Course Specification

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Produced By:	Laura Clode
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Health		
Course Code(s):	HW025P31CH	Part-time	4 Years
Course Title:	MSc Palliative and End of Life Care at Compton Care		
Hierarchy of Awards:	Master of Science Palliative and End of Life Care Postgraduate Diploma Palliative and End of Life Care Postgraduate Certificate Palliative and End of Life Care Postgraduate Certificate Palliative and End of Life Care University Statement of Credit Palliative and End of Life Care		
Language of Study:	English		
Date of DAG approval:			
Last Review:	2013/4		
Course Specification valid from:	2012/3		
Course Specification valid to:	2019/0		

Academic Staff

Course Leader:	Mr Christopher Duncan
Head of Department:	Mr Ranjit Khutan

Course Information

Location of Delivery:	Compton Care, Wolverhampton
Category of Partnership:	Supported Delivery of University Provision
Teaching Institution:	Compton Care, Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

Professional:

The applicants will be required to hold a current professional registration to practise or equivalent if from overseas.

Academic:

A first degree (2.2) in a related subject area. Students who do not have a first degree, but have successfully completed Level 6 Continuing Professional Development (CPD) modules, or who can provide evidence of their ability to pursue successfully the Post Graduate Certificate. For example; completion of an approved preparation course for level 7 study. Such applicants will be invited to discuss individual needs with the programme leader to determine suitability for study at master's level

Overseas Student:

If English is not the applicant's first language, they will need to have a TOEFL score of 550 or above, or an IELTS score of 7.0 or above in each of the IELTS categories.

Interim Award:

Post Graduate Certificate in Palliative & End of Life Care for Adults with Progressive Life-Limiting Diagnoses.

A first degree (2.2) in a related subject area. Students who do not have a first degree, but have successfully completed Level 6 Continuing Professional Development (CPD) modules, or who can provide evidence of their ability to pursue successfully the Post Graduate Certificate.

Final Award:

MSc Palliative & End of Life Care for Adults with Progressive Life-Limiting Diagnoses.

Successful completion of Post Graduate Certificate modules will enable entry to the MSc in Palliative & End of Life Care for Adults with Progressive Life-Limiting Diagnoses.

Additional Information:

The interim and full award can only be studied part time.

The course commences with the Course Induction, which you will be expected to attend, where you will receive a bespoke preparation to the course including preparation for academic writing and study skills.

Prior to the course commencing you may submit a claim for Recognition of Prior Learning against the Award you are studying (the Award Leader will advise you).

Distinctive Features of the Course:

Compton Hospice Education and Training Centre has a well-established tradition of offering high quality research based specialist modules in palliative and end of life care for over 20 years.

The latest technology is embraced within the organisation which includes fully interactive projectors; online multi media and the latest resources in our specialist on site library. Our specialist and experienced team of knowledgeable lecturer practitioners maintain clinical links in order to offer the most contemporary approaches to symptom management and other interventions in palliative and end of life care.

Our track record shows many professional practitioners who have been awarded specialist palliative and end of life care awards have successfully gone on to influence the direction in which palliative and end of life care has taken in their organisation.

Educational Aims of the Course:

Studying this programme will provide you with an opportunity to be awarded a specialist Master of Science (MSc) degree in palliative and end of life care. The programme is highly relevant to practitioners working in both health and / or social care arenas who care for, or who have responsibility for the care delivered to clients experiencing life limiting, progressive illness requiring palliative and end of life care.

The course is built on a strong foundation of critical understanding and evaluation of contemporary scientific principles and theories related to 'best practice' palliative and end of life care, drawing on; local, regional and national policies / guidelines and where relevant exploration of international evolving perspectives.

Through undertaking each of the modules you will be enabled to develop a range of 'advanced' skills important to your personal / professional practice and to demonstrate an increasing level of expertise in the management of a case-load and / or healthcare staff, providing holistic care for individuals with a life limiting progressive illness requiring palliative and end of life care.

As the course progresses you will develop a more critical understanding of research and be enabled to become an independent learner through the conduct of a project in relation to an aspect of palliative and end of life care which integrates content from the modules studied in the programme.

An important aim of the programme is to equip you with the necessary skills and knowledge for leading and developing practice in palliative and end of life care, which are highly valued employer characteristics in the current employment market.

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
No related data			

PSRB:

None

Course Structure:

September (Part-time)

Year 3

Module	Title	Credits	Period	Type

Linked Option Group Rule: Select a minimum of 60 credits and a maximum of 60 credits from the linked (*) groups.

*** For this option group you must choose a minimum of 0 credits and a maximum of 60 credits**

7HW015	Research Dissertation	60	CRYRA	
7HW020	Evidence Based Practice Project	60	CRYRA	

*** For this option group you must choose a minimum of 0 credits and a maximum of 60 credits**

7HW044	Professional Consultancy Project	60	CRYRA	

September (Part-time)

Year 1

Module	Title	Credits	Period	Type
7HW098	Policy, Practice and Ethics in Palliative and End of Life Care	20	SEM2	Core
7HW099	Contemporary Approaches in Health and Social Care	20	SEM3	Core
7HW097	Palliative and End of Life Care: The Art & Science	20	SEM1	Core

September (Part-time)

Year 2

Module	Title	Credits	Period	Type
7HW105	Psychosocial Interventions in Palliative and End of Life Care	20	SEM1	Core

Linked Option Group Rule: Select a minimum of 20 credits and a maximum of 20 credits from the linked (*) groups.

*** For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

7HW018	Critical Awareness of Research	20	SEM2	

*** For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

7NH018	Advanced Inquiry for Nurses, Midwives and Allied Health Professionals	20	SEM3	

Linked Option Group Rule: Select a minimum of 20 credits and a maximum of 20 credits from the linked (*) groups.

*** For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

7HW024	Leadership and Management	20	SEM1	
7HW056	Theories and models of commissioning	20	SEM1	

*** For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

7HW024	Leadership and Management	20	SEM2	
7HW007	Teaching in Professional Practice	20	SEM2	

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

N/A

Reference Points:

Academic

- QAA (2006) Statement of common purpose for subject benchmark statements for the health and social care professions
- http://www.qaa.ac.uk/academicinfrastructure/benchmark/health/StatementofCommonPurpose06.pdf
- The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ) (second edition revised August 2008) http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/FHEQ08.pdf
- University of Wolverhampton (2008) Equality and Diversity action plan
- FEHW (2012-2015) School Plan
- FEHW (2008) AP(E)L strategy and guidelines
- Equality Act 2010
- University of Wolverhampton (2007) Student Voice
- University of Wolverhampton (2010-2012) learning and teaching strategy
- University of Wolverhampton (2010-2011) general examination and assessment regulations

Subject specific

- Cavendish, C. (2013) The Cavendish Review: An Independent Review into Healthcare Assistants and Support Workers in the NHS and Social Care Settings. www.gov.uk
- Department of Health (2008) Health Inequalities –Progress and Next Steps. London: Department of Health
- Department of Health. (2008) End of Life Care Strategy. London
- Department of Health (2008) Advance Care Planning: A Guide for Health and Social Care staff. www.nhsiq.nhs.uk
- Department of Health (2009) Living Well with Dementia: A National Dementia
- Strategy. London: Department of Health.
- Department of Health (2009) High Quality Care for All. London: Department of Health
- Department of Health (2013) The NHS Constitution, the NHS belongs to us all. London
- Health Education England (2013) Introducing Health Education England – Our Strategic intent.
- Francis, R. (2013) Independent inquiry into care provided by Mid Staffordshire NHS Foundation Trust. January 2009-March 2009. Kings College Fund: London
- Leadership Alliance for the Care of Dying People. (2014) Summary of Engagement on Proposed Outcomes and Guiding Principles for Care in the Last Days of Life.
- Leadership Alliance for the Care of Dying People. (2014) One Chance to Get it Right.
- National Gold Standards Framework Centre (2014) http://wwwgsf.org.uk/home
- National Preferred Priorities for Care Review Team (2011) Preferred Priorities for Care www.nhsiq.nhs.uk
- National Institute for Health & Clinical Excellence Guidelines (2004-2010) including: Improving Supportive and Palliative Care for Adults with Cancer http://www.nice.org.uk/guidance/csgsp ; Quality standard for end of life care for adults http://www.nice.org.uk/guidance/QS13
- National Council for Palliative Care Commissioning End of Life Care http://www.ncpc.org.uk/sites/default/files/AandE.pdf

Learning Outcomes:

PGCert Course Learning Outcome 1 (PGCCLO1)

Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: 1. to evaluate critically current research and advanced scholarship in the discipline. 2.to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

PGCert Course Learning Outcome 2 (PGCCLO2)

Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

PGCert Course Learning Outcome 3 (PGCCLO3)

Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

PGCert Course Learning Outcome 4 (PGCCLO4)

Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

PGCert Course Learning Outcome 5 (PGCCLO5)

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

PGCert Course Learning Outcome 6 (PGCCLO6)

Demonstrate the qualities and transferable skills necessary for employment requiring: 1. the exercise of initiative and personal responsibility 2. decision-making in complex and unpredictable situations 3. the independent learning ability required for continuing professional development.

Masters Course Learning Outcome 6 (MACLO6)

Demonstrate critical reflexivity in relation to your personal / professional contribution to palliative and end of life care practice in the context of a life-long learning / practice development philosophy.

Masters Course Learning Outcome 1 (MACLO1)

"Demonstrate a critical understanding of the philosophical origins / contemporary principles underpinning palliative and end of life care delivery, in relation to the socio-political context in which this care takes place."

Masters Course Learning Outcome 2 (MACLO2)

Demonstrate a range of transferable academic and professional skills appropriate to a specialist career in palliative and end of life care.

Masters Course Learning Outcome 3 (MACLO3)

"Develop a sound knowledge and specialist skills which demonstrate the ability to identify and meet holistic (physical, psychological, social, spiritual, cultural) palliative and end of life care needs to enhance quality of life at the end of life."

Masters Course Learning Outcome 4 (MACLO4)

"Critically appraise and evaluate research and other contemporary evidence pertinent to palliative and end of life care, drawing on a range of methodological appraisals advanced in the scientific (and other) paradigms in relation to palliative and end of life care."

Masters Course Learning Outcome 5 (MACLO5)

"Demonstrate the ability to critically facilitate the provision of palliative and end of life care to the dying as active, desirable, and an integral component of care."

Overview of Assessment:

Module	Title	Course Learning Outcomes
7HW007	Teaching in Professional Practice	MACLO3, MACLO5, PGCCLO3, PGCCLO5, PGDCLO3, PGDCLO5
7HW014	Public Health, Epidemiology and Statistics	PGCCLO2, PGCCLO5
7HW015	Research Dissertation	MACLO2, MACLO5
7HW018	Critical Awareness of Research	MACLO2, MACLO3, MACLO5, PGCCLO2, PGCCLO3, PGCCLO5, PGDCLO2, PGDCLO3, PGDCLO5
7HW020	Evidence Based Practice Project	MACLO2, MACLO5, PGCCLO2, PGCCLO5
7HW024	Leadership and Management	MACLO2, MACLO5, PGCCLO2, PGCCLO5, PGDCLO2, PGDCLO5
7HW044	Professional Consultancy Project	MACLO5, PGCCLO5
7HW056	Theories and models of commissioning	MACLO5, PGCCLO5, PGDCLO5
7HW097	Palliative and End of Life Care: The Art & Science	MACLO2, MACLO3, MACLO4, MACLO6, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO6, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO6
7HW098	Policy, Practice and Ethics in Palliative and End of Life Care	MACLO1, MACLO4, PGCCLO1, PGCCLO4, PGDCLO1, PGDCLO4
7HW099	Contemporary Approaches in Health and Social Care	MACLO2, MACLO3, MACLO6, PGCCLO2, PGCCLO3, PGCCLO6, PGDCLO2, PGDCLO3, PGDCLO6
7HW105	Psychosocial Interventions in Palliative and End of Life Care	MACLO2, MACLO4, MACLO6, PGCCLO2, PGCCLO4, PGCCLO6, PGDCLO2, PGDCLO4, PGDCLO6
7NH018	Advanced Inquiry for Nurses, Midwives and Allied Health Professionals	MACLO2, MACLO3, MACLO5, PGCCLO2, PGCCLO3, PGCCLO5, PGDCLO2, PGDCLO3, PGDCLO5

Teaching, Learning and Assessment:

We will guide and support your learning using a mixed approach including:

Lectures – we will use a variety of interactive learning methods that are supported by digital technology to enhance your learning.

Debate and dialogue - the University virtual learning environment, WOLF will provide a forum for you to engage in dialogue with other students in your group as well as the lecturer.

Seminars – where students take the lead in discussing relevant articles, debating and examining the evidence base that underpins palliative and end of life care.

Formative assessments – where we provide you with the chance to ‘have a go’ at some of the summative assessment tasks before the actual assessment is submitted as a way of developing your academic and practical skills with our tutorial guidance and feedback.

Peer presentations – you will study some aspects of specific modules and feed these back to the wider group so that you develop your ability to search, retrieve and use information to develop your knowledge.

Independent and self-directed learning – this is an important part of masters level study and through the course you will be encouraged to become an independent learner, able to decide what to learn and how best to achieve this. Independent learning will required of you as a health and/or social care practitioner.

Tutorials – face to face meetings with the module team and your personal tutor.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and

into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

The University provides a range of resources to support you directly with your learning as well as other areas of your life. These resources are all signposted through the University web pages and include:

Study Support

We offer a variety of learning resources to help you progress. Academic skills support is available to all students throughout all levels of study, via the school and learning centres. Academic skills sessions are introduced within the induction programme, different modules and through a blended learning approach with access to material in WOLF. This is to help you with using the learning resources effectively and also to help you when it comes to the assessments. Academic skill development is further embedded within the curriculum at different levels, through the ways in which lecturers present information and guide you to use it. Further support for learning is offered via personal tutors, tutorials with lecturers and feedback provided by lecturers for individual modules.

Some useful resources are signposted through the Learning & Information Services (LIS) web pages: http://www.wlv.ac.uk/lib/skills_for_learning.aspx. This is a great resource for you to enhance your academic skills, offering a range of advice ranging from searching for journal articles, evaluating information and referencing your sources to essay writing, critical thinking and preparing for examinations.

Learning & Skills Librarians offer both individual support and workshops across our four campus learning centres. You will also have access to advice via email and Skype.

ASSIST – LIS's online chat service provides you with real-time online librarian support.

Personal support

Student Advisors

The Faculty of education Health and Wellbeing (FEHW) has two student advisors to offer help and advice on a range of issues that may be affecting your studies. Accessible by telephone and e-mail or website http://www.wlv.ac.uk/default.aspx?page=9182

Personal Tutors

You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship. Your personal tutor will meet with you on a regular basis and support, guide and nurture you, as you progress through to completion of your course.

The Careers and Employment Services team offer help in preparing for work after study. In addition our strong link with placement providers means that job opportunities may be available in a range of local Trust organisations, once you have completed your course.

Counselling offers a confidential space in which you can talk to a counsellor about your concerns. Personal appointments are available on all campuses; there is a drop-in service every weekday at City Campus and on online counselling is available via WOLF.

The student financial support unit can help students with advice on funds available to students.

The student enabling service centre provides a comprehensive range of support deaf, Dyslexic and Disabled

students including; screenings and assessments, guidance on gaining financial support, various support services and enabling technologies.

The inter-faith Centre is also available to those requiring spiritual guidance, support or a listening ear.

Employability in the Curriculum:

Employment

This course will build upon and develop your knowledge and skills as a practitioner caring for individuals with a life limiting progressive illness in either the acute, community or voluntary sectors. It will assist you in developing your skills to synthesis and evaluate practice by using appropriate evidence to improve service delivery. The course will enable the development of your knowledge and understanding in the core elements of palliative and end of life care.

Further training and education opportunities

Compton Hospice education and training centre offers a variety of courses and modules to help you develop further specialist aspects of palliative and end of life care. On completion of the PG Cert in Palliative and End of life Care it will provide access to the

- MSc Palliative and End of Life Care
- Master of Philosophy (MPhil)
- Doctor of Philosophy (PhD)
- Professional Doctorate (DProfHW)

Advice and support can be sort regarding these awards from the Research and Institutes website: http://www.wlv.ac.uk/default.aspx?page=20842