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1. Welcome and Introduction

Welcome to the Student Handbook for the Postgraduate Diploma in Family Medicine delivered by Rila Institute of Health Sciences in partnership with the University of Plymouth. This Handbook provides an overview of the teaching, leaning and assessment on the programme and it also includes the definitive programme and module details.

1.1. Distinctive Features of the Programme

- RILA has a 20 year track record of supporting medical practitioners and allied healthcare professionals to take the next steps in developing their specialist expertise
- The Programme is linked to a highly successful and established medical school, Peninsula Medical School with access to all resources and support provided to partner students
- The programme brings together very experienced medical practitioners and educators to deliver the face to face elements of the programme at a range of international hubs
- This is supported by a highly developed online learning platform including key text/directed learning and journal sources and that supports participants through their studies
- RILA has helped programme participants to develop knowledge that has underpinned the launch of new and innovative specialist services in a wide range of clinical settings
- Participants gain membership and access to the International Primary Care association (UK) (http://www.ipcauk.org/), a professional network and community of practice, which brings together current and past, national and international, students from across all RILA postgraduate programs
- Participants will have access to the Clinical Focus in Primary care journal produced by the IPCAUk and published by Rila
1.2. Key Contacts

[Rila Institute of Health Sciences]
Principal
Ms Georgina Da’Cambra
73, Newman St, London W1T 3EJ
Tel: +44 207 637 3544
Email: pgdip@rila.co.uk

[Rila Institute of Health Sciences]
Clinical Director
Professor Ram Dhillon
Tel: +44 207 637 3544
Email: pgdip@rila.co.uk

[Rila Institute of Health Sciences]
IT & Technical Director
Mr Rinald Mamachev
Tel: +44 207 637 3544
Email: pgdip@rila.co.uk

1.3. Programme Structure
2. Teaching, Learning and Assessment

2.1. Teaching and Learning

There are three modules for each Postgraduate Diploma studied over an academic year through blended learning, with an online learning platform to support students.

In each period of 2-3 months a series of topics (detailed in the programme calendar) are studied by way of a specially written article. Each topic is assessed by way of Higher Order Thinking Questions. Additionally, there are a series of mini examinations, online, which assess a group of topics. Deadline dates for completion of assessments are given.

There will be 1-2 days of workshops/lectures, held in the delivery hub at the start of the each programme. This will provide tutorials, lectures and demonstrations.

Students meet other doctors on the course and medical staff from the UK and overseas and engage in collegiate dialogue.

2.2. Assessment

Each student must complete all three modules (1x20 credit, 2x 50 credit) to successfully complete the programme.

For each module there are two forms of assessment:

Exam – there is an unseen summative (final) written exam that takes place under invigilated and timed conditions and that is arranged by Rila for all students in all hubs. This examination is percentage marked.

Portfolio – this takes the form of a selection of topic assessments and mini-tests. The topic assessments are online tests taken at the end of each ‘topic’ and promote students discussion and reflection. They also provide an indicator of current student performance. The mini-tests cover multiple concepts across several ‘topics’. These tests are timed and are generated randomly for each student from a bank of questions. Students have one opportunity to retake each test, if it is not passed on the first try. The total of all assessments in the portfolio are judged on a pass/fail basis.

2.2.1. Examination Procedures

There are a number of hubs that may deliver each programme, therefore, several papers are written for each module each year that cover the same assessed learning
outcomes and content, but with varying questions. This is to ensure the integrity of the examination process that may take place on different days and in different time zones depending on the location. All papers are seen by the External Examiner to ensure that they are equal assessments for the same module and are approved by the external examiner prior to the examinations taking place. The examinations are delivered to the hubs by Rila staff and are invigilated by an appointed invigilator who is supervised by Rila staff.

2.2.2. Alternative and Inclusive Assessment Strategies

Reasonable adjustments to assessment will be made when appropriate to provide every student with an equal opportunity to demonstrate their achievement. The University of Plymouth’s ‘Inclusive Assessment Good Practice Guide’ will be used to direct support for students with additional needs.

2.2.3. Feedback Processes/Policies

Rila’s online learning platform provides instant feedback in the form of a score for each online test and ‘mini test’.

Feedback on examinations and portfolios will be provided to students within 20 working days of the submission date, in line with the University of Plymouth’s Assessment Policy.

2.2.4. Examination and Assessment Offences

Students should be aware of the University of Plymouth Examinations and Assessment Offences Policy and Procedures:


3. Student Support

3.1. Student Induction

Rila will induct students, providing an opportunity to introduce students to the programme and to allow review of the basic tenets and assumptions underpinning medical practice in the light of recent research and current best practice in medicine.

The core elements that underpin good medical practice are included, such as, determinants of health, identification of risk factors in health, nutrition and health, breaking bad news, amongst other topics. The importance of good communication
skills and the ability to reflect on one’s own practice to improve patient care is highlighted.

During the induction, the framework for early identification of the kinds of problems or difficulties that students can encounter, and ways of working through them will be highlighted.

### 3.2. Academic Support

Rila will direct students with their studies and ensure they know what work they need to cover in each module. Students can also access online resources to support academic skills including report writing, critical thinking, writing essays, writing reports, giving presentations, referencing at [https://www.plymouth.ac.uk/student-life/services/learning-gateway/learning-development](https://www.plymouth.ac.uk/student-life/services/learning-gateway/learning-development)

Peninsula Medical School staff will not provide any direct academic support for Rila students.

### 3.3. Pastoral Support, Interruption, Extenuating Circumstances and Withdrawal

Rila will provide pastoral and clinical support in regards to difficulties that a student may have. Requests for support will be co-ordinated by the Clinical Director including requests for counselling and pastoral support.

A student may interrupt their registration for a period of time, with the intention of resuming their studies. A student who wants to interrupt their studies should first discuss this with the Clinical Director to make sure that this is the best course of action. A student who wants to interrupt their studies should be aware that there is a maximum period of time in which they must complete their award. As Rila programmes are one year in duration and are Part Time, the maximum period of registration is 5 years. All repeat years (even if taken as a same attempt) and all periods of interruption, extension or disciplinary suspension will count towards the maximum period of registration permitted. A student who wants to interrupt their studies should be aware that they will also be withdrawing from any modules on which they are enrolled at that time. Students should be aware that if they interrupt their studies after 50% of the teaching on the module has been completed, this will count as an attempt at that module, and their module marks will be capped at the pass mark when they return unless they can demonstrate valid extenuating circumstances.
Extenuating circumstances are circumstances which:

- affect your ability to attend or complete an assessment or a number of assessments
- are exceptional
- are outside of your control
- can be corroborated by independent evidence
- occurred during or shortly before the assessment in question.

The following flowchart outlines the procedure for claiming extenuating circumstances:
If you wish to claim extenuating circumstances, please use the following link to access further information on the University of Plymouth website:


If you are considering withdrawing from studies for any reason, please consult the Clinical Director. Students who want to withdraw from a module must tell Rila in writing before 50% of the teaching on the module has been completed as they will be deemed to have had an attempt at the module if they withdraw after 50% of the teaching has been completed. If a student does not tell Rila in writing that they want to withdraw from a module before 50% of the teaching on that module has been completed, and then does not complete the module, they will have failed the module. Students who withdraw from a module after 50% of the teaching has been completed will not be allowed to start a module in the same semester. Where a student withdraws from a programme, they will be awarded credit for any modules completed successfully before the date of withdrawal, but will not be allowed to complete any assessment after the date of withdrawal. A student who has withdrawn from a programme and later wants to re-join the programme will be required to re-apply.

3.4. Disability Support Service
Students requesting support with a physical difficulty, long term medical condition, sensory impairment or specific learning difficulty (e.g. dyslexia) will be provided with suitable support. Support can include, but is not restricted to: advice on programme, study needs, arranging support, liaison with mentors. Confidentiality will be respected and relevant details will only be disclosed with permission. In exceptional circumstances Rila will liaise with the University of Plymouth for advice.

3.5. Equality and Diversity
Rila is committed to ensuring that all students are given fair and equitable treatment and is committed to equality of opportunity. If a student feels that they have been discriminated against, or that they have been treated inequitably, there is a clear complaints procedure in place. All staff are committed to anti discriminatory practice at all times.

4. Student Liaison, Representation and the Student Voice
The student representative system is central to the quality assurance and improvement process for higher education. The Postgraduate Diploma students will
be asked to vote and elect a hub representative who is willing to represent the views of their peers on a voluntary basis. Course representation gives students the opportunity to feedback to both staff and students to help improve all aspects of study.

Training will be provided in accordance with the University of Plymouth Student Union (UPSU) guidelines, and the hub representative will be asked to gather students’ views, attend meetings, follow-up on any actions and help facilitate a two-way feedback mechanism between staff and students.

Students will also be asked to complete the UoP Student Perception Questionnaire (SPQ) and the Rila Student Evaluation Survey (RSES). These gather information about the experience of students’ regarding:

• teaching and learning
• engagement
• assessment and feedback
• organisation and management
• resources and services
• skills development
5. Definitive Programme Information

Final Award Title: Postgraduate Diploma in Family Medicine
UCAS Code: Not applicable
JACS Code: A300
Awarding Institution: University of Plymouth
Teaching Institution(s): Rila Institute of Health Sciences, London
Accrediting Body(ies): Not applicable
Progression: Students completing this Postgraduate Diploma can progress to the MSc Clinical Sciences at the University of Plymouth.
PLYMOUTH UNIVERSITY MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: Rila701  MODULE TITLE: Generic Medical Skills
CREDITS: 20  FHEQ LEVEL: 7  JACS CODE: A300
PRE-REQUISITES: nil  CO-REQUISITES: NO
COMPENSATABLE: No (if No identify programmes in notes box below)

SHORT MODULE DESCRIPTOR: (max 425 characters)

This module enables learners to demonstrate understanding of the core principles of health promotion and the determinants of good health that are common across all specialties

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>ELEMENTS DETAILS</th>
<th>MARKING</th>
<th>REQUIREMENTS</th>
</tr>
</thead>
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<td>C1</td>
<td>P1</td>
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<tr>
<td>E2</td>
<td>Portfolio of assessment</td>
<td>A1</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>T1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SUBJECT ASSESSMENT PANEL Group to which module should be linked: PGDip
Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To promote provision of high quality healthcare within the community.
- To provide students with a critical awareness of determinants of health and how these are impacted by lifestyle, risk factors and nutrition.
- To explore the complex elements of breaking bad news to patients and carers.
- To provide students with a systematic understanding of the core generic knowledge and skills related to medical practice.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Demonstrate a systematic appreciation of the key determinants of health in a population
2. Critically examine the key lifestyle measures that affect the health of an individual
3. Outline the importance of nutrition as a component of a healthy lifestyle
4. Articulate and demonstrate the key elements of “Breaking Bad news” to patients and carers.
PLYMOUTH UNIVERSITY MODULE RECORD

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards:

- Subject benchmark statements [http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx]
- SEEC level descriptors [http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010]
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code [http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx]
PLYMOUTH UNIVERSITY MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

**ACADEMIC YEAR: 2018/19**

**NATIONAL COST CENTRE: not applicable**

**MODULE LEADER:** Prof Ram Dhillon

**OTHER MODULE STAFF:**

**Summary of Module Content**

This generic module allows students to examine aspects of health within populations that span all clinical specialties. Within the module, learners will participate in online interactive webinars and key online clinical practice lectures. They will be expected to apply knowledge in their daily work, participate in discussion forums and undertake case scenarios activities. They will also have opportunities to reflect on their understanding and clinical practice.

**SUMMARY OF TEACHING AND LEARNING (Use HESA KIS definitions)**

<table>
<thead>
<tr>
<th>Scheduled Activities</th>
<th>Hours</th>
<th>Comments/Additional Information</th>
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</thead>
<tbody>
<tr>
<td>Lectures etc</td>
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<td>Self-directed learning</td>
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<td>Clinical Video clips/scenarios/skills</td>
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</tr>
<tr>
<td>Applied knowledge clinical time</td>
<td>12</td>
<td></td>
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<tr>
<td>Independent research</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Assessments and mini tests</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Revision</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Interactive webinars/eLearning tutor led</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>eLearning/student led contact discussion forum</td>
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<td></td>
</tr>
<tr>
<td>Other: reflection, in house, local educational activity etc</td>
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<td><strong>Total</strong></td>
<td><strong>200</strong></td>
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</tr>
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</table>

(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)
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<thead>
<tr>
<th>Category</th>
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<th>Component weighting</th>
<th>Comments</th>
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<td>Summative assessment</td>
<td>100%</td>
<td>Unseen written examination covering information from the whole module.</td>
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<tr>
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<td>LO 1-4</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Pass mark 50%</td>
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<tr>
<td>Assessment</td>
<td>A1</td>
<td>Portfolio of assessment</td>
<td>Pass/Fail</td>
<td>5 topic assessments that encourage participant reflection and discussion.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 timed mini test assessment comprised of questions randomly assigned to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>each participant from question back.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>LO 1-4</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pass/Fail</td>
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</table>

**Updated by:** Adele Hill  
**Date:** 07/07/2018  
**Approved by:** Mark Glasson  
**Date:** 08/07/2018
PLYMOUTH UNIVERSITY MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: Rila710
MODULE TITLE: Advances in Family Medicine
CREDITS: 50
FHEQ LEVEL: 7
JACS CODE: A300

PRE-REQUISITES: Nil
CO-REQUISITES: Nil
COMPENSATABLE: No (if No identify programmes in notes box below)

SHORT MODULE DESCRIPTOR: (max 425 characters)
This module allows participants to explore new insights at the forefront of family medicine. The current evidence-base will be examined and critically evaluated to help inform up-to-date clinical decisions. Moreover, the implementations required to promote diversified primary care will be examined.

<table>
<thead>
<tr>
<th>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1 (Examination) 100%</td>
</tr>
<tr>
<td>E2</td>
</tr>
<tr>
<td>T1</td>
</tr>
</tbody>
</table>

SUBJECT ASSESSMENT PANEL Group to which module should be linked: PGDip
Professional body minimum pass mark requirement: not applicable

MODULE AIMS:
- To provide students with a systematic understanding of advances in family medicine, including diagnosis, investigation and management.
- To promote the diversification of enhanced evidence-based care within the community/secondary care interface, whilst maintaining an appreciation of the requirement for secondary care referral and management.
- To support students to promote raising of clinical standards and improve patient care.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Demonstrate a systematic understanding of the core biomedical science (especially anatomy and physiology) related to family medicine
2. Formulate key possible differential diagnoses based on an assessment of the patient and prioritise and justify selected diagnosis
3. Demonstrate an evidence-based approach to treatment and management.
4. Demonstrate a critical appreciation of the pharmacology of treatment options and the
decision-making processes for safe prescribing and treatment.
5. Critically evaluate the role of lifestyle changes in preventing diseases encountered in
family medicine
6. Interpret and critically evaluate the key signs, symptoms and diagnostic investigations
relevant to family medicine

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<th>DATE OF APPROVAL:</th>
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<td>FACULTY/Office:</td>
<td>Academic Partnerships</td>
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<td>DATE OF IMPLEMENTATION:</td>
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<td>SCHOOL/PARTNER:</td>
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<td>DATE(S) OF APPROVED CHANGE:</td>
<td>XX/XX/XXXX</td>
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<td>SEMESTER:</td>
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</table>

PLYMOUTH UNIVERSITY MODULE RECORD

Additional notes (for office use only):

**Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Subject benchmark statements [http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx](http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx)
- SEEC level descriptors [http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010](http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code [http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx](http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx)
SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2018/19
NATIONAL COST CENTRE: N/A

MODULE LEADER: Dr Ashok Deshpande
OTHER MODULE STAFF:

Summary of Module Content

This module examines the key advances in family medicine that lead to enhanced clinical practice. The module also provides students with an opportunity to extend and develop their understanding of the core anatomical, physiological and biomedical science principles related to family medicine.

<table>
<thead>
<tr>
<th>Category</th>
<th>Element</th>
<th>Component Name</th>
<th>Component weighting</th>
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<tr>
<td>Written exam</td>
<td>E1</td>
<td>Summative assessment</td>
<td>100%</td>
<td>Unseen written examination covering information from the whole module. LO 1-6 Pass mark 50%</td>
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<tr>
<td>Assessment</td>
<td>A1</td>
<td>Pass/Fail</td>
<td></td>
<td>50 topic assessments that encourage</td>
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<tr>
<td>Portfolio of assessment</td>
<td>participant reflection and discussion. 4 timed mini test assessment comprised of questions randomly assigned to each participant from question bank. LO 1-6 Pass/Fail</td>
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<td>------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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**Updated by:** Adele Hill  
**Date:** 07/07/2018  
**Approved by:** Mark Glasson  
**Date:** 08/07/2018
PLYMOUTH UNIVERSITY MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: Rila711
MODULE TITLE: Clinical Practice in Family Medicine

CREDITS: 50
FHEQ LEVEL: 7
JACS CODE: A300

PRE-REQUISITES: Nil
CO-REQUISITES: Nil
COMPENSATABLE: No (if No identify programmes in notes box below)

SHORT MODULE DESCRIPTOR: (max 425 characters)
The module explores how advances at the forefront of family medicine can be applied to clinical practice. The implications of implementing advanced clinical skills in community practice is evaluated. The interventions required to improve clinical standards and patient care are examined.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment

<table>
<thead>
<tr>
<th>E1 (Examination)</th>
<th>100%</th>
<th>C1</th>
<th>P1</th>
</tr>
</thead>
<tbody>
<tr>
<td>E2</td>
<td>A1</td>
<td>Pass/Fail</td>
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<tr>
<td>T1</td>
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</tbody>
</table>

SUBJECT ASSESSMENT PANEL Group to which module should be linked: PGDip

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To provide students with opportunities to apply their advanced knowledge and understanding of advances in family medicine to their clinical practice in order to raise clinical standards and improve patient care.
- To equip students with the advanced clinical skills necessary to competently assess patients, interpret investigations, provide defined differential diagnoses.
- To provide students with opportunities to critically apply advanced clinical skills to inform evidence-based management recommendations.
- To explore the implications involved in decision making taking into consideration cost implications.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Critically evaluate the role of, and formulate plans to monitor, symptoms and signs of short, medium and long-term complications of diseases in family medicine
2. Differentiate between, and justify, potential differential diagnoses, using the clinical expertise developed.

3. Identify appropriate evidence-based treatment and management plans to relevant patient scenarios incorporating appropriate guidelines and local protocols.

4. Demonstrate a systematic and thorough understanding of the pharmacology of treatment options and implement appropriate decision-making processes for safe prescribing.

5. Critically examine the complex factors in determining the health of the community in relation to family medicine and risk factor modification.

6. Demonstrate a comprehensive understanding of, and interpret, the examinations and diagnostic investigations relevant to family medicine.

**PLYMOUTH UNIVERSITY MODULE RECORD**

Additional notes (for office use only):

**Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards:

- Framework for Higher Education Qualifications [link](http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp)
- Subject benchmark statements [link](http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx)
- SEEC level descriptors [link](http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code [link](http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx)
### Summary of Module Content

This module applies learning of advances in family medicine to clinical practice. The module uses patient presentations and places them in the context of a differential diagnosis. The participants will appraise the various tools of investigations in relation to the evidence base for managing diseases encountered in family medicine. The module provides input into how to transform delivery of care in the light of the evidence base and cost effectiveness and provides an understanding of the processes involved in collaborating with key healthcare organisations in order to improve patient care pathways.

### SUMMARY OF TEACHING AND LEARNING (Use HESA KIS definitions)

<table>
<thead>
<tr>
<th>Scheduled Activities</th>
<th>Hours</th>
<th>Comments/Additional Information</th>
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<td>Applied knowledge/clinical time</td>
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<td></td>
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<td>eLearning student led contact (for a)</td>
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<td>Other-reflection etc</td>
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<td><strong>Total</strong></td>
<td><strong>500</strong></td>
<td>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</td>
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<tr>
<td>Category</td>
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<td>Summative assessment</td>
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<td>Assessment</td>
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<td>Portfolio of assessment</td>
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**Updated by:** Adele Hill  
**Date:** 07/07/2018  

**Approved by:** Mark Glasson  
**Date:** 08/07/2018
Programme Intended Learning Outcomes
The programme provides opportunities for participants to develop and demonstrate the general outcomes listed below. The learning outcomes are referenced to Level 7 descriptors (SEEC 2016).

1. Setting
   • Operational Context
     – Operates in complex and unpredictable and/or specialised contexts, requiring selection and application from a wide range of advanced techniques and information sources.
   • Autonomy and responsibility for actions
     – Acts with initiative in decision-making and accessing support within professional or given guidelines, accepting full accountability for outcomes

2. Knowledge and understanding
   On successful completion graduates should:
   • Have a deep and systematic understanding of Family Medicine and its relationship with other relevant disciplines
   • Demonstrate an understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted

3. Cognitive and intellectual skills
   On successful completion graduates should have developed:
   • Conceptualisation and Critical Thinking
     – Uses ideas at a high level of abstraction.
     – Develops critical responses to existing theoretical discourses, methodologies or practices and suggests new concepts or approaches.
   • Synthesis and Creativity
     – Flexibly and creatively applies knowledge in unfamiliar contexts, synthesises ideas or information in innovative ways, and generates transformative solutions.
   • Analysis and evaluation
     – Undertakes analysis of complex, incomplete or contradictory evidence/data and judges the appropriateness of the enquiry methodologies used.
     – Recognises and argues for alternative approaches.
   • Problem Solving, Research & Enquiry
     – Designs and undertakes substantial investigations to address significant areas of theory and/or practice.
Selects appropriate advanced methodological approaches and critically evaluates their effectiveness.

4. Performance and Practice

- Adaptation to Context
  - Autonomously adapts performance to multiple contexts.

- Performance
  - Autonomously implements and evaluates improvements to performance drawing on innovative or sectoral best practice.

- Team and organisational working
  - Works effectively with multiple teams as leader or member.
  - Clarifies tasks and make appropriate use of the capacities of team members resolving likely conflict situations before they arise.

- Ethical awareness & application
  - Incorporates a critical ethical dimension to their practice, managing the implications of ethical dilemmas
  - Works proactively with others to formulate solutions.

5. Personal and Enabling Skills

- Personal evaluation and development
  - Uses personal reflection to analyse self and own actions.
  - Makes connections between known and unknown areas, to allow for adaptation and change.

- Interpersonal and communication skills
  - Identifies, evaluates and maintains capabilities and qualities to support effective communication in a range of complex and specialised contexts.