Title of Module: Contemporary Cancer & Palliative Care

Code: NURS11025	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Moira Dale		

Summary of Module

Cancer is a significant cause of morbidity and mortality in the developed world. In addition, the World Health Organisation acknowledge its increasing impact on health systems in developing nations. Palliative care was developed in relation to cancer but it is now acknowledged that its underpinning principles can benefit people living with other life-limiting illnesses. Both cancer and palliative care require a team approach to care and this module would benefit any professionals wishing to enhance their knowledge of the strategies that underpin cancer and palliative care delivery at global, national and local levels. This module will examine the contemporary issues and challenges which face professionals within these practice areas such as clinical decision-making, multi-disciplinary team working, addressing inequalities and cross-cultural issues in cancer and palliative care. The opportunity will be offered to develop critical and detailed knowledge of policy frameworks, decision making strategies and advanced practice in both acute cancer care and palliative care.

This module is one of the optional modules within the MSc Nursing course. However it may be of use to professionals who do not work within this area of practice and are interested in gaining further knowledge of the strategic developments within it.

The content of this module maps onto the enhanced/expert level of the NHS Education for Scotland Palliative and End of Life Care Framework to support the learning and development needs and Social Service Workforce.

- The above skills acquisition contributes to the development of the UWS Graduate Attributes: Universal critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, culturally aware, collaborative, research-minded and socially responsible; Work-Ready - knowledgeable, digitally literate, effective communicator, motivated, potential leader; Successful - autonomous, incisive, creative, resilient and daring.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
		✓			

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
					✓	

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2		Term 3	

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Demonstrate a critical awareness of contemporary issues in cancer and palliative care on a local, national and global level.

L2. Critically analyse the influence of health promotion activities and screening programmes in relation to the incidence, mortality and survival rates of cancer and other life limiting illnesses.

L3. Extend critical understanding of the impact of local, national and global policy related to the functioning of cancer and/or palliative care service providers.

L4. Demonstrate leadership qualities and the ability to make informed decisions in relation to policy frameworks and service provision within cancer and palliative care.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:

Knowledge and Understanding (K and U)	SCQF Level 11. Critical understanding of the contemporary issues surrounding cancer and palliative care provision. Extensive and critical knowledge regarding health promotion activities and current cancer screening programmes.	
Practice: Applied Knowledge and Understanding	SCQF Level 11. Use of creative thinking and making informed decisions in relation to policy frameworks in own area of practice (i.e. oncology or palliative care). Use of specialised skills, techniques and practices to solve issues that present organizational challenges in the optimal provision of cancer or palliative care.	
Generic Cognitive skills	SCQF Level 11. Critical analysis and review of issues which are at the forefront of contemporary cancer and palliative care delivery.	
Communication, ICT and Numeracy Skills	SCQF Level 11. Communicate effectively with a wide range of colleagues with different levels of knowledge using a wide range of methods.	
Autonomy, Accountability and Working with others	SCQF Level 11. Demonstrate leadership qualities and exercise substantial autonomy in practice. Be critically aware of the roles and responsibilities within the multidisciplinary team and utilising critical reflection in relation to strategic planning.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	90
Tutorial/Synchronous Support Activity	14
Asynchronous Class Activity	30
Independent Study	60
Personal Development Plan	6
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form indicative reading for the module content and ultimately for the learning outcomes:

Hopewood P, Milroy MJ (2018) Quality Cancer Care Survivorship Before, during and After Treatment. Online available: Quality Cancer Care : Survivorship Before, During and After Treatment | SpringerLink

Macleod DR (2019) Textbook of palliative care. Online (Available) : Textbook of Palliative Care | SpringerLink

National Comprehensive Cancer Network (2021) Clinical Practice Guidelines in Oncology (US) [online]. Available: http://www.nccn.org/professionals/default.aspx

NHS England (2019) Long term plan ambitions for cancer. Online available: NHS England » NHS Long Term Plan ambitions for cancer

NHS England (2021) Ambitions for palliative and end of life care: A national framework for local action 2021-2026. Online available: ambitions-for-palliative-and-end-of-life-care-2nd-edition.pdf (england.nhs.uk)

Pears, R. and Shields, G. (2019) 'Cite them Right, the essential referencing guide. 11th edn' UK: Red Globe Press.

Pryde, N (2022) Enhanced palliative care: A handbook for paramedics, nurses and doctors. Online available: ProQuest Ebook Central - Book Details

Scottish Government (2016) Beating Cancer: Ambition and Action. Online[Available] www.gov.scot/Resource/0049/00496709.pdf

Scottish Government (2015) Strategic Framework for Action on Palliative and End of Life Care. Online[Available] Strategic Framework for Action on Palliative and End of Life Care 2016-2021 (www.gov.scot)

Scottish Government (2023) Beating Cancer: The Cancer Action Plan Scotland. Online available: Cancer Action Plan for Scotland 2023-2026 (www.gov.scot)

Walshe, C, Preston, N, Johnston, B (2018) Palliative Care Nursing Principles and Evidence for Practice. 3rd Ed. Open University Press.

Yarbro CH, Wujcik D, Gobel BH (Eds) (2018) Cancer Nursing: Principles & Practice 8th Ed. Sudbury MA. Bartlett-Jones Publishers.

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Regular contributions on the discussion forums responding to questions/topics indicated in the module content. Timely submission of formative and summative assessments as laid out in the Module Handbook and Module Timetable. Engagement with the module materials as provided on the VLE site.

Supplemental Information

Programme Board	Adult Nursing, Community & Health
Assessment Results (Pass/Fail)	No
Subject Panel	Community and Health
Moderator	Elaine Stevens
External Examiner	J Keeling
Accreditation Details	N/A
Changes/Version Number	1.01 Updated indicative reading list. Updated information in assessment information

Assessment: (also refer to Assessment Outcomes Grids below)

Category 1 – PowerPoint presentation

Select two countries in the world and critically analyse the differences in either a national health promotion or national screening strategy related to one type of cancer or another life limiting illness. Identify an area of practice for change in one of the chosen countries in relation to the health promotion initiative or the

screening strategy and present a strategy for the implementation of this change.

Category 2 – Assignment - Critique – 60%. Beating Cancer: The Cancer Action Plan Scotland (2023) and Strategic Framework for Action on Palliative and End of Life Care (Scottish Government, 2015) are examples of strategic reports covering cancer and palliative care. Using one of these or an equivalent strategic document that underpins cancer or palliative care delivery in your country/region, critically analyse how this impacts on service delivery within your own organization.

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely

to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Demonstrations/ Poster presentations/ Exhibitions	✓	✓			40	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay			✓	✓	60	0
Combined Total For All Components					100%	0 hours

Footnotes
  A. Referred to within Assessment Section above
  B. Identified in the Learning Outcome Section above

Note(s):
  1. More than one assessment method can be used to assess individual learning outcomes.
  2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
     This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

This module is appropriate for all students. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of Information, the benefits of disclosure and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where a student has disclosed specific requirements.

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)