



Module Specification

Physician Associate Learning in Practice Project

Version: 2023-24, v2.0, 21 Jul 2023

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	3
Part 4: Assessment.....	4
Part 5: Contributes towards	5

Part 1: Information

Module title: Physician Associate Learning in Practice Project

Module code: UZYYGW-30-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Health & Applied Sciences

Department: HAS School of Health and Social Wellbeing

Partner institutions: None

Field: Allied Health Professions

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module will run over the 2 years of the course, starting from Spring/Summer Term of Year 1

Features: Not applicable

Educational aims: To prepare a final piece of work that highlights an understanding of current practice and creates and output for education or provision of best practice in primary or secondary care.

Outline syllabus: In this module, student learning is undertaken in practice and facilitated by an academic supervisor, or where appropriate, a workplace mentor. An individually negotiated learning contract will highlight learning objectives.

Students will critically appraise existing knowledge, research, and guidelines in primary or secondary care. They will then reflect or formulate a means of reviewing current practice and provide an output to highlight the learning process, to propose improvement or to educate others on best practice.

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning will be an introductory class tutorial to explain how to create a learning contract and discuss the project. After this, it will be independent study for the student with 1:1 tutorials between the student and their academic tutor or their placement supervisor, for support.

Students will identify their learning need or interest during practice placements, and learning will be undertaken in these settings, on their own.

The range of work based learning projects that can be undertaken may be linked to professional competencies articulated in professional practice modules related to primary care and/or health promotion. Students will be expected to demonstrate that the scope of their project lies within identified and relevant standards.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Critically appraise existing knowledge, research, evidence and innovations in primary or secondary care

MO2 Comprehensively and critically analyse with independent review, addressing current limits or contradictions in the knowledge base and/or skills identified for work-based learning

MO3 Critically reflect on own and/or others responsibilities and management of learning, which contributes to the goals of the organisation

MO4 Generate a learning material to support dissemination of knowledge (e.g. poster, teaching session, audit report, leaflet) highlighting personal reflection in the learning cycle and critical knowledge improvement.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 300 hours

Face-to-face learning = 12 hours

Total = 312

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/A7F50DB5-DB16-2CE0-9540-994866C1FF5E.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/A7F50DB5-DB16-2CE0-9540-994866C1FF5E.html?lang=en-GB&login=1>

Part 4: Assessment

Assessment strategy: Summative Assessment: the production of a portfolio with focused study of a professional topic and associated reflection. In total this must be 5000 words maximum. The student will be expected to include within the portfolio a critical reflection of their topic and its personal relevance, a literature review that highlights current knowledge of the topic with critical analysis of any guidelines if relevant. It may include evidence of learning the student has completed on this topic (i.e. modules, event attendance) and any teaching they have done or information they have created to facilitate their learning to others (patient leaflet, proposed guidelines, audit report, teaching notes/presentation).

Rationale: To critically evaluate and produce a work based on service enhancement and critical reflection of own and/or others responsibilities in primary/secondary care, then use this information to provide evidence of personal or local change.

Assessment tasks:

Portfolio (First Sit)

Description: Portfolio with focused study of a professional topic and associated reflection (5000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: Portfolio with focused study of a professional topic and associated reflection (5000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Physician Associate Studies [Glenside] MSc 2023-24