

Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	Laparoscopic Surgery & Surgical Skills
Name of interim award(s):	PGDip Laparoscopic Surgical Skills PGCert Laparoscopic Surgical Skills
Duration of study / period of registration:	1 year FT
Queen Mary programme code(s):	PMSF-QMCANC1-PSLSU - A3QX
QAA Benchmark Group:	
FHEQ Level of Award:	Level 7
Programme accredited by:	
Date Programme Specification approved:	04 06 2020
Responsible School / Institute:	Barts Cancer Institute

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

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Programme outline

The programme has two key aims; to provide trainee surgeons with a safe environment in which to develop the practical skills required to fast-track their surgical training and prepare them for their surgical career, and to provide a valuable opportunity to understand the basics of research methodology with a hope to encourage more doctors to become clinical scientists/ academics.

On successful completion of the programme students will be able to perform the following in a simulated environment:

1. basic laparoscopy tasks
2. laparoscopic suturing
3. laparoscopic procedure - Cholecystectomy
4. open surgical skills for bowel anastomosis

Through a study of Research Methods and an in depth dissertation, students will also gain an understanding of the methodologies for conducting research and how to formulate a structured and critical argument for a research question. For suitably able students, the course will provide an excellent foundation for MS/MD or MPhil/PhD studies and obtaining grants, in

open competition, from the work carried out in their dissertation.

Aims of the programme

The simulator and technology based training aims to accelerate surgical training and improve surgical skills that are essential for building confidence in clinical practice.

Through completion of a dissertation, students should gain experience in research design, methodology, analysis, and presentation of work for publication.

What will you be expected to achieve?

The aim of this program is to provide practical skills training by simulation to perfect laparoscopic technical skills necessary to meet the standards set by The Association of Laparoscopic Surgeons of Great Britain and Ireland for obtaining LapPass – “The Laparoscopic Passport”.

Through the Research Methods module and completion of a dissertation students will be able to identify and apply the most appropriate research techniques to gather, record, and critically appraise research data.

Academic Content:	
A 1	Ability to understand methodologies for conducting research
A 2	Ability to critically review literature
A 3	Ability to perform appropriate literature searches
A 4	Ability to present poster
A 5	Ability to carry out basic research for a dissertation

Disciplinary Skills - able to:	
B 1	perform basic and advanced laparoscopy tasks
B 2	perform laparoscopic suturing
B 3	perform laparoscopic procedure - Cholecystectomy
B 4	perform bowel anastomosis

Attributes:	
C 1	To have a good understanding of laparoscopic instruments and stapling devices and how they work
C 2	To demonstrate competence in laparoscopic skills, laparoscopic suturing and Laparoscopic Cholecystectomy
C 3	Be able to conduct and present academic research
C 4	Understand the role of simulation in surgical skills acquisition
C 5	Understand the key principles of research methodologies
C 6	Understand patient physiology that is affected by laparoscopic surgery

How will you learn?

Theoretical aspects of the course will be delivered through onsite lectures, tutorials and a journal club. Students will be asked to organise and lead some of these sessions for their peers.

Practical skills will be taught through demonstrations, with students having access to equipment, as necessary, to practice and enhance these skills.

Students will also have the opportunity to shadow clinicians at the Royal London Hospital to prepare them for a surgical career in the NHS.

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 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.

How will you be assessed?

Assessment of individual taught modules includes in-course assessments and an examination (either written or practical), except for the Research Methods module where the assessment is by coursework only.

In-course assessments include essay writing, MCQs, poster submission, vivas, written assignments and practicals skills assessment.

The semester 3 dissertation is submitted as an assessed 10,000 word report. The overall dissertation mark also includes a mark for an oral presentation of the project and a supervisor mark based on the student's overall performance.

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

The full Masters course involves studying 180 credits. This includes:

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- 120 credits of compulsory taught modules
- 60 credits for dissertation

Full time students study 60 credits in semester 1 (September - December, delivered as 1 full day of teaching and a further half/one day of practice per week. Students are examined on those modules in early January.)

Students study a further 60 credits in semester 2 (January - April, delivered as 1 full day of teaching and a further half/one day of practice per week. Students are examined on those modules at the end of that period.

Flexible options for practicing skills are available for those students studying alongside work or other commitments.

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Research Methods	CAN7007	30	7	Compulsory	1	Semesters 1 & 2
Laparoscopic Skills	CAN7028	15	7	Compulsory	1	Semester 1
Laparoscopic Procedure Skills (Cholecystectomy)	CAN7027	15	7	Compulsory	1	Semester 2
Laparoscopic Suturing Skills	CAN7026	30	7	Compulsory	1	Semester 1
Bowel Anastomosis Skills	CAN7014	30	7	Compulsory	1	Semester 2
Dissertation	CAN7008	60	7	Core	1	Semesters 1-3

What are the entry requirements?

Open to MBBS graduates or students that have successfully completed at least 3 years of MBBS studies (including the equivalent of one year of patient based teaching). Intercalating students must pass exams taken prior to commencing the MSc at first attempt and confirm that the beginning of their following year of MBBS studies starts after all assessment for the MSc Surgical Skills and Sciences has been completed.

Allied Health professionals (e.g. specialist nurses/dietitians/physiologists) with a science based degree awarded with a 2:1 or above (or international equivalent) are also welcome to apply.

Students for whom English is a second language will also require a minimum IELTS 6.5 (with a minimum score of 6.0 in the written component) or equivalent.

How will the quality of the programme be managed and enhanced? How do we listen to 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 (APR) 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 Postgraduate Taught Experience Survey (PTES) and module evaluations.

What academic support is available?

Students are encouraged to interact with academic staff during classroom teaching.

Members of the teaching staff, mark all assessed work and provide written feedback on the in-course assessments.

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 on issues such as post-course employment.

Programme-specific rules and facts

How inclusive is the programme for all students, including those with disabilities?

The programme uses inclusive teaching and learning practices, including:

- Making key learning outcomes explicit to students;
- Revisiting existing assessment methods to confirm that they are assessing for the key learning outcomes;
- Using pre-recorded lectures (published on QMPlus);
- 'Flipping' lectures; i.e. using timetabled sessions for interactive work with students with more traditional content posted online via QMPlus;
- Using QMPlus to post content for students to rewatch / relisten to.

In addition, there is of course 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)

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- Providing non-specialist support workers (e.g. note-takers, readers)
- Access to specialist mentoring support for students with mental health issues and Autistic Spectrum Disorders.

Links with employers, placement opportunities and transferable skills

Programme Specification Approval

Person completing Programme Specification:

Prof Bijendra Patel

Person responsible for management of programme:

Prof Nicholas Lemoine

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

11/2/2022 (For Sept 2022)

Date Programme Specification approved by Taught Programmes Board:

04 06 2020