Module Descriptor

Title	Contemporary Cancer & Palliative Care		
Session	2026/27	**Status**	Published
Code	NURS11025	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**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	On-Campus[1] ☐	Hybrid[2] ☐	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
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.
L5	

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 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 11**

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	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 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 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 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.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. Active participation is an essential component of this module and students are expected to engage with the scheduled activities. Opportunities will be given for students to engage in critical discussion around essential ethical and health related concepts. The use of modified lectures, online activities and group/peer discussion will be included with a range of student-centred activities.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	6
Personal Development Plan	6
Asynchronous Class Activity	42
Independent Study	146
n/a	
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning 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.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

100% attendance is expected in this module. If your attendance falls below 80%, you will be contacted, in adherence to the 24/25 UWS Student Attendance and Engagement Procedure, and may be asked to agree a re-engagement support plan.

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.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. This module is appropriate for all students. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. 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 appropriate. All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Adult Nursing Community Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Community and Health
Moderator	Elaine Stevens
External Examiner	N Blythe
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	3

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1

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.
Assessment 2
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.
Assessment 3
(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 Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Demonstrations/ Poster presentations/ Exhibitions	☒	☒	☐	☐	☐	40	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☐	☒	☒	☐	60	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
