![UCLan University of Central Lancashire logo]

Course Handbook
MSc in Advanced Pharmacy Practice
2018-2019 (April/May 2018 start)
Mr Bruce Burnett
School of Pharmacy and Biomedical Sciences

Please read this Handbook in conjunction with the University's Student Handbook.

Contents

1. Welcome to the course

Welcome to the School of Pharmacy and Biomedical Sciences at the University of Central Lancashire. We hope that you'll enjoy your studies and experiences in Preston. The Student Handbook brings together information to help you to answer queries that you might have about the course. If we have missed something that you think should be included in this Handbook then please let us know.

We want this to be a positive learning experience for you. There will be some very hard work, but we hope that you'll find it interesting and stimulating, and that you'll have the chance to enjoy yourself along the way. We believe you *can* succeed, and we *want* you to succeed. The academic and support staff are here to help you achieve that goal. Good luck!

1.1 Rationale, aims and learning outcomes of the course

The aim of the *MSc* programme is to equip pharmacists with the necessary knowledge, skills, attributes and behaviours to meet the challenges of current and emerging practice roles across all healthcare sectors, including the ability to undertake independent research that effects patient care.

The aim of the *Diploma* is to equip pharmacists with the necessary knowledge, skills, attributes and behaviours to meet the challenges of current and emerging practice roles across all healthcare sectors.

Learning Outcomes:

Knowledge and Understanding
At the end of the programme of study you will be able to:
- Interpret and evaluate healthcare policy to inform current and future service provision Synthesise and apply clinical and health-related knowledge to deliver and optimise patient care at an individual and population level
- Gather, interpret, synthesise and critically appraise data to inform clinical decision making
- Demonstrate appropriate communication skills to a range of audiences using a variety of methods
- Show how patient safety is embedded into everyday work practice

Subject-specific skills
At the end of the programme of study you will be able to:
- Perform within your scope of practice to deliver patient centred care
- Apply the principles of management and illustrate the attributes of a leader
- Implement and evaluate medicines optimisation for a diverse patient population to demonstrate measurable patient outcomes
- Use current best evidence (local, national, and international) explicitly and judiciously in making decisions about the care of individual patients
- Apply research methodologies and interpret the appropriateness across a variety of settings
- Evaluate and interpret factors affecting patient care that spans health and social care economies

- Distinguish how, why and when acutely ill patients are managed within informal and formal healthcare provision

Thinking Skills
At the end of the programme of study you will be able to:
- Reflect on and evaluate your own academic and professional development
- Translate and disseminate current and emerging knowledge and working practices
- Contribute to the learning and development of patients and peers

Other Skills Relevant to Employability and Personal Development
At the end of the programme of study you will be able to
- Make decisions to support problem solving in complex and unpredictable situations
- Show innovation and creativity within the work place to deliver best possible care for patients
- Effectively engage in multidisciplinary working

1.2 Course Team

Name	Email address	Room
Asa Auta	aauta@uclan.ac.uk	MB023
David Aziz	DAziz1@uclan.ac.uk	MB025
Bruce Burnett	bburnett@uclan.ac.uk	MB024
Laura Healey	LHealey1@uclan.ac.uk	MB023
Helen Jones	HLJones@uclan.ac.uk	MB023
Harun Juwale	HJuwale1@uclan.ac.uk	MB032
Paul Rutter	prutter@uclan.ac.uk	MB069
Sarah Wilson	SEWilson@uclan.ac.uk	MB067

1.3 Expertise of staff

The academic staff that will be teaching you are all highly qualified in the areas that they teach. Many staff are engaged in research and/or scholarly activity which helps enrich your experiences. We also employ external speakers to deliver specialist teaching.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Foster Building
Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences (Mathematics/Chemistry/Physics)
telephone: 01772 891990/891991
email: FosterHub@uclan.ac.uk

Allen Building
Medicine
Dentistry
telephone: 01772 895566
email: AllenHub@uclan.ac.uk

Harris Building
Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
telephone: 01772 891996/891997
email: HarrisHub@uclan.ac.uk

Computing and Technology Building
Art, Design and Fashion
Computing
Journalism, Media and Performance
Engineering
telephone: 01772 891994/891995
email: CandTHub@uclan.ac.uk

Greenbank Building
Sport and Wellbeing
Management
Business
telephone: 01772 891992/891993
email: GreenbankHub@uclan.ac.uk

Brook Building
Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992/891993
email: BrookHub@uclan.ac.uk

1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

The preferred method of communication to yourself will be through email but we will also post general information about the course via Blackboard. Individual queries to staff via email will normally be responded to within 3 working days.

Normal office hours for staff are Monday to Friday 9am to 5pm, appointments can be made via email.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

Your External Examiner is Dr Christine Hirsch, Senior Lecturer in Clinical Pharmacy, Director of Clinical Pharmacy Education, School of Pharmacy, Institute of Clinical Science, University of Birmingham
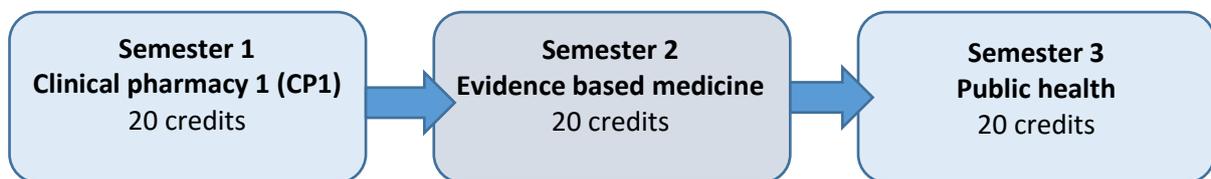
2. Structure of the course

2.1 Overall structure

The award of MSc in advanced pharmacy practice is through part time study which requires you to complete 180 credits over a three year study period. The first year of the course contains three compulsory modules, leading to an award of a Postgraduate Certificate (60 credits). The second and third year of the course contains optional modules to allow students the flexibility to tailor their learning programme, leading to a Postgraduate Diploma (120 credits) or a Masters qualification (120 credits), with the option to undertake a Practice Certificate in Independent Prescribing for Pharmacists.
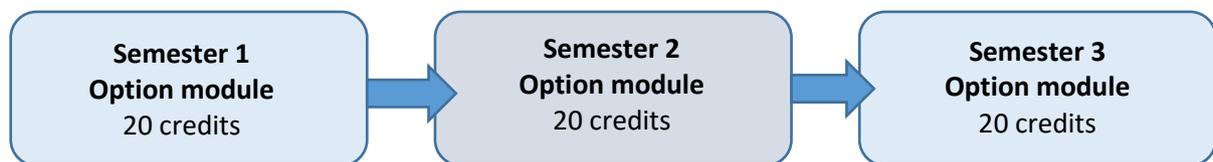
Postgraduate Certificate in Advanced Pharmacy Practice (60 credits)

The programme consists of three 20 credit modules to gain the award of Postgraduate Certificate in Advanced Pharmacy Practice:

Semester 1	Semester 2	Semester 3
Clinical pharmacy 1 (CP1)	**Evidence based medicine**	**Public health**
20 credits	20 credits	20 credits

Postgraduate Diploma in Advanced Pharmacy Practice (120 credits)

In addition to the PGCert, the second year programme consists of various 20 credit option modules, students must study three modules to gain the award of Postgraduate Diploma in Advanced Pharmacy Practice:

Semester 1	Semester 2	Semester 3
Option module	**Option module**	**Option module**
20 credits	20 credits	20 credits

Postgraduate Diploma in Advanced Pharmacy Practice with Independent Prescribing (120 credits)

Students that choose to undertake Independent Prescribing during the second year of study will follow the programme structure below for the second year:

Semester 1	Semester 2 & 3
Option module	**Independent prescribing module**
20 credits	40 credits

MSc in advanced pharmacy practice (180 credits)

In addition to the PGDip, the third year of the programme consists of a number of options to gain a further 60 credits and be awarded an MSc in advanced pharmacy practice.

Option 1: For those students who have not undertaken the independent prescribing module in year 2 of the programme. Students will study the research methods module in year 2 and the independent project module, worth 20 credits, in year 3 alongside the independent prescribing module, worth 40 credits.

Semester 1 **Independent project** 20 credits	**Semester 2 & 3** **Independent prescribing module** 40 credits

Option 2: For those students that have undertaken the independent prescribing module in year 2 of the programme. Students will study the research project module worth 60 credits.

Semester 1, 2 & 3 **Research project module** 60 credits

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Module code [c = compulsory, o = option]	Title	Year	Semester option available	Credits
PJ4600 [c]	Clinical Pharmacy 1	1	3	20
PJ4601 [c]	Evidence Based Medicine	1	1	20
PJ4602 [c]	Public Health	1	2	20
PJ4603 [o]	Clinical Pharmacy 2	2	1,2,& 3	20
PJ4604 [o]	Integrated Care	2	2 & 3	20
PJ4605 [o]	Acute and Emergency Care	2	1 & 3	20
PJ4606 [o]	Mental Health	2	2 & 3	20
PJ4607 [o]	Leadership and management	2	2 & 3	20
PJ4699 [o]	Practice Certificate in Independent Prescribing	2 & 3	1	40
PJ4609 [o]	Research Methods	2	3	20
PJ4610 [o]	Independent Project	3	3	20
PJ4611 [o]	Research Project	3	1	60

The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option. When accepting your offer of a place to study on this course, you are accepting that not all of these options will necessarily be running. At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with the course leader. The University will do all it reasonably can to ensure that you are able to undertake your preferred options.

2.3 Course requirements

For all students:

- Have a current registration as a Pharmacist with the General Pharmaceutical Council
- Be working in, or able to access a practice environment that will enable them to meet and achieve the course learning outcomes
- Students applying for postgraduate programmes must have a minimum level of English language proficiency equal to IELTS 7.0 or equivalent
- On enrolment, students will be encouraged to identify a work based mentor, who will support and guide their development throughout the course

For students taking the Independent Prescribing module:

Meet all of the above criteria, plus:

- Be able to satisfy the MSc Course Leader that they have sufficient expertise and competence
- Must have been registered with the GPhC for a minimum of 2 years
- Must be able to nominate an identified Designated Medical Practitioner (DMP)
- Interview at the discretion of the MSc course leader

Informal enquiries are welcomed. Your application will be considered on its merits and in the light of the nature and scope of the programme. You may be invited for an informal discussion before being offered a place.

2.4 Progression Information

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.5 Study Time

2.5.1 Weekly timetable

The course will be delivered through blended learning using a variety of delivery methods but predominantly distance learning supplemented with face-to-face delivery on campus. Where face-to-face sessions are scheduled, active learning strategies will be used wherever possible. Generally, each module will be supported by one day face to face session, with the exception of the research project module and the independent prescribing module.

Students will need to take an active role in their learning, and where content is reinforcement of prior knowledge, you will be required to undertake this work themselves supported through directed study hosted via Blackboard, the Virtual Learning Environment (VLE). Face-to-face sessions will provide opportunity to discuss with experts in that field on how patient care is maximised through real life examples seen within practice utilising a case-based approach. As preparation for the face-to-face contact students will prepare for the study day through study material; this will be made available on Blackboard. The materials provided will contain various activities aligned to the assessment.

Students will need to evidence personal professional development and how new knowledge and/or information has shaped their practice through an electronic portfolio. The e-portfolio will allow students to upload key pieces of evidence, e.g. peer testimonials.

Tutor-led feedback will support students through providing feedback on directed and independent study as well as formative and summative assessments. This will be achieved by using IT solutions such as Adobe Connect. Students will be encouraged to form learning sets to provide one another with peer support.

2.5.2   Expected hours of study
20 credits is a standard module size and equals 200 notional learning hours, which includes attendance at UCLan and time spent in private study.

You will need to prioritise your own workload and manage your own time. You are expected to drive your own study.

2.5.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

Bruce Burnett bburnett@uclan.ac.uk

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the Course Leader. If you are absent for a session, you need to liaise with the module tutor to discuss how you will catch up on the work you have missed.

Notification of illness or exceptional requests for leave of absence must be made by e-mailing the Course Leader to notify staff that you will be absent and which sessions you will miss. If you do not e-mail your absence in, the absence will be classed as unauthorised, unless appropriate documentary evidence (e.g. a medical note) is provided.

When you e-mail the Course Leader, please ensure you have the following information ready: Student ID number and sessions that you will be missing. This information will be required to correctly update your attendance records.

Students who do not respond to communications concerning continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance.

Please note that in any cases of absence (authorised or otherwise) it is your responsibility to find out what material you have missed, and by negotiation with staff (and perhaps other students) to catch up with your general learning and especially the work required for assessments.

Please note that your employer will be notified of any absence.

Students can check their attendance record through myUCLan.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Fundamentally, you are committed to studying on your chosen programme in order to learn. We expect you to learn new knowledge, general (transferable) and subject-specific skills during your time in the School. The type of learning that you will acquire is indicated in the Programme Specification for the course, included at the end of this Handbook. Learning is generally expressed in the form of Learning Outcomes and these are descriptions of what you will be able to do upon completion of your course as a whole, or upon completion of an individual module.

Every module description lists the Learning Outcomes that you are expected to demonstrate upon completion and the purpose of assessment is to test your success in achieving these learning outcomes.

Learning is an active process, and requires your engagement and commitment. This means that you will only be able to meet the Learning Outcomes of each module (and ultimately your course as a whole) if you commit yourself to:

1) Attending the timetabled sessions.

2) Completion of the assessment requirements.

3) Supplementing timetabled sessions by reading and use of any learning materials recommended by the Module Tutor – this out of class investment on your part is specified as 'directed learning' (or independent learning).

4) Playing an active part in group work and in-class discussions/debates.

The majority of modules will provide you with a framework for guided independent study, using Blackboard, to enable you to prepare for the face to face session where you will be expected to apply and share your knowledge through case based application. Students will be encouraged to share and discuss their practice experiences with others and learn from practice based specialists to apply their knowledge.

You will be given guided reading based on the current literature, and will be expected to work independently to gain further information on the topic thereby extending your knowledge and understanding. Your learning process will culminate in submitting assignments, which require assimilation and expression of the knowledge and understanding gained during formal guided and independent learning.

3.2 Study skills

The University has an excellent study skills support facility for students called WISER. WISER is an acronym for the two ways in which you may wish to make use of this service. Walk-In Study Enhancement through Review drop in, one to one tutorial consultations, which is available to all students during term-time. The focus is on specific and individual needs. Wiser Interactions for Study Enhancement and Review workshops on topics of direct relevance to your study needs. The workshops are not credited and are weekly per semester.

There are a variety of services to support students and these include WISER http://www.uclan.ac.uk/students/study/wiser/index.php

3.3 Learning resources
3.3.1 Learning Information Services (LIS)

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

3.4 Personal development planning

The School actively supports University policy in the implementation of personal development planning (PDP) across both undergraduate and postgraduate programmes. At the postgraduate level within the MSc programme, students will be expected to demonstrate *how their practice has changed* and how they are utilising their new skills through critical reflection and evidence base to sustain their development.

3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your course, but an important part of it which will help you to show future employers just how valuable your course is. These "Employability Essentials" take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self- employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

Careers offers a range of support for you including:

- Career and employability advice and guidance appointments
- Support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- Workshops, seminars, modules, certificates and events to develop your skills

A daily drop in service is available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

4. Student Support

We realise that for some of you this can be a daunting time. We are sure that in the next few weeks you will make friends with people on your course and this friendship could last for much longer than the few years you will be at UCLan. If you wish to discuss issues around this, then please contact your Course Leader or Academic Advisor.

4.1 Academic Advisors

You will be assigned an Academic Advisor at the start of your chosen programme. The Academic Advisor will generally be a member of Academic Staff who has a good understanding of your course.
The role of the Academic Advisor is to provide the opportunity for you to discuss course matters and to provide a focal point for academic development, to provide individual feedback on progress, to identify areas needing improvement and discuss strategies for achieving this and to monitor attendance and progress through the course.
The Academic Advisor also gives guidance to students following Assessment Boards. In addition, Academic Advisors should provide personal support, taking account of current problems in the student's life and be available for informal appointments through email. When appropriate, your Academic Advisor may well refer you to specialised central University support e.g. WISER, and may liaise with Futures to help provide you with careers guidance.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

In your School, Dr Darrell Brooks is the point of contact for students with disabilities. You can contact him via email at dbrooks@uclan.ac.uk

4.3 Students' Union One Stop Shop

The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students' rights is at the core of what we do and is encompassed by our tag line of, *Making Life Better for Student*s. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the Opportunities Centre on the ground floor of the Students' Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the [Advice and Representation Centre](#) are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at http://www.uclansu.co.uk/.

5. Assessment
5.1 Assessment Strategy
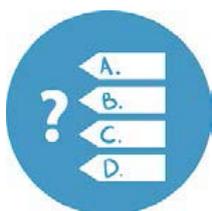
Each module will utilise formative assessment at relevant points, to prepare students for the associated summative assessment. Students will receive feedback on their formative assessment, at a mutually convenient time that is driven by the student. The summative assessment strategy in each module is designed to best test the achievement of the module learning outcomes and so a range of assessment methods are utilised. The course programme has been designed to spread the assessment load as far as possible. However, you are strongly advised to make an early start on the preparation of assignments and to plan well ahead in order to avoid an accumulation of work that could adversely affect your performance.

5.2 Notification of assignments and examination arrangements
Full details relating to the assessment of your course, (including policies on deadlines, penalties for late submission, plagiarism and feedback) can be found in the "Student's Guide to Assessment" which will be updated annually and made available to you via Blackboard. Precise details of the timing and nature of individual assignments will be made available within individual Modules on Blackboard. The Module Tutor will also provide details of the assessment brief and assessment criteria, well in advance of the submission date.

The marking criteria that is used to assess your work can also be found on Blackboard.

5.3 Referencing
This should be Vancouver style. The web link gives full guidance on how to use Harvard referencing. https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/library/public/harvard.pdf

5.4 Confidential material
Your assignments will require you to access confidential patient information. Remember your ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within their assignments. Please ensure that all patient identifiers are removed from all submitted work.

5.5 Cheating, plagiarism, collusion or re-presentation
Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official'

Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give through student staff liaison committee meetings (SSLC's) and module feedback questionnaires (MFQ's).

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook. Students are given the opportunity to contribute to SSLC's and students will be notified of the dates well in advance of the meeting.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE	

Programme Specification

This Programme 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.

1.	**Awarding Institution / Body**	University of Central Lancashire
2.	**Teaching Institution and Location of Delivery**	University of Central Lancashire, Preston Campus
3.	**University School/Centre**	School of Pharmacy and Biomedical Sciences
4.	**External Accreditation**	None
5.	**Title of Final Award**	MSc in Advanced Pharmacy Practice
6.	**Modes of Attendance offered**	Part-time
7.	**UCAS Code**	Course code: ULADPP560
8.	**Relevant Subject Benchmarking Group(s)**	QAA Master's degree characteristics 2015 http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2977#.V_Tur4VeE70
9.	**Other external influences**	General Pharmaceutical Council standards for independent prescribing https://www.pharmacyregulation.org/education/pharmacist-independent-prescriber Health Education England https://hee.nhs.uk/ RPS foundation and advanced level frameworks https://www.rpharms.com/development-files/foundation-pharmacy-framework---final.pdf http://www.rpharms.com/non-member/non-member-faculty.asp
10.	**Date of production/revision of this form**	February 2018
11.	**Aims of the Programme**	

The aim of the *MSc* programme is to equip pharmacists with the necessary knowledge, skills, attributes and behaviours to meet the challenges of current and emerging practice roles across all healthcare sectors, including the ability to undertake independent research that effects patient care.

The aim of the *Diploma* is to equip pharmacists with the necessary knowledge, skills, attributes and behaviours to meet the challenges of current and emerging practice roles across all healthcare sectors.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

At the end of the programme of study the student will be able to:
A1   Interpret and evaluate healthcare policy to inform current and future service provision
A2   Synthesise and apply clinical and health-related knowledge to deliver and optimise patient care at an individual and population level
A3   Gather, interpret, synthesise and critically appraise data to inform clinical decision making
A4   Demonstrate appropriate communication skills to a range of audiences using a variety of methods
A5   Show how patient safety is embedded into everyday work practice

Teaching and Learning Methods

A blend of distance learning and face-to-face instructional delivery supported by practice-based activities.

Assessment methods

Reports, case studies and portfolio through practice-based assignments

B. Subject-specific skills

At the end of the programme of study the student will be able to:
B1   Perform within their scope of practice to deliver patient centred care
B2   Apply the principles of management and illustrate the attributes of a leader
B3   Implement and evaluate medicines optimisation for a diverse patient population to demonstrate measurable patient outcomes
B4   Use current best evidence (local, national, and international) explicitly and judiciously in making decisions about the care of individual patients
B5   Apply research methodologies and interpret the appropriateness across a variety of settings
B6   Evaluate and interpret factors affecting patient care that spans health and social care economies
B7   Distinguish how, why and when acutely ill patients are managed within informal and formal healthcare provision

Teaching and Learning Methods

A blend of distance learning and face-to-face instructional delivery supported by practice-based activities.

Assessment methods

Case studies and portfolio through practice-based assignments and Observed Structured Clinical Examinations

C. Thinking Skills

At the end of the programme of study the student will be able to:
C1   Reflect on and evaluate their own academic and professional development
C2   Translate and disseminate current and emerging knowledge and working practices
C3   Contribute to the learning and development of patients and peers

Teaching and Learning Methods

A blend of distance learning and face-to-face instructional delivery supported by practice-based activities.

Assessment methods

Portfolio

D. Other skills relevant to employability and personal development

At the end of the programme of study the student will be able to
D1 Make decisions to support problem solving in complex and unpredictable situations D2 Show innovation and creativity within the work place to deliver best possible care for patients D3 Effectively engage in multidisciplinary working

Teaching and Learning Methods
A blend of distance learning and face-to-face instructional delivery supported by practice-based activities.

Assessment methods
Case studies and portfolio through practice-based assignments

13. Programme Structures*				**14. Awards and Credits***
Level	Module Code	Module Title [C = core, comp = compulsory, o = option]	Credit rating	
Level 7	PJ4600	Clinical Pharmacy 1 [comp]	20	**MSc in Advanced Pharmacy Practice;** Requires 180 credits at Level 7 Students must take research project [20 credits] and independent prescribing [40 credits] or research module [60 credits]
	PJ4601	Evidence Based Medicine [comp]	20	
	PJ4602	Public Health [comp]	20	
	PJ4603	Clinical Pharmacy 2 [o]	20	
	PJ4604	Integrated Care [o]	20	
	PJ4605	Acute and emergency care [o]	20	**Postgraduate Diploma in Advanced Pharmacy Practice** Requires 120 credits at Level 7 Students must attain 60 credits from the suite of optional modules. All pathways that are open to students to gain 60 credits meet the programme outcomes for PGDip exit award.
	PJ4606	Mental Health [o]	20	
	PJ4607	Leadership and management [o]	20	
	PJ4699	Practice Certificate in Independent Prescribing [o]	40	
	PJ4609	Research Methods [o]	20	**Postgraduate Certificate in Advanced Pharmacy Practice** Requires 60 credits at Level 7
	PJ4610	Independent Project [o]	20	
	PJ4611	Research Project [o]	60	Successful completion of module PJ4699 will allow students to be annotated on the General Pharmaceutical Council's register to act as independent prescribers and be awarded a *'Practice certificate in Independent Prescribing for Pharmacists'.* This module is subject to accreditation by the GPhC.

15. Personal Development Planning
Practice based activities will form the corner stone by which students self-assess their educational needs and shape their professional development planning. The optionality of the programme is specifically designed to allow students to tailor their learning. The programme employs a portfolio to allow students to reflect and plan as well as demonstrate learning through assessment. Furthermore, we intend to utilise the Royal Pharmaceutical Society's frameworks to encourage students to

benchmark their learning and professional development in readiness for an application to the Society's Faculty.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study.   These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

For all students:
- Have a current registration as a Pharmacist with the General Pharmaceutical Council
- Be working in, or able to access a practice environment that will enable them to meet and achieve the course learning outcomes
- Students applying for postgraduate programmes must have a minimum level of English language proficiency equal to IELTS 7.0 or equivalent
- On enrolment, students will be encouraged to identify a work based mentor, who will support and guide their development throughout the course

For students taking the Independent Prescribing module:
- Meet all of the above criteria, plus:
  - Be able to satisfy the MSc Course Leader that they have sufficient expertise and competence
  - Must have two years post registration
  - Must be able to nominate an identified Designated Medical Practitioner (DMP)
  - Interview at the discretion of the MSc course leader

Informal enquiries are welcomed.   Your application will be considered on its merits and in the light of the nature and scope of the programme. You may be invited for an informal discussion before being offered a place.

17. Key sources of information about the programme

- **University web site www.uclan.ac.uk**

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding					Subject-specific Skills							Thinking Skills			Other skills relevant to employability and personal development		
				A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	D1	D2	D3
	PJ4600	Clinical Pharmacy 1	COMP		X	X	X	X	X		X	X				X		X	X		
	PJ4601	Evidence Based Medicine	COMP		X	X	X	X			X	X				X	X	X	X		
LEVEL 7	PJ4602	Public Health	COMP	X	X	X		X						X	X	X	X			X	X
	PJ4603	Clinical Pharmacy 2	O		X	X	X	X	X	X	X	X		X		X		X	X		X
	PJ4604	Integrated Care	O	X	X		X	X		X		X		X	X	X	X			X	X
	PJ4605	Acute and Emergency Care	O	X	X	X	X	X	X	X		X		X	X	X	X	X	X	X	X
	PJ4606	Mental Health	O	X	X	X	X	X	X		X	X		X	X	X			X	X	X
	PJ4607	Leadership and management	O	X		X	X	X		X		X		X		X	X	X	X	X	X
	PJ4699	Practice Certificate in Independent Prescribing	O		X	X	X	X	X	X	x	X		X	X	X			X	X	X
	PJ4609	Research Methods	O			X							X			X		X			
	PJ4610	Independent Project {20 credits}	O			X	X									X	X			X	
	PJ4611	Research Project {60 credits}	O			X	X						X			X	X			X	

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19. LEARNING OUTCOMES FOR EXIT AWARDS:
For each exit award available, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

Learning outcomes for the award of: PGCert Advanced Pharmacy Practice

A. Knowledge and Understanding
At the end of the programme of study the student will be able to:
A1 Interpret and evaluate healthcare policy to inform current and future service provision
A2 Synthesise and apply clinical and health-related knowledge to deliver and optimise patient care at an individual and population level
A3 Ability to gather, interpret, synthesise and critically appraise data to inform clinical decision making
A4 Demonstrate appropriate communication skills to a range of audiences using a variety of methods
A5 Show how patient safety is embedded into everyday work practice

B. Subject-specific skills
At the end of the programme of study the student will be able to:
B1 Perform within their scope of practice to deliver patient centred care
B3 Implement and evaluate medicines optimisation for a diverse patient population to demonstrate measurable patient outcomes
B4 Use current best evidence (local, national, and international) explicitly and judiciously in making decisions about the care of individual patients
B6 Evaluate and interpret factors affecting patient care that spans health and social care economies
B7 Distinguish how, why and when acutely ill patients are managed within informal and formal healthcare provision

C. Thinking Skills
At the end of the programme of study the student will be able to:
C1 Reflect on and evaluate their own academic and professional development
C2 Translate and disseminate current and emerging knowledge and working practices
C3 Contribute to the learning and development of patients and peers

D. Other skills relevant to employability and personal development
At the end of the programme of study the student will be able to
D1 Make decisions to support problem solving in complex and unpredictable situations
D2 Show innovation and creativity within the work place to deliver best possible care for patients
D3 Effectively engage in multidisciplinary working

19. LEARNING OUTCOMES FOR EXIT AWARDS:
For each exit award available, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

Learning outcomes for the award of: PGDip Advanced Pharmacy Practice

A. Knowledge and Understanding
At the end of the programme of study the student will be able to:
A1   Interpret and evaluate healthcare policy to inform current and future service provision
A2   Synthesise and apply clinical and health-related knowledge to deliver and optimise patient care at an individual and population level
A3   Ability to gather, interpret, synthesise and critically appraise data to inform clinical decision making
A4   Demonstrate appropriate communication skills to a range of audiences using a variety of methods
A5   Show how patient safety is embedded into everyday work practice

B. Subject-specific skills
At the end of the programme of study the student will be able to:
B1   Perform within their scope of practice to deliver patient centred care
B2   Apply the principles of management and illustrate the attributes of a leader
B3   Implement and evaluate medicines optimisation for a diverse patient population to demonstrate measurable patient outcomes
B4   Use current best evidence (local, national, and international) explicitly and judiciously in making decisions about the care of individual patients
B6   Evaluate and interpret factors affecting patient care that spans health and social care economies
B7   Distinguish how, why and when acutely ill patients are managed within informal and formal healthcare provision

C. Thinking Skills
At the end of the programme of study the student will be able to:
C1   Reflect on and evaluate their own academic and professional development
C2   Translate and disseminate current and emerging knowledge and working practices
C3   Contribute to the learning and development of patients and peers

D. Other skills relevant to employability and personal development
At the end of the programme of study the student will be able to
D1   Make decisions to support problem solving in complex and unpredictable situations
D2   Show innovation and creativity within the work place to deliver best possible care for patients
D3   Effectively engage in multidisciplinary working

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