



**UNIVERSITY OF
PLYMOUTH**
Faculty of Health

Peninsula School of Medicine

Programme Specification

MSc Physician Associate Studies

Academic Year 2022/23

Date of approval: Approved 2017, Re-approved 2019
Date of implementation: Jan 2018
Year of first award: Dec 2018

Internal Programme Code	Award Title	Site	Mode of Study
6510	MSc Physician Associate Studies	Ply	Full-time

Reviewed	Amended following review (Y/N)	Sections amended

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1. MSc Physician Associate Studies

Final award title: MSc Physician Associate Studies

Level 7 Intermediate award title(s): PgDip Physician Associate Studies
PgDip Clinical Studies
PgCert Clinical Studies

UCAS code N/A

HECOS code 100750

2. Awarding Institution: University of Plymouth

Teaching institution(s): University of Plymouth, Faculty of Health:
Peninsula Medical School

3. Accrediting body(ies):

The professional body oversight provided for the Physician Associate role is outlined below. The General Medical Council (GMC) have been named as the regulatory body, though no formal accreditation process is yet in place.

3.1. The Department of Health published the ‘Competence and Curriculum Framework’ in 2006. A revised version of the [Competence and Curriculum Framework \(CCF\)](#) was published in 2012. All references to the CCF in this document and associated approval documentation relate to the 2012 version. The Competence Framework sets out certain criteria to be met by all programmes. This includes overall length and academic level (90 weeks of postgraduate diploma (M level) programme) and minimum levels of clinical practice in each of a range of fields as well as overall minima.

3.2. The Faculty of Physician Associates (FPA) was launched in July 2015 and sits within the **Royal College of Physicians (RCP)** London. The Faculty provides professional support to all Physician Associates and holds the Physician Associate Managed Voluntary Register (PAMVR). The Faculty defines the professional standards for Physician

Associates, in terms of training and practice within the overall framework and work of the Royal College of Physicians, and has established an examination sub-committee for the National Certification Examination (managed by the RCP).

3.3. The Physician Associate Schools Council is the representative body for all Physician Associate Schools in the UK and Ireland. Programme directors form the board of the PASC. The PASC provides a forum for Physician Associate Schools to provide expert opinion on areas of Physician Associate Education, and acts to support and promote the role and education of Physician Associate across the country.

4. Distinctive Features of the Programme and the Student Experience

A Physician Associate (PA) is a new healthcare professional who, while not a doctor, works to the medical model, with the knowledge, skills and professional behaviours to deliver holistic care and treatment within the medical and/or general practice team under defined levels of supervision¹.

The role is therefore designed to supplement the medical workforce, thereby improving patient access, promoting efficiency, easing the clinical workload for the doctor and improving the distribution of the workforce. There is now greater recognition that many of the aspects of clinical practice, previously considered to be only performed by doctors, may be undertaken by other highly-trained healthcare professionals.

Graduates will have demonstrated the knowledge, skills and professional behaviours required of the Competence and Curriculum Framework for the Physician Assistant (now referred to as Physician Associate) and will be competent and well-prepared to embark on a future career capable of fulfilling the role of a Physician Associate as a clinician, educator or researcher.

Distinctive Features:

- A full-time two year taught postgraduate programme with fully integrated clinical skills development, life sciences teaching and clinical placements.
- A distinctive and intensive programme using an enquiry-based learning approach.
- Innovative, evidence-based approach to teaching and assessment proven to prepare students for clinical practice.

¹ *Competence and Curriculum Framework for the Physician Assistant 2012*

- High fidelity clinical simulation for hands-on experiential learning and support.
- Teaching and training from expert Physician Associate, clinical and academic staff with experience of medical education.
- With (and where appropriate) integrated clinical skill teaching and simulation with other healthcare professional programmes including Medicine, Nursing and Healthcare Science, fostering inter-professional learning between these student groups. This may include the demonstration and teaching of Basic Life Support (BLS), infection control techniques, ECG competency training and other areas.
- Collaborative educational partnerships between local NHS services and higher education to provide teaching and learning in the clinical setting.
- Prepares students to take and successfully pass the National Examination to enable new graduates to join the Physician Associate Managed Voluntary Register.
- Offers a spiral, vertically and horizontally integrated curriculum utilising a blend of teaching and learning methods, combining clinical skills training with the acquisition of knowledge, skills and professional attributes at all stages of the programme.
- All teaching and learning activities will be patient and student centred enabling students to experience authentic and contextual learning.

Student Experience:

Early patient contact commencing in the first few weeks following induction is one of the foundations of this innovative postgraduate degree programme. While these early patient encounters play an important role in developing students' communication skills, the initial six months introduces students to the clinical and scientific foundations upon which the later more clinically intensive part of the course is built. By the end of the first year of study students will have been introduced to many of the evidence-based core clinical and technical skills required of a PA. The module passing criteria for the clinical and professional elements of the programme delineate students' progression in terms of their clinical capability. This ensures that the underpinning foundations laid down in the first year enables all students to be confident and secure to successfully progress to the more complex aspects of the programme.

Year 2 of the programme will provide a thorough grounding for contemporary practice through detailed preparation for the skills and competences required as a PA immediately after graduation. Academic staff are experienced in facilitating a high level of student preparedness for their new roles and for assisting in the application process for posts. Indeed published research indicates that the Medical School's Bachelor of Medicine, Bachelor of Surgery

(BMBS) programme produces graduates that have the knowledge, skills and professional behaviours for a seamless transition into clinical practice. Peninsula medical graduates were the second highest ranked overall, among graduates from all UK medical schools, for their preparedness for clinical practice at the end of the Foundation Year 2 period, and highest for their Foundation Year 1 and undertaking clinical procedures, administration tasks, and the physical, emotional, and mental demands of being a junior doctor in their first year of work².

Drawing on this experience, Year 2 will prepare students for their working life on qualification, consolidating and strengthening comprehension, applying information as well as enhancing skills in dealing with complexity and managing uncertainty in a range of clinical contexts. These skills underpin the medical model of diagnosis distinguishing it from the approach used by many other healthcare professionals.

Small Group teaching is predominantly used to deliver the curriculum, and plenaries, Academic Tutor one-to-one tutorials and workshops support the programme as appropriate. The Clinical Skills Resource Centre (CSRC) enables students to safely develop and consolidate their clinical skills before treating patients and is equipped with a comprehensive and extensive range of models and equipment and state-of-the-art patient simulators. It provides a protected environment in which to practise clinical and communication skills, working alongside medical undergraduates and nursing students to enhance team-working skills.

Since the first cohort in 2015, the programme has successfully graduated 5 cohorts of Physician Associates now working in diverse environments across the South West. The students have been well prepared for clinical practice, and the pass rate at the National Certification exam has been exceedingly high.

5. Relevant QAA Subject Benchmark Group(s)

This programme has been developed with reference to the relevant policies and procedures related to the University of Plymouth and external agencies such as the Quality Assurance Agency and the Higher Education Academy.

The University of Plymouth is committed to providing equality for all irrespective of age, disability, ethnicity (including race, colour and nationality), gender,

² Goldacre, Lambert and Svirko, 'Foundation doctors' views on whether their medical school prepared them well for work: UK graduates of 2008 and 2009', *Postgraduate Medical Journal* 2013, Published online 8 December 2012

gender reassignment, religion or belief, sexual orientation, marriage and civil partnership, pregnancy and maternity and will work to ensure that all students, employees and visitors, as well as those who seek to apply to work or study at the University, are treated fairly and are not subjected to discrimination by the University on any of these grounds (University Equality and Diversity Policy).

The programme will operate within the University of Plymouth Academic Regulations, and the 'Regulatory Framework for Taught Postgraduate Awards in Physician Associate Studies'.

6. Programme Structure

This is an integrated programme with the emphasis on acquisition of knowledge, clinical skills and personal development across modules, revisiting core concepts over the two years of the Masters.

In accordance with the University of Plymouth's 'Regulatory Framework for Taught Postgraduate Awards in Physician Associate Studies', the award of Masters requires the successful completion of a minimum of 180 credits and the Postgraduate Diploma requires the successful accumulation by the candidate of a minimum of 120 credits. Further details of each module can be found in the Module Records.

A summary of the modules, their associated assessments and corresponding module credits is given on the next page.

Module codes, assessments and credits

Year 1 - PgCert	Assessment	Credit value
Foundations in Clinical Medicine 1 PAS711	Progress Tests; MCQ Test	20 credits
Clinical, Diagnostic and Communication Skills 1 PAS712	Clinical competences	20 credits
Personal and Professional Development 1 PAS713	Professionalism Judgements; Portfolio Analysis	10 credits
Evidence-Based Practice and Research Methods PAS714	Critical Appraisal Report	10 credits
	Total Year 1 =	60 credits
Year 2 – PgDip/MSc	Assessment	Credit value
Foundations in Clinical Medicine 2 PAS724	Progress Tests; MCQ test	25 credits
Clinical, Diagnostic and Communication Skills 2 PAS725	Clinical competences; ISCE; CEX; CBD ; ILS	40 credits
Personal and Professional Development 2 PAS726	Professionalism Judgements; Portfolio Analysis	15 credits
PAS727 Evidence in Practice	Case Report	40 credits
	Total Year 2 =	120 credits
	Postgraduate Diploma Clinical Studies	120 credits
	Postgraduate Diploma PA Studies	120 credits (must include PAS724, PAS725, PAS726)
	Masters	180 credits

Short module descriptors – Year 1

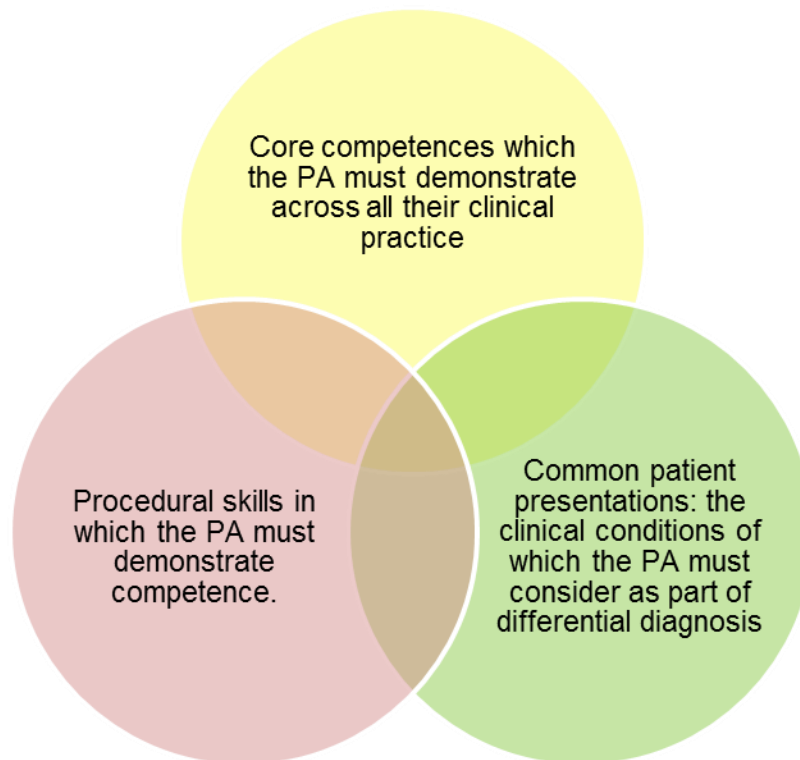
<p>Foundations in Clinical Medicine 1</p> <p>This module advances students' knowledge in pathophysiology and clinical reasoning appropriate to clinical practice. Students are exposed to relevant basic medical and human sciences and their application to practice; and a wide range of clinical experiences using Enquiry-Based Learning. They will develop clinical reasoning skills for managing undifferentiated presentations of common and important medical conditions.</p> <p>20 credits</p>	<p>Clinical, Diagnostic & Communications Skills 1</p> <p>This module deals with the acquisition of the basic core clinical competences and communication skills underpinning modern clinical practice. Through supervised practice in a predominantly simulated environment students will develop and demonstrate the clinical competences required of a Physician Associate and learn to effectively communicate with patients, carers and other healthcare professionals. .</p> <p>20 credits</p>
<p>Personal & Professional Development 1</p> <p>Modern healthcare requires students to be reflective, holistic practitioners to provide patient-centred care. During this module, students work in small groups and on clinical placement to achieve the professionalism standards required of a Physician Associate. They are exposed to the ethical and legal principles relevant to healthcare, and are expected to take an active role in developing as reflective practitioners.</p> <p>10 credits</p>	<p>Evidence-Based Practice and Research Methods</p> <p>Medical knowledge is constantly evolving. Students must be able to 'keep up to date' with advances and know what evidence is relevant and appropriate to their clinical practice. This module enables students to develop the skills required to search, retrieve, critically appraise and synthesis conclusions from the current medical literature and make recommendations for clinical practice.</p> <p>10 credits</p>

Short Module Descriptors – Year 2

<p>Foundations in Clinical Medicine 2</p> <p>The module gives students an opportunity to expand their theoretical knowledge and apply their learning to clinical practice. Students enhance their clinical reasoning skills in the management of a range of conditions. Students are exposed to advanced pathophysiological concepts relevant to their day to day practice.</p> <p>25 credits</p>	<p>Clinical, Diagnostic & Communications Skills 2</p> <p>During this module, students are predominantly based in the clinical environment. They are to develop their basic clinical competencies with real patient encounters, and in doing so are able to apply the skills learnt in the simulated environment within both primary and secondary care. Students are expected to develop their communication skills to successfully support shared-decision making and patient-centred care.</p> <p>40 credits</p>
<p>Personal & Professional Development 2</p> <p>As a qualified Physician Associate, students must exemplify the professional standards expected of a healthcare professional. This module enables them to develop the skills and values they have learnt in an immersive clinical environment. Students will also develop their skills of reflective writing and practice to enable them to use personal and professional experiences to enhance their future clinical practice.</p> <p>15 credits</p>	<p>Evidence in Practice</p> <p>This module allows students to apply and expand their knowledge of evidence based practice and appreciate the need for continuous clinical evaluation and improvement. They will and combine this learning with their developing clinical knowledge to create and disseminate a clinical case report in the style of a published report.</p> <p>40 credits</p>

7. Programme Aims

The Department of Health's requirements set out in the Competence and Curriculum Framework for the Physician Associate establishes three overarching outcomes which students must be able to demonstrate on graduation. These include:



The programme aims are derived from these three overarching aims and include the following:

1. To provide education and training as stipulated in the Competence and Curriculum Framework for the Physician Associate.
2. To provide students with the knowledge and core skills to qualify and work as a PA and to join the Managed Voluntary Register (PAMVR).
3. To develop competences in clinical skills.
4. To develop communication and team-working skills.
5. To develop students' critical and analytical powers in relation to evidence-based practice.
6. To develop and enhance inter-personal and professional skills.
7. To develop transferable skills for lifelong learning and a career as a health-care professional.

8. To provide students with opportunities for multidisciplinary and inter-professional working.

8. Programme Intended Learning Outcomes

The Intended Learning Outcomes for the MSc Physician Associate Studies reflect the Level 7 Qualification Descriptors provided by the [Quality Assurance Agency \(QAA\) Framework for Higher Education Qualifications \(FHEQ\)](#). These intended learning outcomes are further defined by the Competence and Curriculum Framework for the Physician Assistant <https://www.plymouth.ac.uk/uploads/production/document/path/8/8121/CCF-27-03-12-for-PAMVR.pdf>

8.1. Knowledge and understanding

On successful completion graduates should have developed:

- 1) A systematic understanding and critical awareness of current medical knowledge
- 2) A critical understanding of the clinical decision making process
- 3) A comprehensive understanding of contemporary evidence and literature supporting their professional practice

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

- 1) Critically reflect 'in and 'on practice, demonstrating insight, personal responsibility and accountability
- 2) Critical analysis and appraisal skills to evaluate and implement current theory and evidence relevant to their clinical practice
- 3) Application of medical knowledge to clinical reasoning to inform clinical recommendations

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

- 1) Manage and deal with complexity systematically and creatively to make and justify sound clinical judgements
- 2) Demonstrate self-direction and originality in tackling and solving problems, managing and leading themselves and others, and planning and implementing tasks as a professional practitioner.

- 3) Communicate clearly and effectively to specialist and non – specialist audiences.

8.4. Employment related skills

On successful completion graduates should have developed:

- 1) Values based behaviour, a high standard of personal professionalism and understanding of requirement to adhere to all professional standards expected of a clinical practitioner
- 2) Independent learning ability required for continuing professional development
- 3) Initiative and personal responsibility to meet all expectations of employers, professional bodies and regulators

8.5. Practical skills

On successful completion graduates should have developed:

- 1) Skills and competencies required of a Physician Associate as outlined in the Curriculum and Competence Framework for the Physician Assistant
- 2) Analysis, appraisal and synthesis skills related to current evidence, evaluation and improvement
- 3) Ability to critically reflect on professional practice to improve self- and others'- personal and professional development and practice

9. Admissions Criteria, including APCL, APEL and Disability Service arrangements

The typical offer will be:

A recognised first degree (2:1 or above) in a life science, biomedical science, or healthcare subject (from the list below); or current healthcare professionals educated to honours degree level (2:1 or above). To be accompanied by a minimum period of 2 weeks consecutive clinical setting exposure. Relevant 'on course' placement experience would count towards this exposure target. Alternatively, experience of working in a setting with customer contact, and 10 days clinical attachment experience in a hospital or general practice setting would also be considered.

Or

A recognised first degree (2:2 or above) in a life science, biomedical science, or healthcare subject (from the list below); or current healthcare professionals educated to honours degree level (2:2 or above). To be accompanied by a minimum period of 12 consecutive months clinical setting exposure. Relevant 'on course' placement experience could count towards this exposure target. If the Award is >5years old then we would expect evidence of recent academic study or completion of an academic qualifying essay.

Allied Healthcare professions including Chiropractic Studies, Dietetics and Nutrition, Optometry, Osteopathy, Paramedic Medicine, Podiatry, and Physiotherapy.
Anatomy
Biology
Biochemistry
Biomedical Sciences, Biomedical Engineering, Human Biosciences
Combined or Integrated Science
Diagnostic Imaging, Diagnostic Radiography, Radiography
Genetics
Medical Science
Pharmacology, Pharmacy, Pharmaceutical Science
Physiology
Psychology
Nursing, Midwifery

(This is not designed to be an exhaustive list; subjects not listed will be considered on a case by case basis)

Applications from non-standard applicants will be considered on a case-by-case basis by the Programme team.

English Language

If English is not the first language, an English Language qualification such as IELTS – 7.0 with no less than 7.0 in any band will be required. Equivalent qualifications can be accepted. Students having a UK degree or having lived in the UK for some years may still be required to take IELTS to demonstrate achievement of the required standard.

Personal Attributes

Peninsula Medical School considers the most predictive instrument of non-academic criteria to be a structured interview. Structured interviews are used as part of the admission process for the Physician Associate programme to identify whether a candidate can demonstrate certain personal attributes, including:

Integrity	Communication and listening skills
Awareness of self and one's limitations	Insight into what it is to be a PA

Veracity/honesty	Insight into own strengths and weaknesses
Reflective	Ability to be a team player
Flexibility	Deals with stress appropriately
Motivation/commitment	Problem solving skills
Pro social attitudes e.g. non-judgmental, empathetic	Potential for leadership

Non-academic Entry Criteria

Completion of all aspects the non-academic entry criteria by stated deadlines forms part of the overall offer of a conditional place. Failure to comply with stated deadlines may lead to the conditional offer being withdrawn.

APCL/APEL Entry

'The nature of these awards is such that no recognition or prior learning or exemptions from study are permissible, other than transfer at an appropriate level of study from another Physician Associate programme'

Fitness to Practise as a Physician Associate

(i) Student Agreement

All students applying for the Physician Associate Studies programme are required to sign a Physician Associate Student Agreement prior to confirmation of their unconditional place on their respective degree programme. The Student Agreement forms a contract between the Schools and its students and outlines the code of conduct and behaviour that is expected by Peninsula Medical School from its students.

(ii) Self-Declaration Forms and Disclosure & Barring Service Enhanced Disclosures (DBS)

All candidates invited to interview for the Physician Associate Studies programme are required to complete a self-declaration form indicating prior warnings, cautions, reprimands, fixed penalty notices and/or criminal convictions, including those made by previous employers plus previous enrolments on healthcare professional, medical or dental programmes. Self-declaration forms will be kept on the student record for all students admitted to the Physician Associate Studies programmes for the duration of their studies.

In addition, all offers issued by Peninsula Medical School are conditional upon the student completing an enhanced disclosure check via the

Disclosure & Barring Service (DBS). All significant records of a candidate's convictions, cautions, reprimands and verbal warnings will be reported to the respective Admissions Advisory Panel which, in turn, will make recommendations to the Dean or his/her nominee on that candidate's suitability to enter the Physician Associate Studies programme. Peninsula Medical School will retain the top third of the enhanced disclosure (recording personal details and disclosure number) for the duration of the programme. Information on the Enhanced Disclosure pertaining to cautions, warnings or convictions will be destroyed within six months of the issue of the Enhanced Disclosure in accordance with the Police Act 1997.

Failure to declare a conviction, warning, caution, reprimand or fixed penalty notice that is discovered later may result in the student concerned being referred to the Schools' Fitness to Practise Committee and, possibly, a requirement that the student withdraw from the programme of study.

(iii) Occupational Health Assessment & Health requirements

All applicants in receipt of a conditional offer must undertake an Occupational Health screening which will involve the completion of a health questionnaire and may also include a meeting or medical appointment with the Peninsula Medical School's Occupational Health physicians in the Staff Health & Wellbeing Service. A student must be declared fit to commence the Physician Associate Studies programme prior to any offer being made unconditional.

Non-disclosure at the admissions stage of a mental or physical health problem that is significant within the context of fitness to practise, and which is later revealed, will be considered a serious fitness to practise issue by Peninsula Medical School.

The UK Government Health Authorities require that students working in the clinical area must be screened to ensure that they are not carriers of the Hepatitis B virus. All applicants who accept an offer will need to:

- Undertake a screening blood test for Hepatitis B
- If negative, start a course of immunisation
- Thereafter provide certified evidence of immunity
- Prospective students are strongly advised to take the blood test in good time. Applicants who are Hepatitis B positive or refuse to have the blood test may be refused admission.

Please note: in response to guidelines published by the Department of Health, students on the University of Plymouth Physician Associate programme will not be expected to undertake, or be involved in, exposure prone procedures (EPPs).

(iv) Students with Disabilities

Peninsula Medical School is committed to meeting the needs of students with disabilities and recognises that they are an integral part of the academic community, which we strive to make as inclusive as possible. However we will need to consider the impact of a disability on an applicant's fitness to practise as a Physician Associate.

Peninsula Medical School is committed to ensuring that all applicants who are judged to be academically suitable are neither treated less favourably, nor placed at a disadvantage, on the grounds of their disability. Disclosing a disability on the application form will not affect the screening of the application or indeed influence the decision to invite a candidate to interview. If an offer is made, we will seek advice from Disability Services at the University of Plymouth, as well as Wellbeing Service, so that the type of assistance needed to enable students to successfully complete the Physician Associate Studies can be assessed in more detail.

Although there are rare occasions when, following professional assessment of a disability a student's suitability for admission may be affected, Peninsula Medical School will try to meet the needs of the student by making, wherever possible, reasonable adjustments to their programme of study.

10. Progression criteria for Final and Intermediate Awards

Standard Setting

Standard setting is the process used to define a level of satisfactory performance for various assessment tasks. For individuals to be assessed as satisfactory they must demonstrate performance at or above this level. Relevant standard setting techniques including Angoff, Hofstee and Borderline Regression are employed as described in the Programme Handbook.

Passing criteria and grading

Criteria for passing each module and final award criteria are described in detail in the Programme Handbook. All modules have a final module grade of Pass/Fail.

Rules of progression

For a student to progress from Year 1 to Year 2 they must normally pass all modules in the same academic year. There is no compensation of modules. Details of these rules are described in the Academic Regulations and the Programme Handbook.

Final award – MSc

An MSc Physician Associate Studies is awarded by the Award Assessment Board to students passing all MSc modules as outlined in the programme specification. Awards will be made in line with the Academic Regulations. Final awards are classified as Pass/Merit/Distinction in line with academic regulations, for more information please see Programme Handbook.

Exit Award - Postgraduate Diploma Physician Associate Studies Award

The Award Assessment Board awards a Postgraduate Diploma Physician Associate Studies to students passing core PA diploma modules, which must include all Stage 1 modules, plus PAS724, PAS725, and PAS726. Awards will be made in line with the academic regulations. The Postgraduate Diploma will be awarded with Pass/Merit/Distinction according to the criteria set out in the Regulatory Framework for Taught Postgraduate Awards in Physician Associate Studies and Programme Handbook. In order to practise as a Physician Associate in the UK, students awarded the Postgraduate Diploma must pass the National Examination (see section 3.2).

Exit Award - Postgraduate Diploma Clinical Studies Award

The award assessment board may award a PgDip Clinical Studies to any student who has successfully completed the required credits for a postgraduate diploma, but has not successfully completed all required modules, PAS724, PAS725, PAS726. A transcript of any credits additional to the required 120 may be issued. The PgDip Clinical Studies does not allow students to enter the National Examination, or practise as a PA.

Exit Award – PgCert Clinical Studies

Students leaving the programme prior to the successful completion of Year 2 will receive a transcript showing the credits achieved.

Management of Assessment

The management of assessment is overseen by the Award Assessment Board. The External Examiner provides independent overview and advice. All assessments are evidence-based and supported by educational literature. The assessments will be regularly reviewed in relation to student performance and feedback from academic staff, External Examiners and the discussions in the various Assessment Panels and the Award Assessment Board. Feedback from students via the various Student Perception survey processes is also considered.

The principle of 'frequent look and rapid response' enables the School to identify struggling students quickly, with early intervention to support and remediate students. A Special Provision Policy is in place to respond to additional requirements needed to support students.

External Examiners

External Examiners are essential to the academic well-being of the university, ensuring that:

- Standards are appropriate by reference to published national subject benchmarks, the National Qualifications Framework and the University's programme specifications
- The assessment process measures student achievement against the intended learning outcomes.
- Our awards are comparable in standard to awards conferred by other UK HE institutions.
- The assessment process is operated fairly and equitably and in accordance with University Regulations.

External examiners attend Panels and Award Assessment Board meetings and have the opportunity to attend the School during term time, to meet student representatives and review student summative assessments.

11. Non Standard Regulations

Given the nature of the programme as a primary qualification leading to clinical practice, it requires a separate Regulatory Framework from the University's standard Regulatory Framework.

12. Transitional Arrangements

Students enrolled on the mixed-delivery MSc Physician Associate Studies programme who do not successfully complete year 2 of the programme on the first attempt, will be transferred to the new MSc programme and will complete all stage 2 modules as outlined in this document. Any student enrolled on the mixed-delivery MSc Physician Associate Studies programme who interrupt their programme prior to completion of stage 2 for any reason, will be transferred to the 2 year, full-time MSc programme once they return to study, and will complete all stage 2 modules as outlined in this document. All students who have previously completed the PgDip PA Studies, or stages 1 and 2 of the mixed-delivery MSc must complete the top-up 60 credit MSc stage, and cannot substitute PAS727 as this will not provide sufficient credits for MSc award.

All students enrolled on the mixed-delivery MSc Physician Associate Studies programme, should refer to the Regulatory Framework for Taught Postgraduate Awards in Physician Associate Studies 2019.

Any student enrolled after January 2020, or completing stage 2 modules as outlined above, should refer to the Regulatory Framework for Taught Postgraduate Awards in Physician Associate Studies 2020.

Appendices Programme Specification Mapping (PGT)

Programme Specification Mapping (PGT): module contribution to the meeting of Award Learning Outcomes

Tick those Award Learning Outcomes the module contributes to through its assessed learning outcomes. Insert rows and columns as required.

Module	Credits	C core E elective	Award Learning Outcomes contributed to (for more information see Section 8)																				Compensation Y/N	Assessment element(s) and weightings [use KIS definition] E1 - exam E2 - clinical exam T1 - test C1 - coursework A1 - generic assessment P1 - practical
			Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills				Employment related skills				Practical skills					
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
PAS711	20	C	✓	✓	✓										✓	✓							N	T1 – P/F
PAS712	20	C		✓					✓		✓	✓	✓		✓	✓	✓		✓				N	P1 – P/F
PAS713	10	C		✓			✓		✓		✓	✓	✓		✓	✓	✓				✓		N	C1 – P/F P1 – P/F
PAS714	10	C		✓	✓			✓							✓	✓				✓			N	C1 – P/F
Learning Outcomes 60 credits																								
PAS724	25	C	✓	✓	✓				✓						✓	✓							N	T1 – P/F
PAS725	40	C		✓					✓		✓	✓	✓		✓	✓	✓		✓				N	P1 – P/F, E2 – P/F
PAS726	15	C		✓			✓		✓		✓	✓	✓		✓	✓	✓				✓		N	C1 – P/F, P1 – P/F
PAS727	40	C		✓	✓			✓	✓				✓			✓				✓			N	C1 – P/F
Learning Outcomes 180 credits																								
Confirmed Award LOs																								