

Programme Specification

Programme title: PG Diploma/MSc Advanced Pharmacy Practice (Primary Care)

Academic Year:	2019/20
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	
Final and interim award(s):	[Framework for Higher Education Qualifications (FHEQ) level 7] MSc Postgraduate Diploma
Programme accredited by (if appropriate):	
Programme duration:	2 years Diploma 3 years MSc
QAA Subject benchmark statement(s):	
Date last confirmed and/or minor modification approved by Faculty Board	March 2019

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Introduction

The increased demand for General Practice (GP) services as a consequence of ever increasing numbers of older people with co-morbidities, combined with an undersupply of GPs and Practice Nurses has resulted in a recognised workforce crisis in primary care. Pharmacists, along with other new emerging health care professionals, are in a position to play a key role in the transformation of the primary care workforce needed to address this challenge.

This programme provides education and training for experienced pharmacists, who may be changing sector, to develop advanced level knowledge and skills whilst working in a GP practice. Working as part of a multidisciplinary team is key to the development of relationships and experience in any clinical setting and the University of Bradford School of Pharmacy & Medical Sciences is well positioned to ensure that multidisciplinary learning and working is at the forefront of the course design due to its close involvement with programmes for other allied health professionals including physician associates, nurses and paramedics.

Learning whilst working in a practice environment ensures that knowledge and problem solving skills gained can be put into practice in a real world setting. This enables collaboration with all health professionals and supports colleagues to ensure that the best quality of care can be delivered to the local population. A variety of practice pharmacists' roles will be highlighted and considered including those described by the RCGP and the RPS in their document entitled 'A guide for GPs considering employing a practice pharmacist.'¹

This programme is one of the first of its kind nationally, providing training that is refined to local/regional workforce needs, where there are a number of potential models for employment of pharmacists being developed.

As an experienced pharmacist you will be guided in the choice of modules available on this programme to best suit your intended direction of development and career progression in line with the RPS Advanced Pharmacy Framework which includes:

1. Expert Professional Practice
2. Collaborative Working Relationships
3. Leadership
4. Management
5. Education, Training and Development
6. Research and Evaluation

We have engaged with key stakeholders during the last two years as part of Programme development including GPs, practice nurses, practice pharmacists, commissioners and current students on other programmes to ensure that this programme is fit for purpose and develops experienced pharmacists into invaluable providers of health services in primary care, capable of working autonomously and in partnership with other primary care providers.

There is an emphasis on self-directed learning and reflection, enabling students to identify and meet their own learning needs.

Programme Aims

The programme is intended to:

Equip Pharmacists with the knowledge, skills and behaviours required by the modern NHS, to deliver safe and effective patient-centred care in partnership with the multi-disciplinary team.

¹ http://pcpa.org.uk/assets/documents/gp_guide.pdf

Students will demonstrate:

- Confidence and ability to communicate effectively with patients and healthcare professionals including communicating complicated, contentious or sensitive information
- Ability to take a proactive role as a member of the multidisciplinary team (MDT) to provide patient-centred care
- Ability to work autonomously to solve complex problems and use sound reasoning and judgement in decision making
- Behaviour befitting a role model and the ability to effectively mentor others

Programme Learning Outcomes

To be eligible for the award of Postgraduate Diploma at FHEQ level 7, students will be able to:

- LO1 Demonstrate advanced practice, using in-depth clinical knowledge and understanding of evidence based healthcare
- LO2 Employ excellent written and verbal communication skills including interpersonal, influencing and negotiating skills
- LO3 Manage own case load for patients with long term conditions, making autonomous decisions and judgements to optimise patient care
- LO4 Develop and implement systems and processes to minimise risk and optimise patient safety and quality of care
- LO5 Proactively work in partnership with health and social care organisations to improve transfer of care and information
- LO6 Lead on areas of prescribing and practice requiring improvement or change using critical analysis and an evidence based approach
- LO7 Motivate self and others to achieve excellence in practice through professional development, education and training
- LO8 Horizon scan to identify new policy and guidance that informs service developments to improve patient safety and quality of care
- LO9 Generate evidence of own impact on patient care and service provision demonstrating return on investment

Additionally, to be eligible for the award of Degree of Master at FHEQ level 7, students will be able to:

- LO10 Demonstrate a critical understanding of the service improvement process by undertaking an in-depth project in an area relevant to local pharmacy practice

Programme structure

The structure of the modules described below allows for the integration of theory and learning with clinical practice. Directed tasks both before and after attending the study days helps consolidate learning and understand its application in the practice setting.

To ensure that all learning outcomes across the programme are met it is necessary to choose at least one of the asterisked modules to ensure achievement of key learning and competencies.

Postgraduate Diploma

FHEQ Level	Module Title	Core/ Optional	Credits	Study Period	Code
7	Foundations In Primary Care Practice	Core	30	SEM1	PHA7047-C
7	Advanced Communication Skills*	Optional	30	SEM1 or 2	NUR7020-C
7	Prescribing for Pharmacists	Optional	30	SEM1 or 2	PRE7003-C
7	Advanced Physical Assessment and Clinical Decision Making Skills	Optional	30	SEM2	PRP7005-C
7	Advanced Therapeutics*	Optional	30	SEM1	PHA7053-C
7	Human Resource Management	Optional	30	SEM2	LEM7023-C
7	Strategy, Policy & Organisations	Optional	30	SEM1	LEM7005-C
7	Leadership & Management: Theory and Practice	Optional	30	SEM1	LEM7024-C
7	Project Management	Optional	30	SEM1	LEM7016-C
7	Managing Change*	Optional	30	SEM2	LEM7004-C
7	Quality and Service Improvement	Optional (Core for MSc)	30	SEM2	LEM7017-C

* Students must choose one of these three modules as part of their three optional module choices.

Students will be eligible to exit with the award of Postgraduate Diploma if they have successfully completed at least 120 credits and achieved the award learning outcomes.

Degree of Master

Currently the Quality and Service Improvement module runs in Semester 2. For those students wanting to progress to masters this module will need to be completed within the diploma rubric or prior to commencing the Quality and Service Improvement Project module.

The topic for this Module will be agreed between the student, their GP Practice and the module tutor allowing the student's chosen area and outcomes of their project to evaluate service improvement within your own workplace.

NB: Both the Quality and Service Improvement Module, which will provide the underpinning knowledge and tools, as well as the Quality and Service Improvement project must be completed to gain the MSc. The programme and module leaders will assist in planning the most appropriate start time for both modules to fit in with other practice and assessment commitments.

FHEQ Level	Module Title	Core/ Option/ Elective	Credits	Study Period	Module Code
7	Quality and Service Improvement (if not already completed)	Core	30	SEM2	LEM7017-C
7	Or any optional module specified in the PG Diploma rubric		30		
7	Quality and Service Improvement project	Core	30	SEM1&2	PHA7043-C

Students will be eligible for the award of Degree of Master if they have successfully completed at least 180 credits and achieved the award learning outcomes.

Learning and Teaching Strategy

Students will develop knowledge, skills and behaviours necessary to meet the learning outcomes of the programme through a blended approach. This means that there will be a variety of learning and teaching styles used on the programme including tutorials, group work, peer discussion, practical sessions, observation of practice, directed reading and guidance.

Induction Day

This will be support students in conducting an analysis to identify their learning and development needs in relation to the programme learning outcomes, their professional framework, and any role descriptors they have as practice pharmacists.

Students will have an introductory tutorial on course content, the RPS Advanced Pharmacy Framework (APF) and the potential choice of modules when they commence the Advanced Pharmacy Practice (Primary Care) programme. This will guide them through their self-assessment against the APF and the production of a gap analysis to best identify the most appropriate module choices to address their learning needs. Experienced pharmacists currently working in primary care and programme leads will assist students in their decision making.

Collaborative learning

A number of optional modules will be delivered face-to-face with other healthcare professionals in the Faculty of Health Studies allowing the sharing of practice between professions and inter-professional learning to take place.

Work-based learning

Students will be working in general practice and will have the opportunity to develop and enhance their knowledge, skills and behaviours in a clinical context. Students will use work based assessment such as the Pharmaceutical Care Plans, reflective journals and case based discussion (CBD). They will be required to map their progress against the Royal Pharmaceutical Society (RPS) Advanced Pharmacy Framework (APF), identifying their learning needs and setting objectives to meet these.

Personal development

An important aim of the programme is that students develop the ability to reflect on their own practice to inform their professional development. Reflective practice forms part of the assessment in some modules.

Assessment Strategy

Module assessment

Summative assessments include:

- Critical reflections
- Pharmaceutical care plans
- Reflective journals
- Objective Structured Clinical Examinations (OSCEs)
- Case based discussion
- Written examination
- Written assignments applying knowledge and skills gained in practice

Formative Assessment

Students are encouraged to enlist their colleagues both in their workplace and within the student cohort to observe them in practice and document this in their portfolio of practice. Students can draw on these observations to evaluate how they are progressing towards the outcomes expected of the programme that are specified in the Curriculum.

The purpose of these observations is to:

- Highlight achievements and areas of excellence
- Provide immediate feedback and suggest areas for further development
- Demonstrate engagement in the educational process

Assessment Regulations

This Programme conforms to the standard University Assessment Regulations which are available at the link below

<http://www.bradford.ac.uk/aqpo/ordinances-and-regulations/>

However, there is one exception to these regulations as listed below:

Currently, the standard University of Bradford requirements are that students who have not been taught in English must have an IELTS (International English Language Testing System) overall band score of 6.0 with at least 5.5 in each of the four subsets. For pharmacists from outside the EU applying to register as a pharmacist in the UK, the GPhC requires an IELTS score of 7.0 in each subset; we believe this to be a more appropriate level of English for this programme.

An IELTS score of 7.0 is therefore required in each of the four subsets, in order to align our English language requirements with those of the regulatory body for practicing pharmacists, the General Pharmaceutical Council (GPhC).

Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The standard entry requirements for the programme are as follows:

- Be working in the UK
- Be registered with the GPhC for a minimum of 2 years
- Have access to patients in General Practice

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

Minor Modification Schedule

None currently

Version Number	Brief description of Modification	Date of Approval (Faculty Board)