

Programme Title: PGDip Cancer & Clinical Oncology



## Programme Specification

Awarding Body/Institution	Queen Mary University of London
Teaching Institution	Queen Mary University of London
Name of Final Award and Programme Title	PGDip Cancer & Clinical Oncology
Name of Interim Award(s)	
Duration of Study / Period of Registration	FT 1 year, PT 2 years (PT study can be extended to 5 years with approval)
QM Programme Code / UCAS Code(s)	A4K1 FT/ A4K2 PT/ A4K3 DL FT / A4K4 DL PT
QAA Benchmark Group	Medicine
FHEQ Level of Award	Level 7
Programme Accredited by	
Date Programme Specification Approved	February 2016 (For Sept 2016 start)
Responsible School / Institute	Barts Cancer Institute

Schools which will also be involved in teaching part of the programme

Institution(s) other than Queen Mary that will provide some teaching for the programme

### Programme Outline

**General:**

This programme is provided by the Barts Cancer Institute (BCI) within Barts and the London School of Medicine.

The Barts Cancer Institute is a Cancer Research UK Centre of Excellence, which forms part of a national framework to deliver world-leading research, improved patient care and greater public engagement.

We have a constellation of leading cancer scientists and clinicians involved in basic, translational and clinical research. This expertise allows us to offer you this exciting opportunity to study on the PG Diploma Cancer and Clinical Oncology.

This programme is offered in the following modes of study:

Onsite - 1 year full time

Onsite - 2 year part time

Distance Learning - 1 year full time

Distance Learning - 2 year part time

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PG Diploma award: 120 credits of taught units

### Aims of the Programme

This programme aims to provide students with a clear understanding of the scientific basis underlying the principles and practice of clinical oncology and the development, evaluation and implementation of new treatments.

This will be underpinned by a thorough knowledge of cancer biology and pathology, drug development and research methodologies.

This knowledge will provide you with a good grounding in clinical oncology which will enhance prospects for those wanting to pursue a clinical academic career.

### What Will You Be Expected to Achieve?

On completion of the course students will:

#### Academic Content:

A 1	By the end of this programme the student will be able to identify the principles underlying the diagnosis and treatment of cancer.
A 2	The student will be able to explain the steps involved in developing and implementing new cancer treatments.
A 3	The student will be able to explain the ethics and regulatory framework underlying clinical research.
A 4	The student will be able to explain the different uses of radiotherapy, surgical procedures and imaging technologies in the treatment of cancer, and be able to evaluate the associated risks and benefits.
A 5	

#### Disciplinary Skills - able to:

B 1	identify and apply the most appropriate research techniques to gather, record, and critically appraise research data
B 2	contribute to the research activity and knowledge base in improving cancer care.
B 3	apply knowledge gained from the programme in their own professional role
B 4	be able to critically assess which techniques/treatments are best used in a given clinical scenario.

#### Attributes:

C 1	Clarity of communication - By the end of the programme the student will be able to communicate their research and knowledge to different audiences through the use of posters, oral presentations, lab write ups and lab meetings.
C 2	Global perspective - The student will be able to work as part of a research-active group, and interact with others in a professional laboratory research environment.
C 3	Research capacity - The student will be able to combine their theoretical knowledge and practical skills to investigate a research problem and to critically appraise the results and findings. In a project write up.

## How Will You Learn?

Module and project teaching will comprise the following;

- Whole-group seminars/lectures on specific topics. Tutors and students will be encouraged to develop a tutorial atmosphere in which dialogue and discussion can take place.
- Whole-group practical classes in small groups to address a specific practical method or topic. These will be recorded in the student's practical files.
- Whole-group demonstrations. These will take place in Institute laboratories or the class-room to address specific technologies (i.e. expression array technology) or methods (i.e. array data analysis).
- Student presentations on specific topics.
- Key generic skills will be acquired from each of the above.
- Teaching material will be available on QMPlus (the University's virtual learning environment).
- A computer room with 16 PCs is provided for the use of Barts Cancer Institute students only.
- The majority of the teaching rooms, the practical lab and the computer room are on the Charterhouse Square campus. Some teaching may take place at St Bartholomew's Hospital, which is 5 minutes walk from Charterhouse Square.

The provision of key skills in the Research Methods module will enable students to maximise their ability to understand and learn from other modules. Students will maintain a file of practical work carried out in this module which will be useful during the dissertation module.

As self-directed learning is the major component of each module students will be encouraged to identify their own learning needs as modules progress. All students will have access to named personal mentors (lecturer grade or above) on entry to the course. These mentors will provide advice on issues arising from the course itself, and on issues such as post course employment and further training opportunities.

Students will have full access to the University/Medical School library and student computing facilities, in addition to the computer room provided. The course is delivered using a virtual learning environment (VLE) provided by the University. This enables lecture notes and handout material to be available electronically, provides space for discussion and question boards and allows assessed work to be uploaded remotely. For Distance Learning students lectures and tutorials are captured and uploaded immediately onto the VLE. The captured lecture includes classroom audio, all projected slides or images and whiteboard annotations made by the lecturer.

Classroom teaching will also involve a real time assessment of the group understanding of the topic being covered using the Turning Point student response system. This involves questions embedded into presentations to which the students respond, using an individual unit that provides an anonymous response with a single click. This ensures that feedback is received from all students in the group, and provides students with a guide to their own understanding of a particular topic.

## How Will You Be Assessed?

Assessment of individual taught modules includes in-course assessments (typically 40% of the module mark) and an examination paper (typically 60% of the module mark). There is a small variation in the relative contribution of each assessment method between modules.

In-course assessments include presentations (oral and poster), vivas, written assignments and practicals.

For DL students assessed presentations are given via Skype.

## How is the Programme Structured?

Please specify the full time and part time programme diets (if appropriate).

The PG Diploma course involves studying 120 credits. This includes:

- 105 credits of compulsory taught modules
- 15 credits of elective taught modules

Full time students study 52.5 credits in semester 1 (September - December, delivered as 2 full days teaching each week on Wednesday and Thursday) and are then examined on those modules in early January. Students study a further 67.5 credits in semester 2 (January - April, delivered over 3 days each week, Tuesday, Wednesday and Thursday), with module exams at the end of that period.

Part-time students study 60 credits in year 1 and 60 credits in year 2.

Distance learning students can study the course either full-time or part-time.

The module diet shown in the following table is for full-time students taking the course over 1 year.

For part-time students the typical module diet would be:

Year 1

Semester 1

Cancer Biology; Cancer Pharmacology

Semester 2

Drug Development; Paediatric & Adolescent Oncology; Elective module (Biological Therapies or Molecular Targeted Therapies and Immunotherapy for Blood Cancers)

Year 2

Semester 1

Research Methods; Pathology of Cancer

Semester 2

Site Specific Tumour Treatment; Ablative Therapies; Imaging; Genomic Approaches to Cancer; Cancer Prevention & Screening

## Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Cancer Biology	CANM902	15	7	Compulsory	1	Semester 1
Cancer Pharmacology	CANM903	15	7	Compulsory	1	Semester 1
Pathology of Cancer	CANM909	7.5	7	Compulsory	1	Semester 1
Research Methods	CANM937	15	7	Compulsory	1	Semester 1
Ablative Therapies	CANM905	7.5	7	Compulsory	1	Semester 2
Biological Therapies	CANM907	15	7	Elective	1	Semester 2

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Cancer Prevention & Screening	CANM912	7.5	7	Compulsory	1	Semester 2
Drug Development	CANM906	7.5	7	Compulsory	1	Semester 2
Genomic Approaches to Cancer	CANM940	7.5	7	Compulsory	1	Semester 2
Imaging	CANM908	7.5	7	Compulsory	1	Semester 2
Molecular Targeted Therapies and Immunotherapy for Blood Cancers	CANM935	15	7	Elective	1	Semester 2
Paediatric & Adolescent Oncology	CANM911	7.5	7	Compulsory	1	Semester 2
Site Specific Tumour Treatment	CANM904	7.5	7	Compulsory	1	Semester 2

### What Are the Entry Requirements?

The course is aimed at clinicians and other professionals allied to medicine working in healthcare.

For admission to the programme students will need either;

- A relevant medical / science undergraduate degree from a recognised academic institution

or

- an appropriate professional qualification and relevant work experience.

Students for whom English is a second language will also require a minimum IELTS 7 or TOEFL 610 score.

In addition to the above, students taking the course as a Distance Learning option will need access to computer and good internet connection, and will need to be within reasonable travelling distance of a British Council test centre or partner university to sit invigilated examinations.

### How Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS and module evaluations.

## Academic Support

Students are encouraged to interact with academic staff during classroom teaching to foster a tutorial-like learning environment. Members of the teaching staff, (typically the module lead and 1 other), mark all assessed work and provide written feedback on the in-course assessments. Students are able to view that written feedback at any time. Indeed, in semester 1 feedback is given on research Skills practical write-ups within 1-2 weeks of submission to enable students to incorporate that feedback into their subsequent write-ups. Feedback on progress and performance is given to students individually at the end of each semester by the Course Director, with the proviso that all marks are provisional until confirmed by the relevant examination boards.

If a student is having difficulty with a particular module, topic or practical, additional teaching support can be provided. Students also have access to named personal mentors who can advise on areas in which the student may be having difficulty, or an issues such as post-course employment .

## Programme-specific Rules and Facts

N/A

## Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one study skills tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Access to specialist mentoring support for students with mental health issues and Autistic Spectrum Disorders.

## Links With Employers, Placement Opportunities and Transferable Skills

On completion our students will have the theoretical and practical background to go into further laboratory or clinical research, or into various aspects of cancer drug development and clinical evaluation in the context of early phase trials.

The Institute has annual calls for Clinical Research Fellowships and students who have successfully completed the MSc may apply.

Short lab placements may be available to students after completion of the course.

The distance learning option allows flexible learning and can be undertaken as part of Continuing Professional Development while employed by the National Health Service.

## Programme Specification Approval

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**Person completing Programme Specification**

Olivia Cooper

**Person responsible for management of programme**

Kaye Yeung

**Date Programme Specification produced/amended  
by School Learning and Teaching Committee**

10th February 2016

**Date Programme Specification approved by  
Taught Programmes Board**

February 2016 (For Sept 2016 start)