

Title of Programme: MSc Physician Associate Studies

Programme Code: LMPYAS

Programme Specification

This programme specification is relevant to students entering:
01 September 2023

Associate Dean of School (Academic Quality Assurance):
Sherael Webley



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

Date	Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification MSc/PgDip 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
(Qualification and Subject)	
FHEQ level of award	7

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 beginning early in year 1 of the programme and sustained throughout, with in excess of 1600 hours of placement during the programme. The 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.

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, Mental Health 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

Diversity and Inclusion

Our programmes are purposefully designed to enable all students to engage meaningfully with the curriculum by being accessible and representative. We will support students to shape their learning experience, removing barriers and enabling them to succeed. The curriculum explicitly includes multiple and representative

perspectives, valuing collective identities and individual diversity. Learning, teaching and assessment activities help students to understand how they can enhance outcomes both for themselves and for others. All students belong to a learning community, and during their studies we really want to hear their voices, encourage them to listen to others, and express themselves.

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 Physician Associate Curriculum (FPA, 2022) 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.

Graduate Attributes

Our graduates will be capable and professional, creative and enterprising, and will build their social and global awareness throughout. In addition to their subject expertise and proficiency, as a University of Hertfordshire graduate, they will be:

- Professionally focused
- Globally minded
- Sustainability driven
- Digitally capable and confident
- Inclusive and collaborative
- Evidence based and ethical

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 (2021) have been used as a guiding framework for curriculum design.

Knowledge and Understanding:	Teaching/learning methods & strategies	Assessment
A1- clinically relevant anatomy, physiology and pharmacology A2- core clinical conditions and presentations, 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	<p>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-A10).</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden</p>	<p>Knowledge and understanding are assessed through Observed Structured Clinical Examination (OSCE) and written (MCQ) examinations (A1-A8) reflective and case study essay (A1-A4), written short answer exam (A3-A5), 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</p>

<p>A8- common core knowledge for working with children, young people and families</p> <p>A9 - of research methodology and its practical application</p> <p>A10 - rigorous project design, located within relevant theories and concepts from the published literature on healthcare</p>	<p>their individual knowledge and understanding of the subject.</p> <p>Alongside the academic component, the programme consists of at least 1600 hours of clinical placement work which supplements and enhances the knowledge, experience and critical understanding of the students</p>	<p>Presentation as outlined in the National Curriculum for PAs (A1-A4 and A8), and Clinical Practice Project (A5, A6, A7, A9, A10)</p>
Intellectual skills:	Teaching/learning methods & strategies	Assessment
<p>B1 – interpret evidence and determine the requirement for additional evidence in clinical practice</p> <p>B2-critically evaluate their own practice to identify learning/development needs to maintain good practice and recognise their own limitations</p> <p>B3- identify and address ethical and legal issues that may impact on patient care</p> <p>B4-recognise the importance of people's rights in accordance with legislation relating to equality and diversity</p> <p>B5 - devise and carry out a coherent plan for the dissertation research, analysis and completion</p> <p>B6 - apply theories and methods of reflective practice</p>	<p>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</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	<p>Intellectual skills are assessed through the practice portfolio (B1-4), reports (B1 –B6), presentations (B1-6)</p>
Practical skills:	Teaching/learning methods & strategies	Assessment
<p>C1- consistently demonstrate professional behaviour and probity</p> <p>C2- communicate effectively and appropriately in the development of patient relationships</p> <p>C3-perform a physical examination (general) appropriate to the clinical situation</p> <p>C4- demonstrate effective consultation skills and the ability to elicit an appropriate patient history</p> <p>C5-demonstrate appropriate clinical judgement in diagnosis and management</p> <p>C6- demonstrate key procedural skills as outlined in the National Curriculum relating to all clinical systems.</p>	<p>Practical skills within this programme are developed through laboratory classes, practical skills sessions, and simulation using University medical simulation facilities and practice experience and evidence based practice teaching and analysis</p>	<p>Practical skills are assessed through Observed Structured Clinical Examination (C2-C6), practice portfolio (C1-C9), formative assessment with use of simulation technologies (C2,C4,C5,C9), project design and analysis of data (C10, C11)</p>

C7-demonstrate 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 C10 - demonstrate practical skills in planning a rigorous research project C11 - demonstrate practical skills in designing, executing and reporting a project within healthcare, drawing on practical and relevant implications from an academically rigorous piece of work		
Transferable skills:	Teaching/learning methods & strategies	Assessment
D1- develop 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 D6 -demonstrate continuous cognisance of your role in ensuring that the experience and quality of care provided to patients matches what you would want for the people you love most	Transferable skills (D1-6) 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 a personal development plan, which is particularly relevant to skill D4.	Transferable skills are assessed through the range of assignments built into the curriculum. Skill D1 and D6 are assessed through written coursework, oral presentations, OSCEs and formative assessment with use of simulation technologies. Skill D2 is assessed within Practice portfolio and formatively assessed during problem-based learning exercises. D3, D4 and D6 are demonstrated through the Clinical practice project. D5 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 at least 3,200 hours (at least 1600 hours of which are completed in clinical practice), and leads to the award of a MSc in Physician Associate Studies. Entry is normally at Bachelor's degree level in biomedical/ clinical/ health/ life sciences or equivalent. This might include a degree in Biomedical Science, Biochemistry, Anatomy, Physiology, Healthcare Science, Pharmacy, Nursing, Midwifery, Physiotherapy, or Paramedic Sciences. However, the programme embraces the university's ethos of widening participation and recognises that some students who qualified several years ago will have gained experiences that make them suitable for the programme regardless of the grade achieved during undergraduate studies.

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 overseeing and administering the running of the [Physician Associate Managed Voluntary Register](#) (PAMVR) (FPA, 2017f) and is campaigning to achieve statutory registration of the profession. Although there is no official regulator or accrediting body as yet, we nevertheless have mapped the MSc/PgDip 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](#) (FPA, 2022) and run the [national qualifying exams](#) (FPA, 2017e).

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. Following successful completion of this course, they can then enter the national exams. Once they have passed the national exams, they will be eligible to enter the PA register, 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. This programme normally offers more than 1600 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, in addition to meeting the academic requirements, students are required to attend the following placements and normally attend minimum hours: 350 hours in General Medicine, 180 hours in General Practice, 180 Accident and Emergency, 90 hours in Mental Health, 90 hours in General Surgery, 90 hours in Obstetrics and Gynaecology, 90 hours in Paediatrics, and a further clinical placement allocated by the University 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

MSc Physician Associate Studies

Mode of study Full-time

Entry point Semester A Year One

Compulsory Modules Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Core Clinical Competencies and Conditions 1	7LMS0214	45	0	0	50	50	ABC
Professional Development, Communication and Clinical Skills	7LMS0217	15	0	0	50	50	A
Placement Portfolio 1	7LMS2052	0	0	0	P/F	0	ABC
Integrated Evidence Based Practice	7LMS0249	30	0	0	60	40	B

All modules are compulsory. Students are required to pass all modules (90 credits) in order to progress from year one to year two.

Year Two

Compulsory Modules Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Core Clinical Competencies and Conditions 2	7LMS0215	45	0	0	50	50	ABC
Medicines Optimisation	7LMS0224	15	100	0	0	0	A
Placement Portfolio 2	7LMS2053	0	0	0	P/F	0	ABC
Clinical Practice Project	7LMS0248	30	0	0	80	20	BC

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:

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

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
Postgraduate Certificate	Postgraduate Certificate Foundations in Medical Sciences	60 credits (including a minimum of 45 credits at level 7)	3 Semesters	A1, A2, A3, A4, A6, A8, B1, B2, B4, C1, C2, C3, C4, C5, C6, C7, C8, D1, D2, D3, D4
Postgraduate Diploma	Postgraduate Diploma Foundations in Medical Sciences	120 credits (including a minimum of 90 credits at level 7)	6 Semesters	A1, A2, A3, A4, A5, A6, A8, B1, B2, B3, B4, B6, C1, C2, C3, C4, C5, C6, C7, C8, D1, D2, D3, D4
Postgraduate Diploma	Postgraduate Diploma Physician Associate Studies	150 credits (including a minimum of 90 credits at level 7)	6 Semesters	A1, A2, A3, A4, A5, A6, A7, A8, B1, B2, B3, B4, B6, C1, C2, C3, C4, C5, C6, C7, C8, C9, D1, D2, D3, D4, D5

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](#) and [UPR AS14](#)) with the exception of those listed below, which have been specifically approved by the University:

- The e Portfolio assesses the placement hours which are integral to the programme. This is a pass/fail element of the Programme. Successful completion of the e Portfolio 1 and 2 modules is required in order to be awarded the PgDip Physician Associate Studies or the MSc Physician Associate studies.
- It is expected that students will normally attend 100% of the practice hours within the programme.
- Students missing more than 10% of practice attached to 7LMS0214, 7LMS0215 or the Placement Portfolio 1 or 2 will normally be awarded a referral for these modules and will need to retake the modules.
- Students will be subject to the GMC code of conduct and professional behaviour.
- For a pass in the practical element of the 7LMS0217 module students are required to pass over 70% of numbered stations with an overall pass mark of over 50%.
- 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.
- Students on the programme who exit before completing the final award will normally be allowed to re-enter if the credit has been awarded within the previous 3 years and providing students meet the 4 year completion rule detailed above. No other prior certified learning will be accepted for entry onto the programme and all students must meet the 4 year completion rule detailed above.
- No compensatory credit may be awarded for this programme
- For the award of the PgDip Physician Associate Studies (**150 credits**) and entry into the National Exams, students will be required to successfully pass the following modules – 7LMS0214, 7LMS0215, 7LMS0217, 7LMS0224, 7LMS0249 and both portfolio modules.
- For the award of the PgDip Foundations in Medical Sciences (**120 credits**), students will have to successfully pass the modules 7LMS0214, 7LMS0217, 7LMS0224, 7LMS0215 and both portfolio modules.

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.

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
- Teaching Fellow who supports to the programme lead in the day to day management and administration of the course
- Academic Teaching Support who supports the teaching fellow and the programme on administrative duties
- Academic Clinical Link Tutors who will mentor and support students in clinical placements

- 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
- Module leaders
- 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 CANVAS module sites
- Access to extensive digital and print collections of information resources
- Attractive modern study environments in 2 Learning Resources Centres
- 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 dedicated programme site
- A Definitive Module Document (DMD) for each constituent module;
- 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
- Patient Concern Procedure
- Students Communication Procedure
- Disclosure and Barring service Procedure

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

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.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

G. Entry requirements

The normal entry requirements for the programme are:

- Normally an upper second class (or above) undergraduate degree from a UK University or overseas equivalent in the life sciences or alternative science related degree or equivalent experience as explained above. 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) 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 are usually invited to an interview (comprised of verbal and written elements) which has questions and themes around the values-based recruitment framework (HEE, 2016), ethical and legal scenarios, knowledge of the PA role and profession as well as the NHS Constitution, its principles and values (NHS-choices, 2015, DH, 2015). The written element will require applicants to demonstrate the ability to write reflectively and coherently about a challenging situation. Applicants must also show an understanding of NHS values and the concept of holistic patient care within the written element.

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

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:
ICAQ@herts.ac.uk

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

MSc Physician Associate Studies

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.

Programme Learning Outcomes (as identified in section 1 and the following page)																													
Knowledge & Understanding										Intellectual Skills						Practical Skills										Transferable Skills			

Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	D1	D2	D3	D4	D5	D6
Core Clinical Competencies and Conditions 1	7LMS0214	x	x		x							x						x		x	x	x	x						x	x	x	x		
Professional Development, Communication and Clinical Skills	7LMS0217	x		x	x		x		x				x	x	x		x		x	x	x	x		x	x				x	x	x	x		
Integrated Evidence Based Practice	7LMS0249				x		x					x	x	x	x		x													x		x		
Placement Portfolio 1	7LMS2052		x		x							x						x		x	x	x	x						x	x	x	x		
Core Clinical Competencies and Conditions 2	7LMS0215	x	x		x							x						x		x	x	x	x		x				x	x	x	x		
Medicines Optimisation	7LMS0224	x		x		X		x					x	x	x			x	x			x		x		x			x	x		x	x	
Clinical Practice Project	7LMS0248				x	X		x		x	x	x	x	x	x	x	x	x								x	x	x	x	x	x	x	x	x
Placement Portfolio 2	7LMS2053		x		x							x						x		x	x	x	x		x				x	x	x	x		

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding of:

- 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
- A9 - research methodology and its practical application
- A10 - employ rigorous project design, located within relevant theories and concepts from the published literature on healthcare

Intellectual Skills able to:

- B1. interpret evidence and determine the requirement for additional evidence in clinical practice
- 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
- B5. devise and carry out a coherent plan for the dissertation research, analysis and completion
- B6. apply theories and methods of reflective practice

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 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 the National Curriculum relating to all clinical systems.
- C7. Demonstrate 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
- C10. demonstrate practical skills in planning a rigorous research project
- C11. demonstrate practical skills in designing, executing and reporting a project within healthcare, drawing on practical and relevant implications from an academically rigorous piece of work

Transferable Skills able to:

- 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
- D6 -demonstrate continuous cognisance of your role in ensuring that the experience and quality of care provided to patients matches what you would want for the people you love most

Table 3: Development of Graduate Attributes in the Constituent Modules

This map identifies where the Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own personal and professional development as the programme progresses. [Note that there is no requirement for the Graduate Attributes to be assessed through these modules]

D = Delivered

Module Title	Module Code	Professionally Focused	Globally Minded	Sustainability Driven	Digitally capable & confident	Inclusive and collaborative	Evidenced based and Ethical
Core Clinical Competencies and Conditions 1	7LMS0214	D	D	D		D	D
Professional Development, Communication and Clinical Skills	7LMS0217	D	D	D		D	D
Integrated Evidence Based Practice	7LMS0249	D	D		D	D	D
Placement Portfolio 1	7LMS2052	D				D	D
Core Clinical Competencies and Conditions 2	7LMS0215	D	D	D		D	D
Medicines Optimisation	7LMS0224	D	D	D		D	D
Clinical Practice Project	7LMS0248	D	D	D	D		D
Placement Portfolio 2	7LMS2053	D				D	D

Section 2

Programme management

Relevant QAA subject benchmarking statements	None
Type of programme	Taught Postgraduate
Date of validation/last periodic review	March 22
Date of production/ last revision of PS	March 2022
Relevant to level/cohort	Level 7 entering September 2023
Administrative School	School of Life and Medical Sciences
Language of Delivery	English

Table 4 Course structure

Course details			
Course Code	Course Description	HECOS	UCAS
LMPYAS	MSc Physician Associate Studies	100750	BB96