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 he/she takes full advantage of the learning opportunities that are provided. This specification provides a source of information for students and prospective students seeking an understanding of the nature of the programme and may be used by the College for review purposes and sent to external examiners. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the course handbook. The accuracy of the information contained in this document is reviewed by the College and may be checked by the Quality Assurance Agency.

1. Awarding Institution: Imperial College London
2. Teaching Institution: Imperial College London
3. External Accreditation by Professional / Statutory Body: Royal College of Surgeons of England
4. Name of Final Award (BEng / BSc / MEng etc): Certificate of Advanced Study
5. Programme Title (e.g. Biochemistry with Management): Surgical Care Practice (Cert of Adv Study)
6. Name of Department / Division: Surgery and Cancer
7. Name of Faculty: Medicine
8. UCAS Code (or other coding system if relevant): A3D2
9. Relevant QAA Subject Benchmarking Group(s) and/or other external/internal reference points: Medicine, Healthcare

10. Level(s) of programme within the Framework for Higher Education Qualifications (FHEQ):

<table>
<thead>
<tr>
<th>Programme Level</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s (BSc, BEng, MBBS)</td>
<td>Level 6</td>
</tr>
<tr>
<td>Integrated Master’s (MSc, MEng)</td>
<td>Levels 6 and 7</td>
</tr>
<tr>
<td>Master’s (MSc, MRes)</td>
<td>Level 7</td>
</tr>
</tbody>
</table>

11. Mode of Study: Part-time

12. Language of Study: English

13. Date of production / revision of this programme specification (month/year): November 2009

14. Educational aims/objectives of the programme

1 Surgical Care Practice (Cert of Adv Study)
The programme aims/objectives are:

**Foundations of Surgical Care**

This aspect of the course covers the theoretical knowledge required by a surgical care practitioner. It makes extensive use of expert speakers in lectures but also incorporating group discussion and case-based learning.

**Technical and Operative Skills**

This part of the course provides students with an opportunity to consolidate and advance skills they may already have and to acquire new core technical (clinical) and operative (surgical) skills. In the Clinical Skills Centre at St. Mary’s students will have training sessions on surgical procedures. These will be delivered by experienced surgeons using bench top simulated models. For formative assessments scenarios will be developed which combine models with professional actors. For training in certain skills, there will be an opportunity for constructive feedback from simulated patients (actors) on the student’s interactions.

Advances in simulation technology will allow procedures to be learned and assessed in a clinical context. Enhanced realism models will be used to create clinical scenarios for teaching and feedback.

Supervised clinical practice will allow students to consolidate technical and operative skills within their own team. A clinical logbook must be maintained in which the SCP student will be expected to record that they have demonstrated their ability to perform certain technical and operative skills in their practice to their consultant supervisor.

**Professional Development**

The emphasis is on professional development and attitudes and includes the principles of evidence-based practice. Key components include patient safety in theatre and ward environments, medico-legal issues, consent and ethics, reflective practice, the use of information technology, teaching others in a clinical setting, socio-political aspects of new roles in healthcare, making presentations to professional audiences.

Case-based discussions will be used to explore some of the more controversial areas. Each student is expected to present a teaching session or facilitate in one to encourage inter-professional learning.

**Supervised Clinical Experience**

The learning that takes place during formal modules will be consolidated and expanded by clinical practice. As part of this process participants will:

1. observe and participate as appropriate in the clinical activities of the ward and operating theatre at their home trust.
2. acquire skills in physical examination, clinical procedures, clinical reasoning and patient management

Regular recorded scheduled sessions with the Clinical Mentor are essential and will underpin this process and give an opportunity to sign off core competencies achieved.

A core competency file is provided for each SCP to complete over the two year training period and a clinical logbook should also be maintained by the SCP trainee as evidence to underpin the competencies.

**Academic Outcomes**

2 **Surgical Care Practice (Cert of Adv Study)**
By the end of the SCP course, students will be expected to be able to:

1. Describe and critically analyse the development of the surgical care practitioner role and the wider development of advanced practitioner roles.
2. Critically analyse the development of new roles in surgery in the context of the long term NHS plans.
3. Demonstrate an ability to work in an inter-professional team and critically analyse the contribution made by the different team members.
4. Describe and critically analyse ethical and legal issues pertinent to practice including consent.
5. Describe and critically analyse the concepts of patient and clinical safety and quality assurance.
6. Demonstrate and record reflective practice.
7. Critically appraise published studies reporting treatment (clinical trials), diagnostic tests (physical signs), causation and prognosis.
8. Make effective presentations to professional audiences.

Curriculum Outcomes

SCPs must be able to work in a surgical team and provide high level support and excellent quality patient care and management within it. This will require them to:

1. Have an understanding and respect for the multi-disciplinary/multi-professional nature of healthcare and their role within it.
2. Analyse their role within the extended surgical team.
3. Consolidate core theoretical knowledge and continue the development of technical and operative skills in specialist areas.
4. Have a thorough understanding of patient care and patient safety in the surgical environment.
5. Understand and use reflective practice and other educational processes appropriate for examining and developing their own professional practice.
6. Understand the development of new roles in surgery in the context of the long term NHS plans.

15. Programme Learning Outcomes

1. Knowledge and Understanding

Knowledge and Understanding of:

- pre-assessment for anaesthesia and surgery
- principles of post-op care
- key anatomy relating to surgical and anaesthetic practice
- key physiological concepts relating to operative practice
- key microbiology issues and infection control relating to the theatre environment.
- knowledge of pharmacology and pharmaco-dynamics
- core pathological concepts relating to surgery, including inflammation, types of tissue injury, staging and grading of tumours and others
- pain management in the surgical patient
- wound healing and tissue viability – for acute and chronic wounds
- normal haematological values
- normal clinical chemistry values
- advances in surgery/surgical education including minimal invasive surgery, laparoscopic simulators and robotics.
2. **Skills and other Attributes**


2. Conduct an effective physical examination (including respiratory, abdominal, cardiac and neurological systems) and basic interpretation of chest and abdominal X rays.

3. Demonstrate competence in a variety of practical and surgical procedures.

**Intellectual Skills**

- Critical thinking and reflection
- Integration of knowledge and understandings from a range of relevant fields and disciplines
- Creative engagement with research design and development

**Practical Skills**

- Teaching techniques
- Simulation design and development
- Presentation of written and oral work within groups

**Transferable Skills**

- Critical thinking and evaluation of literature
- Clear writing and presentation of coherent argument
- Understanding of ethical issues around educational research
- Ability to use a range of relevant literature databases
- Use of bibliographic software, mind mapping programmes and word processing facilities

Teaching/learning methods and strategies used to promote the programme learning outcomes:

Students will engage in a range of learner-centred activities during the modules that include case-based learning, lectures, group discussions, maintenance of a learning portfolio/portfolio of evidence, scenario-based learning in simulated settings including a virtual theatre.

Specific teaching/learning methods used during the modules will include the following:

**Lectures**: The course has access to many expert speakers who will present information on clinical and surgical theory and practice relevant to the SCP role.

**Clinical skills**: A range of clinical skills will be covered, including invasive clinical procedures, surgical techniques and clinical communication. Simulation facilities will be used to develop appropriate surgical techniques.

**Case presentations**: Clinical presentations to colleagues will encourage discussion relating to clinical content and clinical decision making as well as providing opportunities for course participants to develop presentation skills through structured feedback.

**Weekly review**: Modules will finish with a review session in which the group discusses the week’s activities. This gives an opportunity for the students to reflect on the extent to which learning objectives and personal goals have been met and discussion about future modules.
Case-based learning: There is evidence that adults learn more effectively when the context in which they acquire knowledge, attitudes and skills most closely resembles those in which they practise. In some modules this method of learning will be used to recap on previous module content or may be used to integrate learning by exploring the curriculum themes as the content presents in real settings.

The course is divided into nine one-week modules over an academic year or equivalent with modules being held approximately every four weeks. The rest of the time will be spent at home trust consolidating knowledge and skills under the supervision of a consultant surgeon.

Some modules will be presented in collaboration with the Perioperative Specialist Practitioner course. This is a new advanced practitioner role focusing on preoperative and postoperative care. As with many practitioner roles there is some overlap in topic content. It is envisaged that the varied backgrounds of participants from both courses will make for a rich collaborative learning environment.

16. The following reference points were used in creating this programme specification

- Framework for Higher Education Qualifications
- The Curriculum Framework for The Surgical Care Practitioner
- Course Handbook

17. Programme structure and features, curriculum units (modules), ECTS assignment and award requirements

30 ECTs (European Credit Transfer System) per module with a Certificate of Advanced Study at Masters level.

Each module lasts one week (5 days) and uses a variety of approaches to teaching. Typically these will include formal lectures, interactive speaker sessions, small group work, discussion sessions, simulation-based learning and role play. Additional approaches include specialised anatomy teaching using dissection demonstration and prosected specimens.

Year One:

Module 1 Introduction
Module 2 Anatomy
Module 3 Physical examination
Module 4 Anaesthetics and Post Op care
Module 5 Professional /Medico-legal issues
Module 6 Critical care/Emergencies
Module 7 Wounds
Module 8 Surgical Technology
Module 9 Review and CAS
18. Support provided to students to assist learning (including collaborative students, where appropriate).

- An induction programme for orientation, introduction to library and computer facilities including Blackboard
- SCP Student Handbook is provided, which includes module timetable and detailed information about course requirements, assessment and learning outcomes
- Library and other learning resources and facilities at St Mary's and also at the South Kensington Campus.
- Support provided by fellow students and regular use of Blackboard, in particular the discussion facility
- Student email and open personal access to tutorial staff including the Course Director.
- Access to student counsellors on the South Kensington site.
- Access to Teaching and Learning Support Services, which provide assistance and guidance
- A core competency file is maintained by each SCP over the one year training period and a clinical logbook should also be maintained by the SCP trainee as evidence to underpin the competencies.
- Regular recorded scheduled sessions with the Clinical Mentor are essential and will underpin this process and give an opportunity to sign off core competencies achieved.

19. Criteria for admission:

Normally applicants will be expected to have an honours degree (First or Upper Second Class) or equivalent. However, we recognise that some otherwise suitable applicants may have gained extensive and relevant clinical and other experience during a time when degree level study was not the norm. In such cases it may be possible to set a Special Qualifying Examination to assess applicants' suitability for the programme.

20. Processes used to select students:

Postgraduate Medical Admissions team at the Registry

Students must:

Satisfy the general entrance requirements of the College;
Satisfy any additional requirements prescribed by the College for admission to specific programmes of study. These additional requirements are specified in the relevant programme Regulations.
A student must have a proficiency in the English language which satisfies the requirements of the College

21. Methods for evaluating and improving the quality and standards of teaching and learning

a) Methods for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

The external examiner system and Boards of Examiners are central to the process by which the College monitors the reliability and validity of its assessment procedures and academic standards. Boards of Examiners comment on the assessment procedures within the College and may suggest improvements for action by relevant departmental teaching Committees.

The Faculty Studies Committees and the Graduate Schools’ Postgraduate Quality Committees review and consider the reports of external examiners and accrediting bodies and conduct periodic (normally quinquennial) and internal reviews of teaching provision. Regular reviews ensure that there is opportunity to highlight examples of good practice and ensure that recommendations for improvement can be made.

At programme level, the Head of Department/Division has overall responsibility for academic standards and the quality of the educational experience delivered within the department or division.
Most of the College's undergraduate programmes are accredited by professional engineering and science bodies or by the General Medical Council. Accreditation provides the College with additional assurance that its programmes are of an appropriate standard and relevant to the requirement of industry and the professions. Some postgraduate taught courses are also accredited.

b) Committees with responsibility for monitoring and evaluating quality and standards:

The **Senate** oversees the quality assurance and regulation of degrees offered by the College. It is charged with promoting the academic work of the College, both in teaching and research, and with regulating and supervising the education and discipline of the students of the College. It has responsibility for approval of changes to the Academic Regulations, major changes to degree programmes and approval of new programmes.

The **Quality Assurance Advisory Committee** (QAAC) is the main forum for discussion of QA policy and the regulation of degree programmes at College level. QAAC develops and advises the Senate on the implementation of codes of practice and procedures relating to quality assurance and audit of quality and arrangements necessary to ensure compliance with national and international standards. QAAC also considers amendments to the Academic Regulations before making recommendations for change to the Senate. It also maintains an overview of the statistics on completion rates, withdrawals, examination irregularities (including cases of plagiarism), student appeals and disciplinaries.

The **Faculty Studies Committees** and **Graduate School Postgraduate Quality Committees** are the major vehicle for the quality assurance of undergraduate / postgraduate courses respectively. Their remit includes: setting the standards and framework, and overseeing the processes of quality assurance, for the areas within their remit; monitoring the provision and quality of e-learning; undertaking reviews of new and existing courses; noting minor changes in existing programme curricula approved by Departments; approving new modules, changes in module titles, major changes in examination structure and programme specifications for existing programmes; and reviewing proposals for new programmes, and the discontinuation of existing programmes, and making recommendations to Senate as appropriate.

The **Faculty Teaching Committees** maintain and develop teaching strategies and promote inter-departmental and inter-faculty teaching activities to enhance the efficiency of teaching within Faculties. They also identify and disseminate examples of good practice in teaching.

**Departmental Teaching Committees** have responsibility for the approval of minor changes to course curricula and examination structures and approve arrangements for course work. They also consider the details of entrance requirements and determine departmental postgraduate student numbers. The Faculty Studies Committees and the Graduate School Postgraduate Quality Committees receive regular reports from the Departmental Teaching Committees.

c) Mechanisms for providing prompt feedback to students on their performance in course work and examinations and processes for monitoring that these named processes are effective:

- Feedback to all students on all aspects of their assessed work, including written comments for essays, presentations and exams.
- Regular Group Review Meetings
- End of Module Meetings for all students
- Course evaluation of all components and aspects

d) Mechanisms for gaining student feedback on the quality of teaching and their learning experience and how students are provided with feedback as to actions taken as a result of their comments:

- Module reviews, based on feedback questionnaires and group evaluation discussions
• Biennial review of the course by an Imperial College academic staff member from outside the department with a report and grading to the Graduate School of Life Sciences and Medicine Postgraduate Quality Committee.
• End of Module meetings for all students
• Biennial staff appraisal.
• External Examiner reports.

**e) Mechanisms for monitoring the effectiveness of the personal tutoring system:**

NA

**f) Mechanisms for recognising and rewarding excellence in teaching and in pastoral care:**

Staff are encouraged to reflect on their teaching, in order to introduce enhancements and develop innovative teaching methods. Each year College awards are presented to academic staff for outstanding contributions to teaching, pastoral care or research supervision. A special award for Teaching Innovation, available each year, is presented to a member of staff who has demonstrated an original and innovative approach to teaching. Nominations for these awards come from across the College and students are invited both to nominate staff and to sit on the deciding panels.

**g) Staff development priorities for this programme include:**

- staff appraisal scheme and institutional staff development courses
- updating professional and IT/computing developments
- encouragement of staff involvement in research projects
- recruiting additional staff members and providing training relevant to the programme

22. **Regulation of Assessment**

**a) Assessment Rules and Degree Classification:**

For *postgraduate taught programmes*: The Pass Mark for postgraduate taught courses is 50%. In order to be awarded a result of merit, a candidate must obtain an aggregate mark of 60% or greater; a result of distinction requires an aggregate mark of 70% or greater.

Where appropriate, a Board of Examiners may award a result of merit where a candidate has achieved an aggregate mark of 60% or greater across the programme as a whole AND has obtained a mark of 60% or greater in each element with the exception of one element AND has obtained a mark of 50% or greater in this latter element.

Where appropriate, a Board of Examiners may award a result of distinction where a candidate has achieved an aggregate mark of 70% or greater across the programme as a whole AND has obtained a mark of 70% or greater in each element with the exception of one element AND has obtained a mark of 60% or greater in this latter element.

**b) Marking Schemes for postgraduate taught programmes:**

The Pass Mark for all *postgraduate* taught course modules is 50%. Students must pass all elements in order to be awarded a degree.

**c) Processes for dealing with mitigating circumstances:**

For *postgraduate taught programmes*: A candidate for a Master’s degree who is prevented owing to illness or the death of a near relative or other cause judged sufficient by the Graduate Schools from completing at the normal time the examination or Part of the examination for which he/she has entered may, at the discretion of the Examiners,
(a) Enter the examination in those elements in which he/she was not able to be examined on the next occasion when the examination is held in order to complete the examination, 

or

(b) be set a special examination in those elements of the examination missed as soon as possible and/or be permitted to submit any work prescribed (e.g. report) at a date specified by the Board of Examiners concerned. The special examination shall be in the same format as specified in the course regulations for the element(s) missed.

Applications, which must be accompanied by a medical certificate or other statement of the grounds on which the application is made, shall be submitted to the Academic Registrar who will submit them to the Board of Examiners.

d) Processes for determining degree classification for borderline candidates:

For postgraduate taught programmes: Candidates should only be considered for promotion to pass, merit or distinction if their aggregate mark is within 2.5% of the relevant borderline. Nevertheless, candidates whom the Board deems to have exceptional circumstances may be considered for promotion even if their aggregate mark is more than 2.5% from the borderline. In such cases the necessary extra marks should be credited to bring the candidate’s aggregate mark into the higher range.

e) Role of external examiners:

The primary duty of external examiners is to ensure that the degrees awarded by the College are consistent with that of the national university system. External examiners are also responsible for approval of draft question papers, assessment of examination scripts, projects and coursework (where appropriate) and in some cases will attend viva voce and clinical examinations. Although external examiners do not have power of veto their views carry considerable weight and will be treated accordingly. External examiners are required to attend each meeting of the Board of Examiners where recommendations on the results of individual examinations are considered. External examiners are required to write an annual report to the Rector of Imperial College which may include observations on teaching, course structure and course content as well as the examination process as a whole. The College provides feedback to external examiners in response to recommendations made within their reports.

23. Indicators of Quality and Standards

External Examiner Reports

24. Key sources of information about the programme can be found in

Certificates of Advanced Study (CAS)#Surgical

Postgraduate Education DIVISION of SORA