




ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Foundations in Clinical Medicine 2				
Module Code	UZY7X-30-M	Level	M	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Department	Allied Health Professions	Module Type	Standard		
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"> • Critically evaluate the diagnosis, and management options available to clinicians for an agreed range of conditions met within the particular clinical environment (Component B) • Critically evaluate the effect of public health initiatives, ethical and legal considerations, and the political, NHS and individual trust context, on healthcare (Component B) • Demonstrate a comprehensive understanding of patient-centred care, and critically evaluate the impact of various patient contexts and demographic issues (Component A&B) • Demonstrate a comprehensive knowledge and critical evaluation of the core clinical conditions in the Competence and Curriculum Framework covering the medical specialties: womens health, obstetrics, paediatrics, mental health (Component A) • Demonstrate a comprehensive knowledge and critical evaluation of the core clinical conditions in the Competence and Curriculum Framework covering general adult medicine, surgery, older people and emergency medicine and the specialties above (Component A). • Demonstrate systematic understanding of pharmacological treatment/therapeutics of the core clinical conditions (Competence and Curriculum Framework) relating to the medical specialties (as above) and general medicine (Component A & B)

Syllabus Outline	<p>This module will build on foundations in clinical medicine 1 module and the clinical skills and experiences gained so far.</p> <p>This module will cover the theoretical aspects of core medical specialties relevant to Physician Associate practice (refer to the national Physician Associate matrix specification of core clinical conditions) as listed below:</p> <ul style="list-style-type: none"> - Women's Health - Obstetrics - Children and Young People - Mental Health - Surgery - Emergency and Acute Medicine - Older People - Community Medicine <p>And</p> <p>People with learning disabilities</p>										
Teaching and Learning Methods	<p>Scheduled learning may include lectures, small group learning, seminars, tutorials, demonstrations, workshops; problem based learning.</p> <p>Independent learning may include activities such as essential reading, case study preparation, assignment preparation and completion, e-learning; reflection on learning.</p> <p>Problem based learning (PBL) will form the basis for students to explore these system based disorders and will be introduced each week by different PBL cases in which patient presentations (mapped to the list of patient presentations in the national Physician Associate competence and curriculum framework) act as a platform to facilitate system- specific and patient-related human science learning opportunities.</p> <p>Weekly PBL patient cases will be front loaded by a lecture linked to the weekly theme and then students will work in small groups to identify learning outcomes based on the case.</p> <p>The case will be finalised by a student lead facilitated consolidation session on the case in which all students will report to the group on their learning from the case.</p>										
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> <p><u>Key Information Set - Module data</u></p> <p><i>Number of credits for this module</i> 30</p> <table border="1" data-bbox="352 1816 1123 2011"> <thead> <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> </thead> <tbody> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <div style="text-align: right; margin-top: 10px;">  </div>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300
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300	72	228	0	300							

The table below indicates as a percentage the total assessment of the module which constitutes a -

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

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:

Total assessment of the module:			
Written exam assessment percentage		70%	
Coursework assessment percentage		0%	
Practical exam assessment percentage		30%	
			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.

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.

Reading List

<https://uwe.rl.talis.com/lists/BDA28D50-988A-5284-E4C1-A555C95858F8.html>

Part 3: Assessment

Assessment Strategy	<p>Component A will constitute two unseen examinations.</p> <p><i>Element 1</i>- a 1 hour MCQ examination <i>Element 2</i>- a 2 hour MCQ examination</p> <p>The use of examinations will permit efficient assessment of knowledge and understanding and best prepares students for the external national examination for Physician Associates.</p> <p>Component B will consist of a viva, of maximum duration 15 minutes.</p> <p>The 15 minute oral viva will be based on a pre-completed patient clerking. This will allow for assessment of the critical analysis learning outcomes.</p> <p>Each element and component of assessment must be passed at a minimum of 50% or more in order to successfully pass the module.</p> <p>Formative assessment</p> <p>Formative assessment opportunities will be available through skills supervision and feedback and also tutorial support. In addition, students will be provided with the opportunity to engage in formative OSCE activities, quizzes, and multiple-choice questions.</p>
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Identify final assessment component and element	Component A Element 2	
% weighting between components A and B (Standard modules only)	A: 70	B: 30
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
Element 1 : Unseen Examination- duration 1 hour	30	
Element 2 : Unseen Examination- duration 2 hours	70	
Component B Description of each element	Element weighting (as % of component)	
Oral Viva- Maximum duration 15 minutes	100	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
Unseen Examination – maximum duration 3 hours	100

Component B Description of each element	Element weighting (as % of component)
Oral Viva- Maximum duration 15 minutes	100
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	

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First Approval Date	30 May 2018			
Revision Approval Date		Version	1	Link to RIA 12484