

PROGRAMME SPECIFICATION

This Programme Specification is correct as of the date indicated; however, minor amendments may be made throughout the year and will be incorporated in the annual updating process.

SECTION A: DETAILS OF THE COURSE AND AWARD

Programme Title	Postgraduate Diploma Physician Associate
Awarding Body	Buckinghamshire New University
Teaching Institution / Course Location	Buckinghamshire New University
Faculty	Society & Health
School	Health and Social Sciences
Name of Final Award	Post Graduate Diploma
NQF/FHEQ Level of Qualification	Level 7: Post Graduate Diploma
QAA Benchmark Statement(s)	Department of Health (2006, Revised 2012) Competence and Curriculum Framework for Physician Assistant
UCAS Code	N/A
Course Code(s)	MP1PAS1
Mode and Length of Study	2 Years Full-time
Number of Intakes	1: September
Regime of Delivery	Attendance
Language of Study	English
Details of Accreditation	N/A
Month and Year valid from	1 September 2016
Month and year valid until	1 September 2022
Publication Date	17 May 2016

Potential Student Profile / Criteria for Admission:

What the award is about and who the programme is aimed at:

Within the national context it is clear that the pressures on the clinical workforce within hospitals and the community are increasing with no significant new supply of registered professionals to support the service going forward. Furthermore, the Health Education England (HEE) Broadening the Foundation Programme requires 80% of foundation doctors to rotate through community placements from August 2015, and 100% of foundation doctors to do so by August 2017. This is compounded further by the political imperative to transition the health services from the acute setting to the community environment which is having a significant impact on the quality of healthcare provision. Additionally, this constitutes a considerable loss of service within the secondary care sector, and an increased

strain on the primary care sector in terms of supervision of new and junior staff. This poses a significant service challenge for the foreseeable future.

One solution to the challenges faced by the Health Service is to introduce the role of the Physician Associate, a relatively new role in the UK although widely adopted in the USA. The Department of Health's definition of a Physician Associate is someone who is: '*a new healthcare professional who, while not a doctor, works to the medical model, with the attitudes, skills and knowledge base to deliver holistic care and treatment within the general medical and/or general practice team under defined levels of supervision*'.

This programme has been developed in accordance with the Framework of Higher Education Qualifications (FHEQ) and meets the requirements for Level 7. The programme also complies with Competence & Curriculum Framework (CCF) for the Physician Assistant (Department of Health (DH) 2006, Revised in 2012).

This postgraduate diploma will be of interest to individuals who have current experience or interest in the field of health/medicine and have the ability to study and produce work at postgraduate level. Admission will be informed by the standard entry requirements for postgraduate level programmes and the specific admission criteria for the programme. Although it is anticipated that our student group will be coming from a science background, following completion of their undergraduate study, the programme may also be attractive to mature students who have an interest in the field of health/medicine and/or relevant work experience and wish to study to become a physician associate. Therefore, the entry criteria are flexible, realistic and recognise a range of prior qualifications and experience.

It is anticipated that a significant proportion of applicants will be science undergraduate students, studying either biomedical science, biology, life sciences or sport or exercise science.

Why students should choose this award:

Prospective students should choose this award because:

- It draws on broad science principles whereby anatomical and patho-physiological processes are incorporated to provide the student with the necessary knowledge and skills to successfully undertake the training in preparation for the world of work in healthcare.
- The course has been aligned to Competence & Curriculum Framework for the Physician Assistant (DH 2006, Revised 2012). This ensures that the validated curriculum meets the CCF requirements in terms of knowledge, skills and practice so students are able to work as a Physician Associate.
- The Medical Director will be an experienced physician, who will be supported by a team of lecturers, including a Physician Associate¹.
- The programme enables the concept of student-centered approach to learning to come to the fore, giving students ownership of their own learning, which is placed within a robust pedagogical framework.
- The University has invested in state-of-the art skills laboratories and equipment to support the teaching, learning and assessment throughout the programme.
- The location of the University and the proximity of partner trusts, such as Buckinghamshire Healthcare NHS Trust, Oxford University Hospitals NHS Foundation Trust, Frimley Health NHS Foundation Trust (Wexham Park site) and a number of North West London Trusts, provide an opportunity for students to have clinical placements within the acute and community setting.
- A number of staff are involved in applied health related research and community projects, which will provide a vibrant applied research environment that informs the ongoing enhancement of the curriculum.

¹ Please note that Physician Associate is now the preferred terminology used across the sector. However, the DH CCF document still refers to this role as Physician Assistant and therefore both terms feature in this document.

- The programme has a strong employability focus to enable students to become competent physician associates. Links with healthcare partners are key. The Faculty has a number of well-established partnerships with health organisations to enable enhancement of the student experience and to promote practice-based learning.

Opportunities available for students after completion of the award:

- Graduates can make use of the Careers and Employment Service of the University for two years following graduation.
- Graduates can progress to the world of work as a physician associate in a range of clinical environments, such as in an acute hospital, the community setting, general medicine, surgery, emergency care etc.
- Graduates can also progress to postgraduate study and will have the opportunity to enroll onto a MSc top up degree and/or they may be eligible to enroll onto an MPhil/PhD or a Professional Doctorate programme at the University, or at another University.

Expected entry qualifications, knowledge and skills that the entrant will have on entry to the programme:

- Achievement of a first degree, minimum of a 2:1, in a life science, e.g. Biology, Biochemistry, Biomedical Science, Medical Science, Nursing, Physiotherapy or equivalent qualification or health-related subject from a UK university or an equivalent overseas qualification. Advice on equivalent status of overseas awards will be obtained from the National Academic Recognition and Information Centre for the UK (NARIC™). Certified translation of any certificates not in the English language must be provided.
- A Level Chemistry Grade C or equivalent.
- GCSE Maths and English Grade B or above.
- Demonstrate proficiency in the English language, e.g. achieve an IELTS score of at least 7.5 in all sections or equivalent (in line with the General Medical Council requirements).
- Have experience of working with people, for example, in a health or social care context.
- Demonstrate appropriate personal qualities, motivation, communication skills and understanding of the PA role during the selection process.

A satisfactory Disclosure and Barring Service (DBS) check and occupational health assessment will be required by all applicants prior to acceptance on the course. Candidates who fail the DBS check and/or occupational health assessment will not be given entry onto the course.

The DBS in the UK does not currently conduct overseas criminal record checks. Therefore, International applicants, those without British Citizenship and British Citizens with a significant period of overseas residency require a criminal records check or certificate of good conduct from their home/overseas country prior to entry onto the course. A UK DBS check will be required after enrolment. Should the DBS and/or occupational health assessment be unsatisfactory the student will be referred to the Fitness-to-Practise panel.

SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

Programme Aims

The main educational aims of the programme are to:

- Enable the student to acquire the knowledge and skills to practice as an autonomous accountable physician associate utilising best evidence in a compassionate, safe, competent, accountable and professional manner to meet national standards.

- Nurture a commitment to continuing self-reflection and professional development with a critical awareness of the ethical and legal issues related to the discipline.

Programme Learning Outcomes

A. Knowledge and Understanding

On successful completion of Postgraduate Diploma Physician Associate a graduate will be able to:

1. Demonstrate a systematic understanding and critical awareness of current medical problems and/or new insights, much of which is at, or informed by, the forefront of professional practice.
2. Competently deal with complex medical issues, making sound clinical judgements in the absence of complete clinical data and communicating this effectively to the wider interdisciplinary team.
3. Utilise a broad science knowledge base, demonstrating a sound understanding of clinical and medical sciences, including pharmacology, therapeutics, public health and epidemiology, to underpin patient assessment, clinical decision making and clinical management of patients across the lifespan.
4. Successfully complete and pass the National Physician Associate Examination allowing entry onto the Managed Voluntary Register.

B. Intellectual/Cognitive Skills

On successful completion of Postgraduate Diploma Physician Associate a graduate will be able to:

1. Critically evaluate and demonstrate a comprehensive understanding of research and associated methodologies, in order to review clinical and research data and evaluate outcomes of clinical interventions/treatments/management plans, in order to propose and implement appropriate management plans.
2. Demonstrate original application of scientific knowledge, together with practical understanding of how established research techniques are used to create and interpret knowledge within the discipline of medicine.
3. Critically appraise and utilise the evidence base and exemplars of best practice to underpin clinical practice and for advanced scholarship, demonstrating originality in the application of knowledge to practice.
4. Demonstrate professionalism, self-direction and originality in problem solving, planning and the execution of patient management plans.
5. Demonstrate skills of critical self-appraisal and self-reflection, in and on action.

C. Practical Skills

On successful completion of Postgraduate Diploma Physician Associate a graduate will be able to:

1. Practice in a legal, ethical and compassionate manner within the scope of professional practice.
2. Conduct safe, appropriate and effective history taking, clinical examination, and consultation with patients across the lifespan and in a range of clinical settings.
3. Demonstrate appropriate and verbal, non-verbal and written communication skills, where appropriate receiving, eliciting and transmitting information, in all professional situations.
4. Identify, request and, where appropriate, conduct clinical investigations, in a range of clinical presentations across the lifespan and in a range of clinical settings.
5. Exercise a systematic approach and critical awareness to problem solving using skills to interpret information, inform differential diagnoses and undertake clinical management.
6. Formulate integrated coherent management plans, including referral and review, for the care and management of patients across the lifespan and in a range of clinical settings, demonstrating originality in the application of knowledge.
7. Produce coherent and accurate clinical and professional records.
8. Critically assess and manage risk in all aspects of professional practice.
9. Develop professional relationships across the scope of professional practice in order to work effectively within the interdisciplinary team, with both direct and indirect supervision, and where appropriate teaching and supervising others.

D. Key/Transferable Skills

On successful completion of Postgraduate Diploma Physician Associate a graduate will be able to:

1. Communicate in a professional and effective manner with a wide range of individuals.
2. Conduct a client/patient relationship in a professional manner, demonstrating a critical awareness of ethical and legal issues.
3. Manage time, prioritise workloads, recognise and deal with personal emotions and stress and demonstrate decision making in complex and unpredictable situations.
4. Utilise up-to-date information and communication technology.
5. Critically review one's own clinical experience in order to recognise and understand success or failure, demonstrating autonomy in taking appropriate steps towards improvement, and the independent learning ability required for continuing professional development.

Table 1: Programme Skills Matrix – Assessment

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
CL743	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CL744	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CL745	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

The QAA (2008) benchmarks recommend that the learning and teaching methods used should include combinations of the following: 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. These recommendations have been considered in the design of the learning and teaching methods for this programme.

A key consideration in programme design for health-related study is the role of experiential learning, where students engage in vocational activities. Learning will be encouraged through practical skills sessions, authentic simulation exercises, observation, as well as formal lectures, interactive seminars and the use of enquiry-based learning. At the core of the programme is the use of the clinical skills laboratories where students will work in pairs or small groups, to help them develop technical and clinical competence and skills, engage in team working and problem solving activities. Although there is written content for modules that will be followed during the teaching weeks, the students will be

encouraged to develop their independent learning through enquiry-based activities in the skills laboratory environment.

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 laboratory sessions: 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.

Authentic scenarios and simulation: 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 enquiry-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 and problem solving skills.

Service provider partnership and user involvement: students will experience excellent role modelling in collaborative working as health service partners and academics work together to provide an environment that is enabling and development; ensuring students achieve competence at all stages of the programme. This will be experienced by the student through simulation in the skills laboratories and in clinical practice. A feature of this programme will be the ongoing engagement of our health partners in the delivery and enhancement of the curriculum to ensure it is contemporary, evidence based and clinically focused. The service providers will have a role in the ongoing curriculum development, review and monitoring, interprofessional clinical simulation and assessment activity based around authentic scenarios. Students will learn through simulation and engaging in clinical practice within the acute and community setting. Service users will be actively involved in selection/ recruitment activities and simulation activity in the skills laboratories; bring learning to life.

Clinical Teaching Associates: students will be able to gain authentic simulation experience through undertaking intimate examinations (gynaecology, breast and prostate examinations) facilitated by Clinical Teaching Associates (CTAs). The CTAs are employed as Associate Lecturers and trained to be actively involved in the teaching and assessing of the students, they may be involved in setting exam questions and writing OSCEs and are trained to debrief and provide students with feedback during and following the examination, which is central to the role. The employment of CTAs to facilitate authentic simulation is widely used in medical schools and for PA programmes.

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.

Workshops: will be available for self-directed study and access to materials and equipment for practical work in the skills laboratories. Workshop inductions will include health and safety, safe working practices and demonstrations of process and technique.

Employability: 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.

e-Portfolio: Personal Development Planning is incorporated into the curriculum, to aid students to reflect on their learning, performance and achievement and to assist in the planning of their on-going personal and professional development (QAA, 2000). The students' PDP will sit within their e-portfolio. The use of the e-portfolio will enable students to develop IT skills alongside their development as independent reflexive learning. By engaging with their e-portfolio they will develop emotional intelligence and chart their personal, professional development and their practice competence. The e-portfolio/PDP will be a personal record of their academic and professional development throughout their course and beyond.

Clinical Procedural Skills Passport: the passport is designed to document the students' progress in achieving competence in procedural skills and has been based on what that the General Medical Council (GMC) requires medical students to be competent in at graduation. The procedural skills are: i) general aspects of procedural skills; ii) diagnostic procedures; iii) therapeutic procedures. The passport has been developed by the University of Birmingham for their PA programme and the University has been given permission to utilise it for its programme.

Enquiry Based Learning: This curriculum is based on Enquiry-Based Learning, an approach that is both active and student centered, in the sense that it is driven by students' own decisions about appropriate ways in which an issue or scenario might be approached. Enquiry-Based Learning 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.

Honorary Lecturers: the School already has a number of honorary appointments encompassing an array of specialities; these practitioners are active in the delivery of current curricula and intend to extend this further to include medical practitioners and physician associates to enable the curriculum to have discipline specific support and to enable professional socialisation of the students.

Attendance Requirements on the Programme: lack of attendance in this subject area causes difficulty with the acquisition of knowledge related to clinical practice, enquiry based learning activity and clinical skills training as these activities are interrelated and designed to develop the student's clinical competence as well as provide formative assessment and ongoing feedback and feed-forward. Furthermore, lack of professional courtesies (punctuality and commitment to work) would impact heavily on a student's future employment. In medicine, working as a team and developing professional networks are key to employment and the adjunct faculty who support the programme will note the commitment and professionalism of the students. Therefore, as students are attending a

programme that leads to a practitioner award, attendance is essential and will be monitored both in the University and during their clinical placements.

Students are informed of the 80% attendance requirement at interview, on enrolment in year 1 and 2. All students will be required to sign an attendance statement that confirms that they understand the programme attendance requirements and the implications of not achieving this; this will be retained in their student file and a copy given to the students for inclusion in their e-portfolio. Students are also required to sign the register for each academic lecture/seminar/workshop they attend and their clinical supervisors in practice will be required to sign students' practice documentation for completion of practice hours.

Attendance records for each of the scheduled classes will be scanned and stored electronically. The cumulative attendance percentage represents the total number of hours of classes attended out of the total scheduled. The theoretical hours will be logged by the programme administrators and the practice hours will be logged by the Placement Unit and reviewed by the Medical Director. Attendance records will be monitored on a monthly basis and students who have poor attendance will be identified as 'at risk' and seen and counselled by the Medical Director and a warning letter sent. If the student's attendance is in danger of dropping below 80% the student will be sent a further warning letter requesting a formal interview with the Medical Director. Referral to student support services will be made if the student appears to have personal or health issues which are affecting their ability to attend classes. Or, should there be good reason why a student has missed an assessment linked to their clinical competence (e.g., through bereavement), students will be advised to utilise the appropriate policy, e.g. mitigating circumstances, and appropriate amelioration will be put in place (e.g. additional clinical time).

Work-Based / Placement Learning

For the duration of the two year programme, the students will undertake a minimum of 1,600 hours of clinical practice (up to 200 hours of simulation), which constitutes 50% of the programme, in 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 their programme they will have an opportunity to undertake an elective placement in areas such as: Cardiology, Gastroenterology, Dermatology, Neurology etc. The programme fulfils all of the content requirements as detailed in the Competence and Curriculum Framework for the Physician Assistant (2012), including appropriate experience in the operating theatre and emergency department. Clinical placement experience will be varied to reflect the diverse nature of medicine and to meet the CCF and the pending accreditation of programme standards and requirements to ensure the students are eligible for entry onto the PA Managed Voluntary Register on successful completion of their studies and on passing the National examination. Clinical placement learning will enable students to gain further knowledge, understanding, skills and professional values associated with being a healthcare professional.

During their clinical placements the students will work on average an 8 hour day and across the 24 hour period to include, where appropriate, weekends and night duty since this exposes them to different medical challenges and to different working systems. Whilst in the clinical setting the students will be able to apply their learning to real patients/clients under the direct supervision of their clinical supervisor.

Students will be assessed in terms of professional behavior both within the classroom setting and whilst on clinical placement. There is a requirement for the professional and ethical assessment to be signed off at the end of each placement by their clinical supervisor and this will be held in their Practice Assessment Document. If a student fails a placement they will become an associate student and will be required to retrieve that placement before they can progress into the next year. If two placements are failed in a year this will result in the student failing the programme.

SECTION C: PROGRAMME STRUCTURE

Table 2: Programme Structure Table

Course Title		Postgraduate Diploma Physician Associate								
Course Code		MP1PAS1								
Mode of Study		Full-time								
Credit Value		UK	120	ECTS			60			
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]ore / [O]ptional)	Credit Value	Assessment Regime			Semester Taught *	
						Written Exam %	Coursework %	Practical %		
CL743	General and Adult Medicine	7	1	C	60	40%	10%	50%	SB	
CL744	Specialist and Acute Medicine	7	2	C	60	40%	20%	40%	SB	
CL745	National Physician Associate Examination	0	2	C	0	P/F			S2	

Table 3: Mapping of Programme Outcomes to Modules

[Level 7 PG Cert Clinical Sciences - would not allow entry to the National examination or entry onto the Managed Voluntary Register]

Programme Outcome	Module CL743	Module CL744	Module CL745
A1	X		
A2			
A3			
A4			
B1			
B2			
B3			
B4			

Programme Outcome	Module CL743	Module CL744	Module CL745
B5	X		
C1	X		
C2	X		
C3	X		
C4			
C5			
C6			
C7	X		
C8	X		
C9			
D1			
D2	X		
D3	X		
D4	X		
D5			

[L7 PG Dip Clinical Sciences - would not allow entry to the Managed Voluntary Register and awarded to those who have failed the National Examination on the third attempt or who decide not to proceed to the National examination]

Programme Outcome	Module CL743	Module CL744	Module CL745
A1	X	X	
A2		X	
A3		X	
A4			
B1		X	
B2		X	
B3		X	
B4		X	
B5	X	X	

Programme Outcome	Module CL743	Module CL744	Module CL745
C1	X	X	
C2	X	X	
C3	X	X	
C4		X	
C5		X	
C6		X	
C7	X	X	
C8	X	X	
C9		X	
D1		X	
D2	X	X	
D3	X	X	
D4	X	X	
D5		X	

[Level 7 PG Dip Physician Associate]

Programme Outcome	Module CL743	Module CL744	Module CL745
A1	X	X	X
A2		X	X
A3		X	X
A4		X	X
A5		X	X
B1		X	X
B2		X	X
B3		X	X
B4		X	X
B5	X	X	X
C1	X	X	X

Programme Outcome	Module CL743	Module CL744	Module CL745
C2	X	X	X
C3	X	X	X
C4		X	X
C5		X	X
C6		X	X
C7	X	X	X
C8	X	X	X
C9		X	X
D1		X	X
D2	X	X	X
D3	X	X	X
D4	X	X	X
D5		X	X

SECTION D: CONTACT HOURS

Table 4: Breakdown of Contact Hours

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Terms 1-3	270	754	576	1600
Terms 4-6	117	459	1024	1600
Total	387	1213	1600	3200

SECTION E: ASSESSMENT REGULATIONS

This programme conforms to the approved University procedures as detailed on the University website.

The calculation of this award will be as follows:

Year 1 – 60 credits at Level 7

Year 2 – 60 credits at Level 7

And on successfully passing the National Examination

The programme will be offered with the final award of Post Graduate Diploma Physician Associate. However, university regulations permit awards to be made at the following step off points:

Completion of 60 credits at Level 7 leads to an award of Post Graduate Certificate in Clinical Sciences
Completion of 120 credits at Level 7, without successful completion of the National Examination, leads to an award of Post Graduate Diploma in Clinical Sciences. Students are able to have 3 attempts at the National Examination.

Compensation will not be applied to either module. The students must pass each element of a module independently to pass the module overall. A student, on failing the first attempt in an element, will be allowed one further attempt to pass in that element. The pass mark for each component is 50%. Students are required to achieve a minimum of 80% attendance to qualify for entry to the examinations. This will apply to all modules: CL743; CL744; CL745.

Any student not meeting the minimum 80% attendance for either CL743 or CL744 will not be permitted to undertake the National Examination. This will be classed as a referral and referral classes must be attended prior to a second attempt. Where OSCEs have more than one station or element, students will be required to pass 2/3rds of the total number of OSCE stations with a calibrated station score of 50% or above AND pass the OSCE overall with an average calibrated station mark over 50% or above.

Students who fail a clinical placement in year 1 and are made an Affiliate, will, on successfully completing the failed clinical placement and prior to resuming their studies, be required to do a period of revision, undertake an MCQ and skills assessment OSCE to ensure they are fit to resume their studies and clinical practice placements in year 2. Those that fail to achieve the required level and/or have had a break in studies for more than 1 academic year, will not proceed to year 2 and may be eligible to be awarded a PG Cert Clinical Sciences.

This programme will be covered by the following University regulations: *Academic Assessment Regulations – Postgraduate Programmes*.

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