK population with a cancer diagnosis. The Royal Marsden School is committed to providing high quality education at a national and international level and has considerable experience of providing Degree and Masters level programmes which respond to the needs of service providers and enhance patient care.

Rationale

Cancer was the biggest cause (38%) of premature deaths (under 75 years) in England in 2012. More than one in three people will develop cancer in their lifetime; more than 1.8 million people are living with or after a diagnosis of cancer (Great Britain, Department of Health, 2014). Improving Outcomes: A Strategy for Cancer (2011) built on previous reports, The Cancer Reform Strategy (Great Britain, Department of Health, 2007) and The Cancer Plan (2000), which set out six key areas of action:

- prevention;
- earlier diagnosis and treatment;
- ensuring access to cost effective treatments;
- improving patients' experience;
- reducing cancer inequalities;
- delivering care in the most appropriate setting.

To achieve this, there is a need to continue to build the workforce for the future, to care for patients diagnosed with, and treated for cancer; to improve their experience of care and quality of life (Great Britain, Department of Health, 2014). More than 1,500 cancer-specific multidisciplinary teams have been established to respond to the "Improving Outcomes Guidance", and there is need to offer education and continuing development to all health professionals in these teams. For this reason, the modules that are part of this proposed MSc pathway have been designed so that they are relevant to all health care professionals.

Complex changes to service delivery are emerging from recent health and social care reforms, affecting providers of health and social care, commissioners, practitioners and HEIs. These include the challenges of comprehensive care provision and the expansion and diversification of

community and intermediate care, as described in the Health and Social Care Act (Great Britain, Department of Health, 2012). In response to these changes this MSc programme provides opportunities to offer flexible, inter-professional education for practitioners working with cancer patients: in acute in-patient care, in community and primary care settings; pre-hospital and intermediate care.

Equally relevant are the recent reports into standards of care (eg Francis, 2013) and the reviews of, and changes to, the education of nurses, who are the biggest group of students accessing continuing personal and professional development (CPPD) provision (NMC, 2010; Willis Commission, 2012). This programme includes a clinically-focused postgraduate certificate aimed at the recently qualified registrant, in recognition that that the newly qualified nurse is not 'the complete package' (Willis Commission, 2012; p37).

Recent changes to pre-registration professional nursing education will impact on the uptake of CPPD provision. From September 2013, entry to Registered Nurse status has been by degree level preparation only. As a result of these initiatives, the numbers of newly qualified nurses entering the workplace with a first degree can be expected to rise from 2016 onwards.

Approval for this new programme is being sought as a result of changing the Royal Marsden School's validating partner from St George's, University of London to the University of East Anglia (UEA).

Post Graduate Certificate / Postgraduate Diploma / MSc Cancer Care

This pathway is intended to enable health professionals working with cancer patients to critically analyse the theory and context underpinning cancer care and critically explore the evidence-base for practice. The aim is to enable students to develop their knowledge and skills to improve the care of cancer patients and their families.

The full Post-Graduate Pathway is primarily targeted at specialist practitioners working at a senior level in cancer care who will be able to disseminate their skills to junior colleagues in the workplace. The pathway aims to enhance clinical knowledge and skills and build personal effectiveness and capacity to deliver on a modern dynamic cancer service, as outlined in the 'Cancer Reform Strategy' (Department of Health, 2007).

The successful validation of these programmes will enhance multi-professional clinical cancer education provision. In addition, the European drive to reduce junior doctors' working hours has resulted in initiatives that have led to the expansion and extension of traditional nursing and allied healthcare professional (AHP) roles within cancer care, such as the development of the Night Nurse Practitioner, nurse or AHP-led pre-surgical assessment clinics, pre-chemotherapy assessment clinics and follow-up clinics. The pathway reflects the need for education to help practice-settings respond to these changes.

This pathway specific award is a combination of compulsory cancer specific modules and core modules (Figure 1).

Figure 1 - MSc Cancer Care

Phase 1	Phase 2 (in addition to phase 1)	Phase 3 (in addition to phases 1 and 2)
The Sciences of Cancer Practice 15 credits	Research Analysis and Application 15 credits	Dissertation Module 60 Credits
Critical Reflection In Advanced Professional Practice (1) 15 credits	Critical Reflection in Advanced Professional Practice in Cancer Care (2) 30 credits	

2 Optional Modules of 15 credits or 1 Optional Module 30 credits	Optional Module 15 credits	
<i>Exit with Post Graduate Certificate Cancer Care (60 credits)</i>	<i>Exit with Post Graduate Diploma in Cancer Care (120 credits)</i>	<i>Exit with MSc Cancer Care (180 credits)</i>

The Post Graduate Certificate option is designed to meet the needs of the newly qualified graduate workforce who wish to specialise in Cancer Care whilst developing academically. It is acknowledged that these students may not have sufficient clinical experience to continue to the full MSc but need to equip themselves with the skills and knowledge to be fit to practice within cancer care. The proposal is that these students will be able to APCL (accreditation of prior certificated learning) the credits received for this award into the full MSc programme within 5 years of the credits being awarded. This flexibility is essential within the competitive London market and is currently offered by other universities e.g. Kings College London, and Kingston and St George's, University of London.

This pathway provides an exceptional opportunity for students to focus on highly specialist knowledge and skills. Issues addressed will provide a balance between specialist clinical knowledge, with a considered approach to service and professional development. At this level, issues of national importance will be discussed and the impact on both the professional and the profession analysed. The nature of the participants at this level will ensure that the course is driven by lively debate and intellectual reflection.

The wide range of modules on offer allows students to develop areas of particular professional and clinical interests. Our specialist modules attract participants from around the United Kingdom (UK): with practitioners fully appreciating the quality of the learning experience we provide.

Teaching and learning is provided by staff of The Royal Marsden School, clinical experts from The Royal Marsden NHS Foundation Trust, practitioners and service users and carers.

Key Learning Outcomes

The overall aims of the MSc Cancer Care programme are:

1. To provide flexible, contemporary Master's level education which is aligned to the changing context of healthcare provision and designed to meet the life-long personal and professional development needs of registered healthcare practitioners across their career span;
2. To develop practitioners who are able to actively participate in the advancement of contemporary healthcare knowledge, service development and clinical practice through research and innovation.

Programme Learning Outcomes: MSc Cancer Care

Students completing a full MSc award under this framework will be able to demonstrate:

1. Mastery of knowledge and in-depth understanding of cancer care provision, including the wider socio-political, financial, cultural and international influences, and articulate its application to professional practice within complex, specialist and inter-professional contexts;
2. Understanding of the wider ethical, legal and professional perspectives of cancer care and an ability to incorporate a critical and ethical/professional dimension into complex decision-making;
3. Critical awareness and application of reflexivity and advanced reasoning skills to complex novel situations and an ability to reconcile uncertainty, constraints and dilemmas within the

unpredictable and changing context of cancer practice;

4. The capability for self-directed, autonomous learning and self-reliance, based on self-appraisal, reflective practice and critical enquiry skills in which analytical, problem-solving approaches to learning from experience are demonstrated;
5. The ability to work effectively across multiple teams, to lead and develop others, to act as a professional role model and contribute to development and transformation of services, new roles and ways of working to meet changing workforce needs within cancer care.
6. A comprehensive understanding and application of research methods, systematic inquiry and project management through completion of a research project which shows originality of thinking and ability to synthesise and integrate diverse and contradictory contemporary sources, evidence and concepts.

Programme Learning Outcomes: Postgraduate Diploma in Cancer Care

Students completing a Postgraduate Diploma under this framework will be able to demonstrate:

1. Mastery of knowledge and in-depth understanding of cancer care provision, including the wider socio-political, financial, cultural and international influences, and articulate its application to professional practice within specialist and inter-professional contexts;
2. Understanding of the wider ethical, legal and professional perspectives of cancer care and incorporate a critical and ethical/professional dimension into complex decision-making;
3. Critical awareness and application of reflexivity and advanced reasoning skills to novel situations and an ability to reconcile uncertainty, constraints and dilemmas within the unpredictable and changing context of cancer practice;
4. The capability for self-directed, autonomous learning and self-reliance, based on self-appraisal, reflective practice and critical enquiry skills in which analytical, problem-solving approaches to learning from experience are demonstrated;
5. The ability to work effectively across multiple teams, to lead and develop others, to act as a professional role model and contribute to development and transformation of services, new roles and ways of working to meet changing workforce needs within cancer care.
6. A critical understanding of research methods and systematic inquiry.

Programme Learning Outcomes: Postgraduate Certificate in Cancer Care

Students completing a postgraduate certificate under this framework will be able to demonstrate:

1. Mastery of knowledge and in-depth understanding of selected aspects of cancer care, including the socio-political, financial, cultural and international influences, and articulate its application to professional practice within specialist and inter-professional contexts;
2. Understanding of the ethical, legal and professional perspectives applied to selected aspects of cancer care and incorporate a critical and ethical/professional dimension into complex decision-making;
3. Critical awareness and application of reflexivity and advanced reasoning skills to novel situations and show ability to reconcile uncertainty, constraints and dilemmas within the

unpredictable and changing context of cancer practice;

4. The capability for self-directed, autonomous learning and self-reliance, based on self-appraisal, reflective practice and critical enquiry skills in which analytical, problem-solving approaches to learning from experience are demonstrated.

The descriptors are based on the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (QAA, 2008), in conjunction with the SEEC level descriptors (SEEC, 2010) and Master's Degree Characteristics (QAA, 2010). Module-specific learning outcomes will be identified for each module and cross-referenced to the programme learning outcomes.

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, OSCAs, 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*

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.

The admissions policy is administered by the Programme Leader and nominated members of the teaching team, working closely with the School Administrator. All applications to postgraduate programmes will be submitted and screened centrally by the Programme Leader. Applications which pass initial screening are assessed by the Programme Leader or nominated members of the teaching team. Modules with specific clinical practice pre-requisites will also be assessed to ensure all practice specific criteria are met. Managers' support is normally required for these modules and applicants will be expected to obtain the necessary signatures to indicate this on their application forms. Any applicants not currently in practice may have supplementary questions asked to determine whether they will be able to meet the learning outcomes of the module for which they are applying. Following academic review, applicants confirmed as meeting the standard entry criteria for the award or module will be offered a place.

Any non-standard applicants will be short-listed by the Programme Leader or nominated deputy and suitable candidates will be invited to attend an interview to assess their potential and aptitude for postgraduate studies. A standardised interview schedule and pro-forma will be used to facilitate consistency of approach in assessing capability to undertake the course, and to enable record keeping and feedback to unsuccessful candidates. International applications will follow the same processes outlined above. Teleconferencing or video-conferencing facilities will be used in situations where applicants require an interview but are unable to attend.

APEL

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).

The AP(E)L process will be initiated when the applicant is offered a place on the course or at interview, with advice being given on the process and the need to collect appropriate evidence. This will be followed up at the point of entry to the programme, and when profiling the student's prior learning in order to establish their individual pathway of study.

Certificates or transcripts of learning submitted as claims for credit exemption arising from prior certificated learning will be verified and assessed by the Programme Leader and the School APL

lead.

The following set criteria will be used to ensure consistency, rigour, and that the prior learning is appropriate for use in the chosen award:

- Relevancy, acceptability and validity of evidence
- Sufficiency, adequacy and volume of evidence
- Authenticity
- Currency
- Academic level
- Duplication.

For successful claims, the credit will be transferred onto the student's record and the student will be notified. The claims will be presented for ratification at the programme examination board on an annual basis.

Accreditation of Prior Certificated Learning (APCL)

It is proposed that applicants may offer APCL in the form of free-standing credit or interim postgraduate awards up to the credit values specified below:

- 120 credits of the 180 credits required for the MSc;
- 75 credits of the 120 credits required for the Postgraduate Diploma;
- 30 credits of the 60 credits required for the Postgraduate Certificate.

This includes claims for exemption from the specialist compulsory modules and Research Analysis and Application Module where there is clear evidence of similarity. It does not include the Dissertation module.

Free-standing credits achieved through certificated prior learning will be considered, provided that these have been awarded within the five years preceding the date of registration for the programme. Where interim awards are presented as APCL (e.g. PG Cert/ PG Dip) applicants will be required to demonstrate through their CV that they have maintained the currency of the award being presented through relevant practice related experience.

Subject to verification and approval, applicants holding a relevant PG Cert (60 credits). may be eligible to enter the programme at the start of phase 2, whilst those hold a relevant PG Dip. (120 credits) may be able to enter the programme at stage 3. The relevance of the award being presented for exemption will be verified at the application stage by the Programme Leader and the School's APL lead, and its suitability and content assessed in relation to the proposed route of study, in accordance with established School processes. Credit volume and level will also be checked.

It is recognised that while this proposal does not comply with the current UEA Policy and Guidelines on Accreditation of Prior Learning (APL), the ability to offer this level of flexibility is important if the School is to be able to compete in the London market.

AP(E)L

There is no provision to claim accreditation of prior experiential learning (APEL) within the programme. The programme offers work-based learning modules within the option module menu which can be used to gain credit for work-related activities.

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				

MSc Cancer Care Pathway 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
1	60 credits		Post Graduate Certificate Cancer Care
2	60 credits	Prior completion of 60 credits at level 7	Post Graduate Diploma in Cancer Care
3	60 credits	Prior completion of 120 credits at level 7	MSc Cancer Care

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 Royal Marsden School 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
MSc Cancer 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

YEAR 1 profile MSc Cancer Care				Level 4	This column will be deleted prior to publication
Module Code (if not known please use an abbreviation that can be cross referenced to the learning outcomes below)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, e.g. Sem 1, Year-long	New / amended / existing
M1	Compulsory	15	Critical Reflection In Advanced Professional Practice (1)		New
M2	Compulsory	15	Sciences of Cancer Care		New
M3	Optional	30	Physical Assessment and Clinical Reasoning to Assess Patients		New
M8	Optional	15	Principles of Breast Cancer Care		New
M9	Optional	15	Clinical Trials in Cancer Practice		New
M10	Optional	15	Enhancing Care of the Dying		New
M11	Optional	15	Enhancing Clinical Leadership		New
M12	Optional	15	Enhancing Communication Skills in Health & Social Care		New

Module Code (if not known please use an abbreviation that can be cross referenced to the learning outcomes below)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, e.g. Sem 1, Year-long	New / amended / exist New ing
M14	Optional	15	Principles of Gynaecological Cancer Care		New
M15	Optional	15	Principles of Haemato-oncology Care		New
M16	Optional	15	Principles of Head & Neck Cancer Care		New
M17	Optional	15	Living with a Long Term Condition		New
M18	Optional	15	Principles of Lung Cancer Care		New
M19	Optional	15	Lymphoedema in Cancer Practice		New
M20	Optional	15	Principles of Male Genito-Urinary Cancer Care		New
M21	Optional	15	Management of the GI Consequences of Cancer Treatment		New
M22	Optional	15	Principles of Mesothelioma Care		New

Module Code (if not known please use an abbreviation that can be cross referenced to the learning outcomes below)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, e.g. Sem 1, Year-long	New / amended / existing
M23	Optional	15	Palliative Care & Symptom Management		New
M24	Optional	15	Psycho-social Impact of a Long Term Condition		New
M25	Optional	15	Radiotherapy in Cancer Practice		New
M26	Optional	15	Stem Cell Transplantation in Cancer Practice		New
M27	Optional	15	Sciences of Cancer Practice		New
M28	Optional	15	Work Based Learning		New

PS1 COURSE PROFILE – continued

YEAR 2 MSc Cancer Care profile				MS	This column will be deleted prior to publication
Module Code (if not known please use an abbreviation that can be cross referenced to the learning outcomes below)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, e.g. Sem 1, Year-long	New / amended / existing
M4	Compulsory	30	Critical Reflection in Advanced Professional Practice in Cancer Care (2)		New
M5	Compulsory	15	Research Analysis and Application		New
M3	Optional	30	Physical Assessment and Clinical Reasoning to Assess Patients		New
M8	Optional	15	Principles of Breast Cancer Care		New
M9	Optional	15	Clinical Trials in Cancer Practice		New
M10	Optional	15	Enhancing Care of the Dying		New
M11	Optional	15	Enhancing Clinical Leadership		New
M12	Optional	15	Enhancing Communication Skills in Health & Social Care		New

M14	Optional	15	Principles of Gynaecological Cancer Care		New
M15	Optional	15	Principles of Haemato-oncology Care		New
M16	Optional	15	Principles of Head & Neck Cancer Care		New
M17	Optional	15	Living with a Long Term Condition		New
M18	Optional	15	Principles of Lung Cancer Care		New
M19	Optional	15	Lymphoedema in Cancer Practice		New
M20	Optional	15	Principles of Male Genito-Urinary Cancer Care		New
M21	Optional	15	Management of the GI Consequences of Cancer Treatment		New
M22	Optional	15	Principles of Mesothelioma Care		New
M23	Optional	15	Palliative Care & Symptom Management		New
M24	Optional	15	Psycho-social Impact of a Long Term Condition		New
M25	Optional	15	Radiotherapy in Cancer Practice		New
M26	Optional	15	Stem Cell Transplantation in Cancer Practice		New
M27	Optional	15	Sciences of Cancer Practice		New
M28	Optional	15	Work Based Learning		New

PS1 COURSE PROFILE – continued

YEAR 3 profile MSc Cancer Care				Level	This column will be deleted prior to publication
Module Code (if not known please use an abbreviation that can be cross referenced to the learning outcomes below)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, e.g. Sem 1, Year-long	New / amended / existing
M7	Compulsory	60	Dissertation Module		New

PS2 MAPPING LEARNING OUTCOMES

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 1 learning outcomes	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.									
Other: please give details									

PS2 MAPPING LEARNING OUTCOMES – continued

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

PS2 MAPPING LEARNING OUTCOMES – continued

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

PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES

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.

The Royal Marsden School electronic student database provides a profile of progress, modules taken, credit accumulation and APL 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. These progression profiles are will also be presented regularly at examination boards for information and progression monitoring.

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. Informal monitoring will be provided on an on-going basis by module leaders.

Full details will be provided in the validation documents.

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. Students undertaking the full MSc pathway will undertake seven or eight 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.

Assignments are marked by the module leader and moderated by a senior member of the academic team. 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 commended by the School's external examiners, for its reflection of the marking criteria, for being constructive and identifying how the student can improve their marks/grade in future assessments.

When all assignments have been marked and moderated, they are reviewed by an external examiner. The ratified marks for each assignment will be confirmed after the Board of Examiners has considered all the assignments within an individual module.

If students are sponsored by their employer, information on whether they have passed or failed will also be sent to their employer once the results are confirmed by the Board of Examiners. Marks will not be given to anyone other than the candidate concerned.

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	0
How many hours of exams are there in Stage 0? (if applicable)	0	0
How many hours of exams are there in Stage 1?	0	0
How many hours of exams are there in Stage 2?	0	0
How many hours of exams are there in Stage 3?	0	0
How many hours of exams are there in Stage 4? (if applicable)	N/A	N/A
How many hours of exams are there in Stage 5? (if applicable)	N/A	N/A
How many hours does the programme (as a whole) include?	0	0

PS5	EQUALITY & WIDENING PARTICIPATION	
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?	
	<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 entry criteria provide an opportunity for non-standard entry to the programmes.</p>	
PS5.2	What steps have been taken to ensure an inclusive curriculum?	
	<p>The School acknowledges the importance of recognising, accommodating and meeting the learning needs of all of its students, and is committed to the fair and equitable treatment of all individuals, regardless of their ability. 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 the curriculum The School has endeavoured to create academic programmes that are accessible and relevant to a diverse student body, while retaining academic rigor.</p>	
	<p>As a healthcare education provider, the Royal Marsden School believes that it can act as a role model for students, demonstrating the same attitudes as those demanded of practitioners delivering compassionate care in the clinical setting.</p>	
	<p>An inclusive approach to curriculum development is adopted, which reflects the needs of the wider community and benefits the whole student body: it stretches the more able student and stimulates and supports the less able.</p> <p>The School believes 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. As Healey (2005) stated, disabled students are</p>	

	not a separate category with totally different needs; rather, all students fall within a continuum of learner differences which share similar challenges and difficulties to other able bodied students.
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?
	<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, simulated practice and Enquiry Based Learning (EBL). Similarly, a range of assessment modes are used throughout the programme, including essays, poster presentations and on-line examinations.</p> <p>The School provides a supportive environment for students with weak academic skills, or those with a learning difficulty such as dyslexia.</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. Study skills courses, development and information are available.</p> <p>All assignments are marked anonymously. Student feedback is sensitive to the need to maintain the individual's dignity. 'Feed-forward' is given on all assignments.</p>

PS6	EMPLOYABILITY	
	How is employability embedded into the delivery of the course?	
	As 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 enhance career prospects. Stakeholder (student and employer) feedback on all aspects of programme delivery is sought and used to ensure learning remains focused upon the needs of patients and practice settings needs, and is responsive to employers' requirements for current and future needs of the workforce.	

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

MINOR CHANGES TO EXISTING MODULES 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

NEW MODULES	
How many new modules are being proposed?	25 (plus 1 existing)
Please complete the below for each proposed new module *	

* Full module specifications will be provided in the validation documentation. In addition to the compulsory modules listed, the following modules will be presented for validation and if approved will be available to students as options.

- Sciences of Cancer Care
- Research Analysis and Application
- Principles of Breast Cancer Care
- Clinical Trials in Cancer Practice
- Enhancing Care of the Dying
- Enhancing Clinical Leadership
- Enhancing Communication Skills in Health and Social Care
- Principles of Gynaecological Cancer Care
- Principles of Haemato-oncology Care
- Principles of Head & Neck Cancer Care
- Living with Cancer as a Long Term Condition
- Principles of Lung Cancer Care
- Lymphoedema in Cancer Practice
- Physical Assessment and Clinical Reasoning to Assess Patients
- Principles of Male Genito-Urinary Cancer Care
- Management of the GI Consequences of Cancer Treatment

- Principles of Mesothelioma Care
- Palliative Care & Symptom Management
- Psychosocial Impact of Cancer
- Radiotherapy in Cancer Practice
- Stem Cell Transplantation in Cancer Practice
- Work Based Learning
- Dissertation

NEW MODULE			
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 Catherine Wilson (Head of School) and Dr Richard Hatchett (Deputy Head of School).

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

Alongside the academic staff of the School team, clinical experts from The Royal Marsden NHS Foundation Trust and other healthcare service providers in London play a key role in the development of 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 cancer and received treatment. 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.

A fully-equipped Simulation Laboratory with hi-fidelity mannequins, full video-recording and play-back facilities and seminar rooms is available to students. Sessions in the Simulation Laboratory are prepared and run in consultation and partnership with clinical staff from Royal Marsden NHS FT and the Module Leaders in the School.

The School's 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.

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).

The library is increasing the number of e-journals that are accessible. Firstly it has a subscription to the full-text database the Proquest Hospital Collection containing approximately 900 journals. Secondly the library is increasing the number of electronic available journals that it subscribes to; including such core journals, for example *European Journal of Cancer Care*, *Supportive Care in Cancer*, *Palliative Medicine*, *International Journal of Palliative Nursing*, *Journal of Pain and Symptom Management*, *European Journal of Oncology Nursing*, etc. full-text journals. At present the David Adams Library has subscriptions to 40 current journals, of which there is e-access to 31. Local electronic access is considerably enhanced by access to the NHS range of resources provided by NICE Evidence website including, medical, nursing and healthcare e-journals and access to eight healthcare and medical databases including Medline and CINAHL. From September 2015 the School will be purchasing more online access to electronic to increase e-journal access for students.

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 PCs and 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, healthcare and cancer 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 currently 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;

(NB: the responsibility for oversight of teaching and learning in the School is under revision; improvements will have been made before the commencement of UEA-validated courses in September 2015).

Programme management is overseen by the **Programme Board**, which is held 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, chaired by

the Chief Nurse of the Royal Marsden. The Board meets quarterly and is comprised of representatives of key stakeholders (including Director of Nursing, Allied Health Professional and HR representation) and educational partners. The Head of School is accountable 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*

The Royal Marsden School offers a uniquely personal model of education to its students; the School is a specialist, high quality education provider, and enjoys good relationships with students and purchasers. Recruitment to CPPD programmes is largely determined by NHS workforce commissioning requirements, and the annual pan-London cycle of commissioning exposes the School to competition from other providers of cancer education, requiring a market-led, business model approach to the development and delivery of courses. The highly competitive pan-London market place provides the background to our portfolio of postgraduate programmes. Consultation with stakeholders is an on-going process and as a result, the School is confident that it does respond to market demands, and provides 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 are used to generate 'action plans' which are reviewed by the Programme Board.

Each year a postal and on-line survey is sent to purchasers 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.

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