

**University of Brighton, Overseas Pharmacists'
Assessment (OSPAP) interim event report - June
2021**



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Event summary and conclusions

Provider	University of Brighton
Course	Overseas Pharmacists' Assessment Programme (OSPAP)
Event type	Interim
Event date	10 June 2021
Current accreditation period	2020/21 -2023/24
Relevant standards	Standards for the education and training of non-EEA pharmacists wanting to register in GB, May 2011
Outcome	Continued accreditation confirmed until the academic year 2023/24. The accreditation team agreed to recommend to the Registrar of the General Pharmaceutical Council (GPhC) that the OSPAP provided by the University of Brighton should continue to be approved until the provision will be accredited against the new education and training standards, which will be developed in 2022/23.
Conditions	There were no conditions.
Standing conditions	The standing conditions of accreditation can be found here .
Recommendations	No recommendations were made.
Registrar decision	Following the event, the Registrar of the GPhC accepted the accreditation team's recommendation and approved the continued accreditation of the programme until 2023/24.
Key contact (provider)	Dr Ananth Pannala, Principal Lecturer Pharmaceutics (PG Diploma OSPAP Course Leader)
Accreditation team	Professor Chris Langley (Team Leader), Professor of Pharmacy Law & Practice and Head of the School of Pharmacy, Aston University; Associate Dean, Taught Programmes, School of Life and Health Sciences Dr Adam Todd (Team member-academic) Reader in Pharmaceutical Public Health, School of Pharmacy, Newcastle University Dr Katie Maddock (Team member-academic) Head of School of Pharmacy, Keele University Mairead Conlon (Team member-pharmacist) Representation Pharmacist for UCA-NI Ltd (Ulster Chemists' Association) and part-time Community Pharmacist

	<p>Rebecca Waton (Team member-pharmacist recently registered) Community Pharmacist – MG & AD Burdon Ltd (Cromie Pharmacy), Academic Tutor – Sunderland University</p> <p>Dr Cathy O'Sullivan (Team member-lay) Workforce Development Consultant</p>
GPhC representative	Damian Day, Head of Education, GPhC
Rapporteur	Dr Ian Marshall (rapporteur) Proprietor, Caldarvan Research (Educational and Writing Services); Emeritus Professor of Pharmacology, University of Strathclyde
Observer	Dr Fran Lloyd (accreditation member in training), Associate Postgraduate Dean, NI Centre for Pharmacy Learning and Development, Queen's University Belfast
Course provider representative attendees	<p>Ravina Barrett</p> <p>Dr Charley Chatterjee, Principal Lecturer</p> <p>Professor Graham Davies, Senior Academic Lead</p> <p>Mike Ellis-Martin, Senior Lecturer</p> <p>Dr Matt Ingram, Principal Lecturer</p> <p>Sam Ingram, Teacher Practitioner</p> <p>Lisa Knox, Teacher Practitioner</p> <p>Dr Angela Macadam, Associate Dean (Academic Operations)</p> <p>Ruth Muinde, Student Guidance and Support Tutor</p> <p>Dr Ananth Pannala, Principal Lecturer</p> <p>Dr Angelo Pernetta, Associate Dean (Education and Student Experience)</p> <p>Dr Greg Scutt, Clinical Principal Lecturer</p> <p>Dr Kirsty Smallbone, Dean, School of Applied Sciences</p> <p>Professor John Smart, Professor of Pharmaceutical Sciences</p> <p>Dr Sian Williams, Senior Lecturer</p>

The team also met with a group of six OSPAP students, including two former students.

Introduction

Role of the GPhC

The General Pharmaceutical Council (GPhC) is the statutory regulator for pharmacists and pharmacy technicians and is the accrediting body for pharmacy education in Great Britain. The GPhC is responsible for setting standards and approving education and training courses which form part of the pathway towards registration for pharmacists. The UK qualification required as part of the pathway to registration for pharmacists who have qualified overseas (non-EEA) is a GPhC-accredited Overseas Pharmacists' Assessment Programme (OSPAP), which is a one-year post graduate diploma.

The GPhC's right to check the standards of pharmacy qualifications leading to annotation and registration as a pharmacist is the Pharmacy Order 2010. It requires the GPhC to 'approve' courses by appointing 'visitors' (accreditors) to report to the GPhC's Council on the 'nature, content and quality' of education as well as 'any other matters' the Council may require. This accreditation event was carried out in accordance with the GPhC's 2011 OSPAP Accreditation Methodology and the course was reviewed against the GPhC's 2011 education standards 'Standards for the education and training of non-EEA Pharmacists wanting to register in Great Britain.'

The powers and obligations of the GPhC in relation to the accreditation of pharmacy education are legislated in the Pharmacy Order 2010. For more information, visit:

<http://www.legislation.gov.uk/ukxi/2010/231/contents/made>

Background

The OSPAP was first accredited at Brighton in 2006 with the first cohort of students starting in September of that year. It has been running since then, with reaccreditation every three years. Although the modular course structure has not changed since the last reaccreditation in 2018, in order to enhance integrative learning, the delivery of OSPAP modules has revolved around eight clinical cases. The GPhC visited the School in March 2018 for the interim visit for the MPharm course and reaccreditation of the OSPAP. The outcome of the GPhC reaccreditation event was that University continues to be an approved provider for both courses, with the OSPAP being reaccredited for three years subject to one condition that the School must align the quality assurance of assessment of the OSPAP to the changes that are going to be implemented in the MPharm degree; these changes are to ensure that the standards of a professionally accredited course are upheld, that integration is supported, and that best practice is applied in the context of assessment of healthcare professionals. This was to meet criteria 2.1a, and 2.1b. At the conclusion of the OSPAP reaccreditation event it was also noted that at the previous reaccreditation visit in 2015, the team had recommended that the School should undertake a thorough and robust review of the OSPAP programme to reflect the changes in the MPharm degree; this review was to include quality assurance and the structure of the programme to enhance integrative learning, interprofessional education, practice activity (including placements) and patient exposure. While recognising during the 2018 event that there had been some enhancements, the OSPAP had not progressed as much as expected. In response to this, significant steps were taken to address the condition and recommendations placed on the

programme. The accreditation team returned in May 2019 for a monitoring visit to evaluate progress in meeting the conditions that were raised on the MPharm course as well as to evaluate progress on the condition on OSPAP. The outcome of the visit in 2019 was that no further conditions or recommendations were made for the programme, and the University continues to deliver the programme.

Documentation

Prior to the event, the provider submitted documentation to the GPhC in line with the agreed timescales.

Appendix 1 Admission and progression data for the last three OSPAP cohorts

Appendix 2 Critical evaluation of the progression data in Appendix 1

Appendix 3 OSPAP risk register for the next two academic years

Appendix 4 Pharmacy Staff List

The documentation was reviewed by the accreditation team and it was deemed to be satisfactory to provide a basis for discussion.

Pre-event

In advance of the main event, a pre-event meeting took place via videoconference on 24 May. The purpose of the pre-event meeting was to prepare for the event, allow the GPhC and the University to ask any questions or seek clarification, and to finalise arrangements for the event.

The event

Due to the Covid-19 pandemic, the GPhC modified the structure of the event so that it could be held remotely. The event was held via videoconference between the University of Brighton and the GPhC on 10 June 2021 and comprised meetings between the GPhC team and representatives of the OSPAP programme.

Declarations of interest

Professor Langley told the team that a member of his staff was an external examiner at the University of Brighton.

Rebecca Waton told the team that she works in the same School of Pharmacy as one of the University of Brighton external examiners.

Schedule

Day 1 – 10 June 2021

Meeting number	Meeting	Time
1.	Private meeting of the accreditation team	9:00 – 09:30
2.	Progress meeting	09:30 – 11:05
3.	Private meeting of the accreditation team	11:30 – 11:45
4.	Admission, progression, monitoring and support meeting	11:45 – 12:20
5.	Private meeting of the accreditation team	13:30 – 13:45
6.	Significant pedagogical developments presentation	13:45 – 14:30
7.	Student meeting OSPAP students	14:45 – 15:30
8.	Private meeting of the accreditation team	15:30 – 16:30
9.	Deliver outcome to programme provider	16:30 – 16:45

Key findings

Standard 1: Patient and public safety

Standard continues to be met? Yes No

The submission indicated that OSPAP Handbooks which are updated yearly are available to students via My Studies along with expectations of behaviour and conduct; all students must report any instances where they notice any conduct or behaviour that may compromise the safety of patients, other staff or students. The School can set up health checks with an external occupational health company as required, monitor the progress of applicants and make decisions on applicants along with necessary vaccinations to ensure that students have the correct immunisations prior to attending placements. The team was told that applicants now have to obtain their DBS/overseas police check during the application process; any convictions (spent or unspent), cautions or warnings are flagged to the school for consideration by the admissions tutor and fitness to practise (FtP) lead. The team was told that the School had not had any experience of applicants, for example refugees, not having been able to obtain police certification from their own countries. Students are under supervision for all tasks undertaken on University premises as well as on placements; If any issues arise, the student will not be permitted to go on placements until they have been resolved. On entry to the course each student is assigned a pharmacist personal tutor who performs pastoral duties. The School has an FtP procedure which provides a mechanism to investigate issues around students' conduct, attitude or behaviour; there have not been any FtP-related cases involving OSPAP students in the last three academic years. The team was told that the students are brought together early in

the course in order to explain the expectations of UK practice in relation to cultural issues such as inclusivity and leadership. The issue of non-adherence was given as an example of an issue which OSPAP students find difficult to understand. There are assessments relating to patient safety that must be passed, for example dispensing; failure will result in the student being unable to graduate. Any student who is flagged as a “Cause for Concern” will have their mark sheet, and where necessary their performance, reviewed by the module leader and a pharmacist; If they are deemed unsafe they can be ‘red flagged’ and will be marked as fail for the assessment.

Standard 2: Monitoring, review and evaluation of an OSPAP

Standard continues to be met? Yes No

The course leader is responsible for the administration of the course, while individual module leaders oversee the teaching and learning outcomes from their respective modules. The course leader reports to the Associate Dean for Education & Student Experience. The course leader is responsible for the course management and development, student support, teaching, learning and assessment as well as ensuring consistency with agreed aims and learning objectives and being the point of contact with the regulator. The module leaders, in liaison with the course leader and School leadership team members, are responsible for module delivery, assessment, quality assurance and enhancement, and for setting up the assessment tasks, including examination papers and coursework. The School office oversees timely setting of examination papers. There is a dedicated Placement Officer within the administrative team; students provide feedback on their placement which is used as a measure of its quality and suitability. The module leaders prepare a module assessment and evaluation report, which the course leader will incorporate into the course academic health report for scrutiny by the School Quality Standards Committee (SQSC). The academic health reports for the OSPAP consist of action plans along with a time scale and commentary on the progress of the previous year’s action plans. The University performs periodic review of all courses every 5 years. In order to be eligible to apply to undertake the PGDip (OSPAP) course, students must first gain approval from the GPhC. The quality of teaching is assessed primarily by student achievement of the course learning outcomes, student feedback, and by monitoring success of graduates in the GPhC Registration Examination.

Standard 3: Equality, diversity and fairness

Standard continues to be met? Yes No

The submission confirmed that the University adheres to The Equality Act (2010). Course leaders are expected to explore relationships between student admission, performance and progression and ethnic origin, gender, age, etc. within the annual course monitoring and evaluation report and to highlight any emerging issues. All staff members undertake mandatory equality and diversity training, and those involved in interviews of prospective applicants undertake unconscious bias training. The team was told that over the past three years there have been no discernible attainment gaps among the OSPAP students, with no gender or racial differences in performance and the huge majority achieving merit or distinction. The School has little information on performance in the GPhC Registration Examination or professional destinies of

the OSPAP students, but a new member of staff concerned with the pre-registration year is making efforts to track the OSPAP students after they leave the University.

Standard 4: Selection of students

Standard continues to be met? Yes No

The pre-course for prospective students highlights that in order to undertake an OSPAP, the student must meet the GPhC's adjudication requirements which affirm the applicants' equivalence with respect to their pharmacy degree status. However, the responsibility for entry to the OSPAP is the University's. The team was told that additional University requirements are passing a numeracy test prior to enrolment; applicants scoring less than 40% are not allowed to enrol. As the numeracy test is administered centrally, the team was told that the School may not know how many applicants are rejected on this basis. Applicants also have to undergo a DBS check and attain Level 7 or above in every category at the same sitting in the IELTS test less than two years before starting the course. The team learned that OSPAP applicants are not interviewed although the course leader speaks with many of the applicants via videolink. As all modules on the course are mandatory no recognition is given to prior learning in terms of exemption from any modules. The team was told that most applicants are UK-based but that recently there have been applications from Egypt, India, Iraq, Lebanon along with some from Australia, Hong Kong and the USA. Currently there are eleven firm offers with applications more than double the previous year's figures.

Standard 5: Curriculum delivery and student experience

Standard continues to be met? Yes No

The curriculum consists of seven bespoke mandatory modules covering different areas of science and practice, with every module structured to highlight how science underpins practice, enabling students to integrate the information, help with clinical decision-making, promote safe practice and enhance the professional role of the pharmacist. The team learned that students have to complete all the modules. The seven modules have been structured so that the programme builds on the students' previous knowledge base. The modules ensure that the overseas graduates enrolled have a refresher on the basic sciences and are taught the core elements of working as a pharmacist in the UK. The course is designed to be weighted in favour of practical experience while being underpinned by appropriate theory. The team considered that the course structure could be developed further to emphasise its orientation to practice, although the course leader stressed that many OSPAP entrants have a time gap from their previous studies and need to catch up on scientific aspects of the subject which will be used to inform decision-making. In order to enhance integrative learning, delivery of the modules is based around eight clinical cases: hypertension, Type 2 diabetes, neurodegenerative diseases, asthma, peptic ulcer disease, atrial fibrillation, autoimmune diseases and breast cancer. The team was told that although the case study approach forms the basis of the MPharm course, the level 7 cases are used for illustrative purposes in the OSPAP to show the links between science, practice and patient care. The team was told that there is no cross-teaching between the OSPAP and the MPharm, although MPharm students may take the New Medicinal Products module as an option in Year 4. To assist the students in conducting themselves professionally teacher-

practitioners and practising pharmacists are used, dress codes are adhered to for patient contact, there is a simulated dispensary environment and simulated patients to conduct professional consultations, reflective entries in preparation for continuing professional development, and plagiarism software. Practice activities usually include simulated clinical activities using Sim-Man, clinical placements in hospital and community pharmacy, as well as a GP practice. The team learned that during the COVID-19 pandemic hospital placements were replaced by online placements with an actor playing a patient; it had also proved impossible to provide GP placements. Students would normally undertake pre-placement mandatory training with the placement providers. OSPAP students take part in an interprofessional education (IPE) conference along with Year 4 MPharm students. The team was told that the equivalence of different student groups for the IPE event is discussed to ensure that students from all backgrounds will be able to engage with the material and tasks. The team considered that it would be advantageous to further develop the placement and IPE opportunities. The assessment structure and approach has not changed from the previous reaccreditation apart from OSCEs in which the number of stations has been increased from 6 to 10. All summative assessments have marking criteria to ensure that there is parity and fairness, and are independently moderated by an academic member of staff who was not involved in the initial processes. The pass mark for all modules is 50% and compensation of modules is not allowed. The team learned that during the COVID-19 pandemic online assessments had been used with examinations time-limited, for example, a two-hour examination within a 24-hour period, with randomised order of questions and no backtracking possible. The team was told that a benchmarking exercise had been used for the OSPAP assessments, comparing marks for the course before and during the lockdown due to COVID-19; there had been no difference in the marks between 2020 and 2021. The external examiner had been content that the standards were being met. The team was told that it is hoped that there will be able to be a return to face-to-face teaching in 2021-22.

Standard 6: Support and development for students

Standard continues to be met? Yes No

OSPAP students are assigned an academic tutor to assist with queries of a pastoral or academic nature. The School has a Student Support Team which complements the work of the personal tutors and acts as a point of contact between the School and the University's student support services which the team was told include English language support, time management and academic writing. OSPAP students interviewed did not appear to be fully cognisant of the University-level support available to them. In the event of a student being unable to continue with the course, tutors will give advice on the possible options for the student's future. A Student Welfare Officer oversees and monitors the provision of welfare support to students studying in the School and is responsible for reviewing procedures relating to student support, such as the implementation of learning support plans for students with dyslexia and disabilities and mechanisms for identifying and supporting vulnerable students. A new Student Support and Guidance Tutor provides non-academic confidential pastoral care, signposting students to the specialist services in the Student Services Department and overseeing individual cases where students have high support needs. The team was told that there is an OSPAP student representative on the staff-student forum. The team learned that two of the current OSPAP cohort had been overseas in their home countries during the pandemic lockdown but that one of them had been able to come back to the UK. Staff members see the students on a weekly basis, albeit virtually, and have the impression of greater cohesion in the group due to the online delivery. Students interviewed considered the online delivery to have been successful and for some the ability to work from home had proved to be advantage for their work/life/study balance, and for helping with their independent learning and revision. They considered unanimously that the School had done its very best to teach and support them under the difficult circumstances of the COVID-19 pandemic, and that the course leader and other staff members had always been available for help and advice.

Standard 7: Support and development for academic staff

Standard continues to be met? Yes No

Staff members have an annual Staff Development Review (SDR) with a senior member of academic staff/section lead/line manager which covers the previous year's activities and plans for the year ahead. The team was told that these reviews had concentrated on staff wellness during the COVID-19 pandemic. All staff members that make a significant contribution to the OSPAP are expected to undertake at minimum an experiential visit of half a day a year in a practising pharmacy setting, in order to allow them to contextualise their teaching. Staff members complete mandatory on-line courses in Health and Safety Dignity at Work, Equality and Diversity in Practice, Information Security and the Prevent Duty in Higher Education and Student Wellbeing. New staff members attend an induction workshop and undergo an induction programme with their direct line manager, usually the Subject Lead, and are appointed two mentors from the experienced staff team, one for research and one for teaching for at least the first two years of their appointment. Non-pharmacy staff members delivering more than 10 hours teaching on the OSPAP will be required to attend an Orientation Workshop where the roles of the pharmacist, code of conduct for pharmacists etcetera are explained. In addition, non-pharmacist teaching staff and pharmacists who have not been patient-facing for three years will be required to undertake an experiential visit to either a community pharmacy or to a pharmacy department in a hospital accompanied by a teacher-practitioner. The team was told

that during the COVID-19 pandemic there had been weekly subject area team meetings that had served to bring staff closer together than had been the case previously. For a normal 1.0FTE, 20 percent of workload is allocated for research and staff members have typically around 120 hours of student contact in an academic year; the workload model and allocation of duties allows time for CPD. The team was told that the University and School had been flexible in relation to working arrangements during the COVID-19 pandemic, supplying desks, chairs and computers for home-working, and that staff administrative duties had been reduced.

Standard 8: Management of an OSPAP

Standard continues to be met? Yes No

Since the last reaccreditation event in 2018, while the structure and management of the OSPAP has remained the same, a major restructure of the University Schools has been in progress since October 2019 and will be in place for the start of next academic year. From January 2021, the School of Pharmacy and Biomolecular Sciences merged with part of the School of Environment and Technology to form a new School of Applied Sciences containing a range of subject areas including Pharmacy, Biomedical & Molecular Sciences and Geography, Earth & Environment. The Head of School is now identified as the Dean of the School of Applied Sciences, who reports to the Associate Pro-Vice Chancellor (Academic Operations), and the Vice Chancellor. The Dean of the School is assisted in their role by three Associate Deans for Academic Operations, Education and Student Experience, and Research and Enterprise. The OSPAP is managed by the course leader who reports to the relevant Associate Dean, with delivery, coordination and assessment of individual modules being the responsibility of the module leaders. The team learned that the role of the Academic Director of Pharmacy who oversees the Pharmacy provision within the School is currently under review. It is expected that the final structure will be in place by August 2021 in time for the start of the next academic year 2021-2022.

Standard 9: Resources and capacity

Standard continues to be met? Yes No

Despite the introduction of a cost-saving plan, the University expects that pedagogically sound courses which are recruiting to target, including the OSPAP, will continue to operate with little or no change to their resourcing. Resource allocation to the School is based upon student numbers and the type of course delivered. The team was told that the minimum numbers on the OSPAP course to ensure course viability was twelve students. The current enrolment is 13 students. The team was assured that the application numbers for the 2021-2022 academic year are healthy. Within the School, resource allocation is based on a transparent algorithm based on student numbers and theory/practical split. The course tuition fee set for the OSPAP ensures adequate resource for the programme and additional income generated by the course above target is used to support the course. There are approximately 20 academic staff members involved in the teaching of the OSPAP, but the team was told that there are not specifically nominated staff members for the course. Apart from the course leader who is an overseas pharmacy graduate, approximately 11 members of staff are UK pharmacy graduates. Of the 20 members of academic staff contributing to the course, all but two have experience of teaching pharmacy students in preparation for pre-registration training, and all personal tutors of OSPAP students have a UK pharmacy degree. The Huxley Building was purpose-built for the School and

houses the clinical skills laboratory for the teaching of pharmacy practice and clinical pharmacy. Since occupation in 2010 the building has undergone modification to accommodate changing needs; of particular relevance to the OSPAP is the purchase of two patient simulators and the building of a simulation suite, control room and observation room.

Significant pedagogic developments

Example 1: Objective Developing Interprofessional Education on the PG Diploma in Pharmacy (OSPAP)

Pedagogic underpinning: Interprofessional Education (IPE) is an important component of education and training for all health and social care professionals. Such activities provide opportunities for learning about the roles of other professional groups and their strengths and attributes; its purpose is to promote 'collaborative practice' for patient benefit (Framework for Action on Interprofessional Education & Collaborative Practice WHO 2010). The school has developed an IPE programme across the university, using the principles of case (problem)-based learning, adult learning, exchange-based learning and the contact hypothesis to underpin our learning programme.

Design: From a project starting in 2013 the school has developed a four-year programme, the last two being relevant to OSPAP students. In the 2018/19 academic year the overall programme began with the theme of student well-being in year 1, then managing a patient's condition in years 2 and 3, onto the 'service user experience' in the final year. OSPAP students are invited to join the MPharm year 3 and year 4 activities. This includes reviewing case studies in teams with approximately 3 medical and 3 pharmacy students. This is run via an Edublog site to ensure all students can access the information. Students watch a consultation video that requires individual actions and/or responses prior to their first face-to-face team meeting, where they compare notes. At this point, they also receive results of the patient's diagnostic tests. Students are given a further two weeks to create the patient's care plan, continuing discussions virtually, usually via social media such as WhatsApp. Teams present their patient cases and care plan at the second meeting to staff and students from across their year, allowing for wider discussion. MPharm Year 4 and OSPAP students attend an IPE conference for all students who are studying on health and social care-related courses consisting of 3 to 4, one-hour workshops involving 'service users', their experiences, and how multidisciplinary team-working can enhance this; there are also further sessions on well-being and resilience. Attendance at the conference is compulsory for OSPAP students. Engagement with the IPE exercise for OSPAP students is a formative assessment and forms part of the CPD entries. The plan in 2020/21 was affected by lockdown restrictions and this year the school focussed on piloting online IPE activities using Microsoft Teams. For OSPAP students there will be a virtual conference (April 28th) with workshops together with a plenary lecture. Examples workshops are 'Engage and Create Dementia training', 'Shades of Mental Health', 'Young adults with Cancer – Shine Cancer Support', and Charcot Session.

Results: Student feedback and the reflective statements demonstrate that students get much from undertaking teamwork in multidisciplinary groups. In their reflections it is clear that they better understand their role in the health and social care team, the roles of others, and how this could affect the patient/service user experience.

Conclusion: The University of Brighton has a well-functioning IPE programme, to be fully resumed after lockdown restrictions are over. Further work will be required to continue developing it in the coming years.

The team noted that OSPAP students must attend one of the two IPE conferences including workshops, and make appropriate CPD entries. There has been mainly good feedback from students. The team was told that a service user gives a presentation before mixed subgroups discuss the case and provide feedback. The event was described as rewarding for staff as pharmacy students had performed very well. The team asked if the OSPAP and MPharm students performed differently during the IPE event and if a separate event for OSPAP students was warranted; the teaching team indicated that there were no plans to go in this direction.

Example 2: Establishing New Clinical Placements for OSPAP students

Pedagogic underpinning: Increased practice activity helps further development of the students' knowledge in the subject. Clinical exposure increases the student's engagement with the topic and helps them to reinforce their theoretical understanding of the key concepts. Such placements also provide opportunities for learning about the roles of other healthcare providers such as doctors, nurses and podiatrists and their strengths and attributes to promote teamwork for the ultimate benefit of the patient.

Design: Since the 2018-19 academic year placement activities for the OSPAP students have been increased where students go on a community placement to a Boots Pharmacy in Brighton, clinical placement to hospitals (Royal Sussex County Hospital, Brighton and Princess Royal Hospital in Haywards Heath) as well as a community placement in a GP surgery (St James Medical Centre, Croydon). During the hospital clinical placement students attend the Thrombosis and Anticoagulation Service or pharmacist led Antiretroviral Clinic at the Royal Sussex County Hospital or the Preadmission Clinic at the Princess Royal Hospital. The Thrombosis and Anticoagulation Service is a nurse led expert service designed to deliver patient centred care to patients with more complex anticoagulation needs, such as patients with a recent diagnosis of a thrombotic event or patients who have had recent heart valves surgery. The antiretroviral clinic is pharmacist led and students get to observe an in-depth consultation episode undertaken by a senior pharmacy practitioner; also to gain some understanding of the pharmaceutical care issues surrounding a patient taking ARV medication to treat HIV infection. The Pre-Admission clinic is a nurse led clinic. This is a short, structured multidisciplinary briefing, which gives staff the opportunity to discuss each patient and anticipate future risks to improve patient care. Students get an opportunity to gain some understanding of a pre-admission clinic and the factors considered when determining whether a patient is safe to receive general anaesthesia. This will include gathering information on the patient's past medical history, medication history and social history. It is also a chance to observe a nurse led consultation. During the half-a-day placement in the GP practice at St. James Medical Centre, Croydon, students get to spend time with the clinical pharmacist and observe GP consultations with the doctor for a short duration depending on the cases and a practice nurse (e.g. spirometry, blood tests). The role of a clinical pharmacist in the GP practice is quite varied covering patient counselling, chasing current documentation, medicines information, reconciliation and discussing patient's treatment with GPs. Students on placement will get to see the activities that the clinical pharmacist has to deal with on that particular day. Students are also given an

opportunity to sit in the consultations with the nurse, where they can observe consultations on spirometry, blood pressure monitoring, diet and diabetes check. Students were provided with an opportunity to observe GP consultations, where they had to deal with medication reviews, opportunistic lifestyle advice consultation, contraception counselling, identifying drug interactions in order to implement appropriate medication changes, identifying red flag symptoms, dealing with polypharmacy, advice on use of OTC drugs instead of antibiotics and understanding the differences and concepts of prescribing policies within the NHS. Students submitted a 500 word reflective statement on each placement. This was assessed purely on a formative basis.

Results: Feedback from the students: *“My favourite aspect of the placement was that when I got the chance to sit with the GP. This was my first experience to see a GP dealing with the patients. This session was very informative as I learned how to communicate with the patients. It helped me in boosting my confidence up and in improving my communication skills”; “We had bigger picture of clinical pharmacist role at GP surgery”; “I acquired a lot from clinical pharmacist (in the GP surgery) and the way she was not only dealing patients but also sorting the issues of GP relating to patient prescribing under certain conditions e.g infant nutritional food milk. So, it inspired me a lot”; “Case study where I was asked to find out problem with the prescription by the clinical pharmacist”.*

Conclusion: The success of the placement in a GP surgery trialled with the smaller cohort of OSPAP students has given the school an opportunity to implement the same for final year Pharmacy (MPharm) students in the near future. The learning outcomes and assessment protocols needs developing.

The team was told that OSPAP students have to write a reflective statement after placements but that there is no debriefing. The team considered that it would be helpful to have a debrief so that students could inform other students of what they had experienced, particularly for GP placements. The team was told that students are prepared for placements by staff members discussing standards, dress code, communication skills etc. Students have to do mandatory training at the placement provider’s location and for the Boots placement a Boots staff member gives a preparatory talk.

Example 3: Development of a simulated Health Promotion Workshop to help with student learning during the pandemic

Objective: To enhance OSPAP students understanding of health promotion within community pharmacy using simulation

Pedagogic underpinning: Health promotion interventions and disease prevention strategies are key to reducing the burden of chronic disease in society. Community pharmacies are recognised as being in a unique position to deliver such interventions and play a major role in public health initiatives(1). Developing an understanding of the role of the pharmacist in health promotion and practising the professional skills associated with it therefore is an important element of the pharmacy curriculum.

Multiple teaching methods are used in Pharmacy Education to stimulate learning and develop clinical and professional skills. Simulation methods, which place students in various artificial clinical settings, have gained particular interest in recent years(2). The activities may be direct clinical experiences or contrived experiences and are typically followed by a debriefing to

facilitate reflection and learning(3). Simulation activities offer a powerful form of learning that can provide a safe environment to reflect on and learn from mistakes without threat to professional identity or patient safety (3,4). Among their beneficial outcomes, such activities have been shown to increase pharmacy students self-confidence and professional and communication skills(5).

Design: Since the 2018-19 academic year, placement activities for the OSPAP students have been increased. One such activity has been a community placement to a Boots Pharmacy in Brighton where students get to see and reflect upon health promotion activities in practice (such as observing pharmacist consultations with patients, seeing how medicines are distributed to care homes, and considering the roles of the whole pharmacy team in promoting healthy lifestyles).

In the current academic year, 2020-2021, access to community pharmacies has been restricted for our students. In response to this we have developed a simulated placement in partnership with our Boots teacher practitioner. Students who are willing and able to come into the University take part in a 2-hour workshop designed around 3 activities: performing a New Medicines Service consultation with a simulated patient on long-term medication; offering a suitable brief intervention around behavioural change to simulated patient 'over-the-counter'; and responding to a call to highlight the health needs of the pharmacy's community.

The teaching space is a large room, which is set up to include a consultation room, a dispensing counter, and a study area. Students rotate around these activities as if they are working in a pharmacy. Feedback will be provided at the end of the session by simulated patients, a community pharmacist and a member of teaching staff with an expertise in health promotion. For students who are unable to come into the University an online equivalent interactive online workshop will be provided.

Results: The experience in this interactive workshop will enable students to develop an appreciation for the role of the pharmacist in promoting health and preventing disease at both the individual and population level. It will develop specific professional skills such as teamwork and patient-centred communication. **Outcome:** The success of this workshop will be monitored after the completion of the module assessments.

