Module Descriptor

Title	An Introduction to Palliative Care New		
Session	2026/27	**Status**	Published
Code	HLTH09001	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Elaine Stevens		

Summary of Module

Palliative care improves the quality of life of patients and that of their families who are facing challenges associated with life-threatening illness, whether physical, psychological, social or spiritual. The quality of life of caregivers improves as well" (World Health Organisation, 2020). However, while palliative care is seen as a basic human right, there are ongoing challenges that prevent optimal palliative care from reaching those who require it. This situation has been further compounded by the global pandemic where rapid access to effective and efficient palliative care has been key to improving quality of life in people dying from the virus.

This module is suitable for a range of health and social care providers and professionals who care for and support people with advanced life limiting illness, regardless of age, diagnosis, place of care or geographical location. The content of this module maps onto the informed/skilled level of the NHS Education for Scotland Palliative and End of Life Care. Framework to Support the Learning and Development Needs and Social Service Workforce.

The module will advance students' knowledge and understanding by reviewing the current principles and challenges of delivering effective and efficient palliative care on a global, national and local basis. Students will examine the roles that advance care planning, ethical decision making and complex communication play in the delivery of effective and efficient alliative care across the illness trajectory. The physical, psychological and spiritual issues of living and dying with advanced illness will be reviewed to enable the delivery a multi-agency and multi-professional approach to palliative care that meets the needs of each dying person and their family.

Students undertaking this module will be supported to work towards the "I am UWS" graduate attributes in the following ways: Exploring palliative care from an international perspective will develop global citizens that are inquiring and knowledgeable, as well as increasing their cultural awareness. Critically analysing the role of palliative care across illness trajectories will enable students to become more resilient and better equipped to develop innovate practice or service developments. Applying the principles of multi-agency and multi-professional working will enhance analytical thinking, promote creativity and emotional intelligence and encourage autonomy and collaboration.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London ☒ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Apply the key principles and theories of a palliative care approach to the whole personsupport of people with advanced life limiting illness and their family.
L2	Evaluate the challenges in providing effective and efficient palliative care from international, national and local perspectives.
L3	Determine and evaluate the biopsychosocial factors that are experienced by the person with advanced illness and their family and how these influence the delivery of a multi-agency/multi-professional approach to whole person palliative care.
L4	
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 9** Understanding the key principles and theories of a palliative care approach. Knowledge of the factors affecting access to and the delivery of effective and efficient palliative care.
Practice: Applied Knowledge and Understanding	**SCQF 9** Adopting a whole person approach to palliative care. Maintaining and improving quality of life, even when lifespan is limited.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Generic Cognitive skills	**SCQF 9** Critical evaluation of evidence as it relates to the provision of whole person palliative care.
Communication, ICT and Numeracy Skills	**SCQF 9** Analysis and interpretation of research data relating to the efficacy and efficiency of whole person palliative care.
Autonomy, Accountability and Working with Others	**SCQF 9** Recognition of the key determinants of effective inter-agency and multi-disciplinary approaches to palliative and end of life care. Challenging discriminatory attitudes and inequities in access to whole person palliative and end of life care.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. Hybrid Delivery: In a hybrid delivery model students will be exposed to a range of synchronous and asynchronous group and personal activities online or in the classroom. This will be supplemented with a series of online learning units that present students with the core learning content for the module. Fully online delivery: In a fully online delivery model students will be exposed to a series of online learning units that contain the core learning content for the module. These will require students to take part in a range of asynchronous personal and group learning activities. These will be supplemented with synchronous online learning events.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	20
Tutorial / Synchronous Support Activity	10
Personal Development Plan	6
Asynchronous Class Activity	6
Independent Study	158
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Ferrell, B.R., and Paice, J.A. (eds) (2019) Oxford textbook of palliative nursing (5th Ed). Oxford: Oxford University Press.

Cherny, N.I., Fallon, M., Kaasa, S., Portenoy, R.K. and Currow, D. (eds) (2015) Oxford textbook of palliative medicine (5th ed). Oxford: Oxford University Press.

Ingleton, C. and Larkin, P.J. (eds) (2015) Palliative care nursing at a glance. Chichester. John Wiley and SonsLtd.

Kissane, D.W., Bultz, B.B., Butow, P.N., Bylund, C.L., Noble, S. and Wilkinson, S. (eds) (2018) Oxford textbook of Communication in oncology and palliative care. Oxford. Oxford University Press.

Pryde, N. (ed) (2022) Enhanced Palliative Care: A Handbook for Paramedics, Nurses and Doctors. Bridgewater: Class Publishing.

Walshe, C., Preston, N. and Johnston, B. (eds) (2018) Palliative care nursing: Principles and evidence for practice (3rd Ed). Oxford. Oxford University Press.

In addition to these texts students will be directed to a wide range of international, national and local information to support the module content and learning outcomes.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes.

We may reach out to check how things are going and offer support if we observe that your attendance and engagement is lower than expected that is in line with the school policy.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment

for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Biological Sciences Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Health
Moderator	Umma Suleiman
External Examiner	A Lannie
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Information Leaflet (30% weighting)
Assessment 2
Case Report (2800 words - 70% weighting)
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Design/ Diagram/ Drawing/ Photograph/ Sketch	☒	☐	☐	☐	☐	30	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Case study	☐	☒	☒	☐	☐	70	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who