

# MSc Pharmacy Practice

## *Programme Specification*

### **Primary Purpose**

Course management and quality assurance.

### **Secondary Purpose**

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

### **Disclaimer**

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

### **Copyright**

The contents of this document are the copyright of the University of Portsmouth and all rights are reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means electronic, mechanical, photocopying, recording or otherwise, without the prior consent of the University of Portsmouth.

## Contents

Course Details .....	1
1. Named Awards.....	1
2. Course Code (and UCAS Code if applicable).....	1
3. Awarding Body .....	1
4. Teaching Institution .....	1
5. Accrediting Body .....	1
6. QAA Benchmark Groups .....	1
7. Document Control Information.....	1
8. Effective Session.....	1
9. Author .....	1
10. Faculty.....	1
11. Department .....	1
Curriculum .....	1
12. Educational Aims.....	1
13. Reference Points.....	2
14. General Learning Outcomes.....	3
15. Learning Outcomes .....	3
A. Knowledge and Understanding of:.....	3
B. Cognitive (Intellectual or Thinking) Skills, able to: .....	4
C. Practical (Professional or Subject) Skills, able to: .....	4
D. Transferable (Graduate and Employability) Skills, able to: .....	4
16. Learning and Teaching Strategies and Methods.....	5
17. Assessment Strategy.....	5
18. Course Structure, Progression and Award Requirements.....	5
19. Employability Statement.....	6
Course Management .....	6
20. Support for Student Learning.....	6
21. Admissions Criteria.....	6
A. Academic Admissions Criteria .....	6
B. Disability .....	7
22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching .....	7
A. Mechanisms for Review and Evaluation .....	7
B. Responsibilities for Monitoring and Evaluation.....	7
C. Mechanisms for Gaining Student Feedback .....	7
D. Staff Development Priorities.....	7
23. Assessment Regulations .....	7
24. Role of Externals .....	8
25. Indicators of Standards and Quality.....	8
A. Professional Accreditation/Recognition.....	8
B. Periodic Programme Review (or equivalent).....	8
C. Quality Assurance Agency .....	8
D. Others .....	8
26. Further Information .....	8

## **Course Details**

### **1. Named Awards**

MSc Pharmacy Practice

### **2. Course Code (and UCAS Code if applicable)**

C2042P

### **3. Awarding Body**

University of Portsmouth

### **4. Teaching Institution**

University of Portsmouth

### **5. Accrediting Body**

General Pharmaceutical Council of Great Britain for Clinical and Professional Aspects of Prescribing Unit only.

### **6. QAA Benchmark Groups**

[Pharmacy](#)<sup>1</sup>. NB this benchmark applies to undergraduate pharmacy programmes but it is of relevance to postgraduate provision

### **7. Document Control Information**

July 2017

### **8. Effective Session**

2017 - 2018

### **9. Author**

Dr Helena Herrera

### **10. Faculty**

Science

### **11. Department**

School of Pharmacy and Biomedical Sciences

## **Curriculum**

### **12. Educational Aims**

The aim of the MSc in Pharmacy Practice is to equip pharmacists with the skills and competencies they require to autonomously provide pharmaceutical care in advanced and complex practice settings.

---

<sup>1</sup> [www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/pharmacy.pdf](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/pharmacy.pdf)

The programme aims to provide students with:

- A systematic understanding of knowledge and skills required in the application of medicines expertise.
- A critical awareness of current problems and / or new insights in pharmacy practice.
- A comprehensive understanding of techniques applied to advanced scholarship in pharmacy practice which include problem solving skills, clinical audit, evaluation, research methods and data analysis.
- Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in pharmacy practice.
- A conceptual understanding that enables the pharmacist to evaluate critically current research and advanced scholarship in the discipline and to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the MSc will be able to:

- Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
- Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level.
- Continue to advance their knowledge and understanding through continuing professional development.
- Develop new skills up to an advanced level in pharmacy practice and will have:
- The qualities and transferable skills necessary requiring
- The exercise of initiative and personal responsibility
- Decision making in complex and unpredictable situations and
- The independent learning ability required for continuing professional development.

### **The Independent Prescribing pathway**

One unit (Clinical and Professional Aspects of Prescribing) is accredited by the General Pharmaceutical Council of Great Britain (GPhC) for the award of a “School Practice Certificate in Independent Prescribing”. The aim of this unit is: to prepare participants to practice as independent prescribers, which includes preparation of participants to meet the standards set by the GPhC for independent prescribing.

### **13. Reference Points**

- University of Portsmouth Curriculum Framework Document (2016) and associated guidance notes;
- University of Portsmouth Examination and Assessment Regulations (2015);
- The scholarship and research expertise of academic members of staff;
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education;
- Framework for Higher Education Qualifications (FHEQ);
- National Qualifications Framework;
- Joint Programmes Board, (University of London) learning outcomes and assessment strategy;
- The General Pharmaceutical Society of Great Britain acts as the accrediting body for the clinical and professional aspects of prescribing unit only, for which their curriculum has been used to devise Learning Outcomes and a learning/teaching assessment strategy.

- School of Pharmacy and Biomedical Sciences Learning, Teaching, Assessment and Student Support Strategic Plan

## 14. General Learning Outcomes

### Level 7

Master's degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility
  - decision-making in complex and unpredictable situations
- the independent learning ability required for continuing professional development

## 15. Learning Outcomes

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

- A.1 Structure and function of NHS highlighting the strengths and weaknesses of past and proposed future structures, recent NHS reforms and how the current structure deals with key issues such as prioritisation and rationing of health provision.
- A.2 Medicines management and medication review
- A.3 The relationship between healthcare practitioners and patients
- A.4 The role of Clinical Governance within healthcare and the profession
- A.5 Clinical pharmacology, adverse drug events, parenteral drug therapy, fluid and electrolyte balance, extemporaneous production
- A.6 Medication risk – active and latent failures inherent within the care setting
- A.7 Advantages and disadvantages of common clinical audit strategies
- A.8 Impact of local and national targets on the delivery and location of pharmaceutical services and patient care

A.9 Philosophical and ethical basis to pharmacy practice research, research techniques and methodology employed in pharmacy practice research

**B. Cognitive (Intellectual or Thinking) Skills, able to:**

- B.1 Recognise and solve ethical issues as they relate to the provision of pharmacy.
- B.2 Undertake specific CPD to meet the practitioner competence requirements of the profession.
- B.3 Document and discuss the clinical contributions they make to patient care.
- B.4 Identify failures inherent within the care setting and recommend approaches to minimising risk.
- B.5 Undertake a literature evaluation and to apply these findings to an area of prescribing practice.
- B.6 Describe the steps which underpin evidence-based practice and the scale of hierarchy used to rank evidence.
- B.7 Apply the validity components when undertaking a critical evaluation.
- B.8 Review prescribing guidelines and make appropriate recommendations.
- B.9 Demonstrate skills for developing a business case to implement a strategy to improve pharmaceutical services.
- B.10 Critically evaluate the validity of research designs, available methodologies, and statistical methods used in pharmacy practice research.
- B.11 Demonstrate the application of evidence-based practice in own practice setting.

**C. Practical (Professional or Subject) Skills, able to:**

- C.1 Develop strategies to improve adherence and the safe and appropriate use of medicine
- C.2 Interpret, evaluate and apply laboratory data to pharmaceutical care.
- C.3 Describe and evaluate the therapeutic options available to manage a range of common clinical conditions and to manage patients with multiple pathologies.
- C.4 Calculate and interpret absolute risk reduction, relative risk reduction, numbers needed to treat and odds ratios.
- C.5 Apply appropriate management tools to evaluate service provision and manage change.
- C.6 Communicate the results of research to others through effective written or oral presentation and publication
- C.7 Meet the requirements of the NHS competency frameworks for advanced practitioner status in the options studied.

**D. Transferable (Graduate and Employability) Skills, able to:**

- D.1 Demonstrate a reflective and self-critical approach to the application of their learning to their professional practice.
- D.2 Identify learning needs and be autonomous in the planning and management of their own learning.
- D.3 Manage and make professional use of resources including management information and research data.
- D.4 Interact and network within a multidisciplinary team to develop professionally.
- D.5 Disseminate theoretical, research and professional understanding and recommendations to critical communities using a variety of formats.

## 16. Learning and Teaching Strategies and Methods

Lectures (A1,A3,A4,A5,A6,A7,A9), seminars (A2,A5,A6,A8), tutor-led tutorials (A2,A3,A4,A5,A6,A8), personal critical reflection (A1,A2,A3,A4,A5,A6,A7,A8,A9), problem based learning scenarios (A2,A3,A4,A5,A6,A8), work-based learning (A1,A2,A3,A4,A5,A6,A7,A8,A9), oral presentations (A2,A3,A4,A5,A6,A8), independent research investigations (A5,A6,A7,A8,A9), audits (A4,A5,A7,A8,A9) and on-line resources (A1,A2,A3,A4,A5,A6,A7,A8,A9) are used within this programme.

Lectures (B4,B5,B8), seminars (B1,B3,B4,B5,B7,B8,B9,B10), tutor-led tutorials (B1,B3,B4,B5,B7,B8,B10,B11), personal critical reflection (B1,B2,B3,B4,B7,B8,B9,B10), problem based learning scenarios (B1,B3,B4,B8,B11), work-based learning (B1,B2,B3,B4,B7,B8,B9,B10,B11), oral presentations (B1,B3,B4), independent research investigations (B1,B3,B4,B5,B7,B8,B9,B10,B11), audits (B1,B4,B6,B7,B10) and on-line resources (B1,B5) are used within this programme.

Lectures (C1,C2,C3), seminars (C1,C2,C4,C5), tutor-led tutorials (C1,C2,C3,C4,C5,C6,C7), personal critical reflection (C1,C2,C3,C4,C5,C6,C7), problem based learning scenarios (C1,C2,C3,C5), work-based learning (C1,C2,C3,C5,C7), oral presentations (C1,C2,C3,C5), independent research investigations (C2,C3,C4,C5,C7), audits (C4,C5) and on-line resources (C1,C2,C3,C4) are used within this programme.

Seminars (D1,D2,D3,D4,D5), tutor-led tutorials (D1,D2,D3,D4), personal critical reflection (D1,D2,D3), problem based learning scenarios (D1,D3), work-based learning (D1,D2,D3,D4), oral presentations (D1,D3,D4,D5), independent research investigations (D1,D3), audits (D1,D3) and on-line resources (D4,D5) are used within this programme.

## 17. Assessment Strategy

Coursework such as critical essays (A3, A4, A7) and portfolios of practice-based assessment and reflective practice (A1- A2, A5 – A9) are used within this programme.

Coursework such as critical essays (B1, B3, B4, B5, B6, B7) and portfolios of practice-based assessment and reflective practice (B2, B8-B11).

Coursework such as critical essays (C3, C4) and portfolios of practice-based assessment and reflective practice (C1 – C3, C5 – C7).

Coursework such as critical essays (D3, D5) and portfolios of practice-based assessment and reflective practice (D1 – D4).

## 18. Course Structure, Progression and Award Requirements

See [Unit Web Search](#)<sup>2</sup> for full details on the course structure and units

The MSc in Pharmacy Practice is developed from the MSc Clinical Pharmacy, which has run since 1989 and MSc Community Pharmacy. Curriculum development is part of a wider Joint Programmes Board (JPB) initiative where several schools (including University of Hertfordshire, University of London, King's College London, Brighton and University of East Anglia) are working on a common syllabus.

Students will normally undertake 60 credits of study per year with the opportunity to exit the programme after 1 year with award of PgC, 2 years with award of PgD or 3 years with award of MSc in accordance with their professional needs and key NHS policies.

This course provides varied delivery with the potential to develop a managed learning environment, flexible learning (half days, conference-style sessions) and assessment structure (CPD portfolio, similar to that used by medical Deaneries for clinical postgraduate education), including advanced personal development support. It encompasses two 30 credit clinical skills units per each of the first two years. All students who progress to year 3 undertake the compulsory 30 credit Research Methods and Project unit and have a choice of taking a further unit in Clinical and Professional

---

<sup>2</sup> [www.port.ac.uk/unitwebsearch](http://www.port.ac.uk/unitwebsearch)

Aspects of Prescribing (successful completion of which leads to additional award of a Practice Certificate in Independent Prescribing) or Strategic and Professional development.

Opportunities for reflection occur throughout the programme but particularly at the beginning and end of each year. The courses are generally funded by NHS employers and private healthcare providers, who can also be involved in course development.

## **19. Employability Statement**

The students are usually all in employment within the NHS or a private hospital and this course is directed towards identification of and addressing their development needs. It is strongly oriented towards learning in practice settings and employers are involved in course development (by means of a course reference group which provides regular employer liaison opportunities). It provides students with the opportunity to develop skills and knowledge to be promoted within the Agenda for Change banding structure. Students usually progress from Band 6 to 7 and sometimes to Band 8a by the time they have completed two years of the programme and Band 8b at the end of the MSc programme.

## **Course Management**

### **20. Support for Student Learning**

- The course is managed by a Course Leader.
- An induction programme introduces the student and tutors to the University and their course.
- Each student has a personal tutor, responsible for pastoral support and guidance and is further supported by practitioner tutors in their clinical setting.
- University support services include careers, financial advice, housing, counselling etc.
- The Academic Skills Unit (ASK).
- The Additional Support and Disability Advice Centre (ASDAC).
- Excellent library facilities.
- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections.
- Student course and unit handbooks provide information about the course structure and University regulations etc.
- Feedback is provided for all assessments.
- Personal Development Planning (PDP) for all awards.
- The virtual electronic environment (Moodle).

### **21. Admissions Criteria**

#### **A. Academic Admissions Criteria**

The entry requirements for the MSc in Pharmacy Practice are one of the following: The successful applicant will be a registered Pharmacist with the General Pharmaceutical Council of Great Britain (GPhC).

Applicants are required to have proficiency in the English language similar to IELTS Grade 7.0 or equivalent with an even profile (no component below 6.5).

In addition, pharmacists must have a practice base from which to operate and have access to a practitioner tutor approved by the School of Pharmacy.



## **B. Disability**

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

## **22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching**

### **A. Mechanisms for Review and Evaluation**

- Course Leader's Annual Standards and Quality Evaluative Review.
- Head of Department's Annual Standards and Quality Evaluative Review.
- Unit and Course Level student feedback considered at Board of Studies.
- Unit Assessment Board consideration of student performance for each programme.
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports.
- Periodic Programme Review.
- Student Representatives and Student/Staff Consultative Committees.
- Staff Performance and Development Review.
- Peer Review and Development Framework.
- Faculty Learning and Teaching Committee.

### **B. Responsibilities for Monitoring and Evaluation**

- Unit Co-ordinators for unit content and delivery.
- Course Leader for day-to-day running of course.
- Board of Studies with overall responsibilities for operation and content of course.
- Head of Department.
- Associate Dean (Academic).
- Associate Dean (Students).
- Quality Assurance Committee.
- Unit, Award and Progression Board of Examiners.

### **C. Mechanisms for Gaining Student Feedback**

- Student Representation on Board of Studies.
- Student Staff Consultative Committees.
- Unit and Course level student feedback questionnaires.
- University participates in external student surveys, e.g., , Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB).

### **D. Staff Development Priorities**

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance.
- Annual staff performance and development reviews match development to needs.
- Managers undertake a variety of management development programmes.
- New academic staff are required to undertake the APEX Fellowship Pathway to Descriptor 2 of the UK Professional Standards Framework for teaching and supporting learning in Higher Education.
- All academic staff encouraged to seek Higher Education Academy membership.
- Academic staff new to teaching required to undertake Initial Professional Development Programme (iPROF).

- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.
- It is a professional requirement for registered Pharmacists to undertake CPD.

### 23. Assessment Regulations

The current University of Portsmouth academic regulations will apply to this programme (see [Assessment and Regulations<sup>3</sup>](#)).

### 24. Role of Externals

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards

Award External Examiners (usually also a Subject External Examiner) who will:

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

### 25. Indicators of Standards and Quality

#### A. Professional Accreditation/Recognition

GPhC accreditation of clinical and professional aspects of prescribing unit, December 2010.

#### B. Periodic Programme Review (or equivalent)

Last Periodic Review held in February 2016 confirmed fitness of purpose of the curriculum and effectiveness of the annual monitoring and review processes.

#### C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015<sup>4</sup>](#)*).

#### D. Others

None.

### 26. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus

---

<sup>3</sup> [www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/](http://www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/)

<sup>4</sup> [www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf](http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf)

- [University of Portsmouth](#)<sup>5</sup> and [School/Department](#)<sup>6</sup> websites

---

<sup>5</sup> [www.port.ac.uk/](http://www.port.ac.uk/)

<sup>6</sup> [www.port.ac.uk/school-of-pharmacy-and-biomedical-sciences/](http://www.port.ac.uk/school-of-pharmacy-and-biomedical-sciences/)