OXFORD
BROOKES
UNIVERSITY

Programme Specification

**MSc in Palliative Care: Global Perspectives
(Distance Learning)**

Valid from: September 2012

Faculty of Health & Life Sciences

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University
Final award:	MSc
Programme title:	Palliative Care: Global Perspectives
Interim exit awards and award titles:	Postgraduate Certificate in Palliative Care: Global Perspectives Postgraduate Diploma in Palliative Care: Global Perspectives
Brookes course code:	Not allocated yet.
UCAS/UKPASS code:	Not allocated yet.
JACS code:	B701
Mode of delivery:	Distance Learning
Mode/s of study:	Distance Learning
Language of study:	English
Relevant QAA subject benchmark statement/s:	None relevant.
External accreditation/recognition: *(applicable to programmes with professional body approval)*	None relevant.
Faculty managing the programme:	Health and Life Sciences
Date of production (or most recent revision) of specification:	June 2012

2.1 Rationale for/distinctiveness of the programme
The speciality of Palliative Care is rapidly growing internationally, and the UK generally, and Oxford in particular, have a strong International reputation as pioneering centres of Palliative Care. Many students would like to study in Oxford, a unique international centre of academic life. However, because of travel and accommodation, and time out of the workplace, living and studying in Oxford is difficult for many students. This course, as it is delivered online, is accessible and attractive to students from anywhere in the world. Oxford is a well-known centre of educational excellence, and there are also world-class centres for the delivery of Palliative Care, for example, Sobell House Hospice and Helen and Douglas House, pioneering centres for the care of children and young adults. We have involved local experts in the development and delivery of this course. You will have the option of a sample learning activity/ taster teaching materials. If you are able to visit the UK during your course of study, there may also be opportunities to visit these specialist centres.

2.2 Aim/s of the programme
The programme aims to enable students to develop an advanced level of theoretical and professional understanding of Palliative Care, within the context of its development as a Global speciality. It aims to develop you as a confident and knowledgeable practitioner, with a range of critical skills and abilities, who will be able to lead and develop Palliative Care services wherever your practice is based, responding to local cultural, professional and economic factors. It will achieve this through a critical exploration of the principles of Palliative Care and other relevant theoretical models, the evidence base for practice, and social, cultural and policy studies.

SECTION 3: PROGRAMME LEARNING OUTCOMES

On satisfactory completion of the programme, students will be able to:
3.1 Academic literacy
- Critically analyse, synthesise, and articulate knowledge from a number of sources, integrating theory, policy and research, in a manner that advances practice and fosters interdisciplinary teamwork.
- Critically discuss ethical, legal and professional issues in the management of life-threatening illness.
- Critically debate the principles of Palliative Care and their application to different practice settings.
- Advance the practice of Palliative Care by engagement in practice, education, policy development and research.
- Develop effective relationships that are of direct therapeutic benefit to individuals and their carers that are based on assessment of need, and the best available evidence.
- Provide leadership and exemplary practice in Palliative Care.
- Improve Palliative Care services through practice development and service evaluation.
- Carry out comprehensive assessment of individuals and families with Palliative Care needs and provide effective evidence-based interventions and symptom management.

3.2 Research literacy
- Critically evaluate a range of research methods that can be used to develop knowledge in Palliative Care.

- Critically analyse the ethics of research within the Palliative Care setting.
- Demonstrate competence in the use of one research method in advancing Palliative Care practice.
- Design and conduct research, disseminate research findings and actively engage in the application of research to practice.

3.3 Critical self-awareness and personal literacy
- Critically appraise the role of self in the professional practice of Palliative Care.
- Critically evaluate the process of interdisciplinary decision-making in the management of the care of individuals and families.
- Develop a critical self-reflective capacity through analysis of practice.
- Work collaboratively with individuals and their families, demonstrating a sensitive and critical understanding of their quality of life.
- Reflect critically on the nature of individual and family experience of life-threatening illness, dying and death.

3.4 Digital and information literacy
- Critically evaluate sources of knowledge accessed online (*also relevant to Research literacy*) .
- Use appropriate technology to search for and locate high quality information relevant to Palliative Care.
- Engage in online learning activities, developing confidence in e-learning abilities, and becoming an active member of the online community.

3.5 Global citizenship
- Critically debate the global context of Palliative Care knowledge, practice and policy.
- Critically analyse studies of beliefs and practices of death and dying within a local and global cultural context (*also relevant to Academic literacy*).
- Develop and promote culturally competent practice (*also relevant to Critical self-awareness and personal literacy*).
- Provide leadership in the provision of Palliative Care services, promoting responsible citizenship and social justice (*also relevant to Critical self-awareness and personal literacy*).

SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

4.1 Programme structure and requirements:
The course is comprised of 7 modules. There are 3 compulsory modules, 60 credits, for the PG Certificate, 6 compulsory modules, 120 credits, for the PG Diploma, and 7 modules, 180 credits, for the MSc. All of the modules can be accessed online, and one can be accessed via classroom delivery (P49210). As induction into the programme is embedded in the core modules: P40214, P40215, P40216, students must start by enrolling on one of these modules.

Module number	Module Name	Semester	Credits	Status	Award
P40214	Advanced Symptom Management	2	20	Compulsory	**PG Certificate**
*P40215**	Death & Dying: Global Perspectives	1	20	Compulsory	P40214, P40215, P40216

P40216*	Psychosocial Palliative Care	2	20	Compulsory	= 60 credits
P49210	Advanced Research Design	both	20	Compulsory	**PG Diploma**
P49202	Mastering Professional Practice	1	20	Compulsory	+ P49210, P49202, P49203
P49203	Evidence Based Practice	2	20	Compulsory	= 120 credits
P49215	Dissertation	both	60	Compulsory	**MSc** + P49215 = 180 credits

Provisional number

4.2 Professional requirements
There are none specific to this programme.

SECTION 5: PROGRAMME DELIVERY

5.1   Teaching, Learning and Assessment

Online distance learning
The course is delivered by online distance learning, though if you are a UK/EU student you will have the option to take one module, P49210, face to face. The use of Information and Communications Technology has the potential to provide wider, fairer access to higher education and to further enrich the student learning experience by enabling flexible, student-centred learning opportunities. However, it is essential that you have an adequate level of computer and internet resources to access the course.

A key component of online distance learning at Oxford Brookes University is Brookes Virtual, the University's integrated Virtual Learning Environment (VLE). This is currently powered by Blackboard Learning System™ - CE and associated technologies. However, Brookes is moving to delivery via Moodle in September 2012, and this Programme will be aligned with this new system. Brookes Virtual allows you as a student to engage in learning in locations, times and at the pace that suits you; it provides access to extensive resources, and improved communications with your fellow students and teaching staff.

Each 20-credit module will comprise of 200 hours of student effort, which will centre on guided online distance learning activities and self-directed study along the module themes. Online distance learning will involve a mixture of learning activities on each module, which will include:
- Text-based learning activities, which will involve you reading a specific text, then engaging on a guided learning activity;
- Podcasts – these have the particular value that after downloading you can listen to them at a time of your choosing, listening more than once if necessary. Podcasts will be recorded by the module team, including experts in the field of Palliative Care;
- Seminar presentations developed using Articulate software, enabling you and fellow students to experience a virtual lecture/seminar, at a time of your choosing;
- Tutorials using Skype will be arranged where there is a suitable time alignment between tutors and students. We will draw on the experience of the university Wimba Collaboration Pilot, which has focused on module P49210. These tools have been used effectively in other institutions to deal with real time

communication over time zones and where access to the internet can be unpredictable;

- Chatroom activity, for example Google Chat, enabling you and other students to engage with each other as an online learning community.

As the aim is to recruit students from diverse international settings, the opportunity to explore student interaction in the virtual environment will be optimised. The course team will also ensure that induction is an ongoing and progressive activity throughout the semester.

There will be further opportunities during the development of the Programme to explore the option of a specific 'Brookes App' and the 'Mobile Moodle Project', which are under development, and could be used by you and other students to enhance the mobility of their learning options.

Programme learning outcomes

The programme learning outcomes have been developed to represent our current understanding of the art and science of Palliative Care as a Global discipline, and are aligned with the University's Postgraduate Attributes. They are echoed within the module learning outcomes and explicit links are made between module learning outcomes, postgraduate attributes and module assessment.

Context, Practice and Reflection

This Programme emphasises student-centred learning, with the student as an independent and self-reflective learner. You will be encouraged to focus on your own local practice context, and to use this as the basis of critical self-refection, via web-based reflective activities. Reflection is also required on specific practice situations, and this forms the basis of some module assessments. Forming an action plan for the development of local practice is also an element of 2 of the core Palliative Care modules: P40215, P40216. You will be invited complete the *SELF EVALUATION ON REFLECTIVE PRACTICE* at the start of the programme, and on the basis of this, you will be asked to self-assess your reflective capabilities and formulate a plan for developing them. You will also be given access to other suitable learning resources.

Assessment

At the beginning of each module, you will be directed to information on the VLE about the method of assessment, in most cases coursework, the marking criteria and the deadlines involved. There are a range of assessments, encouraging the development of academic and assessment literacy.

The University Assessment Compact has informed the assessment strategy of the course, which is demonstrated in the following:

- There are opportunities to negotiate elements of the assignment, particularly the practice focus of the assignment, to make them specific to the student's practice context, and learning needs;
- By basing assessment on the students' own practice context, assessment is explicitly linked to personal and professional development;
- Each module involves a point of formative feedback to enable the student to develop their work in line with the requirements of the assessment strategy;
- Feedback is given at a point in the semester that allows the student time to make constructive changes in the light of tutor feedback;
- Assessment schedules for the whole Programme are stated;
- Assessment is linked to the module learning outcomes;
- Assessment criteria are explicit and opportunities are provided to discuss them, offering opportunities to develop assessment literacy;
- There is a variety of assessments used within the programme, offering

opportunities to develop academic literacy.

The programme handbook provides a commentary for students on how the Graduate Attributes are developed through the programme. In addition, students can expect to be introduced to the concept of Graduate Attributes during induction, and will have tutorial discussions with their academic advisor, particularly in their first year, which will focus on identifying module content and activities leading to their acquisition of Graduate Attributes, and their experience of them.

5.2   Assessment regulations
The programme conforms to the University Postgraduate Regulations:
http://www.brookes.ac.uk/brookesnet/graduateoffice/documents/pgtregs2010.pdf

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SECTION 6: ADMISSIONS

6.1   Entry criteria
- Applicants should hold an honours degree, minimum classification 2.2, from a recognised institution;
- Applicants who do not hold a suitable degree may be admitted to the Programme if they demonstrate that they have the appropriate level of knowledge and skills to study at master's level, by presenting a portfolio of evidence. This may include producing an assignment specified by the programme team for the purposes of assessing their abilities;
- They will normally be registered with a relevant professional body as a health or social care professional in their country of origin;
- Applicants should either currently work in practice, or have relevant practice experience;
- Applicants will benefit from the support of their manager and of a practice mentor (see section 7);
- They should meet the English Language requirements of the University;*
- They should have a source of funding to enable them to meet the course fees;
- They **must** have good and reliable access to the internet, through a broadband connection (see detailed **Computer Specification** in the course handbook);
- Applicants should have good IT skills and be proficient in the use of the internet and online communication;
- They should provide 2 satisfactory references.

* http://www.brookes.ac.uk/international/apply/english

6.2 CRB checks
Not applicable as there is no requirement for students to be in current practice in the UK.

SECTION 7: STUDENT SUPPORT AND GUIDANCE

There are a number of resources that will be available to you during your course of study, outlined below:

PROGRAMME SUPPORT STRUCTURES

Academic Advisor

An academic advisor will be allocated at the beginning of your programme of study and will retain that role while you are a student on the programme. The academic advisor has both an educational and pastoral role, which can be summarised as providing support and guidance in managing learning and professional development, advising about the standard of academic work expected, keeping an overview of your progress through the and being available for personal advice and support

Programme Administration

Programme administrators provide administration support for the programme and are based in the Programme Administration Centre at Marston Road. The Programme administrator for cancer & Palliative Care is contactable by phone: 01865 488157, or e-mail: c-pcare@brookes.ac.uk

UNIVERSITY SUPPORT STRUCTURES

International Students

Oxford Brookes University has a community of more than 19,000 students, including more than 5,000 postgraduates. Approximately 20% are international students who come from more than 145 countries worldwide, in addition to other European Union countries. We value the academic and cultural contribution international students bring to the University.

In addition, the University International Student Advisory Service (ISAS) provides welfare support, visa advice and counselling. For further details, visit
http://www.brookes.ac.uk/student/services/isas/index.html

LEARNING RESOURCES

PIP

Once registered and enrolled at Oxford Brookes University each student will have his or her own Personal Information Profile available at:
https://kmis.brookes.ac.uk/csms/wprin_menu.main. PIP is a suite of web pages through which you can view and maintain your personal and academic programme details.

E-mail

Once registered and enrolled at Oxford Brookes University you will be given a Brookes email account. Your user name will be your Brookes student number and your password will be the same as for your PIP.

SECTION 8: GRADUATE EMPLOYABILITY

Graduating with a Masters Degree in Palliative Care from Oxford Brookes University will give you considerable advantages in seeking better employment and developing your career. Previous students on Postgraduate Palliative Care courses have gone onto take up senior clinical, research and managerial posts. The University Careers and Employment Centre may be able to help you find options for developing your career to make the most of your degree from Oxford Brookes University.
Careers and Employment Centre:
http://www.brookescareerscentre.co.uk/default.aspx

SECTION 9: LINKS WITH EMPLOYERS

If you are able to visit and stay in Oxford during your course, you will have the opportunity to visit the local services, and there may be opportunities for you to have a placement. You can discuss this when you are applying for a place on the course.

In addition, we have links with Palliative Care services around the world. If you are interested in developing your career outside of your country of origin, or you would like to undertake a period of voluntary or paid work in another country, the course team are able to support you in finding suitable contacts and opportunities for networking in the global Palliative Care community.

SECTION 10: QUALITY MANAGEMENT

Indicators of quality/methods for evaluating the quality of provision

Student Representation/consultation
We value feedback on the programmes, courses, and modules. We utilise feedback from students to improve our educational provision on an ongoing basis. There will be a number of opportunities throughout your programme for you to give feedback on issues of content, delivery and support. As students will be studying at a distance, there will be limited opportunities for attendance at meetings at the University. Therefore, a range of other methods of consultation will be used. This will include online surveys of the student group at intervals during the period of study. Your contribution to this process is valued.

Programme Management
The programme will be managed as a programme of study within the University and, as such, will be subject to the standard procedures of the University for managing, monitoring and reviewing modular programmes. The day-to-day management of the programme will be the responsibility of the Subject Coordinator assisted by the Programme Committee. The Programme Committee, which meets 3 times a year, consists of the Subject Coordinator, module leaders, and representatives of students and service users, where these are available to attend. The main areas of discussion within the Committee are: programme administration, teaching and student support, module review, recommending changes to modules or programme rules, and nominating external examiners.

Module Review
Your experiences of the programme are evaluated in a number of ways. Throughout the modules you will be given an opportunity to evaluate how things are going. At the end of each module you will be asked to contribute to a formal module evaluation. The module leader will produce a module review drawn from these evaluations. These will be discussed at the programme committee meetings each semester. They also form part of an annual programme review.

Annual Review
The process of annual review allows for a critical appraisal of the programme, including its strengths, limitations, achievements, areas of concern and areas for improvement, leading to an action plan for the subsequent year. The preparation of the annual review will involve all members of the programme team, local experts in the filed of Palliative Care and feedback from students in order to produce a balanced and informed judgement about the programme.

Periodic Review

The programme is also subject to Periodic Review as part of the Faculty's cycle of periodic programme reviews. This means the programme will normally be reviewed every 5 years, and this will include a broad review of the academic standards, learning opportunities, general course management, and make recommendations for improvements.

External examiner

The Programme has an external examiner, an expert of Palliative Care education, who is responsible for judging whether or not academic standards are appropriate and whether assessment processes are sound, fairly conducted and in line with the university's policies and regulations. This includes regularly seeing examples of students' assessed work, and the feedback given to them. The external examiner is also consulted on any proposed changes to the Programme.