

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Evidencing Contemporary Physician Associate Practice				
Module Code	UZYRSH-15-M		Level	M	Version
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module	No
Owning Faculty	Health & Applied Sciences		Field	Allied Health Professions	
Department	Allied Health Professionals		Module Type	Professional Practice	
Contributes towards	MSc Physician Associate Studies				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
			Valid from	September 2018	

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a level of subject understanding that facilitates the ability to work at practitioner standards specified by the relevant national bodies (Component A & B) • Apply knowledge and understanding of the subjects underpinning physician associate studies to provide creative solutions to a comprehensive range of health care situations (Component A) • Critically appraise a comprehensive range of individual patient conditions, apply clinical reasoning, decision making and treatment to nationally agreed evidence-based practice standards. (Component A) • Construct portfolio using an appropriate framework e.g. the Physician Associate Competence & Curriculum Framework (Component A) • Exhibit learner autonomy and self-appraisal, and the ability to synthesise theory with practice through critical reflection (Component A) • Evidence an ability to deploy accurately established techniques of analysis and enquiry within the limits of practice (Component A & B) • Critically evaluate evidence based decision-making in complex and unpredictable contexts (Component A & B) • Demonstrate appropriate attitudes and interpersonal and interprofessional communication skills throughout clinical placement. (Component B).

Syllabus Outline	<p>Evidencing Contemporary Physician Associate Practice incorporates six placement rotations of approximately four weeks each. This module will build on the clinical sciences, foundations in clinical medicine 1 & 2 and the clinical skills and clinical experiences gained so far in the programme and will form the scaffolding for students to pin their multi-layered learning.</p> <p>Evidencing Contemporary Physician Associate Practice will cover the practical aspects of core medical specialities relevant to Physician Associate practice and is mapped to the national Physician Associate matrix specification of core clinical competencies.</p> <p>The module syllabus also seeks to develop autonomous reflective practitioners who can self-audit their own practice. As an emerging profession This includes the following areas:</p> <ul style="list-style-type: none"> • Models of reflective practice • Action learning • Self-Auditing • Types of evidence • Portfolio development • Professional Advocacy • The role of the Physician Associate in the Inter-professional team
Contact Hours	<p>Scheduled Learning. 15 hours- delivered through “Keeping in Touch” contact days.</p> <p>Independent Learning. Within this module the student will be expected to undertake 124 hours independent learning. This will include hours engaged with essential reading, assessment presentation, involvement in problem based learning groups.</p> <p>Placement Learning. There are a minimum of 960 associated placement hours. Prior to placement there is the delivery of clinical documentation (including Professional code of conduct) and clinical skills sessions (e.g. Intermediate Life Support and Manual Handling). Whilst on placement there are support visits by a link liaison lecturer. Students will engage in a minimum 26 week block of clinical practice placement. The total working clinical practice week will be equivalent to 40 hours. Placement learning incorporates keeping in touch hours, which are not counted towards final placement hours. Bank Holidays are not included in final placement hours. Placement learning hours contribute to the minimum number of hours of 1,600 hours Physician Associate learners must undertake prior to taking their National Exam.</p> <p>A learning contract will be negotiated between the student, a member of academic staff and the work based mentor for each rotation.</p>

Teaching and Learning Methods	Practice component <p>All learners will have had 12 weeks exposure to practice placement as well as the primary care contact days in year 1.</p> <p>Learning support is provided by a named clinical supervisor and others as appropriate. It is aimed at:</p> <ul style="list-style-type: none">• The direct and focused provision of knowledge and skills, through bed-side teaching, tutorials etc.• The provision of knowledge and skills through observation of expert practice and the opportunity to ask questions/explore issues.• The sharing, discussion and revision/confirmation of learning through seminars, clinical practice etc.• The shaping of agendas for independent learning.• Students will be expected to develop their knowledge of a range of conditions, available treatment modalities and the process by which clinical decisions (both diagnostic and management) are made.• The range of conditions students are expected to learn about are set out in the matrix of conditions from the national PA competence and curriculum framework and will be determined largely by the patients to whom the student is exposed.• During the placement, students will develop a portfolio of clinical cases, which will inform case based discussions at the university and will shape current and future learning for that student.																									
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5">Number of credits for this module</td></tr><tr><td colspan="4"></td><td>15</td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr><tr><td>150</td><td>15</td><td>124</td><td>960</td><td>1,242</td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>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:</p>	Key Information Set - Module data					Number of credits for this module									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	15	124	960	1,242
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		Total assessment of the module:			
		Written exam assessment percentage			0%
		Coursework assessment percentage			100%
		Practical exam assessment percentage			0%
					100%
Reading Strategy	Core reading				
	Any core reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module handbooks will also reflect the range of reading to be carried out.				
	Further reading				
	Further reading will be required to supplement the set text and other printed reading. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.				
Indicative Reading List	Access and skills				
	The development of literature searching skills is supported by a Library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.				
	The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via the module handbook.				
	<ul style="list-style-type: none"> Douglas, G., Nicol, E.F. and Roberston, C. (2013) <i>Macleod's Clinical Examination</i>. [online] 13th ed. Oxford: Churchill Livingstone. [accessed 18 January 2016]. Hull, C., Redfern, L. and Shuttleworth, A. (2005) <i>Profiles and Portfolio: a guide for health and social care</i>. 2nd ed. Basingstoke: Palgrave Macmillan. Johnson, G. and Hill-Smith, I. (2012) <i>The Minor Illness Manual</i>. 4th ed. Milton Keynes: Radcliffe Publishing Plc. Kumar, P. and Clark, M. (2012) <i>Kumar & Clark's Clinical Medicine</i>. [online] 8th ed. Oxford: Saunders. [accessed 18 January 2016]. National Institute for Clinical Excellence (NICE) (2014) <i>A Range of Clinical Guidelines</i>. Available from: http://www.nice.org.uk/ [Accessed 5 Dec 2015] National Institute for Clinical Excellence (NICE) (2014) <i>Clinical Knowledge Summaries</i>. Available from: http://cks.nice.org.uk/ [Accessed 5 Dec 2015]. Pollard, C., Thomas, J. and Miers, M. (2010) <i>Understanding interprofessional working in health and social care: Theory and Practice</i>. [online] London: Palgrave Macmillan [Accessed 18 January 2016]. Purcell, D. (2010) <i>Minor Injuries: A Clinical Guide</i>. [online] 2nd ed. Oxford: Churchill Livingstone. [accessed 18 January 2016]. Schon, D. (1991) <i>The Reflective Practitioner: How Professionals Think in Action</i>. New York: Basic Books 				

Part 3: Assessment	
Assessment Strategy	<p>Component A:</p> <p>A portfolio of learning achievement and self-audit, that includes evidence of agreed learning outcomes with local Mentor (An appropriately qualified practitioner will undertake this role in the professional setting). The portfolio is assessed in practice and marked as pass / fail as students need to meet a minimum requirement to practice safely at this level. There is opportunity for students to receive formative feedback throughout the placement.</p> <p>Component B:</p> <p>A 1,500 word critical reflection on the roles and responsibilities of the Physician Associate in practice and the wider healthcare team. This provides the student with an opportunity to summatively demonstrate the module's learning outcomes.</p> <p>Formative assessment</p> <p>Will take place through skills supervision and feedback, also tutorial support and reading by a personal tutor of draft work.</p>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Clinical Portfolio of learning achievement and self-audit	Pass/fail	
Component B Description of each element	Element weighting (as % of component)	
1. Critical reflection1,500 words	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Clinical Portfolio of learning achievement and self-audit	Pass/fail
Component B Description of each element	Element weighting (as % of component)
1. Critical reflection1,500 words	100%
2.(etc)	
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.	

FOR OFFICE USE ONLY

First CAP Approval Date	24 March 2016			
Revision Approval Date	27 June 2018	Version	2	Link to RIA 12706