

## EXTERNAL REVIEW REPORT OF NEW PROGRAMMES

1.	<b>Title of Programme(s):</b> (incl. Award Type and Specify Embedded Exit Awards)	MSc in Palliative and End of Life Care Postgraduate Diploma in Science in Palliative and End of Life Care Certificate in Palliative and End of Life Care  The Postgraduate Diploma in Science in Palliative and End of Life Care and the Certificate in Palliative and End of Life Care also act as exit awards for the MSc in Palliative and End of Life Care.  The Certificate in Palliative and End of Life Care also act as exit awards for the Postgraduate Diploma in Science in Palliative and End of Life Care.					
2.	<b>NFQ Level(s)/ No. ECTS:</b>	9 90 ECTS, 60 ECTS, 30 ECTS					
3.	<b>Duration:</b>	3 Semesters, 2 Semesters, 1 Semester					
4.	<b>ISCED Code:</b>	0910					
5.	<b>School / Centre:</b>	Mayo Campus					
6.	<b>Department:</b>	Department of Nursing, Health Sciences and Social Care					
7.	<b>Type of Review:</b>	New Programme					
8.	<b>Date of Review:</b>	6 <sup>th</sup> June 2019					
9.	<b>Delivery Mode:</b>	Full-time	<input type="checkbox"/>	Part-time	<input type="checkbox"/>	Blended	X
10.	<b>Work Based Learning</b>	<b>Work Placement</b>	<input type="checkbox"/>	<b>Work Based Project</b>	<input type="checkbox"/>	<input type="checkbox"/>	
		<b>No. ECTS</b>	<input type="checkbox"/>	<b>No. ECTS</b>	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<b>Panel Members:</b>	Ms Marianne Moutray, Former Associate Dean Queens University Belfast (Chair) Dr Louise McBride, Head of Nursing and Health Science, Letterkenny Institute of Technology Dr Michael Connolly PhD, Joint Associate Professor of Clinical Nursing - UCD School of Nursing, Midwifery and Health Systems Ms Eileen Mc Guigan, Practice Development Coordinator, Regional Specialist Palliative Care Services, Louth Meath Cavan Monaghan Ms Carmel Brennan, Assistant Registrar, GMIT (Secretary)					

12.	<b>Proposing Staff:</b>	Mr Justin Kerr Dr Maura Fitzsimons Dr John Mulloy Ms Martina Keane Rev Daniel Caldwell Prof Neville McClenaghan
13.	<b>Programme Rationale:</b>	<p>The World Health Assembly (2014) identifies that lack of knowledge contributes to suffering of treatable symptoms within Palliative Care and highlights the need for ongoing education and training for all hospital and community-based health care staff and other care givers, including non-governmental organisations and family members. Furthermore, at a national level similar sentiment are advocated. Palliative care services and strategies have been influenced by the seminal 2001 National Advisory Committee on Palliative Care Report (NACP) (DOH, 2001). This Report (NACP, DOH 2001) classifies education in palliative care as a core component to the palliative care service's Three Year Development Framework (HSE, 2017). It argues that teaching the principles of palliative care to healthcare professionals is central not only to empowering professionals but also the person, family and carers. It is the intention of GMIT to address this necessity through these educational programmes.</p> <p>The Health Service Executive's (HSE) Three Year Development Framework for palliative care services (2017) aims to ensure that adult palliative care services 'deliver geographically needs based, evidence based, innovative, quality driven and person centred care' and it has specifically addressed the need for improved quality care services within palliative care that meet the needs of individual and their families in a variety of care settings. The overarching aim of the framework document is to ensure a seamless care pathway across inpatient, home care, nursing home, acute hospital and day care services. This aim will be achieved through improved integrated services, person centred care, bereavement education, staff and organizational development, quality and safety and finally research.</p>
14.	<b>Potential Demand for Entry:</b>	A projected annual intake of 18 students is envisaged initially.

15.	<b>Stakeholder Engagement:</b>	As part of the programme development process the Department of Nursing, Health Sciences and Social Care consulted with a wide range of local and regional health and social care organisations and potential employers of the graduates from this programme. Feedback from stakeholders influenced the delivery design and the programme content.
16.	<b>Graduate Demand:</b>	This programme is suitable across the public and private sector multi-professionals including clinical, administrative and practitioner levels. Graduates from this proposed programme will particularly benefit in pursuing a career path in Palliative and End of Life Care. These roles vary across the spectrum of health and social care. Graduates who choose to continue to work with direct service user contact will have a variety of skills that will support direct improvements for patients and service user outcomes within the context of Palliative and End of Life Care. Having completed this programme the student will have developed enhanced contextual, cultural and professional insights into Palliative and End of Life Care and will be equipped with a set of skills that will have a direct impact in the quality of care offered to persons and families in need of Palliative and End of Life Care. Graduates of this programme will advance their career prospects in terms of promotion eligibility and post-graduate training. This may be in areas of management and or specialist areas such as palliative care.
17.	<b>Entry Requirements, Access, Transfer &amp; Progression:</b>	<p>The entry requirement for undertaking the programmes is an Honours Degree (H2.2) in a level 8 Bachelor (Hons) in any health or social care discipline or recognised cognate professional qualification and 1 fulltime year relevant experience which must be in the last 5 years.</p> <p>All applicants must have a minimum of two years' post-registration/graduation experience.</p> <p>All graduates who are working within palliative care practice are eligible to apply. An example of such graduates are nurses, doctors, administration staff, support staff, social care staff, chaplaincy/pastoral care, occupational therapists, speech and language therapists, dietitians, catering staff, counsellors, therapists. Non-clinicians are required to demonstrate the application of their discipline to palliative care practice.</p>

All candidates applying for the course must have a minimum of one year's experience in delivering a palliative care approach in practice within the last two years, and for the duration of the course, be employed in an area where the principles of palliative care are operationalised when engaged with individuals with life limiting illness and their families.

In addition;

1. All health care professionals must be currently registered with a recognized professional body.
2. Those applicants wishing to undertake the Clinical Practicum must meet additional criteria (Registered nurses only).

#### Clinical Practice Experience

A student seeking to undertake a clinical practicum must submit a written commitment from the student's host organisation to support him/her for the entire clinical practicum.

#### Entry Requirements for Nurses

Current registration on the appropriate division of the Nursing and Midwifery Board of Ireland live register (applicable only to nurses undertaking this course);

Currently working a minimum of 78 hours per month.

Be employed in a clinical area that is approved as an appropriate clinical learning environment by the course team and satisfies the Nursing and Midwifery Board of Ireland Requirements and Standards for nurse applicants.

#### Recognition of Prior Learning (RPL)

Code of Practice No. 6 (Policy and Procedures for the Recognition of Prior Learning) applies to recognise either certified or experiential experience, as relevant.

#### English Language

An applicant, whose First Language/Primary Mode of Expression is not English, will be required to produce evidence of English competence. Such an applicant must clarify her/his position in advance of the closing date for the year of study.

The accepted form of evidence is an IELTS test. The IELTS Academic test is suitable for entry to study at undergraduate or postgraduate levels, and also for professional registration purposes. It assesses whether the student is ready to begin studying or training in an environment where English language is used, and reflects some of the features of language used in academic study. A valid IELTS of Grade 6.5 (No section less than 6.0) is required for this programme.

18.	<p><b>Programme Structure:</b></p>	<p>The programme is designed around four key themes:</p> <ol style="list-style-type: none"> <li>1. Towards improved interdisciplinary professional understandings, principles and Principles of Palliative and End of Life Care.</li> <li>2. Improving person centred care within the context of Palliative and End of Life Care.</li> <li>3. Developing a systematic approach to enhancing the comfort and quality of Palliative and End of Life Care.</li> <li>4. Developing professional and ethical practice in the context Palliative and End of Life Care.</li> </ol>
19.	<p><b>Learning, Teaching &amp; Assessment Strategies:</b></p>	<p>The philosophy of the programme is underpinned by the values of the person, physical and psychosocial wellbeing and autonomy. It is developed within an ethos of collaboration and idea sharing from within the department and in conjunction with practice partners, service users, policy makers and relevant institute personnel.</p> <p>The assumption is made that students, as adult learners are active participants in this learning journey. The philosophy of the programme is grounded in the notion that students undertake this programme of study to learn how to apply the principles of Palliative and End of Life Care for the benefit of the person irrespective of the environment within which care takes place.</p> <p><b>Educational philosophy of the programme</b></p> <p>A dialogical pedagogy is the educational philosophy congruent within the programme. The proposed programme seeks to develop a student who is confident in her/his ability to learn. Students are considered autonomous, self-directed learners. Lecturers (and preceptors within the clinical practice module) are facilitators of goal directed knowledge acquisition. Learners will critically engage with each other and with the lecturing team to explore the topic of study, express opinions and listen to the various points of view. Learning will be based upon building the competences required within the scope of contemporary Palliative and End of Life Care. A problem-based approach using reflective practice will facilitate learning and continuing professional development which is practice based.</p> <p>Assessment will be contextual, encouraging the student to apply theory to practice and draw on personal experience.</p>

		While the format of the assessment will be decided by the lecturer, the student will be encouraged to choose areas of personal interest within the subject. Assessment methods will be wide and varied and include cross modular thematic assessment. Continuous assessment will include written assignments and a range of projects, group work and presentations.
20.	<b>Resource Implications:</b>	This programme will be self-financing. An additional 12 hours teaching, and one-hour link lecturing is required weekly. There will be costs in relation to external speakers, marketing, residential sessions, library resources and the purchase of specialised equipment. Administrative resources are required to support the development and facilitation of this programme. A detailed costing has been prepared for Executive Board.
21.	<b>Synergies with Existing Programmes:</b>	The 'Applied Research: Theory' module is common with the MSc in Health and Social Care.
22.	<b>Findings and Recommendations:</b>	<b>General:</b>
		The programme was approved subject to the following conditions (7) and recommendations (7):
		<b>Special conditions attaching to approval (if any):</b>
		<ol style="list-style-type: none"> <li>1. Stipulate the specific programme pathway(s) for each of the professions targeted, and in doing so require those with nursing and medicine backgrounds to undertake the 'Effective Symptom Management in Life Limiting Conditions' module.</li> <li>2. Specify clearly the assessment types (CA, Practical, Project and Exam), provide detail on assessment forms (including on word counts) and the weighting of each assessment component.</li> <li>3. Include an examination type assessment on symptomology and drug calculations in the 'Effective Symptom Management in Life Limiting Conditions' module.</li> <li>4. Embed the themes identified by the proposing team (communications, compassion, self-care and resilience) in the programme philosophy.</li> <li>5. Review the module learning outcomes to ensure that they are completely aligned with syllabus content in a sequential way. Ensure communications, compassion, self-care and resilience are explicitly threaded throughout modules.</li> </ol>

		<p>6. Clarify that students are only allowed two attempts at the Clinical Practice Placement module and clearly illustrate in a flow chart the pathway for students who fail this module.</p> <p>7. Revisit the duration of time a learner can remain on the programme with unforeseen interruptions, particularly those students that are undertaking the clinical module.</p>	
		<p><b>Recommendations of the panel in relation to award sought:</b></p> <p>8. The panel encourages the proposing team to be innovative and brave in relation to assessment approaches which will allow students to apply their learning and engage with material at a masters level.</p> <p>9. Specify how non-academic staff teaching on this programme will be mentored and supported.</p> <p>10. The human resources required to deliver the programme should be addressed as soon as possible. Specifically work force planning should be undertaken e.g. panel of prospective staff, guest lecturers and external examiners to deliver the programme need to be sourced.</p> <p>11. The panel recommend that those applicants who hold a level 9 qualification be advised to undertake the Certificate in Palliative and End of Life Care. Assessment of the Certificate programme needs to show how student's increased knowledge and skills has impacted on their workplace.</p> <p>12. Target all relevant professional bodies to approve this programme so participants can receive CPD credit. Pursue NMBI and Royal College of Physicians or College of General Practitioners approval for this programme as it will benefit nursing/medical practitioner students.</p> <p>13. Ensure the assessor of clinical practice is noted as a registered nurse and that the role of assessor is well understood and supported.</p> <p>14. The topics of vicarious traumatisation and cultural competence should be included in relevant modules.</p>	
23.	FAO: Academic Council:		
		<p>Approved:</p> <p>Approved subject to recommended changes: X</p> <p>Not approved at this time:</p>	
	Signed:		
		Chair	Secretary

