Please read this document alongside additional PGDipPA academic and clinical handbooks – these handbooks will be available in the Student Office on Blackboard.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
Mission and Values
We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research. Our values:

- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

The Student Charter
The Student Charter has been developed by the University and the Students' Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or ‘contract’ between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. Read the full Student Charter

Supporting Diversity at UCLan
UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

- experience “an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported.”
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.
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1 Introduction to the course.

1.1 Welcome to the course

Professor Cathy Jackson, Head of School of Medicine

Welcome to the School of Medicine and to its Postgraduate Diploma Physician Associate Studies (PGDipPA).

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 framework for physician associates.

This will be an exciting and stimulating course. The PGDipPA programme places considerable emphasis on developing your expertise in a whole range of practical areas, including clinical, communication, observation, team-work and leadership.

This is a two year programme.

YEAR 1

UM4100 Integrated Clinical Sciences
UM4200 Medical Skills and Patient Care
UM4300 Medical Therapeutics and Prescribing
UM4600 Professional placement I

YEAR 2

UM4400 Evidence based Practice
UM4500 Medicine through Clinical Practice
UM4700 Professional placement II

The staff will give you support throughout the course; but your side of the deal is to work hard, stick to the rules and always act in a way that puts patients first. We feel that attendance at all taught lectures, tutorials, practical classes and clinics is important. As you are in training to become a Physician Associate you must apply the same standards of behaviour as if you were already a Physician Associate. As a health professional it is very important that you do not do anything that might result in your “fitness to practice” being called into question – such as drugs, fraud, falsification of absence, bullying, assault, cheating, drink driving etc.

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 may result in problems for you. 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 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 Practice” investigation and may result in your studies being terminated.

We want you to enjoy the course and learn to be a good Physician Associate. Every now again you’ll 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 will provide you with essential information about your PGDipPA 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 five years.

This Student Handbook contains important information. Further information will also be made available to you in the Student’s Guide to Assessment. Should you lose either of these documents then additional copies can be obtained from the University’s Blackboard Virtual Learning Environment, which will be introduced to you during your induction session.

We do hope that you will enjoy your studies within the School. We want this to be a positive learning experience for you. There will be some hard work ahead, but we hope that you will find it interesting and challenging, and that you will have the chance to enjoy yourself along the way.

Good luck!

Cathy Jackson
1.2 Rationale, aims and learning outcomes of the course

The University has been developing its medical programmes over several years and now has a range of postgraduate programmes. The PGDipPA programme underpins and complements this development. The PGDipPA award is a 2 year full-time programme.

The PGDipPA programme has been developed to comply with the RCP Faculty of Physician Associates requirements for Physician Associate training. Its aims, content and learning outcomes have been mapped to meet the requirements described in the UK Competence and Curriculum Framework for Physician Associates. [https://www.rcplondon.ac.uk/physician-associates](https://www.rcplondon.ac.uk/physician-associates)

Aims of the course

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

Learning outcomes of the course

By completion of the PGDipPA programme, students will be able to:-

A1. Apply knowledge of anatomy and physiology, medical sciences and therapeutics to support the clinical diagnosis and management of medical problems.
A2. Interpret clinical findings and formulate differential clinical judgments.
A3. Appraise and interpret evidence used in medical practice to benefit patient care
A4. Interpret and apply the key principles related to quality of care addressing ethical and legal issues

B1. Competently undertake history taking and consultation skills integrating relevant psychological, social and biomedical perspectives.
B2. Competently undertake core diagnostic and procedural skills by clinical examination
B3. Formulate and implement management plans in collaboration with patients, carers and healthcare professionals.
B4. Work in multi-disciplinary teams, taking on a variety of roles as needed to support effective patient care and best medical practice.

C1. Reflect on their role in providing multi-professional patient care and on seeking support when a clinical situation is beyond their competence.
C2. Interpret findings from patient consultations to determine the need for further investigations when information is incomplete to make satisfactory diagnosis
C3. Apply critical thinking skills to interpret data and critically review the medical literature.
C4. Recognise constraints in order to prioritise workload and resources

D1. Demonstrate attitudes of professional behaviour and probity acting with integrity and sensitivity for the role of PA.
D2. Evaluate and review how their own practice contributes to the effectiveness of the clinical environment.
D3. Communicate with teams, colleagues and patients in a manner that is 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.
1.3 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.

Executive Dean of the College of Clinical and Biomedical Sciences
Professor StJohn Crean   Email: SCrean@uclan.ac.uk

Head of School of Medicine and Head of Medical Education
Professor Cathy Jackson Email: cjackson19@uclan.ac.uk

Programme Lead
Dr Peter Driscoll

<table>
<thead>
<tr>
<th>Staff</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Peter Driscoll</td>
<td>Academic Director Physician Associate Studies</td>
</tr>
<tr>
<td>TBA</td>
<td>Lecturer in Physician Associate Studies</td>
</tr>
<tr>
<td>Paul Nuttall</td>
<td>Lecturer in Medical Sciences (Physiology) Physician Associate Studies</td>
</tr>
<tr>
<td>Dr Andy Ginty</td>
<td>Phase 1 Lead MBBS; Director of Human Anatomy Resource and Learning Centres</td>
</tr>
<tr>
<td>Dr Gerry Browne</td>
<td>Academic Lead in Clinical Skills</td>
</tr>
<tr>
<td>Dr John Haylor</td>
<td>Principal Lecturer in Medical Sciences (Pharmacology)</td>
</tr>
<tr>
<td>Dr Stan Ko</td>
<td>Senior Lecturer in Medical Sciences (Immunology)</td>
</tr>
<tr>
<td>Dr Jorge Garcia-Lara</td>
<td>Lecturer in Medical Sciences (Microbiology)</td>
</tr>
<tr>
<td>Dr Lea Bloxam</td>
<td>Lecturer in Medical Sciences (Microbiology)</td>
</tr>
<tr>
<td>Dr Melissa Baxter</td>
<td>Lecturer in Medical Sciences (Cell Biology)</td>
</tr>
<tr>
<td>Dr Antonia Solomon</td>
<td>Lecturer in Medical Sciences (Pharmacology)</td>
</tr>
<tr>
<td>Dr Susan Jamieson</td>
<td>Lecturer in Medical Sciences (Physiology)</td>
</tr>
<tr>
<td>Dr Katy Wareing</td>
<td>Lecturer in Medical Sciences (Anatomy)</td>
</tr>
<tr>
<td>Dr Jessie Cheong</td>
<td>Medical Demonstrator</td>
</tr>
<tr>
<td>Dr Jonathan Squibbs</td>
<td>Medical Demonstrator</td>
</tr>
</tbody>
</table>

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](http://www.uclan.ac.uk/schools/medicine/index.php)

Whilst on clinical placements, students will be supervised by practising clinical staff with any day-to-day issues regarding their placement being dealt with by the local staff at the institution in which they are placed. Whilst on placement, local clinical staff will provide teaching in a wide range of settings such as theatre, clinics and ward rounds as appropriate to enable fulfilment of the student’s learning objectives.

Students will attend teaching at UCLan campus sites at the end of each placement block. Sessions will be staffed by a mix of UCLan faculty and practising clinicians such as consultants, speciality doctors and general practitioners. For students in East Lancashire on placements teaching sessions will be at both Preston and Burnley campuses.
1.4 Academic Advisor and Pastoral Tutor

You will be allocated an Academic Advisor in your first week of study from one of the PA programme team. Further details on the role of your Academic Advisor and also the Pastoral Tutor can be found in section 4.2

<table>
<thead>
<tr>
<th>Pastoral Tutor</th>
<th>Email</th>
<th>Room No</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Peter Lumsden</td>
<td><a href="mailto:PJLumsden@uclan.ac.uk">PJLumsden@uclan.ac.uk</a></td>
<td>228, Harrington</td>
<td>01772 893270</td>
</tr>
</tbody>
</table>
1.5 Campus Administration Services

Campus Administration Services provides academic administration support for students and staff and is located at Allen Hub which is open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. Staff in the hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Course specific information is also available via school blackboard sites. The hub telephone number is 01772 895587 and the email contact is ugmed@uclan.ac.uk. The Hub Team details are below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email Address</th>
<th>Extension</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eileen Jackson</td>
<td>Senior Administrative Officer</td>
<td><a href="mailto:EJackson1@uclan.ac.uk">EJackson1@uclan.ac.uk</a></td>
<td>5138</td>
<td>HA111, Harrington building</td>
</tr>
<tr>
<td>Tracy Farrell</td>
<td>Senior Administrative Assistant</td>
<td><a href="mailto:TFarrell@uclan.ac.uk">TFarrell@uclan.ac.uk</a></td>
<td>5900</td>
<td>AL007, Allen building</td>
</tr>
<tr>
<td>Lizzy Johnson</td>
<td>Programmes Officer (Undergraduate Medicine)</td>
<td><a href="mailto:ugmed@uclan.ac.uk">ugmed@uclan.ac.uk</a></td>
<td>5860</td>
<td>AL007, Allen building</td>
</tr>
<tr>
<td>Daniel Jenkins</td>
<td>Business Support Assistant (Undergraduate Medicine)</td>
<td><a href="mailto:ugmed@uclan.ac.uk">ugmed@uclan.ac.uk</a></td>
<td>5587</td>
<td>AL007, Allen building</td>
</tr>
</tbody>
</table>

1.6 Communication

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 send out regular emails related to course issues and events within the School.

You will have received a UCLan email address upon enrolment, ending in uclan.ac.uk. The University expects you to use your UCLan email address and check regularly for messages from staff at least once each day. 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. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

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.

Emails will normally be sent from the UGmed@uclan.ac.uk and students are requested to use this email address when corresponding with the Allen 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 Allen Hub between the times stated above.

The School will also use the notifications area on Blackboard to keep students 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 examiner(s) 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 awarded marks in the middle range.

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

2.1 Overall structure

Students will undertake 120 credits of study, leading to awards as follows:

PGCert in Physician Associate Studies 60 Credits (exit award if not progressing to complete full course)

PGDip in Physician Associate Studies 120 credits

All modules on the programme are mandatory.

2.1.1 Location of study

The course is delivered by UCLan in partnership with NHS Trust partners and Primary Care partners who are the main providers of the clinical placements for the course. Students may be sited at any of our partner Trusts during the course. Teaching will take place at the UCLan Preston campus or UCLan Burnley campus.

Years 1 and 2

The first year comprises 16 weeks of initial teaching which is primarily based at UCLan Preston campus. 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 on 8 week placement blocks with a two week teaching block at one of the UCLan campuses between placements.

Indicative Year 1 timetable.
2.2 Modules

All modules within the PGDip PA programme are compulsory. Module descriptors can be found on Blackboard.

Module Codes are presented in the Table below:

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module title</th>
</tr>
</thead>
<tbody>
<tr>
<td>UM4100</td>
<td>Integrated Clinical Sciences</td>
</tr>
<tr>
<td>UM4200</td>
<td>Medical Skills and Patient Care</td>
</tr>
<tr>
<td>UM4300</td>
<td>Medical Therapeutics and Prescribing</td>
</tr>
<tr>
<td>UM4600</td>
<td>Professional Placement for Physician Associate Studies I</td>
</tr>
<tr>
<td>UM4400</td>
<td>Evidence-based Practice</td>
</tr>
<tr>
<td>UM4500</td>
<td>Medicine through Clinical Practice</td>
</tr>
<tr>
<td>UM4700</td>
<td>Professional Placement for Physician Associate Studies II</td>
</tr>
</tbody>
</table>

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.

2.2.1 Progression

All modules in each year are compulsory, and the assessment in Year 1 must be passed to enable progression to Year 2 of the course.

The award of Postgraduate Diploma Physician Associate Studies requires successful completion of 120 credits modules UM4100, UM4200, UM4300, UM4400, UM4500 plus the placement modules UM4600 and UM4700.
2.3 Study Time

2.3.1 Weekly Timetable

You can access your online timetable via the student portal: https://portal.uclan.ac.uk/webapps/portal/frameset.jsp

Term dates
Term dates are published on Blackboard.

2.3.2 Expected hours of study

Although the teaching time can be found on the timetable in Blackboard, students should also expect to work over and above this in order 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. In total you should be undertaking 200 hours of study, taught and self-directed for each 20 credit module and 400 hours for 40 credit module. The professional placement has a minimum of 1400 hrs.

2.3.3 Attendance Requirements

Working Day
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.

The academic year runs from early February to January. Students will be attending lectures and clinics for up to 47 weeks per year.

You are required to attend timetabled learning activities for each module. Exceptional requests for leave of absence must be made to your Academic Advisor or the Pastoral Tutor by completing a leave of absence form in advance of the event (copy attached as appendix 8.3). Notification of illness must be made on the first day of illness before 09.00 a.m. via telephone to the Allen Hub: email – AllenHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 895566. Upon your return to study, you must complete a Sickness Absence form (copy attached as appendix 8.4). Students who are unable to meet that requirement due to ill health or for any other reason should make an appointment with the Pastoral Tutor in the first instance.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and 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), 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 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.
2.4 Data Protection

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. Information will also be shared with professional bodies and with service providers (for example, the hospitals and healthcare settings where you undertake your clinical placements) as deemed necessary. Information about your studies and any other pertinent information will also be shared with your postgraduate training programme in line with NHS recommendations. These are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University's policy on the use and disclosure of personal information, please contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

As this is a clinical course leading to a professional healthcare qualification there is a requirement to share relevant personal information with our partner NHS Trusts, which host the primary and secondary care placements.

3. Approaches to teaching and learning

3.1 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: http://www.uclan.ac.uk/schools/medicine/index.php

3.2 Learning and teaching methods

A variety of teaching and learning methods are 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 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 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 always waiting to be given direction.

Teaching in year 1. Teaching in year one will take place mainly on campus, although clinical placements will also begin in year 1. Teaching will be by a mixture of small group work, case based learning, inter-professional learning, "flipped classroom" teaching followed by discussions of the set work and more traditional lectures. The teaching will be supported by online resources available to all students on or off campus and by an "e portfolio" which each student will use to log their experiences, written submissions and work placed base assessments.

Year one is comprised of four modules including a professional placement. All modules follow a systems based program and are taught throughout the year, but each module considers different aspects:-

**Medical Skills and Patient Care** In this module students will learn the skills required to undertake a clinical consultation, to ensure patient safety, to examine a patient, basic diagnostic measurements and testing and interpretation of results.

**Integrated Clinical Sciences** In this module we will bring together the basic scientific knowledge required for understanding both normal form and function together with that found in association with disease. This module will include anatomy, medical imaging, physiology, microbiology and molecular
biology and demonstrate the relevance of these areas of knowledge to the diagnosis and management of patients.

**Medical Therapeutics and Prescribing.** One of the future roles of Physician Associates will be in the area of prescribing. This module will begin to prepare students for this activity by giving them an understanding of pharmacology, therapeutic principles, safe prescribing, drug interactions and sensitivities etc.

System Blocks for year one include :-

Cardiovascular system  
Respiratory system  
Gastrointestinal system  
Nervous and Endocrine  
Musculoskeletal system  
Genitourinary and reproduction  
Head and Neck ENT

In the second semester of year one, clinical placements will begin initially with placements in general practice and community medicine. The **Professional Placement for Physician Associate Studies I** module is where you will record using an electronic portfolio the activities of your placements throughout your studies.

**Year 2**

In year two of study, teaching will initially begin on campus where an introduction to **Medicine through Clinical Practice** will be provided. This will provide experience with some higher order clinical skills e.g. consulting through interpreters, suturing etc. prior to undertaking the year 2 clinical placements.

**Evidenced Based Practice** In this module students learn how to search for and critique the evidence on which medical practice is based and how to ensure that their knowledge is current. They will learn about population based studies and guidelines and how these help inform health care for the individual in addition to consideration of how Psychology, sociology and medical ethics can play a part in health improvement at both population and individual levels.

The remainder of year 2 is spent on clinical placement achieving the learning objectives and work place based assessments for each placement under the module **Medicine through Clinical Practice**.

Over the course of the program 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 min  
General Hospital Medicine 350 hours min  
Emergency and Acute Medicine 180 hours min  
Mental Health 90 hours min  
General Surgery 90 hours min  
Obstetrics & Gynaecology 90 hours min  
Paediatrics 90 hours min
3.3 Study skills

The broader Study Skills and Research Skills requirements of the programme are developed in Year 1 as part of student induction and in Year 2 in the module Evidence-based Practice. 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** [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)

3.4 Learning Resources

3.4.1 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. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

3.4.2 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.

3.5 e-Portfolio and 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 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 much 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 expected 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 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.
You will use your portfolio to collect evidence or information in a number of different areas:

- 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 on your portfolio such as your Academic Advisor or Clinical Supervisor. In addition, you will have an annual appraisal each year. Part of the appraisal 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 component of your portfolio is your Personal Development Plan or PDP. This is a document in which you define your learning goals and how you plan to achieve these. Personal Development Planning aims to encourage independent lifelong learners who can reflect on, understand and plan for their learning.

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

The PDP programme therefore focuses on encouraging you to reflect on your learning (and other life) experiences, towards taking 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.

### 3.6 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 PGDipPA 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 / business environment.
4. Student support, guidance and conduct

4.1 Academic Advisor

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 of the course. They 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 different methods of teaching and learning
- Academic progress
- Assessments
- Study skills

Meetings will take place with your 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 the agreement of your advisor. Your 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 either of your advisor at any time.

Academic Advisor meetings will normally be on a 1:1 basis and meetings will be expected to last for approximately 20 minutes. Each 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 advisors, and arrangements should you need an urgent meeting in the absence of your named advisor.

Pastoral Tutor

The school also has a Pastoral Tutor 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 Tutor yourself at any time, but you may also be guided to make an appointment with him 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 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 Practice” committee, the Pastoral Tutor is there to support you through the process.

They are 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

4.2 Student Support

The ‘i’ is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and
4.3 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 Katy Wareing - kwareing2@uclan.ac.uk for further advice / support.

4.4 Health and Safety

As a student of the University you are responsible for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.5 Conduct and Fitness to Practise

You will be expected to abide by the Regulations for the Conduct of Students in the University. UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

If your behaviour is considered to be unacceptable, any member of academic staff is able to issue an informal oral warning or fill out a Structured Event Reporting Form (SERF) and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the Regulations for the Conduct of Students.

You should note that the PGDipPA programme within the School also falls under the University’s Fitness to Practise Regulations. These can be found within Appendix 3 of the above document. During induction students will be briefed as to this policy.

4.6 Students’ Union

The Students’ Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.
Representation and campaigning for students’ rights is at the core of what we do and is encompassed by our tag line of, Making Life Better for Students. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the Opportunities Centre on the ground floor of the Students’ Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the Advice and Representation Centre are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at 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

The following year summary gives an overall assessment picture for your PGDipPA programme. 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 are either graded or recorded as “pass / fail” or “satisfactory/unsatisfactory” and must be completed successfully for you to progress through the course.

Criterion referencing

In the medical school we use a criterion referencing method of setting a pass mark for multiple choice and short answer question prior to the examinations. What this means is that a school panel use a judgmental method (modified Angoff) which sets the pass mark for each examination. The method is recognised as best practice in medical education.


The Hofstee method is used only if analysis shows that the modified Angoff method has not discriminated between students appropriately.

OSCE examinations pass marks are set using borderline regression method.

Portfolios and clinical skills logs are assessed independently by two members of staff to determine “satisfactory/unsatisfactory”

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 tests/exams which have a high face validity. For example we use a knowledge based exam that assesses your knowledge of the medical sciences (anatomy, biochemistry).

One of the primary motivations 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.
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 (and notified to you via email), together with the required submission times.

Course work 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 a timescale of 15 working days.

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 Allen Hub 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 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 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to the Pastoral Tutor who will give you further advice.

Authorisation of the late submission of work requires written permission. The School with responsibility for your module will be authorised to give permission for one extension period of between 1 and 10 working days where evidence of circumstances has been accepted and where submission within this timescale would be reasonable taking into account those circumstances (Academic Regulations: G3).

You should complete and submit an extension request form, with any supporting evidence, to your School office. Further information is available on the Student Portal at:
https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php
We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University’s Policies and Procedures on Extenuating Circumstances (Academic Regulations: G9 and Assessment Handbook).
5.5.1 Extenuating circumstances
Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see Academic Regulations).

Further information is available on the Student Portal at:  
https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

You can apply for extenuating circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester. All evidence that is provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed in line with University regulations and professional body requirements.

Further information about the submission process is available at:  
https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstance_submission.php

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).
5.5.2 Late submissions
If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:
• If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
• Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
• Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

5.6 Feedback Following Assessments
UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress though the course.

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.

5.7 Cheating, plagiarism, collusion or re-presentation
You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook.

• Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
• Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
• Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
• Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:
• the penalty will be 0% for the element of assessment, and an overall fail for the module.
• the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
• when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:
the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

5.8 Appeals against assessment board decisions
If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations, Section 1. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:
1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

The dates for Assessment Boards and for the publication of results will be made available via Blackboard and emailed out to you as the course progresses.

6. Course regulations

6.1 Course requirements
All modules on the programme are compulsory.

As a student undertaking this course, you are bound by the Code of Conduct as specified by Regulatory bodies and subject to the UCLan procedure for the consideration of Fitness to Practise (Regulations for the Conduct of Students: Appendix 3).

6.2 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 voice
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 students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

7.1 Course representatives
A course representative is a student who represents their fellow students’ views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students’ Union website or by emailing: coursereps@uclan.ac.uk.

The course team will make arrangements for you to elect a course representative who can represent any issues you may have to the course team within Student Staff Liaison Committee meetings.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk

7.2 Student Staff Liaison Committee Meetings (SSLCs)

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and/or responses made and/or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).
The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting:

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

Minutes of these meetings will be circulated via email to the student cohort and actions addressed by the Course team, or passed onto appropriate bodies for consideration (e.g. the Library & Information Service, and Facilities Management). SSLCs will also consider External Examiner reports and any staff issues that may relate to the student body.

7.3 Evaluation Questionnaires
Evaluation questionnaires provide one of the most important means for you to express your opinion about your teaching and learning experience. They capture feedback on your experience within each module and inform staff about where improvements could be made. The school will ensure that you receive the forms for completion - please complete and return these to ensure your voice is heard - all responses are anonymous.

You are likely to see the module team responses to previous student feedback in your module handbooks / information packs or on the Blackboard learning space.

7.4 Complaints

The University recognises that there may be occasions when you have cause for complaint about the service you have received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information: Complaints Procedure.

As the course programme is delivered across a number of locations, by different providers, a School Student Complaints Procedure has been developed to reflect this.

In addition to formal University complaints mechanisms, the programme also uses Structured Event Reporting Forms (SERF). These forms are designed to capture all information which may have a potential impact on successful completion of the course; on your personal welfare or the welfare of others. Throughout the programme, you will have contact with a wide range of staff, peers, patients and members of the public. The SERF forms are a way of capturing when things are not going well and, conversely, identifying areas of good practice and pockets of excellence.

SERFs do not take the place of formal complaints mechanisms, though they may well be used to resolve issues that might otherwise become complaints. Full details of the SERF process and guidelines for use will be given to you at the start of your programme.
### 7.5 Dress code

The dress code for the PGDipPA programme is set out in the table below following the NHS dress code:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ACCEPTABLE</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniform (where worn)</td>
<td>Trust wide uniform in good state of repair, clean, ironed with correct epaulette in the right size and length</td>
<td>Creased, or dirty uniform, ill-fitting uniform</td>
</tr>
<tr>
<td>Clothing - General</td>
<td>Clothing that is clean, neat, ironed, in good repair and the right size</td>
<td>Clothing that is dirty, creased, faded, torn or noticeably worn</td>
</tr>
<tr>
<td></td>
<td>Appropriate underwear, not visible through outer clothes</td>
<td>Clothing that is too tight, too loose, low cut, see through or otherwise distracting</td>
</tr>
<tr>
<td></td>
<td>Business attire</td>
<td>Clothing that exposes the midriff</td>
</tr>
<tr>
<td></td>
<td>Smart casual attire</td>
<td>Undergarments that are revealing or do not complement outer clothing e.g. black underwear under a white tunic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Necklines which do not allow for modesty whilst performing one’s job.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dress/suit lengths which do not allow for modesty whilst performing your role</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jeans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tracksuits</td>
</tr>
<tr>
<td>Sleeves</td>
<td>Short sleeves which stop at or above the elbow, when worn in a clinical area</td>
<td>Sleeves covering any part of the forearm, when worn in a clinical area.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Loose and dangling sleeves which may compromise infection control policy</td>
</tr>
<tr>
<td>Name Badge</td>
<td>Worn at all times in an upright readable position with name and photograph visible</td>
<td>Absence of name badge</td>
</tr>
<tr>
<td></td>
<td>Must be worn with clip provided for staff working in a clinical area or NHS neck tape</td>
<td>Neck tapes other than NHS</td>
</tr>
<tr>
<td></td>
<td>To comply with health and safety requirements in some departments these will not be worn at the work base.</td>
<td>Worn in a place this is hard to read</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stickers or pins attached to badges obscuring clarity</td>
</tr>
<tr>
<td>Hair</td>
<td>Clean, groomed and arranged so that it does not interfere with the performance of duties</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Long hair is tied back and away from the face and secured with modest bands and clips. Very long hair must be secured so that it cannot fall forward over the shoulder.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hair is held securely off the face so that it does not need to be swept back regularly, potentially compromising hand hygiene</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unkempt hair, regardless of length</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extreme hairstyles – asymmetrical shaving of the head without medical reason</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extremes of hair colour which are unnatural</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Large bows, slides or bands to hold hair in place, or any sharp object</td>
<td></td>
</tr>
<tr>
<td>Neck and headwear</td>
<td>As part of a required uniform for infection control and hygiene reasons</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Safety headwear for medical reasons</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modest religious or cultural headwear - face must be fully visible</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A scarf tucked in to the collar.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A bow tie</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hats, caps or scarves for fashion purposes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A long scarf in clinical areas, which may compromise infection control policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A dangling neck tie in clinical areas, which may compromise infection control policy</td>
<td></td>
</tr>
<tr>
<td>Footwear</td>
<td>Closed toe shoes must be worn in clinical areas at all times</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shoes must be clean and polished</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shoe colour to match uniform black or navy blue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clogs/Sandals as permitted by departmental policy only (eg theatres).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Open toe shoes in non-clinical appropriate settings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low heel height in clinical areas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Open toe shoes/sandals in clinical areas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dirty, scuffed footwear in poor state of repair</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training shoes with stripes, flashes or heel lights</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Crocs</td>
<td></td>
</tr>
<tr>
<td><strong>Re-enforced footwear with toe caps where indicated</strong></td>
<td><strong>Black training shoes only</strong></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Socks/Hosiery</strong></td>
<td><strong>Novelty socks whilst in Uniform</strong></td>
<td></td>
</tr>
<tr>
<td>Plain black or navy blue socks when in Trust uniform</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hosiery to compliment outfit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absence of socks or hosiery in hot weather conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Body Art and Tattoos</strong></td>
<td><strong>Offensive or excessive tattoos which cannot be covered at work</strong></td>
<td></td>
</tr>
<tr>
<td>Non-visible body art and tattoos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If not covered, tattoos which are non-offensive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marks for religious or cultural reasons</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Body Piercings</strong></td>
<td><strong>Any visible body piercing ornamentation other than earrings.</strong></td>
<td></td>
</tr>
<tr>
<td>No visible body piercing ornamentation other than earrings</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Make-Up</strong></td>
<td><strong>Excessive or extreme make-up which may be deemed offensive</strong></td>
<td></td>
</tr>
<tr>
<td>Tasteful make-up that is complementary to natural features</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Markings for religious or cultural reasons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Camouflage make-up for medical reasons</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hats/Caps</strong></td>
<td><strong>Hats or caps for fashion purposes</strong></td>
<td></td>
</tr>
<tr>
<td>As part of a required uniform, for infection control and hygiene reasons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety head wear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>when medically indicated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>religious or cultural headwear which must be fully tucked in around the collar bone and not dangling</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fingernails</strong></td>
<td><strong>Dirty, ragged nails</strong></td>
<td></td>
</tr>
<tr>
<td>Clean and trimmed nails that are not excessive in length and do not interfere with performance of work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artificial or polished nails in non-clinical areas which do not interfere</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artificial, acrylic gel nails in clinical areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nails of extreme length</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Painted nails either coloured or clear in clinical areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Hygiene</td>
<td>Clean and presentable</td>
<td>Nails which pose an infection control risk</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Use of mild scented</td>
<td>Chipped or distressed polished nails in non-clinical areas</td>
</tr>
<tr>
<td></td>
<td>Deodorants and perfumes in clinical areas</td>
<td></td>
</tr>
<tr>
<td>Jewellery</td>
<td>Conservative jewellery that reflects a professional business like appearance in non-clinical areas.</td>
<td>Carved or sculpted wedding rings</td>
</tr>
<tr>
<td></td>
<td>Must complement clothing</td>
<td>Large looped or hooped earrings</td>
</tr>
<tr>
<td></td>
<td>In clinical areas plain metal wedding rings</td>
<td>Adornments which do not reflect a professional appearance</td>
</tr>
<tr>
<td></td>
<td>Small plain earrings</td>
<td>Jewellery pieces which conflict with hand hygiene policy</td>
</tr>
<tr>
<td>Protective Clothing</td>
<td>Items of issued uniform clothing</td>
<td>Not wearing protective clothing where provided and essential to job role</td>
</tr>
<tr>
<td></td>
<td>Plastic aprons for control of infection purposes</td>
<td>Wearing theatre attire outside of theatre areas</td>
</tr>
<tr>
<td></td>
<td>Theatre attire</td>
<td>Incorrect disposal of protective clothing in line with Infection Control Policy</td>
</tr>
<tr>
<td></td>
<td>Other appropriate personal protective equipment issued by the Trust.</td>
<td></td>
</tr>
</tbody>
</table>

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

Student Leave of Absence Form

ACADEMIC YEAR 2015-2016

PRIVATE AND CONFIDENTIAL
Student Leave of Absence

The completed form should be signed by Supervising Staff for each session, and then handed in or sent to the School Office as soon as possible for approval by the Pastoral Tutor.

Student ID Number: ........................................... Programme: .........................................................
Name: ...................................................................... Year: .................................................................
Term Time Address: ...........................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
Telephone/Mobile Number: .................................................................
Personal Tutor: .................................................................................................................................
Reason for Leave: ...............................................................................................................................  
...........................................................................................................................................................
Date of Leave: ........................................................................................................................................

Number of days on this occasion
Total number days this Academic year (Sept-Sept)

Approved/Not Approved by Supervising Staff: .................................................................
(Sign and print name)
Session to be Missed: ........................................................................................................................
Approved/Not Approved by Supervising Staff: .................................................................
(Sign and print name)
Session to be Missed: ........................................................................................................................
Leave Approved/Not approved by the Pastoral Tutor (or Representative)

Name: ........................................................................................................................................
Signature: ......................................................................................................................................
Date: ...............................................................................................................................................
# Student Sickness Absence Form

**ACADEMIC YEAR 2015-2016**

**PRIVATE & CONFIDENTIAL**

Self-Certificate for Personal Sickness/Medical Appointments

The completed form should be returned to the School Office immediately upon your return if your illness lasts for a week or less. If your illness lasts a week or more you should submit a doctor's certificate along with this form.

## PERSONAL DETAILS

<table>
<thead>
<tr>
<th>Student ID Number</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term Time Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Telephone/Mobile Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

## SICKNESS DETAILS

1st day of illness: ................................................ Date of return: ................................................

OR

Date of 1st doctor's certificate: ................................................

Please give brief details of why you were unable to attend studies. Further details should be given if you are absent through an injury incurred at the School.

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

## FORTHCOMING MEDICAL APPOINTMENTS

Date of Medical Appointment: ................................................

Supervising Staff Authorisation: ................................................

## DECLARATION

I declare that I have been unfit to attend studies because of personal sickness/injury and that the information given above is correct.

Signed: ................................................ Date: .............................

Print Name: ................................................
## Programme Specification

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>UCLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>Preston / Burnley UCLan</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>School of Medicine</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td></td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>Postgraduate Diploma Physician Associate Studies</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Full-time (with placement)</td>
</tr>
<tr>
<td>7. UCAS Code</td>
<td></td>
</tr>
<tr>
<td>8. Relevant Subject Benchmarking Group(s)</td>
<td>Royal College of Physicians – Faculty of Physicians Associates <a href="http://www.fparcp.co.uk/">http://www.fparcp.co.uk/</a> <a href="https://www.rcplondon.ac.uk/physician-associates">https://www.rcplondon.ac.uk/physician-associates</a></td>
</tr>
<tr>
<td>10. Date of production/revision of this form</td>
<td>September 2015</td>
</tr>
<tr>
<td>11. Aims of the Programme</td>
<td>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.</td>
</tr>
</tbody>
</table>
### 12. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

<table>
<thead>
<tr>
<th>Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Apply knowledge of anatomy and physiology, medical sciences and therapeutics to support the clinical diagnosis and management of medical problems.</td>
</tr>
<tr>
<td>A2. Interpret clinical findings and formulate differential clinical judgments.</td>
</tr>
<tr>
<td>A3. Appraise and interpret evidence used in medical practice to benefit patient care</td>
</tr>
<tr>
<td>A4. Interpret and apply the key principles related to quality of care addressing ethical and legal issues</td>
</tr>
</tbody>
</table>

**Teaching and Learning Methods**


**Assessment methods**

- Multiple choice and short answer questions. OSCE. Workplace assessments and e-portfolio

#### B. Subject-specific skills

<table>
<thead>
<tr>
<th>Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. Competently undertake history taking and consultation skills integrating relevant psychological, social and biomedical perspectives.</td>
</tr>
<tr>
<td>B2. Competently undertake core diagnostic and procedural skills by clinical examination</td>
</tr>
<tr>
<td>B3. Formulate and implement management plans in collaboration with patients, carers and healthcare professionals.</td>
</tr>
<tr>
<td>B4. Work in multi-disciplinary teams, taking on a variety of roles as needed to support effective patient care and best medical practice.</td>
</tr>
</tbody>
</table>

**Teaching and Learning Methods**

- Clinical skills and communication skills training in clinical skills training areas, simulated clinical environments and small group tutorials. One to one tutorials and appraisals.

**Assessment methods**

- Multiple choice questions (MCQs) and Objective structured clinical examinations (OSCEs). Work based assessments including Mini clinical examinations (Mini-CEX) and directly observed procedural skills test (DOPs). Appraisals.

#### C. Thinking Skills

<table>
<thead>
<tr>
<th>Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1. Reflect on their role in providing multi-professional patient care and on seeking support when a clinical situation is beyond their competence.</td>
</tr>
<tr>
<td>C2. Interpret findings from patient consultations to determine the need for further investigations when information is incomplete to make satisfactory diagnosis</td>
</tr>
<tr>
<td>C3. Apply critical thinking skills to interpret data and critically review the medical literature.</td>
</tr>
<tr>
<td>C4. Recognise constraints in order to prioritise workload and resources</td>
</tr>
</tbody>
</table>

**Teaching and Learning Methods**


**Assessment methods**

- Multiple choice and short answer questions. Objective structured clinical examinations (OSCEs). Work based assessments. ePortfolio.

#### D. Other skills relevant to employability and personal development

<table>
<thead>
<tr>
<th>Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1. Demonstrate attitudes of professional behaviour and probity acting with integrity and sensitivity for the role of PA.</td>
</tr>
<tr>
<td>D2. Evaluate and review how their own practice contributes to the effectiveness of the clinical environment.</td>
</tr>
<tr>
<td>D3. Communicate with teams, colleagues and patients in a manner that is efficient, effective and safe in all settings and maintaining effective working relationships with other health professionals.</td>
</tr>
<tr>
<td>D4. Reflect on their own developing attitudes towards professional practice.</td>
</tr>
</tbody>
</table>

**Teaching and Learning Methods**

- Tutorials, self-directed learning, appraisal, e-portfolio

**Assessment methods**

- Work based assessments, ePortfolio assessment.
13. Programme Structures*

<table>
<thead>
<tr>
<th>Level 7</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UM4700</td>
<td>Professional Placement (Physician Associate Studies) II</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>UM4600</td>
<td>Professional Placement (Physician Associate Studies) I</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>UM4500</td>
<td>Medicine through Clinical Practice</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>UM4400</td>
<td>Evidence-based Practice</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>UM4300</td>
<td>Medical Therapeutics and Prescribing</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>UM4200</td>
<td>Medical Skills and Patient Care</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>UM4100</td>
<td>Integrated Clinical Sciences</td>
<td>20</td>
</tr>
</tbody>
</table>

Postgraduate Diploma in Physician Associate Studies
Requires 120 credits at Level 7
requires successful completion of 120 credits (UM4100, UM4200, UM 4300, UM 4400, UM 4500) at level 7 plus successful completion of the Professional Placement modules UM4600, UM4700

14. Awards and Credits*

<table>
<thead>
<tr>
<th>Level 7</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UM4700</td>
<td>Professional Placement (Physician Associate Studies) II</td>
<td>60</td>
</tr>
<tr>
<td></td>
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<td>Professional Placement (Physician Associate Studies) I</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>UM4500</td>
<td>Medicine through Clinical Practice</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>UM4400</td>
<td>Evidence-based Practice</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>UM4300</td>
<td>Medical Therapeutics and Prescribing</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>UM4200</td>
<td>Medical Skills and Patient Care</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>UM4100</td>
<td>Integrated Clinical Sciences</td>
<td>20</td>
</tr>
</tbody>
</table>

Postgraduate Certificate in Physician Associate Studies
Requires 60 credits at Level 7 of modules UM4100, UM4200,UM4300

15. Personal Development Planning

This programme is specifically designed to develop the knowledge, skills, attitudes and behaviours of PA students to prepare students for the initial national assessment 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 portfolio of lifelong learning informed and aligned by the KSF.

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.

16. Admissions criteria

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.

If English is not first language: English language IELTS 7.5 (or equivalent), in each of the testing areas (listening, reading, writing and speaking).

17. Key sources of information about the programme

- Royal College of Physicians – Faculty of Physician Associates
  [http://www.fparcp.co.uk/professional-documents/](http://www.fparcp.co.uk/professional-documents/) The Competence and Curriculum Framework ; Matrix of Core Clinical Conditions
- UCLAN School of Medicine website
## 18. Curriculum Skills Map

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
</tr>
<tr>
<td>LEVEL 7</td>
<td>UM4100</td>
<td>Integrated Clinical Sciences</td>
<td>COMP</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>UM4200</td>
<td>Medical Therapeutics and Prescribing</td>
<td>COMP</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>UM4300</td>
<td>Medical Skills and Patient Care</td>
<td>COMP</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>UM4400</td>
<td>Evidence-based Practice</td>
<td>COMP</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>UM4500</td>
<td>Medicine through Clinical Practice</td>
<td>COMP</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>UM4600</td>
<td>Professional Placement (Physician Associate studies) I</td>
<td>COMP</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UM4700</td>
<td>Professional Placement (Physician Associate studies) II</td>
<td>COMP</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>
Learning outcomes for the award of: Postgraduate Certificate in Physician Associate Studies

A1. Apply knowledge of anatomy and physiology, medical sciences and therapeutics to support the clinical diagnosis and management of medical problems.
A2. Interpret clinical findings and formulate differential clinical judgments.
A4. Interpret and apply the key principles related to quality of care addressing ethical and legal issues.
B1. Competently undertake history taking and consultation skills integrating relevant psychological, social and biomedical perspectives.
B4. Work in multi-disciplinary teams, taking on a variety of roles as needed to support effective patient care and best medical practice.
C1. Reflect on their role in providing multi-professional patient care and on seeking support when a clinical situation is beyond their competence.
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 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.