

# PROGRAMME SPECIFICATION

## 1. Key Information

<b>Programme Title:</b>	MSc Physician Associate Studies
<b>Awarding Institution:</b>	Buckinghamshire New University
<b>Teaching Institution(s):</b>	Buckinghamshire New University
<b>Subject Cluster:</b>	Allied Health & Advanced Practice
<b>Award Title (including separate Pathway Award Titles where offered):</b>	MSc Physician Associate Studies
<b>Pathways (if applicable)</b>	
<b>FHEQ level of final award:</b>	7
<b>Other award titles available (exit qualifications):</b>	PGCert in Clinical Studies PGDip in Clinical Studies
<b>Accreditation details:</b>	Approved by General Medical Council (GMC)
<b>Length of programme:</b>	2 years
<b>Mode(s) of Study:</b>	Full-time
<b>Mode of Delivery:</b>	In person (on-site) delivery
<b>Language of study:</b>	English
<b>QAA Subject Benchmark(s):</b>	Master's Degree Characteristics (2020)
<b>Other external reference points (e.g. Apprenticeship Standard):</b>	RCP/FPA (2023) Physician Associate Curriculum GMC (2023) Physician Associate and Anaesthesia Associate Generic and Shared Learning Outcomes
<b>Course Code(s):</b>	MSPHYAFT
<b>UCAS Code(s):</b>	PAS1
<b>Approval date:</b>	August 24
<b>Date of last update:</b>	1st May 2025

## 2. Programme Summary

This two-year master's degree prepares learners to become Physician Associates (PAs), healthcare professionals who work in multidisciplinary teams under senior physician supervision to provide patient care in primary, secondary, and community settings. The PA role in the UK addresses the need for a flexible, responsive workforce across all healthcare settings. The programme builds on broad scientific principles, including anatomy, physiology, and pathophysiology, to equip students with essential knowledge, skills, and behaviours. The curriculum covers clinical sciences, history taking, physical examination, investigations, medical ethics, communication, interprofessional collaboration, and person-centred care, making it ideal for those with an interest in developing their clinical practice and the ability to undertake postgraduate-level study.

The programme seeks applicants dedicated to the delivery of safe and effective patient care and making a difference, offering a blend of clinical autonomy and supportive teamwork. It welcomes candidates from healthcare-related fields and life science backgrounds, such as biomedical science, nursing, allied health professions, biology, life sciences, and sports or exercise science. Emphasising employability, the program aims to develop competent and safe PAs who meet the standards required for professional practice. Through a strong partnership with various healthcare organisations, including the NHS, we offer comprehensive practice-based learning and align with relevant regulatory standards, ensuring PAs are skilled, accountable, and ready to work safely.

### 3. Programme Aims and Learning Outcomes

#### Programme Aims

This programme aims to:

1. Develop capabilities in history-taking, physical examination, and diagnostic interpretation, supporting clinical reasoning, precise diagnosis, and formation of accurate patient management plans.
2. Uphold the highest standards of professionalism and ethics, ensuring integrity, patient safety, patient confidentiality, accountability, and respect for patient autonomy and diversity.
3. Provide core competencies to perform diagnostic and therapeutic procedures and request investigations within a defined scope of practice.
4. Cultivate expert communication skills, empathy and awareness of health inequalities and multicultural challenges in healthcare settings.
5. Develop a commitment to lifelong learning, mastering critical analysis of the evidence base, and uniting theoretical and clinical learning to promote patient values and maintain health.
6. Ensure safe practice in multiple clinical settings under agreed supervision, delivering a work-based learning experience with appropriate clinical and educational oversight.

#### Programme Learning Outcomes

##### Knowledge and Understanding (K)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
K1	Demonstrate advanced understanding of current medical issues and insights, informed by current professional practice and specified presentations/conditions.
K2	Critically analyse complex medical scenarios proficiently, making sound clinical judgments even with incomplete data with a primary focus on patient safety.
K3	Critically apply broad scientific knowledge across pharmacology, therapeutics, public health, and epidemiology to inform patient assessment and management across all age groups.
K4	Generate innovative recommendations for future research or practice improvement, based on your independent engagement with research findings.
K5	Critically evaluate evidence-based practice to support clinical decision-making and advance scholarship, demonstrating originality in application to practice.

##### Analysis and Criticality (C)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
C1	Critically apply theoretical and practical knowledge to assess, treat and diagnose patients, and recognise when to seek support from a supervising clinician or acknowledge the limits of one's own scope of practice.

<b>C2</b>	Utilise relevant teaching and learning theories to facilitate practice education, serving as a mentor, coach, and supervisor.
<b>C3</b>	Critically evaluate a range of knowledge, data and research methodologies to inform decision-making related to practice and service improvement
<b>C4</b>	Critically engage in research and knowledge exchange activities to enhance quality, safety, and productivity in health and care settings.
<b>C5</b>	Interpret diagnostic studies to provide patient education, counselling, and health promotion while safeguarding patient safety.

### Application and Practice (P)

On successful completion of the programme, you will be able to:

<b>ID</b>	<b>Learning Outcome</b>
<b>P1</b>	Practice in alignment with legal, ethical, and professional procedures and codes of conduct pertinent to the Physician Associate role.
<b>P2</b>	Conduct research within healthcare settings for the purposes of practice and service improvement using appropriate methodologies and in alignment with relevant legal, ethical and professional standards.
<b>P3</b>	Produce accurate and contemporaneous clinical records informed by history taking and relevant investigations.
<b>P4</b>	Develop a comprehensive patient management plan, including medicines recommendations, tailored to individual characteristics and circumstances.
<b>P5</b>	Perform diagnostic and therapeutic procedures pertinent to the physician associate role with appropriate supervision

### Transferable skills and other attributes (T)

On successful completion of the programme, you will be able to:

<b>ID</b>	<b>Learning Outcome</b>
<b>T1</b>	Evaluate your own learning needs as a Physician Associate to optimise professional engagement and improve care provision as part of collaborative evidence-based practice.
<b>T2</b>	Engage actively in peer review, evaluation, and supervision of their own and other healthcare professionals' clinical practice to ensure adherence to standards and promote continuous improvement.
<b>T3</b>	Drive change at individual, team, and organisational levels as a Physician Associate using a range of relevant theoretical and practical knowledge and skills.
<b>T4</b>	Demonstrate autonomy and accountability as a Physician Associate in the management of episodes of care within the designated area of clinical practice.
<b>T5</b>	Effectively communicate with patients and healthcare team members, managing time and setting priorities in a pressured environment.

## Graduate Attributes

The Buckinghamshire New University (BNU) Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century and make a positive impact as global citizens.

During the Physician Associate programme, graduate attributes are cultivated through the acquisition of critical knowledge across various domains, including clinical sciences, consultation and examination skills, decision-making, risk management, effective communication, and personal health and wellbeing management.

The programme structure integrates practical classes, simulation exercises and practice-based learning, aligning with authentic assessment methods to ensure graduates are prepared for the demands of the role. Assessment strategies are carefully balanced to gauge work readiness as a Physician Associate.

The course commences with an induction period covering fundamental aspects of clinical medicine, communication skills, healthcare organisation and clinical procedures practice. Subsequently, clinical placements commence, following a comprehensive induction and practical skills teaching period.

In the first year, face-to-face teaching sessions on campus are blended with online learning, practical clinical sessions, self-study and primary care placements. In the second year, teaching sessions will accompany secondary care placements. During this time, students will have supervision meetings to receive support from their placement link tutor. At the end of the second year, students will be allocated time to prepare for the national exam, led by the academic team, to support their exam preparation.

Throughout clinical placements, students receive guidance from supervising all healthcare professionals with each PA student assigned an overall clinical supervisor for each placement. The named clinical supervisor will be a consultant or GP. Supervision may be provided directly by the assigned supervisor or another designated medical colleague within the multi-disciplinary team. Workplace-based assessments completed by each supervising clinician ensure robust, pragmatic feedback is given and serve as an early guide to identify areas for further learning. Students are also assessed on professionalism during the placement by their clinical supervisor, as well as throughout their learning and teaching on campus.

The course is designed to cover all aspects of the curriculum as outlined by the Faculty of Physician Associates (Royal College of Physicians). It has been developed utilising guidance from the General Medical Council (GMC) and the Physician Associate Schools Council (PASC) to include the appropriate content required for graduates to succeed.

## 4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions:

- Applicants should hold an Upper Second (2.1) class degree in a life science (e.g., biomedical science, biology, physiology) or a healthcare profession (e.g., nursing, physiotherapy, pharmacy), or an equivalent overseas qualification.
- GCSE Maths and English Grade B (6) or above.
- For non-native English speakers, proficiency in the English language must be demonstrated by achieving an IELTS score of 7.5, with a minimum of 7.5 in writing and 7.0 in the other three components, regardless of where the first degree was earned.
- Evidence of paid or voluntary work experience with people, preferably in a health or social care context.
- Appropriate personal qualities, motivation, communication skills, and understanding of the Physician Associate (PA) role demonstrated throughout the selection process.
- Successful completion of the interview and selection process.

Equivalent status of overseas awards will be assessed by the National Academic Recognition and Information Centre for the UK (NARIC). Certified translations of any certificates not in English must be provided.

Offers extended to successful candidates will be conditional upon satisfactory references, Disclosure and Barring Service (DBS) checks, and occupational health assessments.

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.

## 5. Programme Structure

### MSc Physician Associate Studies (MPAS)

Level	Modules (Code, Title and Credits)	Exit Awards
7	<p><b>Core modules: 180 Credits</b></p> <p><b>ALL7043</b> General and Adult Medicine as a Physician Associate (20)  <b>ALL7044</b> Specialist and Acute Medicine as a Physician Associate (20)  <b>ALL7045</b> Core Clinical Skills and Applied Knowledge as a Physician Associate 1  <b>ALL7062</b> Core Clinical Skills and Applied Knowledge as a Physician Associate 2  <b>ALL7047</b> Professional Development and Healthcare Safety (20)  <b>ALL7024</b> Evidence-Based Practice for the Advanced Practitioner (20)  <b>ALL7048</b> Applied Pharmacology (20)  <b>ALL7027</b> Negotiated Major Project (40)  <b>ALL7052</b> Physician Associate Placement 1 (Primary Care) (0)  <b>ALL7061</b> Physician Associate Placement 2 (Secondary Care) (0)</p>	<p><b>Postgraduate Certificate (PGCert) Clinical Studies</b> awarded on achievement of 60 credits at Level 7 (comprising core modules)</p> <p><b>Postgraduate Diploma (PGDip) Clinical Studies</b> awarded on achievement of 120 credits at Level 7 (comprising core and optional modules)</p>

Please note: The program's structure and module lists provided are meant to offer guidance and are not comprehensive or final.

## 6. Learning, Teaching and Assessment

### Learning and teaching

Teaching and learning strategies employed within the programme reflect the nature of the learning experience at Level 7. Strategies adopted will encourage further learner independence and learning from and through experience.

Please see the [Academic Advice pages](#) for a description of learning and teaching activities that are recognised by the University. Detailed information on this specific programme is outlined below:

A variety of teaching methods are used within this programme: lectures, workshops and seminars, group and individual tutorials, practical learning in a skills laboratory, live performance, case-studies, field studies, industrial placements, working in small groups, independent study and research, and technology-enhanced and blended learning.

Our programme is also supported by the regional School of Physician Associates, who provide mock OSCEs, clinical skills workshops and career days. They also provide teaching sessions by assigning teaching fellows to the programme. These fellows are clinical PAs who undergo clinical education development; this is a unique aspect of our PA program.

A range of specific learning and teaching mechanisms is outlined below:

**Seminars:** enable open discussion, contribution by lecturers, practitioners and health related speakers. Students are enabled to practice the articulation of ideas, question, test their knowledge and listen to other's points of view, thus enabling their critical and clinical decision-making abilities to develop.

**Lectures:** provide information and opportunities for visual presentation of ideas, concepts and theories. Students may also be involved in interactive activities which have some of the characteristics of seminars listed above.

**Skills/Simulation laboratory sessions:** the simulation suites will be used on some of the clinical modules to simulate practice scenarios and to facilitate physical assessment skills for example. Learners will be enabled to apply theory to practice, enhance their practical skills and increase their confidence in a more realistic, and supportive environment. The Objective Structured Clinical Examination (OSCE) is utilised as an assessment, to allow learners to demonstrate knowledge acquisition in a safe space. Students will work in small groups that aim to develop collaboration, communication skills, networking, through which they share and support each other to learn and acquire vocational experience of tests and procedures conducted in a skills laboratory setting.

**Visits to/from health partners:** enables the development and awareness of current practice in the field of health (acute and community settings). This is essential to developing an understanding of current practices, career opportunities, and preparing students for working life as a physician associate. Contact with practitioners, who may also be teachers, enables the development of language, concepts, research approaches and identity formation through an ontological approach to discipline-specific learning.

**Workshop:** authentic scenarios form the foundation of simulation activity, whereby students will be introduced to and rehearse clinical skills in a safe environment. Formative assessment will be predicated on briefing and debriefing to allow students to receive real-time feedback on their performance. Video analysis provides students with opportunities for self-evaluation.

Up to a total of 200 hours will be assigned to simulated learning, which will be counted against clinical practice hours.

**Case studies:** seminars will focus on an array of clinical case studies, which will be the focus for problem-based learning activity. Students will explore and discuss the components of those case studies to identify the key issues, processes, and systems inherent within them, to learn from successful and unsuccessful care as well as being able to iterate the nature of good and bad experiences. The case studies will enable the students to explore the nature of medicine, to enable the development of knowledge, problem-solving skills and reflective skills.

**Self-directed study:** develops students' independent working, autonomy, and self-awareness. The ability to manage projects, manage time and identify own learning needs is supported by formal and informal learning opportunities throughout the programme. Self-directed study is key to successfully managing and achieving the course learning outcomes. The Learning Development Unit is available to support students with learning difficulties and those wishing to enhance their study skills.

**Tutorials:** both individual and in small groups help to focus students on evaluating their own work and in identifying directions for study. Lecturers will question and advise students, presenting alternatives and challenging decisions, in order to help students to realise their full potential and to develop critical and evaluative skills.

**Clinical Procedural Skills Passport:** the passport is designed to document the students' progress in achieving competence in the following procedural skills i) general aspects of procedural skills; ii) diagnostic procedures; and iii) therapeutic procedures.

**Problem Based Learning (PBL):** this approach is both active and student centred. It is driven by students' own decisions about appropriate ways in which an issue or scenario might be approached. PBL is ideally positioned to foster a deep level of engagement with problems that are multifaceted and complex. The exploratory nature of enquiry allows students to work together to grapple with different ways of looking at ideas and issues, and to think creatively about problems that do not possess simple or unique solutions. Research and investigations are carried out into areas that the students decide are essential for a proper response to the issue, allowing them to discover how to research by engaging in practical examples.

**Practice Based Learning:** Practice placements will cover a variety of clinical placements, such as General Practice, Acute Medicine, Accident and Emergency, Obstetrics and Gynaecology, Paediatrics, Mental Health, Surgery, and towards the end of the programme students will have an opportunity to undertake an elective placement in areas such as: Cardiology, Gastroenterology, Dermatology, and Neurology.

## Employability and Career Opportunities

A strong employability strand runs throughout the programme, which ensures that students are able to develop the range of clinical competencies and associated knowledge and skills related to the role of the Physician Associate. Links with healthcare partners are critical to this effect and the team will aim to develop current links further to improve the student experience within the acute and community setting.

Graduates who have successfully completed the programme and the relevant National Examination, should be prepared to meet any voluntary and/or professional registration requirements. These can be reviewed on the General Medical Council (GMC) website: <https://www.gmc-uk.org/pa-and-aa-regulation-hub/get-ready-for-regulation/registration>

Physician Associates are already working within the National Health Service in acute and primary care and there is growing recognition of the role and the contribution it can make to the health service workforce. The demand for PAs continues to exceed the supply of qualified PAs, resulting in an extremely high employment rate for graduates.

## Additional Course Cost

There are costs associated with all studies, additional to the tuition fee, which require consideration, when planning and budgeting for expenditure. Costs are indicative and for the total length of the course shown unless otherwise stated and will increase with inflation; depending on the programme they may include equipment, printing, project materials, study trips, placement activities, travel, DBS and/or other security checks.

## Assessment

The [Assessment and Examination webpages](#) provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to students, including our commitment to ensure this is provided to students within 15 working days (the 'three-week turnaround'). Formative assessments will be held at regular intervals during the modules to help the students prepare for the summative elements.

The summative assessment strategy consists of the following elements:

- Examination (including single-best answer questions)
- Objective Structured Clinical Examination
- Case Study
- Clinical Procedural Skills Passport
- Professional conduct and behaviour
- Completion of Clinical Hours
- Report
- Reflection
- Presentation
- Critical appraisal of a research paper
- Dissertation

## Contact Hours

Course Stage	Scheduled Activities (Hours)	Guided Independent Study (Hours)	Completion of Assessment Tasks (Hours)	Placement / Work-Based Learning (Hours)
Year One	292	748	360	405
Year Two	24	200	176	995
Total	316	948	536	1600

## 7. Programme Regulations

This programme will be subject to the following assessment regulations:

- Regulations for Taught Degree Programmes
- Relevant regulatory standards across professions
- Fitness to practise procedures
- All modules are non-compensable.
- The learner will be required to develop and maintain a portfolio for both years which demonstrates achievement of core competencies and programme learning outcomes relevant to their clinical area/role.
- 100% attendance is expected at all scheduled theory and practical sessions, and practice-based learning. Attendance falling below 80% will trigger a review of students' capability to continue and achieve the requirements for progression. Where it is determined that too much content has been missed, a decision may be made to defer the student to the next cohort. Attendance will be monitored regularly and students not achieving the minimum number of hours may be unable to progress to the next stage of their course (or achieve their award).
- Students who fail to meet the standard expected by the Student Code of Conduct, the Faculty of Physician Associates (FPA) Code of Conduct, or other relevant professional standards may be subject to Fitness to Practise proceedings and suspension/removal from the programme.
- Practice partners may withdraw support from any student who does not demonstrate professional behaviour or adherence to the relevant codes of conduct. This would normally result in a suspension from practice learning, pending completion of an investigation by the University and/or practice partner.
- Conduct and professional behaviour is being assessed in all modules and at all stages of the course – failing to adhere to relevant professional standards may result in a student being suspended or withdrawn from the programme, or not progressing to the next academic stage.
- Students on this programme are expected to complete a minimum of 1,600-hours of practice-based learning prior to completion of their studies. This includes up to 200-hours of simulated practice learning.

## 8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals, and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability, and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.
- Student will be supported by clinical supervisor and also academic supervisor during their placement.

## 9. Programme monitoring and review

BNU has several ways for monitoring and reviewing the quality of learning and teaching on your programme.

You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader or remaining faculty members
- Student and staff feedback
- Annual program monitoring reports
- Visiting examiner reports
- Peer review of teaching
- Staff research and scholarly activity
- Clinical coordinator role
- Postgraduate educational survey
- Placement supervisors' reports

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant Professionals, Statutory and Regulatory Bodies (PSRB(s))

- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

## **10. Internal and external reference points**

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Master's Degree Characteristics Statement
- The BNU Qualifications and Credit Framework
- The University Strategy
- The Faculty of Physician Associates at the Royal College of Physicians (FPA at the RCP)
- GMC (2023) Physician Associate and Anaesthesia Associate Generic and Shared Learning Outcomes
- RCP/FPA (2023) Physician Associate Curriculum

## Mapping of Programme Learning Outcomes to Modules

The MPAS programme learning outcomes are met through completion of the core modules listed below. This programme contains up to 180-credits and achievement of programme learning outcomes is also demonstrated in learners' individual portfolios, which are maintained alongside completion of core modules.

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)					
	Module Code (Core)	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Level 7</b>																					
ALL7043	X	X	X	X	X	X	X	X	X	X		X									
ALL7044	X	X	X	X	X	X	X	X		X		X									
ALL7045	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
ALL7062	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
ALL7047	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
ALL7048	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X			X	X
ALL7024	X	X	X	X	X			X							X	X	X	X	X	X	X
ALL7027	X			X	X		X										X	X	X	X	
ALL7052	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
ALL7061	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

### Mapping of Physician Associate and Anaesthesia Associate Generic Outcomes to Programme Learning Outcomes

Benchmark / Standard requirement	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Theme 1: Professional behaviour and trust</b>																				
Professional duties and responsibilities	X	X		X		X		X	X		X	X				X	X	X	X	
Being honest and trustworthy	X			X		X			X		X					X	X			
Partnership and supported decision-making		X		X		X					X			X				X	X	
Consent and mental capacity	X	X				X			X		X					X	X			
Personal responsibilities and wellbeing	X								X		X					X				
Legal responsibilities	X	X				X			X		X	X				X	X		X	
<b>Theme 2: Professional capabilities</b>																				
Holistic and integrated care	X		X			X				X				X	X	X		X	X	
Health promotion and illness prevention	X		X			X				X				X		X		X		
Communication	X	X		X		X	X			X	X			X		X	X		X	

Safeguarding		X		X		X				X	X			X		X	X		X		
Working in multi-professional teams		X		X		X	X		X		X			X		X	X	X	X		
Respect for colleagues	X					X					X					X	X				
Management and leadership				X					X			X						X	X		
Manage time and workload	X			X					X					X							X
Lifelong learning	X	X					X		X			X				X	X	X			
<b>Theme 3- Clinical Care</b>																					
Diagnosis and effective consultations	X	X	X		X	X				X			X	X		X		X	X		
Medical management	X	X	X		X	X				X			X	X	X	X		X	X		
Emergency and acute care	X	X	X		X	X				X			X	X		X		X	X		
Complex care and uncertainty	X	X	X		X	X				X			X	X		X		X	X		
Managing prescribed medicines safely			X			X				X				X	X	X				X	
Using information effectively and safely		X		X	X	X		X		X			X	X		X	X	X			
<b>Theme 4- Safety and quality</b>																					
Patient safety and quality improvement	X	X			X	X			X		X	X		X		X	X	X	X		
Clinical research and scholarship	X			X	X	X		X	X			X							X		
Healthcare resource management			X			X			X			X		X					X	X	
Teaching and Learning				X			X		X			X				X	X				