B2.5.1 Course Specification

Course Title: PGDip/MSc in Disaster Relief and Emergency Planning (Health Care)
[Exit Award Of Postgraduate Certificate in Disaster Relief and Emergency Planning (Health Care)]

1 AWARDS INSTITUTION/BODY: UNIVERSITY OF ULSTER

2 TEACHING INSTITUTION: UNIVERSITY OF ULSTER
in collaboration with: University of Glamorgan, Wales
Häme Polytechnic, Finland

3 LOCATION: CAMPUS ONE

4 ACCREDITED BY:

5 FINAL AWARD: MSc In Disaster Relief And Emergency Planning (Health Care)
Postgraduate Diploma In Disaster Relief And Emergency Planning (Health Care)
Postgraduate Certificate In Disaster Relief And Emergency Planning (Health Care)

6 MODE OF ATTENDANCE: Part-time

7 SPECIALISMS: Disaster Relief
Emergency Planning

8 COURSE CODE: G778PM/G779PM

9 LAST UPDATED: 1999
Various CE3s submitted since last validation

10 EDUCATIONAL AIMS OF THE COURSE

The aim of the programme is to prepare health care practitioners and others committed to working in this area to lead competently and confidently in multi-disciplinary and multi-cultural teams involved in disaster response and aid relief or in emergency planning across the world. The majority of those completing the MSc programme will also contribute to the published literature in the area.

11 MAIN LEARNING OUTCOMES

The course provides opportunities for students to achieve and demonstrate the following learning.

* indicates those learning outcomes to be achieved at PGCertificate level.
11K  **KNOWLEDGE AND UNDERSTANDING OF SUBJECT**

At Postgraduate Diploma Level:

**K1**  Demonstrate detailed knowledge of the key concepts associated with disaster response and preparedness world-wide.

**K2**  Critically examine the efficacy of various national and international codes, charters and legislation that influence planning for disasters, and humanitarian aid delivery world-wide.

**K3**  Analyse case examples of previous disasters and determine the value of these for future planning and humanitarian response.

**K4**  Demonstrate a comprehensive knowledge of the operational requirements for health care responses to disasters.

**K5**  Critically evaluate the nature of individual and community response to disasters acknowledging the influence of cultural beliefs and personal meaning of the experiences associated the disaster.

**K6**  Critically appraise existing research-based knowledge on the mental health of individuals and community functioning post disasters.

**K7**  Display knowledge of issues associated with appropriate research methods that may be used when evaluating interventions associated with mental health and/or community recovery in disasters.

**K8**  Critically evaluate the application of concepts related to leadership and management in disaster relief and emergency planning.

**K9**  Critically appraise a range of research methods that may be useful in answering appropriate research questions and describing phenomena associated with emergency planning and disaster relief.

**Disaster Relief Pathway**

**K10**  Analyse the impact of the public health and nutritional issues that exist in communities affected by disasters

**Emergency Planning Pathway**

**K10**  Analyse the range of accountability and health service continuity issues associated with all stages of planning for appropriate disaster response and preparedness.

**MSc Students**

**K11**  Display knowledge of the research process and associated ethical and cultural issues that arise in research associated with disasters.

**K12**  Critically appraise the rudiments of the roles associated with healthcare disaster relief and/or emergency planning.

**K13**  Evaluate the appropriateness of particular responses to disaster situations and determine the ‘lessons learned’ for future planning and response to disasters worldwide.

**Learning and teaching methods:**

Summer School, classroom based seminar and group work, VLE facilitated groupwork, student discussion fora within the VLE, disaster simulation, case study evaluation.

**Means of assessment:**

Written assignments, action sets, student seminar presentations, preparing a research based publication, reflective report.
### INTELLECTUAL QUALITIES

**I1** Develop a personal framework for the analysis of previous disasters and the structure of emergency planning required to mitigate against repetition of such events in the future.

**I2** Make a reasoned case for improved healthcare services and emergency planning for disaster response and mitigation.

**I3** Critically analyse the economic, cultural and political factors that impact on disasters and curb or enhance the level of preparedness.

**I5** Identify salient issues related to public health and nutrition or emergency planning and analyse competing arguments and draw reasoned conclusions for professional practice.

**I6** Critically analyse the psycho-social and cultural processes that underpin individual and community response to disasters and formulate ideas that facilitate recovery and long-term development.

**I7** Demonstrate innovative, creative and when possible evidence-based responses to the mental health needs of communities affected by disasters.

**I8** Demonstrate leadership ability in guiding and supporting others for effective teamwork in disaster response and influence appropriate developments in disaster preparedness.

**I9** Design a research project that contributes to evaluation or development of knowledge about particular phenomena and/or concepts related to disaster response and preparedness.

**MSc Students**

**I10** Demonstrate intellectual ability in the presentation and dissemination of findings and recommendations from a research study that pertains to phenomena and/or concepts related to disaster response and preparedness.

### Learning and teaching methods:

Summer School, classroom based seminar and group work, VLE facilitated groupwork, student discussion fora within the VLE, disaster simulation, case study evaluation.

### Means of assessment:

Written assignments, action sets, student seminar presentations, preparing a research based publication, reflective report and poster presentation on field experience.

### PROFESSIONAL/PRACTICAL SKILLS

**P1** Demonstrate appropriate assessment and prioritising skills in order to mitigate against loss of life in the emergency phase of disasters.

**P2** Work effectively in groups and foster a team atmosphere among peers involved in disaster response and preparedness.

**P3** Demonstrate competence in the management of individual and/or groups of survivors at the fundamental level.

**P4** Display leadership at the operational and strategic levels in respect of response to disasters and/or planning for disaster response and preparedness.

**P5** Show a practical application of decision-making related to the key issues associated with disaster relief and/or emergency planning.

**P6** Demonstrate ethical awareness and sensitivity to individual belief systems and personal meaning of disasters.

**P7** Demonstrate cultural awareness and sensitivity to the importance of mourning and remembrance rituals associated with community recovery after disasters.

**P7** Demonstrate individual and group communication skills commensurate with an operational role in multicultural and multiagency humanitarian relief or emergency planning teams.
Work in a simulated environment at a strategic level and make high-level decisions related to the management of resource, personnel deployment and strategic management of disaster response and preparedness.

**MSc Students**

P9 Prepare a research-based publication for an international journal or book related to disaster response and preparedness.

P10 Function at an advanced level of practice when making comprehensive plans for the health care of survivors of disasters.

P11 Show leadership skills in a multinational and/or multiagency team involved in disaster relief and/or emergency planning.

P12 Demonstrate ability to synthesise knowledge gained throughout the programme and apply this to the work setting.

**Learning and teaching methods:**
Summer School, classroom based seminar and group work, VLE facilitated groupwork, student discussion fora within the VLE, disaster simulation, case study evaluation.

**Means of assessment:**
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**TRANSFERABLE SKILLS**

T1* demonstrate the ability to maintain personal safety and physical and psychological health within stressful environments

T2* work and relate to others within the multiagency and multicultural team of the disaster relief or emergency planning context.

T3* demonstrate ability in conflict resolution on a one-to-one or group-group level.

T3* demonstrate cultural sensitivity in communicating with peers and those to whom the service is being delivered or planned for.

T4 demonstrate the ability to manage tasks and solve problems within the disaster relief or emergency planning context.

T5 understand the use of appropriate technology in the disaster context.

T6 be creative in planning for and managing within the disaster context.

**MSc Students**

T7 demonstrate competence in data analysis and presentation of results in completing a research project.

**Learning and teaching methods:**
Summer School, classroom based seminar and group work, VLE facilitated groupwork, student discussion fora within the VLE, disaster simulation, case study evaluation.

**Means of assessment:**
Written assignments, action sets, student seminar presentations, preparing a research based publication, reflective report and poster presentation on field experience.
COURSE STRUCTURE AND REQUIREMENTS FOR THE AWARD

This programme leads to the academic award of MSc in Disaster Relief and Emergency Planning (Health Care) with exit awards available at PGDiploma or PGCertificate Level.

The requirements for the awards are:

- MSc in Disaster Relief and Emergency Planning (Health Care) 180 credit points at levels M.
- PGDip in Disaster Relief and Emergency Planning (Health Care) 120 credit points at levels M.
- PGCert in Disaster Relief and Emergency Planning (Health Care) 60 credit points at levels M.

Students can select a pathway in either Disaster Relief or Emergency Planning. Both shared modules and those specific to the pathway are required. To complete the MSc all students will complete a 10-credit Field Placement and a 50-credit point research project.

Distinction is awarded for an overall mark of 70% including module marks of at least 70% in modules amounting to:

- 90 credit points for the MSc (including the dissertation)
- 60 credit points for the Postgraduate Diploma
- 30 credits for the Postgraduate Certificate

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Credit Level</th>
<th>Credit Points</th>
<th>Module Status</th>
<th>Awards [exit awards]</th>
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<tr>
<td>Key Aspects of Disaster Relief and Emergency Planning</td>
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<td>20</td>
<td>Compulsory</td>
<td></td>
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<tr>
<td>Issues in Emergency Planning</td>
<td>M</td>
<td>30</td>
<td>Compulsory</td>
<td></td>
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<td>OR</td>
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<tr>
<td>Public Health and Nutrition in Disaster</td>
<td>M</td>
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<td>PGCert In Disaster Relief and Emergency Planning (Health Care)</td>
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<td>Operational Management of Disasters</td>
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<tr>
<td>Planning for Community Recovery</td>
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<td>30</td>
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<td>OR</td>
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<tr>
<td>Mental Health Perspectives in Disasters</td>
<td>M</td>
<td>20</td>
<td>Compulsory</td>
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<tr>
<td>Useful Research Methods for Disaster Planning and Response</td>
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<tr>
<td>Strategic Leadership for Disasters and Emergency Planning</td>
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<td>MSc Field Placement</td>
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<tr>
<td>MSc Research Project in Disaster Relief/ Emergency Planning</td>
<td>M</td>
<td>50</td>
<td>Compulsory</td>
<td></td>
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13 SUPPORT FOR STUDENTS AND THEIR LEARNING

Students and their learning are supported in a number of ways:

- An online induction course on the use of Web Ct is commenced prior to the student commencing any of the modules.
- A further face-to-face induction normally occurs at the Summer School. This includes a library induction and a full explanation of the context in which they are studying and developing the academic skills required to complete the programme.
- The Course Director ensures that all necessary information is provided and the course is organised effectively. The Course Director can be approached by students as necessary.
- In addition to the online communication within modules an online ‘course support area’ is identified where all the students on the programme and all the teachers can communicate via discussions and/or personal email within Web Ct.
- Personal Tutor. Each student is allocated to a Personal Tutor who will provide academic and pastoral support for completion of the programme. This individual provides support to the student in relation to selection of the field placement.

All students will also have access to the full range of student services at the University; http://www.ulster.ac.uk/current_students.phtml

Online support from Campus One will be available to deal with technical issues related to the use of elearning; http://campusone.ulster.ac.uk/

14 CRITERIA FOR ADMISSION

Applicants will normally:

(a) have gained

(i) an Honours or non-Honours degree or equivalent from a University of the United Kingdom or the Republic of Ireland, from the Council for National Academic Awards, the National Council for Educational Awards, the Higher Education and Training Awards Council, or from an institution of another country which is recognised as being or an equivalent standard; or

(ii) an equivalent standard (normally 50%) in a Postgraduate Certificate, Graduate Diploma, Graduate Certificate or an approved professional or other qualification; or

(iii) an provide evidence of their ability to undertake the course through the accreditation of prior experiential learning.

(b) Have an aspiration to work in the area of disaster relief or emergency planning with a background which will enable them to benefit from and apply the content of this programme. This will be assessed through application documentation and interview if necessary.

(c) provide evidence of competence in written and spoken English (GCSE grade C or equivalent); or International students will have a score of 6 on the IELTS test with a score of 5.5 on each sub-scale;
15 EVALUATING AND IMPROVING THE QUALITY AND STANDARD OF LEARNING AND TEACHING

The School of Nursing aims to be responsive to health service needs and to feedback from a wide range of sources, and aims to be innovative in continually improving quality. A number of methods are used to obtain feedback and modify the programme accordingly.

- Staff/student consultation enables students to raise any issues of concern related to their programme. This may be managed in a number of different ways including formal Staff/Student Consultative Meetings, meetings with a class or option group, use of questionnaires, on-line discussions. As necessary issues are forwarded to the Course Committee
- Annual student questionnaires are used to evaluate the quality of staff teaching
- Modules are evaluated on each occasion offered
- Student performance in theoretical assessment in monitored
- Annual course/subject monitoring occurs
- External examiners play a key role in monitoring of standards
- University/Faculty/School strategies support quality of teaching and learning
- Staff are encouraged to access a range of Staff Development activities

16 REGULATION OF STANDARDS

Assessment rules

- Pass mark is 50%
- Condonement may be permitted as specified in the Regulations
- Distinction is awarded for an overall mark of 70% including module marks of at least 70% in modules amounting to:
  - 90 credit points for the MSc [including the dissertation]
  - 60 credit points for the Postgraduate Diploma
  - 30 credit points for the Postgraduate Certificate

External examiners

There is one external examiner appointed for the programme.

External examiners are academic subject or professional experts appointed from outside the University. Their key functions are to contribute to the assurance of the standards of the award and the fair treatment of students. They are involved in the moderation and approval of assessments and the moderation of the marking undertaken by internal examiners.

His/her responsibilities will be to:

- review the standard of work produced by students and compare this with work produced by students on comparable courses elsewhere
- comment on the quality of teaching and learning
- review the appropriateness of assessment methods
- comment on any other relevant issues
• 84% of academic staff and 92% of Nursing staff in the School of Nursing are:
  ➢ Registered Nurse Teachers or
  ➢ hold another teaching qualification or
  ➢ are currently undertaking a teaching qualification.

• The remaining Nurse Lecturers are commencing the Nurse Teachers course in the next academic year.

• Professor Viv Coates, in the School of Nursing, was awarded a Distinguished Teaching Fellowship, one of two awarded by the University in 2003/04.

• A number of staff within the School of Nursing, including three at Professorial level, hold positions in partnership with Health Boards or Trusts thus facilitating the School in developing programmes to meet the needs of service.

• The Course Director of this programme, Mr Pat Deeny has been appointed to the executive committee of the International Coalition for Mass Casualty Education for Nurses and the Editorial Board for the multiprofessional journal *Disaster Management and Response*.

• Nursing at the University of Ulster was awarded a score of 22 at QAA Subject Review [2001]

• The School of Nursing at the University of Ulster gained a score of 4 in the Research Assessment Exercise and is joint 5th in the UK [2002]

• The strength of research activity in the School is important in providing postgraduate programmes at the cutting edge of the discipline.

• At present 21 members of staff hold Doctorates and about 17 are currently working towards these awards

• FDTL4 funding of £250,000 awarded in August 2002 for project on development of role of mentor by University of Ulster in partnership with Universities of Plymouth and Northumbria and in collaboration with Queen’s University of Belfast.

• Collaboration with the University of Glamorgan (Wales), Häme Polytechnic (Finland), University of Southern Maine (USA) and the UK Territorial Army Medical Services in offering this programme.

• Close links exist with a substantial number of International Aid Agencies, The Office of Emergency Preparedness (USA) and the Emergency Medical Assistance and Rescue Team (NI) (EMART).