



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Care of the Child and Young Person with Cancer				
Module Code	UZURR4-20-3	Level	3	Version	1
Owning Faculty	Health & Applied Sciences	Field	Maternal and Child Health		
Contributes towards	BSc (Hons) Specialist Practice BA(Hons)/BSc (Hons) GradDip /Grad Cert/Cert Professional Development				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Standard
Pre-requisites	Working in a relevant practice area		Co-requisites	none	
Excluded Combinations	Care of the Child and Young Person with Cancer UZURR5-20-M	Module Entry requirements	This module is offered as either stand alone or within the CPD framework. It is suitable for all registered staff.		
Valid From	January 2015		Valid to	January 2021	

CAP Approval Date	20/11/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the bioscience based knowledge, aetiology and relevant risk indicators which influence practice strategies and responses to conditions in children and young people with cancer (Component A). • Analyse knowledge of childhood cancer bioscience and disease processes involved in contextualising children's cancer services (Component B). • Examine ethical, social and legal issues which impact on children and young person's cancer service provision and the inter-professional team (Component B). • Critically assess one's own role in effecting change referring to equality; ethico-legal aspects and confidentiality (Component B)
Syllabus	<ul style="list-style-type: none"> • The organisation, management and guiding principles of child and

Outline	<p>young person's cancer care</p> <ul style="list-style-type: none"> • The clinical context of childhood cancer with specific reference to: neuroblastoma, sarcoma and leukaemia • The diagnosis, treatment and management of cancer in teenagers and young adults • The impact of cancer on the family and supporters • Ethico- legal and professional decision making in children and young person's cancer services • Palliative care • Stem cell transplantation • Surgical interventions • Radiotherapy • Self-awareness and professionalism
Contact Hours	<p>As a blended learning module all students are expected to attend all scheduled face to face days within the timetable. These days are supported and led by the specialist practitioner and module leader where opportunity is available for consultations.</p> <p>Dedicated student/tutor time will be allocated within timetable for the purpose of assessment support.</p> <p>As a 20 credit module there will be a minimum of 48 hours student/tutor contact time.</p> <p>Contact time is also indirectly available through the online learning environment. All students have access to Blackboard where further on line resources are available.</p>
Teaching and Learning Methods	<p>Scheduled learning – Interactive lectures will make up 48 hours contact time with the specialist practitioner and module leader over the duration of the module. Contact learning will also include seminars, tutorials, interactive critical discussions, lectures and case study exploration.</p> <p>Independent learning- includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. It is the student's responsibility to contact the module leader should a problem arise where further assistance is required.</p> <p>The module is offered as a partnership between University Hospitals Bristol NHS Foundation Trust and University of the West of England and as such offers full access to a team of speciality practitioners, educationalists, dual learning environments and specialist resources</p>
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>

Key Information Set - Module data				
Number of credits for this module				20
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
200	48	152	0	200

The table below indicates as a percentage the total assessment of the module which constitutes a –

- Component A:** Exam
- Component B:** Written assignment

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Exam assessment percentage	25%
Coursework assessment percentage	75%
	100%

Reading Strategy

Core reading

It is essential that students read one of the many texts on research methods available through the Library. Module handbooks will also reflect the range of reading to be carried out.

Further reading

Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full-text databases, and Internet resources. Many resources can be accessed remotely.

Access and skills

The development of literature searching skills is supported by optional library seminars at UWE. Additional support is available through the UWE library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.

Indicative reading list

The following list is offered to provide validation panels/accrediting bodies with

an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via the module handbook.

Suggested Journal of Interest:
Journal Pediatric Oncology Nursing

Recommended Reading:

Bailey, S; Skinner, R. eds. (2009) *Paediatric Haematology and Oncology* [online].Oxford specialist handbook paediatric series. Oxford: Oxford University Press.

Gibson, F., Aldiss, S., Horstman, M., Kumpunen, S and Richardson, A.(2010) Children and young people's experiences of cancer care: A qualitative research study using participatory methods. *International Journal of Nursing Studies* [online]. 47, pp 1397-1407.

Gibson, F and Evans, M. (1999) *Paediatric Oncology: Advances in Nursing Practice*. Chichester: Wiley Blackwell.

Gibson, F and Soanes, L. (2008) *Cancer in Children and Young People: Acute Nursing Care* (Wiley Series in Nursing). Chichester: Wiley Blackwell.

National Cancer Intelligence Network (NCIN) (2010). Cancer Patient Experience survey reports 2011-2012. Available from:www.ncin.org.uk/cancer_information_tools/cancer_patient_experience. [Accessed 14 January 2014].

Online Sites.

- Children's Cancer & Leukaemia Group (CCLG):
<http://www.cclg.org.uk/>
- Leukaemia and lymphoma research:
<http://leukaemialymphomaresearch.org.uk/>
- Macmillan:
<http://www.macmillan.org.uk/Cancerinformation/Cancertypes/Childrenscancers/Childrenscancers.aspx>

Part 3: Assessment

Assessment Strategy

Rationale for the assessment is that together the components provide an opportunity to explore with the student the extent of their learning and application of knowledge in relation to the care of the child or young person with cancer.

Feedback from students and specialists suggests that the selection of a mixed assessment strategy (ie MCQ and Assignment) enables a broad assessment of learning and application.

Component A: One hour unseen multiple choice question (MCQ) exam

To assess the students' understanding of the bioscience-based knowledge, aetiology and relevant risk indicators which influence practice strategies and responses to conditions in children and young people with cancer.

Component B: 1500 word assignment

Focusing on the critical examination of children and young person's cancer care practice in the context of the learning outcomes associated with the module.

Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	25%	75%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. MCQ exam	25%	
Component B Description of each element	Element weighting	
1. 1500 word assignment	75%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. MCQ exam	25%	
Component B Description of each element	Element weighting	
1. 1500 word written assignment	75%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		