



## Module Descriptor

<b>Title</b>	Essentials of Cancer Care		
<b>Session</b>	2024/25	<b>Status</b>	
<b>Code</b>	NURS09207	<b>SCQF Level</b>	9
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Health and Life Sciences		
<b>Module Co-ordinator</b>	C Papadopoulou		
<b>Summary of Module</b>			
<p>This module is suitable for a range of professionals who work with people who have had a diagnosis of cancer and provides the student with an overview of the fundamental principles which underpin cancer care. This is a theoretical module therefore no workplace supervisor is required.</p>			
<p>The science and global epidemiology of cancer will be explored in order to provide the student with knowledge and understanding of the evidence base which supports contemporary cancer care. Students will develop a detailed understanding of the methods used to detect, diagnose and stage cancer and how this information contributes to the process of planning appropriate anti-cancer interventions. A number of key therapeutic interventions in contemporary cancer care will be examined including systemic anti-cancer therapy, radiation therapy, surgery and other interventional techniques. Gaining a detailed understanding of the physical and psychosocial impacts of cancer and its treatment will allow students to evaluate and plan appropriate interventions to support people undergoing treatment for cancer and their significant others.</p>			
<p>This module is suitable for students from anywhere in the world who are involved in caring for people undergoing anti-cancer treatment, as it allows the application of theory to practice regardless of geography or care setting. Students will be encouraged to reflect upon cancer care in different geographical, cultural and socio-economic contexts, including the care of people undergoing treatment for cancer within their societal group. This enhances the global citizenship of students by providing a critical understanding of issues which may transcend individual contexts of cancer care.</p>			
<p>The module content aims to enable students to work towards and achieve the 'I am UWS' graduate attribute themes of becoming a Universal, Work ready and Successful individual. The module content and the teaching ethos aims to address these graduate attribute themes in an academic, a personal and a professional context aiming to transform the experience of academic learning, motivating the student to continue with their learning. This is in alignment with the programme themes of research-skill development, professional development and contemporary healthcare issues.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>	<b>Online<sup>3</sup></b> <input checked="" type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1 <input checked="" type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

<b>Learning Outcomes</b>	
<b>L1</b>	Demonstrate knowledge and understanding of the scientific basis and global epidemiology of cancer.
<b>L2</b>	Discuss global strategies and those utilised in the student's own health authority area in the detection, diagnosing and staging of cancer.
<b>L3</b>	Critically examine the role of key therapeutic interventions which are utilised in the management and treatment of cancer.
<b>L4</b>	Demonstrate a detailed knowledge and understanding of the potential adverse impacts of both cancer and the therapeutic interventions used to manage cancer.
<b>L5</b>	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 9</b> Demonstrate an understanding of the evidence base underpinning contemporary cancer care. Demonstrate knowledge and understanding of the psychosocial impacts of cancer on patients and their families.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 9</b> Utilise a range of interpersonal and professional skills to influence and promote evidence based practice in own area of work. Practice in a range of professional level contexts in order to improve the quality of care offered to people with cancer.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Generic Cognitive skills</b>	<b>SCQF 9</b> Critically analyse and evaluate current research and information to support best practice in cancer care. Utilise cancer knowledge to contribute to and challenge care practices.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 9</b> Communicate sensitively with patients, relatives and peers in potentially difficult situations. Utilise IT and web search skills to support the development of evidence based practice. Utilise IT skills to complete and submit academic work.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 9</b> Exercise autonomy and initiative when dealing with people with cancer and their significant others. Work effectively as part of a multidisciplinary team. Deal with ethical and professional issues which may arise when caring for people with cancer.

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
<p>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.</p> <p>This module is delivered as fully online learning utilising a Virtual Learning Environment (VLE). In this mode of delivery students will take part in a range of student centred activities utilising materials delivered in Units related to relevant content. Students have access to direct individual and tutorial support from their tutors and will be directed to wider reading, including access to electronic library and books. The VLE is also a mechanism for communication and dissemination of information. Students will participate in a range of activities supported by quality assured resources via the Virtual Learning Environment platform.</p>	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	4
Asynchronous Class Activity	8
Independent Study	164
Please select	
Please select	
<b>TOTAL</b>	<b>200</b>

### Indicative Resources

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

Lister S & Dougherty L (Eds.) (2018). The Royal Marsden Manual of Cancer Nursing Procedures. London:Wiley-Blackwell

Cassidy, J., Bissett, D., Spence, R., & Payne, M. (Eds.) (2010). Oxford handbook of oncology. Oxford: OxfordUniversity Press.

Palmieri C, Bird E, & Simcock R (Eds.). (2013). ABC of Cancer Care. Chichester: John Wiley & Sons.

Wyatt, D. & Hulbert-Williams, N. (2015) Cancer and cancer care. SAGE: London.

Corner J & Bailey C (2008) Cancer Nursing, Care in Context. Blackwell Publishing.

Howard P & Chady B (2012). Placement Learning in Cancer & Palliative Care Nursing. London: Bailliere Tindall.

**(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 regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, 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.

### 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 assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy 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 as adjustable 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

<b>Divisional Programme Board</b>	<b>Biological Sciences Health</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded

<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.
<b>School Assessment Board</b>	Health
<b>Moderator</b>	E Stevens
<b>External Examiner</b>	A Ward
<b>Accreditation Details</b>	N/a
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
This module is formatively assessed by individual learning activities that are embedded within each of the learning units. This may be achieved through discussion or structured activities remotely managed via the module VLE.  Unseen online class test of the science of cancer, the detection diagnosis and staging of the disease, the epidemiology of cancer, cancer screening and therapeutic cancer interventions. This assessment contributes to 40% of the overall mark for the module and is equivalent to 1500 words.
<b>Assessment 2</b>
Essay providing a critical analysis of a cancer-related issue based on a case scenario. This assessment contributes to 60% of the overall mark for the module and is equivalent to 2500 words (+10%)
<b>Assessment 3</b>
(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.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Online Class Test	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	60	

<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	0 hours

### Change Control

<b>What</b>	<b>When</b>	<b>Who</b>