Module Descriptor

Title	Systemic Anti-Cancer Treatment Administration		
Session	2026/27	**Status**	Published
Code	HLTH09017	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Constantina Papadopoulou		

Summary of Module

This module is suitable for registered healthcare practitioners directly involved in the administration ofsystemic anti-cancer therapy (SACT) and will support them to become graduates who are universal, work-ready and successful. Existing and new knowledge and cognitive skills will be developed both in theclassroom and the clinical setting, utilising work based learning competencies and theoretical assessment.

The content of the course will be consistent with local, regional and national policy and guidelines, includingthe UKONS Chemotherapy Passport (UKONS, 2017) and it supports the implementation of CEL 30 (2012)(Revised) Guidance for the Safe Delivery of Systemic AntiCancer Therapy (SACT) (Scottish Government,Quality Unit, 2012) and CEL 21 (2009) (Safe Administration of Intrathecal Cytotoxic Chemotherapy) byproviding a foundation for a consistent approach to education and training. There is also a focus on thepotential psychosocial impacts of SACT and ways in which these can be most effectively addressed.

Students are required to ensure they are able to fulfil the clinical competencies required for module assessment. This means being able to administer SACT in their clinical area or during placement to another suitable clinical area, which must be organised through their employer. They must also have the support oftheir line manager and access to a suitably qualified clinical mentor in the workplace. The clinical competences will be completed normally within three months but over no more than three trimesters in exceptional circumstances.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☐	☐	☒	

[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

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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	Explain the principles underpinning the prescribing and safe administration of SACT.
L2	Identify common toxicities and adverse reactions associated with SACT and rationalise appropriate interventions.
L3	Demonstrate a detailed understanding of the potential psychosocial impacts of SACT.
L4	Utilise evidence-based interventions to provide effective, person-centred care and support to people undergoing SACT.
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 9** Demonstrate knowledge and understanding of the evidence base underpinning SACT administration. Demonstrate knowledge and understanding of the psychosocial impact of SACTon patients and their families and the role of the multidisciplinary team in addressing such impacts.
Practice: Applied Knowledge and Understanding	**SCQF 9** Demonstrate safe practice skills in the management of a patient undergoing SACT. Demonstrate effective management of cannulation and other vascular access devices.
Generic Cognitive skills	**SCQF 9** Critically assess professional issues relating to SACT administration and providea problem solving approach to the management of same.
Communication, ICT and Numeracy Skills	**SCQF 9** Demonstrate effective communication skills with patients, relatives and peers. Utilise IT and web search skills to support the development of evidence basedpractice. Utilise IT skills to complete and submit academic work.
Autonomy, Accountability	**SCQF 9**

and Working with Others	Exercise autonomy and initiative when dealing with patients receiving SACT. Work effectively as part of a multidisciplinary team.

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.

This module takes a blended approach to learning and utilises a range of student centred learning activities. A number of clinical experts are involved in the development and delivery of learning materials. Students are required to attend the Beatson West of Scotland Cancer Centre for two days. A Virtual Learning Environment (VLE) will also be used to complement face to face/real time teaching sessions and provide additional learning resources and access to the electronic library and e-books. Students must ensure they have access to suitable IT facilities and internet access in order to undertake themodule learning activities and submit course work.

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)
Lecture / Core Content Delivery	14
Tutorial / Synchronous Support Activity	3
Work-based Learning	25
Personal Development Plan	18
Asynchronous Class Activity	10
Independent Study	130
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Scottish Government (2012)Guidance for the safe delivery of systemic anti-cancer therapy, CEL 30.

UKONS (2010) Safe practice and nursing care of patients receiving oral anticancer medicines: a positionstatement from UKONS.

UKONS (2012) Best practice in nurse-led chemotherapy review: a position statement from the United KingdomOncology Nursing Society.

UKONS (2017) UK Oncology Nursing Society (UKONS) Passport for the Safe Handling and Administration ofSystemic Anti-Cancer Therapies (SACT).

In addition to these texts students will be directed to a wide range of international, national and local informationto support the module content and learning outcomes.
(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:** Attendance at synchronous sessions (lectures, workshops, and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module. This module requires from students to attend the planned two study day events.

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. 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.Module materials comply with University guidance on inclusive learning and teaching, and specialist assistiveequipment, support provision and adjustment to assessment practice will be made in accordance with UWSpolicy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such asadjustable height benches or assistance of a 'buddy' or helper.
(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	**Biological Sciences 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	Health
Moderator	Elaine Stevens
External Examiner	A Lannie
Accreditation Details	

Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
This module is formatively assessed by individual learning activities that are embedded within each of the learning units. This may be achieved in face to face/real time discussion in the classroom or be completed online via the module VLE. Summative Assessment Assessment 1 - a 1500 word (+10%) written assignment on a psychological issue of a patient or family member during SACT administration. This assessment contributes to 100% of the module mark. This assessment must achieve a mark of at least 40% to pass the module.
Assessment 2
Assessment 2 - students will complete a list of work based learning competencies based on the UKONS Chemotherapy Passport (UKONS, 2017) and will provide a practice portfolio of evidence to support this. This will be awarded a pass/fail grade (0% weighting). (Equivalent to 2500 words). Note component 2: portfolio of competence requires demonstration that all learning outcomes have been met to evidence safe practice in relation to SACT administration. PLEASE NOTE BOTH COMPONENTS MUST BE PASSED TO ACHIEVE THE MODULE CREDIT.
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**
Essay	☐	☐	☒	☒	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Clinical/ Fieldwork/Practical skillsassessment/Debate/ Interview/Viva voce/ Oral	☒	☒	☒	☒	☐	0	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