Clinical and professional skills assessment: additional information and guidance on creating and preparing a submission for the Medical Licensing Assessment
Clinical and professional skills assessment: additional information and guidance on creating and preparing a submission for the Medical Licensing Assessment

Introduction
This information and guidance accompany the Clinical and Professional Skills Assessment (CPSA) requirements, describes our processes for determining whether a CPSA meets the requirements, and sets out how assessment providers* should complete their submissions.

The Medical Licensing Assessment
The purpose of the Medical Licensing Assessment (MLA) is to demonstrate that an individual has the professional skills, knowledge and behaviours to function safely as they enter clinical practice in the UK.

The Clinical and Professional Skills Assessment (CPSA) forms one part of the MLA, and is defined as the final high stakes clinical assessment provided by:

- UK medical schools for medical students in their penultimate or final year of undergraduate education, and
- the GMC for those international medical graduates (IMGs) who wish to practise medicine in the UK and must demonstrate their knowledge and skills through taking the MLA.

The other part of the MLA is the Applied Knowledge Test (AKT). You can read more about the AKT on our website.

UK medical students graduating from the academic year 2024-25 will need to hold a medical degree that includes a pass in both parts of the MLA and the other assessments

* This document refers to all medical schools and the GMC as ‘assessment providers’ and all test-takers as ‘candidates’.
set by their medical school before they can join the medical register with provisional registration with a licence to practise.

From 2024 IMGs will need to pass both parts of the MLA and meet our other conditions, including providing evidence demonstrating that they have an acceptable primary medical qualification, clinical experience and the necessary knowledge of English, before they can apply for registration with a licence to practise.

**Purpose of the guidance**

This guidance is for use by assessment providers when creating and preparing a submission for a CPSA to count towards the MLA.

This guidance outlines examples of evidence that you may wish to provide in support of your submission.

**How we will assess your submission**

We will assess your submission against our Requirements for the Medical Licensing Assessment Clinical and Professional Skills Assessment. There are 20 requirements in total. The process is set out below:
As an assessment provider, you must submit a first, full submission covering all requirements. In future years, you won’t have to submit evidence against all requirements, only those areas where you are making changes. As part of your submission, we’ll want to see evidence of how the changes you are planning fit in with your CPSA and the requirements.

Meeting the requirements
For each of the 20 requirements, you’ll need to submit a narrative and supporting evidence to show how your CPSA meets the requirement.*

We will review the submission with the help of a panel of independent assessment experts who have been appointed through open recruitment for their relevant assessment experience and expertise. We recognise that a CPSA may demonstrate both areas of strength and areas for development. Where areas of development are identified, this will not initially prevent the CPSA being signed off as compliant and meeting the purpose of the MLA.

Your CPSA may be one of a number of formats (eg Objective Structured Clinical Examination (OSCE), Objective Structured Long Examination Record (OSLER), Practical Assessment of Clinical Examination Skills (PACES)). We won’t consider the format except to understand how your particular implementation of it meets the requirements.

Identifying effective practice
As we review your submission, we will look to identify effective practice to share with other assessment providers in the yearly report on the CPSA with your permission. The submission template in Annex A contains a section for you to identify particular areas of practice you want to highlight to us.

Outcomes and feedback report on your CPSA
When we’ve reviewed your submission with the expert panel, we’ll provide you with a feedback report. This will contain an overall judgement on your CPSA, as well as whether your CPSA meets each individual requirement. We will also subsequently publish the report on our website as part of our reporting on medical schools to check that quality management processes are in place and that they meet our standards.

The report will contain a number of subheadings, including:

* Whilst we expect all CPSA providers to provide evidence against all requirements, there may be instances – for example the CPSA for IMGs and overseas CPSAs – where some requirements are not relevant. The narrative should explain why evidence is not required.
Requirements met
We will provide feedback on the requirements you have met, including where we have identified effective practice.

Mandatory changes
We will set mandatory changes where we have found that the CPSA requirements are not being met. Each change is:

- targeted
- outlines which part of the CPSA requirement is not being met
- mapped to the narrative and evidence from your submission.

Recommended changes
We will set recommendations where we have found areas for improvement related to the CPSA requirements. The recommendations will highlight areas you should address to improve, in line with effective practice.

Actions
Where we set mandatory changes or recommendations, we will put a plan in place, asking for interim updates on the changes you have made to your CPSA, together with evidence that progress is being made in/has been completed by the following year’s submission.

Mandatory changes must be made by the time of the next year’s submission. A CPSA might not be signed off as compliant with the requirements if the changes are not made.

Recommended changes may be made over a longer time period. In your next submission, you will need to demonstrate that progress is made. Repeated non-engagement or lack of satisfactory progress with a recommended change may result in it becoming mandatory.

Submission checklist
You should send us your submission using GMC Connect, our secure portal. Before you submit, you must ensure that it meets the following criteria:

- You have submitted a narrative for each requirement.
- You have supplied evidence in support of the narrative for all relevant requirements.
- Any piece of evidence that relates to more than one requirement has been referenced in each of the relevant requirements.
You have completed the document list specifying all the evidence sent with the submission and identifying to which requirement each piece of evidence relates.

Each document has been clearly labelled with an appropriate filename and must be dated or sequenced to show how it relates to the details within the submission.

All documents have been referred to in the narrative. If you are supplying a large document, for example the assessment strategy, please ensure that the narrative includes references to the relevant sections, for example specific page numbers. It is your responsibility to direct the reviewers to the evidence that supports the narrative.

All external hyperlinks are to publicly accessible documents.

Documents are not password protected. GMC Connect is a secure portal so documents do not need to be password protected.

In general, documents should not include personal data of candidates, patients, role players or examiners. You do not need to redact published documents, for example external examiner reports.

Pictures have not been embedded in the narrative. All evidence should be submitted as separate documents.

The narrative explains any relevant abbreviations used in the evidence.

**Sending us your completed submission**

Once you have completed the form and gathered the supporting evidence, you should submit it using GMC Connect, our secure portal. Please contact us at mta@gmc-uk.org if you need to set up a GMC Connect account.

**Completing the narrative**

**Overview of your CPSA**

The table at the beginning of the submission template in Annex A captures the key features of your CPSA: number of students, testing time, number of sites, standard setting method, etc. The aim is to give reviewers an overview of your CPSA to refer to as they review the individual requirements.

**What to include in the narrative**

Where you are asked to describe something, you should provide all the detail you feel would be required by an assessment expert reviewing the submission to make a judgement about how well that aspect of your CPSA meets the requirement. It should be
written in a way that is easy for the reviewers to digest and understand, with clear references to the evidence, as required. This includes things like spelling out any acronyms in the narrative or supporting evidence. If you are not sure about the level of detail to provide, please provide more, rather than less, detail. We may ask for further evidence.

You should also consider highlighting in your narrative any areas where you are trying out a new approach, where you feel your current practice needs improvement, or where you may have gaps in your evidence, together with any steps you intend to take to remedy these areas.

We will ensure that the reviewers who assess your submission have no prior conflict of interest with your medical school. This means that they will not know the details of your CPSA. As a result, you should not make assumptions, but be as clear in your narrative as you can to ensure they understand your particular approach.

Quality improvement is an essential part of the assessment cycle and you should highlight for the reviewer how this is built into your processes. Often the most helpful way to demonstrate this will be to give a concrete example of when you have put a process into action, for example by showing the life cycle of a station from creation to post-exam review, showing how you consider comments from writers, reviewers, examiners and patients.

**What to include in the evidence**

Where you are asked to demonstrate something, you should include evidence that supports your narrative. This should typically be by giving an example of the process in action that demonstrates the outcome you have described in your narrative.

Your evidence should support the narrative. This means that each piece of evidence must be referenced in the narrative. Where possible, give concrete examples in your evidence. For example, for Requirement 7: Quality of CPSA content, a template may not be enough for reviewers to understand your approach to constructing scenarios, whereas a template and example station would give them more insight.

Where you are submitting evidence from a previous year, for example an external examiners’ report or psychometrician’s report, you should ensure that it remains relevant to the design of the current CPSA. Where evidence is older, for example in the case of an assessment strategy, you should provide the most up to date version of the document.

**Suggested evidence**

Below we list suggested evidence for each requirement to give an indication of the kind of evidence that assessment providers might typically use to support their narrative. It is not intended to be exhaustive and you may feel that another piece of evidence that we have not listed will better support your narrative. If you are uncertain about whether to submit
a piece of evidence, consider whether it outlines or supports the process through giving an example of the process in action.

If you have questions about completing your submission, please contact us at mla@gmc-uk.org. We cannot advise you as to whether a piece of evidence will meet the requirement before it is reviewed but we can help guide you on the kinds of things that should be in the submission.

**What if we have more than one final high stakes clinical exam?**

Your submission will need to cover all high-stakes clinical exams in the final year. If you assess the clinical skills set out in the MLA content map in other ways for the purposes of graduation, you should cover your approach to these in Requirement 1: Assessment strategy. The level of detail you should include will depend on your approach, but generally you should give more detail the more you assess clinical exams in ways other than the CPSA.

**What to include for CPSAs at overseas sites**

If you run a programme with a partner school overseas which leads to the award of a UK primary medical qualification (PMQ), you will need to provide evidence of how the CPSA is equivalent to the exam run in the UK and highlight any variations due to local differences, as well as any steps you’ve taken to mitigate them.

You should do this for all requirements, either by making a statement that there is no difference in approach, or by explaining the rationale for the variation and the mitigation, along with supporting evidence.

If your students return to your school to take the CPSA in the UK, you should reference specifically what preparation and support they are given (Requirement 10: Results and feedback to candidates) and how you manage remediation and resits/retakes, as well as any other differences in their experience of the CPSA in comparison to students who take their whole degree in your school.

**Making changes to your CPSA**

Where you are considering making imminent changes to your CPSA, you should include them in your submission. If the changes are longer term, and will not affect the coming year’s CPSA, your submission should not include them.
Guidance by requirement

Design

1 Assessment strategy

Guidance
To meet this requirement, you should show how the CPSA fits in with the suite of assessments you use to graduate students in the final year. For example, if you use a portfolio to sign off the practical skills and procedures, you should provide evidence in this requirement.

Suggested evidence

i Assessment strategy or programme assessment map. This should outline the progression points in the programme and any eligibility criteria for the final CPSA.

ii Evidence that individual candidate performance has been reviewed and progression decisions are made in line with procedures (eg minutes from exam boards/progress panels showing that only candidates eligible to progress enter the CPSA).

2 CPSA design

Guidance
To meet this requirement, you should detail all the practical design features of your CPSA. We will need to understand how the CPSA works from the candidate perspective – what does each candidate need to do on the day to complete the CPSA?

Suggested evidence

i Description of the format of the CPSA (OSCE, OSLER, MOSLER, PACES etc.), station type (long case, integrated skills, etc.) and testing time, and an explanation of the rationale underpinning the design of the CPSA,

ii Description of each CPSA circuit, including number and duration of stations, number of sites and circuits, and patient marking.
3 Scoring

Guidance
To meet this requirement, you should describe how each station is scored and how the CPSA is scored overall. This should include a description of the mark scheme, how marks are allocated to each element of the mark scheme, and how the total station score, and total CPSA score are calculated.

If you have different scoring criteria for different station types, you should document each of them in the evidence and provide an overview and rationale in the narrative. If you use a fixed maximum score per station you should outline the rationale for this approach.

Suggested evidence

i. Example station materials including a marksheet or markssheets showing scoring (individual items and global descriptors), examples of weightings, rating scales and any anchor statements/other examiner guidance.

ii. Any generic scoring guidance, eg generic anchor statements/descriptions of the borderline/just passing candidate.

iii. Description of how overall CPSA scores are calculated and outcomes determined.

iv. Example of the rating scale and scores used by the simulated or real patient, if applicable.

4 Standard setting

Guidance
To meet this requirement, you should document how you set the standard in the CPSA. This should include a description of all the pre- and post-assessment processes used to arrive at a final pass mark and pass/fail outcome decision for each candidate. You should also describe how the standard is maintained over different circuits, sites, as relevant, and over time.

If you use a different method to set the standard in a resit or retake CPSA, you should describe the rationale and method, and how you assure yourself that the standard is maintained from the first-take. If you use a sequential model, then you should document how the standard setting is maintained across both sequences.

If you have a process for making post-test modifications to the passing score (eg by removing a poorly performing element in a station and recalculating the station pass
mark), you should cover that under this requirement and provide examples of decisions you have made.

You may find that a standard operating procedure and/or worked example of how you set the standard help provide the necessary evidence for this requirement.

**Suggested evidence**

i. Detailed description of standard setting method/s and the application within and across stations (including approaches to compensation within the CPSA or across different assessment components, for example across different domains).

ii. Description and rationale for any additional standard setting criteria, eg minimum number of stations to pass, and/or the use of one or more standard errors of measurement.

### 5 Assessing professionalism

**Guidance**

To meet this requirement, you should show how your CPSA incorporates assessment of professionalism through the content, as well as how unprofessional behaviours are captured in the CPSA, and the mechanisms for addressing them.

We do not expect the CPSA to assess all elements of professionalism, and you may want to explain your approach in the wider context of your assessment strategy.

**Suggested evidence**

i. Description of how professionalism is assessed, across the CPSA as a whole and at station level, mapping the approach to the clinical and professional capabilities in the content map.

ii. The process for logging and addressing concerns relating to unprofessional behaviours (eg cause for concern/yellow card) and its role in contributing to the outcome of the CPSA.
6 Content sampling

Guidance
To meet this requirement, you will need to describe how you select your CPSA content and how it maps to the MLA content map, and in particular the three overarching themes. In order to do this, you should consider including:

- An explanation of your sampling approach and how it fits with the content map.
- Your approach to using new stations and reusing old ones.
- An example CPSA, with the rationale for how it is selected, including the assessment strategy where relevant.
- The sampling strategy for resit or sequential tests, if this is different to your first sit.

Suggested evidence

i Evidence that the overall CPSA blueprint is mapped to the three overarching themes of the content map and that candidates demonstrate a level of competence across the content map domains. This could include a worked example of mapping the content of a single CPSA to the themes and domains in 6a and 6b.

ii A sampling grid for a single CPSA showing where and how candidates can demonstrate their ability to identify and interpret clinical findings.

7 Quality of CPSA content

Guidance
To meet this requirement, you should describe the measures and processes you have in place to produce quality assessment materials mapped against the three themes of the content map. This should include:

- How you assure yourself that the purpose of the task and level of challenge is appropriate for a newly qualified doctor (for example, the range of stakeholders used in construction and testing a station) and reflects patient communities.
- The life cycle of a station, showing how you make changes following feedback from examiners, patients, role players or candidates.
Your approach to identifying gaps in your station bank and how you refresh it.

*Suggested evidence*

i. Case study showing the lifecycle of a station.

ii. Description of the processes for ensuring that stations are set at the level for entering clinical practice in the UK and reflect what doctors might encounter in the workplace.

iii. Description of processes for ensuring that stations are authentic from the patient's perspective.

iv. Details of the recruitment, training programme (including ED&I), and materials for new station writers, including how you ensure that these skills remain current.

v. Description of station review processes, including examples of feedback and post-exam station metrics, and the revisions made to stations.

8 **Security of CPSA content**

*Guidance*

To meet this requirement, you should show how you ensure the security of CPSA materials. This could include a description of how station content is stored, shared and reviewed, as well as how you share materials with role players, patients and examiners.

If you run the CPSA at multiple sites and/or across days, you should describe the measures you use to ensure the security of the materials.

You may also want to show what steps you take to monitor results and how this informs your approach to security: for example, if you don’t quarantine candidates, how you assure yourself that there are no adverse effects from this.

If you have experienced security incidents in the CPSA, you should show how you have learnt from these and what steps you have taken to prevent them happening again.

*Suggested evidence*

i. Narrative describing security measures, including details of the process for station usage/review/revision/storage and sharing.
Preparation of and support for candidates

9 Familiarisation with the assessment process for candidates

Guidance
To meet this requirement, you should demonstrate how you prepare candidates to take the CPSA and what information you give them about the day of the exam. This means ensuring that they are familiar with the format and the expectations, for example through mock-CPSAs.

If you release any information about CPSA content prior to the assessment (for example, station titles), you should explain what information is given, and the reasons for this approach.

Suggested evidence
i Evidence of timing and methods of communication, eg talks (slides and/or video recording), virtual learning environment (VLE) announcements, e-bulletins, handbooks, formative/mock CPSAs.

10 Results and feedback to candidates

Guidance
To meet this requirement, you should describe the information you give to candidates about their results and performance, including information given to support failing candidates.

Suggested evidence
i Examples of information provided to candidates, including results and feedback (eg examiners’ free text comments).

ii Description of processes for assuring the quality of feedback to candidates, including results and feedback (eg examiners’ free text comments).

iii Description of the remediation plan (eg feedback for unsuccessful candidates, availability of revision sessions).
Preparedness of examiners and patients for the CPSA

11 Examiners

Guidance
To meet this requirement, you should show how you ensure the quality and consistency of marking through the recruitment, training and standardisation of examiners.

Suggested evidence
i A description of the examiner recruitment process, including the criteria for becoming an examiner.

ii Exemplar materials for training events, covering examiner conduct, equality, diversity and inclusion (EDI) training, including awareness of bias, scoring guidance (both station level and global judgements) and training on giving feedback to candidates.

iii Details of marking standardisation/calibration exercises to ensure that examiners have a common approach to identifying different levels of performance, especially borderline candidates.

12 Simulated/ real patients

Guidance
To meet this requirement, you should show how you ensure that you have a robust system for recruiting and training simulated patients, and what steps you take to reflect diverse patient communities.

If your role players or simulated patients provide a mark, or otherwise contribute to the station score, then you should document what you do to train and calibrate them.

Suggested evidence
i Narrative detailing the involvement of simulated/real patients in the CPSA.

ii Narrative detailing how simulated/real patients are trained and prepared for their role.

iii Familiarisation of simulated/real patients with their role.
13 **Collaboration between examiners and patients**

*Guidance*

To meet this requirement, you should show how your examiners and simulated/real patients prepare together for the station to ensure that, in the case of a real patient, the examiner knows what signs the candidate should find; or, in the case of a role player, the examiner and role player understand how the case should be presented, and any questions from the role player are clarified.

If you have multiple sites, you should show what steps you take to ensure that the station is being run in the same way across sites.

*Suggested evidence*

i Details of examiner and patient briefings and station level familiarisation proximal to the CPSA.

ii Description of how the examiner and patient prepare on the day of the exam, eg by rehearsing the station together, or with examiners and patients on parallel circuits.

14 **Feedback to examiners and simulated patients**

*Guidance*

To meet this requirement, you should show how you monitor examiners and role players during, and after, the CPSA. This may include within-station behaviours, marking and consistency of performance for the role players.

You should also show how you monitor and evaluate the effect of any feedback you give.

*Suggested evidence*

i Description of how examiner and simulated patient performance is monitored during the exam, and after, by the exam board/admin office.

ii Details of how examiner performance is monitored.

iii Description of feedback provided to examiners and simulated patients.

iv An example of an examiner feedback report.

v Details of any additional training required by examiners identified as under-performing.
Policies and resources

15 Policies and procedures

Guidance

To meet this requirement, you should show how your CPSA operates within the context of a robust policy framework, which makes it clear to staff and candidates what should be delivered, and what is and isn't permissible.

Suggested evidence

i. Written policies and standard operating procedures for the CPSA (e.g., roles and responsibilities of key staff, mitigating circumstances, reasonable adjustments, illness on the day, appeals process and unexpected incidents around the time of the CPSA, or this information in a Code of Practice for Assessment).

ii. Description of how the principles in *Welcomed and valued* are applied when determining the necessary level of support for candidates, including the provision of reasonable adjustments for candidates with disabilities.

iii. Case studies showing how procedures have been implemented, for example how reasonable adjustments are applied.

16 Resources and space

Guidance

To meet this requirement, you should show how you ensure the provision of a quality assessment through securing a safe, appropriate venue, or venues, and the clinical equipment and other resources needed so that candidates can demonstrate their clinical skills in an authentic way.

Suggested evidence

i. Venue details for each site (e.g., maps, photos, video of circuit).

ii. Resource/equipment details (e.g., inventory).

iii. A summary of the composition of your station bank, and how you refresh it.
iv Any feedback from external examiners, candidates, simulated/real patients on the suitability/authenticity of assessment environment.

**Data management**

17 Data acquisition

*Guidance*

To meet this requirement, you should show how you capture scores on the day of the CPSA. This may include your processes for gathering or entering data, checking for completeness, and, where relevant, your process for dealing with missing marks; or the processes for validating marks if you are using electronic marking.

*Suggested evidence*

i A description of how scores are captured (eg on paper or tablet computer).

ii A description of the processes in place to ensure scores are accurate and complete (eg checks at the end of each session).

iii Standard operating procedure.

18 Production of results

*Guidance*

To meet this requirement, you should show how the CPSA mark data are processed to create assessment outcomes (eg pass, fail, borderline) that are presented to your exam board. If you allow changes to the CPSA mark data, for example, to adjust for a poor-performing station, you should document your criteria and processes for making changes.

*Suggested evidence*

i Narrative describing the data processing that occurs between the completion of the CPSA and the exam board, including who is involved, what their responsibilities are, and what checks are in place to ensure accurate handling of data and calculation of results, including cross-checking.

ii An example of the exam board report/data?
Evaluation and quality assurance

19 Psychometric analysis

Guidance
To meet this requirement, you should show the psychometric analyses you conduct to assure yourself that the various elements of the CPSA are operating appropriately and as intended, e.g. by monitoring candidate outcomes and station and examiner performance over time, and demonstrating that the assessment produces reliable outcomes.

If you use psychometric analysis to guide you in making post exam changes, for example suppressing stations to improve reliability, you should demonstrate how you make these decisions. This might involve referring to the relevant section of the standard operating procedure or providing a case study.

Suggested evidence

   i Description of the analyses that are carried out, including who is involved, what their responsibilities are, and what checks are in place to ensure accurate handling of data.

   ii Example report of psychometric analysis. If you submit a report, this should explain what analyses have been conducted and outline the main findings or conclusions, and any actions taken as a result. If you conduct your analysis using raw scores, it may be helpful to convert the main findings to percentages to help the reviewers interpret your report.

20 External examiners

Guidance
To meet this requirement, you should show how the external examiner plays a role in the quality assurance and improvement of the CPSA. This doesn’t mean that you should necessarily act on every suggestion from the external examiner, but you should show how you engage with their comments as part of the quality improvement cycle.

Suggested evidence

   i Evidence of how external examiners are recruited and briefed on their roles.

   ii Records of external examiners' reports, the formal institutional response to them and any changes you’ve made as a result.
Annex A

Requirements for the Medical Licensing Assessment Clinical and Professional Skills Assessment - Submission template

Assessment provider details

<table>
<thead>
<tr>
<th>Assessment provider</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact name</td>
<td></td>
</tr>
<tr>
<td>Contact tel</td>
<td></td>
</tr>
<tr>
<td>Contact email</td>
<td></td>
</tr>
</tbody>
</table>
### Summary of your CPSA

<table>
<thead>
<tr>
<th>Area</th>
<th>First take</th>
<th>Resit*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cohort</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programme type (e.g. Foundation/graduate entry/standard/overseas)†</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year of CPSA delivery: final or penultimate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average size of cohort for the CPSA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% international candidates taking CPSA</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sites</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Details of sites and locations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usual number of circuits within sites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of circuits per day</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CPSA design</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Format of CPSA (e.g. PACES, OSCE, OSLER, sequential OSCE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total testing time per candidate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of days, and number of testing occasions per candidate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of stations per candidate (including any rest stations)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Testing time per station</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading time between stations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Or sequence 2 in a sequential CPSA

† List all that apply if more than one.
<table>
<thead>
<tr>
<th><strong>Standard setting</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Main standard setting method (eg Borderline regression)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Conjunctive (secondary) standards (eg number of stations</td>
</tr>
<tr>
<td>to pass, adding standard error of measurement</td>
</tr>
</tbody>
</table>
# Design

<table>
<thead>
<tr>
<th>Requirement 1: Assessment strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and demonstrate how the CPSA sits within the overall assessment strategy for the final and penultimate years, eg workplace-based assessments (WPBA) and clinical procedural skills.</td>
</tr>
</tbody>
</table>

**Narrative**

**Evidence (document name and description, including links where appropriate)**

<table>
<thead>
<tr>
<th>Requirement 2: CPSA design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the rationale for the design of the CPSA. This should include:</td>
</tr>
<tr>
<td>a format</td>
</tr>
<tr>
<td>b station type</td>
</tr>
<tr>
<td>c testing time, including number and duration of stations.</td>
</tr>
</tbody>
</table>

**Narrative**

**Evidence (document name and description, including links where appropriate)**
<table>
<thead>
<tr>
<th><strong>Requirement 3: Scoring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the rationale for the approach to scoring candidate performance:</td>
</tr>
<tr>
<td>a  within station (eg domain/checklist/overall global judgement)</td>
</tr>
<tr>
<td>b  how results are aggregated at the level of the overall assessment</td>
</tr>
<tr>
<td>c  any marks or judgements given by the simulated or real patient, and how they contribute to the overall score.</td>
</tr>
</tbody>
</table>

### Narrative

<table>
<thead>
<tr>
<th><strong>Evidence (document name and description, including links where appropriate)</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Requirement 4: Standard setting</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and demonstrate how standards are set for the first take and resit, as applicable, and the underlying rationale for the chosen method(s), including:</td>
</tr>
<tr>
<td>a  standard setting method at station and overall assessment level</td>
</tr>
<tr>
<td>b  any additional passing criteria (eg minimum number of stations passed).</td>
</tr>
</tbody>
</table>

### Narrative

<table>
<thead>
<tr>
<th><strong>Evidence (document name and description, including links where appropriate)</strong></th>
</tr>
</thead>
</table>
**Requirement 5: Assessing professionalism**

Describe and demonstrate how professionalism is assessed during the CPSA and unprofessional behaviours are captured and followed up.

<table>
<thead>
<tr>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence (document name and description, including links where appropriate)</th>
</tr>
</thead>
</table>
Requirement 6: Content sampling

The **MLA content map** is informed by **Outcomes for graduates**, the Foundation Programme training outcomes, the **Generic professional capabilities framework** and **Good medical practice**.

Describe how the CPSA content relates to the MLA content map:

- a Demonstrate that the CPSA maps to the three overarching themes:
  - i Readiness for safe practice
  - ii Managing uncertainty
  - iii Delivering person-centred care

- b Demonstrate how the CPSA maps to the individual domains:
  - iv Areas of clinical practice
  - v Areas of professional knowledge
  - vi Clinical and professional capabilities
  - vii Practical skills and procedures
  - viii Patient presentations
  - ix Conditions

- c Demonstrate that candidates can identify and interpret clinical findings.
Requirement 7: Quality of CPSA content

Describe and demonstrate how stations are created and approved, and quality is maintained. This should include:

- **d** how station writers are trained
- **e** the process for creating, reviewing and approving new stations, and reusing existing stations
- **f** how a range of appropriate stakeholders is involved in the creation and development of stations to assure their authenticity and level of challenge
- **g** how feedback collected on the day of the CPSA and post-exam station metrics are fed into the writing and review process.
<table>
<thead>
<tr>
<th>Requirement 8: Security of CPSA content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and demonstrate how the security of the assessment content is maintained.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Narrative</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Evidence (document name and description, including links where appropriate)</th>
</tr>
</thead>
</table>
## Preparation of and support for candidates

### Requirement 9: Familiarisation with the assessment process for candidates

1. Describe and demonstrate how candidates have been given information about the CPSA in advance, and briefed on the day, covering:
   
   a. assessment format, including the criteria for achieving a pass
   
   b. expected standards of performance
   
   c. how the CPSA will be run on the day.

### Requirement 10: Results and feedback to candidates

2. Describe and demonstrate what results and feedback are given to candidates and how the quality of any feedback is assured, as well as what support is given to unsuccessful candidates.
<table>
<thead>
<tr>
<th>Narrative</th>
</tr>
</thead>
</table>

| Evidence (document name and description, including links where appropriate) |
## Preparedness of examiners and patients for the CPSA

### Requirement 11: Examiners

*We encourage the inclusion of multi-professional, lay and training grade examiners. Professionally qualified examiners must be in good standing with the relevant regulatory body.*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Describe how examiners are recruited, trained, briefed and calibrated, and demonstrate:</td>
</tr>
<tr>
<td></td>
<td>a criteria for becoming an examiner</td>
</tr>
<tr>
<td></td>
<td>b training to support examiners’ preparedness</td>
</tr>
<tr>
<td></td>
<td>c details of marking calibration</td>
</tr>
<tr>
<td></td>
<td>d details of equality, diversity and inclusion (ED&amp;I) training.</td>
</tr>
</tbody>
</table>

### Narrative

**Evidence (document name and description, including links where appropriate)**

### Requirement 12: Simulated/real patients

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Describe how simulated/real patients are involved in the CPSA, and demonstrate how they are recruited, trained, briefed and calibrated.</td>
</tr>
</tbody>
</table>
### Requirement 13: Collaboration between examiners and patients

5 Describe and demonstrate how the examiner and simulated/real patient for each station are given the opportunity to meet and familiarise themselves with the station content.

### Requirement 14: Feedback to examiners and simulated patients

Describe and demonstrate what feedback is given to examiners and simulated patients, and how the impact of this feedback is monitored.
| Narrative |

| Evidence (document name and description, including links where appropriate) |
## Policies and resources

### Requirement 15: Policies and procedures

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6</strong></td>
<td>Demonstrate that there are policies and procedures in place to deal with all aspects of the CPSA.</td>
</tr>
</tbody>
</table>

**Narrative**

**Evidence (document name and description, including links where appropriate)**

### Requirement 16: Resources and space

Demonstrate that the CPSA takes place in a space appropriate for a high stakes assessment with access to appropriate clinical resources.

**Narrative**

**Evidence (document name and description, including links where appropriate)**
### Data management

<table>
<thead>
<tr>
<th>Requirement 17: Data acquisition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and demonstrate the approach to accurate and consistent data acquisition during the CPSA and dealing with missing data identified during the CPSA itself.</td>
</tr>
</tbody>
</table>

#### Narrative

#### Evidence (document name and description, including links where appropriate)

<table>
<thead>
<tr>
<th>Requirement 18: Production of results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and demonstrate how results data are combined and checked after the CPSA to produce results for the exam board, including:</td>
</tr>
<tr>
<td>a approach to missing data identified during production of results</td>
</tr>
<tr>
<td>b approaches to post-assessment mark-data changes.</td>
</tr>
</tbody>
</table>

#### Narrative

#### Evidence (document name and description, including links where appropriate)
# Evaluation and quality assurance

## Requirement 19: Psychometric analysis

8. Describe and demonstrate how the assessment data are analysed and how the outcomes of the analysis feed into post-CPSA review, evaluation and decision making. This should include:

   a. what analyses are conducted

   b. how the analysis is used to improve station quality

   c. how the analysis informs the development of the CPSA.

### Narrative

### Evidence (document name and description, including links where appropriate)

## Requirement 20: External examiners

9. Describe and demonstrate how the external examiners contribute to the quality of the CPSA and how the assessment provider responds to their advice.

### Narrative

### Evidence (document name and description, including links where appropriate)
### Areas of effective practice

This is a section for you to identify particular areas of practice you want to highlight to us as areas of effective practice in your CPSA. We may share these examples of effective practice other assessment providers in the yearly report on the CPSA with your permission.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

www.gmc-uk.org
<table>
<thead>
<tr>
<th>Evidence code</th>
<th>Requirements</th>
<th>Description of the evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>