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:	MSc 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:	07/09/2023 (by FMD PGT TLC)
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

Laparoscopic surgery is a technically demanding area of medicine and few people have the necessary expertise to work in this area. This course allows students to learn complex skills that are in high demand. The programme provides a unique opportunity to practice and perfect laparoscopic technical skills in the low-stress, high-feedback environment of the Institute's Virtual Reality Surgical Simulation Centre.

Students will gain the training needed to meet the standards set by the Association of Laparoscopic Surgeons of Great Britain and Ireland to obtain the LapPass (the 'Laparoscopic Passport'). Gaining a LapPass means students have a benchmark qualification that recognises laparoscopic skills in a simulated environment.

In addition, students will gain a clear understanding of the research process, including critical appraisal and how to present work for publication. They will be given the opportunity to attend an international surgical conference and meet surgeons and surgical reps. They will also be given the opportunity to observe in wards, clinics and in the operating theatre.

Programme Title: Laparoscopic Surgery & Surgical Skills

Aims of the programme

The two main aims of this MSc programme is to develop surgical skills and research skills.

>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 in open surgery, robotic & laparoscopic surgery. The teaching in this programme will enable a student to achieve the following objectives

1) 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"
2) Develop cognitive and psychomotor skills for open surgical suturing and knot tying
3) Develop cognitive and psychomotor skills for robotic surgery.
4) 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 conduct research.

Academic Content:	
A1	Ability to understand methodologies for conducting research & critically review literature
A2	Ability to design research question and perform appropriate literature searches
A3	Explain the principles and practice of laparoscopic surgery and bowel anastomosis
A4	Learn the evidence based for robotic surgical procedures as compared with open/laparoscopic counterparts.
A5	Learn how to establish robotic surgery teams, equipment required, and how to train in robotic surgery
A6	Learn science of various knot tying and suturing techniques

Disciplinary Skills - able to:	
B1	Perform basic and advanced laparoscopy tasks
B2	Perform laparoscopic suturing
B3	Learn robotic tissue handling, manual dexterity and ability to change between camera control and manipulation of instruments.
B4	Perform bowel anastomosis on synthetic tissue

B 5	Perform laparoscopic procedure eg: Cholecystectomy in virtual reality
B 6	Develop core research skills for conducting primary or secondary research.

Attributes:	
C 1	To have a good understanding of laparoscopic instruments and how to use.
C 2	Understand application of robotic surgery in clinical practice.
C 3	Be able to conduct and present academic research
C 4	Understand the role of simulation in surgical skills acquisition
C 5	Engage critically with knowledge acquire in laparoscopic and robotic surgery and apply knowledge in a rigorous way
C 6	Rounded psychomotor skills development for surgeons, develop transferable key skills to help them with their career goals and their continuing education.

How will you learn?

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

Practical skills will be taught through demonstrations, with students having access to equipment, as necessary, to practice and enhance these surgical skills both on campus and will be given "take home simulator boxes and instruments" to practice at home.
Deliberate practice and self-directed learning is a major component of each module, therefore 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 delivery is support by the QMPLUS, Queen Mary's virtual learning environment (VLE). This enables lecture notes, recordings and handout material to be available electronically and provides space for discussion and question boards as well as assessment submission.

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.

Modules use a variety of assessments to test module and programme learning outcomes, These include, but re not limited to, online and in person examinations, MCQs, poster submission, presentations, group exercises, written assignments and practical skills assessment. The final dissertation module requires the completion of a 10,000 word report

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:
• 120 credits of compulsory taught modules
• 60 credits for dissertation

60 taught credits are taken in semester 1 (September - December), these are delivered as 1 full day of teaching and a further half/ one day of practice per week. Semester one modules are examined in the January exam period, except block taught 30 credit module which will be examined in Semester 2.

60 taught credits are taken in semester 2 (January - April), again delivered as 1 full day of teaching and a further half/one day of practice per week. Semester two 15 credit modules and block-taught 30 credit Semester 1 and Semester 2 modules are examined in May/June exam period

60 credit dissertation is delivered across the two teaching semesters and students are expected to undertake their research over the summer.

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Research Methods	CAN7039	15	7	Compulsory	1	Semester 1
Laparoscopic Skills	CAN7028	15	7	Compulsory	1	Semester 1
Laparoscopic Suturing Skills	CAN7026	30	7	Compulsory	1	Semester 1
Bowel Anastomosis Skills	CAN7038	15	7	Compulsory	1	Semester 2
Laparoscopic Procedure Skills (Cholecystectomy)	CAN7027	15	7	Compulsory	1	Semester 2
Fundamentals of Robotic Surgery	CAN7037	30	7	Compulsory	1	Semesters 1 & 2
Dissertation	CAN7008	60	7	Core	1	Semesters 1-3

What are the entry requirements?

An MBBS degree

Other routes
Allied Health Professionals (e.g. Specialist Nurse /Dietician /Physiologist) with a science-based degree awarded with 2:1 or above (or the international equivalent) will be considered on a case by case basis.

Intercalation:
MBBS 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.

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

Students failing to achieve the MSc may be eligible for a an exit award or a Pg Certificate (60 credits) or a Pg Diploma (120) credits where requirements are met.

Exit awards will carry the title "Laparoscopic Surgical Skills"

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)
• 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

NHS Hospitals

Programme Specification Approval

Person completing Programme Specification:	Prof Bijendra Patel and Prof. Andrejs Braun
Person responsible for management of programme:	Prof Bijendra Patel
Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:	01/112023 (for Sept 2024)
Date Programme Specification approved by Taught Programmes Board:	07/09/2023 (by FMD PGT TLC)