School of Life and Medical Sciences

Title of Programme: MSc Physician Associate Studies
Programme Code: LMPYAS

Programme Specification

This programme specification is relevant to students entering:
04 September 2017

Associate Dean of School (Academic Quality Assurance):
Stefanie Schmeer

Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme

<table>
<thead>
<tr>
<th>Date</th>
<th>Section</th>
<th>Amendment</th>
</tr>
</thead>
</table>

If you have any queries regarding the changes please email AQO@herts.ac.uk
Programme Specification  MSc Physician Associate Studies

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended 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 teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body
University of Hertfordshire

Teaching Institution
University of Hertfordshire

University/partner campuses
College Lane

Programme accredited by
Not applicable

Final Award (Qualification)
MSc

All Final Award titles
Physician Associate Studies

FHEQ level of award
7

Language of Delivery
English

A. Programme Rationale

This pioneering MSc programme offers students fantastic opportunities to obtain the clinical skills and knowledge required to become a healthcare professional. This is achieved through early clinical exposure to patients from November of year 1 and sustained through in excess of 1600 hours of placement during the remainder of the programme. Your placement experience will be further enhanced and supported through the use of our state of the art medical simulation suite at the University. This provides a safe learning environment to develop the skills and knowledge required while on placement.

The programme has been developed in partnership with the NHS to give students knowledge and skills in medical practice to undertake a career as a Physician Associate. The MSc Physician Associate Studies programme at the University of Hertfordshire is an innovative masters level programme, which will ensure that graduates will have the skills and attributes to undertake the National Examination for Physician Associates and subsequently register with the Faculty of Physician Associates and to develop a career as a Physician Associate practitioner in the local healthcare economy.

This programme has been developed in close collaboration with East and North Hertfordshire University NHS Trust, Hertfordshire Partnership NHS Foundation Trust, Luton and Dunstable University Hospital and East and North Hertfordshire CCG all of whom will be providing clinical placements for students on this programme. These NHS organisations and the University share a clear vision and understanding of the role of the Physicians associate and their growing value in the NHS workforce. It is anticipated that further primary and secondary care providers will join this partnership once the programme is launched.

The Physician Associate role is relatively new to the UK and is being promoted by the Department of Health as one of the solutions to the shortage of doctors and nurses as demands on the NHS increase. The Department of Health has defined the PA role as "a new healthcare professional who, whilst not a doctor, works to the medical model, with the attitudes, skills and knowledge base to deliver holistic care and treatment within the general medical and/or general practice team under defined levels of supervision (DH, 2012)."

Demand for qualified and registered Physician Associates is high in the East of England and through close collaboration with our clinical partners employment opportunities within the local NHS trusts and Clinical Commissioning Groups for our graduates are expected to be plentiful.
B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in UPR TL03.

Additionally this programme aims to:

- Provide training mapped to the Competence and Curriculum Framework for the Physician Assistant (DH, 2012) and the Matrix Specification of Core Clinical Conditions for the Physician Associate (DH, 2006) to enable students to gain the knowledge, skills, experiences, competencies and attributes needed to prepare a student for the national qualifying exams (FPA, 2017e) and enter the national register (FPA, 2017f) as qualified PAs to work in the NHS.
- Provide students with experience, knowledge, understanding, insights and perspective in local, regional and national healthcare needs, priorities, targets, pressures, demands and future challenges in healthcare provision.
- Enable students to gain a critical understanding of the NHS Constitution (DH, 2015), principles and values (NHS-choices, 2015), and the roles of PAs within it.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Knowledge and Understanding of:</th>
<th>Teaching/learning methods &amp; strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1- clinically relevant anatomy, physiology and pharmacology</td>
<td>Acquisition of knowledge and understanding is through a combination of lectures, tutorials and seminars, small group work, problem based, learning, communication skills tutoring, tutorials and workshops, online guided learning, directed learning and reading and self-directed learning (A1-A8).</td>
<td>Knowledge and understanding are assessed through Observed Structured Clinical Examination (OSCE) and written (MCQ/SBA) examinations (A1-A8) reflective and case-study essay assignments (A1-A4), Case Presentation and Practice Portfolio including reflective learning logs, assessed clinical work including Direct Observation of Practice, Mini-Clinical Evaluation Exercises, and clinical supervisory meetings and successful completion of practical procedures, clinical skills and Clinical Conditions and Presentation as outlined in the National Curriculum for PAs (A1-A4 and A8), and Service Development Project (A5, A6, A7)</td>
</tr>
<tr>
<td>A2- core clinical conditions and presentations, their underlying pathophysiology and management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3- therapeutics and prescribing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A4- clinical planning and procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A5- risk management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A6- current developments and guiding principles in the NHS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A7- evaluate the effect of diseases on communities and individuals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A8- common core knowledge for working with children, young people and families</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Intellectual skills - able to:

<table>
<thead>
<tr>
<th>Teaching/learning methods &amp; strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>interpret evidence and determine the requirement for additional evidence</td>
</tr>
<tr>
<td>B2</td>
<td>critically evaluate their own practice to identify learning/development needs to maintain good practice and recognise their own limitations</td>
</tr>
<tr>
<td>B3</td>
<td>identify and address ethical and legal issues that may impact on patient care</td>
</tr>
<tr>
<td>B4</td>
<td>recognise the importance of people’s rights in accordance with legislation relating to equality and diversity</td>
</tr>
</tbody>
</table>

**Intellectual skills**

Intellectual skills are developed throughout the programme by the methods and strategies outlined in Section A above. Critical analysis, problem solving and clinical decision making skills are further developed through group and individual tutorials, laboratory work, the use of simulation and in-course exercises and clinical placements.

Throughout, the learner is encouraged to develop intellectual skills further by independent study.

**Practical skills - able to:**

| C1 | consistently demonstrate professional behaviour and probity |
| C2 | communicate effectively and appropriately in the development of patient relationships |
| C3 | perform a physical examination (general) appropriate to the clinical situation |
| C4 | demonstrate effective consultation skills and the ability to elicit an appropriate patient history |
| C5 | demonstrate appropriate clinical judgement in diagnosis and management |
| C6 | demonstrate key procedural skills as outlined in the National Curriculum relating to cardiovascular, respiratory, gastrointestinal, musculoskeletal, female reproductive, renal and genitourinary systems and the eye, skin, ear, nose and throat. |
| C7 | core skills for working with children, young people and families |
| C8 | demonstrate ability to record findings appropriately within clinical notes |
| C9 | identify health education opportunities and plan and deliver appropriate teaching |

**Transferable skills - able to:**

| D1 | develop effective communication and interpersonal skills |
| D2 | work effectively within an interdisciplinary team |
| D3 | manage time and resources |
| D4 | exercise initiative and personal responsibility demonstrating independent learning |
| D5 | undertake decision making in complex and unpredictable situations |

**Teaching/learning methods & strategies**

Practical skills within this programme are developed through laboratory classes, practical skills sessions, and simulation using University medical simulation facilities and practice experience.

**Assessment**

Practical skills are assessed through Observed Structured Clinical Examination (C2-C6), practice portfolio (C1-C6), formative assessment with use of simulation technologies (C2,C4,C5,C9).

Transferable skills (D1-5) are skills developed through a combination of lectures, practical workshops, tutorials, coursework and work based learning. Analytic, evaluative, problem solving, and communication skills are further enhanced through practical application in the placement and concomitant discussion with clinical supervisors. Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing forms. Transferable skills are assessed through the range of assignments built into the curriculum. Skill D1 is assessed through written coursework, oral presentations, OSCEs and formative assessment with use of simulation technologies. Skill D2 is assessed within the Practice portfolio and formatively assessed during problem-based learning exercises. D3 and D4, are demonstrated through the Service Development Project. D5
a personal development plan, which is particularly relevant to skill D4. is assessed through written assignments and within the Practice portfolio.

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in 2-years full-time mode, consisting of a total of 3,200 hours (1600 hours of which are completed in clinical practice), and leads to the award of an MSc in Physician Associate Studies. Entry is normally at Bachelor’s degree level in biomedical/clinical/health/life sciences. This might include a degree in Biomedical Science, Biochemistry, Anatomy, Physiology, Healthcare Science, Pharmacy, Nursing, Midwifery, Physiotherapy, or Paramedic Sciences. Intake will be in semester A (September) of each academic year.

Professional and Statutory Regulatory Bodies

Although the Faculty of Physician Associates (PFA) (FPA, 2017b), who are based in the Royal College of Physicians (RCP) (RCP, 2015), currently act as the de-facto regulators with provisional Physician Associate Programme Accreditation Standards (FPA, 2015), there is no official regulator or accrediting body as yet. We nevertheless have mapped the MSc to the national curriculum and accreditation standards with the eventual expectation of a formal regulator (likely to be the GMC) (GMC, 2015, Watkins, 2016) and accrediting body being set up nationally.

The FPA promote, support and lobby for the PA profession, and oversee and support the development and application of the national curriculum (DH, 2012, DH, 2006, DH-FPA, 2017), run the national qualifying exams (FPA, 2017e) and manage and oversee the Physician Associate Manage Voluntary Register (PAMVR) (FPA, 2017f). In order to be able to take the national qualifying exams, a student must have completed a Physician Associate postgraduate course that is mapped to the national curriculum with respect to the content, placements, and total academic and clinical hours (as well as the breakdown minima for each type of placement). Following successful completion of this course, they can then enter the national exams (consisting of an OSCE and two written exams consisting of 100 Multiple Choice (Best of Five) questions each). Once they have passed the national exams, they will be eligible to enter the PAMVR, following which they can apply for employment to work as a registered PA. On a six yearly basis, they are required to undertake and successfully pass a national recertification exam (FPA, 2017g).

Work-Based Learning, including Sandwich Programmes

The MSc in Physician Associate Studies consists of a minimum of 3,200-hours of work as per national curricula guidance referred to above. Of these hours, a minimum of 1600 need to be in placement. This programme normally offers 1710 hours in clinical placement where the PA students will be learning, practising and being assessed under supervision within the medical teams that they will be attached to. To complete the programme, as well as meeting the academic requirements, students are required to be successfully assessed in the following number of placements and hours: 350 hours in General Medicine, 180 hours in General Practice and Accident and Emergency, and 90 hours in Mental Health, General Surgery, Obstetrics and Gynaecology, Paediatrics, and a self-selected placement of 330 hours.

There is no study abroad opportunity available to students undertaking this programme.

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure
Mode of study Full-time

Entry point Semester A

### Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Clinical Competencies and Conditions 1</td>
<td>7LMS0214</td>
<td>45</td>
<td>English</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>ABC</td>
</tr>
<tr>
<td>Professional Development, Communication and Clinical Skills</td>
<td>7LMS0217</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>A</td>
</tr>
<tr>
<td>Evidence Based Practice</td>
<td>7LMS0162</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td>Core Clinical Competencies and Conditions 2</td>
<td>7LMS0215</td>
<td>45</td>
<td>English</td>
<td>50</td>
<td>0</td>
<td>50</td>
<td>ABC</td>
</tr>
<tr>
<td>Medicines and Patient Safety</td>
<td>7LMS0216</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>A</td>
</tr>
<tr>
<td>Service Development Project</td>
<td>7LMS0218</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>AB</td>
</tr>
</tbody>
</table>

The award of an MSc Physician Associate Studies requires 180 credits passed at Level 7. All modules are compulsory.

### Table 1b Final and interim awards available

The programme provides the following final and interim awards:

<table>
<thead>
<tr>
<th>Final Award</th>
<th>Award Title</th>
<th>Minimum requirements</th>
<th>Available at end of Level (normally):</th>
<th>Programme Learning Outcomes developed (see above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>MSc Physician Associate Studies</td>
<td>180 credit points at Level 7 (including a minimum of 150 credits at level 7)</td>
<td>6 Semesters</td>
<td>All programme learning outcomes (see Table 2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interim Award</th>
<th>Award Title</th>
<th>Minimum requirements</th>
<th>Available at end of Level</th>
<th>Programme Learning Outcomes developed (see above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Certificate</td>
<td>Postgraduate Certificate Foundations in Medical Sciences</td>
<td>60 credits (including a minimum of 45 credits at level 7)</td>
<td>3 Semesters</td>
<td>A1, A2, A3, A4, A6, A8, B1, B2, B4, C1, C2, C3, C4, C5, C6, C7, C8, D1, D2, D3</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>Postgraduate Diploma Foundations in Medical Sciences</td>
<td>120 credits (including a minimum of 90 credits at level 7)</td>
<td>5 Semesters</td>
<td>A1, A2, A3, A4, A5, A6, A7, A8, B1, B2, B3, B4, C1, C2, C3, C4, C5, C6, C7, C8, C9, D1, D2, D3, D5</td>
</tr>
</tbody>
</table>

Masters and Diploma awards can be made "with Distinction" or "with Commendation" where criteria as described in UPR AS14, Section D and the students' handbook are met.
Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (in particular, UPR AS11, UPR AS12/UPR AS13, and UPR AS14) with the exception of those listed below, which have been specifically approved by the University:

- It is expected that students will normally attend 100% of the practice hours within the programme.
- Students missing more than 4 weeks (140 hours) of practice attached to 7LMS0214 or 7LMS0215 will normally be awarded an FREN for these modules and will need to re-enrol.
- Students awarded an FREN for any module in year 1 of the programme will normally be required to re-enrol and pass the module before progressing to year 2 of the programme.
- The maximum period within which a student may gain the final award of MSc Physician Associate Studies is 4 years.
- Students on the programme who exit before completing the MSc will be allowed to re-enter if the credit has been awarded within the previous 3 year and providing students meet the 4 year completion rule detailed above. Students with credits from other UK Physician Associate programmes will be considered for entry to this programme on an individual basis and the prior certificated learning will be mapped against the UH PA curriculum. No other prior certificated learning will be accepted for entry onto the programme and all students must meet the 4 year completion rule detailed above.
- Students on this programme are subject to Fitness to Practise Regulations (UPR SA15)

Further points of clarification and interpretation relevant to this specific programme are given below:

- The 4 year time period for completion of the programme is to ensure the currency of the programme and that students meet the requirements of the National Examination for Physician Associates
- For a pass in the OSCE element of the 7LMS0215 and 7LMS0214 modules students need to pass a minimum of 10/14 stations. Each of the 10 stations need to be passed with a minimum of 50% and the overall grade required to pass is 50%.

E. Management of Programme & Support for student learning

Management
The programme is managed and administered through:

- An Associate Dean of Academic Quality Assurance
- A Head of Department
- A programme leader who is responsible for the day to day management and administration of the course
- A designated school administrator to deal with day to day administration associated with the programme
- Module Leaders to help the students understand each module, the learning outcomes, requirements, teaching and assessment
- Clinical Link Tutors who will arrange and organise student clinical placements and rotations in primary and secondary care
- A Placement Administrator who will provide administrative support for student placements at the University
- A programme committee, the membership of which includes;
  - An admissions tutor
  - Programme leader
  - Programme administrator
  - Module leader(s)
  - Student representative(s)
  - Representation from Learning and Information Services
  - Representative(s) from practice

Support
Students are supported by:

- A named programme leader
- Overseas orientation
- Additional English support from an English Language Department
Personal Academic Tutors to provide academic and pastoral support
Clinical Supervisors to supervise, support, set learning outcomes, mentor, assess and provide feedback during clinical placements
A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support, etc
Office of Dean of Students, incorporating Chaplaincy, Counselling and nursery
StudyNet, a versatile on-line inter-active intranet and learning environment
Guided student-centred learning on StudyNet module sites
Access to extensive digital and print collections of information resources
Attractive modern study environments in 2 Learning Resources Centres
A Mathematics Drop-in Centre
Medical Centre
University Disability Advisors
An Equality Office
Careers Enterprise and Employment Services
The Students' Union

F. Other sources of information
In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:
- A Programme Handbook
- A Placement Handbook for General Practice Rotations
- A Placement Handbook for General Hospital Rotations
- A Placement Handbook for Mental Health Rotations
- A Definitive Module Document (DMD) for each constituent module
- A Module Guide for each constituent module
- A Student Portfolio Guide
- A Professional Conduct and Dress Code Guide for the Physician Associate
- University of Hertfordshire Course website: http://www.herts.ac.uk/courses/
- Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) The Frameworks for Higher Education Qualifications of UK Degree-AWARDING Bodies
- External Quality Review report website: http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.VCFXlha_hSU
- Professional or Statutory Regulatory Body information (Higher Education Academy): https://www.heacademy.ac.uk
- UNISTATS website: http://www.unistats.com/
- University of Hertfordshire Academic Quality Office website: (StudyNet → Staff → Department Lists → Academic Quality Office)
- Learning and Teaching Policy and Graduate Attributes, UPR TL03: http://sitem.herts.ac.uk/secreg/upr/TL03.htm
- Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03: http://sitem.herts.ac.uk/secreg/upr/SA03.htm
- Academic Quality, UPR AS17: http://sitem.herts.ac.uk/secreg/upr/AS17.htm
- Index of UPRs for students: http://sitem.herts.ac.uk/secreg/strupازist_info.htm
School Practice Complaints Policy

School Confidentiality policy
http://www.studynet2.herts.ac.uk/crb/co/website84.nsf/Search?openagent=null&search=confidentiality

School Disclosure and Barring Service policy
http://www.studynet2.herts.ac.uk/crb/co/website84.nsf/Search?openagent=null&search=dbs

The A-Z of the University of Hertfordshire is an introduction to the academic, social, cultural and sporting services and opportunities available at the University of Hertfordshire, and includes the Student Charter and Student Code of Conduct.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University’s rules, regulations and procedures. These are published in a series of documents called ‘University Policies and Regulations’ (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: http://www.herts.ac.uk/secreg/upr/. In particular, UPR SA07 ‘Regulations and Advice for Students’ Particular Attention - Index’ provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

The UK Quality Assurance Agency for Higher Education (QAA) has confirmed the quality and standards of provision at the University of Hertfordshire. A key part of QAA’s role is to review and report on how universities maintain their academic standards and quality, to inform students and the wider public. The team of QAA reviewers visited the University of Hertfordshire in 2015/16 and judged that its academic standards, the quality and enhancement of its students’ learning experience, and the quality of information about this learning experience all meet UK expectations. In other words, the University meets national requirements for standards and quality. The QAA’s report can be accessed at: http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.V-KHajXy0nE

G. Entry requirements

The normal entry requirements for the programme are:

- An upper second class (or above) undergraduate degree from a UK University or overseas equivalent in the life sciences. This might include a degree in Biomedical Science, Biochemistry, Anatomy, Physiology, Healthcare Science, Pharmacy, Nursing, Midwifery, Physiotherapy, or Paramedic Sciences.
- Personal statement – A written personal statement serves as an important component of the selection process. It is an opportunity for the applicant to demonstrate their knowledge and understanding of the NHS, its constitution, principles and values, the role of healthcare professionals and in particular, that a Physician Associate within the context of the multi-disciplinary team and current and future healthcare needs and challenges facing the NHS locally, regionally and nationally. We are looking for students to demonstrate that they have the skills required to successfully complete this demanding course, balancing academic study with clinical placements, a willingness to travel and flexible working patterns, and the statement is an opportunity to demonstrate through examples in the applicant’s own life, work or other experiences that they are capable and willing to successfully commit to such a course and a future career as a Physician Associate.
- Satisfactory Occupational Health screening – Successful applicants must comply with a health screening as requested in line with current guidelines for healthcare workers as set the Department of Health (DH, 2007) in addition to further guidance from the Medical Schools Council and others (MSC-DSC-PHE-HPAS-AUKUH-HEOP, 2014) and Public Health England (PHE, 2013).
- A satisfactory enhanced Disclosure and Barring Service check.
- English language requirements:
  - IELTS overall score of 7.5 with no less than 7.0 in any element (or the appropriate level in equivalent UH approved English Language qualifications).
  - Following an initial written online application, there will be a shortlisting process based on each applicant’s academic background and personal statement.
  - Shortlisted applicants will then be invited for interview and a written reflective assessment test. The interview will ask questions themed around the values-based recruitment framework (HEE, 2016) as well
as ethical and legal scenarios, knowledge of the PA role and profession, the NHS Constitution, principles and values (NHS-choices, 2015, DH, 2015).

- The written test will require you to demonstrate the ability to write coherently a reflective passage critically analysing a challenging situation at a level demonstrating Masters level competency.

The programme is subject to the University’s Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in UPR SA03), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact: the programme administrator admin.spgm@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk
Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Knowledge &amp; Understanding</th>
<th>Intellectual Skills</th>
<th>Practical Skills</th>
<th>Transferable Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Clinical Competencies and Conditions 1</td>
<td>7LMS0214</td>
<td>A1 A2 A3 A4 A5 A6 A7 A8 B1 B2 B3 B4 C1 C2 C3 C4 C5 C6 C7 C8 C9</td>
<td>x x x x x x x x x x</td>
<td>x x x x x x x x x x</td>
<td>x x x</td>
</tr>
<tr>
<td>Professional Development, Communication and Clinical Skills</td>
<td>7LMS0217</td>
<td>x x x x x x x x x x x x x x x x</td>
<td>x x x x x x x x x x</td>
<td>x x x x x x x x x x</td>
<td>x x x</td>
</tr>
<tr>
<td>Evidence Based Practice</td>
<td>7LMS0162</td>
<td>x x x x x x x x x x x x x x x x</td>
<td>x x x x x x x x x x</td>
<td>x x x x x x x x x x</td>
<td>x x x</td>
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<tr>
<td>Core Clinical Competencies and Conditions 2</td>
<td>7LMS0215</td>
<td>x x x x x x x x x x x x x x x x</td>
<td>x x x x x x x x x x</td>
<td>x x x x x x x x x x</td>
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<tr>
<td>Medicines and Patient Safety</td>
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KEY TO PROGRAMME LEARNING OUTCOMES

Key to Programme learning Outcomes

Knowledge and Understanding
A1. Clinically relevant anatomy physiology and pharmacology
A2. Core clinical conditions, their underlying pathophysiology and Management
A3. Therapeutics and prescribing
A4. Clinical planning and procedures
A5. Risk management
A6. Current developments and guiding principles in the NHS
A7. Evaluate the effect of diseases on communities and individuals
A8. Common core knowledge for working with children, young people and families

Practical Skills
C1. Consistently demonstrate professional behaviour and probity
C2. Communicate effectively and appropriately in the development of patient relationships
C3. Perform a physical examination (general) appropriate to clinical situation
C4. Demonstrate effective consultation skills and the ability to elicit an appropriate patient history
C5. Demonstrate appropriate clinical judgment in diagnosis and management
C6. Demonstrate key procedural skills as outlined in National Curriculum relating to cardiovascular, respiratory, gastrointestinal, musculoskeletal, female reproductive, renal and genitourinary systems and the eye, skin ear, nose and throat.
C7. Core skills for working with children young people and families
C8. Demonstrate ability to record findings appropriately within clinical notes
C9. Identify health education opportunities and plan and deliver appropriate teaching

Intellectual Skills
B1. Interpret evidence and determine the requirement for additional evidence
B2. Critically evaluate their own practice to identify learning/development needs to maintain good practice and recognise their own limitations
B3. Identify and address ethical and legal issues that may impact on patient care
B4. Recognise the importance of people’s rights in accordance with legislation relating to equality and diversity

Transferable Skills
D1. Foster effective communication and interpersonal skills
D2. Work effectively within an inter-professional team
D3. Manage time and resources
D4. Exercise initiative and personal responsibility demonstrating independent learning
D5. Undertake decision making in complex and unpredictable situations
Section 2

Programme management

Relevant QAA subject benchmarking statements: None

Type of programme: Taught Postgraduate

Date of validation/last periodic review: May 17

Date of production/last revision of PS: May 17

Relevant to level/cohort: Level 7 entering September 2017

Administrative School: School of Life and Medical Sciences

Table 3 Course structure

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