Programme Specification – 2016/17

1. Awarding body
   University of Surrey

2. Teaching institution (if different)
   NA

3. Final award and programme/pathway title
   PG Dip Physician Associate Studies

4. Subsidiary award(s) and title(s)
<table>
<thead>
<tr>
<th>Award</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG Cert</td>
<td>Medical Studies</td>
</tr>
</tbody>
</table>

5. FHEQ Level
   7

6. Credits and ECTS credits
   120 UK credits/60 ECTS credits

7. Name of Professional, Statutory or Regulatory Body (PSRB)
   Faculty of Physician Associates at the Royal College of Physicians (FPA at the RCP) is the professional body and sets the National Examinations. There is currently no Regulatory Body, but this is being sought urgently by the UKIUBPAE and FPA at the RCP. Although not currently regulated, the programme will adhere to the Department of Health (2006, revised 2012) Competence and Curriculum Framework for Physician Assistants (now called Physician Associates in the UK). We anticipate that this will become an accredited programme within the next three years, supported by the FPA at the RCP. There is currently a managed voluntary register (MVR) for all Physician Associates working in the UK, held by the FPA at the RCP.

8. Mode of study and route code
<table>
<thead>
<tr>
<th>Mode of study</th>
<th>Route code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>Y</td>
</tr>
<tr>
<td>Full-time with PTY</td>
<td>N</td>
</tr>
<tr>
<td>Part-time</td>
<td>N</td>
</tr>
<tr>
<td>Distance learning</td>
<td>N</td>
</tr>
<tr>
<td>Short course</td>
<td>N</td>
</tr>
</tbody>
</table>

9. JACs code

10. QAA Subject benchmark statement (if applicable)
    Faculty of Physician Associates at the Royal College of Physicians (FPA at the RCP) is the professional body and sets the National Examinations. There is currently no Regulatory Body, but this is being sought urgently by the UKIUBPAE and FPA at the RCP. Although not currently regulated, the programme will adhere to the Department of Health (2006, revised 2012) Competence and Curriculum Framework for Physician Assistants (now called Physician Associates in the UK). We anticipate that this will become an accredited programme within the next three years, supported by the FPA at the RCP. There is currently a managed voluntary register (MVR) for all Physician Associates working in the UK, held by the FPA at the RCP.

11. Other internal and / or external reference points
    General Medical Council
    Faculty of Physician Associates, Royal College of Physicians
    UK and Ireland Universities Board for Physician Associate Education

12. Faculty and Department/School
    Faculty of Health and Medical Sciences; School of Biosciences and Medicine

13. Programme Leader
    Dr Sofia Khan

14. Date of production/revision of the specification
    July 2016

15. Educational aims of the programme

   The overarching educational aims of the programme are to:
   - Train graduates with a first degree in Biosciences, Life Sciences or Health Sciences, or suitable approved programme, to Post Graduate Diploma level, to function as a qualified Physician Associate (on passing the National Examination).
     - Physician Associates will be able to:
       - deliver holistic medical care and treatment under defined levels of supervision, in
acute and primary care settings in the National Health Service.

- work effectively with patients and multi-disciplinary healthcare teams from diverse backgrounds.
- use a patient-centred approach, and be expert communicators, ensuring patient safety at all times
- promote health and wellbeing on an individual and population basis
- engage in reflective practice, work within the limits of their competence and engage actively in lifelong learning and professional development

- This training includes the necessary knowledge, skills and professional attitudes needed to work to the medical model, demonstrating safe medical practice, medical competence, compassion, reflective and critical thinking in diagnostic reasoning and clinical management. Graduates will be able to assess, diagnose and manage medical problems competently, consulting with patients presenting with a variety of specified conditions (Appendix 1) on behalf of, and under supervision of a senior experienced doctor. They will be able to understand and demonstrate the principles of safe and effective prescribing.

- Graduates will be trained to a standard defined by the National Examination for Physician Associates that will enable them to work as Physician Associates in the National Health Service, with appropriate accreditation and regulation once these have been decided and implemented.

16. Programme learning outcomes – the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and understanding

For both the Post Graduate Diploma and Certificate levels, students are required to develop a significant knowledge skill base and an understanding of the application of scientific principles, through professional judgement, in a range of clinical settings. The two levels differ by the degree of academic and clinical experience achieved at the end of one and two years’ study on the course.

**Post Graduate Diploma in Physician Associate Studies**

- Demonstrate knowledge of core competencies to medical conditions met during the two year course (in Primary and Secondary Care placements and coursework), as listed in the Competence and Curriculum Framework for the Physician Assistant, 2012 (Appendix 1). This is with particular relation to the background clinical knowledge required to safely and competently assess, diagnose and manage commonly occurring medical conditions at the standard required of a Physician Associate (ie under medical supervision) and includes:
  - Ability to summarise the structure and function of the normal human body throughout the life course
  - Ability to describe the pathological basis of core medical conditions throughout the life course
  - Ability to describe the wider determinants of health on the individual and society
- Demonstrate application of knowledge and skills in a patient-centred manner for the management of core medical conditions throughout the life course, applying knowledge effectively through clinical reasoning and professional judgement in situations of complexity and uncertainty and in the context of the individual patient’s needs and wishes.
- Demonstrate ability to request and interpret common diagnostic and therapeutic procedures for a specified range of common clinical conditions, having demonstrated a comprehensive and critical awareness of the research evidence, national and local guidelines.
- Demonstrate ability to act safely and promptly in a number of specified acute medical emergencies, taking measures to avoid clinical deterioration of the patient and making a comprehensive and appropriate referral.
- Analyse and interpret evidence to the range of medical presentations detailed in the List of Patient Presentations (section 2.6.3 of Appendix 1) and the Case Matrix (1a, 1b, 2a and 2b cases).
Demonstrate competence in performing the full core set of clinical procedural skills (taught in both years) as listed in Appendix 1.

Demonstrate professional insight, knowledge of self, and reflective practice in the approach to patients and to clinical medicine.

Demonstrate knowledge of national guidelines and relevant protocols in clinical medicine, and of the structure and function of healthcare in the UK.

Demonstrate a common core set of skills, knowledge and values that promote equality, respect diversity, help promote more effective and integrated services and acknowledge the rights of children, young people and their families, and vulnerable groups.

Describe the ethical and legal responsibilities of healthcare professionals and demonstrate their application to daily clinical practice.

**Post Graduate Certificate in Medical Studies (if student leaves the course after completing Year 1 of the course)**

This is a spiral curriculum, so Year 1 outcomes are in the same domains as the two-year diploma course, but at a more basic level, based on the cases in Year 1 Case Based Learning, and patients seen on general practice placements in Year 1:

- Demonstrate basic applied knowledge for a specified range of common clinical conditions met during the first year of the course (in Primary Care placements and Case Based Study), as listed in the Competence and Curriculum Framework for the Physician Assistant, 2012 (Appendix 1). This includes:
  - Ability to summarise the structure and function of the normal human body throughout the life course
  - Ability to describe the pathological basis of core medical conditions throughout the life course
  - Ability to describe the wider determinants of health on the individual and society

- Demonstrate a basic common core set of skills, knowledge and values that promote equality, respect diversity, and acknowledge the rights of children, young people and their families.

- Demonstrate ability to act safely and promptly in a number of specified acute medical emergencies covered in the first year of the course. This includes knowledge of 1a and 1b cases from the case matrix (Appendix 1).

- Demonstrate competence performing the core set of clinical skills taught in Year 1.

- Demonstrate professional insight, knowledge of own professional limitations, and reflective practice in the approach to patients and to clinical medicine.

- Analyse and interpret evidence to the range of medical presentations covered during the first year of the course. This includes knowledge of 1a and 1b cases from the Case Matrix (Appendix 1).

- Demonstrate competence performing the core set of clinical skills taught in Year 1.

- Demonstrate professional insight, knowledge of self, and reflective practice in the approach to patients and to clinical medicine.

- Demonstrate basic knowledge of national guidelines and relevant protocols in clinical medicine, and of the structure and function of healthcare in the UK.

- Demonstrate a basic common core set of skills, knowledge and values that promote equality, respect diversity, help promote more effective and integrated services and acknowledge the rights of children, young people and their families, and vulnerable groups.

- Describe the ethical and legal responsibilities of healthcare professionals

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**Intellectual / cognitive skills**

**Post Graduate Diploma in Physician Associate Studies**

- **Interpreting evidence/determining the requirement for additional evidence** – demonstrate ability to interpret findings from a consultation, select interpret and act upon appropriate
investigations.

- **Clinical reasoning and judgement in diagnosis and management** – demonstrate ability to formulate a reasonable differential diagnosis, based on data presented and in order of likely diagnoses.
  - Show ability to recognise when more information is needed, and have a reasonable idea where to find it.
- **Show ability to seek help** if the clinical situation is beyond student/clinician’s level of competence.
- **Therapeutics and prescribing** – using the British National Formulary as needed, demonstrate understanding of prescribing in clinical setting, under medical supervision. Write accurate and legible prescriptions, or demonstrate accurate use of a computer to generate prescriptions for review and signature by a supervising clinician.
  - Understand issues that can affect patient compliance with medication and demonstrate strategies to negotiate and improve compliance.
- **Common core skills and knowledge when working with children, young people and families** – demonstrate effective communication and recognise when to take appropriate action in safeguarding.
- **Awareness of guiding principles and current developments in the NHS**
- **Public Health** – demonstrate how to apply the principles of promoting health and preventing disease, and how to assess community needs in relation to services provided.

**Post Graduate Certificate in Medical Studies (if student leaves the course after completing Year 1)**

Based on the cases in Year 1 Case Based Learning, and patients seen on general practice placements:

- **Interpreting evidence/determining the requirement for additional evidence** – demonstrate ability to interpret findings from a consultation, and demonstrate basic ability to select interpret and act upon appropriate investigations.
- **Therapeutics and prescribing** – using the British National Formulary as needed, demonstrate understanding of prescribing in clinical setting, under medical supervision.
  - Understand issues that can affect patient compliance with medication and demonstrate strategies to negotiate and improve compliance.
- **Common core skills and knowledge when working with children, young people and families** – demonstrate effective communication and recognise when to take appropriate action in safeguarding.
- **Awareness of guiding principles and current developments in the NHS**
- **Public Health** – demonstrate how to apply the principles of promoting health and preventing disease, and how to assess community needs in relation to services provided.

**Professional practical skills**

**Post Graduate Diploma in Physician Associate Studies**

- **The patient relationship** – demonstrate ability to develop and maintain clinician/patient relationships, communicating effectively and appropriately with patients and carers.
  - Explain the boundaries to the PA-patient professional relationship and what they signify.
  - Perform a holistic assessment, identifying and prioritising problems, and facilitate patient/carer involvement in management, planning and control of health and illness.
  - Demonstrate ability to provide useful and appropriate health education.
- **History taking and consultation skills** – demonstrate ability to take an appropriate, focussed, and patient-centred history, including the triple diagnosis (physical, psychological and social), and demonstrate how to elicit patients’ ideas, concerns and expectations.
- **Examination** – demonstrate ability to perform an appropriate focussed clinical examination, including a mental state examination if indicated.
- **Clinical planning and procedures** – demonstrate ability to formulate and implement
appropriate management plans in collaboration with the patient, the supervising doctor and the multi-professional team.
- Demonstrate ability to perform the list of specified core procedural skills safely and competently (Appendix 1, section 2.4).

- **Risk management** – demonstrate ability to recognise potential clinical risk situations and take appropriate action. Participate in clinical governance and clinical audit. Demonstrate safe and effective monitoring and follow-up of patients in liaison with acute and primary care/community teams.

- **Maintenance of good practice** - critically evaluate own performance and practice, identifying learning needs.
  - Demonstrate how to use evidence, guidelines and audit (including significant event analysis) to benefit patient care and improve professional practice.

- **Moving and Handling** – demonstrate appropriate manual handling techniques for a variety of situations, using any appropriate aids provided.

### Post Graduate Certificate in Medical Studies (if student leaves the course after completing Year 1)

Based on the cases in Year 1 Case Based Learning, and patients seen on general practice placements:

- **The patient relationship** – demonstrate basic understanding of the importance of clinician/patient relationships, communicating effectively and appropriately with patients and carers.
  - Demonstrate basic ability to provide health education.

- **History taking and consultation skills** – demonstrate ability to take an appropriate focussed history, including the triple diagnosis (physical, psychological and social), and demonstrate how to elicit patients’ ideas, concerns and expectations.

- **Examination** – demonstrate ability to perform an appropriate focussed clinical examination, including a mental state examination if indicated.

- **Clinical planning and procedures** – demonstrate ability to formulate and implement basic but appropriate management plans in collaboration with the patient and the supervising doctor.
  - Demonstrate ability to perform a selection of the list of specified core procedural skills safely and competently in simulation, based on the Case Based Learning Clinical Skills sessions in Year 1.

- **Clinical judgement in diagnosis and management** – demonstrate ability to formulate a basic differential diagnosis, based on data presented and in order of likely diagnoses.
  - Show ability to recognise when more information is needed, and have a reasonable idea where to find it.
  - Show ability to seek help if the clinical situation is beyond student/clinician's level of competence.

- **Risk management** – demonstrate ability to recognise potential clinical risk situations and take appropriate action.

- **Maintenance of good practice** – basic evaluation of own performance and practice, identifying learning needs.

- **Moving and Handling** – demonstrate appropriate manual handling techniques for a variety of situations, using any appropriate aids provided.

### Key / transferable skills

#### Post Graduate Diploma in Physician Associate Studies

- **Professional behaviour and probity**
  - Showing integrity and sensitivity,
  - Recognising and working within own limits of professional competence
  - Maintaining effective relationships with colleagues

- **Documentation and information management** – maintaining timely and relevant medical records.
• **Teamwork** – understand and value the roles of the health and social care teams, demonstrate communication across team boundaries effectively, including handing over patient care.
• **Time/resources management** – understand and manage own constraints and those of the NHS.
• **Ethical and legal issues** – demonstrate understanding of patients’ rights, competency, confidentiality, informed consent, care of vulnerable patients and how to respond to complaints.
• **Equality and diversity** – demonstrate understanding of people’s rights in accordance with the Equality Act 2010, act with respect towards all patients, colleagues and students, and know how to take action if patients are being abused.

**Post Graduate Certificate in Medical Studies (if student leaves the course after completing Year 1)**

Based on the cases in Year 1 Case Based Learning, and patients seen on general practice placements:

• **Professional behaviour and probity**
  - Demonstrate understanding of the need to recognise and work within own limits of professional competence
• **Documentation and information management** – Demonstrate understanding of the need to maintain timely and relevant medical records.
• **Teamwork** – understand and value the roles of the health and social care teams.
• **Time/resources management** – understand and manage own constraints.
• **Ethical and legal issues** – demonstrate understanding of patients’ rights, competency, confidentiality, informed consent, care of vulnerable patients and how to respond to complaints.
• **Equality and diversity** – demonstrate understanding of people’s rights in accordance with the Equality Act 2010, act with respect towards all patients, colleagues and students, and know how to take action if patients are being abused.

17. **Programme structure** – including the route/pathway/field requirements, levels, modules, credits, awards and further information on the mode of study.

All programmes operate on a 15 credit modular structure over two semesters. All taught modules are semester based and are worth 15 credits, which is indicative of 150 hours of learning, comprised of student contact, private study and assessment. Project and dissertation modules can be either 15, 30, 45 or 60 credits and, additionally, Master's dissertations 90 credits.

In order to achieve the principal award of a PG Dip a student must complete 120 credits at FHEQ level 7. Students are also eligible to exit the programme with the following subsidiary awards:

• PG Cert – 60 credits at FHEQ level 7 and the completion of modules 1–4.

In order for students to progress they must achieve a minimum average of 50%.

On successful completion of the programme, students will receive a Post Graduate Diploma in Physician Associate Studies, but will also need to sit a National Examination comprising a written paper and OSCE examination, set by the Faculty of Physician Associates at the Royal College of Physicians, in order to be able to practise in the NHS. On passing the National Examinations, the graduate can be registered on the National Register (currently a Voluntary Register but awaiting accreditation and appointment of a Regulatory Body). The graduate can only work as a Physician Associate in the NHS if he/she is on this National Register.

**Programme adjustments (if applicable)**

This programme is studied full-time over two academic years. This is because of the volume of knowledge and skills that are required from the programme, to ensure this is delivered adequately to enable the production of a safe clinician. This is mandated by the Faculty of Physician Associates and the UKIUBPAE (i.e. that the course should be a minimum of 90 weeks).
# FHEQ Level 7: Potential awards – PG Dip

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module title</th>
<th>Core /compulsory /optional</th>
<th>Credit volume</th>
<th>Semester (1 / 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASM001</td>
<td>Introduction to Case Based Life Course Medicine</td>
<td>Core</td>
<td>15</td>
<td>1 (start early)</td>
</tr>
<tr>
<td>PASM002</td>
<td>Case Based Life Course Medicine 2</td>
<td>Core</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>PASM003</td>
<td>Case Based Life Course Medicine 3</td>
<td>Core</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>PASM004</td>
<td>Case Based Life Course Medicine 4</td>
<td>Core</td>
<td>15</td>
<td>2 (+ out of semester)</td>
</tr>
<tr>
<td>PASMXXX</td>
<td>Clinical Medicine – Mother and Child, and Psychiatry</td>
<td>Core</td>
<td>15</td>
<td>1 (start early)</td>
</tr>
<tr>
<td>PASMXXX</td>
<td>Clinical Medicine – Emergency Care and Surgery</td>
<td>Core</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>PASM007</td>
<td>General Practice and Clinical Medicine</td>
<td>Core</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>PASM008</td>
<td>Clinical Medicine and Elective</td>
<td>Core</td>
<td>15</td>
<td>2 (+ out of semester)</td>
</tr>
</tbody>
</table>

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level? **NA**

# FHEQ Level 7: Potential awards – PG Cert

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module title</th>
<th>Core /compulsory /optional</th>
<th>Credit volume</th>
<th>Semester (1 / 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASM001</td>
<td>Introduction to Case Based Life Course Medicine</td>
<td>Core</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>PASM002</td>
<td>Case Based Life Course Medicine 2</td>
<td>Core</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>PASM003</td>
<td>Case Based Life Course Medicine 3</td>
<td>Core</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>PASM004</td>
<td>Case Based Life Course Medicine 4</td>
<td>Core</td>
<td>15</td>
<td>2</td>
</tr>
</tbody>
</table>

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level? **NA**

18. Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme

- **Associate Tutor(s)/Guest Speakers/Visiting Academics**: Y
- **Professional Training Year (PTY)**: N
- **Placement(s) (study or work that are not part of the PTY or Erasmus Scheme)**: N
- **Clinical Placement(s) (that are not part of the PTY Scheme)**: Y
- **ERASMUS Study (that is not taken during Level P)**: N
- **Study exchange(s) (that are not part of the ERASMUS Scheme)**: N
- **Dual degree**: N

19. Quality assurance

The Regulations and Codes of Practice for taught programmes can be found at: [http://www.surrey.ac.uk/quality_enhancement/index.htm](http://www.surrey.ac.uk/quality_enhancement/index.htm)
## Appendix 1. List of variations for the Postgraduate Diploma in Physician Associate Studies from the University of Surrey’s Regulations

<table>
<thead>
<tr>
<th>Variation</th>
<th>University Regulation</th>
<th>Faculty of PA requirements</th>
<th>Mitigation/ Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum and timetabling</strong></td>
<td>2 University semesters, total 37 weeks/ year (A1 Regulations)</td>
<td>Competence and Curriculum Framework for PAs (2012) requires programme criterion of overall length of 90 weeks postgraduate diploma (M level)</td>
<td>To comply with PA Framework, term has to start early, before the start of the University 1st semester, and finish out of semester (after the end of the 2nd University semester).</td>
</tr>
<tr>
<td>45 week years x 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Registration for taught programmes</strong></td>
<td>Programmes start at the beginning of the academic year (A1 Regulations)</td>
<td>Competence and Curriculum Framework for PAs (2012) requires programme criterion of overall length of 90 weeks postgraduate diploma (M level)</td>
<td>Due to the Framework requirements, this taught programme will need to start two weeks before the normal start of the University Year, in the second week of September.</td>
</tr>
</tbody>
</table>
| **Wednesday afternoon teaching** | Free for students’ outside activities (A1 Regulations)                                     | PAs Framework requires minimum of 3,150 hours nominal study time, of which minimum of 1,600 designated clinical learning. | In Year 1, students spend 1,128 hours’ study time (41 weeks @ 27.5 hours/ week) + 532 hours Clinical Learning (38 weeks @ 14 hours/week).  
In Year 2, students spend 114 hours study time (2 weeks @ 27.5 hours/week) and 1320 hours Clinical Learning.  
Over the 2 years, students additionally get 142 hours revision and reading weeks (@35.5 hours/ week)  
Overall total hours of learning = 3,236 hours.  
In order to fulfill the Framework requirements, the timetable has |
<table>
<thead>
<tr>
<th>Task</th>
<th>NA</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Out of hours working</strong></td>
<td>PAs Framework requires minimum of 3,150 hours nominal study time, of which minimum of 1,600 designated clinical learning in a variety of clinical settings. The Matrix specification of core clinical conditions includes a number of emergency medical presentations that are more commonly seen in out of hours contexts.</td>
<td>Designated clinical learning will include some out of hours shifts (weekend and overnight shifts), in order to achieve the full coverage of core clinical conditions expected by the Matrix Specification.</td>
</tr>
<tr>
<td><strong>Collaborative provision</strong></td>
<td>The Competence and Curriculum Framework specifies that a minimum of 1,400 hours should be spent in practice in the clinical area in substantive attachments to a unit or to a doctor (Section 3.5.2).</td>
<td>We will be working with Claire Morgan to determine the contracts and agreements needed between the University and the GP practices and NHS Trusts. With such a substantive amount of time spent in clinical practice, we will be relying on our selected Educational Clinical Supervisors to provide formative assessment reports on professional and clinical behavior, and will provide training in these assessments on an annual basis to all our Educational Clinical Supervisors. We will also monitor this by visiting the placements on a regular basis. All our GP Educational Clinical Supervisors</td>
</tr>
</tbody>
</table>
will be selected by HEKSS, who have a register of GP Trainers, all of whom have undergone the stringent accreditation requirements for educational supervision set by the General Medical Council.

<table>
<thead>
<tr>
<th>Educational Supervisors</th>
<th></th>
<th></th>
<th>No variation from University Regulations is required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timing of Board of Studies meetings</td>
<td>These are usually held in late November and late April of each year, and this will fit in well with the proposed timetable for the PG Dip in PA Studies (A1 Regulations)</td>
<td>N/A</td>
<td>Timings will vary from University semester modules, due to the modules in Semester 2 finishing late. Release dates can be set manually for ‘non-standard’ so that the MEQs release at the end of each module.</td>
</tr>
<tr>
<td>Timing of MEQs</td>
<td>These will be sent out routinely at the end of every module (A1 Regulations)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fees and Bursaries</td>
<td>Fees</td>
<td>Alumni from the University of Surrey are eligible for a 10% reduction in tuition fees.</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Bursaries</td>
<td>NA</td>
<td>N/A</td>
</tr>
<tr>
<td>Assessment</td>
<td>PA Assessment and re-sit dates outside University</td>
<td>Formal written examinations take place in the University appointed examination weeks.</td>
<td>Competence and Curriculum Framework for PAs (2012) requires programme</td>
</tr>
<tr>
<td>examination periods</td>
<td>(Code of practice for assessment and feedback)</td>
<td>criterion of overall length of 90 weeks postgraduate diploma (M level)</td>
<td>will be assessed in pairs. In Year 1, Modules 1 &amp; 2 will be assessed in late January/early February, just after the University appointed examination weeks, and Modules 3 &amp; 4 are assessed in late July. In Year 2, Modules 5 &amp; 6 are assessed in early February and Modules 7 &amp; 8 are assessed in late July. We have discussed these timings with the Administrative Manager for FHMS, Mr Sam Hillage, and the Assessment Manager for FHMS, Ms Isobel Goddard, who feel that they are feasible. For example in Year 1: Modules 1 &amp; 2 would be assessed on Jan 30th, Exam Board would be Feb 13th, and SPACE is Feb 27th. Portfolio marking would take place during the Exam Weeks. Re sits would take place in the July exams for Modules 3 &amp; 4. Modules 3 &amp; 4 would take place in the week of July 24th (SBA and OSCE assessments), Exam Board would be August 7th and re sits would be August 28th. Re sit exam board would be the week of Sept 4th, and SPACE the week of Sept 18th. In Year 2, Modules 5 &amp; 6 would be assessed in the week of Feb 5th, Exam Board would be the week of Feb 12th, and SPACE is</td>
</tr>
</tbody>
</table>
Feb 26th. Re sits would take place in the July exams for Modules 7 & 8. Exam timings for modules 7 & 8 are discussed below, as they are likely to be tight for timing and the September meeting of SPACE will be too late to ratify marks to the Faculty of PAs for entry to the National Examination in mid September.

| The amount of assessment | a) PG taught programmes will normally include no more than 75-80% of summative assessment by written examination.  
b) It would be atypical for a module to rely on a single unit of assessment  
c) Written examinations are typically of up to 2 hours’ duration | The Faculty of PAs’ National Examination consists of a 200 item Single Best Answer Question paper (SBA) and currently a 12 station Objective Structured Clinical Examination (OSCE).  
a) We have designed the Assessment Programme to match requirements for the PA National Examination. There are 2 OSCE assessments, one at the end of each academic year, and 8 SBA assessments. In addition, students submit two coursework essays, one in each year, and 8 portfolio P/F assessments. The % of written examinations is therefore 8 out of 20 assessments, or 40%.  
b) No modules rely on a single unit of assessment, as all of them require at least an SBA assessment and a portfolio assessment. |
| **Standard setting for assessments** | It is not mentioned in the University Regulations, but the University of Surrey does not currently following standard setting processes. (Code of practice for assessment and feedback). | The Proposed Physician Associate Programme Accreditation Standards require demonstration of appropriate standard setting for all summative assessments. (Appendix 10 of the Submission Document, and Appendix 1, the Competence and Curriculum Framework, section 4.3). | The PG Diploma in PA Studies will need to develop appropriate standard setting methodology, preferably the modified Angoff method for Single Best Answer Questions and a Borderline Group Method for OSCEs. This will need psychometric support. *Will this require formal written approval from the Chair of SPACE?* |
| **Timing of Examining Boards** | | | |
| **Deferred Assessments** | If a student has not completed all units of assessment and it is confirmed extenuating circumstances apply, the student is allowed to be assessed in the relevant units of the module through a ‘deferred assessment’ taken in the next University appointed assessment or reassessment period. (A1 Regulations) | N/A | All modules are ‘Core’ modules, and so students will need to follow University Regulations with regards to deferred assessments. This could mean students at the end of the second year in this position have to wait for the next assessment period at the end of January/ early February to be able to take their final assessments and be referred to the Faculty of PAs for inclusion in the National Examination thereafter. |
### Timing of reassessments

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<thead>
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<th>Time</th>
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<tr>
<td>If a student is not able to re-sit an assessment at the next University-appointed reassessment opportunity, with exceptional circumstances the Executive Dean may approve reassessment up to two years after the first assessment. (A1 Regulations)</td>
<td>No mention of this circumstance is currently made in either the Framework or the proposed accreditation criteria.</td>
</tr>
<tr>
<td>It is possible that the Programme Lead and Examining Board take the view that a delay of two years from the first assessment, even with extenuating circumstances is not in the interests of safety of patients, and may require a student to re-take part or whole of the preceding course to reorientate him/herself to clinical study and standards.</td>
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### Timing of SPACE meeting in September of the Final Year of the PG Dip (ie the second year)

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<th>Time</th>
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<td>Date of award is the date on which the Senate Progression and Conferment Executive (SPACE) or another body nominated by Senate approves the award on its behalf (A1 Regulations) (Code of Practice for academic governance)</td>
<td>Faculty of PAs National Examination takes place mid September, and requires a letter in early September from the University confirming which of its students have successfully completed the PG Diploma in PA Studies before it can register candidates for the National Examination.</td>
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<td>The usual meeting time for SPACE in February will be fine to ratify assessment results. The July meeting time will be before the end of year assessments take place, and the September meeting of SPACE for Year 1 students should be fine to ensure progression for successful students onto Year 2 of the programme.</td>
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| There is an issue for the end of the Second Year of the PG Diploma. and following the final University assessments for the PG Diploma, which will be in the last week of July, with re-sits in the third week of August. The Assessment Team will need to get the results ready for an Examining Board in the last week of August, so that letters to the
Faculty of PAs can be sent in the first week of September to confirm candidates for the National Examinations in mid September. Therefore, the usual timing for SPACE in September will not fit this requirement, and will need an ‘extraordinary’ meeting in the first week of September immediately after the Examining Board, to ratify the results and enable timely notification to the Faculty of PAs. If this is not done in a timely fashion, our graduates would have to wait for the next sitting of the National Examination in February of the following year, during which time they will not be able to work as Physician Associates (needing to be on the Managed Voluntary Register following success in the National Examination in order to get work in the NHS).