

## **PGDip in General Practice Pharmacy For students entering Part 1 in 2011/2**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Life Sciences Faculty
Programme length:	3 years
Date of specification:	06/Oct/2011
Programme Director:	Dr Angela Alexander
Programme Advisor:	
Board of Studies:	School of Chemistry Food Biosciences and
Pharmacy	
Accreditation:	

### **Summary of programme aims**

The aim of the Postgraduate Diploma in General Pharmacy Practice is to equip practitioners with the core skills and competencies they require to provide pharmaceutical care in a practice setting.

The programme is based on a philosophy of practitioner centred workplace learning. Practitioners are expected to take responsibility for managing their learning and achieving the course objectives. The ethos and culture of the programme is to enhance and develop self reliance and an adult approach to learning in support of continuing professional development.

The curriculum will develop the foundations of practice in practitioners as they progress towards the award of the DipGPP.

### **Transferable skills**

The core skills obtained by practitioners while on the programme will be transferable to all aspects of pharmaceutical care in a practice setting.

### **Programme content**

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
PMMGP1	Foundations of General Practice	60	7
PMMDP1	Defined Area of Practice 1	20	7
PMMDP2	Defined Area of Practice 2	20	7
PMMDP3	Defined Area of Practice 3	20	7

The Diploma programme is organised in 4 modules:

Module 1 (60 credits) Foundations of General Practice is designed to take place normally over a 12-18 month period, primarily of work-based learning. Should practitioners wish to exit the programme after successful completion of Module 1, a Postgraduate Certificate in General Pharmacy Practice can be awarded.

Modules 2, 3 and 4 (20 credits each) are Defined Areas of Practice (DAP) linked with experiences which can be taken as a speciality or a service focus over a 6 month period. Completion of 3 DAPs in conjunction with the PGCert constitutes the full Diploma award.

The Diploma will normally take 36 months to complete. On successful completion of the programme, practitioners will be awarded:

- Postgraduate Diploma in General Pharmacy Practice (from the University of Reading)
- Statement of completion of General Pharmacy Practice Training (from the JPB)

### **Part-time or modular arrangements**

The programme is integrated into the practitioners' full time work. From an HEI perspective they are only required to attend facilitated learning sets and assessments.

### **Progression requirements**

Normally, progression to the Defined Area of Practice modules PMMDP1, PMMDP2, PMMDP3 will be dependent upon successful assessment of the Foundations of General Practice module, PMMGP1, and the order of completion of the Defined Area of Practice modules will be PMMDP1, PMMDP2, PMMDP3. However, subject to the agreement of the Programme Director, this may vary in some circumstances; for instance if a practitioner wishes to study a module in isolation.

### *Mark interpretation*

The following interpretation of marks will be used:

Passing categories:

70-100%: Distinction

60-69%: Merit

50-59%: Good standard (Pass)

Failing categories:

40-49%: Work below threshold standard

0-39%: Unsatisfactory work

### *For Postgraduate Certificate General Practice Pharmacy*

To pass the Postgraduate Certificate, students must gain an average mark of 50 or more in module PMMGP1 Foundations of General Practice. The Postgraduate Certificate is awarded on a Pass / Fail basis only.

### *For Postgraduate Diploma General Practice Pharmacy*

To pass the Postgraduate Diploma, students must gain an average mark of 50 in all modules, i.e. PMMGP1 Foundations of General Practice and the three Defined Area of Practice modules PMMDP1, PMMDP2 and PMMDP3. Students who gain a weighted average of 70 or more will be eligible for the award of a Distinction. Students who gain a weighted average of 60 or more will be eligible for a Merit.

## **Assessment and classification**

Assessments occur during the modules at the workplace and at the end of each module at the University. Workplace assessment tools are designed around the General Level Framework (GLF) and occur at regular intervals throughout the Diploma in order to track progress. Records of these assessments are kept and filed in the student's Portfolio of Evidence which is presented for review by the University.

The overall programme is assessed using the following:

- Multiple Choice Questions (MCQ) exams;
- Objective Structured Clinical Exams (OSCEs);
- Portfolio of Evidence;
- Record of In-service Training Assessment (RITA);
- Presentations based on literature reviews, audits and change management;
- Case-Based Discussions (CBD)

### *Multiple Choice Questions (MCQ)*

These will assess underpinning scientific knowledge (e.g. pharmacology, pharmacokinetics), as well as assessing information that all pharmacy practitioners should know, e.g. legal aspects associated with pharmacy, as well as core knowledge. In module PMMGP1, two MCQ tests will be set: one assessing the foundation knowledge and one covering the syllabus of therapeutic topics. They will normally be undertaken at 12 or 18 months.

### *Objective Structured Clinical Exam (OSCE)*

These will normally run at 12 and 18 months in module PMMGP1, with the principal aim of assessing skills and application of knowledge. One set of 8 stations (4 unmanned stations and 4 manned) will test the foundation skills required by all pharmacy practitioners, as well as areas of clinical practice they are likely to have encountered during the first 12-18 months of the programme. A further 8 OSCE stations will focus primarily on the therapeutic areas associated with Module 1, whilst still testing generic skills learnt and developed in the rest of the module. The core knowledge aspects associated with these therapeutic areas, e.g. pathophysiology and pharmacology, will be tested in part through OSCEs and in part through MCQs.

### *Portfolio of Evidence*

Practitioner-led learning in this programme is underpinned by a formal process of meetings and reviews, each of which should be documented. This formal and documented process ensures adequate supervision and training and provides important continuity between placements and supervisors. The portfolio will contain a number of assessments:

- Clinical Evaluation Exercises (mini-CEX)
- Case-Based Discussion (CBD)
- Medication Related Consultation Framework (MRCF)
- Peer Assessment Tool (mini-PAT)
- Extended and social interventions
- GPhC Plan and Record entries
- GLF assessments
- Log of significant interventions

#### *Record of In-service Training Assessment (RITA)*

A RITA is a meeting held between practitioner and Practice Tutor that occurs at regular intervals throughout the programme. This is an opportunity for the Tutor to look at progress to date and provide feedback on performance. The Practice Tutor completes the appropriate form with the practitioner's agreement: Form B if progress is satisfactory or Form C if targeted training is required, i.e. progress is not satisfactory. An Academic Tutor may take part in a RITA if a practitioner is not making satisfactory progress consistently. Completion of Form B at specific RITAs determines practitioner entry to End of Module Assessments.

#### **Admission requirements**

Entrants to this programme are required to be:

- Registered with the GPhC or equivalent UK regulatory body; or
- Registered as a pharmacist within an EU member state; or
- Registered as a pharmacist within a non-EU member state, but eligible for registration with the GPhC or equivalent UK regulatory body

**Admissions Tutor:** Dr Angela Alexander, University of Reading

#### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Student Employment, Experience and Careers Centre (SEEC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see [www.reading.ac.uk/student](http://www.reading.ac.uk/student)

#### **Career prospects**

The PG Cert/Dip General Practice Pharmacy provides pharmacists with the basic qualification required to demonstrate competence within NHS pharmacy. It will enable them to progress within their career. Many students will go on to demonstrate achievement of the competencies required for Advanced Practice.

#### **Opportunities for study abroad or for placements**

Currently there are no such opportunities. However the Joint Programme Board is in discussion with HEIs abroad which may enable opportunities for students to experience placements abroad.

#### **Programme Outcomes**

##### **Knowledge and Understanding**

##### **A. Knowledge and understanding of:**

Independently develop clinical pharmacy

##### **Teaching/learning methods and strategies**

Teaching methods are varied and include the

knowledge in order to identify, prioritise and resolve complex pharmaceutical problems in a range of common conditions.

Recognise the evidence-based approach to management of a range of common conditions and apply to individualised patient care.

Apply pharmacokinetic and pharmacodynamic principles to the design of appropriate drug regimens.

Become competent in providing medicines information at a general level.

Knowledge required of a general pharmacy practitioner providing technical services.

concepts of self directed and self-managed learning, IT and web-based learning methods, seminars, small group work, problem-based learning approaches and individual work. Recognised experts, pharmacists and other health care professionals, contribute to the programme.

Learning sets are held every 4 - 5 weeks throughout the Module.

#### *Assessment*

MCQ exams

Objective Structured Clinical Exams (OSCEs)

Portfolio of Evidence

Record of In-service Training Assessment (RITA)

Presentations based on Literature Reviews, Audits and Change Management

Case Based Discussions

### **Skills and other attributes**

#### **B. Intellectual skills - *able to:***

Independently develop clinical pharmacy skills in order to identify, prioritise and resolve complex pharmaceutical problems in a range of common conditions.

Critically review the overall management and monitoring of patients with a range of common disease states.

Identify, prioritise and resolve the medicines management needs of patients, carers and other social and health care professionals.

Demonstrate a systematic approach to medicines management for patients with a range of common conditions.

#### **C. Practical skills - *able to:***

Consult effectively with patients, carers and the multidisciplinary healthcare team, respecting diversity and confidentiality.

#### **D. Transferable skills - *able to:***

Advance knowledge and understanding through continuing professional development and life long learning

#### **Teaching/learning methods and strategies**

In addition to the learning sets, Practitioners must undertake required practice activities at their place of work. This helps them develop their clinical approach to identifying pharmaceutical care issues and preparing appropriate care plans to optimise the treatment of individual patients. A Practice Tutor is assigned to facilitate learning.

#### *Assessment*

MCQ exams

Objective Structured Clinical Exams (OSCEs)

Portfolio of Evidence

Record of In-service Training Assessment (RITA)

Presentations based on Literature Reviews, Audits and Change Management

Case Based Discussions

#### **Teaching/learning methods and strategies**

Practitioners must undertake required practice activities at their place of work. This helps them develop their approach to these skills. A Practice Tutor is assigned to facilitate learning.

#### *Assessment*

Objective Structured Clinical Exams (OSCEs)

Record of In-service Training Assessment (RITA)

Case Based Discussions

#### **Teaching/learning methods and strategies**

Students are expected to take responsibility for their own self-directed learning.

They are required to access a variety of sources in order to gain information to support learning and to help complete practice activities and coursework

assignments.

Tutorials provide training in accessing databases and identifying the best sources of information. Students will set their own learning goals and be responsible for meeting the requirements of the Diploma programme.

*Assessment*

Portfolio of Evidence

Record of In-service Training Assessment (RITA)

Presentations based Change Management

**Please note - This specification provides a concise summary of the main features of the programme and the 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 learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**