



Course Handbook
Integrated Master of Physician Associate Studies (Hons)
2018/19
Programme Leader - Jane Rutt-Howard
Faculty of Clinical and Biomedical Sciences
School of Medicine



Please read this Handbook in conjunction with the University's Student Handbook.

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Welcome to the programme

Welcome to the School of Medicine and to our Integrated Master of Physician Associate Studies (Hons) programme (MPAS).

Our aim is to produce students trained to the highest educational and clinical standards, who, in a multi-professional setting, can succeed in providing safe, high-quality patient care consistent with the Competence and Curriculum Framework for Physician Associates. The programme is designed to achieve the learning outcomes as set out by the Faculty of Physician Associates and will be delivered using the latest blended educational methods. Our aim is to enable you, as a new graduate, confidently and competently to approach your first working day as a safe, effective, and compassionate Physician Associate.

This will be an exciting and stimulating programme. Being a Physician Associate is a new and challenging profession but is also very rewarding and inspiring. The MPAS programme places considerable emphasis on developing your expertise in a whole range of practical areas, including clinical examinations, communication skills, observation, teamwork, and leadership.

There will be lots of hard work ahead, however our dedicated team of highly experienced clinicians are passionate about teaching and will give you their full support throughout the course. Your side of the deal is always to work hard, follow the advice provided and always act in a way that puts patients first.

Good luck!

Jane Rutt-Howard
MPAS Programme Leader

Executive Summary

There are three themes underpinning Phase 1 (Years 1 and 2) of the MPAS curriculum, in addition to a research module:

- 1) Evidence-Informed Practice of Medicine (EIPOM)
- 2) Integrated Science and Clinical Medicine (ISCM)
- 3) Medical Skills and Quality Care (MSQC)

Phase 1 of the MPAS prepare you for Phase 2, the final two years of study which follow the Competence and Curriculum Framework for Physician Associates.

The programme focuses on early patient contact; you will have the opportunity to see patients from your first term within a variety of clinical settings.

We have eliminated the traditional divide between undergraduate and postgraduate studies and you will undertake a research module during Year 2 alongside your other modules.

NB: In order to be able to sit the national exam set by the Faculty of Physician Associates, you must have successfully completed the full MPAS degree.

Professionalism

The staff will give you their full support throughout the course, and we expect you to work hard, stick to the rules and act in a way that puts patients first. Attendance at all taught lectures, tutorials, practical classes and clinics is required. As you are training to become a Physician Associate you must apply the same standards of behaviour to your studies as if you were already a Physician Associate. As a student in a health profession it is very important that you do not do anything that might result in your “fitness to practise” as a professional being called into question – such as taking or dealing in illegal drugs, fraud, falsification of absence, bullying, assault, cheating, drink-driving etc. In order to qualify to practise as a Physician Associate, you must ensure that you are “Fit to Practise”. Be aware that what may be acceptable behaviour amongst friends studying other courses may have much more serious consequences for a student studying to join a health profession and may result in you being unable to graduate and/or work as a Physician Associate.

Patients need to be able to trust the professionals who look after them to keep information about them confidential. It is easy to forget that anything put on any social media sites such as Facebook or Instagram may end up anywhere and result in problems for you. You must not under any circumstances put pictures or information about any other student, or member of staff, online without their specific permission and you must also take care about everything you put on social media. At no time should any information relating to patients or placements be put on a social media site or any other internet site even if you do not mention them specifically by name. Actions such as this would result in a “Fitness to Practise” investigation and could result in your studies being terminated.

We want you to enjoy the course and learn to be an exemplary Physician Associate. Occasionally you might make mistakes and that will make you feel bad but never be frightened to report a mishap – we all have them and we all know that when it happens it helps to share it with others. The staff will tell you that we make mistakes as well – even now. We will work with you to help you; please work with us too. The sooner we hear about a problem, no matter what it may be, the more likely we are to be able to help you.

This Student Handbook provides you with essential information about your MPAS programme, including content and introduces you to the ways in which we are going to teach and assess you over the next four years.

This Student Handbook will have been made available prior to your induction session. Further copies can be obtained from the University’s Blackboard Virtual Learning Environment, to which you will be introduced during your induction session.

1.1 Rationale, aims and learning outcomes of the course



The University has been developing its wide range of programmes for health professionals over several years and the MPAS undergraduate programme complements this development. In the UK there is a growing demand for well-trained Physician Associates and this programme contributes to that need. The MPAS award is a 4-year full-time programme which complies with the current University Regulations for taught undergraduate Master's programmes (Sections B3.5 & B3.10 of the Academic Regulations).

Background

The MPAS training programme has been developed to comply with the Faculty of Physician Associates (FPA) requirements (<http://www.fparcp.co.uk/>). Phase 1 uses a blended learning approach with a mixture of lectures, small group work, practical sessions and case-based learning (CBL). The case-based learning sessions encourage you to set your own learning objectives based on a clinical scenario. These sessions will be in small groups and facilitated by a member of staff. In addition your CBL will be supplemented with weekly anatomy, laboratory sessions, lectures and tutorials.

In parallel you will begin to develop your professional communication and clinical skills. This will mean weekly sessions with members of staff and simulated scenarios with volunteer patients and/or actors. We encourage you to develop a reflective and enquiring approach and formally to document your progress in your e-portfolio. You will have teaching sessions that will help with developing reflective practice skills.

In addition to your clinical training, you will also gain experience in searching for and critiquing scientific literature, which is important for clinical practice in terms of understanding changes in recommended treatments and critically assessing the suitability of new interventions for your patients. These scientific skills will be developed further in your second year where you learn the principles of scientific research and undertake a research project, working alongside academics in the School of Medicine.

All learning outcomes are assessed during the programme and culminate in end-of-year exams. You will have regular advisory sessions with your Academic Advisor. Your professional development will be assessed with an annual appraisal and also as a part of the assessment of your e-portfolio at the end of the year.

Phase 2 (Years 3 and 4) of MPAS, which is the two years of the current postgraduate Physician Associate programme, build on the foundations of Phase 1 as you rotate through clinical adult medicine and other clinical specialties in a number of NHS Trusts, both acute and general practice settings. The teaching content for these placements complement each other, noting that Phase 2 of the programme is 50% placement and 50% University-based. As with Phase 1 of the programme, the curriculum develops along a spiral trajectory with on-going integration of clinical sciences with clinical and communication skills, meeting the aforementioned FPA curriculum aims and objectives, ie. you will begin to use the scientific knowledge learned together with what you have learned from the patient into thinking about possible diagnoses and how you might best proceed to help the patient. These will be tailored to the learning outcomes for each specialty but also expose you to the complexity of patients' health problems. This process will not only continue to integrate science with clinical care but also enrich it with the additional perspectives that this process brings.

Aims of the course

The aim of this programme is to produce students trained to the highest educational and clinical standards, who in a multi-professional setting can succeed in providing safe, high quality patient care consistent with the Competence and Curriculum Framework for Physician Associates.

Learning outcomes:

On completion of the MPAS programme, graduates will be able to:-

- Apply biomedical scientific principles, methods and knowledge to their medical practice
- Carry out consultations with patients, using appropriate communication and examination skills and use their findings to diagnose problems and formulate management plans
- Demonstrate competence in a range of professional skills necessary for patient care, working with others in an ethical manner and putting patient safety at the core of their work
- Use reflective practice to inform continuing professional development and enhanced competencies and to continually maintain their skills as a Physician Associate
- Demonstrate and apply the principles of quality of care and legal and ethical principles and regulations as described by the Care Quality Commission, and Faculty of Physician Associates
- Apply knowledge of anatomy and physiology to support understanding of various pathologies, as well as to facilitate examination of, and interventions for, patients
- Apply principles from the biomedical sciences to support the diagnosis and management of medical problems
- Appraise and interpret research methodologies used in clinical practice so as to facilitate the completion and application of research.
- Apply a practical understanding of principal aspects of public health to support disease prevention and reduce the burden of illness on society
- Interpret the key principles related to quality of care, including clinical governance, societal factors and non-technical skills and apply them to clinical practice
- Complete key diagnostic procedures required of a graduate physician associate, as identified by the Faculty of Physician Associates
- Complete key therapeutic procedures required of a graduate physician associate, as identified by the Faculty of Physician Associates
- Understand the concept of prescribing medications and other licensed products in a safe, effective and efficient manner
- Deliver Basic / Intermediate Life Support skills.
- Assess patients' healthcare needs, taking into account their physical and mental health and personal and social circumstances, and apply their knowledge and skills to synthesise information from a variety of sources in order to reach the best available diagnosis and understanding of the patient's problem
- Work in multi-disciplinary teams, taking on a variety of leadership and teaching roles as needed to support best medical practice
- Apply critical thinking skills to interpret history, examination and investigation findings and develop differential diagnosis of medical problems in a variety of situations
- Evaluate risk factors and update risk assessment using situational awareness skills to identify potential sources of error

- Critically appraise research in a manner that supports and informs the use of the evidence base within clinical practice
- Participate and contribute to a number of sub roles within the workplace, including a leader, a researcher and a teacher, assuming associated responsibilities as required
- Demonstrate attitudes and behaviours in all professional and personal contacts, consistent with the values set out by the Faculty of Physician Associates
- Use lifelong learning skills to continuously review practice and inform CPD needs in order to remain up to date and offer the best care to patients
- Communicate with colleagues and patients in a manner that is efficient, effective and safe in all settings
- Utilise and foster leadership and management skills
- Evidence and reflect upon career progression
- Manage own time and workload and set priorities
- Work effectively as a team member and leader

1.2 Programme Team

Executive Dean and Head of the School of Medicine

Faculty of Clinical and Biomedical Sciences

Professor Cathy Jackson

Email: CJackson19@uclan.ac.uk

Programme Lead

Jane Rutt-Howard, Principal Lecturer

Email: jrutt-howard@uclan.ac.uk

Programme Team:

Staff	Role
Jane Rutt-Howard	Course Leader
Dr Emyr Bakker	Lecturer in Medical Sciences and Deputy Course Lead
Dr Pete Driscoll	Academic Director, MSc Physician Associate Practice
Dr Andy Ginty	Head of MBBS Phase 1
Dr Alexander Montesam	Senior Lecturer in Behavioural & Social Sciences and Theme Lead for Evidence-Informed Practice of Medicine Phase 1
Dr Gerry Browne	Senior Lecturer Clinical Skills and Admissions Lead, Theme Lead Medical Skills and Quality Care (MSQC) Phase 1
Dr Christina Daniel	Senior Lecturer in Clinical Skills
Dr Sue Jamieson	Principal Lecturer in Physiology and Theme lead for Integrated Science in Clinical Medicine theme
Dr John Haylor	Senior Lecturer in Medical Sciences (Pharmacology)
Dr Jorge Garcia-Lara	Senior Lecturer in Medical Sciences (Microbiology)
Mike Tichhio	Lecturer in Physician Associate programmes
Dr Helen Davis	Lecturer in Clinical Programmes
Dr Peter Dixon	Senior Lecturer in Physician Associate Studies

Further details of additional members of the Course Team and academic staff in the School of Medicine can be found at: <http://www.uclan.ac.uk/schools/medicine/index.php>

Placements

Whilst on clinical placements you will be supervised by practising GPs, consultants, or other members of the healthcare team, with day-to-day issues regarding your placement being dealt with by staff in your placement workplace who are responsible for undergraduate and Physician Associate students. You will have a designated placement supervisor, with whom you will meet regularly to discuss your progress. Whilst on placement, clinical staff will provide teaching in a wide range of settings as appropriate to enable fulfilment of your learning objectives. You will receive visits from the UCLan team whilst on placement and will also have them as a constant point of contact.

During Phase 2 of the programme you may also receive teaching at one of the UCLan campus sites (Preston, Burnley, Westlakes in Cumbria) close to your placement base; the aim is for this to be no more than 90-min travel time. Sessions will be staffed by a mix of UCLan faculty and practising clinicians such as consultants, specialty doctors and general practitioners.

1.3 Expertise of staff

The course team comprises highly experienced clinicians and scientists who provide some of the academic and scientific underpinning to the clinical subjects. Clinical supervision is provided by experienced clinical staff with a proven track record in the successful use of clinical techniques and approaches in the primary and secondary care environment.

Further details about the qualifications, clinical experience and current research interests of our staff can be found at: <https://www.uclan.ac.uk/schools/medicine/staff.php>

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 08.45 – 17.15 Monday to Thursday and until 16.00 on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Allen Building

telephone: 01772 895566

email: AllenHub@uclan.ac.uk

Opening times:

Mon-Thu 08.45-17.15

Fri 08.45-16.00

1.6 Communication



The University expects you to use your UCLan email address only and check daily for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Over the duration of your programme we will send out regular emails related to course issues and events within the School.

Emails will normally be sent from the UGmed@uclan.ac.uk and you are requested to use this email address when corresponding with the School.

For programme administration issues, communications via Allen Hub are recommended allenhub@uclan.ac.uk. We endeavour to reply to emails within two working days but students should be aware that at busy times such as assessment board periods this may not always be possible. Students may call in to the Allen Hub between the times stated above in 'Administration Details'.

Your timetable of UCLan scheduled activity can be accessed via the Student Portal: <https://portal.uclan.ac.uk/webapps/portal/frameset.jsp>. Unfortunately, on occasion, we may have to cancel lectures at short notice because of staff illness etc. If there is a late cancellation, we will endeavour to inform you by e-mail and text and arrange an alternative lecture.

The School will also use the notifications area on Blackboard to keep you up to date with general events and news items.

1.7 External Examiners

The University has appointed a number of External Examiners to your course who help to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The School will also send a sample of student coursework to the External Examiners for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and marks in the middle range.

The names of these External Examiners, their positions and home institutions can be found below. If you wish to make contact with an External Examiner, you should do this through your Head of Phase 1 or 2 and not directly. External Examiner reports will be made available to you via Staff Student Liaison Committee meetings and electronically via Blackboard.

Module	Current External Examiner (name, position and home institution to be inserted – no personal contact details to be included)
Phase 1 – years 1 and 2	TBC

UM1020 Evidence Informed Practice of Medicine 1	Professor Helen Smith, Head of Division Primary Care and Public Health, Brighton and Sussex Medical School
XY3040 Research project	TBC
UM1030 + UM2030 Medical Skills and Quality Care 1 and 2	Professor John Sandars, Professor of Medical Education , Edgehill University
UM1010 + UM2010 Integrated Science and Clinical Medicine 1 and 2	Professor James Gallagher, Derby Professor of Anatomy and Cell Biology, University of Liverpool
Phase 2 - years 3 and 4 all modules	Dr Graham Currie, Honorary Clinical Senior Lecturer in Medicine, University of Aberdeen The School of Medicine, Medical Sciences and Nutrition

2. Structure of the course



2.1 Overall structure

Year	Credits	Exit award for the year.
Year 1	120 Credits	Certificate of Higher Education (Exit award only if not progressing to Diploma)*
Year 2	120 Credits	Diploma of Higher Education in Physician Associate Studies (Exit award only available if not progressing to BSc)*
Year 3	120 Credits	BSc (Hons) Physician Associate studies BSc Physician Associate studies (Exit award only available if not progressing to MPAS) *
Year 4	120 Credits	MPAS Integrated Master's in Physician Associate Studies **

*NB you are not eligible to take the National Exam for Physician Associates until you have completed the full MPAS course.

**NB You are not eligible to describe yourself as a Physician Associate until you have successfully completed the National Exam for Physician Associates

2.1.1 Location of Study

The MPAS course is delivered by UCLan in partnership with a number of NHS Trusts and you may be sited at any of our partner Trusts during the course.

Phase 1 - Years 1 and 2

Phase 1 comprises Years 1 and 2 of the course, which are primarily based at UCLan Preston campus. You will be taught on site within the School of Medicine and in placement settings.

Phase 2 - Years 3 and 4

Years 3 and 4 of the course are based primarily at Preston campus for taught elements of the programme and at NHS Trust and NHS primary care or GP practice sites as you undertake your clinical rotations through a range of specialties. Placement duration may vary from 3 to 8 weeks. Placements will take place in a variety of sites throughout Lancashire and Cumbria (travel will be necessary).

It is important for you to note the situation regarding student accommodation and travel costs associated with clinical placements. It is expected that you travel to your clinical placement area, which is aimed at being no more than a 90-minute journey from your base, be this Preston or your home address. You will need to meet your travel expenses, be that petrol or train/bus fares i.e. there is no facility for reimbursement of travel costs between your base and placement venue.

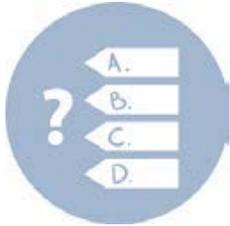
2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

All modules within the MPAS course are compulsory and module descriptors can be found on Blackboard.

Module Codes are presented in the Table below:

Module code	Module title
UM1010	MPAS Integrated Science and Clinical Medicine 1
UM1020	MPAS Evidence Informed Practice of Medicine 1
UM1030	MPAS Medical Skills and Quality Care 1
UM2010	MPAS Integrated Science and Clinical Medicine 2
XY3040	MPAS Research project
UM2030	MPAS Medical Skills and Quality Care 2
UM4001	Medical Knowledge, Skills and Behaviours for Patient Care I
UM4602	MPAS Professional placement I
UM4002	Medical Knowledge, Skills and Behaviours for Patient Care II
UM4702	MPAS Professional placement II



2.3 Course requirements

All modules on the programme are core, and as such there are no principles of compensation offered. Similarly all required elements of assessment must be passed for the module to be passed.

All students whose first language is not English must enter the programme with IELTS 7.0 It is important that you have the same level of language competency as that required from working NHS clinicians.

2.4 Module Registration Options

Discussions about your individual progression occur throughout the course together with a more formal discussion at the end of year 3 / beginning of year 4. This is an opportunity for us to discuss your achievements in year 3 and make plans for your study over the final year and looking ahead to the National Examination.

2.5 Study Time

2.5.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.5.2 Expected hours of study



20 credits is a standard module size and equals 200 notional learning hours. Although the teaching time can be found on the timetable in Blackboard, students should also expect to work over and above this in order successfully to complete the course. Many lectures and workshops require preparatory work prior to attendance and this must be completed. You should also expect to read more widely to aid your understanding of a subject and to test your understanding regularly. You should expect to do at least approximately three hours' work each day over and above the taught component of the course.

2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module clinical skills sessions, tutorials, seminars, lectures and placement activity. Notification of illness must be made to:

Allen Building

Medicine

telephone: 01772 895566

email: AllenHubAttendance@uclan.ac.uk

Exceptional requests for leave of absence must be made directly to the Course Leader or your Academic Advisor.

Study days typically start at 09.00 and end at 17.00 although it may be required that you attend outside of these hours and at weekend when on clinical placement. A detailed timetable of study days will be made available during your first induction day on the programme. You should be prepared to be available from 08.00-18.00.

In Phase 1 the academic year runs from early September to late May, following a typical university semester pattern. In phase 2 you will be attending lectures for up to 46 weeks per year. The latter years have equal teaching and clinical placement time. In Year 1 the timetabled MPAS Christmas holiday varies from the University standard to accommodate learning alongside medical students. After examination periods you will return to your academic and clinical studies until the end of the semester.

You are required to attend all timetabled learning activities for each module.

Leave of Absence

Exceptional requests for leave of absence must be made to your Academic Advisor or Pastoral Tutor by completing a leave of absence form in advance (except in unforeseen circumstances) of the event (forms available from Allen Hub Reception) and submitted to the Academic Director. The Head of the School of Medicine or Academic Director, cannot exempt students from the obligation except in exceptional circumstances. Unauthorised leave is a disciplinary matter that may lead to a referral to the Assessment Board or Fitness to Practise Panel. Please note that absence due to caring for a sick child or relative, or taking them to a medical appointment, is considered to be Leave of Absence, not sick leave.

Other Absence, e.g. Illness

Notification of absence (including illness) from any part of the course of study, any examination or placement period must be notified to the Allen Hub Attendance (01772 895585 / 895587) or by email to allenhubattendance@uclan.ac.uk by no later than 09.00hrs on the day in question.

You should notify allenhubattendance@uclan.ac.uk with your return date so that University records can be kept up to date and you must complete a Sickness Absence form, available from Allen Hub reception.

Absence through illness for periods longer than five consecutive days must also be supported by a medical certificate authorised by a medical practitioner and should be submitted to the Allen Hub Reception. Self-certification of illness (i.e. without a medical certificate) is NOT valid for:

- Absence through illness for more than five consecutive days
- Absence from examinations
- Self-certification cannot be accepted if submitted more than two weeks following the date of illness.

It is important to consult your general practitioner (GP) at the time of sickness, as retrospective certification is not generally acceptable to Boards of Examiners.

Absence when on Clinical Placement

When on clinical placement, notification of absence (including illness) needs to be reported to your clinical supervisor (or other allocated person) on the 1st day of absence/sickness, via a personal telephone call. It is also necessary for you to notify Allen Hub attendance on 01772 895585.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University or if you are absent for two weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Attendance at all timetabled sessions on the University campus is monitored electronically using the Student Attendance Monitoring system (SAM) and you can check your attendance record via myUCLan. Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up-to-date and that you must only enter only your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the Student Guide to Regulations.

If you forget your card or notice that for any reason the electronic scanners do not register your card you should report to the Allen Hub reception desk (the same day) and complete the slips available to notify the SAM administrator so that your attendance record can be manually updated.

For our International students we would like to remind you that you have a responsibility to comply with the UK Visa and Immigration (UKVI) Points Based System (PBS). This means that you MUST attend your course of study regularly; under PBS, UCLan is obliged to inform UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

A variety of teaching and learning methods **is** used throughout the course. In the early stages of the course teaching staff will guide your learning, but expect you also to develop the skills for self-directed learning. As you progress into Phase 2 of the course, you will be expected to have started the journey of “lifelong learning” and as with all clinical professionals take considerable responsibility for directing your own learning in addition to seeking out assistance from staff for further guidance. At this stage of the course, students will all have different experiences depending on which patients they see, and whilst some conditions will be common, students will be expected to take every opportunity to increase their knowledge and experience when in clinical settings, rather than waiting to be given direction.

Years 1 and 2

Years 1 and 2 are based mainly at the UCLan campus in Preston.

In year 1, 4 weeks will be spent between a general practice and community setting plus a day’s experience in a hospice. In year 1 there are seven days in inter-professional education (IPE) days on campus. In year 2, sixteen days will be spent between general practice, community practice and in a secondary care setting in order to provide you with an induction to working in the hospital. These sixteen days take the format of one day per week (Tuesday from October to April). In year 2 there are four days in inter-professional education (IPE) days on campus.

In Years 1 and 2 you will be allocated to a study group. Each group, with facilitation from a member of staff, will work on a case-based learning (CBL) scenario. With each scenario you will develop individual and group learning objectives. The learning that takes place is supplemented by lectures, tutorials and laboratory sessions, as well as by clinical encounters with patients.

- Case-based learning is used to promote your active participation in what you need to learn and to integrate knowledge learned in other settings. It is used in consolidating and integrating all the disciplines towards the end of a study block / theme.
- Lectures are used to introduce you to new areas, communicate information and explain concepts

- Tutorials are used to develop skills and encourage learning through the application of the concepts covered in lectures
- Communication skills teaching is in small groups and there is regular use of video recording to support the teaching. These videos include recorded teaching sessions and examples of different types of consultations
- Clinical skills are delivered in purpose-built and -designed classrooms where in the early years you will have regular teaching using sophisticated simulation models
- Approximately six hours per week is timetabled for self-directed learning, however this is only that which occurs within timetabled hours and students are expected to undertake approximately three hours per day on average of self-directed learning:
 - Preparation for a lecture / CBL / skills session
 - Consolidation post lecture / tutorial / skills session
 - Preparation of coursework/ presentations
 - Extra study in response to individual learning needs
 - Practising communication and examination skills with peers

Years 3 and 4

Years 3 and 4 are based equally in University, with block teaching at campus sites, and clinical placements in a number of NHS Trust Hospitals and community sites.

- In these clinical years a blended approach will be used, using lectures, small group teaching and weekly case studies based on typical patients you encounter during your clinical placements
- You will need to continue to set your own learning objectives. These will be guided by your academic tutor whilst at University and your clinical supervisor when on clinical placement. The learning objectives will be underpinned by the Competences and Curriculum Framework for Physician Associates document.
- Lectures, tutorials and workshops will continue to be used as in Years 1 and 2
- Clinical skills teaching will also be delivered at campus or hospital sites
- Additional sessions such as bedside teaching of examination skills will be incorporated into the clinical placements
- There will still be an element of self-directed learning in your own time – currently this is scheduled for a full day on Mondays (6 hours) during the first year of study blocks at University, as a minimum. Extra time needed will vary dependent upon your own learning objectives and those set within clinical placements, together with the work you need to do in preparation and consolidation of University modules. There is no fixed time beyond the 6 hours, however, experience tells us this is significant. Self-directed learning will comprise of many different elements:
 - Preparation for a lecture / tutorial / seminar
 - Consolidation post-lecture / tutorial / seminar
 - Meeting learning objectives set during ‘case of the week’
 - Extra study in response to individual learning needs, which is usually dependent upon your previous study and work experience
 - Seeking study partners to enhance experience of history-taking and clinical examination

3.2 Study skills

The broader study skills and research skills requirements of the MPAS programme are developed in Year 1 as part of student induction and as part of the teaching. These are supported by an extensive range of materials on Blackboard and are assessed through coursework. Should it be clear that you need more support in these areas, it is possible to refer you onto other support services within the University, these include:

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>



3.3 Learning resources

3.3.1 Learning Information Services (LIS)

Extensive resources are available to support your studies provided by LIS – Library and IT staff. Information technology (IT) is used throughout the course to support learning. The online eLearn (Blackboard) platform hosted at the University is the main repository of custom-made learning materials, lecture notes and PowerPoint presentations. eLearn (Blackboard) acts as a gateway to online resources such as medical journals, professional bodies and selected Library resources. Judicious use of videos and role play are used to support developing communication skills.

The Library resources provide access to up-to-date books and journals. The Library has extensive opening hours (including 24/7 opening during term-time)

LIS School liaison staff provide induction activities for students during the course, such as searching the scientific literature. They also provide one-to-one advice to students particularly when starting research projects. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

Our subject librarian is always available to support postgraduate students with library/ literature searching related issues and can be contacted at: facultylibrarians@uclan.ac.uk.

Please note that Library staff will send you details of how to access NHS database resources.

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

We have invested in a significant portfolio of e-books and e-journal available through EBSCO to provide full text coverage of over 260 journals in the relevant fields. Guidance on how to use this service will be given during your induction session.

The School manages its e-learning environment proactively to provide a constant up-to-date repository of course material. E-Learn (Blackboard) gives access to lecture and practical resources, handbooks, video recordings of lectures and timetables. It acts as a one-stop-shop for information about the course and a site for students to interact.

3.4 Personal development planning

Throughout the course you will develop an e-portfolio – this is a collection of evidence that demonstrates your progressive development as a clinical practitioner and as a professional. It is a great way of demonstrating, both to yourself and others, that you are achieving your learning outcomes and reflecting on your progress. Reflective practice is an important part of portfolio work, and a proportion of your portfolio content will be in the form of reflective pieces where you can show that you are thinking and learning from events, patient encounters, assessments and feedback. You will be introduced to the concepts of reflective practice during your induction period, and will be given the opportunity to reflect on your performance after assessments and feedback sessions. These reflective statements will be an integral part of each module. You will also be expected to reflect on clinical situations and your response to them as you progress through the course.

Maintaining a portfolio is a requirement for many clinical professionals, so it is extremely useful to become familiar with this at an early stage in your career. Your e-portfolio will be created electronically, using a platform called MyProgress which is intuitive and user-friendly.

You will use your portfolio to collect evidence or information in a number of different areas:

- Forms or reports such as attendance records, supervisor's reports, SSC reports
- Case logs of patients you have seen
- Skills logs / DOPS (Direct Observation of Procedural Skills) of practical procedures you have undertaken
- Records of Supervised Learning Events such as Case-Based Discussions or Direct Observation of Procedural Skills
- Reflective pieces – these may cover a wide range of areas such as patient encounters, your role in a team, professional behaviour, how you performed in an assessment
- Additional information – you can use your portfolio to collect information about any additional activities you might undertake such as teaching others, giving a presentation or taking part in an audit

It is a mandatory requirement of the course to take part in the portfolio process and many of the pieces of work are mandatory and form a part of your summative assessment. You will receive support and advice from your portfolio tutor. There will be formative and summative review of the portfolio on a pass/fail basis.

An important element of your portfolio is defining your learning goals and how you plan to achieve these. We encourage you to be independent, lifelong learners who can reflect on, understand and plan for your learning. We also encourage you to reflect on your other life experiences and consider directed actions to ameliorate weaknesses and build on strengths.

Independent learning is developed throughout this taught programme, which starts with a series of lecture and practical sessions, accepting that you may well, at this stage, be a rather dependent learner, and progressing through to an individual piece of research within the student-selected components and the research module in year 2.



3.5 Preparing for your career

Your University experience is not only about achieving your chosen award, it is also about developing as a person and realising your potential. We want you to gain the skills and attitudes that will help you to achieve your goals and aspirations.

Your MPAS programme is not just about clinical skills development but includes academic development that will ensure that your clinical practice is research-informed. You will develop broader presentational, group working and interpersonal skills and will have the opportunity to reflect on how these clinical and non-clinical skills can be used in your clinical practice.

Careers offers a range of support for you including:-

- career and employability advice and guidance appointments
- workshops, seminars, modules, certificates and events to develop your skills

There is online support via CareerEdge and 'Ask Careers' which students can use to send questions and get a response within 3 working days. Students can use 'Ask Careers' to upload a CV or application for review. In addition students can book a Skype or telephone interview with Careers staff. There is also a daily drop-in service available from 09.00-17.00 for CV checks and initial careers information at the Preston campus.

4. Student Support



4.1 Academic Advisors

At the start of the course you will be allocated an Academic Advisor who will, where possible, continue in that role throughout the four years of the course. S/he will help to monitor and aid your development as you progress through your training and can be a point of first contact for any queries that you may have. All Academic Advisors undergo training to prepare them for the role, and are likely to undertake this role for a number of students.

Academic Advisors will provide support and advice in the following areas:

- Making the transition to higher education and different methods of teaching and learning
- Academic progress
- Assessments
- Study skills

Meetings will take place with your Academic Advisor at the beginning of each year, and opportunities to meet with him/her are provided in the timetable throughout the course, but can occur at any time with mutual agreement. Your Academic Advisor will also offer you the opportunity to look at some of your assessments; this is not so that they can advise you as to the correct answers, but to allow you to reflect on where improvements might be made. Additionally, you can ask for a meeting with your Academic Advisor at any time.

Academic Advisor meetings may be on a 1:1 or group basis. Each 1:1 meeting is documented using a form and uploaded to your portfolio as a permanent record, with any outcomes / actions clearly documented.

You will be given clear details as to how to contact your named Academic Advisor, and arrangements should you need an urgent meeting in the absence of your named Academic Advisor.

Pastoral Tutor

The School also has Pastoral Tutors who will be able to give advice on a wide range of issues such as health concerns or personal issues which you feel may be impacting on your studies or which you would like help with. They will be able to provide a confidential listening service and provide guidance in a number of areas. You are able to arrange a meeting with a Pastoral Tutor yourself at any time, but you may also be guided to make an appointment with him/her by your Academic Advisor if they think you are struggling in your studies, or have problems which may be impacting on your studies. Any information that you share with the Pastoral Tutor will not be shared with other staff without your knowledge and, in most cases, your consent. Information will only be shared without your consent if it is felt that your safety or the safety of others would be at risk if it were not. The Pastoral Tutor is not involved in your assessment or in making decisions about whether or not you may progress in the course, so information that you share with him/her will not have any negative impact on your marks or your progress through the course. If you are applying for extenuating circumstances for an assessment or in the unfortunate event that you are being called before a "Fitness to Practise" committee, the Pastoral Tutor is there to support you through the process.

The Pastoral Tutor is also able to provide support and advice in the following areas:

- Making the transition to higher education and independent life
- Providing advice and support with pastoral issues such as social life, sexuality, religion
- Practical issues such as accommodation, finance and travel
- Health
- Study skills

- Advice on how to access other support services
- Advice on how to integrate within the local community

Pastoral Tutors

Jane Samson Jsamson1@uclan.ac.uk
HA111 01772 894019

Nigel Garratt njgarratt@uclan.ac.uk
HA111 01772 894551

Pastoral Tutor (Westlakes)
Dr Catherine Blyth CBlythe1@uclan.ac.uk
SLB101 01946 517234

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk or let the Pastoral Tutor know as soon as possible. With your agreement, information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

UCLan is committed to providing access to and removing barriers where possible for students with special needs. A range of policies and information about disability matters have been produced and can be accessed via the link below: http://www.uclan.ac.uk/students/health/disability_information_for_students.php

Assessment arrangements for students with a disability

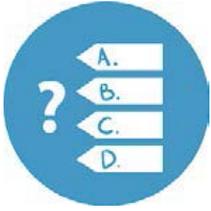
Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk .

Should you need any advice regarding our processes, or have issues relating to disability/learning difficulty, then please contact the School of Medicine Equality and Diversity Lead, Dr Susan Hancock - shancock2@uclan.ac.uk or the School of Medicine Disability Lead – Prof Catherine Jackson – Cjackson19@uclan.ac.uk for further advice / support.

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: <http://www.uclansu.co.uk/>

5. Assessment



5.1 Assessment Strategy

'Validity' is the extent to which a concept, conclusion or measurement is well-founded and corresponds accurately to the real world". In this degree we use examinations which have a high face validity. For example, we use a knowledge-based exam that assesses your knowledge of the medical sciences (anatomy, physiology).

One of the primary drivers for using different assessments is to increase the validity of the inferences by making the assessment tasks more like the real-world activities the tests are supposed to reflect.

You will be assessed by written examination, multiple choice papers (MCQs), Single Best Answer papers (SBAs), and Objective Structured Clinical Examinations (OSCEs). In addition, your second-year research project will be assessed through other methods including an oral presentation and a project report.

Formative assessments are for your feedback only and allow you to gauge your own progress through the programme. These will be recorded in your e-portfolio.

Summative assessments must be completed successfully for you to progress through the course.

You will find detailed information on MPAS assessment in the School of Medicine / MPAS Assessment Policy and the Student Assessment FAQs which are available on Blackboard.

5.2 Notification of assignments and examination arrangements

As the course progresses, details of individual assignments will be notified to you as an "assignment brief" that will be posted onto Blackboard, together with the required submission times.

Coursework is submitted electronically to enable it to be checked through various processes to ensure that it is a piece of original work, you will be given advice on how to do this. Feedback on the work is also given electronically within 15 working days as recommended by the University's aim (not rule, to account for unavoidable potential delays).

Details of examination days will be given out during induction sessions at the beginning of each year. Precise examination arrangements (rooms etc.) will be emailed out via the Assessment Office prior to the relevant dates.

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment. Students will normally get one resit opportunity if they fail an assessment. You will find detailed information on assessment in the **MBBS Assessment Policy** and the **MBBS Student Assessment FAQs** which are available on Blackboard.

5.3 Referencing

For all written essays, assignments and for research reports you will be expected to reference correctly. The main purposes of referencing are as follows:

- acknowledge the sources of information that you have used
- indicate to the reader the range and scope of your literature review
- enable the reader to find the sources easily and quickly.

The references must therefore contain enough information for the item to be traced quickly in a library catalogue.

For all assignments we will expect you to use the APA referencing system under which the author and date of publication appear in brackets in the body of the text and a reference list at the end of the document contains all of the journals, books, etc. that are referenced in the text. The format of this reference list should be the same as that used by the American Psychological Association (APA) 6th Edition- <http://www.files.ithuta.net/OpenJournals/SAJIP/Authors/APA%20reference%20style%20guide.pdf>

Further details on the use of referencing, and the avoidance of plagiarism, will be provided during your course.

5.4 Confidential material

Please remember your ethical, professional and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within any assignments submitted. It is especially important that you ensure that patient data is anonymised or removed from all work submitted as part of your taught programme.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section G7 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

Past student feedback on the desirability for clinical sessions with live patients, e-journal provision and improvements to material on Blackboard have all resulted in actions that have improved these features of our courses.

The Students' Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage you to provide constructive feedback throughout your time at University, through course reps, surveys and any other appropriate means.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

7.2 Dress Code

The dress code for clinical placements on the MPAS programme is set out in the table below:

Item	Acceptable	Unacceptable
Uniform (where worn)	<ul style="list-style-type: none"> • Trust wide uniform in good state of repair, clean, ironed with correct epaulette in the right size and length 	<ul style="list-style-type: none"> • Creased, or dirty uniform, ill-fitting uniform
Clothing - General	<ul style="list-style-type: none"> • Clothing that is clean, neat, ironed, in good repair and the right size • Appropriate underwear, not visible through outer clothes • Business attire • Smart casual attire 	<ul style="list-style-type: none"> • Clothing that is dirty, creased, faded, torn or noticeably worn • Clothing that is too tight, too loose, low cut, see through or otherwise distracting • Clothing that exposes the midriff • Undergarments that are revealing or do not complement outer clothing • e.g. black underwear under a white tunic • Necklines which do not allow for modesty whilst performing one's job. • Dress/suit lengths which do not allow for modesty whilst performing your role • Jeans, when on clinical placement • Tracksuits, when on clinical placement
Sleeves	<ul style="list-style-type: none"> • Short sleeves which stop at or above the elbow, when worn in a clinical area 	<ul style="list-style-type: none"> • Sleeves covering any part of the forearm, when worn in a clinical area. • Loose and dangling sleeves which may compromise infection control policy
Name Badge	<ul style="list-style-type: none"> • Worn at all times in an upright readable position with name and photograph visible • Must be worn with clip provided for staff working in a clinical area or NHS neck tape • To comply with health and safety requirements in some departments these will not be worn at the work base 	<ul style="list-style-type: none"> • Absence of name badge • Neck tapes other than NHS • Worn in a place this is hard to read • Stickers or pins attached to badges obscuring clarity
Hair	<ul style="list-style-type: none"> • Clean, groomed and arranged so that it does not interfere with the performance of duties • Long hair is tied back and away from the face and secured with modest bands and clips. Very long hair must 	<ul style="list-style-type: none"> • Unkempt hair, regardless of length • Extreme hairstyles – asymmetrical shaving of the head without medical reason • Extremes of hair colour which are unnatural

	<p>be secured so that it cannot fall forward over the shoulder.</p> <ul style="list-style-type: none"> • Hair is held securely off the face so that it does not need to be swept back regularly, potentially compromising hand hygiene 	<ul style="list-style-type: none"> • Large bows, slides or bands to hold hair in place, or any sharp object
Neck and headwear	<ul style="list-style-type: none"> • As part of a required uniform for infection control and hygiene reasons • Safety headwear for medical reasons • Modest religious or cultural headwear - face must be fully visible • A scarf tucked in to the collar. • A bow tie 	<ul style="list-style-type: none"> • Hats, caps or scarves for fashion purposes. • A long scarf in clinical areas, which may compromise infection control policy • A dangling neck tie in clinical areas, which may compromise infection control policy
Footwear	<ul style="list-style-type: none"> • Closed toe shoes must be worn in clinical areas at all times • Shoes must be clean and polished • Shoe colour to match uniform black or navy blue • Clogs/Sandals as permitted by departmental policy only (eg theatres). • Open toe shoes in non-clinical appropriate settings • Low heel height in clinical areas • Re-enforced footwear with toe caps where indicated • Black training shoes only 	<ul style="list-style-type: none"> • Open toe shoes/sandals in clinical areas • Dirty, scuffed footwear in poor state of repair • Training shoes with stripes, flashes or heel lights • Crocs
Body Art and Tattoos	<ul style="list-style-type: none"> • Non-visible body art and tattoos • If not covered, tattoos which are non-offensive • Marks for religious or cultural reasons 	<ul style="list-style-type: none"> • Offensive or excessive tattoos which cannot be covered at work
Socks/Hosiery	<ul style="list-style-type: none"> • Plain black or navy blue socks when in Trust uniform • Hosiery to compliment outfit • Absence of socks or hosiery in hot weather conditions 	<ul style="list-style-type: none"> • Novelty socks whilst in Uniform
Body Piercings	<ul style="list-style-type: none"> • No visible body piercing ornamentation other than earrings 	<ul style="list-style-type: none"> • Any visible body piercing ornamentation other than earrings.
Make-Up	<ul style="list-style-type: none"> • Tasteful make-up that is complementary to natural features • Markings for religious or cultural reasons • Camouflage make-up for medical reasons 	<ul style="list-style-type: none"> • Excessive or extreme make-up which may be deemed offensive
Hats/Caps	<ul style="list-style-type: none"> • As part of a required uniform, for infection control and hygiene reasons 	<ul style="list-style-type: none"> • Hats or caps for fashion purposes

	<ul style="list-style-type: none"> • Safety head wear • when medically indicated • religious or cultural headwear which must be fully tucked in around the collar bone and not dangling 	
Fingernails	<ul style="list-style-type: none"> • Clean and trimmed nails that are not excessive in length and do not interfere with performance of work • Artificial or polished nails in non-clinical areas which do not interfere with performance to work 	<ul style="list-style-type: none"> • Dirty, ragged nails • Artificial, acrylic gel nails in clinical areas • Nails of extreme length • Painted nails either coloured or clear in clinical areas • Nails which pose an infection control risk • Chipped or distressed polished nails in non-clinical areas
Personal Hygiene	<ul style="list-style-type: none"> • Clean and presentable • Use of mild scented • Deodorants and perfumes in clinical areas 	<ul style="list-style-type: none"> • Persistent body odour • Strong deodorants and perfumes in clinical areas
Jewellery	<ul style="list-style-type: none"> • Conservative jewellery that reflects a professional business like appearance in non-clinical areas. • Must complement clothing • In clinical areas plain metal wedding rings • Small plain earrings 	<ul style="list-style-type: none"> • Carved or sculpted wedding rings • Large looped or hooped earrings • Adornments which do not reflect a professional appearance • Jewellery pieces which conflict with hand hygiene policy
Protective Clothing	<ul style="list-style-type: none"> • Items of issued uniform clothing • Plastic aprons for control of infection purposes • Theatre attire • Other appropriate personal protective equipment issued by the Trust. 	<ul style="list-style-type: none"> • Not wearing protective clothing where provided and essential to job role • Wearing theatre attire outside of theatre areas • Incorrect disposal of protective clothing in line with Infection Control Policy

Please note that there may be minor variations in other Health Trusts. Students should adhere to the local Trust policy when on placement if there are any differences.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire, Preston Campus, Burnley Campus, West Lakes Campus NHS sites throughout Lancashire and Cumbria
3. University School/Centre	School of Medicine
4. External Accreditation	Royal College of Physicians, Faculty of Physician Associates proposed
5. Title of Final Award	Master of Physician Associate Studies (Hons)
6. Modes of Attendance offered	Full time
7a) UCAS Code	
7b) JACS Code	A900
8. Relevant Subject Benchmarking Group(s)	Masters in Physician Associate Practice Royal College of Physicians, Faculty of Physician Associates
9. Other external influences	Competence and Curriculum framework for the Physician Associate 2012 https://static1.squarespace.com/static/544f552de4b0645de79fbe01/t/557f1c1ae4b0edab35dd92cf/1434393626361/CCF-27-03-12-for-PAMVR.pdf Health Education England http://hee.nhs.uk/ NHS England
10. Date of production/revision of this form	6 th February 2017 Revised July 2018

11. Aims of the Programme

To produce students trained to the highest educational and clinical standards, who in a multi-professional setting can succeed in providing safe, high quality patient care consistent with the competence framework for Physician Associates

12. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
<p>A1. Apply, and later analyse, knowledge of anatomy and physiology to support understanding of various pathologies, as well as to facilitate examination of and interventions for patients.</p> <p>A2. Apply, and later critique, principles from the biomedical sciences to support the diagnosis and management of medical problems.</p> <p>A3. Appraise and interpret research methodologies used in clinical practice so as to facilitate the completion and application of such research.</p> <p>A4. Apply with developing criticality, a practical understanding of principal aspects of public health to support disease prevention and reduce the burden of illness on society and practice.</p> <p>A5. Interpret the key principles related to quality of care, including clinical governance, medicine in society and non-technical skills and critically apply them to clinical practice.</p>
Teaching and Learning Methods
<p>Plenary lectures</p> <p>Communication skills tutorials</p> <p>Case based learning scenarios</p> <p>Tutorials</p> <p>Self-directed learning</p> <p>E-portfolio</p> <p>Work based assessments</p> <p>Appraisal</p>
Assessment methods
<p>Written examinations</p> <p>Written assignments</p> <p>Work based assessments</p> <p>Objective Structured Clinical Examinations (OSCE)</p> <p>Appraisal</p>
B. Subject-specific skills
<p>B1. Complete key diagnostic procedures required of a Physician Associate, as identified in the Competency and Curriculum Framework for Physician Associates.</p> <p>B2. Complete key therapeutic procedures required of a required of a Physician Associate, as identified in the Competency and Curriculum Framework for Physician Associates.</p> <p>B3. Understand and later examine, the process of prescribing of medications and other licensed products in a safe, effective and efficient manner.</p> <p>B4. Deliver Basic / Intermediate Life Support skills.</p> <p>B5. Assess patients' healthcare needs, taking into account their physical and mental health and personal and social circumstances, and apply their knowledge and skills to synthesise information from a variety of sources in order to reach the best available diagnosis and understanding of the patient's problem.</p> <p>B6. Work in multi-disciplinary teams, taking on a variety of leadership and teaching roles as needed and with developing exploration, to support best clinical practice.</p>
Teaching and Learning Methods
<p>Plenary lectures</p> <p>Clinical skills tutorials</p> <p>Communication skills tutorials</p> <p>Case based learning scenarios</p> <p>One to One tutorials</p> <p>Appraisal</p> <p>Work based assessments</p>
Assessment methods
<p>Work Based Assessments</p> <p>Objective Structured Clinical Examinations (OSCE)</p> <p>Written examinations</p> <p>Appraisal</p>

C. Thinking Skills
<p>C1. Apply critical thinking skills to interpret history, examination and investigation findings and develop a differential diagnosis of medical problems in a variety of situations.</p> <p>C2. Evaluate risk factors and update risk assessment using situational awareness skills to identify potential sources of error.</p> <p>C3. Critically appraise clinical research in a manner that supports and informs the use of evidence based practice.</p> <p>C4. Participate and contribute to a number of sub roles within the workplace, including a leader, a researcher and a teacher, assuming associated responsibilities as required.</p>
Teaching and Learning Methods
<p>Plenary lectures</p> <p>Case based learning scenarios</p> <p>Tutorials</p> <p>Self-directed learning</p> <p>E-portfolio</p> <p>Work based assessments</p> <p>Self assessment questions</p> <p>Appraisal</p>
Assessment methods
<p>Written examinations</p> <p>Written assignments</p> <p>Work based assessments</p> <p>Objective Structured Clinical Examinations (OSCE)</p> <p>Appraisal</p>
D. Other skills relevant to employability and personal development
<p>D1. Demonstrate appropriate attitudes and behaviours in all professional and personal contacts.</p> <p>D2. Use lifelong learning skills to continuously review practice and inform CPD needs in order remain up to date and offer the best care to patients.</p> <p>D3. Communicate with colleagues and patients in a manner that is efficient, effective and safe in all settings.</p> <p>D4. Utilise and foster clinical leadership and management skills.</p> <p>D5. Evidence and reflect upon career progression.</p> <p>D6. Manage own time and workload, and set priorities.</p> <p>D7. Work effectively as a team member and leader.</p>
Teaching and Learning Methods
<p>Plenary lectures</p> <p>Case based learning scenarios</p> <p>Tutorials</p> <p>Self-directed learning</p> <p>E-portfolio</p> <p>Work based assessments</p> <p>Self assessment questions</p> <p>Appraisal</p>
Assessment methods
<p>Written examinations</p> <p>Written assignments</p> <p>Work based assessments</p> <p>Objective Structured Clinical Examinations (OSCE)</p> <p>Appraisal</p>

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	UM4400	Evidence-based Practice	20	Master of Physician Associate Studies (Hons) Requires 480 credits including a minimum of: 120 credits at Level 7, 220 credits at Level 6 or above and 360 credits at Level 5 or above
	UM4500	Medicine through Clinical Practice	40	
	UM4601	Professional Placement (Physician Associate Studies) II	60	
	UM4100	Integrated Clinical Sciences	20	BSc (Hons) Physician Associate Studies Requires 360 credits including a minimum of 220 at level 5 or above and 100 at level 6 or above
	UM4200	Medical Skills and Patient Care	20	
	UM4300	Medical Therapeutics and Prescribing	20	
	UM4602	Professional Placement (Physician Associate Studies) I	60	
	Level 6	XY3040	Research Project	40
Level 5	UM2010	Integrated Science and Clinical Medicine 2	40	
	UM2030	Medical Skills and Quality Care 2	40	
Level 4	UM1010	Integrated Science and Clinical Medicine 1	40	Certificate of Higher Education studies Requires 120 credits at Level 4 or above
	UM1020	Evidence Informed Practice of Medicine	40	
	UM1030	Medical Skills and Quality Care 1	40	
15. Personal Development Planning				
<p>This programme is specifically designed to develop the skills and knowledge of students to enable them to apply to take the National Examination for Physician Associates and apply for managed voluntary registration with the Faculty of Physician Associates. The “career development” aspect of PDP is clearly addressed within this programme through the integration of a portfolio of lifelong learning.</p> <p>Throughout the course the students are expected to keep this e-portfolio to support reflective learning and track progress in learning. This will form a key resource in the regular appraisals that students complete to ensure progress is appropriate, as well as allowing them to develop autonomy in their own learning development.</p>				
16. Admissions criteria *				

(including agreed tariffs for entry with advanced standing)

**Correct as at date of approval. For latest information, please consult the University's website.*

Entry requirements for those taking A levels or international equivalent:

- A-levels: Minimum grades ABB (at least 2 Science subjects including Chemistry and a third academic subject).
- GCSEs: 5 GCSEs or international equivalent, of which must include English Language and Mathematics at grade C or above. Within this requirement, a minimum of 4 GCSE subjects at Grade A is essential.
- If English is not first language: English language IELTS 7.0 (or equivalent)

Entry Requirements for those on Foundation Programmes (from a foundation programme provider who works in partnership with SoM, UCLan)

- A minimum of 60%
- English language IELTS 7.0 (or equivalent)

Entry Requirements for Graduates

Graduates will be directed to our graduate entry MPAP or PGDip course – this course is designed as an undergraduate route only.

Supporting Information

All applications must be accompanied by an academic reference.

All applicants must provide a satisfactory enhanced DBS check or international equivalent.

All successful applicants will need to undergo occupational health screening (including tuberculosis, hepatitis B and C and HIV) prior to enrolment.

17. Key sources of information about the programme

- Royal College of Physicians Faculty of Physician Associates Competence and Curriculum Framework
- School of Medicine Website

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding							Subject-specific Skills						Thinking Skills				Other skills relevant to employability and personal development						
				A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7		
LEVEL 7	UM4701	Professional Placement 2	Comp	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	UM4602	Professional Placement 1	Comp	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	UM4500	Medicine through Clinical Practice	Comp	X	X	X	X	X	X	X		X	X		X	X	X		X	X	X		X	X		X	
	UM4300	Medical Therapeutics and Prescribing	Comp	X	X	X		X			X		X		X	X	X		X	X	X					X	
	UM4200	Medical Skills and Patient Care	Comp	X	X	X	X	X	X	X	X	X	X			X				X	X	X		X			X
	UM4100	Integrated Clinical Sciences	Comp	X	X	X			X						X				X	X	X				X		
	UM4400	Evidence Based Practice	Comp			X	X	X							X		X	X		X	X	X		X	X		
LEVEL 6	XY3040	Research Project	Comp			X											X		X	X	X	X	X	X			
LEVEL 5	UM2010	Integrated Science and Clinical Medicine 2	Comp	X	X		X								X				X	X	X				X	X	
	UM2030	Medical Skills and Quality Care 2	Comp	X	X		X	X	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X
LEVEL 4	UM1010	Integrated Science and Clinical Medicine 1	Comp	X	X		X								X				X	X	X				X	X	
	UM1020	Evidence Informed Practice of Medicine 1	Comp			X	X	X					X		X		X		X	X	X				X	X	
	UM1030	Medical Skills and Quality Care 1	Comp	X	X		X	X	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

For example, for a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.

Learning outcomes for the award of: Certificate of Higher Education in PA studies

- Discuss basic knowledge of anatomy and physiology to support understanding of various pathologies, as well as to facilitate examination of and interventions for patients.
- Explain basic principles from the biomedical sciences to support the diagnosis and management of medical problems.
- Begin to learn how to appraise and interpret research methodologies used in clinical practice so as to facilitate the completion and application of such research.
- Begin to develop an understanding of how to apply a practical understanding of principal aspects of public health to support disease prevention and reduce the burden of illness on society and practice.
- Begin to understand and interpret the basic principles related to quality of care, including clinical governance, medicine in society and non-technical skills and apply them to clinical practice.
- Have knowledge of some basic diagnostic procedures required of a Physician Associate, as identified in the Competency and Curriculum Framework for Physician Associates
- Be able to complete some basic therapeutic procedures required of a Physician Associate, as identified in the Competency and Curriculum Framework for Physician Associates
- Begin to develop an understanding of the process of prescribing of medications and other licensed products in a safe, effective and efficient manner
- Deliver Basic Life Support skills.
- Begin to assess patients' healthcare needs, taking into account their physical and mental health and personal and social circumstances, and apply their knowledge and skills to synthesise information from a variety of sources in order to reach the best available diagnosis and understanding of the patient's problem
- Understand the importance of working in multi-disciplinary teams, taking on a variety of leadership and teaching roles as needed to support best clinical practice.
- Understand the need to develop critical thinking skills to interpret history, examination and investigation findings and develop a differential diagnosis of medical problems in a variety of situations
- Undertake basic evaluation of risk factors and update risk assessment using situational awareness skills to identify potential sources of error
- Develop an understanding of the need to critically appraise clinical research in a manner that supports and informs the use of evidence based practice
- Participate and contribute to a number of sub roles within the workplace, including a leader, a researcher and a teacher, assuming associated responsibilities as required
- Demonstrate attitudes and behaviours in all professional and personal contacts
- Begin to use lifelong learning skills to continuously review practice and inform CPD needs in order remain up to date and offer the best care to patients
- Understand the need to communicate with colleagues and patients in a manner that is efficient, effective and safe in all settings
- Begin to foster clinical leadership and management skills
- Evidence and reflect upon career progression.
- Manage own time and workload and set priorities
- Work effectively as a team member and leader

Learning outcomes for the award of: Diploma of Higher Education in PA studies

- Apply knowledge of anatomy and physiology to support understanding of various pathologies, as well as to facilitate examination of and interventions for patients.
- Apply basic principles from the biomedical sciences to support the diagnosis and management of medical problems.
- Understand how to appraise and interpret research methodologies used in clinical practice so as to facilitate the completion and application of such research.
- Understand the importance of applying the principal aspects of public health to support disease prevention and reduce the burden of illness on society and practice.
- Have an understanding of and be able to use the basic principles related to quality of care, including clinical governance, medicine in society and non-technical skills and apply them to clinical practice.
- Demonstrate some diagnostic procedures required of a Physician Associate, as identified in the Competency and Curriculum Framework for Physician Associates
- Be able to complete some therapeutic procedures required of a Physician Associate, as identified in the Competency and Curriculum Framework for Physician Associates
- Develop a demonstrable understanding of the process of prescribing of medications and other licensed products in a safe, effective and efficient manner
- Deliver Basic Life Support skills.
- Be able to undertake an assessment of patients' healthcare needs, taking into account their physical and mental health and personal and social circumstances, and apply their knowledge and skills to synthesise information from a variety of sources in order to reach the best available diagnosis and understanding of the patient's problem
- Have knowledge and experience of working in multi-disciplinary teams, taking on a variety of leadership and teaching roles as needed to support best clinical practice.
- Employ critical thinking skills to interpret history, examination and investigation findings and develop a differential diagnosis of medical problems in a variety of situations
- Undertake an evaluation of risk factors and update risk assessment using situational awareness skills to identify potential sources of error
- Develop a demonstrable understanding of the need to critically appraise clinical research in a manner that supports and informs the use of evidence based practice
- Participate and contribute to a number of sub roles within the workplace, including a leader, a researcher and a teacher, assuming associated responsibilities as required
- Demonstrate attitudes and behaviours in all professional and personal contacts
- Continue to use lifelong learning skills to continuously review practice and inform CPD needs in order remain up to date and offer the best care to patients
- Be able to communicate with colleagues and patients in a manner that is efficient, effective and safe in most settings
- Continue to foster clinical leadership and management skills
- Evidence and reflect upon career progression.
- Manage own time and workload and set priorities
- Work effectively as a team member and leader

Learning outcomes for the award of: BSc (Hons) Physician Associate Studies

- Apply increasing critical knowledge of anatomy and physiology to support understanding of various pathologies, as well as to facilitate examination of and interventions for patients.
- Apply more complex principles from the biomedical sciences to support the diagnosis and management of medical problems.
- Appraise and interpret research methodologies used in clinical practice so as to facilitate the completion and application of such research.
- Understand the importance of applying and contrasting the principal aspects of public health to support disease prevention and reduce the burden of illness on society and practice.
- Have a critical understanding of and be able to use the principles related to quality of care, including clinical governance, medicine in society and non-technical skills and apply them to clinical practice.

- Have increasing demonstrable knowledge of diagnostic procedures required of a Physician Associate, as identified in the Competency and Curriculum Framework for Physician Associates
- Be able to complete an increasing number of therapeutic procedures required of a Physician Associate, as identified in the Competency and Curriculum Framework for Physician Associates
- Continue to develop a critical understanding of the process of prescribing of medications and other licensed products in a safe, effective and efficient manner
- Deliver Basic Life Support skills and immediate life support skills.
- Be able to undertake an assessment of patients' healthcare needs, taking into account their physical and mental health and personal and social circumstances, and apply their knowledge and skills to synthesise information from a variety of sources in order to reach the best available diagnosis and understanding of the patient's problem
- Have critical knowledge and experience of working in multi-disciplinary teams, taking on a variety of leadership and teaching roles as identified, to support best clinical practice.
- Continue to employ critical thinking skills to interpret history, examination and investigation findings and develop a differential diagnosis of medical problems in a variety of situations
- Undertake a selective evaluation of risk factors and update risk assessment using situational awareness skills to identify potential sources of error.
- Comprehend the need to critically appraise clinical research in a manner that supports and informs the use of evidence based practice
- Participate and contribute to a number of sub roles within the workplace, including a leader, a researcher and a teacher, assuming increased responsibilities as required.
- Demonstrate attitudes and behaviours in all professional and personal contacts.
- Use lifelong learning skills to continuously review practice and inform CPD needs in order remain up to date and critical in order to offer the best care to patients.
- Be able to communicate with colleagues and patients in a manner that is efficient, effective and safe in all settings
- Appraise and foster clinical leadership and management skills
- Evidence and critically reflect upon career progression.
- Manage own time and workload and set priorities
- Work effectively as a team member and leader