De Montfort University

Course Template

1.   Basic information

- Course Name: Palliative Care
- Course Code: PN077T
- Level (UG, PG):   Postgraduate Taught
- Academic Period: 2015
- Faculty: HLS - Faculty of Health & Life Sciences
- Department: School of Nursing and Midwifery
- PMB   NRMW
- Offered at: DM - DMU Leicester
- Type (single, joint.): SI
- Highest Award :   Master of Science
- All possible exit awards :   Postgraduate Certificate; Postgraduate Diploma; Institutional Postgraduate Credit
- Award notes :   For each exit point certain modules must be undertaken.

  ·   For individuals choosing to exit with a 60 credit Postgraduate Certificate, 60 credits of option modules must be taken.

  ·   For individuals choosing to exit with a 120 credit Postgraduate Diploma, in addition to the requirements for the first 60 credits of their award (see above), they must take either 'Evidence Based Practice' (MPHE5100 - an aletnative to HEST 5001 for studnetnt wishing to exit with a Postgraduate Diploma) or 'Research Designs in Health' (HEST5001 - a complulasory requiremt for students undertaking the full 180 credit masters prgamme) and the choice of a further 30 or 45 credits of option modules.

  ·   For individuals who are decided that they wish to undertake the entire MSc programme and be awarded the MSc Palliative Care, although the dissertation module must be taken at the end of their course, the points at which they undertake other core elemnets is far more flexible as they could be taken across the entirety of the programme as long as all elements of the programme are completed prior to moving into the dissertation module.

  Please note 'Research Designs in Health (HEST 5001) is a pre-requisite to undertaking the dsissertation module.

Professional Body Recognition
- Accreditation by Professional/Statutory body:

No

- Exemption by Professional/Statutory body:

No

- Details

- Modes of attendance: Main MOA: Part-Time
                           Other MOA: Full-Time
- Mode Notes:
- Course leader: Martyn John Geary

2.   Entry Requirements and Profile

Standard Entry Requirements

An Honours degree (an equivalent of a British honours degree at 2:2 or above), an overseas equivalent or have evidence of working at postgraduate level Candidates must be able to demonstrate that they have experience in the care of patients who have palliative care needs.

This can be either as a health or social care practitioner or as an experienced voluntary care worker

All applicants should be able to supply two references, one giving emphasis to academic ability and the second their relevant clinical experience International applicants must have an English language score of 6.5 IELTS or above

Non-Standard Entry Requirements

In exceptional circumstances, consideration may be given to a student who meets the following criteria:

Holds a professional qualification as a health or social care practitioner or is a non-professional undertaking voluntary work which involves patients with palliative care needs Is able to supply two references giving emphasis to academic ability and clinical experience

Can demonstrate their expertise, for example, through change management and/or leadership through a Professional Portfolio Demonstrate successful study at level 6 or above

At the discretion of the Programme Leader there may be the requirement for the student to undertake a piece of work that demonstrates their academic ability prior to acceptance on the programme International applicants must have an English language score of 6.5 IELTS or above At the discretion of the Programme Leader there may be the requirement for the student to undertake a piece of work that demonstrates their academic ability prior to acceptance on the programme

To promote greater levels of flexibility and recognise the prior learning of potential course applicants, it is possible to bring into the programme 30 degree level or masters level credits from previous modules.

The decision to accept such credits will lie with the programme team.

Any such module(s) must be relevant to the learning outcomes of the programme.

If you are interested in pursuing this option or wish to find out more please contact the

Programme Leader. NHS East Midlands employees may be eligible for funding from Health Education East Midlands and should check with their line manager/trust authorised signatory. Employees from the private, voluntary and independent sector may also be eligible.

3. **Course Description**

Characteristics and Aims

The MSc Palliative Care can be accessed as a is a fulltime (2 years) or part time programme (3-6 years) designed to support a wide range of multi-professional practitioners who wish to advance their knowledge and skills in the domain of palliative care practice.
The programme builds upon a solid working partnership between DMU and LOROS. The MSc Palliative care will add to the portfolio of educational opportunities available through this close working relationship. The palliative care professional will thus have the opportunity to progress in their studies from the University Certificate in Continuing Professional Development (Palliative Care) through to a taught Doctorate focussing on Palliative Care.
The importance of developing skills and knowledge of practitioners involved in palliative care

delivery has been recognised in a range of reports over the last decade, from the NHS Cancer Plan (DOH 2000), Palliative and supportive outcomes guidance (DOH 2004) and the end of life care strategy (DOH 2008). The MSc in Palliative care, in offering core and optional modules in palliative care practice will enable practitioners from varied professional backgrounds to tailor their learning experience to their individual professional need. This in itself reflects the ethos of palliative care delivery: one which acknowledges the contribution of a multi professional approach to meeting the holistic needs of palliative care patients, carers and relatives.

Teaching, Learning and Assessment Strategies

A wide range of learning and teaching strategies is used including teacher led sessions, student led seminars and presentations, discussions and tutorials, independent study and focussed reflection as well as a range of experiential teaching methods.

The learning, teaching and assessments in this programme have been based on the fundamental principle of DMU's Learning, Teaching and assessment strategy (ULTAS 2007/8-2011/12) and Faculty, learning and assessment strategy (FTLAS 2009-10) which aims to support students in transition into post graduate education.

The programme adopts a range of teaching and learning strategies designed to facilitate the learning process of a largely mature and professional group. The strategies aim to be efficient and motivating in the transfer of theoretical and practical knowledge, and to engage positively with students in actively negotiating, constructing and evaluating learning. A variety of methods will be used, including lecturers, seminars, workshops and presentations from visiting speakers. For example, theoretical concepts delivered in a lecture may be follows by group seminars or tutorials.

It is the intention that all post graduate modules will be available using a blended teaching and learning approach based on a teacher contact/e-learning continuum. It will enable students to devise a learning programme based on personal and continuing professional development needs. Students will be encouraged to critically appraise their skills and identify areas that require development.

Students will be expected to use a variety of search facilities which include abstracting services, CD Rom, materials form academic books, professional journals, documentaries and relevant local, national, international agencies and publications.

The overall student learning time for each 15 credit module is approximately 150 hours of study. This will involve 20-25 hours of taught component and 125-130 hours for self directed study.

4. **Outcomes**

Generic outcome headings	What a student should know and be able to do upon completion of the course
• **Knowledge & understanding**	1. Demonstrate an ability to consider issues from a range of perspectives and to draw on relevant concepts underpinning palliative care practice. 2. Demonstrate a critical knowledge and understanding of developments in palliative care 3. Demonstrate ability to compare and contrast in a critical manner a range of research paradigms that can make a substantial contribution to the enhancement of palliative care practice

• **Cognitive skills**	1. Exercise skills of critical analysis, evaluation and synthesis when interpreting and processing information into knowledge 2. Identify, conceptualise and define new and abstract concepts 3. Demonstrate ability in planning, constructing and developing an intellectual argument 4. Demonstrate ability to deal with complex issues and make informed judgements 5. Demonstrate originality or creativity in the application of knowledge and understanding
• **Subject specific skills**	1. Apply and make relevant use of numerical and statistical information derived from primary sources in an argument 2. Demonstrate effective oral and written communication skills 3. Use a range of research tools to organise information and data 4. Critically evaluate data and its significance within the context of professional palliative care practice
• **Key Skills**	1. Be able to exercise autonomy and initiative in professional palliative care practice 2. Demonstrate ability to lead a team 3. Demonstrate leadership contributing to change and development in an area of practice relating to the delivery of palliative care 4. Undertake critical analysis of the complex health, social, cultural and professional issues /problems specific to palliative care practice 5. Apply problem solving skills in complex and unpredictable situations 6. Demonstrate effective dissemination of knowledge relating to palliative care practice to colleagues and peers 7. Apply critical analysis and reflective skills to practice

5. Structure and Regulations

Relationship Details

Module	Credits	Level	Take/Pass	Semester	Locations
HEST5001	**30.00**	**5**	**Both**	**1** DM	
MPHE5007	**60.00**	**5**	**Both**	**Y, SY, SSY**	**DM**
MPHE5100	**15.00**	**5**	**Must Pass**	**2**	**DM**
MPHE5204	**15.00**	**5**	**Must Pass**	**1, 2**	**DM**
MPHE5206	**30.00**	**5**	**Must Pass**	**1**	**DM**
MPHE5301	**15.00**	**5**	**Must Pass**	**1, 2, X**	**DM**
MPHE5302	**15.00**	**5**	**Must Pass**	**1**	**DM**

MPHE5304	15.00	5	Must Pass	2, 1, X	DM
MPHE5305	15.00	5	Must Pass	X, 1, 2	DM
MPHE5306	15.00	5	Must Pass	X	DM
MPHE5307	15.00	5	Must Pass	2, X, 1	DM
MPHE5308	15.00	5	Must Pass	X, 1, 2	DM
MPHE5309	30.00	5	Must Pass	2, 1, X	DM
MPHE5310	15.00	5	Must Pass	2, 1, X	DM
MPHE5311	15.00	5	Must Pass	1, 2, X	DM

Structure

Structure notes

1

Course Specific Differences or Regulations

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Please note 'Research Designs in Health (HEST 5001) is a pre-requisite to undertaking the dsissertation module.

Numbers at sites, including partner institutions

1

Relevant QAA Subject Benchmarking statement(s)

1

6.   **Quality Assurance Information**

QA of Workbased Learning

Liaison with Collaborative Partners

Procedures for Maintaining Standards

As per standard DMU procedures.

Course Handbook Descriptor