University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Professional Studies for Medicine (Premedical Sciences)					
Module Code	USSJYH-15-1		Level	1	Version	2
Owning Faculty	HLS		Field	Applied Sciences		
Contributes towards	Premedical Science Programme					
UWE Credit Rating	15	ECTS Credit Rating		Module Type	Standard	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
Valid From	September 2013		Valid to	September 2019		

CAP Approval Date	28/03/2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Demonstrate an understanding of current issues and developments in Healthcare and Medicine (A, B1) • Reflect upon patient interactions with Healthcare professionals and recognise best practice (A) • Show an awareness of a number of Healthcare settings (A) • Communicate their understanding effectively (A) • Write a well-researched review on a current topic in medicine (A, B1) • Demonstrate an appropriate understanding of the impact of legislation and ethics on practice (A) All learning outcomes will be assessed under the module components and elements therein as indicated.
Syllabus Outline	The purpose of this vocational module is to prepare students for the medical profession that they intend to enter. The module will raise awareness in a range of areas of ongoing or current interest on a range of social/healthcare/therapeutic & biomedical topics. Visits to healthcare settings will be an integral feature of the module. In parallel there will be a focus on development of the necessary literature searching, writing and communication skills required by students entering onto such a professional pathway, culminating in a series of assessments based on the

<table>
<tr><td></td><td>current topic themes and evidencing reflective, verbal and written/literature searching skills.
Study Support Sessions: induction to UWE/department/programme/student charter/academic regulations; Library and IT services; plagiarism and referencing; time management.
Communication: the place of reflective, written and verbal communication
Social aspects of Health: Healthcare systems (UK); social epidemiology of health and illness (UK)
Patient interactions: the role of the professional; patient needs
Current topics in modern medicine: e.g. regenerative medicine, stem cell therapies & nanomedicine
Professional backdrop: Ethics - confidentiality, informed consent, research ethics; Regulation – data protection, human tissue act, GM in research. Professional bodies/societies/registers.</td></tr>
<tr><td>Contact Hours</td><td>The students will typically receive approximately 3 hours scheduled contact per week (totalling 36h over 12 weeks of teaching) which will take the form of lectures and tutorials in the main.
As part of the broadening nature of this module, students would be encouraged to attend relevant Faculty and University talks and seminars.
Students would have access to the Second-life ‘Greenbank’ scenarios and ‘Virtual Patient’, which will provide students with online problem-based learning and discussion stimuli. http://vps.uwe.ac.uk/</td></tr>
<tr><td>Teaching and Learning Methods</td><td>Scheduled learning includes lectures, seminars, tutorials. Scheduled sessions will make use of the VLE materials ‘Greenbank’ and ‘Virtual Patient’.
Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Access to VLEs Blackboard, ‘Greenbank’ and ‘Virtual Patient’ will constitute an important part of the student’s independent learning and preparation for scheduled sessions.</td></tr>
<tr><td>Key Information Sets Information</td><td>Key Information Set - Module data

Number of credits for this module 15

<table><tr><th>Hours to be allocated</th><th>Scheduled learning and teaching study hours</th><th>Independent study hours</th><th>Placement study hours</th><th>Allocated Hours</th></tr><tr><td>150</td><td>36</td><td>114</td><td></td><td>150</td></tr></table>
The table below indicates as a percentage the total assessment of the module which constitutes a -

Coursework: Written reflective essay

Practical Exam: Oral Assessment and/or presentation

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</td></tr>
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	<table><tr><td colspan="4">Total assessment of the module:</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="4">Coursework assessment percentage</td><td>60%</td></tr><tr><td colspan="4">Practical exam assessment percentage</td><td>40%</td></tr><tr><td></td><td></td><td></td><td></td><td>100%</td></tr></table>
Reading Strategy	• All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. • Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, *etc*. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders. • If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.
Indicative Reading List	• Students should access the library and information skills provided through the Study Skills site on the library webpages. For example the referencing and plagiarism tutorials. http://www1.uwe.ac.uk/students/studysupport/studyskills/referencing.aspx • The recommended texts for the year will be stated in the current module handbook and reviewed annually. The following list is indicative of the sources to be used: **The most recent editions of :** • Carlson, N.R. *Physiology of Behaviour*. Massachusetts: Allyn and Bacon. • Coulter, A. *Engaging Patients in Healthcare*. Oxford: OUP • Vincent, C. *Patient Safety.*.Oxford: Wiley-Blackwell **Current Journal articles and reviews:** • Metcalf, D. (2007) Concise review: hematopoietic stem cells and tissue stem cells: current concepts and unanswered questions. *Stem Cells* 25 (10): pp. 2390 - 2395 • Ni, X. Castanares, M. Mukherjee, A. Lupold, S.E. (2011) Nucleic acid aptamers: clinical applications and promising new horizons. *Curr Med Chem*. 18(27):4206-14. • Psarros C, Lee R, Margaritis M, Antoniades C. (2012) Nanomedicine for the prevention, treatment and imaging of atherosclerosis. *Maturitas*. 73 (1) pp. 52-60 • Nyström, A.M. Fadeel, B. (2012) Safety assessment of nanomaterials: Implications for nanomedicine. *Journal of Controlled Release: journal of the Controlled Release Society* 161 (2) pp.403-408

	Online VLE resources: • **http://vps.uwe.ac.uk/** • **http://www.youtube.com/watch?v=wphhR854iys** (Sample 'Greenbank' scenario**)**

Part 3: Assessment	
Assessment Strategy	• The assessment on this module is intended to assess not only the student's grasp of the theoretical content of the course, but to also evidence their ability to effectively communicate in a range of styles. • The Component B coursework will comprise an extended essay examining the current status of a specified area of medicine and will evidence the student's ability to communicate effectively in written academic English and to research and reference the published literature. • Component A (controlled conditions) will be a *viva voce* examination of subject issues raised during the module and evidencing the ability for effective verbal communication. • There will be opportunities for formative feedback through tutorial activities throughout the year, for instance reviewing short sections of written work ahead of essay submission and opportunities for discussion and question answering such as may be used during a *viva* • The generic assessment criteria used in the Department of Applied Sciences, and made available to students, will be used for all assessments.

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	**A:** **40**	**B**: **60**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. EX1 Viva exam (20 mins) [Assessment Period 2]	100
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. CW1 Extended essay (1500 words)	100

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
2. EX2 Viva exam (20 mins) [Assessment Period 3]	100
Component B	**Element weighting**

Description of each element	(as % of component)
2. CW1 Extended essay (1500 words)	100

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.