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**Programme Specification**

**Title of Course:** Postgraduate Diploma/MSc in Pharmacy Practice (OSPAP)

**Date Specification Produced:** April 2014

**Date Specification Last Revised:** September 2016

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | Postgraduate Diploma/MSc in Pharmacy Practice (OSPAP) |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** |

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| Penrhyn Road  |
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| **Programme Accredited by:** | Postgraduate Diploma by General Pharmaceutical Council (GPhC)  |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

The Postgraduate Diploma/MSc in Pharmacy Practice isoffered as a one year full-time postgraduate degree programme. The diploma programme is designed to enable qualified pharmacists from Non-Home/European Union countries to complete the required academic programme curriculum as specified by the GPhC. Successful completion of this programme at diploma level will enable graduates to undertake a period of pharmacy preregistration training, facilitating registration as a UK pharmacist.

The Postgraduate Diploma programme runs over 3 days for 22 weeks to facilitate placements and for students to gain work experience, if they wish.

In addition to the Postgraduate Diploma route, which is accredited by the General Pharmaceutical Council, students can opt on completion of the Diploma to continue their studies to gain a Master’s degree, which will improve employability, particularly for students from overseas.

The course has been carefully designed to meet the Standards for the education and training of non-EU/EEA pharmacists wanting to register in Great Britain, as published by the General Pharmaceutical Council (GPhC). The guiding principles and philosophy of the course are that graduates will become professional pharmacists with care of patients being their main goal.

Students undertake a tailored induction programme to introduce the University and pharmacy as practised in the U.K. Diagnostic tests will be done to help students identify their levels of knowledge and understanding in key subject areas. This will enable students to get support via directed learning and additional support via allocated personal tutors, who will be registered pharmacists. Through the year, students are encouraged to make evidence based continuous professional development entries. These are used together with the personal tutor, to develop reflective practice, a key employability skill.

Students are also taught to be ethical practitioners and to consider sustainability. They are introduced during induction to the Pharmacy Student Code of Conduct, developed by the GPhC especially for those studying pharmacy. The law and ethics relating to practice are introduced and reinforced throughout the programme. Students are taught to consider issues of public health and develop health promotion materials. We emphasise that pharmacists are key in supplying information for the prevention of illness which not only improves life quality, but also enables efficient use of healthcare resources.

The programme has a number of strengths: the principle of integrating science applications into pharmacy practice, placements in clinical and professional environments, both hospital and community pharmacy and practice and clinical teaching is done mainly by registered pharmacists, many of whom currently practise. The School has professional links with local hospitals such as St George’s and the Royal Marsden Hospital and the Royal Pharmaceutical Society. Innovative teaching techniques such as e-packages for teaching calculation skills, blogs, etc. are used. Delivery and assessment, also aim to familiarise the students with the requirements of the pre-registration exam and equip them with the skills that they need to pass it upon completing the training year following their graduation.

1. **Aims of the Programme**

The Postgraduate Diploma course will have the following aims:

* To develop in the student an in depth knowledge and understanding of the core elements of pharmacy, how they inter-relate and are applied in patient care
* To inculcate in students an abiding concern for the welfare of the patient and to develop a culture of ethical practice
* To develop students’ critical appraisal and evaluation skills to enable them to identify, locate and critically evaluate secondary and primary sources as a basis for solving problems in professional practice.
* To provide students with the opportunities to develop their written and oral communications skills, to a level where they are able to deal systematically with complex issues, make sound decisions in complex situations based on incomplete data, and to communicate their conclusions clearly
* To prepare students for graduate employment and lifelong learning by developing their problem solving, practical and key (transferable) skills at the forefront of professional practice along with providing them with essential elements to undertake their preregistration training and take the GPhC registration assessment
* To foster in students a positive attitude towards, and the independent learning ability required for, continuing professional development to develop in students a desire to continue to advance their knowledge and understanding, and to develop new skills to a more advanced level

The MSc course will have the following further aims:

* To further develop in students creative and independent thinking, self-direction and originality in acting independently to design, plan and implement a piece of independent research.
* To inculcate the ability to critically evaluate student’s own and others’ work
* To further enhance students’ written and oral communication skills

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas: The Postgraduate Diploma programme outcomes are referenced to Standard 10 of the General Pharmaceutical Council’s Standards for the Education and Training of non-EEA pharmacists wanting to register in Great Britain and the QAA subject benchmarks for pharmacyas outlined in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008).

The aforementioned QAA subject benchmarks for pharmacyalso relate to all students undertaking the Master’s award.

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| **Programme Learning Outcomes – Diploma** |
|  | **Knowledge and Understanding****On completion of the course students will be able to:** |  | **Intellectual skills – able to:****On completion of the course students will be able to:** |  | **Subject Practical skills** **On completion of the course students will be able to:** |
| A1 | Have an understanding of the techniques and applications of pharmaceutical studies relevant to all key sectors in professions allied to pharmacy | B1 | Demonstrate the ability to learn independently and undertake the analysis and interpretation of experimental and clinical data | C1 | Understand and be able to comply with all aspects of safety requirements in the laboratory |
| A2 | Have acquired generic skills to enable them to carry out scientific or professional practice research, communicate results and offer constructive criticism in pharmaceutical science and related studies | B2 | Demonstrate the role of the pharmacist in a variety of clinical and other professional situations | C2 | Demonstrate competence in a range of practical and analytical techniques underpinning Pharmacy Practice |
| A3 | Have an understanding of the principles and applications of wide range of skills and techniques relevant to pharmacy practice including advanced techniques in dispensing, prescription evaluation, responding to symptoms and health promotion | B3 | Assemble, interpret and critically analyse and evaluate information and data from a variety of sources (including both primary and secondary sources and academic literature) | C3 | Demonstrate skills in the evaluation, presentation and interpretation of laboratory data |
| A4 | Have a comprehensive knowledge of the applications of Pharmacy Practice in evidence based practice, patient counselling and pharmacist prescribing | B4 | Apply subject knowledge and understanding to the solving of problems in Pharmacy Practice | C4 | Demonstrate competence in dispensing and related professional practice skills. |
| A5 | Have advanced skills in interpretation, discussion and critical evaluation of the results of laboratory or clinical practice findings in the context of wider scientific or professional problems | B5 | Apply independent judgement and original thought in a variety of contexts relevant to Pharmacy Practice |  |  |
| A6 | Have advanced knowledge and understanding of the roles of the pharmacists in monitoring and use of medicines | B6 | Interpret a prescription and/or a patient’s prescribed and non prescribed treatment according to their clinical and other needs |  |  |
| A7 | Have a detailed knowledge of IT and predicted systems used to produce and fully evaluate pharmaceutical products |  |  |  |  |
| A8 | Have an advanced and detailed knowledge of pharmaceutically advanced dosage form design, pharmaceutical formulation and a detailed knowledge of their application to clinical care |  |  |  |  |
| **Key Skills** |
|  | **Self Awareness Skills** |  | **Communication Skills** |  | **Interpersonal Skills** |
| AK1 | Take responsibility for own learning and plan for and record own personal development | BK1 | Express ideas clearly and unambiguously in writing and the spoken work | CK1 | Work well with others in a group or team |
| AK2 | Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | BK2 | Present, challenge and defend ideas and results effectively orally and in writing | CK2 | Work flexibly and respond to change |
| AK3 | Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | BK3 | Actively listen and respond appropriately to ideas of others | CK3 | Discuss and debate with others and make concession to reach agreement |
| AK4 | Work effectively with limited supervision in unfamiliar contexts | BK4 | Ensure good interpersonal skills, and to have the ability to interact effectively with patients, the public, and healthcare professions | CK4 | Give, accept and respond to constructive feedback |
|  |  |  |  | CK5 | Show sensitivity and respect for diverse values and beliefs |
|  | **Research and information Literacy Skills** |  | **Numeracy Skills** |  | **Management & Leadership Skills** |
| DK1 | Search for and select relevant sources of information | EK1 | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | FK1 | Determine the scope of a task (or project) |
| DK2 | Critically evaluate information and use it appropriately | EK2 | Present and record data in appropriate formats | FK2 | Identify resources needed to undertake the task (or project) and to schedule and manage the resources |
| DK3 | Apply the ethical and legal requirements in both the access and use of information | EK3 | Interpret and evaluate data to inform and justify arguments | FK3 | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |
| DK4 | Accurately cite and reference information sources | EK4 | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | FK4 | Motivate and direct others to enable an effective contribution from all participants |
| DK5 | Use software and IT technology as appropriate to pharmacy practice | EK5 | Carry out mathematical calculations relevant to the practice of pharmacy |  |  |
|  | **Creativity and Problem Solving Skills** |  |  |  |  |
| GK1 | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |  |  |  |  |
| GK2 | Work with complex ideas and justify judgements made through effective use of evidence |  |  |  |  |
| **Teaching/learning methods and strategies** |
|  The range of learning and teaching strategies includes* formal lectures, including from external personnel,
* problem solving workshop classes
* small group tutorials,
* practical investigations (which illustrate and reinforce the theory),
* independent learning from guided texts and work books,
* intra-module assignments,

  | * student presentations,
* directed reading,
* Bended learning
* Group work exercises
* Case studies
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| **Assessment strategies** |
| The assessment strategies employed include the following:* examinations
* open book tests
* multiple choice tests
* Objective Structured Clinical Examinations (OSCE)
* short answer tests
* practical reports
* problem solving sessions
 | * data interpretation exercises
* group and individual oral presentations
* poster presentations
* literature surveys
* reflective learning diary
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| **Programme Learning Outcomes - MSc** |
|  | **Knowledge and Understanding****On completion of the course students will be able to:** |  | **Intellectual skills – able to:****On completion of the course students will be able to:** |  | **Subject Practical skills** **On completion of the course students will be able to:** |
| A9 | Demonstrate advanced knowledge and skills of the systems used to analyse data, be it from laboratory, social sciences or clinical research | B7 | Demonstrate the ability to learn independently | C5 | Carry out research work safely and competently, and understand safety requirements, including preparing completed CoSHH forms; and/orSuccessfully prepare, submit and modify submissions for ethical or audit approval with the relevant professional or scientific body |
| A10 | Demonstrate advanced skills in interpretation and discussion of the results of laboratory or clinical practice findings in the context of wider scientific or professional problems | B8 | Critically analyse and appraise both primary and secondary sources of information | C6 | Demonstrate advanced skills in the evaluation, presentation and interpretation of research data |
| A11 | Have a detailed knowledge in undertaking research in a logical and safe manner; prepare the associated report in the correct format, undertake literature searches. | B9 | Have advanced skills in the analysis and interpretation of research data | C7 | Design controlled experiments or investigations to study qualitative and/or quantitative characteristics of pharmacy practice, patient care and/or pharmaceuticals |
| A12 | Undertake complex scientific or professional practice research, evaluate and communicate results and offer constructive criticism in pharmaceutical science and related studies | B10 | Demonstrate advanced subject knowledge and understanding of problem solving in Pharmacy Practice and/or Pharmaceutical Science | C8 | Recommend improvements in methodology, technology or interpretation that enhance the performance of practice, care, processes and/or procedures, based on research findings |
|  |  | B11 | Collate, interpret and critically evaluate information and data from a variety of sources (including academic literature) |  |  |
|  |  | B12 | Use independent judgement and original thought in a variety of contexts relevant to Pharmacy Practice |  |  |
|  |  | B13 | Plan, conduct and report on an individual research project; |  |  |
|  |  | B14 | Develop an understanding of the challenges particular to professional practice and/or the pharmaceutical industry, ensuring reflection and recall of both theoretical and practical skills, in order to surmount those challenges. |  |  |
| **Key Skills** |
|  | **Self Awareness Skills** |  | **Communication Skills** |  | **Interpersonal Skills** |
| AK5 | Review and evaluate both their own and other individuals’ contributions to a research team or group | BK5 | Collect and interpret complex data so as to communicate conclusions  | CK6 | Display a range of interpersonal skills, including organisational ability and time management |
| AK6 | Identify and instigate ways of improving the performance of groups in which they are not a member but have an impact on their work  | BK6 | Demonstrate an advanced understanding of, and ability to interpret a clients’, requirements, discuss the problem with scientists and non-scientists at an appropriate level and produce a coherent proposal for the approach to the problem | CK7 | Prepare high quality reports, a poster and related presentations |
| AK7 | Monitor and review the progress of the research study and make appropriate changes to study design, objectives and methodology | BK7 | Respond to questions and critique of own work, justifying decisions with logical argument and modifying experimental processes accordingly |  |  |
| AK8 | Monitor and review their own progress in relation to academic and personal development (including career development) | BK8 | Demonstrate advanced communication skills, using a variety of technologies to impart information |  |  |
|  | **Research and information Literacy Skills** |  | **Numeracy Skills** |  | **Management & Leadership Skills** |
| DK6 | Produce documents (e.g. the project report) combining information from a variety of sources | EK6 | Select and use appropriate statistical techniques and methodologies for data and information analysis | FK5 | Display a range of interpersonal skills, including organisational ability and time management. |
| DK7 | Prepare a poster or presentation to summarise a research study and findings | EK7 | Have advanced knowledge of issues relating to selection, accuracy and quality of research materials and/or study population and sample in the collection and analysis of data |  |  |
| DK8 | Demonstrate advanced research and personalised information-handling procedures as the basis for self-motivated career enhancement and continuing personal development |  |  |  |  |
|  | **Creativity and Problem Solving Skills** |  |  |  |  |
| GK3 | Choose the most appropriate equipment for a particular function when different types are available |  |  |  |  |
| **Teaching/learning methods and strategies** |
| In addition to the range of learning and teaching strategies at diploma level the MSc includes* a student led independent research project
* working independently on the design, management, analysis and/or writing up of the project
* academic supervisor who has subject expertise regular meetings with their supervisor(s)

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| **Assessment strategies** |
| The assessment strategies employed in the Fields include the following:* Formative assessment and constructive critique
* Report writing
* Poster presentation, with academic enquiry
* Logbook
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1. **Entry Requirements**

The minimum entry qualifications for the programme are:

1. **Meet the regulatory authority’s (GPhC) requirement for entry into the OSPAP programme**

To be eligible to apply to the regulatory authority (GPhC) candidates must have completed a pharmacy course that is comparable to those in the UK **and** must be registered or eligible to register as a pharmacist in a country of qualification recognised by the GPhC. Eligibility and hence selection of candidates is undertaken by the regulatory authority, and accredited Schools of Pharmacy are notified of eligible applicants who have expressed a preference for individual accredited schools. Details of the current requirements can be found at: [www.pharmacyregulation.org/registration/registering-pharmacist/overseas-non-eea-qualified-pharmacists](http://www.pharmacyregulation.org/registration/registering-pharmacist/overseas-non-eea-qualified-pharmacists)

1. **IELTS score of at least 7.0 with a minimum score of 7.0 in each element gained at a single sitting (professional requirement)**

1. **Programme Structure**

This programme is offered in full-time mode, and leads to the award of Postgraduate Diploma/MSc in Pharmacy Practice. Typical entry qualifications set for entrants to the programme are: Meet the GPhC’s requirement for entry into the OSPAP programme (Typical requirements for eligibility are BPharm, BSc or MPharm programmes comparable to those in the UK which lead to registration as a pharmacist in a country recognised by the regulatory authority) and an IELTS score of at least 7.0 with a minimum score of 7.0 in each element, gained at a single sitting (professional requirement). Intake is in September.

**E1. Professional and Statutory Regulatory Bodies**

General Pharmaceutical Council

**E2. Work-based learning, including sandwich programmes**

Work placements are a key part of professional development in the course and there is an expectation from the GPhC that such experience will be provided for all students.

Two and a half placement days are undertaken; one day in a community pharmacy, one day in a hospital pharmacy and a half day in a simulation unit, all organised by the University. Community placements give students the opportunity to observe current pharmacy practice. During the day students will need to observe/undertake some activities and provide evidence of reflective learning by completing reflective learning activities. Attendance at placements and satisfactory submission of the completed placement handbook is a requirement of the Academic and Professional Portfolio which must be completed for the MPharm degree to be awarded.

Hospital and simulation unit placements are part of the Application of science to patient care (PY7960) module. During the simulation placement students will be taking a patient medication history and counsel a patient within a simulated environment. Students will be asked to provide a reflective record of these activities.

During your full day hospital placement students will be working independently on their own patient case and producing a patient management plan. They are required to present this patient management plan in an oral presentation. They will also be required to complete a supervised patient medication history and a reflective account on this activity will form part of their placement handbook.

The placements are designed to develop the student in a number of ways by encouraging them to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

**E3. Outline Programme Structure**

The course is made up of two modules each worth 30 credits and one 60 credit module for the postgraduate Diploma, plus where required a research project worth 60 credits. All students will be provided with the University regulations and specific additions that are required for accreditation by the General Pharmaceutical Council. Full details of each module will be provided in module descriptors and student module guides.

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| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level** | **Teaching Block** |
| Professional Pharmacy Practice in the UK  | PY7910 | 30 | 7 |  |
| From bench to bedside  | PY7940 | 30 | 7 |  |
| Application of science to patient care  | PY7960 | 60 | 7 |  |
| Project (MSc only) | PY7950 | 60 | 7 |  |

The award of Postgraduate Diploma/MSc in Pharmacy Practice (OSPAP) requires the completion of all relevant modules (120 credits for Postgraduate Diploma, 180 credits for MSc.

Both elements of the Professional Competence Assessment, the dispensing test and OSCE, must be passed for an accredited diploma to be awarded.

Students exiting the programme with 60 credits are eligible for the award of a Postgraduate Certificate. This award is not accredited by the GPhC and cannot be used to start preregistration training.

Students who fail to meet the specific variances of the course, as required for the accredited award may be awarded a non-accredited Postgraduate Diploma in Applied Pharmaceutical Sciences if they gain sufficient (120) credits under the Postgraduate Regulations. This award is not accredited by the GPhC and cannot be used to start preregistration training

Students who fail to meet the specific variances of the diploma course as required for the accredited award may be awarded a non-accredited MSc in Applied Pharmaceutical Sciences if they gain sufficient (180) credits under the Postgraduate Regulations. This award is not accredited by the GPhC and cannot be used to start preregistration training

**Principles of Teaching Learning and Assessment**

This field has been developed to take account of the KU Curriculum Design Principles. The learning and teaching is organised around four main themes for the Diploma with a further research centred theme for the Master’s award:

* Professional pharmacy practice and provision of care by pharmacists
* Critical evaluation and application of evidence to practice
* The underpinning science of medicine dosage design and the application in practice of traditional and innovative dosage forms and systems
* Applied and clinical pharmacology applied in the use of medicines to treat patients’ illnesses
* Where relevant, data acquisition and critical evaluation for a research project dissertation.

These themes have been designed to fulfil the criteria required to meet the 52 outcome standards that form part of the accreditation requirements of the GPhC and to provide a learning experience for the student to graduate to Masters.

Professional practice is mainly covered in the module Professional Pharmacy Practice in the UK (PY7910). Clinical practice and critical evaluation skills are covered within two modules: From Bench to Bedside (PY7940) and The Application of Science to Patient Care (PY7960). Aspects of pharmaceutical technology and pharmacokinetics are also studied in both these module.

The course utilises a wide range of teaching and learning methods that will enable all students be actively engaged throughout the course. Teaching and learning methods are carefully crafted to suit the content and the learning outcomes of the modules – typically using lectures in the early parts of modules to ensure that students have the key knowledge relating to the module. Through a variety of group and seminar work, practical and laboratory sessions, students are given the opportunity to develop and enhance individual interests and personal and key skills. Student centred learning and problem based learning are incorporated through the use of case studies and student case presentations as well as students working individually and in groups to prepare professional material and/or activities that reflect current practice, e.g. the preparation of a Standard Operating Procedure and the preparation of a Public Health campaign. These support not only learning new knowledge but develop academic skills and professional attributes as well as enabling the student to demonstrate that they meet the GPhC’s outcomes standards.

Research informs the teaching, as many staff are active in pursuing their own research activities. Additionally professionally registered staff also have continuing professional development obligations requiring that they are up to date with the latest innovations in their field. Lecturers bring these developments to their classes. Additionally they run projects in their areas of expertise and give first hand instruction on research methods.

Assessment is used within the course to support and aid learning through diagnostic testing and formative assessment, and to determine that the student has achieved a satisfactory standard academically and professionally through summative assessment.

As the course is accredited by the General Pharmaceutical Council, there is a range of standards that the student must demonstrate in order to be awarded the accredited Postgraduate Diploma in Pharmacy Practice. These are characterised by a range of levels derived from Miller’s Triangle of ‘knows’, ‘knows how’, ‘shows how’ and ‘does’ dependent on the standard. In addition, an overriding standard is that the student must be safe to practice so assessment must incorporate a key element of patient safety. To achieve these a range of assessment methods are used to enable students to demonstrate their acquisition of advanced knowledge and skills such as critical appraisal, problem solving and analysis. Methods include course work, oral presentations, in-class tests, MCQs, examinations, laboratory reports and poster presentations. The assessment regime for each module has been designed to provide formative opportunities that provide feedback to support learning as well as allow students to practice and to receive feed forward on their performance in preparation for the summative assessment. Care has been taken to avoid assessment bunching.

Patient safety is paramount and dispensing and professional competence assessments test key patient safety issues such as the ability to dispense accurately and reproducibly, ensure patients get appropriate advice and identification of serious overdoses and drug interactions. These assessments have ‘red flag’ events such as failure to recognise a serious overdose which would result in failure. Students are also expected to practice lawfully and pharmacy law and ethics is similarly rigorously assessed. Assessments in these areas have more demanding assessment criteria to reflect the need for students to demonstrate that they can practice safely, effectively and lawfully before they can proceed to work with patients in their preregistration training.

To support the student in meeting these standards a range of diagnostic and formative assessment is used to support their learning in addition to the teaching and learning. Diagnostic testing in the early weeks of the course is utilised to test progress in the development of these skills but also to identify where students may need additional support which may come via the Academic Skills Centre or other tailored support. The diagnostic tests aim to identify the skills and knowledge the students have in relation to the practice of pharmacy. The tests cover topics like pharmaceutical calculations, clinical pharmacy, basic laws covering the practice of pharmacy and dispensing, pharmacokinetics, pharmaceutical chemistry, pharmacology, evidence based practice and responding to symptoms in the community. Each test is written by one of the main lecturer teaching on the OSPAP course, the tests are marked and a day is allocated in teaching week one, where each test setter is allocated a session to discuss the scores with the students outlining extra reading material and signposting them to sources of help as appropriate. The scores also give the teaching team an idea of the basic knowledge of the cohort to tailor teaching in the induction sessions accordingly.

The first two weeks of teaching will consist of 18 hours lectures/workshops each week to provide induction in fundamental pharmaceutical science and practice topics including: introduction to NHS, changes in pharmacy and pharmaceutical services, basic pharmaceutical calculation skills, evidence based medicine, medical abbreviations, pathology data interpretation, communication skills and questioning techniques in responding to symptoms, reference sources used in pharmacy, microbiology and infections, introduction to adverse drug reactions, homeostatis, hypertension, renal and cardiovascular pharmacology, anti-inflammatory and neuroactive drugs, introduction to physiochemical parameters, basic kinetics and absorption, distribution, metabolism and excretion and introduction to basic formulations and protein structure.

Other features include;

* The programme provides students with a variety of academic experiences as well as other experiences in pharmacy through placements in hospital and community pharmacy, which helps to foster in students a positive attitude to professional development. These experiences are supplemented with the development of advanced skills in independent learning described under the next bullet point. A consequence of the experiences, attitudes and skills developed in the programme is the expectation that students will have a strong background for continuing professional development and lifelong learning
* As the programme develops through each semester, students will confidently use primary literature and research based sources of information. They will be further encouraged to become independent learners with skills to collect, organise and appraise subject material as well as to solve complex problems.
* In some learning situations students will work in groups using problem based learning activities which will enhance their learning but also give them essential skills for the workplace including team work, delegation, planning and negotiation skills.
* The course uses in its delivery the concept of e-learning (used in teaching calculation skills), the concept of blogs, on-line quizzes, debates, problem-based learning, role-play and other innovative interactive learning and teaching practices. A game is also under development to support teaching key skills such as developing speed for extracting information from the British National Formulary, calculations, etc.
* The course in its delivery and content introduces the students to the requirements of the pre-registration training exam and tries to empower the students with the skills required to pass this exam which they sit upon completing the training year following their graduation.
1. **Support for Students and their Learning**
* The student will benefit from StudySpace the University’s Learning Management System. This provides an electronic source of learning and teaching material. At a basic level, StudySpace is used in each module to provide information such as module description, practical booklet, lecture outlines, handouts, notes, tutorial problems and solutions, example examination papers, external web-links and other sources of information are made available to the student. At a more advanced level, StudySpace is used for e-assessments, provision of electronic feedback and as a gateway to a wider range of learning support materials and learning activities.
* All students benefit from remote access to StudySpace (the Learning Management System), the Learning Resource Centre on-line, StudentSpace (Kingston’s Live Interactive Campus, the university’s intra-net for students) and Microsoft Outlook (the e-mail system). There is also a well-equipped Graduate Centre.
* Personal Tutors provide academic, professional and personal support. The Personal Tutor Scheme was developed to enhance both a student’s learning experience at Kingston University, and the skills to facilitate employability and self-awareness. All OSPAP students are assigned academic tutors who are registered pharmacists in dic AP students are assigned tutors who are reisted Pharmacists within the Uk outlinign ked and a day is allocated in teachinthe UK. Over the period of the programme tasks are set that are associated with and/or assessed by the student’s Personal Tutor, which are designed to encourage communication between students and one member of staff throughout their time at Kingston University. These are designed to enhance professional, employability and reflective skills. These include two recorded Continuous Professional Development (CPD) activities (based on the entries legally required by the GPhC as soon as the student starts his/her pre-registration training and later as future pharmacist) and the second one is related to the community pharmacy placement, to reflect on learning gained through the placement. In addition to face to face meetings, tutors stay in touch via emails sent out at the beginning and end of teaching blocks to keep students up to date. Additional emails offer support when results are released and congratulations upon successful completion.
* Personal Tutors also play an important role in providing guidance and support for the student’s Academic and Professional Portfolio, with a number of the activities involving the Personal Tutor.

**Further support mechanisms include;**

* A Module Leader for each module
* A Course Director to help students understand the programme structure
* Personal tutors to provide academic and personal support
* A placement tutor to give general advice on placements
* Technical support to advise students on IT and the use of software
* A designated programme administrator
* An induction week at the beginning
* Staff Student Consultative Committee
* A substantial Study Skills Centre that provides academic skills support
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* Disabled student support
* The Students’ Union
* Careers and Employability Service
* Dedicated Postgraduate Study Centre within the LRC
1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of study with student representation
* Annual review and development
* Periodic review undertaken at the subject level
* Student evaluation
* Faculty assessment moderation policies
* Fitness to Practise procedures and GPhC’s Code of Conduct for Pharmacy Students
* GPhC reaccreditation is currently required every 3 years
1. **Employability Statement**

A high proportion of the graduates from the Postgraduate Diploma in Pharmacy Practice (OSPAP) are expected to seek careers as Pharmacists. The course will equip them with the knowledge and skills necessary to enter their preregistration training and develop their professional knowledge and skills further. It will also give them the underpinning knowledge and skills needed to pass the GPhC registration assessment. Following award of the Postgraduate Diploma students require to successfully complete the preregistration training and pass the registration assessment before registering as a pharmacist.

The course also requires the students to undertake two days placements within a pharmacy environment (both hospital and community) introducing them to professional practice in at least two clinical environments as well as giving them the opportunity to see professional skills and competences applied in practice.

The course also covers a range of professional, practical and communication skills that will be required by the students to undertake a future career as pharmacists.

The skills developed throughout the duration of the course will also prepare the graduate for other career opportunities. It is expected that some diploma graduates will choose to carry out research for a PhD or MPhil, and others will take taught postgraduate Masters degrees.

There will also be opportunities for all graduates to gain employment as graduate scientists in the pharmaceutical and related industries in such areas as research and development, quality control, analysis and sales and marketing. Others may take up careers in commerce, general industry, public sector organisations and the teaching professions.

1. **Approved Variants from the UR/PR**

For the Postgraduate Diploma in Pharmacy Practice (OSPAP) course there are a number of approved variants to the Postgraduate Regulations for elements within the Professional Practice modules to meet Professional Body requirements and achieve a satisfactory level for progress on the diploma course. They are also required to ensure that students should have sufficient knowledge and skills in the professional practice area to be fit to enter preregistration training on graduation.

**The proposed requirements which are professional body led are:**

* All major elements of assessment (exam and coursework) must be passed at the pass mark, which is 50% at Level 7. PY7910, Professional Pharmacy Practice in the UK cannot be compensated.
* Reassessment by retake will be permitted in no more than 90 credits
* A maximum of one retake opportunity will be offered
* A maximum of 30 credits can be compensated where the module has a pass mark, i.e. 50% or above and one element with a minimum mark of 45%. In reality only PY7940, From Bench to Bedside will be able to be compensated
* An OSCE style Professional Competence Assessment consisting of two parts, legal and clinical, requiring a minimum mark of 60% in each part to be passed. This assessment cannot be compensated and must be passed for the course to be passed.
* A maximum of 3 attempts will be permitted to pass this Professional Competence Assessment..Students passing one part only require to retake the outstanding part.
* However, students who pass both parts of the assessment in the mock assessment will be exempted from the assessment.
* A dispensing test
* Students will have to satisfactorily complete an Academic and Professional Portfolio to complete the course.
* Students are subject to the Pharmacy Student Code of Conduct and School Fitness to Practise procedures.
1. **Other sources of information that you may wish to consult**

See subject benchmark for Pharmacy:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement---Pharmacy.aspx>

Standards from the GPhC:

<http://www.pharmacyregulation.org/initial-training>

Kingston University website

<http://sec.kingston.ac.uk/about-SEC/subjects/pharmacy-and-chemistry/>

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes. Include both core and option modules.

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  | **Module Code** |  | PY7910 | PY7940 | PY7960 | PY7950 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 |  | S | S |  |
| A2 |  | S | S | S |
| A3 | S |  | S |  |
| A4 | S | S | S |  |
| A5 | S | S | S | S |
| A6 | S | SF | S |  |
| A7 | S | S |  |  |
| A8 |  | S |  |  |
| A9\* |  |  |  | S |
| A10\* |  |  |  | SF |
| A11\* |  |  |  | S |
| A12\* |  |  |  | S |
| **Intellectual Skills** | B1 | S | S | S | S |
| B2 | S | S | S |  |
| B3 | SF | S | S |  |
| B4 | SF | S |  |  |
| B5 | S | S | S |  |
| B6 | S |  | S |  |
|  | B7\* |  |  |  | F |
| B8\* |  |  |  | SF |
| B9\* |  |  |  | S |
| B10\* |  |  |  | S |
| B11\* |  |  |  | SF |
| B12\* |  |  |  | S |
| B13\* |  |  |  | SF |
| B14\* |  |  |  | S |
| **Practical Skills** | C1 |  | S | S |  |
| C2 |  | S | S |  |
| C3 |  | S | S |  |
| C4 | S | S | S |  |
| C5\* |  |  |  | SF |
| C6\* |  |  |  | SF |
| C7\* |  |  |  | SF |
| C8\* |  |  |  | S |
| **Self Awareness Skills** | AK1 | S |  | S |  |
| AK2 | S |  | S |  |
| AK3 |  |  | S | S |
| AK4 |  |  | S | S |
| AK5\* |  |  |  | F |
| AK6\* |  |  |  | F |
| AK7\* |  |  |  | SF |
| AK8\* |  |  |  | F |
| **Communication skills** | BK1 | S | S | S | S |
| BK2 | S | S | S | S |
| BK3 | F | F | F |  |
| BK4 | S |  | S |  |
|  | BK5\* |  |  |  | S |
| BK6\* |  |  |  | SF |
| BK7\* |  |  |  | SF |
| BK8\* |  |  |  | F |
|  | **Interpersonal Skills** | CK1 | S | S | S |  |
| CK2 | F | F | F |  |
|  | CK3 | F | F | F |  |
| CK4 | F | F | F |  |
|  | CK5\* | F |  | F |  |
|  | CK6\* |  |  |  | F |
|  | CK7\* |  |  |  | SF |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Research and information Literacy Skills** | DK1 | S | S | S | S |
|  |  | DK2 | S | S | S | S |
|  | DK3 | S | F | S |  |
|  | DK4 | S | S | S | S |
|  | DK5 | S | S | F |  |
|  | DK6\* |  |  |  | S |
|  | DK7\* |  |  |  | S |
|  |  | DK8\* |  |  |  | SF |
|  | **Numeracy Skills** | EK1 | S | S | S | S |
|  | EK2 |  | S | S | S |
|  | EK3 | S | S | S | S |
|  | EK4 |  | S |  |  |
|  | EK5 | S | S | S |  |
|  | EK6\* |  |  |  | SF |
|  | EK7\* |  |  |  | SF |
|  | **Management & Leadership Skills** | FK1 | F | F | F | F |
|  | FK2 | F | F | F | F |
|  | FK3 | F | F | F | F |
|  | FK4 | F | F | F | F |
|  | FK5\* |  |  |  | F |
|  | **Creativity and Problem Solving Skills** | GK1 | S | S | S | F |
|  |  | GK2 | S | S | S |  |
|  |  | GK3\* |  |  |  | F |

**S**  indicates where a summative assessment occurs.

**F** where formative assessment/feedback occurs.

\* denotes MSc Learning Outcomes

**Technical Annex**

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| --- | --- |
| **Final Award(s):** | Postgraduate Diploma in Pharmacy Practice (OSPAP)MSc in Pharmacy Practice  |
| **Intermediate Award(s):** | Postgraduate CertificatePostgraduate Diploma in Applied Pharmaceutical SciencesMSc in Applied Pharmaceutical Sciences |
| **Minimum period of registration:** | *1 year* |
| **Maximum period of registration:** | *3 years* |
| **FHEQ Level for the Final Award:** | *7* |
| **QAA Subject Benchmark:** | *Pharmacy* |
| **Modes of Delivery:** | *Full-time* |
| **Language of Delivery:** | *English* |
| **Faculty:** | *Science, Engineering and Computing* |
| **School:** | *Pharmacy and Chemistry* |
| **JACS code:** | *B230* |
| **UCAS Code:** | *N/A* |
| **Course Code:** |  |
| **Route Code:** | *NPPHARP* |
|  |  |