



Queen Margaret University

EDINBURGH

# Programme Specification

Where appropriate outcome statements have been referenced to the appropriate Benchmarking Statement (BS)

1	<b>Awarding Institution</b>	Queen Margaret University
2	<b>Teaching Institution</b>	Queen Margaret University
3	<b>Professional body accreditation</b>	None
4	<b>Final Award</b>	Graduate Certificate in Palliative Care
	<b>Subsidiary exit awards</b>	None
5	<b>Programme Title</b>	Graduate Certificate in Palliative Care
6	<b>UCAS code</b>	None
7	<b>SCQF Level</b>	9
8	<b>Mode of delivery and duration</b>	Part time - Hybrid Approach: 1.5 – 4 years
9	<b>Date of validation/review</b>	22 <sup>nd</sup> May 2018

## 10. Educational Aims of the programme

### Programme Aims:

- To enable registered health and social care practitioners of all disciplines to deepen knowledge, develop skill and acquire a critical approach to palliative and end of life care
- To ensure that practitioners, for whom palliative care is all or part of their role, working in a range of settings - community, hospital, hospice and care home - can apply theory to practice and contribute to the quality of life of patients and their families.

## 11. Benchmark statements/professional and statutory body requirements covered by the programme

In the review of this programme a wide range of local, national and organisational documents relating to palliative and end of life care have been accessed. In addition organisational, SCH/QMU strategy, policy and guidance has been referred to.

## 12. Learning Outcomes of the Programme

On successful completion the practitioner will be able, through practice, to demonstrate:

- Depth of knowledge of pathophysiology and the evidence base to demonstrate person-centredness in the anticipation, assessment and management of pain and symptoms
- Critical understanding of a selection of the key theories, principles and concepts to provide person-centred psychological, social and spiritual support to palliative care patients, their families and carers
- Integration into palliative care practice of a sound repertoire of person-centred communication skills with patients, families and colleagues
- Appraisal of models, frameworks and other tools and their appropriate application to identify those requiring palliative care and to guide practice
- Critical reflection as an integral part of palliative and end of life care practice with the transfer of learning from reflection to ensure practice/service development

### **13. Teaching and learning methods and strategies**

Students undertaking the Graduate Certificate will be adult learners, each having a unique set of knowledge and experience. Emphasis is placed on student centred learning and also on interactive learning.

Given the diverse backgrounds of the students, it is recognised that they may be at different cognitive stages of autonomous learning, therefore a mix of learning and teaching strategies are used. Teaching/ learning approaches include collaborative case study analysis, communication skills rehearsal, critical reflection on practice, literature-based discussion, debate of current and/ or ethical issues and independent study. The programme also encourages co-creation, for example, in selecting module choices, the topic for assessment and in the application of module theory into their own specific practice setting throughout the programme.

The unique individual contributions of students to the learning situation are seen as an important learning resource and supports the need to ensure a community of learners is nurtured through the various modes of study offered in this programme. The sharing of knowledge by students from their diverse professional perspectives aims to extend experience and understanding of palliative care practice and of graduate level study.

The programme will take a new and innovative approach building on the belief that participants should be active and self-directed in their learning. The Hybrid Model of Teaching and Learning provides the opportunity for students to choose their preferred mode of study. This may be:

- Study online only.
- A combination of face to face and online sessions.
- Attend face to face days only with online exercises

Decisions about face to face contact hours, directed study on online and student directed learning will be dependent on the mode of study chosen by the student.

This combination of strategies will significantly enhance the reach of learning throughout the student community and help meet the needs of those students for whom conventional education is more difficult to access.

### **14. Assessment strategies**

Assessment procedures must satisfy academic criteria and promote advancement towards the student's personal and professional goals with flexibility and student choice to allow students from a range of disciplines to complete them. In line with teaching strategies and characteristics of adult learners, all assessments will be through coursework assignments.

Case study analysis and family case study analysis have been selected as the key assessment strategy in two of the modules offered. These forms of assessment also reflect the patient and family focused nature of palliative care while a second component of assignment requires the student to critically reflect on the integration of module theory into practice. A formative reflective account from group discussion may be used as part of the summative assignment.

Recorded interview with simulated patient/ family member, critical commentary on communication skills have been selected for the communication module to facilitate the integration of experience with theoretical knowledge.

A Learning Action Plan will guide work in the WBL module. This will enable the student to provide a written account of learning with direct and indirect evidence of successful achievement of the specified learning outcomes to demonstrate the integration of theory with practice

## 15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

The Graduate Certificate in Palliative Care is achieved by successful completion of 3 of the 4 available modules - 60 credits at Scottish Certificate Qualifications Framework [SCQF] level 9. Table 1 sets out the array of modules:

Table 1: Module	Assessment
Assessing and Managing Pain and Symptoms at the End of Life  (20 SCQF level 9 credits)	<ul style="list-style-type: none"> <li>• Case study analysis ( 2000 words) (75% of module mark)</li> <li>• Reflective account analysing integration of module theory into practice (1000 words) (25% of module mark)</li> </ul>
Caring for the Patient and Family at the End of Life  (20 SCQF level 9 credits)	<ul style="list-style-type: none"> <li>• A family care study (2000 words) (75% of module mark)</li> <li>• Reflective account analysing integration of module theory into practice (1000 words) (25% of module mark)</li> </ul>
Using Person-Centred Communication Skills for Palliative Care  (20 SCQF level 9 credits)	<ul style="list-style-type: none"> <li>• A recorded/ excerpt of a recorded interview with a simulated patient/ family member in the palliative care phase of illness (25% of module mark)</li> <li>• Critical commentary of the audio tape (2000 words) (75% of module mark)</li> </ul>
Person-centred Palliative and End of Life Care into Practice – Work-based Learning	<ul style="list-style-type: none"> <li>• Portfolio of evidence that will include a Learning Action Plan and Written Account of Learning (2000 words)</li> </ul>

## 16. Criteria for admission

This section should be read in conjunction with QMU Admissions Policy (2017)

- All applicants must be registered health or social care practitioners with the appropriate authority or have evidence of health/social care qualifications.
- All applicants must have a responsibility for patients and families requiring palliative and/or end of life care. This may be in a wide range of settings and a variety of roles.
- All candidates will be required to submit a completed application form, supporting statement and evidence of adequate funding for programme/module fees. Two up-to-date professional references will be requested. Applications will be scrutinised by the Programme Leader. Exceptionally, candidates may be invited for interview.
- Applicants who are non-native speakers of English must demonstrate English language proficiency in all four language competencies. A minimum International English Language Test System [IELTS] score of 6.0 is required with no element below 5.5 or equivalent qualification.

## **17. Support for students and their learning**

QMU programmes normally provide the following student support:

- Personal Academic Tutors; one of the SCH Lecturers will be allocated as the student's PAT at the outset of the module
- Student Handbooks
- Online/F2F Induction to each module
- Access to Student Learning Services, Library and IT support
- Access to Student Services: careers, counselling, disability advice
- Representation through Student-Staff Committees

## **18. Quality Assurance arrangements**

This programme is governed by QMU's quality assurance procedures:

<https://www.qmu.ac.uk/about-the-university/quality/>