



**STUDENT AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Foundations in Clinical Medicine 1				
Module Code	UZY7W-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	
<b>Learning Outcomes</b>	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a systematic understanding of the knowledge base around anatomical, physiological and biomedical principles relating to human health and disease (Component A)</li> <li>• Demonstrate a comprehensive knowledge of the core clinical conditions in general medicine from the Competence and Curriculum Framework (Component A &amp; B)</li> <li>• Apply a systematic understanding of the biomedical and psychosocial principles influencing clinical presentations of illness, healthcare seeking behaviour and the burden of disease (Component B)</li> <li>• Critically discuss the principles and practice of disease prevention and Public Health including screening, needs assessment and health care planning (Component B)</li> <li>• Use appropriate clinical reasoning skills to diagnose; ensuring that differential diagnosis is considered (Component A)</li> <li>• Apply clinical reasoning from the consultation (history and physical examination findings and/or investigation results) to create a patient management plan including further investigations and therapeutic interventions (Component A&amp;B)</li> <li>• Demonstrate systematic understanding of pharmacological treatment/therapeutics of the core clinical conditions and apply a critical knowledge of drug actions in prescribing practice for the major classes of drugs relating to general medicine (Component A &amp; B)</li> </ul>

<p><b>Syllabus Outline</b></p>	<p>The module enables students to develop clinical reasoning and an integrated systematic understanding of the pathophysiology, clinical sciences underpinning practice.</p> <p>The module will develop the students' clinical reasoning skills for managing undifferentiated presentations of common medical conditions (presentations in the national Physician Associate competence and curriculum framework), including appropriate investigation, diagnosis and management.</p> <p>This module will cover the following:</p> <ul style="list-style-type: none"> <li>• Anatomical, physiological and biomedical principles relating to human health and disease</li> <li>• Core elements of adult general clinical medicine (refer to national Physician Associate matrix specification of core clinical conditions) as listed below: <ul style="list-style-type: none"> <li>- Cardiovascular</li> <li>- Respiratory</li> <li>- Gastrointestinal</li> <li>- Neurology</li> <li>- Endocrine</li> <li>- Haematology</li> <li>- Ear, nose and throat</li> <li>- Dermatology</li> <li>- Community Medicine</li> <li>- General Hospital Medicine</li> </ul> </li> <li>• Psychosocial principles</li> <li>• Disease prevention</li> <li>• Patient assessment and management- principles, diagnosis, practice and planning</li> <li>• Legal frameworks and ethical considerations</li> </ul>
<p><b>Teaching and Learning Methods</b></p>	<p><b>Scheduled learning</b> may include lectures, small group learning, seminars, tutorials, demonstrations, workshops; problem based learning.</p> <p><b>Independent learning</b> 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 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>
<p><b>Key Information Sets</b></p>	<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</p>

**Information**

prospective students to compare and contrast between programmes they are interested in applying for.

**Key Information Set - Module data**

Number of credits for this module

30
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Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	100	200	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, eg 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.
<b>Reading List</b>	<a href="https://uwe.rl.talis.com/lists/159F1CC0-F03F-A102-289F-56BE9EF16B32.html">https://uwe.rl.talis.com/lists/159F1CC0-F03F-A102-289F-56BE9EF16B32.html</a>

<b>Part 3: Assessment</b>	
<b>Assessment Strategy</b>	<p><b>Component A</b> will constitute two unseen examinations.</p> <p><i><b>Element 1-</b></i> a 1 hour MCQ examination  <i><b>Element 2-</b></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><b>Component B</b> will consist of a critical case oral presentation maximum duration 20 minutes.</p> <p>The 10 minute oral patient critical case presentation will be based on primary or secondary care placement experience. This will be followed by 10 minutes of critical questioning which 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><b>Formative assessment</b></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>

Identify final assessment component and element	Component A Element 2	
% weighting between components A, B and C (Standard modules only)	<b>A:</b>	<b>B:</b>
	70	30
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
Element 1- Unseen Examination – duration 1 hour	30%	
Element 2- Unseen Examination – duration 2 hours	70%	

<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
Case presentation with critical questioning – 20 minutes	100%

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
Unseen Examination – maximum duration 3 hours	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
Case presentation with critical questioning – 20 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.	

**FOR OFFICE USE ONLY**

First ASQC Approval Date	30 May 2018			
Revision Approval Date		Version	1	<a href="#">Link to RIA 12484</a>