



STUDENT AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

| Part 1: Basic Data | | | |
|---|---|------------|---------------------|
| Awarding Institution | University of the West of England | | |
| Teaching Institution | University of the West of England | | |
| Delivery Location | University of the West of England | | |
| Study abroad / Exchange / Credit recognition | No | | |
| Faculty responsible for programme | Health and Applied Sciences | | |
| Department responsible for programme | Allied Health Professions | | |
| Modular Scheme Title | Postgraduate | | |
| Professional Statutory or Regulatory Body Links | N/A. Profession is linked to a Managed Voluntary Register which is hosted by the Faculty of Physicians. | | |
| Highest Award Title | MSc Physician Associate Studies | | |
| Default Award Title | | | |
| Fall-back Award Title | | | |
| Interim Award Titles | PG Dip Physician Associate Studies PG Cert Health & Social Studies | | |
| UWE Progression Route | | | |
| Mode(s) of Delivery | FT | | |
| Codes | UCAS: | | JACS: |
| | ISIS2: | | HESA: |
| Relevant QAA Subject Benchmark Statements | Medicine QAA Subject Benchmark | | |
| First CAP Approval Date | 24 March 2016 | Valid from | September 2017 (v2) |
| Version | 2 | | |

Part 2: Educational Aims of the Programme

The Programme is designed to prepare students who have the knowledge, skills and attitudes to practice safely and effectively as Physician Associates (PA) within the NHS.

A Physician Associate (PA) is defined as someone who is:

“a new healthcare professional who, while not a doctor, works to the medical model, with the attitudes, skills and knowledge base to deliver holistic care and treatment within the

Part 2: Educational Aims of the Programme

general medical and/or general practice team under defined levels of supervision. The role is therefore designed to supplement the medical workforce, thereby improving patient access”.

Within the educational aims of the programme, the delivery and structure intends to provide an academic and clinical training experience that will prepare the PA student to function as a nationally certified PA in a reliable and competent fashion. The programme aims to:

1. Develop student knowledge and understanding of biomedical and basic sciences, clinical medicine and technical skills with an emphasis upon primary care practice.
2. Provide training and experiences that enable students to perform the duties and functions of a PA in diverse practice settings, incorporating evidence based medicine in clinical decision making.
3. Provide students with the opportunity to care for diverse patients, families, and populations in outpatient and inpatient settings with compassion, empathy, and tact, while supervised by a physician, PA, or other competent healthcare provider.
4. Instil basic aspects of professionalism, ethics, and other attributes required to establish and maintain appropriate collaborative relationships with patients, families, colleagues, and the community at large.
5. Provide an understanding of the approach to care of the whole person, and emphasis on the aspects of health care that include disease prevention and health maintenance, and an appreciation of the role of rehabilitation care in diagnosis and disease management.
6. Develop inter-professional working skills including awareness of the role of the Physician Associate in the context of both the patient pathway and role within the wider healthcare team.

This programme offers an opportunity to create a shared learning programme across departments within the faculty, making it the first true partnership programme of its kind in the faculty. This in turn provides an opportunity to draw on the expertise of practice based, professionally accredited, and scientific learning and teaching expertise. The programme therefore aims to generate collaborative and innovative models of teaching delivery and assessment that enhance the student experience and learning process to improve upon (where appropriate) the traditional expectations of the professional practice programmes from which this career route has grown.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Graduates will demonstrate knowledge, skills and attributes necessary to provide effective care for patients based on the medical model of care.

Individuals completing and passing the programme will be able to integrate theory with practice using critical analysis, reasoning and autonomous judgment. They will undertake multi-professional team working and communicate effectively with service users, carers and the wider healthcare team. They will be competent, reflective practitioners with understanding of clinical and key performance indicators with the ability to critique and review research evidence to inform practice. Physician Associate Studies graduates will adhere to professional codes of conduct and ethics and upon qualification be fit to practice as entry-level Physician Associates.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes:

A) Knowledge and understanding of:

| | Clinical Sciences UZYRSG-30-M | Applied Pharmacology UZYRSF-15-3 | Foundations of Clinical Medicine 1 UZYRSK-15-M | Foundations of Clinical Medicine 2 UZYRSL-30-M | Public Health & Health Promotion for Physician Associates UZYRSM-15-M | Evidencing Contemporary Physician Associate Practice UZYRSH-15-M | Health and Social Care Research: Methods and methodology UZWSPX-15-M | Masters Dissertation UZWSUL-45-M |
|---|-------------------------------|----------------------------------|--|--|---|--|--|----------------------------------|
| Evaluate signs and symptoms of disease processes and formulate an appropriate differential diagnoses to aid in diagnosis. | X | | X | X | | X | | |
| Demonstrate the ability to evaluate normal and abnormal lab and other diagnostic data. | X | | X | X | | X | | |
| Demonstrate an ability to obtain, perform and document a focused or comprehensive history and physical examination on an adult and paediatric patient and correctly identify abnormal findings. | | | X | X | X | X | | |
| Demonstrate an ability to develop an appropriate therapeutic plan taking into consideration patient specifics such as, socioeconomic factors, therapeutic interventions, indications, contraindications, side effects, and scientific evidence. | | | X | X | X | X | | |
| Demonstrate an ability to provide health care services especially relating to preventive medicine and health promotion. | | | X | X | X | X | | |

Part 3: Learning Outcomes of the Programme

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| Demonstrate basic life support and advanced cardiovascular life support skills. | x | | x | x | | x | | |
| Demonstrate an ability to counsel and instruct patients and their families regarding general health issues as well as specific medical conditions. | | | x | x | | x | | |
| Demonstrate an ability and increased willingness to practice medicine in rural settings, especially those with limited resource including workforce. | x | | x | x | | x | | |
| Formulate and communicate a patient education plan for patients and/or their families. | | x | x | x | X | x | | |
| Formulate and implement a plan for basic patient/family counselling. | | | | X | x | x | | |
| Demonstrate the ability to correctly perform specific minor medical and surgical procedures and utilize aseptic technique. | | | x | x | | x | | |
| Demonstrate an ability to provide health care services especially relating to preventive medicine and health promotion. | | | x | x | x | x | | |
| (B) Intellectual Skills | | | | | | | | |
| Design and implement a research programme, analyse the findings, draw conclusions and make recommendations. | | | | | | x | | x |
| Critically evaluate current research and advanced scholarship. | | | | | | x | x | x |
| Apply relevant theories to the analysis of and management of processes and outcomes. | | | x | x | | x | x | x |
| Create, identify and evaluate options and provide original solutions to problems sometimes with incomplete data. | | x | x | x | | | x | x |
| Challenge the status quo by demonstrating intellectual flexibility and lateral thinking. | | | x | x | | | X | x |

Part 3: Learning Outcomes of the Programme

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| Demonstrate the ability to effectively communicate orally and in writing with patients, families and other health professionals. | | | X | X | X | X | | |
| Demonstrate an ability to approach patient care in an open-minded and questioning manner. | | | X | X | X | X | | |
| Demonstrate broad awareness of current clinical and scientific research findings. | | X | X | X | X | X | | |
| Demonstrate an ability to use clinical and scientific research findings to improve patient-care practices and outcomes. | X | | X | X | X | X | | |
| Demonstrate an ability to collaborate with other health care professionals, including those from other disciplines, to provide patient-focused care. | | | X | X | | X | | |
| Demonstrate an ability to self-evaluate clinical encounters for the purpose of improving future practice. | | | X | X | | X | | |
| Demonstrate an ability to access, evaluate and assimilate current medical, research and technical literature. | X | | X | X | X | X | | |
| (D) Transferable skills and other attributes | | | | | | | | |
| A commitment to the Physician Associate (PA) role: a recognition of its limits, probity in its fulfilment and a valuing of the supervisory relationship of the doctor. | | | X | X | | X | | |
| The educational skills and attitudes required by the Physician Assistant in their roles as learner and teacher | X | | X | X | | X | | |
| Skills in the use of computer and information technology that will support both practice and continuing education. | X | X | X | X | X | X | X | X |
| The capacity to focus history taking appropriately for the patient, their condition and the clinical situation. | | | X | X | | X | | |

Part 3: Learning Outcomes of the Programme

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| The skills of physical and mental state examination required to support diagnostic and treatment roles and sensitivity / professionalism in their application. | | | x | x | | X | | | |
| The attitudes and interpersonal communication skills required to maximise the Effectiveness of Physician Associate patient relationships and inter-professional team working | | | x | x | | x | | | |
| Critical thinking skills in interpreting the evidence to reach a diagnosis and in determining and explaining the options for investigation and management. | x | x | x | x | x | X | | | |

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

Contact time for this programme encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be demonstrated and achieved.

On the MSc Physician Associate Studies, teaching is a mix of scheduled, independent and placement learning with a high level of contact time.

These include:-

Scheduled learning includes lectures, seminars, tutorials, practical classes including demonstration of skills and simulation, Virtual learning platforms, project supervision, online learning and web based activities, external visits; placement based learning.

Independent learning includes hours engaged with essential reading, case study preparation, poster preparation, reflection, assignment preparation and completion, presentation practice etc.

Placement learning forms an indispensable and integral part of the learning process. Learning gained in practice settings is vital to the student's educational and professional development and to the fulfilment of the elements of practice. Students are therefore required to undertake a minimum of 1,600 hours of clinical placement. Clinical placements are primarily within the NHS but also include independent sector providers. The placement areas provide the student with opportunities to develop their clinical practice. During placements, learning is facilitated by appropriately qualified Practice Placement Educators (medical doctors or advanced nurse/ AP practitioners). It is noted that medical supervision that forms the main core theme for the training of this workforce.

These individuals will assess the student both formatively and summatively against the placement learning outcomes. The academic team supports both the student and Practice educators.

Support for students

Individual student's needs are taken into account at the time of application (if disclosed) in the form of a pre-entry meeting where specific needs and support requirements are discussed. At the point of entry if specific needs are identified then an access plan meeting is convened between disability service, academics, student and clinical practice to explore student requirements and any additional support needs as appropriate.

Academic personal tutor.

Each student will have an Academic Personal Tutor (APT). The APT will facilitate students to manage the transition into the first year at UWE and as students' progress from one stage/level to the next. Students will be introduced to their APT during Induction week where they are informed of their tutor's contact details and how tutorials can be arranged. Subsequent meetings form part of the APT scheme. Whenever possible, students stay with the same APT for the whole programme. This allows for continuity and the APT monitors the students' academic and personal progress year on year.

Peer Assisted Learning

Part 4: Student Learning and Student Support

Peer assisted learning is an academic support scheme where students trained in facilitation and coaching techniques plan and deliver study support sessions for other students. Some academic sessions may be delivered by PALS leaders. Students will also have the opportunity to become a PAL's leader at the end of their first year of study if they can demonstrate a competent performance in their studies, good communication, listening and interpersonal skills. For information on the Pal's scheme access the following link: <http://www1.uwe.ac.uk/students/studysupport/peerassistedlearning/becomeapalleader.aspx>

Description of any Distinctive Features

In the MSc Physician Associate Studies programme, students have exclusive access to a range of technology enhanced learning opportunities that include small group practical work in university wide simulation technology. An androgogic problem-based learning model is utilised and student-centred approach to learning is adopted where the students are encouraged and enabled to take responsibility for their own learning.

Other distinct features include:

- Student ownership of continuing personal and professional development is facilitated by the use of a professional practice portfolio. This provides the basis for a personal CPD file which facilitates lifelong learning.
- PALS. Peer assisted learning is effectively utilised throughout the programme to help support students in their learning and development.
- Student-centred learning in professional practice settings is facilitated by the use of pre-determined placement competencies.
- Students' learn verbal and written reasoning skills within the programme and the assessment strategy is designed to support this – it includes opportunities for demonstration of both forms of communication.
- Students will have the opportunity to engage in inter-professional learning during both the academic and clinical teaching blocks. They will have the opportunities to be taught by and learn with a number of medical and allied health professionals.

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

This programme, designed to educate and prepare students, both in terms of knowledge and understanding as well as application of that knowledge and the clinical practices that inform it, has adopted a wide range of assessment modalities to ensure fair and inclusive coverage of the breadth of student types enrolled on it, as well as to ensure competency of practice and demonstration of skills learned. Each module has adopted an assessment plan based on the type of knowledge/skill central to that module, and the professional practice environment into which graduating students will find themselves employed.

The graduate attributes expected of a Physician Associate include rapid recall and application of scientific, clinical, and personal care knowledge. This encompasses both breadth and depth of the subject matter, and also requires reflective consolidation of gathered information to best develop treatment strategies and protocols for patients. In this regard the controlled component assessments across the modules include MCQ exams for rapid factual recall, for more applicable use of that knowledge (including MCQ, sequential, branched scenario, structure identification, word bank, and other formats) to increase the robustness and inclusivity of questions and students to demonstrate understanding of the clinical and scientific content related to healthy and pathological states (and diagnosis relating to). Professional/clinical competency in the workplace settings are also incorporated into some modules as appropriate in the form of OSCE (Objective Structured Clinical Examination) as is fitting and appropriate with most, clinical based undergraduate and postgraduate programmes.

Further important employment skills necessary for the role of a Physician Associate include maintaining good clinical practice by keeping up to date with current changes in practice, legislation, policy, and management framework relating to patient care. These attributes and skills are covered in a range of models within the case study and practice portfolio assessments of the modules associated with this programme. Evidence of further learning, reflective learning, and changes to approach to clinical and professional practice are collected and assessed through accounts, case studies and logs throughout the rotational clinical placements.

Students are required to have demonstrated competence in relevant OSCE assessments within Year 1 modules prior to commencing Year 2 practice.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:
 level and credit requirements
 interim award requirements
 module diet, including compulsory and optional modules

| ENTRY | Year 1 | Compulsory Modules | Optional Modules | Interim Awards |
|---|--------|--|------------------|---|
| | | UZYRSG-30-M Clinical Sciences | n/a | Post Graduate Certificate Health and Social Studies Credit requirements 60 credits at level 3 or above of which not less than 40 are at level M |
| UZWSPX-15-M Health and Social Care Research: Methods and Methodology | n/a | | | |
| UZYRSF-15-3 Applied Pharmacology | n/a | | | |
| UZYRSK-15-M Foundations in Clinical Medicine 1 | n/a | | | |
| UZYRSL-30-M Foundations in Clinical Medicine 2 | n/a | | | |
| UZWSUL-45-M Masters Dissertation (Continues into Year 2) | n/a | | | |
| | Year 2 | Compulsory Modules | Optional Modules | Interim Awards |
| | | UZYRSH-15-M Evidencing Contemporary Physician Associate Practice | n/a | Post Graduate Diploma Physician Associate Studies Successful completion of all the following 6 compulsory modules: UZYRSG-30-M Clinical Sciences, UZYRSF-15-3 Applied Pharmacology, UZYRSK-15-M Foundations in clinical medicine 1, UZYRSL-30-M Foundations in Clinical Medicine 2, UZYRSH-15-M Evidencing Contemporary Physician Associate Practice, UZYRSM-15-M Public Health & Health Promotion for Physician Associates. |
| | | UZYRSM-15-M Public Health & Health promotion for Physician Associates | n/a | |

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|-------------------|---|-----|---|
| GRADUATION | UZWSUL-45-M Masters Dissertation (Continued from Year 1) | n/a | <u>Target/Highest Award:</u> MSc Physician Associate Studies Credit requirements 180 credits at level 3 or above of which not less than 80 credits are at level M. All compulsory modules are required to be successfully completed for this award. |
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| Part time: N/A |
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Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

- Minimum of a 2:1 degree or equivalent in a scientific/health related subject (examples of acceptable subjects listed below)
- Grade C or above in English Language, Mathematics, or equivalent. Please note the University does not accept Level 2 Key Skills, Functional Skills or Certificates in Adult Numeracy and Literacy as suitable alternatives to GCSE's.

The following list is not exhaustive. All applications will be reviewed. Please note: Extensive experience in the health service may contribute to your application if the above requirements are not fully met.

Life Sciences: Biology, Physiology, Human Biology, Neuroscience, Physiology, Biological Science, Microbiology, Anatomical Science

Health Sciences: Allied Health Professions (Physiotherapy; Diagnostic Imaging; Radiotherapy; Paramedic studies; Audiology), Nursing, Operating Department Practice, Optometry, Health and social care*, Health sciences*

Biomedical/ Healthcare Science: Biomedicine/ Biomedical Science; Pharmacy; Pharmaceutical Science; Medicinal Chemistry; Biochemistry; Medical Engineering; Biomedical Engineering

We will be able to consider applications from applicants with a minimum of 2:1 degree in Psychology/Health Psychology* and Sport and Exercise Science*. Please note: Transcripts will be reviewed to ensure adequate levels of biology have been covered in these degrees. Those not meeting the requirements will not be interviewed.

Additional selection criteria

Applicants are advised to visit the UWE webpages for this programme for up-to-date information on application selection criteria.

Interview: shortlisted applicants will be invited to attend an interview

Part 7: Entry Requirements

Health Assessment/Declaration – applicants must be in good health. Those offered a place are required to complete a questionnaire and be prepared to undergo a medical examination if necessary.

Disclosure of Criminal Background - the Rehabilitation of Offenders Act 1974 does not apply and all convictions, including those which are spent, must be disclosed. This is in accordance with the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Applicants who are offered a place must undergo a Disclosure and Barring Service (DBS) check and will be required to complete a Disclosure Application Form. All information will be treated in confidence and only taken into account when absolutely necessary.

English Language Requirement

Minimum IELTS score of 7.0 overall with a minimum of 7.0 in any section, (or equivalent).

Part 8: Reference Points and Benchmarks

The Framework for Higher Education Qualifications

The learning outcomes have been developed with reference to the qualification descriptors used in the QAA Framework for Higher Education Qualifications.

The level of the programme accurately reflects the level of achievement at Masters level that a qualifying student will progress to. In particular, the level 7 learning outcomes as advocated by the QAA document include the development of transferable skills such as exercising initiative and personal responsibility, critically evaluating current research and the undertaking of independent learning in line with continuing professional development.

The programme structure, module content and delivery mechanisms are therefore geared towards:

- Imparting a systematic and deep understanding of modern healthcare environments with specific reference to Physician Associate practice
- Enabling the students - through clarity of conceptual understanding, establishing a knowledge base, training in critical evaluation and research methodologies – to evaluate current research and advance the current standing of the profession.

Currently there is no QAA Subject Benchmark Statement for Physician Associate Studies

The design team have however used the medicine benchmarks to guide the programme design: <http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Health-care-programmes>

In designing the programme there has been particular attention paid to the following areas:

- Intellectual Attributes
- Generic Graduate Skills & Competencies
- Demonstration of competency

Part 8: Reference Points and Benchmarks

- Measuring competency
- Professional attributes
- Teaching, learning and assessment

Competence and Curriculum Framework for the Physician Associate (2012)

<http://static1.squarespace.com/static/544f552de4b0645de79fbe01/t/557f1c1ae4b0edab35dd92cf/1434393626361/CCF-27-03-12-for-PAMVR.pdf>

The design team have worked through the requirements of this document including the following core areas:

- The Competence Framework
- The Curriculum Framework
- Assessment
- Core Syllabus
- Evaluation of the Programme
- Regulation & Accountability

SEEC credit level descriptors (2010)

SEEC credit level descriptors have been used to establish the level of the programme and its subsequent modules and to inform the learning outcomes and assessment criteria at Masters level.

These credit level descriptors inform the following area

- Development of subject specific knowledge and understanding, generic cognitive and intellectual skills, key/transferrable skills, and subject specific practical skills.
- Teaching, learning and assessment strategies that deliver, ensure and assess the attainment of these levels
- The programme level learning outcomes that are reinforced by the modular learning outcomes, teaching, learning and assessment strategies described in individual module specifications.

In-line with the University's teaching and learning policies, this programme takes a student-centred approach to learning by allowing students to take control of aspects of their learning and providing a learning environment that stimulates active engagement and participation. The programme seeks to create an environment that will stimulate students to take responsibility for aspects of their learning, while the module team facilitates this learning. Module learning outcomes have been designed to ensure that students meet the overall programme learning outcomes on completion of the programme.

A wide range of assessment methods are incorporated within the programme to cater for a diversity of approaches to learning. The programme team recognises the importance of both summative and formative assessments and feedback as an integral part of the learning teaching process. All assessments comply with university assessment regulations.

University strategies and policies

This programme will contribute to the four priority areas outlined within the UWE Bristol strategy

Part 8: Reference Points and Benchmarks

2020. Namely:

1. Outstanding learning: embedded throughout the programme is the use of TEL to help the students work independently and also the valuable use of clinical placements to develop their practical skills. This vocational programme focusses on applying theory to practice throughout, and has 1, 600 hours of clinical practice across a variety of acute and primary care settings.
2. Ready and able graduates: a driver in the design of the programme has been to give graduates of the programme key skills to go out and work in a wide range of sectors. Clinical placements through the degree will provide the “considerable contact with patients in relevant healthcare settings” (QAA Radiography Benchmark statements (2001)
3. Research with impact: This master’s programme has level programme there is a research theme embedded throughout. During the induction week learners will be introduced to research skills such as reading a paper, literature searching and review, analysing data. These skills will be used across the two years but will be applied for the service improvement assessment as part of the “Public Health and Health Promotion for Physician Associates” module. Learners will also have the opportunity to complete a 45 credit substantial piece of research at M Level which will be underpinned by a 15 credit research methods module.
4. Strategic partnerships, connections and networks: in designing the programme, engagement with potential placement providers has nurtured the links with service providers in the South West.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

This is the first five-year cycle of this new programme which represents an emerging workforce. The University have worked closely with internal and external stakeholders to develop the curriculum. In order to ensure competencies can be achieved, the Competence and Curriculum Framework for Physician Associate sets out certain criteria to be met by all programmes. This includes the overall length and academic level (90 weeks of a Masters (M level) programme and minimum levels of clinical practice across a variety of acute and primary care settings. The design of Physician Associate programmes in the UK are also informed by the Department of Health “Matrix specification of Core Clinical Conditions for the Physician Assistant by category of level of competence”. This has also been used to inform both clinical and academic curriculum and assessment.

Moving forwards, the methods used to evaluate and improve the quality and standards of learning throughout the academic year include student feedback, standard university monitoring methods, reviews and consultation with external stakeholders and external examiners. The student feedback measures will include student evaluation forms at the end of modules, verbal feedback within module review sessions, student representative feedback at Student Rep Staff Fora (three students per cohort). There are a standard 4 of these a year. There will be a yearly stakeholders meeting for clinicians, service users and carers, graduates and current students to feed into programme developments, programme management committee meetings, and a yearly monitoring form completed for the CSP. All of these mechanisms allow for evaluation, reflection, feedback and changes to the programme to enhance quality.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).

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| First CAP Approval Date | 24 March 2016 | | | |
| Revision CAP Approval Date | 20 July 2017 | Version | 2 | Link to RIA 12402 |
| Next Periodic Curriculum Review due date | | | | |
| Date of last Periodic Curriculum Review | | | | |