



Programme Specification

Programme title: MSc Clinical Pharmacy (Secondary Care)

Academic Year:	2018/19
Degree Awarding Body:	University of Bradford
Final and interim award(s):	[Framework for Higher Education Qualifications (FHEQ) level 7] MSc Clinical Pharmacy (Secondary Care) Postgraduate Diploma Clinical Pharmacy (Secondary Care) Postgraduate Certificate Clinical Pharmacy (Secondary Care)
Programme accredited by (if appropriate):	N/A
Programme duration:	3 years (part time)
QAA Subject benchmark statement(s):	N/A
Date of Senate Approval:	
Date last confirmed and/or minor modification approved by Faculty Board	November 2017

Introduction

This programme is suitable for pharmacists registered in the UK and practising within the secondary care (hospital or intermediate) sector. It provides an MSc/Diploma in Clinical Pharmacy that aligns with the Royal Pharmaceutical Society's (RPS) Foundation Pharmacy Framework (FPF), meets the needs of local providers and equips foundation level pharmacists with the clinical, personal and managerial skills needed to progress within the modern NHS.

The University of Bradford has a strong commitment to sustainability which is an intrinsic aspect of the role of a pharmacist. Medicines optimisation, making the best use of finite resources in healthcare, and reducing medicines wastage through enhancing patient-centred care and decision making, are fundamental principles that are developed throughout this programme.

It has been designed in collaboration with local employers and will enable students to attain the skills and knowledge necessary for career progression through the NHS Employers Agenda for Change bandings.

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 NHS and the consultation and communication skills

required to deliver patient-centred care. Students also have a choice of optional modules to increase their knowledge and skills in other areas of interest.

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

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.
- The ability to reflect on their practice to inform their professional development.

Programme Learning Outcomes

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

- LO1 Communicate effectively with patients and the multi-disciplinary team.
- LO2 Systematically gather, critically analyse and evaluate data in order to solve complex problems.
- LO3 Critically evaluate prescribing practice in the light of evidence and accepted best clinical practice to devise and justify appropriate course(s) of action for individual patients.
- LO4 Anticipate drug related problems and ensure ongoing monitoring in order to optimise the use of medicines for individual patients.
- LO5 Work effectively as part of a multi-disciplinary team to deliver patient-centred care.
- LO6 Critically reflect on their practice and the standards of competence set out in the Royal Pharmaceutical Society (RPS) Foundation Pharmacy Framework (FPF), in order to identify professional development needs and take appropriate action to meet the required standard.
- LO7 Contribute to enhancing the quality of pharmacy services.

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

- LO8 Effectively integrate into the multidisciplinary team within a complex care setting.
- LO9 Demonstrate leadership at the point of care by employing a proactive approach to medicines optimisation.
- LO10 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:

LO11 Make recommendations for improving a service process in an area relevant to their practice of pharmacy through critical review of literature and the critical analysis of empirical research data.

Curriculum

Postgraduate Certificate

FHEQ Level	Module Title	Type (Core/Option/Elective)	Credits	Semester (s)	Module Code
7	Foundations in Clinical Practice	Core	40	1&2	PHA7023-D
7	Consultation Skills and Quality of Care	Core	20	2	PHA7041-B

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.

In addition, for Postgraduate Diploma

FHEQ Level	Module Title	Type (Core/option/elective)	Credits	Semester (s)	Module Code
7	Applied Therapeutics	Core	30	1&2	PHA7048-C
30 credits from the following options:					
7	Aseptics in Practice	Option	30	1	PHA7042-C
7	Prescribing for Pharmacists	Option	30	1 or 2	PRE7003-C
7	Leadership and Management: Theory and Practice	Option	30	1	LEM7024-C
7	Managing Change	Option	30	2	LEM7004-C
7	Advanced Communication Skills	Option	30	2	NUR7020-C
7	Quality and Service Improvement	Option	30	2	LEM7017-C

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.

In addition, for Degree of Master

FHEQ Level	Module Title	Type Core/option/elective	Credits	Semester (s)	Module Code
7	Quality and Service Improvement	Core if not taken for diploma	30	2	LEM7017-C
7	Quality and Service Improvement Project	Core	30	1&2	PHA7043-C
7	Any 30 credit option from diploma level if LEM7017-C taken previously				

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.

Curriculum Design

The curriculum aims to:

- Map to postgraduate benchmarks within the pharmacy profession¹
- Be evidence-based and developed using sound educational theory
- Be case-based and patient-centred, enabling integration of knowledge into practice
- Include work-based learning with continual formative feedback
- Include aspects of adult learning theory², including:
 - o Making use of participants' experience
 - o Encouraging learners to move to increasingly advanced stages of personal development
 - o Allowing as much choice as possible in the organisation of learning programmes

¹ In the absence of a QAA benchmark statement for postgraduate pharmacy two documents produced by the Royal Pharmaceutical Society (RPS) have been used for this purpose; The Foundation Pharmacy Framework (FPF) and Medicines Optimisation: Helping patients to make the most of medicines.

² Cross KP. Adults as Learners. 1981, San Francisco, Jossey-Bass and Knowles M. Andragogy in Action. 1984 San Francisco: Jossey-Bass

Learning and Teaching Strategy

The learning and teaching strategy includes monthly taught study days (pre-study day tasks, online study packages, keynote lectures, case –based problems and collaborative learning). A study day in year 1 will be delivered with the MSc Clinical Pharmacy (Community), allowing students to take part in collaborative work exploring current issues in every sector of pharmacy and the broader NHS.

Approximately a third to a half of the learning time will be dedicated to work-based learning where students will have the opportunity to practice and develop the knowledge, skills and values necessary to become a competent secondary care pharmacist work-based learning including 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 monthly with their practice tutor to map their progress against the Royal Pharmaceutical Society's (RPS) Foundation Pharmacy Framework (FPF), 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 eportfolio over the course of year 1 and year 2.

Assessment Strategy

The Royal Pharmaceutical Society's (RPS) Foundation Pharmacy Framework (FPF) is a comprehensive summary of attributes required of clinical pharmacists (available at <https://www.rpharms.com/development-files/foundation-pharmacy-framework---final.pdf>) and has been used extensively in the development of the programme.

The programme is designed to assess students in a variety of different ways including Eportfolio, Open Book Exam, OSCE and written assignments. Students will be given summative and formative feedback throughout the duration of the Programme.

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:

- For modules PHA7023-D Foundations in Clinical Practice and PHA7024-D Applied Therapeutics, students must pass all individual components at 40% (i.e. written exam, OCSE and eportfolio). There is no compensation between components.

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:

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 secondary care pharmacy within the UK. Prior experience in pharmacy practice in secondary care is not essential but is considered to be an advantage. The Employer must be willing and capable of providing appropriate support to the student, including internet access.

Students who have not been taught in English must have an IELTS (International English Language testing System) score of at least 7.0 in each of the four subsets (speaking, listening, reading and writing).

Applications are welcome from students with non-standard qualifications or mature students (those over 21 years of age on entry) with significant relevant experience.

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

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
2	Inclusion of additional optional module: NUR7020-C Advanced Communication Skills	November 2017