



Course Handbook

MSc Physician Associate Practice
2020/21

Programme Leader: Dr Peter Driscoll
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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1. Welcome to the course

Welcome to the School of Medicine and to our MSc in Physician Associate Practice (MSc PAP).

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, top-quality patient care consistent with the Competence and Curriculum Framework for Physician Associates.

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 to work hard, follow the advice provided and always act in a way that puts patients first.

There will be lots of hard work ahead, however we are sure that you will find it interesting and challenging.

Good luck!

Dr Peter Driscoll

Academic Director, MSc Physician Associate Practice

1.1 Executive Course Summary

This exciting and stimulating course places considerable emphasis on developing your expertise in a whole range of practical areas, including clinical, communication, observation, teamwork and leadership.

It is a two-year programme and comprises four modules:

YEAR 1:

- UM4001 Medical Knowledge, Skills and Behaviours for Patient Care I
- UM4600 Professional Placement I

YEAR 2:

- UM4002 Medical Knowledge, Skills and Behaviours for Patient Care II
- UM4700 Professional placement II

This Course Handbook will provide you with essential information regarding your MSc Physician Associate Practice course. It gives you information about the content of the course and introduces you to the ways in which we are going to teach and assess you over the next two years. Further essential information is available to you in the Student's Guide to Assessment available at:

https://www.uclan.ac.uk/study_here/assets/assessment_handbook_1819.pdf

We want you to enjoy the course and learn to be a good Physician Associate. Attendance at all taught lectures, tutorials, practical classes and clinics is essential. As you are in training to become a Physician Associate, you must apply the same standards of behaviour to your conduct throughout the course as if you were already a Physician Associate. Being a health professional it is very important that you do not do anything that might result in your "fitness to practise" being called into question – such as misuse of drugs, engaging in fraud, falsification of absence, bullying, assault, cheating, drink driving and inappropriate use of social media.

Every now and again you'll make mistakes. Never be frightened to report a mistake – we all have them and we all know that when it happens it helps to share our experience so lessons can be learnt. 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 provide assistance.

Our patients need to be able to trust us to keep information about them confidential. It is easy to forget that anything put on a social network site such as Facebook may end up anywhere and can result in problems. You must not, under any circumstances, put pictures or information about any other student, or member of staff, on these multimedia sites 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 networking 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 may ultimately result in your studies being terminated.

Learning outcomes of the course

On completion of the MSc Physician Associate Practice (MSc PAP) programme, students will be able to:-

A1. Critically apply knowledge of anatomy and physiology, medical sciences and therapeutics to support the clinical diagnosis and management of clinical problems.

A2. Search for, appraise, and interpret evidence used in clinical practice to benefit patient care.

A3. Interpret and critically apply the key principles related to quality of patient-centred care addressing ethical and legal issues.

B1. Competently undertake history taking and consultation skills integrating relevant psychological, social and biomedical perspectives within a patient-centred framework

- B2. Competently undertake safe physical examinations to inform and guide the carrying out of core diagnostic and procedural skills
- B3. Formulate and implement management plans in collaboration with patients, carers and healthcare professionals
- B4. Work in multi-disciplinary teams, implementing the role of the PA as needed to support effective patient care and best medical practice

- C1. Critically reflect on their role in providing multi-professional patient care and on seeking support when a clinical situation is beyond their competence
- C2. Interpret clinical findings and formulate differential clinical judgements.
- C3. Interpret findings from individualised patient consultations to determine the need for further investigations to make satisfactory diagnosis
- C4. Apply critical thinking skills to interpret data and critically review the medical literature
- C5. Recognise constraints in order to prioritise workload and resources, both in local organisations and the broader NHS, social care and public health arenas

- D1. Demonstrate attitudes of professional behaviour and probity acting with integrity and sensitivity for the role of PA
- D2. Critically evaluate and review how their own practice contributes to the effectiveness of the clinical environment, incorporating equality, diversity, professionalism and probity
- D3. Communicate with teams, colleagues and patients in a manner that is respectful, efficient, effective and safe in all settings and maintaining effective working relationships with other health professionals
- D4. Reflect on their own developing attitudes towards professional practice, lifelong learning and continuing professional development
- D5. Have a critical awareness of the principles and developments in the NHS and public health context

1.2 Course Team

The Course Team is made up of colleagues with expertise in teaching medical sciences alongside clinical academics from a range of different specialties.

Head of School of Medicine
Professor Cathy Jackson

Email: cjackson19@uclan.ac.uk

Academic Director MSc Physician Associate Practice
Dr Peter Driscoll

Email: pdriscoll@uclan.ac.uk

Staff	Role
Dr Peter Driscoll	Academic Director
Jane Rutt-Howard	Principal Lecturer
Dr Helen Davis	Lecturer in Clinical Programmes
Dr Christina Daniel	Senior Lecturer in Clinical Skills
Dr John Haylor	Principal Lecturer
Dr Jorge Garcia-Lara	Senior Lecturer
Dr Susan Jamieson	Principal Lecturer
Dr Allyson Clelland	Lecturer
Dr Eric Bater	Clinical Senior Lecturer
Matt Mustain	Lecturer and Physician Associate
Dawyn Sawyer	Lecturer and Physician Associate

Dr Emyr Bakker	Lecturer
Dr Peter Dixon	Clinical Senior Lecturer
Mike Tichio	Lecturer

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>

Whilst on clinical placements, you will be supervised by practising clinical staff, with any day-to-day issues being dealt with by the local staff at the institution in which you are placed. The local clinical staff will also provide teaching in a wide range of settings such as medicine, emergency care, family health and general practice. In this way your learning objectives for specific environments such as theatre, clinics and ward rounds, can be addressed.

You will attend teaching at UCLan campus sites prior to each clinical placement block. Sessions will be staffed by a mix of UCLan faculty and practising clinicians such as physician associates, consultants, speciality doctors, other healthcare experts and general practitioners.

1.3 Expertise of staff

The Course Team comprises highly experienced clinicians and scientists who provide the academic and scientific course content. 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: <http://www.uclan.ac.uk/schools/medicine/index.php>

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.



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 1600 on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Greenbank Building

Medicine/Dentistry

Sport and Wellbeing

Management

Business

telephone: 01772 891992/891993

email: GreenbankHub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. Automatically forwarding to another address (e.g. hotmail.com) is not advisable and a forwarding failure will not be accepted as an excuse for failure to see or comply with a message. Please respond to correspondence in a timely manner.

Together with this Student Handbook, you will receive other relevant study handbooks, which will be placed in the Student Office on Blackboard. Over the duration of your course, we will also send out regular emails related to course issues and events within the School.

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. If any lateness or cancellation looks evident, please check your email for related correspondence as this is usually the most efficient way for staff to communicate these last minute changes.

Emails will normally be sent from the greenbankhub@uclan.ac.uk and students are requested to use this email address when corresponding with the Greenbank Hub. 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 Greenbank Hub between the times stated above. Also teaching staff may email directly to you and are happy to receive correspondence from you with the aim of responding within two to three working days.

Please also keep an eye on Blackboard. This tends to be used for keeping students up-to-date regarding general events and news items.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK.

The name of this person, their position and home institution is:

Dr Graham Currie, Honorary Clinical Senior Lecturer in Medicine, University of Aberdeen
The School of Medicine, Medical Sciences and Nutrition

If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly.

The External Examiner reports will be made available to you. The School will also send a sample of student coursework to the External Examiner 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 that which is borderline.



2. Structure of the course

2.1 Overall structure

Students will undertake 180 credits of study as below. All modules on the programme are mandatory.

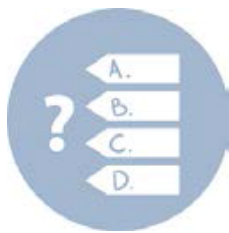
2.2 Modules available

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.

Module Codes are presented below:

Module code	Module title
UM4001	Medical Knowledge, Skills and Behaviours for Patient Care I
UM4600	Professional Placement I
UM4002	Medical Knowledge, Skills and Behaviours for Patient Care II
UM4700	Professional Placement II

The Programme Specification which details the programme and modules in more depth is attached as Appendix 8.1 and can also be found on the Course page on the UCLan web site: <https://www.uclan.ac.uk/courses/msc-physician-associate-practice.php>



2.3 Course requirements

It is important to note that should your Enhanced Disclosure and Baring Service (DBS) check prove to be unsatisfactory for the purpose of the course you have applied to, your offer of a place for that course may be withdrawn. If you have already enrolled on a course and your DBS check subsequently discloses a criminal conviction, you may be required to withdraw from the course even if you have already started. If you are aware that your DBS check will disclose a previous conviction, please contact the course leader for advice as not all convictions may preclude you from continuing with the course.

All modules within the MSc PAP programme are core and use University regulations. This means there is compensation between modules. Similarly all required elements of assessment must be successfully completed for the module to be passed; simply achieving an aggregated pass mark for the module is not sufficient.

As a student undertaking this course, you are subject to the UCLan procedure for the consideration of Fitness to Practise (Regulations for the Conduct of Students: Appendix 3).

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 1 / beginning of year 2. This is an opportunity for us to discuss your achievements in year 1 and make plans for your study over the final year and looking ahead to the National Examination.

The assessment in Year 1 must be passed to enable progression to Year 2 of the course.

The award of MSc Physician Associate Practice requires successful completion of 180 credits modules: UM4001 and UM4002 plus the Professional Practice modules UM4600 and UM4700.

2.5 Study Time

2.5.1 Weekly timetable

A timetable will be available once you have enrolled onto the programme, through the Student Portal.

The course is delivered by UCLan in partnership with NHS Trusts and Primary Care partners who are the providers of the clinical placements for the course. Students may be sited with any of our partners during the course. To maximise the teaching opportunities in all locations, whilst reducing the need to travel, video conferencing is carried out several times a week to cover lecture content.

The first year comprises 16 weeks of initial teaching at UCLan Preston or UCLan Westlakes (whichever is your respective campus base). Students will be taught on site within the School of Medicine. After this initial period, students begin clinical placements in eight-week blocks. At the end of each block, students return to base for a further two-week teaching period.

In year 2 of the course, after an initial teaching block, students continue with clinical placements and teaching periods until the end of the programme.

2.5.2 Expected hours of study



Although the teaching time can be found on the timetable in Blackboard, students will need to work over and above this in order successfully to complete the course. Many lectures, workshops and placement activities require preparatory work prior to attendance and this must be completed. Students should also expect to read more widely to aid their understanding of a subject and to test their understanding regularly. Students should expect to do at least approximately three hours' work each day over and above the taught component of the course. You

should be undertaking 600 hours of study, taught and self-directed for each 60-credit module. The professional placement has a minimum of 1400 hrs. Please refer to module descriptors for specific guidance on taught and self-directed study and bear in mind that the greater input you give to the programme the easier you will find it keeping up with the demanding pace and achieve higher standards.

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: greenbankhubattendance@uclan.ac.uk or, for exceptional requests for leave of absence, directly to the Academic Director or your Academic Advisor.

Working Day

Study days typically start at 09.00 and end at 17.00. Occasionally a day may finish at 16.00, but this is more unusual. You will need to plan for a 17.00 finish. A detailed timetable of study days will be made available during your induction day on the programme. You should be prepared to be available from 08.00-18.00.

The PA academic year runs from February to January at Westlakes campus and from September to August at Preston campus. Students will be attending lectures and clinical placements for up to 46 weeks per year, i.e. there are 6 weeks' holiday per year.

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 Greenbank 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 Greenbank Hub Attendance (01772 891998 / 891999) or by email to greenbankhubattendance@uclan.ac.uk by no later than 09.00hrs on the day in question.

You should notify greenbankhubattendance@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 Greenbank 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 Greenbank 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 Greenbank Hub attendance.

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 Greenbank 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 also expect you to develop the skills for self-directed education. As you progress you will be expected to have started the journey of “lifelong learning” and as with all health professionals, take considerable responsibility for directing your own learning in addition to seeking assistance from staff for further guidance. At this stage of the course, you will all have different experiences depending on your individual background when entering the programme. . To note, despite this difference, you will all be expected to take every opportunity to increase your knowledge and experience when in clinical settings, rather than waiting to be given direction. You will be a novice Physician Associate and your clinical learning will need to be driven by the professional curriculum.

Year 1. Teaching in year one will be both campus- and clinical placement-based. Teaching will be by a mixture of practical skills acquisition, small group work, case-based learning, inter-professional learning and “flipped classroom” teaching, followed by discussions of the set work together with more traditional lectures. The teaching will be supported by online resources available to all students accessed through the virtual learning environment. You will also be expected to keep an ePortfolio, which you will use to log your experiences, reflections and work place-based assessments.

Both year one and two are comprised of two modules each: Medical Knowledge, Skills and Behaviours for Patient Care I and II and Professional Placement I and II. There is a spiral curriculum approach recognising the increase in critical analysis required as your training progresses, together with the complexity of content, moving through General Medicine to specialist areas such as Paediatrics and Mental Health.

In year one you will be taught and supported in bringing together the basic scientific knowledge required for understanding both normal form and function together with that found in association with disease. This will include anatomy, medical imaging, physiology, pathophysiology, microbiology, immunology and haematology and demonstrate the relevance of these areas of knowledge to the diagnosis and management of patients presenting with common medical presentations.

You will also learn the skills required to undertake clinical consultations, ensure patient safety, examine a patient, perform basic diagnostic measurements and to test and interpret the results. This analysis requires you to assimilate the knowledge and critically apply it to the presentation of the patient with an illness. To assist you, there is a taught medical therapeutics component so that you can develop competency at safely constructing a management plan for the patient and conclude the consultation. One of the future roles of the Physician Associate will be in the area of prescribing and thus you will begin to prepare for this activity by applying your understanding of pharmacology, therapeutic principles, safe prescribing and drug interactions to the patient situation and recommend treatment options. Other aspects of this module include professionalism, evidence-based medicine principles, public health, medical ethics and NHS values and behaviours, as some examples.

Body System Blocks for year one include:-

Cardiovascular
Gastrointestinal
Musculoskeletal
Head and Neck

Respiratory
Nervous and Endocrine
Genitourinary and male reproduction

Clinical placements will be in general practice and general medicine. The Professional Placement for Physician Associate Studies I module is where you will record, using the electronic portfolio, the activities of your placements throughout your studies.

Year 2

In the second year of study, teaching will initially begin on campus where an introduction to the specialist areas of clinical practice and its underpinning knowledge will be provided. These clinical areas comprise: female health, sexual health, paediatrics, mental health, surgical speciality and front door medicine. This module, Medical Knowledge, Skills and Behaviours for Patient Care II, will also provide experience with some higher order clinical skills e.g. delivery, suturing, focussed history taking in specialist areas etc. prior to undertaking the year 2 specialist clinical placements. This new knowledge will be applied, with increasing criticality and astuteness expected from a second year student Physician Associate on a clinically focussed Master's programme.

The remainder of year 2 is spent on clinical placement achieving the learning objectives and workplace-based assessments for each placement under the module Professional Placement II.

Over the course of the programme each student will undertake the following core placements in addition to others which may vary slightly between clinical placement sites as part of the module Professional Placement for Physician Associate Studies II.

Community Medicine	180 hours minimum
General Hospital Medicine	350 hours minimum
Emergency & Acute Medicine	180 hours minimum
Mental Health	90 hours minimum
General Surgery	90 hours minimum
Obstetrics & Gynaecology	90 hours minimum
Paediatrics	90 hours minimum

3.2 Study skills

Study Skills - 'Ask Your Librarian'

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"

The competencies required for the academic aspects of the programme are introduced at the start of year 1. In accordance with the spiral curricula approach these are built on and expanded as the course progresses through the two years. These skills 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 on to other support services within the University, these include:

WISER [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 33 1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=33_1)

LIS [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 25 1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=25_1)



3.3 Learning resources

3.3.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)

- [Library search](#)

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 e-Learn (Blackboard) platform hosted at the University is the main repository of custom-made learning materials, lecture and PowerPoint presentations. E-Learn (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. Take advantage of the free training sessions to help gain all the skills required 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 fields of medicine and dentistry. 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 practitioner and as a professional. It is also used to illustrate how you meet the Learning Outcomes for Professional Placement I and II. It subsequently becomes an integral part of your continuous professional development once you qualify. Reflective practice, whereby you learn from events, patient encounters, assessments and feedback is also encouraged.

Maintaining a portfolio is a requirement for many health 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. There will also be an assessment handbook for these two modules, to help guide and support you during this exercise.

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

- Forms or reports such as attendance records, supervisors' reports
- Case logs of patients you have seen
- Skills logs 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
- Your Personal Development Plan
- 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. A number of individuals may wish to view and advise you on your portfolio such as your Academic Advisor or Clinical Supervisor. In addition, you will have an appraisal each year. Part of this process will be a formal review of your portfolio which will be pass/fail. This summative review forms part of the formal assessment for the course.

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.

As this course is specifically designed for student Physician Associates to develop their clinical skills and theoretical understanding of the subject matter, it is clear that the “career development” aspect of your portfolio is an essential foundation of the programme.

Independent learning is developed throughout this taught programme. It starts with a series of lecture and practical sessions, accepting that you may initially be a dependent learner, and progresses through your integrated academic activities and appreciation of development during the clinical placements.



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 MSc Physician Associate Practice programme is not just about clinical skills development (though that remains a major focus) 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

Information on the support available is at: <https://www.uclan.ac.uk/students/>



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 two years. 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 may arise. 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 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 them 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.

Academic Advisor meetings will normally be on a 1:1 basis and meetings will be expected to last for approximately 20 minutes.

You will be given clear details as to how to contact your named advisors, and arrangements should you need an urgent meeting in the absence of your named 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 the Pastoral Tutors yourself at any time, but you may also be guided to make an appointment with her/him by your Academic Advisor if they think you are struggling, or have problems which may be impacting on your studies. Any information that you share with the Pastoral Tutors 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 postgraduate study
- Providing advice and support with pastoral issues
- 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 Tutor

Jane Samson Jsamson1@uclan.ac.uk

HA111 01772 894019

Nigel Garratt nigarratt@uclan.ac.uk

HA111 01772 894551

Pastoral Tutor (Westlakes)

Dr Catherine Blyth CBlythe1@uclan.ac.uk

SLB101 01946 517234

4.2 Students with disabilities

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.

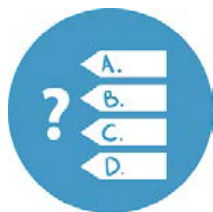
4.3 Students' Union

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

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. For further details about assessment please refer to the Student Guide to Assessment which will be given to you when you commence the programme and will be available via Blackboard and also the University Regulations relating to assessment.



5.1 Assessment Strategy

Validity

'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.

Formative assessments are for your feedback only and allow you to gauge your own progress through the programme. These will be detailed within the individual module handbooks.

Summative assessments are either *graded* or recorded as “*pass / fail*” and must be completed successfully for you to progress through the course.

5.2 Notification of assignments and examination arrangements

As the course progresses, details of individual assignments will be notified to you as “assignment briefs” 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 a rule, to account for potential delays).

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

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 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 the course and further details can be found on the student services webpages so please do familiarize yourselves with this information.

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 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.

5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades, but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

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 comments 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 or the UCLan Student Survey.

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 the University Student Handbook.

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.

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	UCLan Preston / Burnley / Westlakes campuses
3. University School/Centre	School of Medicine
4. External Accreditation	
5. Title of Final Award	MSc Physician Associate Practice
6. Modes of Attendance offered	Full-time with clinical placement
7a) UCAS Code	
7b) JACS Code	A300
7c) HECoS Code	100267
8. Relevant Subject Benchmarking Group(s)	Faculty of Physician Associates (RCP) http://www.fparcp.co.uk/ https://www.rcplondon.ac.uk/physician-associates
9. Other external influences	Health Education England http://hee.nhs.uk/ NHS England Competence and Curriculum Framework for the Physician Associate (CCF 2012) Matrix Specification of Core Clinical Conditions for Physician Associate by Category of Level of Clinical Competence (DH 2016)
10. Date of production/revision of this form	January 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 and Curriculum Framework for the Physician Associate (CCF 2012) and Matrix Specification of Core Clinical Conditions for Physician Associate by Category of Level of Clinical Competence (DH 2016).	

12. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
Students will be able to: A1. Critically apply knowledge of anatomy and physiology, medical sciences and therapeutics to support the clinical diagnosis and management of clinical problems. A2. Search for, appraise and interpret evidence used in clinical practice to benefit patient care. A3. Interpret and critically apply the key principles related to quality of patient-centred care addressing ethical and legal issues.
Teaching and Learning Methods
Lectures, practical and small group tutorials (Case based). Self-directed learning. Placement learning.
Assessment methods
Multiple choice questions (MCQ) and structured answer questions (SAQ). Objective structured clinical examinations (OSCE). Workplace-based assessments and written assessment.
B. Subject-specific skills
Students will be able to: B1. Competently undertake history taking and consultation skills integrating relevant psychological, social and biomedical perspectives within a patient-centred framework B2. Competently undertake safe physical examinations to inform and guide the carrying out of core diagnostic and procedural skills B3. Formulate and implement management plans in collaboration with patients, carers and healthcare professionals B4. Work in multi-disciplinary teams, implementing the role of the PA as needed to support effective patient care and best medical practice.
Teaching and Learning Methods
Clinical and communication skills training in clinical skills training areas, simulated clinical environments and small group tutorials. One-to-one tutorials and appraisals. Clinical placement experiences.
Assessment methods
MCQs, SAQs and OSCEs, Workplace-based assessments and written assessment. Appraisals.
C. Thinking Skills
Students will be able to: C1. Critically reflect on their role in providing multi-professional patient care and on seeking support when a clinical situation is beyond their competence C2. Interpret clinical findings and formulate differential clinical judgements C3. Interpret findings from individualised patient consultations to determine the need for further investigations to make satisfactory diagnosis C4. Apply critical thinking skills to interpret data and critically review the medical literature C5. Recognise constraints in order to prioritise workload and resources, both in local organisations and the broader NHS, social care and public health arenas.
Teaching and Learning Methods
Lectures, practical and small group teaching and tutorials. Self-directed learning. Clinical placement experiences.
Assessment methods
MCQs, SAQs and OSCEs, Workplace based assessments and written assessment.
D. Other skills relevant to employability and personal development
Students will be able to: D1. Demonstrate attitudes of professional behaviour and probity acting with integrity and sensitivity for the role of PA D2. Critically evaluate and review how their own practice contributes to the effectiveness of the clinical environment, incorporating equality, diversity, professionalism and probity D3. Communicate with teams, colleagues and patients in a manner that is respectful, efficient, effective and safe in all settings and maintaining effective working relationships with other health professionals D4. Reflect on their own developing attitudes towards professional practice, lifelong learning and continuing professional development D5. Have a critical awareness of the principles and developments in the NHS and public health context.
Teaching and Learning Methods
Tutorials, self-directed learning, appraisal, clinical placement experiences
Assessment methods
OSCEs. Work-based assessments, written assessment, portfolio.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	UM4700	Professional Placement II	30	Master's Physician Associate Requires 180 credits at Level 7
	UM4002	Medical Knowledge, Skills and Behaviours for Patient Care II	60	
	UM4600	Professional Placement I	30	Postgraduate Certificate in Physician Associate Studies Requires 90 credits at Level 7
	UM4001	Medical Knowledge, Skills and Behaviours for Patient Care I	60	
15. Personal Development Planning				
<p>This programme is specifically designed to develop the knowledge, skills, attitudes and behaviours of PA students to prepare them for the National Examination and to subsequently engage in national re-certification. The "career development" aspect of PDP is clearly addressed within this programme through the integration of a spiral curriculum actively demonstrating lifelong learning, informed and aligned to the CCF (2012) and FPA standards and code of practice.</p> <p>Throughout the course the students are expected to maintain a 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)				
<i>*Correct as at date of approval. For latest information, please consult the University's website.</i>				
<p>First degree minimum lower second class (2ii) undergraduate honours degree or equivalent in a life science or health-related subject. Applicants with substantial relevant experience will be considered. Non-standard qualifications will be considered on a case-by-case basis. A postgraduate qualification in merit or distinction may be considered if the applicant's first degree is lower than a second class award.</p> <p>Following a successful application there follows an interview process prior to selection.</p> <p>If English is not the first language: English language IELTS 7.0 (or equivalent) will be required in each of the testing areas (listening, reading, writing and speaking).</p> <p>Supporting Information All applications must be accompanied by a 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.</p>				
17. Key sources of information about the programme				
<ul style="list-style-type: none"> Faculty of Physician Associates (at The Royal College of Physicians) The Competence and Curriculum Framework ; Matrix of Core Clinical Conditions UCLAN School of Medicine website: https://www.uclan.ac.uk/ 				

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development			

				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	
LEVEL 7	UM4001	Medical Knowledge, Skills and Behaviours for Patient Care I	Comp	X	X	X	X	X	X	X			X	X				X	X	X	
	UM4002	Medical Knowledge, Skills and Behaviours for Patient Care II	Comp	X	X	X	X	X	X	X			X	X				X	X	X	
	UM4600	Professional Placement (Physician Associate Studies) I	Comp	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	UM4700	Professional Placement (Physician Associate Studies) II	Comp	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:

Learning outcomes for the award of: **Postgraduate Certificate in Physician Associate Studies**

A1. Critically apply knowledge of anatomy and physiology, medical sciences and therapeutics to support the clinical diagnosis and management of clinical problems.

A2. Search for, appraise, and interpret evidence used in clinical practice to benefit patient care.

A3. Interpret and critically apply the key principles related to the quality of patient-centred care addressing ethical and legal issues.

B1. Competently undertake history taking and consultation skills integrating relevant psychological, social and biomedical perspectives within a patient-centred framework

B3. Formulate and implement management plans in collaboration with patients, carers and healthcare professionals

B4. Work in multi-disciplinary teams, implementing the role of the PA as needed to support effective patient care and best medical practice.

C1. Critically reflect on their role in providing multi-professional patient care and on seeking support when a clinical situation is beyond their competence

C2. Interpret clinical findings and formulate differential clinical judgements.

D1. Demonstrate attitudes of professional behaviour and probity acting with integrity and sensitivity for the role of PA

D3. Communicate with teams, colleagues and patients in a manner that is respectful, efficient, effective and safe in all settings and maintaining effective working relationships with other health professionals

D4. Reflect on their own developing attitudes towards professional practice, lifelong learning and continuing professional development