

4. Exhibit advanced communication skills for initiating, maintaining and concluding a therapeutic relationship with patients and families and for maximising effective team working.
5. Critically reflect on practice as a means of lifelong learning in concurrence with the professional, ethical and legal frameworks underpinning autonomous and collaborative practice as well as in the support of others delivering palliative care.
6. Demonstrate enhanced skills in key areas such as decision making and leadership, in order to support others to provide quality care for patients and families at the end of life.
7. Plan and execute a significant work-palliative care context and which contributes to advancing person-centred palliative care practice.

Each of the learning outcomes requires the demonstration of knowledge and

professional goals. In line with the philosophy of promoting a questioning approach and an understanding of reflective practice, a wide range of strategies are used to ensure a vitality of assessment in support of personal growth and professional development. Assessment facilitates the application of reflective skills, critical analysis and reasoned decision-making. This will be achieved through the use of varied strategies which draw on

case study, self- and tutor- assessment of recorded interviews, poster presentation, group and individual presentations.

The assessment strategy for the MSc PCP Framework is based on the same principles as the above document through assessment practices recognizing the process of learning as well as the product.

level 11 SCQF credits.

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

The structure of the MSc Person-centred Practice (Palliative Care)

This will be attained by successful completion of the equivalent of 12 M level modules (180 credits at SCQF 11). The structure of the MSc is set out in Table 2.

The structure of the Postgraduate Diploma Person-centred Practice (Palliative Care)

The PG Dip Person-centred Practice (Palliative Care) will be achieved by successful completion of the equivalent of 8 modules at M level (120 credits at SCQF 11), Table 1 sets out the PG Dip structure.

Table 1 : Postgraduate Diploma Structure

All students complete the three core specialist modules:

Supporting the Patient and Family in Palliative Care

Developing Advanced Communication Skills in Palliative Care

Working with People with Complex Pain and Symptoms-*core for those in a clinical role*

Shadows and Horizons: Advancing Palliative Care Practice-*core for students in a non-clinical role*

Applications from all students will be assessed on the basis of academic suitability for the programme in question. Discussions about the support requirements of students will be separate from that consideration and in line with the Taught Postgraduate Framework.

Regulations covering the accreditation of prior learning are set out in the Recognition or Accreditation of Prior Learning guidance available at:

<http://www.qmu.ac.uk/quality/gr/default.htm>

QMU arrangements apply as set out in the Taught Programmes Framework.

17. Support for students and their learning

QMU programmes normally provide the following student support:

Personal Academic Tutors: one of the Hospice lecturers will be allocated as the

Student handbooks

Access to Student Learning Centre