

Postgraduate Diploma/MSc Foundation Pharmacy Practice (multi-sector) Programme Specification

Academic Year:	2023/24
Degree Awarding Body:	University of Bradford
Final and interim awards at Level 7 FHEQ (Framework for Higher Education Qualifications in England):	Master of Science in Foundation Pharmacy Practice Postgraduate Diploma Postgraduate Certificate
Programme duration:	3 years (part time)
Date last confirmed and/or minor modification approved by Faculty Board	February 2023

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.

For advice on whether the Foundation or Advanced Programme is most appropriate for you, please contact the Programme Leader (s.j.martin3@bradford.ac.uk).

Introduction

The NHS is currently experiencing an unprecedented demand for services, with an increasing recognition of the need to provide personalised and seamless care. Pharmacists in every sector can play a key role in addressing these challenges. This programme is mapped to both the Royal Pharmaceutical Society's Foundation Pharmacy Framework (FPF) and the NHS Long Term Plan, to ensure that students are developed to ensure they can thrive in the NHS of the future.

This programme is suitable for pharmacists registered and practising in the UK, who are working at Foundation Level (newly qualified or in their first 1-2 years of practice). It provides education and training for early career pharmacists to develop their knowledge and skills whilst working in practice. 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.

The programme aligns with relevant standards of competence to equip foundation level pharmacists with the clinical, personal and managerial skills needed to progress within the modern healthcare sector. The programme has been designed in collaboration with stakeholders including employers, students and service users. Areas covered include the pharmaceutical management of patients with a broad range of clinical problems as well as

the organisational culture associated with working as a pharmacist in the modern health care system and the consultation and communication skills required to deliver person-centred care. Students also have a choice of optional modules to increase their knowledge and skills in other specialist areas of interest.

There are two intakes for this programme:

1. September, where students undertake Semester 1 teaching followed by Semester 2 teaching and aim to complete after Semester 3.
2. January, where students undertake Semester 2 and 3 teaching and aim to complete after Semester 1 teaching.

Most of the teaching for the Foundations in Pharmacy Practice module takes place in Semester 1, which ensures an even workload across the year.

Programme Aims

The programme is intended to equip foundation level pharmacists with the skills and attitudes required by the modern NHS, to deliver safe and effective patient-centred care in partnership with the multi-disciplinary team.

Students will have:

- The ability to solve complex problems and justify their decisions.
- The confidence and ability to communicate effectively with patients and healthcare professionals (including the use of technology where appropriate).
- The ability to reflect on their practice to inform their professional development.
- The confidence and ability to work effectively and proactively across healthcare organisations to improve the quality of person-centred care, minimise risk, optimise safety and reduce health inequalities.
- An understanding of the priorities of the NHS as reflected in the NHS Long Term Plan. This includes understanding the role of a pharmacist across multiple sectors, person-centred care and treatment and prevention of ill health.

Programme Learning Outcomes

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

1. Confidently employ professional communication skills, including those required to influence, negotiate with and educate patients and healthcare professionals.
2. Systematically gather, critically analyse and evaluate information in order to prioritise and solve complex problems in the field of pharmacy practice.
3. Critically evaluate healthcare in the light of evidence and accepted practice to devise, justify and ensure implementation of appropriate course(s) of action to optimise medicines use.

4. Anticipate and prevent health and medication-related problems and share responsibility for ongoing monitoring in order to optimise the use of medicines for individual patients.
5. Work effectively in partnership with patients, carers and as part of the multidisciplinary team to deliver person-centred care.
6. Critically reflect on their own practice and relevant standards of competence in order to identify professional development needs and take appropriate action to meet the required standard.

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

7. Work effectively across health and social care organisations to enhance the quality of services, reduce health inequalities and ensure continuity of care, particularly at points of transfer.
8. Proactively work with systems and processes to effectively minimise risk and optimise patient safety and quality of care.
9. Demonstrate leadership at the point of care through clinical decision making and by employing a proactive approach to optimise use of medicines.
10. Apply in depth knowledge in a specialist area to enhance practice.

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

11. Demonstrate critical analysis of the quality and service improvement process and an ability to synthesise new knowledge by undertaking an in-depth project in an area relevant to local pharmacy practice.

Curriculum

The curriculum may change subject to the University's annual monitoring and programme review processes.

Year 1

FHEQ Level	Module Title	Type	Credits	Study Period	Module Code
7	Foundations in Pharmacy Practice	Core	30	S1+2 (ACYR) or S2+1 (NSYR)	PHA7066-C
7	Advanced Communication Skills	Core	30	Semester 2	NUR7020-C

Students will be eligible to exit with the award of Postgraduate Certificate if they have successfully completed 60 credits and achieved the award learning outcomes.

Year 2

FHEQ Level	Module Title	Type	Credits	Study Period	Module Code
7	Advanced Therapeutics	Core	30	S1+2 (ACYR) or S2+1 (NSYR)	PHA7067-C
7	Prescribing for Pharmacists	Option	30	Sem1 or Sem2	PRE7003-C
7	Health and Social Care Leadership	Option	30	Semester 1	LEM7031-C
7	Managing People in Health and Social Care	Option	30	Semester 2	LEM7032-C
7	Understanding Health and Social Care through Policy and Strategy	Option	30	Semester 1	LEM7033-C
7	Leading Change and Service Improvement in Health and Social Care	Option	30	Semester 2	LEM7034-C
7	Aseptics in practice	Option	30	Semester 2	PHA7042C

Students study 60 credits in Year 2 comprising PHA7067-C and **one** optional module from the listed stage options.

LEM7034-C is a Year 2 option for students taking the Postgraduate Diploma. For students on the MSc programme this module is a requirement (core). MSc students who start the programme in September will take this module in Year 2 semester 2. MSc students who start in January will take this module either in Year 2 semester 2 or in Year 3 semester 2.

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

Year 3

FHEQ Level	Module Title	Type	Credits	Study Period	Module Code
7	Leading Change and Service Improvement in Health and Social Care	Core	30	Semester 2	LEM7034-C
7	Quality and Service Improvement Project	Core	30	Semester 1	PHA7043-C

Students study 60 credits at this stage comprising PHA7043-C and LEM7034-C. (Students who have already taken LEM7034-C in Year 2 choose another 30 credit Option module from Year 2.)

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

Learning and Teaching Strategy

The programme uses an evidence-based blended approach to learning and students are treated as adult learners. The learning and teaching strategy includes regular (monthly) on-

campus or virtual taught study days (attendance is compulsory). These will include assessed pre-study day tasks, keynote lectures, case-based problems, role play and collaborative learning.

To support this learning there will also be webinars and online learning packages. The programme aims to make use of students' own experiences, allow choice in learning and assessment, provide continual formative feedback and encourage students to move to increasingly advanced stages of personal development.

Much of the learning time will be dedicated to directed study, most of which will be work-based learning where students have the opportunity to practise and develop the knowledge, skills and values necessary to become a proficient foundation pharmacist. Work-based learning includes formative and summative assessment, reflection on learning experiences and tutorials.

Students will receive regular feedback on work-based tasks, using validated assessment tools such as mini-clinical evaluation exercises (mini-CEX), case-based discussions (CBD) and direct observation of patient consultations (DOPC). They will meet regularly with their personal academic tutor and/or practice tutor to map their progress against the relevant competency framework, identify their learning needs and set objectives for the following month.

In years 2 and 3 of the programme there is optionality for students, allowing them to choose modules which reflect their learning needs and learning style. There will be many opportunities within these options for students to participate in interprofessional learning with other healthcare professionals.

Students will produce an e-portfolio over the course of year 1 and year 2.

Assessment Strategy

The programme is designed to provide students with continuous formative and summative assessment and feedback to enable them to develop and demonstrate their knowledge of the topics as well as their work-based skills.

In the Foundations in Pharmacy Practice and Advanced Therapeutics modules each study day will begin with an individual and team Readiness Assurance Process (RAP), based on pre-study-day work which ensures that students have the baseline knowledge to apply to the scenarios presented in class. Students will work on their e-portfolio throughout these modules; this includes formative work-based assessments using validated tools as well as summative assessment.

Students will identify their own development needs (with the support of their personal academic tutor and/or practice tutor) over the course of the programme to ensure they cover the entire learning required. Students' work-based clinical competence will be assessed throughout the programme.

In order to develop the communication skills that pharmacists in practice need, there are a variety of summative assessments, including written assignments, objective structured clinical exams (OSCEs), presentations and work-based assessments.

The optional modules include a variety of different assessments, allowing students to choose specialist topics that interest them.

Assessment Regulations

This Programme conforms to the standard University Postgraduate Assessment Regulations which are available at <https://www.bradford.ac.uk/regulations>.

However, there is one variation to these regulations:

- For modules PHA7066-C (Foundations in Pharmacy Practice) and PHA7067-C (Advanced Therapeutics), students must pass all specified individual components at 40% as outlined in the module descriptor.

Admission Requirements

We take into consideration a number of factors when assessing your application. It's not just about your grades; we take the time to understand your personal circumstances and make decisions based on your potential to thrive at university and beyond. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

In addition to fulfilling the University's general entrance requirements students will also need to fulfil the following specific requirements:

- The student must have a degree in Pharmacy, be registered with the General Pharmaceutical Council (GPhC) and have access to practice/clinical experience through employment in Pharmacy within the UK.
- The Employer must be willing and capable of providing support to the student.
- Students who have not been taught in English must have an IELTS (International English Language Testing System) overall band score of at least 7.0 in each of the four subsets (speaking, listening, reading and writing).

Recognition of Prior Learning

Prior experience in Pharmacy practice is not essential but is considered to be an advantage.

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

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1	Specification made accessible	November 2020
2	Update to optional modules	June 2021
3	Annual update for 2021 academic year	August 2021
4	Annual update for 2022 academic year	March 2022
5	Annual update for 2023 academic year	May 2023