

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	Faculty responsible for the programme Faculty of Health and Social Sciences
Final award(s), title(s) and credits MSc Physician Associate Studies–180 (90 ECTS) level 7 credits Post Graduate Diploma Physician Associate Studies–120 (60 ECTS) level 7 credits	
Intermediate award(s), title(s) and credits Post Graduate Diploma Physician Associate Studies– 120 (60 ECTS) level 7 credits Post Graduate Certificate Clinical Health Studies– 60 (30 ECTS) level 7 credits	
UCAS Programme Code(s) (where applicable and if known) Not Applicable	HECoSCode(s) and percentage split per programme/pathway
External reference points <ul style="list-style-type: none"> • The UK Quality Code for Higher Education; • Part A: Setting and maintaining academic standards; • Chapter A1: UK and European reference points for academic standards (October 2013) – incorporates the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (Qualification Frameworks), Master's Degree Characteristics; 	
Professional, Statutory and Regulatory Body (PSRB) links Department of Health (2006) National Practitioner Programme. Matrix specification of Core Clinical Condition for the Physician Assistant by category of level of competence. Department of Health. Faculty of Physician Assistant (2012) Competence and Curriculum Framework for the Physician Assistant. General Medical Council, 2010. Good medical practice. London: UK. Available from: https://www.gmc-uk.org/guidance/index.asp [accessed 2.2.18] There is a Managed Voluntary Register held by the Faculty of Physician Associates, aligned to the Royal College of Physicians. Currently, Physician Assistants are not subject to statutory regulation.	
Places of delivery Bournemouth University, Lansdowne campus	
Mode(s) of delivery Full-time	Language of delivery English
Typical duration Programme duration: 2 years full-time MSc: 2 years full-time Post Graduate Diploma: 2 years full-time Post Graduate Certificate: 1 year full-time	
Date of first intake January 2019	Expected start dates September
Maximum student numbers Not applicable	Placements The Faculty of Physician Associates (2012) dictates PA students will complete a minimum of 1600 hours in a range of clinical placements, including up to 200 hours in the simulation laboratories.

Programme Specification – Section 1

	<p>The proposed plans for placements and simulation laboratories for the BU programmes are as follows:</p> <p>Year One/Stage One</p> <table> <tr> <td>General Hospital Medicine:</td><td>350 hours</td></tr> <tr> <td>Emergency Medicine/Out of Hours:</td><td>180 hours</td></tr> <tr> <td>Primary Care 1 (including Out of Hours):</td><td>217.5 hours</td></tr> <tr> <td>Mental Health:</td><td>90 hours</td></tr> <tr> <td></td><td>TOTAL: 837.5</td></tr> </table> <p>Hours in the simulation laboratories : 120</p> <p>Year Two/Stage Two:</p> <table> <tr> <td>Women's Health:</td><td>90 hours</td></tr> <tr> <td>General Surgery:</td><td>90 hours</td></tr> <tr> <td>Paediatrics (acute setting):</td><td>90 hours</td></tr> <tr> <td>Primary Care 2:</td><td>292.5 hours</td></tr> <tr> <td></td><td>TOTAL: 562.5</td></tr> </table> <p>Hours in the simulation laboratories: 80</p> <p>TOTAL CLINICAL LEARNING HOURS OVER TWO YEARS: 1600 (1400 in placements plus 200 in simulation laboratories)</p> <p>Total Primary Care hours will be 510 hours over two years.</p>	General Hospital Medicine:	350 hours	Emergency Medicine/Out of Hours:	180 hours	Primary Care 1 (including Out of Hours):	217.5 hours	Mental Health:	90 hours		TOTAL: 837.5	Women's Health:	90 hours	General Surgery:	90 hours	Paediatrics (acute setting):	90 hours	Primary Care 2:	292.5 hours		TOTAL: 562.5
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General Surgery:	90 hours																				
Paediatrics (acute setting):	90 hours																				
Primary Care 2:	292.5 hours																				
	TOTAL: 562.5																				
Partner(s) Not applicable	Partnership model Not applicable																				
Date of this Programme Specification January 2023. Applies to September 2023 intake																					
Version number Version 1.4-0922																					
Approval, review or modification reference numbers E20171830 E20171831 BU 1819 01, approved 28/02/2019. Previously version 1.0-0119 FHSS 2021 01, approved 30/09/2020. Previously version 1.1-0920 FHSS 2021 16, approved 05/05/2021. Previously version 1.2-0921 FHSS 2223 10, approved 12/01/2022. Previously version 1.3-0922 EC 2122 59, approved 07/07/2022, no change to version number FHSS 2223 10, approved 12/01/2023, previously version 1.3-0922																					
Author Dr Jill Phillips and Dr Adam Fraser																					

Programme Specification – Section 1

PROGRAMME STRUCTURE POST GRADUATE DIPLOMA PHYSICIAN ASSOCIATE STUDIES

Programme Award and Title: Post Graduate Diploma Physician Associate Studies								
Stage One/Level 7 PG Dip PA Studies students are required to complete all three units and all associated practice hours for each unit.								
Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Subject Code
			Exam 1	Cwk 1	Cwk 2			
Introduction to General Medicine for the Physician Associate	Core	20		100	Pass /Fail	60	1.1	100271
Emergency Medicine for the Physician Associate	Core	20		100	Pass /Fail	60	1.1	100271
Health and Chronic Neurological Conditions for the Physician Associate	Core	20		100	Pass /Fail	60	1.2	100271
Progression requirements: Requires 60 credits at Level 7 and successful completion of <i>all associated practice hours</i> . Interim award: PG Cert Clinical Health Studies WITHOUT eligibility for registration requires 60 credits at Level 7 and successful completion of <i>all associated practice hours</i> .								
Placement: During Stage 1 students must complete: <ul style="list-style-type: none"> placements in General Medicine (350 hours), Emergency Medicine (180 hours), Primary Care (217.5 hours), Mental Health (90 hours) comprising a total of 837.5 hours. plus <ul style="list-style-type: none"> 120 hours in the simulation laboratories All placements are compulsory, and hours missed must be made up. A maximum of 60 hours can be carried forward to Stage 2 of the programme.								

Programme Specification – Section 1

Stage Two/Level 7

PG Dip PA Studies students are required to complete all three units and all associated practice hours for each unit.

Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Subject Code
			Exam 1	Cwk 1	Cwk 2			
Women's Health for the Physician Associate	Core	20		100	Pass/ Fail	60	1.2	100271 (major) 101309 (minor)
Paediatrics for the Physician Associate	Core	20		100	Pass/ Fail	60	1.1	100271 (major) 101325 (minor)
Primary Care for the Physician Associate	Core	20		100	Pass/ Fail	60	1.2	100271 (major) 101317 (minor)

Target qualification:

PG Diploma Physician Associate Studies with eligibility for entry to the National examinations requires 120 credits at Level 7 and successful completion of *all associated 1600 hours in practice*.

Placements:

During **Stage Two** ALL students must complete:

- placements in Women's Health (90 hours), General Surgery (90 hours), Paediatrics (acute) (90 hours), Primary Care (292.5) total of **562.5 hours**.
- plus
- 80 hours in the simulation laboratories

Students must pass and be signed off as competent in the **Core Procedural Skills (Practice Portfolio)** by the end of **Stage Two**.

TOTAL HOURS IN PRACTICE OVER TWO YEARS is 1400 hours in placements plus 200 hours in simulation

All missed hours must be made up in the appropriate area by the end of the programme.

Programme Specification – Section 1

PROGRAMME STRUCTURE MSc PHYSICIAN ASSOCIATE STUDIES

Programme Award and Title: MSc Physician Associate Studies								
Stage One/Level 7 MSc PA Studies students are required to complete all three units and all associated practice hours for each unit.								
Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Subject Code
			Exam 1	Cwk 1	Cwk 2			
Introduction to General Medicine for the Physician Associate	Core	20		100	Pass /Fail	60	1.1	100271
Emergency Medicine for the Physician Associate	Core	20		100	Pass /Fail	60	1.1	100271
Mental Health for the Physician Associate	Core	20		100	Pass /Fail	60	1.2	100271
Progression requirements: Requires 60 credits at Level 7 and successful completion of <i>all associated practice hours</i> .								
Interim award: PG Cert Clinical Health Studies WITHOUT eligibility for registration requires 60 credits at Level 7 and successful completion of <i>all associated practice hours</i> .								
Placement: During Stage 1 students must complete: <ul style="list-style-type: none"> placements in General Medicine (350 hours), Emergency Medicine (180 hours), Primary Care (217.5 hours), Mental Health (90 hours) comprising a total of 837.5 hours. plus <ul style="list-style-type: none"> 120 hours in the simulation laboratories All placements are compulsory, and hours missed must be made up. A maximum of 60 hours can be carried forward to Stage 2 of the programme.								

Programme Specification – Section 1

Stage Two/Level 7

MSc PA Studies students are required to complete all five units and all associated practice hours for each unit.

Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Subject Code
			Exam 1	Cwk 1	Cwk 2			
Women's Health for the Physician Associate	Core	20		100	Pass/ Fail	60	1.2	100271 (major) 101309 (minor)
Paediatrics for the Physician Associate	Core	20		100	Pass/ Fail	60	1.1	100271 (major) 101325 (minor)
Primary Care for the Physician Associate	Core	20		100	Pass/ Fail	60	1.2	100271 (major) 101317 (minor)
Exploring and Evaluating Evidence	Core	20		100		30	1.1	100962
Critically reviewing practice for the Physician Associate: final project	Core	40		20	80	45	1.2	100962

Target qualification:

MSc Physician Associate Studies with eligibility for entry to the National examinations requires 180 credits at Level 7 and successful completion of *all associated 1600 hours in practice*.

Placements:

During **Stage Two** ALL students must complete:

- placements in Women's Health (90 hours), General Surgery (90 hours), Paediatrics (acute) (90 hours), Primary Care (292.5) total of **562.5 hours**.
- plus
- 80 hours in the simulation laboratories

Students must pass and be signed off as competent in the **Core Procedural Skills (Practice Portfolio)** by the end of **Stage Two**.

TOTAL HOURS IN PRACTICE OVER TWO YEARS is 1400 hours in placements plus 200 hours in simulation

All missed hours must be made up in the appropriate area by the end of the programme.

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the **Post Graduate Diploma Physician Associate Studies** programme and also the **MSc Physician Associate Studies** programme making clear which elements of the programmes can be shared and which are separate.
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

Both the **Post Graduate Diploma Physician Associate Studies** and the **MSc Physician Associate Studies** programmes aim to educate and prepare graduate students with a science related degree for the position of Physician Associate which is a new healthcare role in the United Kingdom.

The programme is informed by two profession specific documents which are:

Faculty of Physician Assistant (2012) *Competence and Curriculum Framework for the Physician Assistant*.

Department of Health (2006) *National Practitioner Programme. Matrix specification of Core Clinical Condition for the Physician Assistant by category of level of competence*. Department of Health.

These documents cite twenty core competences and nine core procedural skills in which students must evidence their competence. Thus the theory units and their Intended Learning Outcomes are informed by this framework.

The theory units have been designed to fully prepare students to work efficiently and effectively as a Physician Associate in a range of healthcare settings. Students' clinical placements have been planned to facilitate and consolidate student learning in relation to the theory units.

This programme aims to develop critically informed, responsive and resourceful graduates, who:

- have a deep understanding of the pathophysiology of a range of human conditions and diseases and how they present;
- are critically aware of the complexities of such conditions/diseases and how they can potentially impact on patients, their families and wider society;
- have the knowledge and skills to make differential diagnoses and appropriate management plans for people with such conditions/diseases;
- can perform a range of complex skills in order to make differential diagnoses;
- have highly developed communication skills effective with both the multi-disciplinary healthcare team and service users;
- can critically appraise research and use new knowledge to inform practice;
- are able to manage their own personal and professional development and lifelong learning;
- demonstrate professionalism in action accordance with the General Medical Council four domains of Good medical practice.

https://www.gmc-uk.org/guidance/good_medical_practice/professionalism_in_action.asp

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

This programme aligns with both the BU strategic plan and the fusion agenda. The concept is to prepare practitioners to work within the healthcare environment whilst obtaining a Master's Degree. The students' learning will be facilitated by University staff who are 'fused' professionals participating in research, professional practice and teaching. Some lecturers are Medical staff who are experts in their fields of health care. Units are led by lecturers, and all teaching material is research/evidence based and highly relevant to professional practice. Close liaison with the local NHS employers throughout the

Programme Specification - Section 2

planning of the programme has informed the programme development and enhanced the potential for employability of students completing the programme and fostered local links with 'industry'.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

In relation to the both the PG Dip Physician Associate Studies and the MSc Physician Associate Studies, students will undertake a series of theoretical study blocks which are followed by bespoke practice placements. The learning and teaching strategies during the theory blocks will incorporate a range of strategies such as lectures, seminars, group discussions, case presentations, problem-based learning, critical reflection and core procedural skills preparation. In practice, learning will be facilitated by prepared clinical supervisors. Students will be recalled into university to discuss case presentations at designated times during their placement experience. During recall days students will also undertake formative assessments designed to facilitate learning and to prepare for the national examination which is an Objective Structured Clinical Examination (OSCE).

Before going into practice at the start of the programme and periodically thereafter, students will practice a range of essential, mandatory and core procedural skills in the simulation laboratories. Should they request it, there are further opportunities to practice in this safe environment throughout the programme and designated study time has been included throughout both years of the programmes to enable this to happen.

STAFF DELIVERING THE PROGRAMME

Students will mainly be taught by Medical Educators who are based predominantly in practice and are therefore clinically up to date. Named senior academics will take responsibility as Programme Leadership. Other staff who will be involved in programme delivery includes a combination of senior academic and lecturing staff, qualified professional practitioners and demonstrators/technicians who have relevant expertise as appropriate to the content of the units.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME LEVEL 7 INTENDED PROGRAMME OUTCOMES FOR

POST GRADUATE DIPLOMA PHYSICIAN ASSOCIATE STUDIES

<p>A: Subject knowledge and understanding</p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>A1 Critically explore the anatomy and physiology of the body systems</p> <p>A2 Critically evaluate a wide range of pharmaceutical and therapeutic medicines and their application in the management of a range of conditions</p> <p>A3 Understand the complexities of a range of physical and mental health conditions</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> lectures (A1 – A3); seminars (A1 – A3); directed reading (A1 - A3); use of the VLE (A1-A3); <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> Presentations/essays (A1 – A3);
<p>B: Intellectual skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:</p>
<p>B1 Critically analyse findings from consultations and Formulate and evaluate a detailed differential diagnosis</p> <p>B2 Analyse differential diagnoses and apply clinical decision making to select the most likely diagnosis and formulate appropriate management strategies</p> <p>B3 Critically analyse the indications, contra-indications, complications and techniques for a range of core procedural skills</p> <p>B4 Understand the complexities of a range of physical and mental health conditions</p> <p>B5 Recognized the seriously ill baby/infant/child or adult and intervene urgently with effective treatment</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> lectures (B1 – B5); seminars (B1 – B5); directed reading (B1 – B5); use of the VLE (B1 – B5); Practice placements (B1- B5) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> coursework essays/presentations (B1 - B5); Practice portfolio (B1 – B5)

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<p>C: Practical skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>C1 Perform comprehensive assessments and/or focused clinical examinations on patients with a range of both physical and mental health problems</p> <p>C2 Critically explore, analyse and identify a range of common presentations and conditions</p> <p>C3 Perform and critically evaluate a range of diagnostic and therapeutic procedures</p> <p>C4 Maintain and deliver clinical management in collaboration with the patient through an episode of care</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Simulation in skills laboratory (C1 – C4) • Practice placements (C1 – C4) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework presentations (C1 - C4) • Practice portfolio (C1 – C4)
<p>D: Transferable skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>D1 Critically appraise how to liaise effectively with a number of departments, specialties and multi-agencies, and understand how to refer patients to them appropriately</p> <p>D2 Critically reflect on and demonstrate communication skills for effective patient/carer consultation</p> <p>D3 Critically analyse the ethical and legal issues which may impact on patient care, carers and society</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1 – D3); • use of the VLE (D1 – D3); • Practice placements (D1 – D3) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework presentations (D1 - D3) • Practice portfolio (D1 – D3)

PROGRAMME LEVEL 7 INTENDED PROGRAMME OUTCOMES FOR

MSc PHYSICIAN ASSOCIATE STUDIES please note additional intended programme outcomes in *italics* for MSc PA students

<p>A: Subject knowledge and understanding</p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>A1 Critically explore the anatomy and physiology of the body systems</p> <p>A2 Critically evaluate a wide range of pharmaceutical and therapeutic medicines and their application in the management of a range of conditions</p> <p>A3 Understand the complexities of a range of physical and mental health conditions</p> <p>A4 Critically analyse an area of health care practice utilizing national guidelines and relevant literature</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> lectures (A1 – A3); seminars (A1 – A3); directed reading (A1 - A3); use of the VLE (A1-A3); Group learning (A4) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> Presentations/essays (A1 – A3); Final project (A4)
<p>B: Intellectual skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:</p>
<p>B1 Critically analyse findings from consultations and formulate and evaluate a detailed differential diagnosis</p> <p>B2 Analyse differential diagnoses and apply clinical decision making to select the most likely diagnosis and formulate appropriate management strategies</p> <p>B3 Critically analyse the indications, contra-indications, complications and techniques for a range of core procedural skills</p> <p>B4 Understand the complexities of a range of physical and mental health conditions</p> <p>B5 Recognized the seriously ill baby/infant/child or adult and intervene urgently with effective treatment</p> <p>B6 <i>Evaluate clinical practice in light of findings from relevant literature and identify areas for quality improvement</i></p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> lectures (B1 – B5); seminars (B1 – B5); directed reading (B1 – B6); use of the VLE (B1 – B6); Practice placements (B1 – B6); Group learning (B6) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p>

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	<ul style="list-style-type: none"> coursework essays/presentations (B1 - B5); Practice portfolio (B1 – B5) Final project (B6)
C: Practical skills This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
C1 Perform comprehensive assessments and/or focused clinical examinations on patients with a range of both physical and mental health problems C2 Critically explore, analyse and identify a range of common presentations and conditions C3 Perform and critically evaluate a range of diagnostic and therapeutic procedures C4 Maintain and deliver clinical management in collaboration with the patient through an episode of care	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> Simulation in skills laboratory (C1 – C4) Practice placements (C1 – C4) Assessment strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> coursework presentations (C1 - C4) Practice portfolio (C1 – C4)
D: Transferable skills This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
D1 Critically appraise how to liaise effectively with a number of departments, specialties and multi-agencies, and understand how to refer patients to them appropriately D2 Critically reflect on and demonstrate communication skills for effective patient/carer consultation D3 Critically analyse the ethical and legal issues which may impact on patient care, carers and society D4 Understand the nature of knowledge and its relationship with research paradigms D5 Be able to provide a rationale for different methodological approaches D6 Identify, retrieve and evaluate literature from a range of databases D7 Critically appreciate the relationship between research, policy and contemporary evidenced based healthcare	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> lectures (D1 – D8); use of the VLE (D1 – D8); Practice placements (D1 – D3) Assessment strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> coursework presentations (D1 - D3) Practice portfolio (D1 – D3) Final Project (D4 – D8)

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D8 Demonstrate effective team working contributing towards the achievement of agreed goals	
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ADMISSION REGULATIONS

Please refer to the course website for further information regarding admission regulations for this programme: [MSc Physician Associate Studies | Bournemouth University](https://intranet.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-postgraduate.pdf)

PROGRESSION ROUTES

N/A

ASSESSMENT REGULATIONS

The regulations for this programme are the University's standard Postgraduate assessment regulations: <https://intranet.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-postgraduate.pdf>

With the exception of:

Compensation

Compensation is not permitted within this programme.

Awards

To be eligible for the award of **Post Graduate Diploma Physician Associate Studies**, students must have achieved 120 Level 7 credits; completed a minimum of 1600 clinical hours and passed all **Core Procedural Skills**.

To be eligible for the award of **MSc Physician Associate Studies**, students must have achieved 180 Level 7 credits; completed a minimum of 1600 clinical hours and passed all **Core Procedural Skills**.

The awards of Post Graduate Diploma Physician Associate Studies/MSc Physician Associate Studies lead to eligibility to register for the Physician Associate National Certification examinations set by the Faculty of Physician Associates which is part of the Royal College of Physicians. Once this examination has been passed students can then register under the Physician Associate Managed Voluntary Register (PAMVR).

The interim award of **Post Graduate Certificate Clinical Health Studies** will not confer eligibility to register for either the Physician Associate National Certification examinations or the Physician Associate Managed Voluntary Register (PAMVR).

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

All students undertaking a programme in Physician Associate studies in the UK must undertake a **minimum** of 1400 hours in specified areas of clinical practice (Faculty of Physician Assistant 2012). Health Education England have requested that students experience at least 510 hours in Primary Care (HEE December 2017). In addition students will spend 200 clinical hours in the simulation laboratories.

Core placements for the MSc Physician Associate Studies and the PG Diploma Physician associate Studies at BU have been organised as follows:

Community medicine (Primary Care)	510 hours
General Hospital medicine	350 hours
Emergency medicine	180 hours
Mental Health	90 hours
General Surgery	90 hours
Women's Health	90 hours
Paediatrics	90 hours

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These placements have been negotiated with local healthcare providers who will provide trained supervisors to guide students through their programme of study. A written guide for prospective clinical supervisors is available.

Clinical practice placements will be arranged in blocks of 3-9 weeks duration with students normally attending University for 1 day a fortnight during this time to consolidate their learning. During these recall days students will be formatively assessed via Objective Structured Clinical Examinations (OSCEs), Single best answer Questions (SBAs) and Case presentation which have been designed to prepare students for their national examinations at the end of their programme.

Programme Skills Matrix

Units		Programme Intended Learning Outcomes																						
		A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	
	PG Dip Physicians Associate																							
LEVEL 7	Introduction to General Medicine for the Physician Associate	√	√	√		√	√	√	√	√		√	√	√	√	√	√	√						
	Emergency Medicine for the Physician Associate	√	√	√		√	√	√	√	√		√	√	√	√	√	√	√						
	Mental Health and Chronic Neurological Conditions for the Physician Associate	√	√	√		√	√	√	√	√		√	√	√	√	√	√	√						
	Women’s Health for the Physician Associate	√	√	√		√	√	√	√	√		√	√	√	√	√	√	√						
	Paediatrics for the Physician Associate	√	√	√		√	√	√	√	√		√	√	√	√	√	√	√						
	Primary Care for the Physician Associate	√	√	√		√	√	√	√	√		√	√	√	√	√	√	√						
LEVEL 7	MSc Physician Associate																							
	Introduction to General Medicine for the Physician Associate	√	√	√		√	√	√	√	√		√	√	√	√	√	√	√						
	Emergency Medicine for the Physician Associate	√	√	√		√	√	√	√	√		√	√	√	√	√	√	√						
	Mental Health for the Physician Associate	√	√	√		√	√	√	√	√		√	√	√	√	√	√	√						
	Women’s Health for the Physician Associate	√	√	√		√	√	√	√	√		√	√	√	√	√	√	√						
	Paediatrics for the Physician Associate	√	√	√		√	√	√	√	√		√	√	√	√	√	√	√						
LEVEL 7	Primary Care for the Physician Associate	√	√	√		√	√	√	√	√		√	√	√	√	√	√	√						
	Exploring and Evaluating Evidence				√						√								√	√	√	√	√	
	Critically reviewing Practice for the Physician Associate: final project				√						√								√	√	√	√	√	

<p>A – Subject Knowledge and Understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> <p>A1 Critically explore the anatomy and physiology of the body systems</p> <p>A2 Critically evaluate a wide range of pharmaceutical and therapeutic medicines and their application in the management of a range of conditions</p> <p>A3 Understand the complexities of a range of physical and mental health conditions</p> <p>A4 Critically analyse an area of health care practice utilizing national guidelines and relevant literature</p>	<p>C – Subject-specific/Practical Skills This programme provides opportunities for students to:</p> <p>C1 Perform comprehensive assessments and/or focused clinical examinations on patients with a range of both physical and mental health problems</p> <p>C2 Critically explore, analyse and identify a range of common presentations and conditions</p> <p>C3 Perform and critically evaluate a range of diagnostic and therapeutic procedures</p> <p>C4 Maintain and deliver clinical management in collaboration with the patient through an episode of care</p>
<p>B – Intellectual Skills This programme provides opportunities for students to:</p> <p>B1 Critically analyse findings from consultations and Formulate and evaluate a detailed differential diagnosis</p> <p>B2 Analyse differential diagnoses and apply clinical decision making to select the most likely diagnosis and formulate appropriate management strategies</p> <p>B3 Critically analyse the indications, contra-indications, complications and techniques for a range of core procedural skills</p> <p>B4 Understand the complexities of a range of physical and mental health conditions</p> <p>B5 Recognized the seriously ill baby/infant/child or adult and intervene urgently with effective treatment</p>	<p>D – Transferable Skills This programme provides opportunities for students to:</p> <p>D1 Critically appraise how to liaise effectively with a number of departments, specialties and multi-agencies, and understand how to refer patients to them appropriately</p> <p>D2 Critically reflect on and demonstrate communication skills for effective patient/carer consultation</p> <p>D3 Critically analyse the ethical and legal issues which may impact on patient care, carers and society</p> <p>D4 Understand the nature of knowledge and its relationship with research paradigms</p> <p>D5 Be able to provide a rationale for different methodological approaches</p>

<p>B6 Evaluate clinical practice in light of findings from relevant literature and identify areas for quality improvement</p>		<p>D6 Identify, retrieve and evaluate literature from a range of databases</p> <p>D7 Critically appreciate the relationship between research, policy and contemporary evidenced based healthcare</p> <p>D8 Demonstrate effective team working contributing towards the achievement of agreed goals</p>
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