MSc Palliative and End of Life Care

COURSE GUIDE 2013-14
About this guide
This Course Guide has been designed to help you plan your course. You are encouraged to read this Guide through now. It will be a considerable advantage to you to be familiar from the outset with the various aspects of your studies that are described. It may be that the relevance of some of the sections will not be immediately obvious. Keep it somewhere accessible, so that you can refer to it as needed.

Obviously even in a document like this we have not covered every query and problem that you might have about the course. The Course Guide should be read in conjunction with the Undergraduate Student Guide / Postgraduate Student Guide; the Student Charter; the University's Policies and Regulations and the University Assessment Handbook. These documents should provide you with all the basic information that we think you will need for your period of study here.

If you find that there is something you need to know, please contact your Academic School Office or local Student Centre on the details included below.

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<thead>
<tr>
<th>Please enter the contact details for your Personal Tutor for your future reference:</th>
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<tbody>
<tr>
<td>The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision</td>
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| Your local Academic School Office is: | City Campus, Wolverhampton 01902 518600 or Walsall Campus 01902 518800 |

| Your Student Centre (Here to Help) is: | WA Building Walsall Campus Tel 01902 323135 |

Please note that in order to develop and improve the Course, it may be necessary on occasions to amend or revise the details given in this Course Guide. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the Course.
Welcome
On behalf of the Course Management Team I should like to extend to you a very warm welcome and wish you every success in your studies at the University of Wolverhampton.

The University experience and academic success is all about the effort you put into learning and making the most of the wide range of opportunities available to you. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market.

You will need to demonstrate good time management skills, independent learning, flexibility and discipline in order to achieve a study-work-life balance. We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We are, therefore, keen to hear your views and would welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student experience here at the University.

Andrew J. Bagnall, Course Leader andrewbagnall@compton-hospice.org.uk

Compton Hospice Education & Training Centre
The Cedars, 39 Compton Road West
Wolverhampton WV3 9DW
Tel: (01902) 774561

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>Course Role</th>
<th>Contact Details</th>
<th>Relevant Expertise/Role</th>
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<tbody>
<tr>
<td>Course Leader</td>
<td>Compton Hospice Education &amp; Training Centre</td>
<td>Andrew qualified from the Guy’s and Lewisham School of Nursing, London in 1993 and has worked in various hospice settings including Sir Michael Sobell House and Compton Hospice since 1994. He has a keen interest in symptom management and effective multi-professional team work.</td>
</tr>
<tr>
<td>Andrew J. Bagnall</td>
<td>Compton Hospice Education &amp; Training Centre</td>
<td></td>
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<tr>
<td>MSc; BN(Hons) Dip HE</td>
<td>The Cedars</td>
<td></td>
</tr>
<tr>
<td>Palliative Care; INMP; RGN</td>
<td>39 Compton Road West Wolverhampton, WV3 9DW</td>
<td></td>
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<tr>
<td></td>
<td>(01902) 774561 <a href="mailto:andrewbagnall@compton-hospice.org.uk">andrewbagnall@compton-hospice.org.uk</a></td>
<td></td>
</tr>
<tr>
<td>Dr Alison Littleford</td>
<td>Head of Education &amp; Training Compton Hospice Education &amp; Training Centre</td>
<td>Alison has over twenty years experience as a counsellor, social worker and educator in palliative care. Doctoral research was on the impact of breaking bad news for both patients and health/social care professionals.</td>
</tr>
<tr>
<td>D.Counselling, MSc, CQSW</td>
<td>The Cedars</td>
<td></td>
</tr>
<tr>
<td>BACP Registered Counsellor</td>
<td>39 Compton Road West Wolverhampton, WV3 9DW</td>
<td></td>
</tr>
<tr>
<td>- Head of Education and</td>
<td>(01902) 774558 <a href="mailto:alisonlittleford@compton-hospice.org.uk">alisonlittleford@compton-hospice.org.uk</a></td>
<td></td>
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<tr>
<td>Training.</td>
<td></td>
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Other members of the teaching team:
Mrs Nikki Whitehouse – Lecturer Practitioner
Dr. Debbie Pearson – Medical Director, Compton Hospice

Plus, other invited speakers
### Special Needs Tutor

| Pauline Lim | Walsall Campus  
|             | Boundary house  
|             | WP109  
|             | 01902 518868  
|             | P.Lim@wlv.ac.uk |

### Student Advisors

| Simon Rose | City Campus  
|           | MH115  
|           | 01902 518809  
|           | Simon.Rose2@wlv.ac.uk |

| Gemma Thompson | Walsall Campus  
|                | WP126  
|                | 01902 518882  
|                | Gemmathompson@wlv.ac.uk |

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**Student Voice**

The Student Voice is a partnership between the University and the Students’ Union, put in place to make sure students opinions/feedback are heard at every level of university governance, from course level to the University’s governing body.

The main positions within the Student Voice are Course Reps, who are volunteer students on every course. They have meetings with lecturers on a regular basis, highlighting both positive and negative feedback to Heads of Department or lecturers within their course. School Reps are elected during the Spring Elections and have meetings with Senior Management in their Schools. They are an essential link between Course Reps, the Students’ Union and management within each School.

If you ever wanted to get involved with the student voice, or need more information please contact the Engagement Team in the Students’ Union - [www.wolvesunion.org/voice/](http://www.wolvesunion.org/voice/).

**Engagement**

The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. The University is committed to helping you fulfil your potential. Your engagement with the study materials, and participation in the sessions, activities and assessment tasks are very important in ensuring that you are able to do so.

Your engagement will help you to:

1. Understand the subject area you are studying;
2. Acquire and develop the skills and knowledge needed to ensure success;
3. Prepare for assessment tasks;
4. Learn from and with your fellow students;
5. Receive feedback from your tutors on your progress;
6. Fully participate in sessions, forums, seminars and other activities;
7. Develop your communication skills.

If you are unable to participate in any of the activities or sessions please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was dealt with during the session or activity, and what you need to do to catch up. Please do remember how important engagement and participation is to your success. You are encouraged to engage with the University’s Virtual Learning Environment (VLE) and Student Management System, further details of how to access these can be found [here](http://www.wolvesunion.org/voice/).
Contact time with teaching and associated staff is available to help shape and guide your studies. The term 'contact hours' refers to the amount of time that you spend learning in contact with teaching or associated staff, when studying your chosen course. The number of contact hours on a course is influenced by the subject, as well as how and where you are studying.

The Wolverhampton Graduate
The University provides a high quality teaching and learning experience supported by learning environments which are conducive to deep and interactive learning. The environment enables students to achieve their full potential and attain the best possible outcomes, to maximise employment opportunities and career advancement.

By the end of your course, the university expects you to be a Wolverhampton Graduate who is knowledgeable and enterprising, digitally literate and a global citizen.

1. **Digitally Literate**
   Our graduates will be confident users of advanced technologies; they will lead others, challenging convention by exploiting the rich sources of connectivity digital working allows.

2. **Knowledgeable and Enterprising**
   Our graduates will know how to critique analyse and then apply knowledge they acquire in an enterprising way.

3. **Global citizens**
   Our graduates will bring informed understandings of their place and ethical responsibilities in the world.

Further information can be found on the University student webpage for Graduate Attributes.

About the Course
This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact Andrew J. Bagnall, Lecturer Practitioner, Compton Hospice Education & Training Centre.

The educational aims of the course are: To develop your knowledge and skills in a way which helps you to bring together theory and practice in the field of palliative and end of life care. As a graduate you will reflect a knowledgeable and enterprising approach to such care and adopt a critical, analytical and imaginative approach to your field of practice.

If you are a nurse, studying this award will ensure that you will have comparable academic qualification to degree qualified nurses and enable you to guide and support nursing students undertaking the RN degree course from 2011 as the nursing profession becomes all-graduate.

The course learning outcomes are:
- Develop a range of advanced communication skills to enable practitioners to communicate effectively with patients, colleagues and other members of the multi-professional team
- Demonstrate a range of transferable academic and professional skills appropriate to a career in palliative and end of life care
Develop advanced level skills in the critical appraisal of research and design, implement and evaluate a substantial piece of academic or evidence based practice research with a palliative and end of life care setting

Demonstrate a comprehensive awareness of the drivers of service provision and improvement within palliative and end of life care

Demonstrate critically the ethical and philosophical principles of providing care to an individual (and their significant others) with a life limiting progressive illness

These will be achieved through the following learning activities:

**Formal learning** - we promote a blended approach to learning; some core content will be delivered in the ‘face to face’ traditional teaching style but will include interactive activities to challenge your knowledge and practice.

**Applying theory to practice** – we use a variety of approaches to enhance your ability to evaluate, articulate and apply evidence to inform practice e.g. critiquing of journal articles, informal presentation and case studies. You will make use of a range of electronic resources to investigate the influence and impact of global healthcare communities on national and local policy.

**Electronic resources for learning** - the integration of computer based technology, directed studies and traditional teaching is designed to enhance the quality and efficiency of your learning experience. You will be encouraged to participate in discussion both in class and in the virtual environment as part of the course learning community activities.

The ability to use digital resources and equipment is a key attribute of a graduate and reflects the need to use advanced technologies for the assessment, monitoring and management of patients in specialist care settings.

**Problem solving and decision making** – is an engaging and dynamic tool that can be an effective way to enhance your understanding of real practice problems. It provides an opportunity to develop your skills in clinical decision making within a safe environment, and to apply knowledge to deliver and lead quality initiatives to improve the experience of the patient (and family) in the multicultural care setting.

**Workplace learning** – As you study your course, you will be able to apply your learning to your normal activities in the practice setting. You will be able to reflect on personal and professional learning, the development of knowledge and skills and identify strategies to develop your practice.

**Blended learning** – this is integral to effective teaching and learning strategies and coursework completion and submission. In particular we provide:

1. Access to a digital copy of all lecturer-produced course documents
2. Online submission opportunity for formative coursework
3. Online opportunities for collaboration with others in your learning cohort
4. Interactive learning strategies during all face to face sessions

The course is accredited by the following professional body/ies

N/A
External Examiners
Julie Macdonald, University of Hull.

External Examiners play a key role in helping the University to ensure that our standards are comparable with other institutions in the sector and are consistent over the years and that our assessment processes and regulations treat all students fairly and equitably. It is not part of their remit to communicate with individual students (it is to be noted that students are given access to External Examiner reports in their entirety in line with the HEFCE Publication 06/45 and some students may have the opportunity to meet with externals if they visit placement areas or attend for planned meetings or assessment). Students are therefore reminded that they must not make direct contact with External Examiners in respect of their assessed work or performance. Any student issues should be relayed either directly to the Module or Course Leader.

Academic Regulations
This course follows the University’s academic regulations. A full version of these regulations can be found on the University web page for Policies and Regulations. These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them. If you have any questions regarding the regulations you should raise your query by logging an e:Vision Helpdesk call.

The maximum period over which an award may be studied is detailed in the regulations appropriate to your course. Typically these are:

Postgraduate and Masters Awards

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<tr>
<th></th>
<th>Full Time Students</th>
<th>Normal</th>
<th>Maximum</th>
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<tbody>
<tr>
<td>Masters Degree</td>
<td>1 year</td>
<td>2 years</td>
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<tr>
<td>Postgraduate Diploma</td>
<td>1 year</td>
<td>2 years</td>
<td></td>
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<tr>
<td>Postgraduate Certificate</td>
<td>1 year</td>
<td>1 year</td>
<td></td>
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<tr>
<td>Postgraduate Certificate in Education (M)</td>
<td>1 year</td>
<td>2 years</td>
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<tr>
<th></th>
<th>Part Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
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<tbody>
<tr>
<td>Masters Degree</td>
<td>2 years</td>
<td>4 years</td>
<td></td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>2 year</td>
<td>3 years</td>
<td></td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>1 year</td>
<td>2 years</td>
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The above maximum registration periods do not include time away from study approved under the Leave of Absence procedure.

Please be aware that to be eligible to continue on your course you must pass at least one module in your first year of study.
### Course Information

<table>
<thead>
<tr>
<th>UG Regulations</th>
<th>(This section does not apply to Higher Nationals, Foundation Degrees and RN/Dip HE.)</th>
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<tbody>
<tr>
<td>Students will study:</td>
<td></td>
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<tr>
<td>Part-time: normally modules worth no more than 80 credits each academic year.</td>
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#### Course Structure for undergraduate courses

**Level 7 (4)**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<td></td>
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<tr>
<td><strong>C</strong> 7HW021 Palliative and End of Life Care</td>
<td><strong>C</strong> 7HW023 Ethical, Philosophical and Spiritual Issues in Palliative and End of Life Care</td>
</tr>
<tr>
<td>Symptom Management: The Art and Science</td>
<td>20 credits</td>
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<tr>
<td><strong>C</strong> 7HW022 Psychosocial Interventions in</td>
<td></td>
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<tr>
<td>Palliative and End of Life Care</td>
<td></td>
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<tr>
<td></td>
<td>20 credits</td>
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<tr>
<td><strong>Research (20 credits)</strong></td>
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<tr>
<td><strong>Elective (20 credits)</strong></td>
<td></td>
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<tr>
<td><strong>Elective (20 credits)</strong></td>
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<tr>
<td><strong>Dissertation (60 credits)</strong></td>
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**NB** – It may be possible for part-time students to undertake core modules in either Semester 1, 2 or 3 in negotiation with the Programme and/or Module Leader. A number of elective level 7 modules are available at Compton Hospice Education and Training Centre, The Cedars and at The University of Wolverhampton. Discussions should ideally take place with the Award Leader to determine the appropriateness of elective modules to the Award in its entity. Access to Research modules is available at the University.
Academic Misconduct
We take pride in the academic integrity of our staff and students but when academic misconduct is suspected the University will take action. The University considers seriously all acts of academic misconduct, which by definition are dishonest and in direct opposition to the values of a learning community. If not challenged, academic misconduct will ultimately devalue our academic standards and undermines the honest efforts on the part of our staff and students.

Academic misconduct includes plagiarism, collusion and cheating and may be deliberate or unintentional. Whatever form it takes, it will be thoroughly investigated and penalties will be applied if proven.

Support for Students
The University and the Students’ Union believe that many incidents of academic misconduct can be avoided by increasing students’ knowledge and skill.

A variety of support mechanisms are in place to help students succeed and avoid academic misconduct:

1. Visit the Learning Centre or our study skills support website at www.wlv.ac.uk/skills. See the section on tackling academic misconduct.
2. Download the Students’ Union guide to Avoiding Academic Misconduct (“Write Right”) - available from the Student's Union website:
3. Book a Skype appointment with study skills adviser or joint the online chat service ASSIST - through the Learning Centre “Skills for Learning” website.
4. Contact your personal tutor or module leader.

Remember – there is help available if you need it.

Defining Academic Misconduct
Cheating
Cheating is defined as any attempt to gain unfair advantage in an assessment by dishonest means, and includes, for example, all breaches of examination room rules, impersonating another student, falsifying data, and obtaining an examination paper in advance of its authorised release. Cheating attracts the University’s most severe penalties.

Other common examples of cheating would include –
1. Being in possession of “revision notes” during an examination
2. The purchase or commission of assignments from others
3. Theft of other students’ work
4. Prohibited communication during an examination

Plagiarism
Plagiarism is the act of taking someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others. It is important to cite all sources whose work has been drawn on and reference them fully in accordance with the referencing standard used in each academic school.

The most common forms of plagiarism are –
1. Cut or copied and pasted materials from websites
2. Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
3. Copying material from a text book or journal

When you’re using other people’s work or ideas it is important to engage with their work critically. You can quote, paraphrase, summarise or critically review – but you must always provide appropriate references.
Collusion
Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence. For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort.

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas and group work to complete assignments (where this is specifically authorised).

Penalties
Where an offence is admitted, or a panel decides that cheating, plagiarism or collusion has occurred, a penalty will be imposed. There is a cumulative range of penalties which will be applied to any continuous period of registration for study with the University. The severity of the penalty will vary according to the nature of the offence and the number of previous offences. Penalties range from failure of the assignment under investigation to exclusion from the University.

Full details about the University's policy on Academic Misconduct and regulations and procedures for the investigation of academic misconduct are available on the Conduct and Appeals website.

University Academic Calendar

www.wlv.ac.uk/shaw/cpd

University Academic Calendar
Where to get help with your course

Student Support
If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.

Administration queries:
- enrolment
- extensions
- extenuating circumstances
- Leave of Absence
- Course transfer, etc

Support for Study Skills
- W: [www.wlv.ac.uk/skills](http://www.wlv.ac.uk/skills)
- E: skills@wlv.ac.uk
- T: 01902 32(2385)

Academic and Course related queries
- Personal Tutor
- Course Leader
- Head of Department (by email)

Module related queries
- Module guide (on WOLF)
- Module Leader or Tutor

E: Vision helpdesk or your Student Centre

Who to Contact for help when you are studying on campus

Financial advice
- W: [www.wlv.ac.uk/moneymatters](http://www.wlv.ac.uk/moneymatters)
- E: money4students@wlv.ac.uk
- T: 01902 32(1070)

Special Needs (Students with disabilities)
- Special Needs Tutor
- Or
- Student Enabling Centre
- W: [www.wlv.ac.uk/sec](http://www.wlv.ac.uk/sec)
- E: sec@wlv.ac.uk
- T: 01902 32(1074)

Personal Issues
- Personal Tutor (see eVision for details)
- University Counselling Service
- W: [www.wlv.ac.uk/counselling](http://www.wlv.ac.uk/counselling)
- E: counsellingservices@wlv.ac.uk
- T: 01902 32(2572)

General queries
- E: Vision helpdesk or your Student Centre

IT Problems
- W: [www.wlv.ac.uk/ITServices](http://www.wlv.ac.uk/ITServices)
- T: 01902 32(2000)

Careers & Employment Centre
- W: [www.wlv.ac.uk/careers](http://www.wlv.ac.uk/careers)
- E: careers@wlv.ac.uk
- T: 01902 32(1414)

Independent academic, financial, international and housing advice
- Students' Union Advice and Support Centre
- W: [www.wolvesunion.org/advice](http://www.wolvesunion.org/advice)
- E: advice.wolvesunion@wlv.ac.uk
- T: 01902 32(2038)
Extensions, Extenuating Circumstances and Leave of Absence

The University wants all students to do their best. You are expected to take responsibility for your own learning and we know students perform best if they participate in all activities associated with their modules.

Very occasionally something may happen suddenly which is beyond your control and this will prevent you from attending an examination (or other test) or completing an assessment by the due date. Common reasons for needing additional help are poor health or a death in the family – although other reasons may apply.

Extensions - for some assessments there may be the option to apply for a short term (maximum 7 days) extension if you are experiencing difficulties in completing your work on time. You should apply for the extension via your e:Vision account on or before your assessment date and provide supporting evidence to your Student Centre. On receipt of the evidence your claim will be assessed and you will be notified by e-mail if your extension has been approved and your revised submission date. Further details can be found here.

Extenuating Circumstances – claims for extenuating circumstances are also submitted via your e:Vision account on or before your assessment date and again evidence to support your claim must be provided to your Student Centre. Claims for Extenuating Circumstances tend to be for more serious matters and if your claim is accepted then it enables you to take the assessment at the next available opportunity without penalty. Further details can be found here. If you have any queries regarding either of these processes then please log a call on the e:Vision helpdesk.

Leave of Absence - in more extreme cases of potential prolonged absence you might consider a temporary leave of absence. Students may temporarily suspend their studies a semester at a time (and up to a maximum of four semesters). You can apply for a Leave of Absence via e:Vision but we would strongly recommend that you get advice from your Personal Tutor, your Student Centre or the Students’ Union, particularly regarding the financial implications, before taking this step.

Health & Safety issues

Specific procedures relating to your course will be explained to you during induction and at appropriate points throughout the course. The University can accept no responsibility for any injury sustained through a student’s negligence, misuse of equipment or disregard of instructions. You must observe all instructions regarding accident and fire prevention. All accidents must be reported immediately to a member of staff and will be recorded on an accident report form.

If you have a medical or other condition which may endanger yourself or others in a particular situation you must inform the member of staff present, and also discuss the condition beforehand with the Special Needs Tutor.

Fire notices, exits and assembly points are posted in all teaching rooms and around the buildings. Procedures to be observed when the alarm sounds are to leave as quickly as possible in a quiet and orderly manner and to assemble at the appropriate point. Do not attempt to re-enter the building until you are told it is safe to do so. You may need to show your identity card on entry to the building so ensure you have it with at all times.

Health and Wellbeing whilst using your computer

As a student you will be using a computer for the majority of your study. The guidelines below are to promote good health and wellbeing in relation to your computer use.

Set-up and space
Ensure you have a comfortable working area where you can have adequate space for your keyboard, mouse, monitor or laptop/mobile device and that you are in a comfortable seated position. Try to prevent eye strain by ensuring you have good lighting, adjusting your monitor to prevent glare and by cleaning your monitor regularly. If you are using a laptop for any extended length of time try to use an external mouse to prevent continued use of a laptop mouse pad which can cause strain injuries.

**Taking a break**
You should take regular breaks away from the screen. One to two minutes away every thirty minutes can be most effective, with regular longer breaks every couple of hours. Physically moving away from the screen and working area will also allow for important stretching and increasing circulation as well as reducing eye strain from looking at the screen.

**Progression for Further Study**
For any information on further studies please visit our website [www.wlv.ac.uk/shaw/cpd](http://www.wlv.ac.uk/shaw/cpd).

**Alumni**

*We're proud of your success. Be proud of your connection with us.*

Once you complete your studies you will continue to be part of the University of Wolverhampton academic community as one of our ever growing alumni community. The WLV Alumni Association is a university-wide association bringing together Wolverhampton graduates.

For further information please visit our [Alumni](http://www.wlv.ac.uk/shaw/cpd) website.

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<th>OWNER</th>
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<tr>
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<td>March 2013</td>
<td>APPROVED BY UQEC</td>
</tr>
<tr>
<td>REVIEW DATE</td>
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