

Programme Specification

Master of Science in Clinical Leadership in Cancer, Palliative and End of Life Care: Academic Year: 2017-18

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Accreditation details	N/A
Mode of study	Full time and part time
Duration in years	One year following standard progression for a FT MSc student Two to five years following standard progression for a PT MSc student
Final award	Master of Science
Name of award	Clinical Leadership in Cancer, Palliative and End of Life Care
Interim Exit awards	Postgraduate Certificate Postgraduate Diploma
FHEQ level of final award	7
UCAS code	n/a
QAA Subject Benchmark or other external reference	QAA Masters Degree Characteristics (2010)
Programme Lead	Kay Townsend
Date specification was written	August 2015
Date Programme was validated	11/02/2016
Date specification last updated	April 2017

Programme Overview

The MSc Clinical Leadership in Cancer, Palliative and End of Life Care is designed to enhance the quality of care and services provided to those with or surviving cancer and other life-threatening and life-limiting conditions, and those at the end of life, by enabling emerging and established clinical leaders to critically champion compassionate and informed care, provide quality services and create learning environments for staff that will enable them to strive for excellence.

This programme will enable you to develop the qualities required for clinical leadership and advanced practice in cancer, palliative and end of life care. These are the qualities needed by 'practice leaders ...who are firmly grounded in direct care provision or clinical work with patients, families and populations ... constantly working to improve the quality of services and patient care' (DH, 2010:7). They include clinical acumen (the ability to lead and manage complex care), clinical interpretation (the ability to interpret policy and research, and design and lead clinical services fit for purpose), and clinical relationships (the ability to develop others and foster excellence).

Brief outline of the programme

The programme is designed to help you: refine expertise in your selected specialty; proactively respond to the changing health and social care climate; design and lead services that provide excellence; engage in national and international networks; and nurture and inspire others. The programme has been mapped to the attributes of advanced level practice outlined by government bodies in the United Kingdom (Department of Health 2010, National Health Service Scotland 2008). UK professionals who may need to demonstrate their advanced level attributes to registration bodies will be able to do so through the completion of this programme.

The key features of this programme are:

This programme can be undertaken by any registered health or social care practitioner working with people of any age with cancer, other life limiting or life-threatening illnesses and those with palliative and end of life care needs. The interdisciplinary community that this creates provides a rich learning environment fostered by educational approaches that encourage discussion and debate. You can expect to experience seminars and symposiums, leadership skills rehearsals, master-classes and to receive academic and personal support

and research coaching. The programme is designed to have impact in your workplace, and therefore the assignments of the core modules are negotiated by you with the module lead to meet both your workplace and professional development needs. You will also be a member of an internationally renowned research group.

Learning and teaching

Student centred learning and teaching has been designed to develop your knowledge, understanding, and research skills, taking account of the context in which clinical leadership is situated. The learning and teaching activities will develop people who are independent, intrinsically motivated thinkers who can use reflective practice to critically analyse their own and others' practice, both in academic and practice settings. Examples of learning and teaching activities include master-classes with internationally renowned researchers, student and tutor led seminars, debates and critical reflection that provide opportunities for considering clinical experience in relation to theoretical explanations and research knowledge, key-note lectures, and structured e-learning and work-based experience.

Assessment

The Faculty's Assessment Strategy is committed to fair and reliable assessment methods that enable you to demonstrate your learning. A range of assessment methods are used. A key feature of this programme are the individually negotiated assignments relevant to your workplace and professional development in the two speciality core modules. Examples of assignments include: reflection on practice; discussion with colleagues about the role of allied health professionals in palliative care; audit; business case; presentation of new working initiative to colleagues; conference poster and abstract.

The programme includes two optional modules. These utilise a range of module specific assessment methods that include: a critical review of evidence; a critical analysis and evaluation of a clinical incident; a critical review of a case study; a paper or presentation targeted at the senior team that recommends an evidence based change in practice and is supported by critical review of the need to change practice.

Please note: As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration, however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme.

Educational Aims of the Programme

The aims of the programme are to:

- Enable you to discern and critically assess the nature of clinical leadership and to refine your talent as an effective leader;
- Develop and refine your clinical expertise in cancer and/or palliative and end of life care;
- Foster a creative, innovative, ethical and evidence-based approach to complex clinical challenges;
- Develop your ability to proactively influence policy and its implementation;
- Develop your ability to design and transform services so that they are responsive to the needs of individuals and families;
- Enable you to create a learning environment which inspires and nurtures those with whom you work;
- Encourage you to engage in national and international debates and networks in cancer, palliative and end of life care;
- Expand your communication and inter-relational skills;
- Equip you with the research skills to inform research agendas and the design and conduct of clinical research and to lead the implementation of research within clinical practice;
- Provide you with an opportunity to explore other ways of understanding human concerns and experiences through exposure to disciplines other than your own;

- Foster and develop your skills in scholarship and independent learning.

Programme Learning Outcomes

A Knowledge and Understanding

Having successfully completed this programme you will be able to demonstrate knowledge and understanding of:

1. The specialist nature of cancer, non-cancer illness, palliative and end of life care and how this is represented at different points in the life span and in national and international debate;
2. The personal and theoretical meanings of cancer and non-cancer illness for individuals and their family and the impact of this on their personhood;
3. The presentation and pattern of illness and its treatment and management;
4. Theoretical, policy, professional and global explanations and models of clinical leadership, service design and professional development;
5. National and international cancer, palliative and end of life care policy and the evidence on which these policies are established;
6. The design, conduct and process of research, indications of research quality and the implications for cancer, palliative and end of life care.

Teaching and Learning Methods

The Faculty promotes the development of knowledge and understanding in a contextual, integrated and student-centred manner. Thus, teaching and learning methods are designed so that they provide opportunities to consider your clinical experiences in relation to theoretical explanations and research knowledge, through debates, critical reflection, workshops, seminars, action learning sets and key-note lectures and master-classes.

Assessment methods

The knowledge and understanding skills above will be assessed in different ways throughout your programme, but are likely to include assessment of your ability to critically review existing knowledge (literature search and review, discourse analysis) and evaluate theoretical explanations through synthesis with clinical exemplars (critical reflective accounts, debates and discursive accounts).

B Subject Specific Intellectual and Research Skills

Having successfully completed this programme you will be able to:

1. Design and lead therapeutic care that meets the needs of those with complex cancer, palliative and end of life care needs;
2. Critically reflect on the quality of care provided, the evidence underpinning decision making, and influencing ethical, legal and socio-contextual issues;
3. Proactively lead clinical governance and the development of cancer, palliative and end of life care services;
4. Critically engage in the processes involved in implementing and influencing policy;
5. Lead the creation of culturally sensitive work environments which promote and sustain professional development
6. Critically appraise research approaches used to develop knowledge of cancer, palliative and end of life care and evaluate services;

Teaching and Learning Methods

You will encounter a range of teaching and learning methods designed to enable you to achieve the above intellectual and research skills, for example, master-classes with internationally renowned researchers, support from your research coach whilst undertaking the e-Research methods modules, student and tutor led seminars, tutorials and action learning sets.

Assessment methods

The intellectual and research skills identified above are most likely to be assessed in the assignments that you negotiate for the core modules and through the research proposal and research project required in the e-Research Methods and Dissertation modules. Examples of potential assessments for the core modules include conference presentations and critical reflective accounts of practice.

C Transferable and Generic Skills

Having successfully completed this programme you will be able to:

1. Exercise initiative and personal responsibility in relation to assessing, designing and evaluating your learning;
2. Manage complexity and positively respond to diversity;
3. Approach difficult, unusual and unpredictable situations creatively and imaginatively;
4. Practice with global tolerance and respect;
5. Apply criticality to the gathering, evaluation and dissemination of knowledge;
6. Lead responsibly with passion and purpose;
7. Find effective and innovative solutions for complex health and social care situations;
8. Communicate skilfully and confidently in a range of situations and with a range of strategies.

Teaching and Learning Methods

The Faculty is committed to develop people who are independent, intrinsically motivated thinkers who can utilise reflective practice to critically analyse their own and others' practice both in academic and practice settings. The above transferable skills are integrated throughout the core modules and will be developed through the educational processes employed – for example, through workshop activities, skills rehearsals, learning contract design and negotiation.

Assessment methods

The transferable and generic skills identified above will primarily be assessed through formative processes within the core modules, for example through tutor feedback of the learning contract, and self, tutor and peer assessment of your research proposal. Depending on the assignment that you negotiate for the specialty core modules it is likely that you will also demonstrate the above skills in some if not all of your assignments.

D Subject Specific Practical Skills (optional)

Having successfully completed this programme you will be able to:

1. Skilfully communicate with patient, family members and colleagues in face-to-face and non-face-to-face interactions and demonstrate that you can:
 - a. manage yourself
 - b. identify other people's concerns
 - c. demonstrate empathy
 - d. address difficult questions

- e. provide information
 - f. facilitate problem-solving
 - g. negotiate an action plan
 - h. take account of diversity and intra-cultural difference
2. Undertake holistic assessment of patient and carer needs:
 - a. relevant to the age group of the people you work with
 - b. relevant to your discipline focus
 - c. relevant to the time point of illness of the client group you work with
 3. Skilfully interact in service development and improvement, demonstrating skill in:
 - a. presenting information clearly and succinctly
 - b. influencing decision making
 - c. brokering support and resources
 4. Maximise opportunities for work-based learning:
 - a. Engage others in critical inquiry of practice experience
 - b. Appropriately balance challenge and support in order to foster learning and professional development
 - c. Provide performance feedback sensitively and educationally
 5. Skilfully interact in research arenas, demonstrating skill in:
 - a. Presenting papers orally, by poster and in an academic form required for publication
 - b. Engaging in research debates
 - c. Influencing research agendas
 - d. Leading implementation of research in clinical practice

E Disciplinary Specific Learning Outcomes (optional)

This programme is designed to appeal to a diverse audience: students are likely to be from a range of disciplines; students are likely to provide care to those with cancer, palliative care needs (people with both cancer and/or non-cancer illnesses) and those at the end of life; people in the students' care will be at different points of the life-span and life-cycle. This diversity provides a rich range of potential learning experiences and, whilst attention will be paid to your discipline and specialty learning needs, the programme will enable you to develop the following interdisciplinary and inter-specialty learning outcomes, so that having successfully completed this programme you will be able to:

1. Appreciate the commonalities and differences between the experience of cancer in childhood, adolescence and adulthood and the implications this raises for the design of services and for clinical leadership.
2. Debate the controversies underpinning the provision of palliative care for people with cancer and non-cancer illness and the learning that can be drawn from children's palliative care services that might reconcile some of these debates.
3. Examine the applicability of the policy and service recommendations for end of life care in relation to cancer and non-cancer conditions across the life-span.
4. Critically engage in the interdisciplinary intentions of cancer, palliative and end of life care, and discern and respond to the conditions required to enhance inter-professional working in these specialties.
5. Develop a professional and specialty identity that maximises your potential contribution to patient care and provides a template for you to successfully lead and transform services and contribute to the generation and implementation of knowledge

Programme Structure

The programme consists of five modules and a dissertation: two speciality core modules; two student selected core modules; an e-learning research module; a dissertation.

For the award of **Master of Science Clinical Leadership in Cancer, Palliative and End of Life Care** (90 ECTS) you must have successfully completed:

- Specialist Practice in Cancer, Palliative and End of Life Care (15 ECTS)
- Leading policy and service design in Cancer, Palliative and End of Life Care (15 ECTS)
- A student selected (optional) module (10 ECTS).
- A negotiated student selected (optional) module agreed with the programme lead that develops your clinical leadership expertise in one of these three areas (10 ECTS):
 1. Clinical acumen (the ability to lead and manage complex care). Examples include:
 - Advancing Practice in Critical Care
 - Contemporary Advances in Cardiology
 - Decision Making for Advanced Clinical Practice
 - Independent and Supplementary Prescribing Part 2: Prescribing in Practice

OR

 2. Clinical interpretation (the ability to interpret policy and research and design and lead clinical services fit for purpose). Examples include:
 - Applied Qualitative Research Methods
 - Applied Quantitative Research Methods
 - Collaborative Working for Community Capacity
 - Decision Making (The Essence of Decision Making)
 - People, Politics, Practice: Contextualising Health Care Research

OR

 3. Clinical relationships (the ability to develop others and foster excellence). Examples include:
 - Learning and Teaching in Health and Social Care
 - Principles of Coaching: Improving Workforce Performance
- e-Research Methods (10 ECTS)
- Dissertation (30 ECTS)

For students wishing to undertake the prescribing modules, students are required to meet the module entry requirements. For module 'Independent and Supplementary Prescribing Part 2: Prescribing in Practice' students are required to be working in practice and therefore would not normally be suitable for full time MSc students.

Typical course content

The programme has been designed to integrate your clinical practice with the taught components of the programme. The teaching therefore consists of face-to-face learning, work-based learning, e-learning and self-directed learning and reflection. The core speciality modules are designed to be complementary, to build upon each other, and to interface with the research module.

Special Features of the programme

The programme is designed to create an interdisciplinary community of learning and practice to foster the development of practitioners working with people of any age with cancer, other long term or life-threatening illnesses and those with palliative and end of life care needs.

The programme centres on the issues of global concern to those working as clinical leaders in cancer, palliative and end of life care; the care needed in light of new understanding about the impact and consequences of disease, access to services, effectiveness and care experience, and policy reform in challenging financial climates.

The individually negotiated assignments are the method of assessment in the two core speciality modules. Assignments in these modules are therefore relevant to your workplace and professional development - we hope that you will use this opportunity to achieve work-related practice development objectives. Examples of negotiated assignments include: reflection on practice; discussion with colleagues about the role of allied health professionals in palliative care; audit; business case; presentation of new working initiative to colleagues; conference poster and abstract.

A research coach will be responsible for supporting you in the self-directed learning in the e-Research Methods Module. You can expect your research coach to have some understanding of your specialty focus and an expert understanding of research. They will help you to rehearse the ideas addressed in the module in relation to cancer, palliative and end of life care and provide guidance for your assignment.

Learning from work-based experience is a core component of the programme and it is integrated into the two speciality core modules. Learning from work-based experiences centres on student-identified interests and learning needs to ensure that the programme is closely aligned with practice. Experiences in these two modules comprises of four days of observation activities or negotiated observational visits and reflection on these experiences that will enhance your clinical leadership in practice. For those in employment this time is intended to be part of your normal practice hours, in other words it is not expected that you need to work additional hours, but to recognise that your practice will inform the work you undertake for the module. If you are not in current employment, your personal academic tutor will support you in the identification of appropriate practice partners who can provide observation activities, and support you with the practical arrangements of these visits. Examples of work-based experiences include: creating a community of practice with colleagues working similarly in national specialist centres; meeting with a coach; shadowing a lead for service provision in meetings; investigating policy and adverse event reports. The compulsory learning plan submitted to the module lead at the end of the module includes a reflection on the learning achieved in work based experiences.

Programme details

This MSc option is flexible, with students able to complete the course over one year full time, and up to five years part time. The student selected modules offer an opportunity to focus on discipline specific development of knowledge and practice skills in clinical leadership. The speciality core modules will be taught in two small blocks of two days, separated by several weeks in which you will undertake negotiated work related learning. The timing of start and finish of these days takes into account the needs of those who may need to travel.

Additional Costs

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. Costs that students registered for this programme typically also have to pay for are included in Appendix 5.

Progression Requirements

The programme follows the University's regulations for Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes as set out in the University Calendar <http://www.calendar.soton.ac.uk/sectionIV/progression-regs-standalonemasters.html>

Named exit points

Qualification	Minimum overall credit in ECTS	Minimum ECTS required at level of award
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Postgraduate Certificate	at least 30	20
Postgraduate Diploma	at least 60	45
Master of Science	At least 90	75

Normally all credit will be at 7 level but up to 15 credits at 6 level may be permitted. You will be eligible for an interim exit award if you complete part of the programme but not all of it, as follows:

For the exit award of **Postgraduate Certificate in Clinical Leadership in Cancer, Palliative and End of Life Care** (minimum 30 ECTS) you must have successfully completed:

- Specialist Practice in Cancer, Palliative and End of Life Care (15 ECTS)
- Leading policy and service design in Cancer, Palliative and End of Life Care (15 ECTS)

For the award or exit award of **Postgraduate Diploma Clinical Leadership in Cancer, Palliative and End of Life Care** (minimum 60 ECTS) you must have successfully completed:

- Specialist Practice in Cancer, Palliative and End of Life Care (15 ECTS)
- Leading policy and service design in Cancer, Palliative and End of Life Care (15 ECTS)
- A student selected (optional) module (10 ECTS).
- A negotiated student selected (optional) module agreed with the programme lead that develops your clinical leadership expertise in one of these areas (10 ECTS):
 1. clinical acumen (the ability to lead and manage complex care)
 2. clinical interpretation (the ability to interpret policy and research and design and lead clinical services fit for purpose)
 3. clinical education (the ability to develop others and foster excellence)
- e-Research Methods (10 ECTS).

Support for student learning

There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- A centre for Language Study, providing assistance in the development of English Language and study skills for non-native speakers
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Hartley Library.
- Enabling Services offering support services and resources via a triage model to access crisis management, mental health support and counselling.

- assessment and support (including specialist IT support) facilities if you have a disability, long term health problem or Specific Learning Difficulty (e.g. dyslexia)
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career Service, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- Other support that includes health services (GPs), chaplaincy (for all faiths) and 'out of hours' support for students in Halls (18.00-08.00)a Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

Associated with your programme you will be able to access:

- An induction to the Faculty and to the Programme
- Full details of the programme and the Faculty resources and processes, through module and student handbooks
- A personal academic tutor who will be your first point of call for issues relating to your programme, your progress and your overall experience of being a student. Your tutor will be assigned to you according to your specialty focus or discipline. Thus you can expect your tutor to have an understanding of your practice and clinical context.
- A research coach who will be responsible for supporting you in relation to the e-Research methods module. You can expect your research coach to have some understanding of your specialty focus and an expert understanding of research. They will help you to rehearse the ideas addressed in the module in relation to cancer, palliative and end of life care and provide guidance for your assignment.
- Access to academic and research colleagues with interest and expertise in cancer, palliative and end of life care, and opportunity to attend research seminars and meetings.
- IT resources – computer workstations in designated areas and access to web-based learning facilities.
- Student representation in programme meetings and through staff/student liaison committee, so that your views can be heard about the programme and your experience of the Faculty and be used to inform developments to our provision
- The Student Office within the Faculty of Health Sciences (Building 67).

Methods for evaluating the quality of teaching and learning

You will have the opportunity to have your say on the quality of the programme in the following ways:

- Completing student evaluation questionnaires for each module of the programme
- Acting as a student representative on various committees, e.g. Staff: Student Liaison Committees, Faculty Programmes Committee OR providing comments to your student representative to feed back on your behalf.
- Serving as a student representative on Faculty Scrutiny Groups for programme validation
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group

The ways in which the quality of your programme is checked, both inside and outside the University, are:

- Regular module and programme reports which are monitored by the Faculty
- Programme validation, normally every five years.
- External examiners, who produce an annual report

- A national Research Excellence Framework (our research activity contributes directly to the quality of your learning experience)
- Institutional Review by the Quality Assurance Agency

Criteria for admission

University Commitment

The University will at all times seek to operate admissions regulations that are fair and are in accordance with the law of the United Kingdom, and the University's Charter, Statutes, Ordinances and Regulations.

This includes specific compliance with legislation relating to discrimination (e.g. Equality Act 2010) and the University's Equal Opportunities Policy Statement.

This includes a commitment that the University will:

- actively assist groups that experience disadvantage in education and employment to benefit from belonging to the University
- actively seek to widen participation to enable students that do not traditionally participate in Higher Education to do so;
- ensure that admission procedures select students fairly and appropriately according to their academic ability and that the procedure is monitored and regularly reviewed.

Entry Requirements

First degree (2:2 or above) or equivalent in a relevant subject from an approved institution of higher education. *Admission to the programme will take account of applicants' clinical experience and expertise as well as academic credit.*

A current registration with relevant professional/statutory body or equivalent

Current employment in a clinical service providing care to adults or young adults or children with cancer, or palliative care (as a consequence of any illness) or end of life care needs

A satisfactory reference and evidence of support from the applicants' manager or evidence of relevant professional expertise.

International applications

International students applying to the programme will find information about English Language requirements on the following web page: http://www.southampton.ac.uk/studentadmin/admissions/admissions-policies/language.page?utm_source=ugprospectus&utm_medium=print&utm_campaign=undergraduate-2015

Recognition of Prior Learning (RPL)

Applications for Recognition of Prior Learning (RPL) are welcomed and should be discussed with the programme leader. Applications will follow the Faculty regulations for RPL

http://www.southampton.ac.uk/healthsciences/cpd/study/credit_for_prior_learning.page

Pre-Masters Programme (Masters with Integrated Preparatory Study)

Applicants from outside the UK who have an undergraduate degree but who may not be considered adequately qualified for direct entry to this programme will be accepted onto the programme following successful completion of the Pre-Masters Programme (MIPS). Entry requirements for the Pre-Masters Programme are:

- International student with the equivalent of a first degree at 2:2 or above
- IELTS 5.5 or above for the two year programme
- IELTS 6.0 or above for the 18 month programme

External Examiners(s) for the programme

Name Helen Kerr
Institution Queen's University, Belfast

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their personal academic tutor in the first instance.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the Post Qualifying Student Handbook or online at <http://www.southampton.ac.uk/studentservices/academic-life/faculty-handbooks.page>.

Appendix:

- Learning outcomes Mapping document

Module Code	Module Title	Knowledge and Understanding						Subject Specific Intellectual Skills						Transferable/Key Skills								Subject Specific Practical Skills					Disciplinary Specific				
		A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	D 1	D 2	D 3	D 4	D 5	E 1	E 2	E 3	E 4	E 5
Core module 1	Specialist Practice in Cancer, Palliative and End of Life Care	•	•	•	•			•	•			•		•		•	•	•	•	•	•	•	•		•		•	•			•
Core module 2	Leading policy and service design in Cancer, Palliative and End of Life Care				•	•				•	•	•		•	•		•	•	•		•			•	•			•	•	•	
Compulsory module	e-Research Methods						•						•					•								•					•

• **Assessment Mapping document templates**

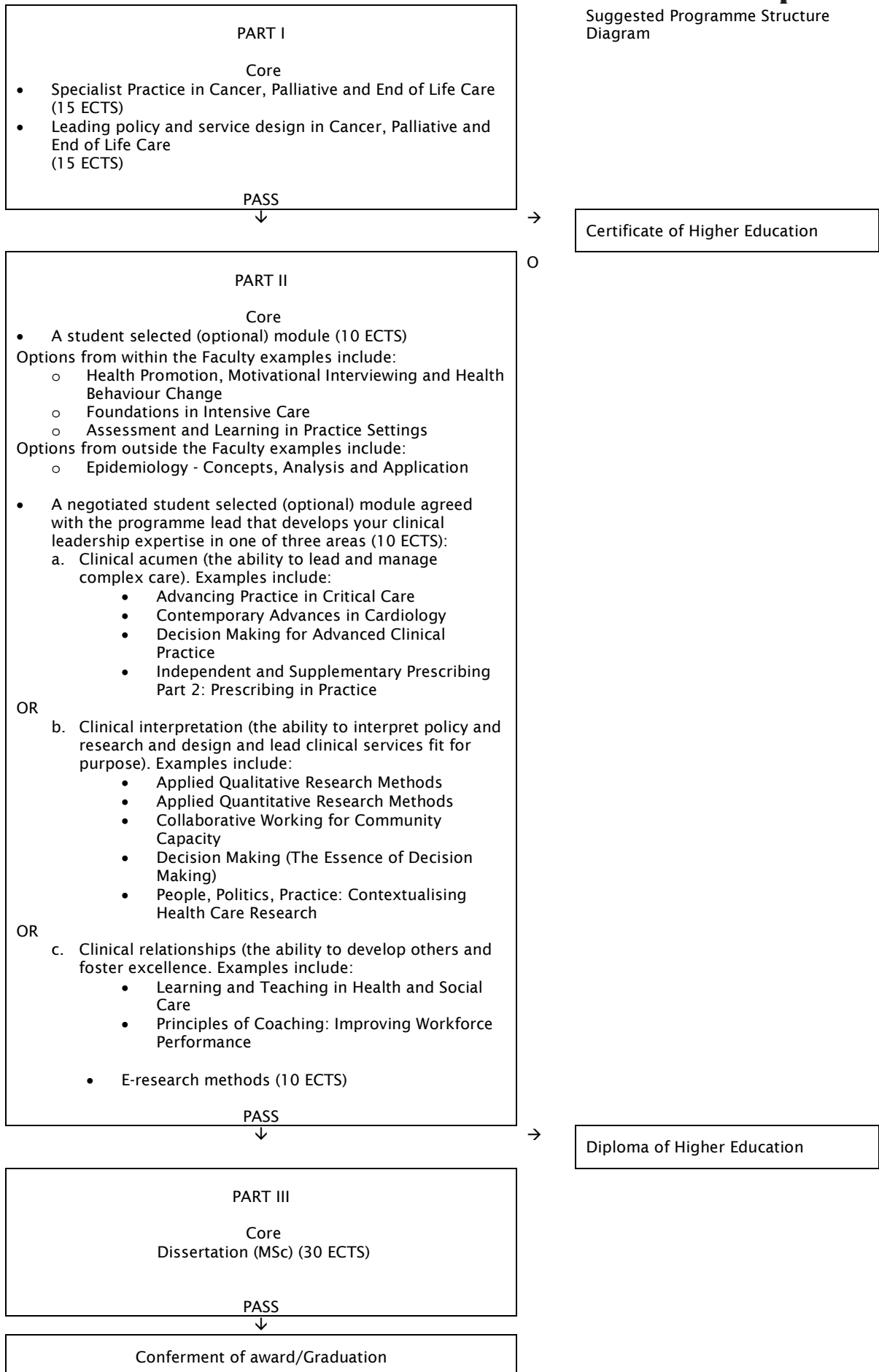
		Module Title	Coursework 1	Coursework 2	Coursework 3
Programme Component	Core module 1 Module code:	Specialist Practice in Cancer, Palliative and End of Life Care	Formative communication skills rehearsal	Compulsory work based learning plan	Summative Negotiated assignment
Timeframe	Semester 1	2 study days in week 1 2 study days at least 4 weeks later	Assessed in class in 1 st or 2 nd block	Submitted to module lead within 1 week of completion of taught component	Submitted 6 weeks following completion of taught component
Module Learning outcomes addressed (in part or in whole)			Learning outcome 5	Learning outcome 4	Learning outcomes, 1,2,3,4
Programme Learning outcomes addressed by coursework			B5 C3, C6, C8 D1, D2	B5 C1 D4	A1, A2, A3, A4 B1, B2, C4, C5, C7 E1, E2, E5
Programme Component	Core module 2 Module code:	Leading policy and service design in Cancer, Palliative and End of Life Care	Formative communication skills rehearsal: assessed in class	Compulsory work based learning plan	Summative Negotiated assignment
Timeframe	Semester 2	2 study days in week 1 2 study days at least 4 weeks later	Assessed in class in 1 st or 2 nd block	Submitted to module lead within 1 week of completion of taught component	Submitted 6 weeks following completion of taught component
Module Learning outcomes addressed (in part or in whole)			Learning outcome 5	Learning outcome 4	Learning outcomes, 1,2,3,4
Programme Learning outcomes addressed by coursework			B5 C6, C8 D3	B4, B5 C1 D4	A4, A5 B3, C2, C4, C5 E2, E3, E4
Programme Component	Core research module Module code:	e-Research Methods	Compulsory summary literature strategy & findings	Compulsory executive summary of presentation to research group	Summative abstract of proposed study
Timeframe	Fast track: semester 1 Slow track: semester 1 & 2	Fast track: 2 drop in sessions Long track: 6 drop in sessions	Undertaken 4 weeks prior to submission of summative abstract; submitted with summative abstract	Presentation 4 weeks prior to submission of summative abstract; executive summary submitted with summative abstract	4 weeks following the presentation to research group
Module Learning outcomes addressed (in part or in whole)			learning outcomes 5, 7, 8	Learning outcomes 1,2, 6	Learning outcomes 1, 3, 4, 5, 8
Programme Learning outcomes addressed by coursework			B6 C5	A6 D5 E5	A6 B6 C5 D5 E5

- Defined elements of advanced practice (DH, 2010) mapped against programme leadership domains

Programme leadership qualities	Clinical acumen	Clinical relationship	Clinical inquiry
<p>Programme modules</p> <p>Leading Specialist Practice in Cancer, Palliative and End of Life Care</p>	<p>1.1 Practice autonomously and with self-direction</p> <p>1.2 Assess individuals, families and populations holistically using a range of different assessment methods</p> <p>1.3 Have a health promotion and prevention orientation, and comprehensively assess patients for risk factors and early signs of illness</p> <p>1.5 Plan and manage complete episodes of care, working in partnership with others, and delegating and referring as appropriate to optimise health outcomes and resource use, as well as providing direct support to patients and clients</p> <p>1.6 Use professional judgement in managing complex and unpredictable care events and capture the learning from these experiences to improve patient care and service delivery</p> <p>1.7 Draw upon an appropriate range of multi-agency and inter-professional resources in own practice</p> <p>1.8 Appropriately define the boundaries of own practice</p>	<p>2.2 Provide consultancy services to their own and other professions on therapeutic interventions</p> <p>2.3 Demonstrate resilience and determination and demonstrate leadership in contexts that are unfamiliar, complex and unpredictable</p>	<p>3.1 Be proactively involved in developing strategies and undertaking activities that monitor and improve the effectiveness of own and others' practice</p> <p>4.1 Actively seek and participate in peer review of their own practice</p> <p>4.2 Enable patient/clients to learn by designing and coordinating the implementation of plans appropriate to their preferred approach to learning, motivation and developmental stage</p> <p>4.5 Advocate and contribute to the development of an organisational culture that supports continuous learning and development, evidence-based practice and succession planning</p>
<p>Leading policy and service design</p>	<p>3.2 Strive to constantly improve practice and health outcomes so that they are consistent with or better than national and international standards through initiating, facilitating and leading change at individual, team, organisational and systems levels</p>	<p>2.2 Provide consultancy services to their own and other professions service development</p> <p>2.4 Engage stakeholders and use high-level negotiating and influencing skills to develop and improved practice</p>	<p>2.6 Develop practices and roles that are appropriate to patient and service need through understanding the implications of and applying epidemiological, demographic, social, political and professional trends and developments</p>

		<p>2.5 Work across professional, organisational and system boundaries and proactively develop and sustain new partnerships and networks to influence and improve health, outcomes and healthcare delivery systems</p> <p>2.7 Identify the need for change, proactively generate practice innovations and lead new practice and service redesign to better meet the needs of patients and the service</p> <p>3.1 Proactively develop strategies and undertake activities that monitor and improve the quality of healthcare.</p> <p>3.3 Continuously evaluate and audit the practice of self and others at individual and systems levels, selecting and applying valid and reliable approaches and methods which are appropriate to needs and context, and acting on the findings</p> <p>3.4 Continuously assess and monitor risk in their own and others' practice and challenge others about wider risk factors</p> <p>3.8 Use financial acumen in patient/client, team, organisational and system level decision-making and demonstrate appropriate strategies to enhance quality, productivity and value</p>	<p>4.4 Work in collaboration with others to plan and deliver interventions to meet the learning and development needs of their own and other professions</p>
e-Research Methods	<p>1.4 Draw on a range of knowledge in decision-making to determine evidence-based therapeutic interventions</p>	<p>3.5 Critically appraise and synthesise the outcomes of relevant research, evaluations and audits and apply the information when seeking to improved practice</p> <p>3.6 Plan and seize opportunities to generate and apply new knowledge to their own and others' practice in structured ways which are capable of evaluation</p> <p>4.3 Develop robust governance systems by contributing to the development and implementation of evidence-based protocols, documentation processes, standards, policies and clinical guidelines through interpreting and synthesising information from a variety of sources and promoting their use in practice</p>	<p>3.7 alert appropriate individuals and organisations to gaps in evidence and/or practice knowledge and as either a principle investigator or in collaboration with others, support and conduce research that is likely to enhance practice</p> <p>4.6 Have high-level communication skills and contribute to the wider development of those working in their area of practice by publicising and disseminating their work through presentations at conferences and articles in the professional press</p>

3.



4 Examples of possible programme structures

Figure i: Full-time programme structure

	Oct	Nov	Dec	Jan	Feb	March	Apr	May	June	July	Aug	Sept
Yr 1	Specialist practice in cancer, palliative and end of life care 15 ECTS			Possible date of optional module 10 ECTS				Leading policy and service design in Cancer, Palliative and End of Life Care 15 ECTS			Possible date of optional module 10 ECTS	
	e-learning Research Methods (fast track) 10 ECTS											
	Commence Dissertation October 30 ECTS											

Figure i Potential two year part time programme structure

	Oct	Nov	Dec	Jan	Feb	March	Apr	May	June	July	Aug	Sept
Yr 1	Specialist practice in cancer, palliative and end of life care 15 ECTS			Possible date of optional module 10 ECTS				Leading policy and service design in Cancer, Palliative and End of Life Care 15 ECTS			Possible date of optional module 10 ECTS	
							e-learning Research Methods (slow track) 10 ECTS (submission in November)					
Yr 2	e-learning Research Methods (continued)		Possible date of optional module 10 ECTS									
	Commence Dissertation October of year 2 30 ECTS											

Figure iii: Potential three year part-time programme structure

	Oct	Nov	Dec	Jan	Feb	March	Apr	May	June	July	Aug	Sept
Yr 1	Specialist practice in cancer, palliative and end of life care 15 ECTS			Possible date of optional module 10 ECTS				Leading policy and service design in Cancer, Palliative and End of Life Care 15 ECTS			Possible date of optional module 10 ECTS	
Yr 2	Possible date of optional modules 10 ECTS					e-learning Research Methods (slow track) 10 ECTS (submission in November)						
Yr 3	e-research methods (continued)											
	Commence dissertation October of year 3 30 ECTS											

5. Additional Costs

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme typically also have to pay for the items listed in the table below.

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at www.calendar.soton.ac.uk.

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
Stationery	N/A	<p>You will be expected to provide your own day-to-day stationery items, e.g. pens, pencils, notebooks, etc). Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile.</p> <p>You will be expected to submit two hard copies of assessed course work. This work needs to be word processed. The University provides access to IT resources and printing but you will be expected to pay for printing costs, any visual reproductions and any binding of work required.</p>
Textbooks	N/A	<p>Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from most good book sellers.</p> <p>Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.</p>
IT	N/A	<p>The programme utilises information technology to support your learning, e.g. a web based learning environment, emails and hyperlinks to online resources. The University has over 1,700 workstations with high-</p>

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
		speed internet access, so you do not need to purchase your own, but if you do use your own device there is free WiFi access across campus and software free to download such as Endnote which manages references.
Printing and Photocopying Costs	N/A	You will be expected to submit two hard copies of assessed course work. This work needs to be word processed. A list of the University printing costs can be found here: http://www.southampton.ac.uk/isolutions/services/copying_for_students_and_visitors/faq.php#594
Anything else not covered elsewhere	Travel	You will be expected to manage your own transport and associated costs, such as car parking charges, associated with attending study days and any observational visits undertaken for the work-based component of the programme.
	Accommodation	You will be expected to manage your own accommodation and associated costs if needed to attend the programme. The University of Southampton Accommodation website offers information and guidance about accommodation in both private rented and halls of residence. http://www.southampton.ac.uk/accommodation/apply/erasmus.html . A list of local bed and breakfast accommodation is also available.