



In partnership with



School of Health and Life Sciences

End of Life Care: The Principles

M3B723143

Module Handbook

Trimesters A, B & C

Course: End of Life Care: The Principles

SHE Level: Level 9

Credit: 20

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1. Introduction & Summary of Content

Welcome to the End of Life Care: The Principles module. This module will highlight and address the most contemporary concepts underpinning the delivery of high quality end of life care. The aim of the module is to present an overview of national and international vision, policy and priority specific to the provision and delivery of end of life care. Key issues underpinning death and dying will be appraised within both a clinical and societal context. Discussion and debate will centre on the application of principles specific to end of life care as identified in strategic directives and initiatives contained within government policy and action plans.

Key concepts such as holistic assessment, prognostic indication, recognising dying and the challenges surrounding professional and societal openness to death, dying and bereavement will be interwoven throughout the module programme.

This module will contextualise the correlation between the quality of end of life care delivery and the bereavement outcome of carers and families, whilst being cognisant of the emotional cost of 'professional' caring from a compassionate, resilient perspective.

2. Learning Outcomes

By the end of the module the learner should be able to:

SCQF 9

- ✚ LO1: Reflect on previous end of life situations within the professional context, mapped to quality markers and competence frameworks.
- ✚ LO2: Analyse legislation and policy directives underpinning end of life care provision and delivery.
- ✚ LO3: Recognise the signs and symptoms of 'dying' based on the analysis of previous experience, reflective discussion, current evidence base and literature.
- ✚ LO3: Demonstrate a person centred approach to end of life care planning inclusive of Anticipatory Care Planning, patient wishes and preferences and current health and social care resources.
- ✚ LO4: Reflect on factors underpinning the delivery of end of life care and the influence professional attributes and accountability bear on quality outcomes.
- ✚ LO5: Debate societal and professional response to death, dying and bereavement.

3. Teaching & Learning Strategy

The teaching and learning strategy will aim to promote and foster compassionate learning, enabling students to synthesise and apply knowledge gained from study of the topics within the module. The teaching and learning approach will be face to face. Teaching methods will include lectures, group work, debates, guided reading and online learning. Each session will provide opportunities to consider and explore actual and potential evaluation strategies relevant to the provision and delivery of end of life care.

4. Syllabus

Syllabus

- ✚ The historical context of palliative care and hospice care
- ✚ National and international vision, policy and priorities for end of life care provision
- ✚ Holistic Assessment and person-centred care planning
- ✚ Family and carer support frameworks
- ✚ Prognostic Indication Tools
- ✚ Anticipatory Care Planning (ACP)
- ✚ Anticipatory Prescribing – ‘Just in Case’
- ✚ Communication scenarios underpinning end of life care
- ✚ Ethical tensions and end of life decision making
- ✚ Nearing death awareness
- ✚ Loss, grief and bereavement theory and the identification of risk
- ✚ Care of self and the development of emotional resilience
- ✚ Compassion and compassion fatigue
- ✚ Patient & Carer Involvement – service evaluation and patient/carer stories

5. Module Activity

Student support is considered to be very important in this Programme and the following arrangements will apply to this module.

The module leader is *Jacquie Lindsay* who will deal with all matters relating to the administration and delivery of the module. She will also provide individual student support and is available by appointment.

Contact details are:

Telephone: 0141 435 7017

e-mail: Jacquie.lindsay@smh.org.uk

Total Module Hours

Group work	6 hours
Lectures	18 hours
Debate	6 hours
Independent Learning	144 hours
Assessment	26 hours
Notional Student Effort	200 hours

6. Transferrable Skills

Transferable/key skills which you are expected to develop and undertake are detailed as follows:

- Develop independent learning by working in a self-directed manner
- Develop study and IT skills to underpin effective learning
- Develop critical thinking, decision making and communication skills
- Work effectively with others
- Underpin professional practice through reflection and the integration of theory and practice
- Appreciate the need for a high level of ethical and professional conduct

7. Student Academic Support & Additional Support

The module leader/facilitator is Jacquie Lindsay., who will deal with all matters relating to the administration and delivery of the module. Contact details are: Jacquie.lindsay@smh.org.uk & 0141 435 7017

As a supplement to advice and support from the module team you can also take advantage of the Learning Development Centre which is available to all undergraduate, postgraduate and international students in the School of Health and Life Sciences. This help is offered independent of the module and can offer support and guidance related to learning and the submission of assignments.

The Centre provides face-to-face and online academic support; through a combination of workshops, small group sessions, one-to-one appointments and tailored teaching within modules. The support available to students is provided in a professional and supportive environment enabling them to develop the skills required to succeed at university.

The Learning Development Centre for the School of Health & Life Sciences delivers various workshops for students throughout the Trimester. These are on a wide range of topics to help students with their study skills, academic writing and ICT skills. For more information on workshop timetables and study materials, go to the GCU Learn page 'SH&LS Learning Development Centre' under the Communities tab.

You can contact LDC at ldc_hls@gcu.ac.uk, on 0141 331 3456, or drop in to see them in Room A203.

8. GCU Learn

The module is supported by a dedicated online site on the university's virtual learning environment, GCU Learn. Students can access this via <https://blackboard.gcu.ac.uk> and clicking on the module name in the My Courses column. Students will need their user name and password to access the site; where they will be provided additional resources, online updates and announcements relating to the module delivery.

9. Sample Module Timetable

Date	Session One 1000 – 1100	Session Two 1100 - 1215	Session Three 1300 - 1430	Session Four 1445 – 1530	Session Five 1530 – 1630
23 rd September 2015	Introduction & Course Overview	Group Work Reflective Session <i>'My end of life experiences thus far...'</i>	The Past, The Present & The Future <i>'A Framework for Action'</i> Scottish Government Jacquie Lindsay Hospice Lecturer	Using Creative Methods to Share Practice Jacquie Lindsay Hospice Lecturer	VBRP <i>Value Based Reflective Practice</i>
30 th September 2015	Holistic Assessment Jacquie Lindsay Hospice Lecturer	Identification & Prognostic Indication Using Tools to support prediction Jacquie Lindsay Hospice Lecturer	Diagnosing Dying <i>'Signs & Symptoms'</i> Dr Guy Haworth Hospice Physician	Ethical Tensions & Considerations as End of Life Approaches Jacquie Lindsay Hospice Lecturer	VBRP <i>Value Based Reflective Practice</i>
7 th October 2015	Scottish Government Interim Guidance on Caring for people in the last days and hours of life Group Reading	Scottish Government Interim Guidance on Caring for people in the last days and hours of life Group Discussion	Starting the Conversation Anticipatory Care Planning Jacquie Lindsay Hospice Lecturer	The Ingredients of a 'High Quality' End of Life Experience Jacquie Lindsay Hospice Lecturer	VBRP <i>Value Based Reflective Practice</i>
14 th October 2015	Loss & Grief Jacquie Lindsay Hospice Lecturer	Theories of Bereavement Jacquie Lindsay Hospice Lecturer	Theories of Bereavement Jacquie Lindsay Hospice Lecturer	Good Life Good Death Good Grief Raising National Awareness Jacquie Lindsay Hospice Lecturer	VBRP <i>Value Based Reflective Practice</i>
21 st October 2015	Identifying & Overcoming Barriers to Quality End of Life Care Jacquie Lindsay Hospice Lecturer	Developing Emotional Resilience in our Workforce Jacquie Lindsay Hospice Lecturer	Developing Emotional Resilience in our Workforce Jacquie Lindsay Hospice Lecturer	VBRP Value Based Reflective Practice	Evaluation

Assessment & Assignment session shall commence 0945 each Wednesday for those who wish to attend

10. Indicative Reading

- Clark D (2002) Cicely Saunders – Founder of the Hospice Movement, Selected Letters 1959 – 1999. Oxford University Press
- De Henzel M (1997) Intimate Death, How the dying teach us to live. Random House, New York
- Ferrel B, Coyle N (2010) Oxford Textbook of Palliative Nursing. Oxford University Press
- Hayes A, Hendry C, Holloway M, Lindsey K, Sherwin E, Smith T (2014) Pathways through Caring at the End of Life. Jessica Kingsley, London
- Johns C (2009) Becoming a Reflective Practitioner, 3rd edition. Wiley-Blackwell, West Sussex
- Kubler Ross E (1969 – Introduction by Allan Kellehear, (2009) On Death and Dying, What the dying have to teach Doctors, Nurses, Clergy and their own families. Taylor & Francis, Oxon
- Stroebe MS, Stroebe W, Hansson RO, Schut H (2001 & 2013) Handbook of Bereavement Research, Consequences, Coping and Care. American Psychological Association, Washington
- Stroebe MS, Stroebe W, Hansson RO, Schut H (2013) Handbook of Bereavement Research and Practice. American Psychological Association, Washington
- Worthington R (2005) Ethics and Palliative Care a case based manual, Radcliffe Publishing Ltd, Oxon

URL's

- <http://www.scotland.gov.uk/Publications/Recent>
- <http://palliativecarescotland.org.uk>
- <http://www.goodlifedeathgrief.org.uk>
- <http://www.endoflifecare-intelligence.org.uk>
- <http://www.scottishpatientsafetyprogramme.scot.nhs.uk/programme>
- <http://www.stchristophers.org.uk/health-professionals/end-of-life-journal>

11. Module Assessment

This assessment is designed to encourage the integration of theory and practice as well as the critical reflection of professional practices.

Assessment Guidelines

Assessment: 3000 word critical analysis of theory and practice

Assignment Submission Date: by tbc on first day of class

Using the concepts and theories of module content, please select a communication scenario from clinical practice you have been part of or have observed which you found challenging. Upon identifying the concepts underpinning the scenario, identify the impact and consequence of such concepts on the delivery of high quality end of life care, such as diagnosing dying, facilitating sensitive conversations or anticipatory care planning.

Evaluate the research evidence specific to the concepts underpinning your scenario and offer recommendations for the future. You may wish to focus on a particular theme of recommendations to explore and analyse in more detail.

Your essay should be written in a logical and sequential manner including;

- An introduction providing a clear rationale of why you have selected this particular concept, a main body of discussion critically applying the research evidence to your discussion and to clinical practice and a conclusion which summarises all the main points previously discussed, offering recommendations for both general clinical practice and your own practice.
- A complete reference list should also be provided.

Please note that if a student submits work that is more than 10% above the word limit there will be a 10% reduction of the student's overall mark. Students should include a word count on the front cover of their assignment.

An extension of the submission date will only be granted under exceptional circumstances. Should students need to apply for an extension they must do so in advance of the submission date and put their request in writing to the module leader. Failure to request an extension to the assignment will result in an automatic fail.

Your assignment will be marked using the School Assessment matrix.

Assessment Presentation Guidelines can be found on the reverse side of Assessment description

12. Confidentiality

Confidentiality and anonymity of your clients and clinical areas must be kept at all times. To this end no names or other such indicators of identity should appear in your assignments. If you wish to identify specific clients, staff, clinical placement or other work situations within a group setting they must be assigned pseudonyms and a statement made to this effect should be indicated at the beginning of the assignment.

13. Assessment Structure

For guidance only – please delete and replace with appropriate text.

Required Information:

Assessment methods including: timing; type of assessment; description; duration; weighting; and where applicable, components of the assessment.

All work should be supported with reference to contemporary literature.

Before submission, it is essential that you proof read and spell-check your work to reduce unnecessary / unavoidable errors, and also to ensure that the School standard for presentation of assessments is evident e.g. the inclusion of page numbers, etc.

14. Submission Guidance

Submission of assessments

All assignments to be submitted to:

Jacquie Lindsay

Hospice Lecturer

St Margaret of Scotland Hospice

East Barns Street

Clydebank

G81 1EG

Submission(s) must reach the Hospice prior to or no later than 5pm on the date of submission. It is advisable to send the assignment by email to jacquie.lindsay@smh.org.uk.

15. Assessment Matrices

GLASGOW CALEDONIAN UNIVERSITY ASSESSMENT - LEVELS 3/9 & 4/10

The following matrices will be used by markers when assessing submissions for this module. Students are advised to use it to inform the development of their work.

NOTE

Students are referred in the first instance to address the assignment guidelines. Students should then study the descriptive indicators in the grid below to discern what is required to achieve different levels of pass for their assignment.

Markers of the assignment will also be assessing whether students adhere to the following university guidelines:

- Data protection (if appropriate)
- Departmental presentation guidelines
- Departmental reference guidelines

Students are additionally advised to peruse the Essay writing guidelines from School's StudySmart web page:

<http://www.gcu.ac.uk/hls/studysmart/>

or

<http://www.gcu.ac.uk/hls/studysmart/studyskills/nmo/>

GLASGOW CALEDONIAN UNIVERSITY FEEDBACK MATRICES – SHE LEVEL 3 / SCQF LEVEL 9

Level 9 Standard	Grade: 70%+	Grade: 60-69%	Grade: 50-59%	Grade: 40-49%	Grade <40% Refer/Fail
<p>Academic narrative underpinned by engagement with knowledge drawn from a range of sources</p>	<p>Exceptional ability in addressing the task to demonstrate a structured, fluent and coherent piece of critical work/ defined project</p> <p>Retrieval and familiarity with key information from a range of sources reflects excellence in decision-making and informs academic development of the subject</p>	<p>Highly competent in addressing the task to demonstrates a structured, fluent and coherent piece of critical work/ defined project</p> <p>Retrieval and familiarity with key information from a range of sources reflects advanced skills of decision-making and informs academic development of the subject</p>	<p>Satisfactorily addresses the task to demonstrate a structured, and coherent piece of critical work/defined project</p> <p>Retrieval and familiarity with key information from a range of sources reflects competence in decision-making with relevance academic development of the subject</p>	<p>Minimum standard met in addressing the task of demonstrating a coherent piece of critical work/defined project</p> <p>Shows acceptable skills in information retrieval from a range of sources with limited relevance to the academic development of the subject</p>	<p>Unable to sufficiently address the task to demonstrate a coherent piece of critical work/defined project</p> <p>Unable to demonstrate familiarity with the subject through engagement with key information to inform academic development of the subject</p>
<p>Demonstrates a broad and integrated understanding of knowledge of the subject area</p>	<p>Advanced in-depth investigation of the subject area and links established to related subjects/disciplines to produce a reasoned argument</p> <p>Outstanding ability to communicate and present a critical argument of relevant issues at the forefront of the subject</p>	<p>Highly competent investigation of the subject area and links established to related subjects/disciplines to produce a reasoned argument</p> <p>Proven ability to communicate and present a critical argument of relevant issues at the forefront of the subject</p>	<p>Satisfactory investigation of the subject area demonstrates broad links with related subjects/disciplines to produce a reasoned argument</p> <p>Appropriately conveys contemporary issues to present a critical argument the forefront of the subject</p>	<p>Adequately investigates the subject area and establishes limited links with related subjects/disciplines to attempt a reasoned argument</p> <p>Adequately conveys contemporary issues with some evidence of critical argument representing the forefront of the subject</p>	<p>Superficial investigation which lacks in-depth engagement with the subject area and no links with related subjects/disciplines to present a reasoned argument</p> <p>Unable to communicate contemporary issues and present a critical argument at the forefront of the subject</p>

Level 9 Standard	Grade: 70%+	Grade: 60-69%	Grade: 50-59%	Grade: 40-49%	Grade <40% Refer/Fail
<p>Demonstrates a critical understanding of theories, concept and principles that inform the subject area</p>	<p>Advanced critical understanding and investigation of subject-related theories, principles and concepts Outstanding in justifying the relevance of theories, concept and principles to devise and sustain an academic argument</p>	<p>Proficient and critical understanding and integration of subject-related theories, principles and concepts Evidences well-developed skills justifying the relevance of theories, concept and principles to devise and sustain an academic argument</p>	<p>Satisfactory critical understanding and integration of subject-related theories, principles and concepts Satisfactorily justifies the relevance of theories, concept and principles to devise and sustain an academic argument</p>	<p>Adequate understanding and integration of subject-related theories, principles and concepts Acceptable attempt to justify the relevance of theories, concept and principles to sustain an academic argument</p>	<p>Inability to present a critical understanding of subject-related theories, concepts and principles Fails to demonstrate the relevance of theories, concept and principles to devise and sustain an academic argument</p>
<p>Demonstrates contextual, evidence based practice in ways that take account of own and others roles and responsibilities</p>	<p>Advanced ability to objectively examine evidence, arguments, and assumptions, as part of problem-solving skills, and apply to subject area Advanced ability to critically appraise and apply current and emerging best evidence/research utilisation within the exploration of the subject area</p>	<p>Clear ability to objectively examine evidence, arguments, and assumptions, as part of problem-solving skills, and apply to subject area Sound ability to critically appraise and apply current and emerging best evidence/research utilisation within the exploration of the subject area</p>	<p>Satisfactorily ability to objectively examine evidence, arguments, and assumptions, as part of problem-solving skills, and apply to subject area Satisfactory ability to critically appraise and apply current and emerging best evidence/research utilisation within exploration of the subject area</p>	<p>Some ability to examine evidence, arguments, and assumptions, as part of problem-solving skills, and apply to subject area Adequate evidence of appraisal and application of current and emerging best evidence/research utilisation adequately represented within exploration of the subject area</p>	<p>Fails to objectively examine evidence, arguments, and assumptions and apply to subject area to reflect problem-solving Inability to demonstrate critically appraisal and application of current and emerging best evidence/research utilisation within the exploration of the subject area</p>

Honours Standard (SCQF 10)	Grade: 70%+	Grade: 60-69%	Grade: 50-59%	Grade: 40-49%	Grade <40% Refer/Fail
<p>Scholarship underpinned by engagement with knowledge drawn from a range of sources</p>	<p>Exceptional ability in addressing the task to demonstrate a structured, fluent and coherent piece of critical work/ defined project</p> <p>Retrieval and familiarity with key information from a range of sources reflects excellence in decision-making and initiative informs scholarly development of the subject</p>	<p>Highly competent in addressing the task to demonstrates a structured, fluent and coherent piece of critical work/ defined project</p> <p>Retrieval and familiarity with key information from a range of sources reflects high competent decision-making and initiative to informs scholarly development of the subject</p>	<p>Satisfactorily addresses the task to demonstrate a structured, fluent and coherent piece of critical work/defined project</p> <p>Competent decision-making following retrieval and familiarity with key information with a range of sources informs scholarly development of the subject</p>	<p>Minimum standard met in addressing the task of demonstrating a structured, fluent and coherent piece of critical work/defined project</p> <p>Shows acceptable skills in information retrieval from a range of sources to influence decision-making concerning scholarly development of the subject</p>	<p>Unable to sufficiently address the task to demonstrate a structured, fluent and coherent piece of critical work/defined project</p> <p>Unable to demonstrate familiarity with the subject through engagement with key information to inform scholarly development of the subject</p>
<p>Scholarship demonstrating extensive and comparative knowledge of the subject area</p>	<p>Excellent in-depth interrogation of the subject area and links established to related subjects/disciplines to produce a reasoned argument</p> <p>Outstanding ability to communicate and present a critical argument of contemporary issues at the forefront of the subject</p>	<p>Highly competent interrogation of the subject area and coherent linkage with related subjects/disciplines demonstrated to produce a reasoned argument</p> <p>Sound ability to communicate and present an argument of contemporary issues at the forefront the subject</p>	<p>interrogates the subject area competently and establishes linkage with related subjects/disciplines to produce a reasoned argument</p> <p>Appropriately conveys contemporary issues to present a critical argument the forefront of the subject</p>	<p>Adequately investigates the subject area and establishes some linkage with related subjects/disciplines to attempt a reasoned argument</p> <p>Adequately conveys contemporary issues with some evidence of critical argument representing the forefront of the subject</p>	<p>Superficial investigation which lacks in-depth engagement with the subject area and no linkage with related subjects/disciplines to present a reasoned argument</p> <p>Unable to communicate contemporary issues and present a critical argument at the forefront of the subject</p>

Honours Standard (SCQF 10)	Grade: 70%+	Grade: 60-69%	Grade: 50-59%	Grade: 40-49%	Grade <40% Refer/Fail
<p>Scholarship Demonstrating a critical understanding of theories, concept and principles within subject area</p>	<p>Exemplary critical understanding and integration of subject-related theories, principles and concept concepts Outstanding in justifying the relevance of theories, concept and principles to devise and sustain an academic argument</p>	<p>Proficient and critical understanding and integration of subject-related theories, principles and concepts Evidences well-developed skills justifying the relevance of theories, concept and principles to devise and sustain an academic argument</p>	<p>Satisfactory critical understanding and integration of subject-related theories, principles and concepts Satisfactorily justifies the relevance of theories, concept and principles to devise and sustain an academic argument</p>	<p>Adequate understanding and integration of subject-related theories, principles and concepts Acceptable attempt to justify the relevance of theories, concept and principles to sustain an academic argument</p>	<p>Inability to present a critical understanding of subject-related theories, concepts and principles Fails to demonstrate the relevance of theories, concept and principles to devise and sustain an academic argument</p>
<p>Scholarship demonstrating contextual application within subject area of evidence-based solutions and arguments</p>	<p>Outstanding ability to objectively examine evidence, arguments, and assumptions, as part of problem-solving skills, and apply to subject area Excellent ability to critically appraise and apply current and emerging best evidence/research utilisation within the exploration of the subject area</p>	<p>Clear ability to objectively examine evidence, arguments, and assumptions, as part of problem-solving skills, and apply to subject area Sound ability to critically appraise and apply current and emerging best evidence/research utilisation within the exploration of the subject area</p>	<p>Satisfactorily ability to objectively examine evidence, arguments, and assumptions, as part of problem-solving skills, and apply to subject area Satisfactory ability to critically appraise and apply current and emerging best evidence/research utilisation within exploration of the subject area</p>	<p>Some ability to examine evidence, arguments, and assumptions, as part of problem-solving skills, and apply to subject area Appraisal and application of current and emerging best evidence/research utilisation adequately represented within exploration of the subject area</p>	<p>Fails to objectively examine evidence, arguments, and assumptions and apply to subject area to reflect problem-solving Inability to demonstrate critically appraisal and application of current and emerging best evidence/research utilisation within the exploration of the subject area</p>

16. Extensions & Deferrals

Extensions

Students may be granted an extension by the module leader for normally 1 week only. Please note that this is not an automatic right and that discussion with the module leader must take place prior to the extension being granted.

Extensions will normally only be granted for unforeseen circumstances, as students are expected to manage their workload around personal commitments e.g. shift patterns, moving house etc. It is not acceptable to request an extension immediately prior to the submission date.

If an extension is granted then a copy of the extension proforma will be provided by the module leader to submit with the assignment on the new submission date. This proforma will normally be emailed to the student's University email account via GCULearn.

Students should submit their work along with the extension proforma directly to the module leader at the agreed date and time. The mode of delivery of the assignment should either be posted by recorded delivery directly to the module leader or in person and this should be agreed at the time the extension is granted and indicated on the extension proforma.

Deferrals

In exceptional circumstances e.g. prolonged illness or serious personal circumstances, students following discussions with the module leader may have their work 'deferred'.

If a deferral is appropriate this may be granted as long as the deferred assignment can be managed within the assessment period of that academic year i.e. the submission must be able to be processed through the September assessment board at the latest.

The module leaders will provide the student with the deferral proforma as per extensions and agree with the student when the student will contact the module leader regarding their personal circumstances or agree a date for the submission of the work.

Students are reminded that even though the module leader has given a deferral, students will still receive a letter from the assessment board indicating that they had been unsuccessful in the module due to non submission but it will indicate that they will have their resubmission as a 1st diet.

17. Mitigating Circumstance

A Mitigating Circumstances Form (MCF) is the form provided when you need to tell the University about any circumstances that you feel have affected your academic performance and/or caused your absence from an assessment, i.e. coursework or exam. The University will only accept for consideration mitigating circumstances notified by this means, e.g. it cannot accept notification by e-mail, discussion with members of staff, letter etc.

Please do not use a Mitigating Circumstances Form to request an extension or to provide an explanation for the late submission of an assessment. If you wish to request an extension or explain the late submission of an assessment you are required to contact your module leader.

An application for Retrospective Mitigating Circumstances can be made as a result of being unable to apply for MC before the specified deadline due to exceptional circumstances (such as hospitalization or extenuating and unforeseen personal circumstances).

A Mitigating Circumstances form and details of how to complete it can be obtained from: <http://www.gcu.ac.uk/student/exams/mitigatingcircumstances/>

You can also collect paper copies of the form itself from:

- Examinations Office based on the 1st floor of the Saltire Centre
- Your teaching division/School's admin office - the base

Please note: the form cannot be submitted electronically as it needs to be signed.

18. Notification of Assessment Results

Results will firstly be sent out directly to the student using the email account provided by the University. Assessment results will also be published on MyCaledonian, but not until a week after they are sent by email. If you would prefer to wait, results will also be sent to you by post but these may take a little longer.

In the first instance, results will be provisional for Semester A. Confirmed results for Trimester A and B will be available after the first Assessment Board which normally takes place in June. Confirmed results from the second (resit) Assessment Board will normally be available by around the middle of September. Your Programme Organiser or Module Leader will be able to confirm the dates.

Module Leaders will normally write to students who have failed an assignment, giving details of the resubmission date and arrangements for academic support.

Although we are unable to return assignments immediately, students should be able to access copies of the feedback that members of staff provide for each assignment – this can be helpful to direct your course work for subsequent modules. Your Module Leader will provide details about how this will be done for each module.

19. Assessment Regulations

Please refer to your Programme Student Handbook for information on assessment regulations. Further information about assessment regulations, including special factors, is available from: <http://www.gcu.ac.uk/student/exams/>

20. Student Complaint Mediation and Resolution Procedure

Please refer to your Programme Student Handbook for information on assessment regulations and grievance procedures.

Further information about University regulations is available from:

<http://www.gcu.ac.uk/student/about/regulations/index.html>

21. Student Induction

As part of the University's commitment to providing students with necessary information about its facilities and regulations a Programme Portal has been provided for you to keep you up to date with what is available for you within your University. You will find the BSc/BSc (Hons) Professional Development programme site on GCULearn.

Please check this site regularly for any information that is relevant to all students on the programme including any new regulations that affect you or any class cancellations or room changes.

22. Student Feedback

GCU Student Performance Feedback Policy

Student feedback at GCU is an integral part of the teaching and learning experience and one that the School of Health and Life Sciences is fully committed to.

In order to ensure that students are aware of the feedback available to them, the University has developed a feedback policy based on the premise that feedback should be:

- A dialogue
- Supportive of future learning
- Timely - normally within three working weeks of submission
- Related to clear criteria
- Accessible to all students
- A continuous process
- Available on all forms of assessment
- Flexible and suited to students' needs

The table below lists the feedback principles and how they are applied in this module.

FEEDBACK PRINCIPLE	HOW THE PRINCIPLE APPLIES TO THIS MODULE
<p>A dialogue: Feedback should be based on discussion, face to face or online, between you, your fellow students and staff. This dialogue is an important part of your learning and also helps academic staff to shape their teaching.</p>	<ul style="list-style-type: none"> • You will be encouraged to ask questions during / after classes • There will be time for group discussion in class • I will respond to individual questions submitted by email • If appropriate, generic feedback will be emailed to all students
<p>Supportive of future learning: Feedback should review your performance, your strengths and areas for improvement; should clarify what is expected of you academically and help to identify areas for further learning and development.</p>	<ul style="list-style-type: none"> • Individual feedback will be provided on your developing learning contract • Individual written feedback will be provided on one draft plan of your assignment. (bullet points, maximum of 1 A4 sheet). NB submission of the draft plan is optional • Individual written feedback will be provided on your summative assignment • Feedback will highlight areas of strength and give signposts for future development
<p>Timely – normally within 3 working weeks of submission: Feedback should normally be provided to you within three weeks of submitting your assignment or undertaking your examination.</p>	<ul style="list-style-type: none"> • Individual written feedback will be emailed to your GCU email address normally within three working weeks of submission
<p>Related to clear criteria: Feedback should be based on clear assessment criteria, which are made available to you in advance of undertaking your assignment or examination.</p>	<ul style="list-style-type: none"> • The assessment criteria for this module are set out on p7 of the module handbook • We will discuss the assessment criteria in class
<p>Accessible to all students: Feedback can be provided in a variety of different forms: written, for example by comments made on your assignment itself or on a feedback sheet; electronic, for example by email or through GCU LEARN, verbal, for example in lectures, seminars or one-to-one and small group meetings with your tutor. Feedback can also be provided by your fellow</p>	<ul style="list-style-type: none"> • Verbal feedback will be given regularly in class. This will include responding to any questions asked. • Individual feedback will be provided on your developing learning contract, and where required, one draft plan of your assignment. • Individual written feedback will be provided on summative assignments

<p>students and through self-reflection. Written feedback should use plain English and be clear and legible. It should also be responsive to any particular needs you have in terms of its Accessibility</p>	<ul style="list-style-type: none"> • Any reasonable adjustments for feedback as detailed on a Needs Assessment Record (if you have one) will be implemented • Please let me know if you have any concerns with the feedback methods used • I will respond to your emails as quickly as I can, however an immediate response is not always possible
<p>A continuous process: Feedback, in its variety of different forms, should be provided throughout your module and where possible build on feedback provided on earlier performance.</p>	<ul style="list-style-type: none"> • Feedback will be provided at each meeting based on questions that you ask in class
<p>Available on all forms of assessment: Feedback should be provided on all your assignments, whether formative or summative, examinations, and group as well as individual contributions to a module.</p>	<ul style="list-style-type: none"> • Individual written feedback will be provided on: • developing learning contracts • where required, one draft plan of your assignment. (bullet points, maximum of 1 A4 sheet). NB submission of the draft plan is optional • the summative assignment
<p>Flexible and suited to students' needs: The variety of different forms of feedback should ensure that you have easy access to your feedback whether you are full-time, part-time, distance or work-based.</p>	<ul style="list-style-type: none"> • Feedback on summative assignments will be sent to individual GCU email accounts. Paper copies of the feedback can be collected from me by appointment

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