

Programme Specification

Programme Title: BSc (Hons) Professional Studies (Supportive and Palliative Care)

Awarding Institution:	University of Bolton		
Teaching Institution:	University of Bolton & Cheshire Hospice Education		
Division and/or Faculty/Institute:	Well-Being & Social Science		
Professional accreditation Whilst the programme is not specifically affiliated with an external professional body we do have links with organisations such as the NMC and the HPC.	Professional body	Professional body URL	Status of graduates
	Nursing & Midwifery Council	http://www.nmc-uk.org/	Recordable professional registration
Final award(s):	BSc (Hons) Professional Studies (Supportive and Palliative Care)		
Interim award(s)	Diploma of Higher Education		
Exit or Fallback award(s)	BSc (Ordinary) Professional Studies (Supportive and Palliative Care)		
Programme title(s)	BSc (Hons) Professional Studies (Supportive and Palliative Care)		
UCAS Code	N/A		
JACS Code	B700		
University Course Code(s)	Currently Full time – HLT Part Time – HLT		
QAA Benchmark Statement(s)	The following benchmark statement have been utilised to develop this BSc programme:		

	<p>The UK Quality Code for Higher Education</p> <p>http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quality-Code-Chapter-A1.pdf</p> <p>Health Studies (2008) Bachelor Degree with Honours</p> <p>http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Healthstudies08.pdf</p> <p>Benchmark Statement Health Care Programmes: Nursing Phase 1</p> <p>http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Benchmarking-academic-and-practitioner-standards-in-healthcare-subjects.aspx</p> <p>Statement of common purpose for subject benchmark statements for the health and social care professions</p> <p>http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/StatementofCommonPurpose06.pdf</p> <p>QAA Code of Practice for the Assurance of Academic Quality and Standards in HE: Section 9 Work-Based and Placement Learning September 2007</p>
<p>Other internal and external reference points</p>	<p>QAA Academic Infrastructure, including the Framework for Higher Education Qualifications and the Code of Practice</p> <p>UK Quality Code for Higher Education</p> <p>University of Bolton awards framework</p> <p>Nursing and Midwifery Council</p> <p>NHS North West - Strategic Health Authority</p> <p>Skills for Health</p>
<p>Language of study</p>	<p>English</p>
<p>Mode of study and normal period of study</p>	<p>Full time -1.5 years (depending on the number entry credits – if HE5 credits required)</p> <p>Full time – 1 years</p> <p>Part time – 1.5 – 4.5 years (depending on the number of entry credits)</p>

<p>Admissions criteria <i>Standard Requirements</i></p> <p>Current registration with a professional body, for example the Nursing and Midwifery Council, Health Professions Council or the Royal Pharmaceutical Society of Great Britain</p> <p>Foundation Degree in Health and Social Care or similar</p> <p>OR</p> <p>Diploma in Health and Social Care (minimum 60 L5 Credits)</p> <p>OR</p> <p>Diploma Higher Education or in a Health and Social Care related topic</p> <p>OR</p> <p>Where applicable evidence of sufficient experience in an occupational role.</p> <p>An essential part of the assessment criteria is to attend an interview with the admissions tutor in order to explore with you where you may start on the programme. As a modular degree based on continuing professional development it is essential that your prior experience and learning is considered when deciding on any advanced standing to which you may be entitled. This may be based on qualifications already gained (APL) or it may be based on making a claim for significant work experience (APEL). This process of granting an applicant appropriate advanced standing will be overseen by the Health Pathway Admissions and AP(E)L Panel</p> <p>A nomination or reference from a current or most recent employer \ manager or equivalent providing evidence of the capacity of you to benefit from an under graduate professional development programme.</p> <p>English language requirements for overseas students is a minimum requirements of IELTS score of 6.0</p>	
<p>Additional admissions matters</p> <p>Current or recent work experience in your professional field.</p>	
<p>Fitness to practise declaration</p> <p>This programme is subject to the University's fitness to practise procedures See policy: http://www.bolton.ac.uk/students/policiesproceduresregulations/allstudents/documents/fitnesstopracticeprocedurejuly2011.pdf</p>	

Aims of the programme

The BSc (Hons) Professional Studies (Supportive and Palliative Care) is a part time or full time academic modular programme designed to enable health and social care professionals, to select and plan, on the basis of structured guidance from academic staff, an individual programme of study which meets your needs and enables you to achieve the aim of becoming a more reflective, knowledgeable and skilled practitioner.

The principal aims of the programme are to enable you to acquire and demonstrate:

- 1 Enhanced critical awareness of current issues within health and social care practice.
- 2 In-depth knowledge of a range of health studies/care topics and an understanding of the principles and theories which underpin them.
- 3 High levels of proficiency, as opportunities afford, in the key skills commensurate with your individual personal and professional developmental planning needs; including team skills, problem solving, numeracy, oral and written communication skills, and Information and communication technology
- 4 An ability to write essays and professional reports to graduate standard.
- 5 The ability to take responsibility for the extension of your own learning and to exercise independent judgement in the investigation, analysis and evaluation of health and social care fields that they perceive as relevant to your own practice.
- 6 Knowledge and reflect on experience in the independent critical analysis and evaluation of health care practice.

Distinctive features of the programme

A theme throughout the programme is the linkage of the professional role to your context of practice. This focuses your' learning on meeting the needs of clients and patients within an environment that requires effective team, inter-professional and inter-agency working and communication, as well as expert practice.

Most modules will be delivered at Cheshire Hospice Education and will involve the use of guest speakers from practice and sessions. Optional modules studied at Bolton may be within the brand new modern state of the art facilities in the Bolton One (collaborative partnership) studying alongside colleagues within health and social care services.

The programme is undertaken by a number of differing healthcare practitioners and in addition some of the modules are clusters from the other Healthcare Programmes – therefore ensuring that interprofessional learning is embedded within the modules / programme.

All tutors within the programme are qualified healthcare professionals. To meet the professional body requirements – staff are required to hold a professional qualification (Nurse / Midwife / Paramedic / Community Specialist Nurse / Specialist Community Public Health Nurses etc), educated to a minimum Master level and in addition hold a recognised NMC approved teacher qualification. Furthermore since the NMC in 2006 published the 'standards to support learning and assessment in practice' – it is a mandatory requirement that tutors teaching on an NMC approved programme are on the same part or subpart of the register as the students and hold an NMC approved teaching qualification.

Programme learning outcomes
K. Knowledge and understanding On completion of the programme you will be able to demonstrate systematic knowledge and understanding of:
1. Ethical principles, values and moral concepts inherent in health and social care practice
2. Legislation and professional and statutory codes of conduct relevant to your practice, and understanding of health and social care delivery configurations
3. Research and evidence-based concepts and explanations from law, psychology, social policy and sociology
4. Principles informing accountability for your scope of practice
5. The needs of your service users and or the community.
6. Current problems, policy and practice in your specific area of professional practice and service context.
7. Health education in your practice.
C. Cognitive, intellectual or thinking skills On completion of the programme you will be able to demonstrate the ability to:
1. Critically analyse and evaluate practice and theoretical evidence which contributes to an understanding of practice and service delivery.
2. Apply and make links between research, theory and practice.
3. Critically reflect on your self-development
4. Self-direct and use original approaches to problem solving
5. Recognise own responsibilities and wider accountability structure in relation to self and practice
P. Practical, professional or subject-specific skills On completion of the programme you will be able to demonstrate the ability to
1. Identify and assess health and social care needs in the context of individual interaction with your environment
2. Develop focussed interventions to meet service users' needs
3. Implement these plans
4. Critically evaluate the impact of professional and service interventions on patients and clients.
5. Reflect on your own practice, give and receive constructive feedback.
T. Transferable, key or personal skills On completion of the programme you will be able to demonstrate the ability to:
1. Engage in written and communication skills
2. Utilise numeracy skills
3. Use information and communication technology
4. Work effectively in teams utilising your leadership skills
5. Utilise problem solving skills
6. Engage in continuing professional development and direct personal development

Programme structure

You will come to the programme with a number of academic credits. In order to obtain this Honours Degree you must have in total 120 credits at HE4. 120 credits at HE5 and 120 credits at HE6. You will already have attained the 120 credits at HE4 and part if not all of the HE 5 credits via your professional background and previous qualification. You will have a differing portfolio of credits and therefore the number of credits that are required to complete will have been discussed and agreed with at interview. It is structured to allow you to take the award of the BSc Honours (360 cps) in Professional Studies with modules sized at 20 cps.

See example diagram below:

You will be asked to choose your optional modules that you wish to undertake for the next academic year during trimester 2/3 once the timetables for the programme have been agreed. Most modules will be timetabled at least once per academic year – however the popular modules may be offered twice per year. You must note that for modules to be viable and run there must be a minimum of 20 students per module

HE4					
APEL	APEL	APEL	APEL	APEL	APEL
20 Credits HE5 APEL	20 Credits HE5 APEL	20 Credits HE5 APEL	20 Credits Evidenced Based Practice and Research Methodologies (if HE5 credits required)	20 Credits HE5 Optional Module (if HE5 credits required)	20 Credits HE5 Optional module (if HE5 credits required)
20 Credits HE6 Core Module (if not needed at HE5) Evidenced Based Practice and Research Methodologies	20 Credits HE6 Core module	20 Credits HE6 Core module	20 credits HE6 Core module	20 Credits HE6 Optional Module	20 Credits HE6 Core Module Research Proposal
Module Code	Module title		Core/ Option/ Elective	Credits	Length (1, 2 or 3 periods)

		(C/O/E)		
HLT 5002	Evidenced Based Practice and Research Methodologies HE5	C	20	1
HLT 5012	Essentials of Palliative Care (HE5)	O	20	1
HLT 5010	Supporting advancing dementia end of life (HE5)	O	20	1
HLT 6001	Evidenced Based Practice and Research Methodologies HE6	C (if not required / taken at HE5)	20	1
HLT 6002	Research Proposal (HE6)	C	20	1
HLT 6052	Essentials of Palliative Care (HE6)	O(if not required / taken at HE5)	20	1
HLT 6022	Dimensions of Loss (HE6)	C	20	1
HLT 6023	Supporting advancing dementia end of life (HE6)	O	20	1
HLT 6024	Assessing and managing symptoms in palliative care. (HE6)	C	20	1
HLT 6025	Communication skills for professional practice (HE6)	C	20	1
HLT 6026	Teaching and learning in palliative care (HE6)	O	20	1

Learning and teaching strategies

Lectures

The majority, but not all of the time on the course will be spent in a seminar room. The taught sessions include presentations, discussions and group work activities etc. The purpose of the lecture is to introduce concepts and ideas, which you will then develop further discussions in a group and in preparation for the module assignments. The reading lists which are provided in the module guide are designed to help gain maximum benefit from the lecture. The more reading you are able to do before and during the lecture programme, the more you will be able to address underlying issues and complete any written assignments or oral presentations. You must be punctual and try not to miss any sessions as they are important periods when concepts, principles and ideas will be communicated and discussed and when technical notes are circulated and health and safety issues drawn to the your attention.

You must make sure that you keep up with the week to week teaching programme. The modules are quite intense and success can ultimately depend on keeping up the pace required. If you fall behind or do not attend a lecture then self-directed study time should be used to catch up for the following week. You should be careful, also not to over-concentrate on one module at the expense of another as this could ultimately affect the

degree classification. Successfully negotiating the way through a modular programme involves careful time management and organisation.

VLE – Virtual Learning Environment / E-learning

A wide variety of teaching and learning strategies are used on this course. They include lectures, presentations, simulations delivered by tutors, seminar discussion, small group workshops, small group tutorials and one to one tutorials. The use of the virtual learning environment (VLE) – will include e-learning packages via Moodle, Podcasts and video presentation etc. It is therefore essential that you use these to their full advantage and access them on a regular basis.

Self- Directed Study

Self-directed study time (or SDS), is a major and important aspect of the programme and is the time when you need to develop and extend your own personal work, and where the majority of the learning on the module will take place. It is important to realise that the time spent with a tutor during formally timetabled classes and the VLE packages is only a very small part of the learning time identified for a module. In addition to the contact time with lecturers and use of the VLE's a significant amount of personal study should be undertaken. This personal study time should be spent, for example, engaging in general background reading, preparing for seminar activities, working on assignments or revising for examinations. Early in the studies guidance will be provided as to how you can make best use of this time. As you progress through the programme however, this guidance will become less structured and prescriptive. It is expected that you will demonstrate significant independence in your study, taking responsibility for the management of your own learning time.

Seminars

The Seminar performs an important function within many modules. It provides an opportunity to play an active part in the learning process. The seminar seeks to engage all students in the group in discussing and debating specific issues and subjects. The success of this kind of forum depends upon the depth and breadth of your preparation, and your willingness to engage in debate. You will be asked to study specific material and to prepare information relating to particular aspects of the programme. Occasionally you may be called upon to lead the seminar discussion and prepare a formal presentation.

Tutorials

Tutorials usually take the form of a one-to-one discussion or consultation between you and the tutor about on-going work. Though essentially an informal situation the session will usually adopt a clear agenda to ensure that the necessary ground is covered to advise you on your studies. If a module group is a large one then group tutorials (where a group of students are involved) may be arranged.

Learning activities (KIS entry)

Course Year (all years)

Scheduled learning
and teaching
activities

30%

Guided independent study **59%**

Placement/study abroad **11%**

Assessment strategy

The assessment for each module may differ considerably. Each module has clearly identified aims, learning outcomes, and the nature and type of assessment for that module is clearly specified and linked to these learning outcomes. The full module specifications describe the assessment briefly, and the module guide will give you the details.

The Programme is conducted in accordance with the University's Undergraduate Modular framework regulations. Important information on assessment regulations and other information on assessment (including marking criteria and definitions of grade descriptions) are contained in the Assessment Regulations for the Undergraduate Modular Framework documents via:

<http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/StudentsOnTaughtCourses/ExamRegulationsAndProcedures/AssandExam.aspx>

You are encouraged to read and understand this information. It will be assumed that you are familiar with the Assessment Regulations for the Undergraduate Modular Framework.

Assessment methods (KIS entry)

Course Year (all Years)

Written exams

Coursework **100%**

Practical exams

Assessment regulations

- Assessment Regulations for Undergraduate Modular Programmes

Grade bands and classifications

(for information only at this stage – the Assessment regulations are being revised for September 12.)

Grade Description

Hons Degree Classification

Work of exceptional quality	High	80+	i
	Middle	75-79	I
	Low	70-74	i
Work of very good quality	High	67-69	ii.i
	Middle	64-66	ii.i
	Low	60-63	ii.i

Work of good quality	High	57-59	ii.ii
	Middle	54-56	ii.ii
	Low	50-53	ii.ii
Work of satisfactory quality	High	47-49	iii
	Middle	44-46	iii
	Low	40-43	iii
Borderline fail		35-39	
Fail		Below 35	

Honours Classification

(i) A student will normally be awarded the honours classification resulting from application of the following algorithm:

Rule ACM20

A weighted average of the marks from modules worth a total of 200 credits at Levels HE5 and HE6 combined, including the marks from modules worth no more than 80 credits at least at Level HE5 (weighted 30 percent) and marks from modules worth at least 120 credits at Level HE6 (weighted 70 percent), which represent the best marks achieved by a student at those Levels.

(ii) Where a student has marks available for 120 credits or less at Level HE6, the honours classification shall normally be based **solely** on a simple average of the available marks for modules at Level HE6, subject to there being marks for a **minimum of 60 credits awarded by the University. Upgrading of the honours classification will not normally be available to students for whom there are marks available for fewer than 120 credits at Level HE6**, unless explicitly approved.

Role of external examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

Support for student learning

- The programme is managed by a programme leader
- Induction programme introduces you to the University and your programme
- You will have a personal tutor, responsible for support and guidance
- Personal Development Planning (PDP) integrated into all programmes
- Feedback on formative and summative assessments
- A Student Centre providing a one-stop shop for information and advice
- University support services include housing, counselling, financial advice, careers and a disability
- A Chaplaincy

- Library and IT services
- Student Liaison Officers attached to each Faculty
- The Students' Union advice services
- Faculty and Programme Handbooks which provide information about the programme and University regulations
- The opportunity to develop skills for employment
- English language support for International students

In the workplace

Colleagues at Work. Feedback from previous students indicates that you may need to handle these carefully and try to engage them positively.

Line manager/sponsors- Are particularly important to you and you need to brief them thoroughly about what will be expected, particularly if modules require practical engagement from the workplace. You are advised to make sure they understand the structure and level of the course you are undertaking. It is also important that they are clear that, unless you are given study time, their investment in your study is not likely to yield high dividends.

Line Managers can be very helpful in debating issues and giving a wider experience. However, beware of letting managers engage directly in the assessment. They are often not fully briefed about the requirements and don't always give good advice, however well intentioned.

Mentors - You may already have clinical mentors, or clinical supervisors, and they will continue to be of valuable support to you during the time on the programme. If this is not the case you **will be required to identify a mentor to support you in practice.** This will be reiterated at the start of this module and guidance on the requirements, role and responsibilities of your mentor will be provided in the module handbook. It is strongly recommend that the you brief your mentor well, especially if there is a specific role associated with the course. The route/module leaders will give more specific advice on this.

The Really Significant Others

Study will take a lot of time. You will need the support of those with whom you intend to share a personal life. Prepare them well!

Methods for evaluating and enhancing the quality of learning opportunities

- Programme committees with student representation
- Module evaluations by students
- Students surveys, e.g. National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES)
- Annual quality monitoring and action planning through Programme Quality Enhancement Plans (PQEPs), Data Analysis Report (DARs) Subject Annual Self Evaluation Report (SASERs), Faculty Quality Enhancement Plans (FQEPs), University Quality Enhancement Plan (UQEP)
- Peer review/observation of teaching
- Professional development programme for staff
- External examiner reports

Other sources of information

Student portal <http://www.bolton.ac.uk/Students/Home.aspx>

Students Union

<http://www.bolton.ac.uk/ProspectiveStudents/WhatsOnCampus/StudentsUnion.aspx>

Faculty or similar Handbook <http://www.bolton.ac.uk/Students/FacultyofWell-BeingSocialSciencesHandbook.pdf>

Programme Handbook

Student Entitlement Statement <http://www.bolton.ac.uk/termsandconditions/Home.aspx>

Module database <http://data.bolton.ac.uk/academicaffairs/index.html>

Moodle <http://elearning.bolton.ac.uk/course/view.php?id=5378>

External examiners reports

<http://www.bolton.ac.uk/Quality/QAECContents/ExternalExaminersReports/Home.aspx>

Career Services

<http://www.bolton.ac.uk/ProspectiveStudents/WhatsOnCampus/StudentSupport/Careers.aspx>

Document control

Author(s)	Trish Houghton / Jane Howarth
Approved by:	
Date approved:	
Effective from:	
Document History:	

Learning outcomes map

Module title	Mod Code	Status C/O/E	K1	K2	K3	K4	K5	K6	K7	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5	T6	
Level 5																										
Evidenced Based Practice and Research Methodologies (HE5)	HLT 5002	C	D TA	D TA	D TA	D	D	D A	D A	D TA	D TA	D TA	D TA						D TA	D TA	D	D T			D TA	
Essentials of Palliative Care (HE5)	HLT 5009	O	D TA	D TA	D	D	D TA	D TA	D	D TA	D TA	D	D	D	D TA	D TA	D TA	D TA	D TA				D	D		
Supporting advancing dementia end of life (HE5)	HLT 5010	O	D TA	D TA	D	D	D TA	D TA	D	D TA	D TA	D	D	D	D TA	D TA	D TA	D TA	D TA				D	D		
Level 6																										
Evidenced Based Practice and Research Methodologies (HE6)	HLT 6001	C	D TA	D TA	D TA	D	D	D A	D A	D TA	D TA	D TA	D TA						D TA	D TA	D	D T			D TA	
Research Proposal	HLT 6002	C	D TA	D	D A	D	D	D		D TA	D TA	D TA	D	D				D TA		D	D	D		D		

HE6																										
Essentials of Palliative Care (HE6)	HLT 6021	O	D TA	D TA	D	D	D TA	D TA	D	D TA	D TA	D	D	D	D TA	D TA	D TA	D TA	D TA				D	D		
Dimensions of Loss (HE6)	HLT 6022	C	D TA	D TA	D TA	D TA	D TA	D TA	D	D TA	D TA	D TA	D TA	D T A	D TA	D TA	D TA	D TA	D TA	D			D	D	D	
Supporting advancing dementia (HE6)	HLT 6023	O	D TA	D TA	D TA	D TA	D TA	D TA	D	D TA	D TA	D	D	D	D TA	D TA	D TA	D TA	D TA				D	D		
Assessing and managing symptoms in palliative care. (HE6)	HLT 6024	C	D TA	D TA	D TA	D TA	D TA	D TA	D	D TA	D TA	D	D	D	D TA	D TA	D TA	D TA	D TA	D	D	D TA	D	D		
Communication skills for professional practice. (HE6)	HLT 6025	C	D TA	D TA	D TA	D TA	D TA	D TA	D	D TA	D TA	D TA	D TA	D T A	D TA	D TA	D TA	D TA	D TA	D TA		D TA	D TA	D	D	
Teaching and learning in palliative	HLT 6026	O	D TA	D TA	D TA	D TA	D TA	D TA	D TA	D TA	D TA	D TA	D TA	D T A						D		D TA	D	D	D TA	

care. (HE6)																									
-------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)

Module listing

Module title	Mod Code	New ? ✓	Level	Credits	Type	Core/Option/Elective C/O/E	Pre-requisite module	Assessment 1			Assessment 2			Assessment 3			Assessment 4		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if Final item
Evidenced Based Practice and Research Methodologies	HLT 5002		5	20	Stan	C	N/A	CW	100%	Y									
Evidenced Based Practice and Research Methodologies	HLT 6001		6	20	Stan	C	N/A	CW	100%	Y									
Research Proposal	HLT 6002		6	20	Independent	C	N/A	CW	100%	Y									
Essentials of Palliative Care	HLT 5012		5	20	Stan	O	N/A	CW	100%	Y									
Essentials of Palliative Care	HLT 6052		6	20	Stan	O	N/A	CW	100%	Y									
Dimensions of Loss	HLT 6022		6	20	Stan	C	N/A	CW	100%	Y									
Supporting	HLT 5010	✓	5	20	stan	O	N/A	CW	60%	Y	CW	40%	Y						

advancing dementia end of life																			
Supporting advancing dementia end of life	HLT 6023	✓	6	20	Stan	O	N/A	CW	60%	Y	CW	40%	Y						
Assessing and managing symptoms in palliative care.	HLT 6024		6	20	Stan	C	N/A	CW	60%	Y	CW	40%	Y						
Communication skills for professional practice	HLT 6025		6	20	Stan	C	N/A	CW	100%	Y									
Teaching and learning in palliative care	HLT 6026		6	20	Stan	O	N/A	CW	100%	Y									

Bolton Key Core Curriculum requirements

Module Title	Module Code	C/O/E	Employability											Bolton Values		
			PDP	Communication	Team work	Organisation & Planning	Numeracy	Problem solving	Flexibility & adaptability	Action planning	Self awareness	Initiative	Personal impact &	Internationalisation	Environmental	Social, public and ethical responsibility
Evidenced Based Practice and Research Methodologies HE5	HLT 5002	C	TDA	D	D	TDA	D	D	D	TDA	TDA	D	D	TDA	TDA	TDA
Evidenced Based Practice and Research Methodologies HE6	HLT 6001	C	TDA	D	D	TDA	D	D	D	TDA	TDA	D	D	TDA	TDA	TDA
Research Proposal	HLT 6002	C	D	D	D	D	D	D	D	DA	D	DA		DA	DA	DA
Essentials of Palliative Care (HE5)	HLT 5012	O	D	D	D		DA	DA	D	D	D	D	D	D	TDA	D
Essentials of Palliative Care (HE6)	HLT 6052	O	D	D	D		DA	DA	D	D	D	D	D	D	TDA	D
Dimensions of Loss	HLT 6022	C	D	TDA	D		D	D	D	D	TDA	D	TD	TD	TDA	

Supporting advancing dementia end of life (HE5)	HLT 5010	O	D	TDA	D		D	D	D	D	D	D	TD	D	TDA	
Supporting advancing dementia end of life (HE6)	HLT6023	O	D	TDA	TDA		D	D	D	D	D	D	TD	D	TDA	TDA
Assessing and managing symptoms in palliative care.	HLT 6024	C	D	TDA	D		D	D	D	TDA	D	D	TD	D	TDA	
Communication skills for professional practice	HLT 6025	C	TDA	D	D		D	D	D	TDA	TDA	D	D	D	DA	
Teaching and learning in palliative care	HLT 6026	O	D	D	D		D	D	D	D	D	D	D	D	DA	

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)