

## AQH-B2-3b Transitional Postgraduate Programme Specification Template

February 2014

### Transitional Postgraduate Programme Specification Template

#### SECTION A: CORE INFORMATION

1. Name of programme

Overseas Pharmacists' Assessment Programme (OSPAP)

2. Award title

Postgraduate Diploma in Pharmaceutical Sciences for the Overseas Pharmacists' Assessment Programme (OSPAP)

Postgraduate Certificate of Higher Education in Pharmaceutical Sciences

3. Programme linkage

The MSc Pharmaceutical Sciences for the Overseas Pharmacists' Assessment Programme (OSPAP) will remain an approved programme, to which students may also consider registration or a transfer to at a later date [to complete a 60 credit research module (MPHM16)]. Modules MPHM14 and MPHM15 are common to both programmes.

4. Is the programme a top-up only?

No

5. Level of award:

Level 7 only

6. Awarding body:

University of Sunderland

7. Which department is it in?

Department of Pharmacy, Health and Well-being, Faculty of Applied Sciences

8. Programme Studies Board:

Joint Master of Pharmacy/ Overseas Pharmacists' Assessment Programme

9. Programme Leader:

Dr. Adrian Moore

10. How and where can I study the programme?

<b>At Sunderland:</b>	√
Full-time on campus	√
Part-time on campus	
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	

<b>At the University of Sunderland London campus:</b>	X
Full-time on campus	
Part-time on campus	

As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	

<b>At a partner college:</b>	X
Full-time in the UK	
Part-time in the UK	
Full-time overseas	
Part-time overseas	
By distance learning	
As a full-time sandwich course in the UK	
As a part-time sandwich course in the UK	
As a full-time sandwich course overseas	
As a part-time sandwich course overseas	
As work-based learning full-time in the UK	
As work-based learning part-time overseas	
Other (please specify)	

#### 11. How long does the programme take?

The OSPAP programme reflects the indicative syllabus provided by the General Pharmaceutical Council (GPhC). As required by the Council, this is a one year, full-time programme. The teaching during the academic year is divided into two terms, and is undertaken primarily over a three day week, with all assessments being completed at the end of the academic year in May/June.

	Min number of years	Max number of years
Full-time	1	3
Part-time	---	---
Distance learning	---	---
Work-based learning	---	---

For start-dates please see the current edition of the Prospectus or contact the relevant department at the University.

## SECTION B – FURTHER CORE INFORMATION

Use Outline Programme Proposal Form for ADC [\(AQH-B2-2\)](#), for questions 12 to 22

#### 23. Learning and teaching strategy.

There are stringent GPhC programme requirements for Overseas Pharmacists entering the pre-registration process which are met by the learning outcomes of the modules making up this programme. The learning outcomes are very closely related to the MPharm outcomes and have been developed to promote and assess the key knowledge and abilities of pharmacists across a wide range of employment, with particular reference to the QAA Benchmarks in Pharmacy, the QAA Framework for HE Qualifications, the criteria for Accreditation of UK OSPAP qualification, and the University Assessment Policy. These documents describe the capabilities of a graduate equipped for pre-registration training and, consequently, are relevant to this programme. Students are made aware of the GPhC criteria and the QAA Benchmarks in the Programme Guide and are encouraged to access the information to direct and inform their studies and the development of appropriate skills.

The OSPAP programme aims to prepare graduates for the varied practice of a professional pharmacist. The programme is designed to ensure that students receive an integrated education, which is fit for the future direction of the profession and encourages the development of well-rounded professionals who can communicate the safe and effective use of medicines to patients and peers. By promoting the integration of science and practical-based knowledge and encouraging students to learn from applied clinical scenarios we aim to develop graduates capable of practice at the highest level, within all branches of the profession.

The programme also aims to develop in each student the essential skills for continued and lifelong learning to enhance competence and innovation in the continually developing role of the pharmacist.

Specifically the GPhC learning outcomes (Standard 10 of the GPhC accreditation document) of an accredited programme are:

- 10.1 Expectations of a pharmacy professional
- 10.2 The skills required in practice
  - 10.2.1 Implementing health policy
  - 10.2.2 Validating therapeutic approaches and supplies prescribed and over the counter medicines
  - 10.2.3 Ensuring safe and effective systems are in place to manage risk inherent in the practice of pharmacy and the delivery of pharmaceutical services
  - 10.2.4 Working with patients and the public
  - 10.2.5 Maintain and improve professional performance

How the modules are designed to achieve and meet these outcomes has been described in the submission document to the GPhC for accreditation.

## **24. Retention strategy.**

The OSPAP programme is a vocational qualification with a clearly defined postgraduate route into pre-registration training and subsequent General Pharmaceutical Council registration to practice as a pharmacist in the UK. As such, students are highly motivated and there are no notable student retention issues.

There is a GPhC accreditation requirement that students demonstrate actions and practices that do not compromise patient safety. The modules MPH14 and MPH15 contain a number of assessments that address this criterion of professional practice and it is these assessments that account for any student progression issues (notably, objective structured clinical examination, dispensing and numeracy assessments). These assessments all now contain a formative 'mock' operated under full assessment conditions to prepare the students; feedback from the assessors on an individual basis addresses points of concern for the student to consider, reflect and improve upon.

## 25. Any other information

## SECTION C - TEACHING AND LEARNING

### 26. What is the programme about?

The PgDip OSPAP at the University of Sunderland aims to:

- Prepare qualified pharmacists from non-EU countries, and those not covered by Directive 2005/36/EC, to enter and successfully complete their pre-registration year and register with the GPhC for the varied and challenging roles of the UK professional pharmacist;
- Build on foundations of knowledge and ensure that a consistent level, to at least equivalent to that expected of a recent UK MPharm graduate, is reached by all, irrespective of previous experience or level of expertise at the commencement of the OSPAP programme;
- Deliver the ethos that patient care, well-being and safety is the primary concern of a pharmacist;
- Emphasise the importance of communication skills and the ability to ensure that patients understand their treatment and that effective communication with other members of the healthcare team is central to good patient care and best outcome;
- Encourage integrity, ethical considerations and the positive reputation of the profession at all times, in accordance with GPhC standards of conduct, ethics and performance;
- Consolidate key pharmaceutical science principles and promote fundamental application in the healthcare setting, by encouraging graduates to think from first principles and apply integrated knowledge in the varying areas of practice available to a pharmacist;
- Ensure an integrated knowledge of clinical therapeutics which can be applied to the management of patient scenarios involving multiple pathologies and complex therapeutic regimens

- Engender a commitment to lifelong learning and continuing professional development in order to maintain currency of knowledge and be effective as a pharmacist in a rapidly changing healthcare environment.

## 27. What will I know or be able to do at the end of the programme?

The PgDip OSPAP programme is accredited by the General Pharmaceutical Council (GPhC) for a maximum period of three years and is designed to provide overseas trained pharmacists (non-EU and those not covered by Directive 2005/36/EC) with the information necessary to prepare them to enter UK pre-registration training. The content of the PgDip OSPAP course reflects the ten educational standards set by the GPhC:

<http://www.pharmacyregulation.org/sites/default/files/Standards%20for%20the%20education%20and%20training%20of%20non-EEA%20pharmacists%20wanting%20to%20register%20in%20GB.pdf>

The two core modules comprising the PgDip OSPAP, MPH14 and MPH15, will run concurrently to allow students to integrate their knowledge and demonstrate how science and non-science aspects inform one another in practice facilitating students to demonstrate the necessary GPhC educational standards. The teaching and learning approaches adopted within the programme ensure that students are able to combine a solid knowledge of the pharmaceutical sciences with good practical skills and an ability to think laterally in order to respond to the many challenges facing the modern pharmacist.

The interim award of Postgraduate Certificate of Higher Education in Pharmaceutical Sciences will be awarded if a student successfully completes either MPH14 (LOs S1-10, K1-3) or MPH15 (LOs S9-15, K4-7).

### Learning Outcomes Postgraduate Diploma – Skills

By the end of the programme successful students should know, understand or be able to do the following:

- S1. Evaluate the management of medication regimens with reference to first principles and in the context of evidence-based knowledge of the supporting science and therapeutics.
- S2. Critically appraise and discuss evidence-based medicine in an informed manner.
- S3. Engage in reflective learning practices, preparing for a commitment to continuing professional development and lifelong learning.
- S4. Search for and critically appraise relevant primary literature.
- S5. Act autonomously in the planning and implementation of patient care.
- S6. Interact with patients in a professional manner using appropriate consultation and examination skills.
- S7. Decisively assess, critically evaluate and diagnose the signs and symptoms of illness employing appropriate examination skills to determine if a treatment intervention is warranted or referral to an alternative health professional is required.
- S8. Value and demonstrate the enhanced consultation and interpersonal skills required in communication with patients and other health professionals.

- S9. Accurately and precisely perform pharmaceutical calculations to ensure patient safety is maintained.
- S10. Work effectively and reliably as a team member.
- S11. Critically assess prescriptions, and other orders for medicines, within the context of clinical safety, good practice and legal requirements, and communicate information effectively to patients and, where necessary, other healthcare professionals.
- S12. Using the evidence-base, critically assess risk from adverse drug reactions or medication errors and relate the management of risk in pharmacy practice to principles and frameworks for governance, including standard operating procedures and handling and subsequent learning from errors.
- S13. Formulate and defend a course of action to an ethical dilemma scenario based upon professional judgment of legal and ethical requirements encountered in the practice of pharmacy and be able to justify the course of action chosen.
- S14. Critically review and appraise public health issues and the role the pharmacist can have in public health interventions with reference to current evidence and NHS priorities.
- S15. Engage in reflective learning practices and demonstrate a commitment to continuing professional development (CPD) and lifelong learning.

### **Learning Outcomes Postgraduate Diploma – Knowledge**

By the end of the programme successful students should know, understand or be able to do the following:

- K1. Critically interpret and demonstrate applied understanding and integration of pharmacy-related aspects of the chemical and biological sciences.
- K2. Critically compare and, in the context of the evidence-base, examine and critique the design and properties of pharmaceutical preparations and the factors affecting their choice and manufacture.
- K3. Assess and critically evaluate data and draw accurate, evidence-based therapeutic conclusions to effectively manage patient scenarios, involving multiple pathologies and complex therapeutic regimens to apply an integrated knowledge of clinical therapeutics.
- K4. Differentiate and understand the legal supply of medicines, and related products, in the UK including concepts around clinical governance (e.g. audit, risk, patient safety, error reporting) and the concepts of continuing fitness to practice and continuing professional development (CPD) within a professional governance framework.
- K5. Examine and contextualise the concepts of professional ethics and the UK framework for the regulation of the pharmacy profession.
- K6. Evaluate and understand the professional and legal responsibilities of pharmacists and the role of the General Pharmaceutical Council and interpret and apply its Code of Standards, Ethics and performance and other Standards and Guidance documents.
- K7. Appraise and review the principles and practical application of public and population health issues, including health inequalities, health improvement and health protection and critically evaluate the contribution that pharmacists can make in these areas.

### **28. What will the programme consist of?**

The PgDip OSPAP programme consists of two taught modules delivered concurrently leading to the award of a Postgraduate Certificate (60 credits) or Postgraduate Diploma (120 credits). Both modules are at postgraduate level (level 7 in the UK's national scheme). The summary below describes briefly what is contained in the programme. The programme structure, including a detailed list of modules, can be found in the [programme regulations](#).

The programme content of the PgDip OSPAP has been designed to meet the criteria for Pharmacy graduates in the UK according to the current GPhC criteria for Accreditation of UK Pharmacy degrees. These documents primarily focus on the requirements for the MPharm; as no other standard exists for an overseas pharmacist programme and graduates are expected to be of an equivalent standard to their undergraduate colleagues at the end of the programme, it is logical to use this guidance as the accepted standard. Whilst at the University students are expected to act professionally and in agreement with the student Code of Conduct and GPhC Fitness to Practice standards.

The PgDip OSPAP programme has been designed to offer a modern pharmaceutical education to students from diverse backgrounds (e.g. previous experience, educational standards and methods of awarding body, and current academic qualifications). Students accepted on the programme will be holders of a non-UK/EU adjudicated pharmacy qualification; as such, they will already possess a high degree of pharmaceutical knowledge. The programme content is, therefore, designed to ensure that the combination of previous student experience and the new knowledge and skills developed through the programme are placed into the context of practice within the UK healthcare setting.

The PgDip OSPAP programme covers the core subject elements required to develop a 'well-rounded', patient-focussed UK postgraduate pharmacist who is ready to undertake their GPhC pre-registration training prior to qualification. The programme, therefore, comprises: (i) key aspects of pharmacy practice (e.g. law, ethics and practical dispensing); (ii) developments in pharmaceutical science (e.g. recent therapeutic developments and novel dosage formulations); (iii) clinical skills and basic diagnosis (responding to patient symptoms); (iv) therapeutic guidelines and their purpose; (v) public health; and, (vi) the governmental approach to pharmaceutical care. In addition to these fundamental programme features, many new and developing roles of pharmacists are also included, such as consultation and communication skills alongside an introduction to prescribing rationale/techniques. The focus of the programme content is, at all times, to ensure that students are able to derive information from first principles and apply it safely and effectively in the workplace.

## 29. How will I be taught?

Scheduled teaching activities	√
Independent study	√
Placement	√

The PgDip OSPAP programme employs a variety of strategic teaching methods to allow students to gather the requisite knowledge base as well as the many subject specific and generic skills required of a UK Pharmacy Graduate. The OSPAP students are a culturally diverse group and already qualified pharmacists in a non-EU country – these important factors have been accounted for when determining the most suitable teaching approaches. All teaching within the programme is focussed in terms of the evaluation and application of knowledge to practice. Students will be required to demonstrate a reflective approach to learning and to develop the attitudes and skills required for reflective practice, which is required of pharmacists and all health professionals. The variety of teaching and learning strategies employed in the OSPAP programme are aimed at fostering independence in analysis and problem solving.

Lectures (some shared with the appropriate level MPharm cohort) are combined with seminar/workshop and problem-based learning sessions, encouraging students to investigate and apply the knowledge gained in lectures and independent learning through patient-centred clinical cases; students will also be required to integrate knowledge of pharmaceutical science when examining clinical cases and undertake relevant practical work. Group work, particularly in seminar classes, is also utilised to promote inclusion and discussion facilitating contextualisation and integration of theory and practice in challenging and complex scenarios and problem-based cases. Furthermore, group work assists the development of student communication skills that are vital in all areas of pharmacy practice, and particularly so in dispensing, prescribing and advising on medicines. This technique will equip students to engage in the processes of audit, continual professional development and clinical governance, all of which are central to effective health care. These methods can be new to some students, who may come from an educational background of directed, didactic teaching methods. However, OSPAP candidates are generally mature in learning style and attitude; this, paired with manageable cohort size, allows these approaches to be applied.

Dispensing classes involve critical assessment of prescriptions, and other orders for medicines, within the context of clinical safety, legal and ethical frameworks, and develop communication with patients and other healthcare professionals. Clinical skills sessions in our simulation facilities, mock hospital ward and community pharmacy develop physical examination, communication and consultation skills as well as the confidence to approach patients in a structured manner. Seminar/workshops using ethical and clinical cases, as well as incorporation of role play with simulated patients and interaction with patient and carers, demonstrates the variety of communication skills required for the practice of pharmacy in any sector of the profession.

Students visit both community and hospital pharmacies and general practitioner surgeries on professional placements (see Section 44, page 26), undertaking tasks to demonstrate key competencies and subsequent reflective activities related to their placements; other off-site visits will also be available (e.g mental health trust and aseptic/specials manufacture). Placement time is highly focused and is supervised by an experienced member of staff from the host organisation. To support delivery and ensure optimal student experience and uniformity of experience across a broad spectrum of providers, the University provides

access to mentor training for organisations and individuals involved in the placement programme.

Inter-professional learning sessions with other professional student groups, including medical, nursing, social work and speech and language therapy students, using patient based scenarios fosters advanced diagnostic and therapeutic problem solving in an interdisciplinary environment. Our patient and carer centred teaching and inter-professional learning strategy has been supported by two recent appointments to complement our staffing portfolio, namely Principal Lecturer Patient Centred Curriculum Development and Senior Lecturer Patient, Carer and Public Involvement. The recent development of five Academic Pharmacist Practitioner roles has allowed proactive collaboration with regional NHS Foundation Trusts and the Sunderland Clinical Commissioning Group to provide 'academic enhancement' throughout the programme and support our continued use of Specialist Practitioners, Teacher Practitioners and Academic Tutors.

Directed and advised self-study is incorporated into each module, as a fundamental means to allow students the necessary time to read around their subject areas and prepare for teaching sessions. Online exercises and structured learning material is also employed; not only does this allow the student flexibility in its completion, but also develops responsibility and ownership of learning fostering the initiative required for the commitment to lifelong learning within the pharmacy profession.

A list of the modules in the programme can be found in the [Programme Regulations](#).

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

### 30. How will I be assessed and given feedback?

Written examinations	√
Coursework	√
Practical assessments	√

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

The generic assessment criteria which we use can be found [here](#). Some programmes use subject-specific assessment criteria which are based on the generic ones.

This programme uses the Generic University Assessment Criteria	<b>YES</b>	
This programme uses the Subject Specific Assessment Criteria	<b>YES</b>	

The University regulations can be found [here](#).

The assessment strategy adopted for the PgDip OSPAP programme is influenced by the Faculty of Applied Science assessment statement and the University Assessment Policy which supports the University Learning, Teaching and Assessment Strategy.

The overall aim of the assessment strategy is to use a variety of methods of assessment in order that students can demonstrate their integrated knowledge base in a variety of fora and their ability to interpret and evaluate information in concert with the various clinical and communication skills necessary for a modern pharmacist. The range of assessment is also an attempt to address the numerous learning styles present within the diverse programme cohort and allow all students to fully demonstrate their academic ability. Assessment techniques include time constrained examinations, oral and poster coursework presentations, practical exams, clinical Objective Structured Clinical Examination (OSCE), written reports and VLE (SunSpace) testing.

The assessment is at M level and, as such, focuses on students' ability to apply knowledge, justify and develop an academic argument supported by primary literature, make decisions on therapeutic strategies and demonstrate effective clinical skills. Assessment is made using a variety of methods requiring excellent communication skills.

A mix of formative and summative assessment is used throughout the year in order to monitor student academic development. Formative assessment is utilised to ensure that students can develop on receipt of feedback ensuring an appropriate level of learning support.

The OSCE, implemented in MPH14, is an assessment method adopted in healthcare education. OSCEs allow for students to be assessed in a number of areas of the programme curriculum in a situation which mirrors that encountered in the professional environment. It places the student in an interaction or consultation with a 'patient' which has been pre-planned to examine particular subject areas. This may involve either a face-to-face interaction or be part of a written scenario. Students are required to demonstrate effective communication and consultation skills whilst using their knowledge to explain or make therapeutic decisions based on information presented by the "patient". *Assessment specific criteria are detailed below.*

The programme focusses on development of clinical skills in a range of relevant settings to ensure that, ultimately, the student will emerge as an effective practitioner; students will complete practical tasks frequently undertaken by pharmacists and a range of assessment methodologies are used to appraise their work. These practical assessments do not solely encompass practical examination (e.g. the dispensing exam), but comprise other assessments surrounding problem-based learning reports, case studies and presentations all of which involve students completing integrated practical work and then reporting on it. Scenarios for practical assessment will typically be clinical case reviews, therapeutic reviews or critical evaluation of ethical dilemmas.

The dispensing examination in MPH15 is designed to test students' ability to practice safely to a level appropriate for entry into pre-registration training and includes critical elements that must be passed to pass the assessment. These critical elements ensure that

students can dispense a range of prescriptions safely, accurately and legally within a defined time period using reference sources as and when appropriate. *Assessment specific criteria are detailed below.*

A numeracy test is included MPM15 considering typical pharmaceutical calculations and those specific to patients (e.g. body surface area, pharmacokinetic parameters) as it is important to address the significant and documented patient safety issues around accurate dosage calculations. In addition, it is good practice to prepare the students for the numeracy component of the GPhC pre-registration examination. The calculation assessments has a pass mark of 70%, in line with the preregistration assessment.

### 31. [Teaching, learning and assessment matrix](#)

### Matrix of modes of teaching, learning and assessment:

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	Weighting of Assessment	LO: Knowledge (K)		LO: Skills (S)	
						LO code	Method	LO code	Method
Clinical Therapeutics	MPHM14	Core	Lectures Private study Seminars Group work VLE PBL IPL Placements	• Closed book exam	50	K1	T, D, A	S1	T, D, A
				• OSCE	Pass/Fail	K2	T, D, A	S2	D, A
				• PBL assignment	30	K3	T, D, A	S3	D, A
				• Poster presentation	20			S4	T, D, A
				• Professional portfolio	Pass/Fail			S5	D, A
								S6	D, A
								S7	T, D, A
								S8	D, A
								S9	T, D, A
								S10	D, A
Pharmacy Law, Ethics & Practice	MPHM15	Core	Lectures Private study Seminars Lab classes Group work VLE PBL Placements	• Closed book exam	50	K4	T, D, A	S9	T, D, A
				• Practical dispensing exam	Pass/Fail	K5	T, D, A	S10	D, A
				• Numeracy test	10	K6	T, D, A	S11	T, D, A
				• Coursework (group presentation and written report)	30	K7	T, D, A	S12	T, D, A
				• Professional portfolio	Pass/Fail			S13	D, A
								S14	D, A
								S15	D, A

T = Taught, D = Developed, A = Assessment

### Assessment Criteria at the level of the target award:

		Categories						
	Grade	Relevance	Knowledge	Analysis	Argument and Structure	Critical Evaluation	Presentation	Reference to Literature
<b>Pass</b>	86–100%	The work examined is exemplary and provides clear evidence of a complete grasp of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also ample excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied. At this level it is expected that the work will be exemplary in all the categories cited above. It will demonstrate a particularly compelling evaluation, originality, and elegance of argument, interpretation or discourse.						
	76-85%	The work examined is outstanding and demonstrates comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that level are fully satisfied. At this level it is expected that the work will be outstanding in the majority of the categories cited above or by demonstrating particularly compelling evaluation and elegance of argument, interpretation or discourse.						
	70–75%	The work examined is excellent and is evidence of comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that level are satisfied. At this level it is expected that the work will be excellent in the majority of the categories cited above or by demonstrating particularly compelling evaluation and elegance of argument, interpretation or discourse.						
	60–69%	Directly relevant to the requirements of the assessment	A substantial knowledge of relevant material, showing a clear grasp of themes, questions and issues therein	Good analysis, clear and orderly	Generally coherent and logically structured, using an appropriate mode of argument and/or theoretical mode(s)	May contain some distinctive or independent thinking; may begin to formulate an independent position in relation to theory and/or practice.	Well written, with standard spelling and grammar, in a readable style with acceptable format	Critical appraisal of up-to-date and/or appropriate literature. Recognition of different perspectives. Very good use of source material. Uses a range of sources
	50–59%	Some attempt to address the requirements of the assessment: may drift away from this in less focused passages	Adequate knowledge of a fair range of relevant material, with intermittent evidence of an appreciation of its significance	Some analytical treatment, but may be prone to description, or to narrative, which lacks clear analytical purpose	Some attempt to construct a coherent argument, but may suffer loss of focus and consistency, with issues at stake stated only vaguely, or theoretical mode(s) couched in simplistic terms	Sound work which expresses a coherent position only in broad terms and in uncritical conformity to one or more standard views of the topic	Competently written, with only minor lapses from standard grammar, with acceptable format	Uses a variety of literature which includes some recent texts and/or appropriate literature, though not necessarily including a substantive amount beyond library texts. Competent use of source material.

<b>Fail</b>	40–49%	Some correlation with the requirements of the assessment but there is a significant degree of irrelevance	Basic understanding of the subject but addressing a limited range of material	Largely descriptive or narrative, with little evidence of analysis	A basic argument is evident, but mainly supported by assertion and there may be a lack of clarity and coherence	Some evidence of a view starting to be formed but mainly derivative.	A simple basic style but with significant deficiencies in expression or format that may pose obstacles for the reader	Some up-to-date and/or appropriate literature used. Goes beyond the material tutor has provided. Limited use of sources to support a point. Weak use of source material.	
	35–39%	Relevance to the requirements of the assessment may be very intermittent, and may be reduced to its vaguest and least challenging terms	A limited understanding of a narrow range of material	Heavy dependence on description, and/or on paraphrase, is common	Little evidence of coherent argument: lacks development and may be repetitive or thin	Almost wholly derivative: the writer's contribution rarely goes beyond simplifying paraphrase	Numerous deficiencies in expression and presentation; the writer may achieve clarity (if at all) only by using a simplistic or repetitious style.	Barely adequate use of literature. Over reliance on material provided by the tutor.	
	The evidence provided shows that the majority of the learning outcomes and responsibilities appropriate to that Level are satisfied.								
	30–34%	The work examined provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence provided shows that some of the learning outcomes and responsibilities appropriate to that Level are satisfied. The work will be weak in some of the indicators.							
	15-29%	The work examined is unacceptable and provides little evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that few of the learning outcomes and responsibilities appropriate to that Level are satisfied. The work will be weak in several of the indicators.							
0-14%	The work examined is unacceptable and provides almost no evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied. The work will be weak in the majority or all of the indicators.								

Standard 1.1.a (*do not jeopardise patient safety*) within the Reaccreditation of an Overseas Pharmacists' Assessment Programme (OSPAP) submission template articulates the need that all OSPAP programmes ensure that effective assessment systems are in place to ensure that students do not have the potential to jeopardise patient safety. The dispensing examination in MPHM15 (Pharmacy Law, Ethics and Practice) and OSCE in MPHM14 (Clinical Therapeutics) are both designed to test students' ability to practice safely to a level appropriate for entry into pre-registration training. Both these assessments include critical elements focused on patient safety that must be passed to pass the assessment:

### **Dispensing Examination: MPHM15 (Pharmacy Law, Ethics and Practice)**

The dispensing examination in MPHM15 (Pharmacy Law, Ethics and Practice) is a pass/fail assessment; a fail would permit a refer assessment in the next assessment period. The aim of this examination is to ensure that students can dispense a range of prescriptions safely, accurately and legally within a defined time period using reference sources as and when appropriate. Indicative circumstances which would cause a fail in this examination include not dispensing all the prescriptions in the allocated time and any action which has the potential to cause harm to the patient. This could include, but is not limited to:

- Dispensing an overdose
- Incorrect dose or an ambiguous dose on the label
- Incorrect counselling given
- Dispensing the wrong medicine
- Dispensing a medicine without a dispensing label or without a legally correct label
- Any error involving a controlled drug
- Any serious legal omission
- Any repeated action which shows a lack of understanding of key legal or clinical concepts

Each set of prescriptions is considered individually and all fails are internally moderated and confirmed by a panel of registered pharmacists. It is impossible to write an exhaustive list of errors that students may make when dispensing a prescription. Not all errors will lead to an automatic fail. The key criteria when assessing an error that a student has made are:

- 1) Has the student acted illegally?
- 2) Has the student made an error which could harm the patient?

### **OSCE in MPHM14 (Clinical Therapeutics)**

The aim of the OSCE examination is to allow students to display a skill set used during practice as a pharmacist. Skills include communication with patients and other healthcare professionals. The OSCE consists of a set number of stations that include different clinical scenarios, clinical examinations and calculations. Each station is subject to a set time limit and each rotation of students will receive a different range of cases.

Example stations can include:

- Pharmaceutical calculation
- Clinical scenario
- Over the counter medicine sale or referral
- Prescription only medicine counselling
- Patient history taking

- Clinical examination of a body system

The OSCE examination is a pass/fail assessment and the student must pass all stations to pass overall. Some criteria that would lead to the student failing the OSCE examination are:

- In any part of the OSCE examination an act or omission which would lead to patient harm or a major legal breach will automatically result in a fail in this element. This is irrespective of the attained mark.
- Stations that contain 'red flags' that are pieces of advice or information that the student must give in order to pass that particular station. If the student fails to give a 'red flag' they will automatically fail that station.
- Incorrectly performing a pharmaceutical calculation.
- Not obtaining enough marks for a station to pass.

Student's performance is considered in each individual station and on the OSCE as a whole; all fails are internally moderated and confirmed by a panel of registered pharmacists. It is impossible to write an exhaustive list of errors that students may make in an OSCE and not all errors will lead to an automatic fail. The key criteria when assessing an error that a student has made is "Has the student made an error which could harm the patient?"

### 32. How does research influence the programme?

We have strong, formal and informal external relationships with professional colleagues in all branches of the profession; e.g., through (i) MPharm/OSPAP external stakeholder and placement meetings informing curriculum and placement development, (ii) service level agreement staff provision and contracted/sessional academic tutors to inform, develop and deliver teaching material, (iii) representation on relevant local and national committees giving oversight of changes in relevant professional and educational policies. Strong partnerships with industry and the NHS; these provide wide-ranging opportunities to inform development of our academic programmes, collaborative research programmes, knowledge transfer schemes and student placement opportunities, ensuring that our outputs and products are both locally relevant and have international reach.

The staff benefits from a wide range of expertise associated with healthcare, including a substantial number of practising registered pharmacists; those who are members of the GPhC are actively involved in CPD. Research, reach-out and practice activities associated with the staff are used to inform teaching, aid continual curriculum development and, therefore, assist the contemporary underpinning of the programme.

The Department of Pharmacy, Health and Well-being has a significant research portfolio within a diverse range of pharmaceutical areas, assessed as having 96% international quality (4\*+3\*+2\*) according to the results of the REF2014 for our UoA3 submission. Research is centred on inter-related themes through Research Beacons: Common Mental Health Problems: from prevention to novel therapeutic interventions; Infection and Immunology: from pathogenesis to treatment; Pharmaceutical Sciences: from disease to medicines use; and, Understanding Health Behaviours.

Laboratory-based science research benefitted from an £8.5m infrastructure investment and integrates strongly with the taught programmes, with specific expertise in cancer and other proliferative disease signalling pathways and networks, immunology, molecular biology and microbiology, drug design, synthesis and initial *in vitro* evaluation, pharmaceuticals and pharmaceutical analysis. The recent addition of a Point of Care laboratory for training and development, along with related staff appointments, offers additional research opportunities, supported by a further £5.3m strategic investment in science and clinical practice infrastructure.

Informed by collaborative links with local and regional hospitals, our biomedical research focuses on the pathology of disease related to clinical observations and problems, while pharmaceutical science is applied to the design and development of new medicines and delivery methods, and translated into practice and products through industrial collaborations. Through our knowledge transfer partnerships (KTPs), we provide practical solutions to a range of commercially-focused problems, not only for regional industry, but across the UK.

The Pharmacy Practice area is developing its research portfolio aided by recent key academic appointments in association with regional partners. This strategy aims to provide programme 'academic enhancement' in specialist areas of clinical pharmacy and maximise uni-professional and inter-professional activity to support and develop clinical pharmacy research within the partnerships, and across the North East region and, nationally. In conjunction with the Sunderland Clinical Commissioning Group (SCCG) we are working to optimise the local medicines optimisation strategy, including patient care and patient focussed outcomes, quality and cost-effective prescribing, implementation of initiatives that improve safety in medicines, production of prescribing reports on the outcome of audits and projects, and, provide evidence-based evaluation of products within a patient pathway. Also, one member of staff is currently seconded as Community Pharmacy Research Network Champion for the Clinical Research Network North East and North Cumbria.

## **SECTION D EMPLOYABILITY**

### **33. How will the programme prepare me for employment?**

The programme gives you the opportunity to develop advanced skills and knowledge which you can use in the future. Some postgraduate programmes are associated with a particular career path but most skills can be applied to a range of employment situations. The skills which this programme is designed to develop are listed below.

The OSPAP provides theoretical and practical training in key areas relevant to the practice of pharmacy in Great Britain and articulates directly onto the GPhC pre-registration programme. The programme is designed to enable overseas trained pharmacists (non-EU and those not covered by Directive 2005/36/EC) to become familiar with the practice of pharmacy in the UK, preparing students for professional practice as safe, knowledgeable and up-to-date pharmacists. The knowledge and skills content of the reflects the ten

educational standards set by the GPhC. Almost all students who complete the OSPAP programme successfully obtain a one year pre-registration training place in one of the various sectors of the profession, most having secured a pre-registration position prior to graduation. Completion of the GPhC pre-registration examination and pre-registration tutor competency sign-off then allows entry to the British register of practicing pharmacists.

For graduates undertaking pre-registration training in the local region, the University of Sunderland offers a sessional pre-registration training course to support specialist training throughout the pre-registration year focussing on pharmacy law, up-to-date clinical issues, communication skills, calculation practice, business management and emergency first aid.

<http://www.sunderland.ac.uk/courses/appliedsciences/cpd/pharmacy-pre-reg/>

Staff and academic tutors (sourced from local Trusts, multiples, small groups and independents), some of whom have previously been pre-registration tutors, are available to advise students on the various options in terms of which sector of the profession may be best suited to them with. Placement visits are integral to the programme and provide valuable experience of future career possibilities. Relationships with employers are good and contribute to the success of previous and current student applications.

Also, the Department, supported by Sunderland Futures, organises a pre-registration careers fayre each year to enable students to meet prospective employers from the various sectors. Students are clearly informed in marketing information, the Programme Guide and programme induction that completion of the OSPAP programme is not a guarantee of pre-registration training, nor a place on the GPhC Register.

As the OSPAP is a vocational degree qualification, there is very little request for career guidance in the normal way. However, full student support services are available from the University Careers and Employability Service as required.

Occasionally, students have enquired with regard to full-time postgraduate study leading to MSc, MPhil or PhD. However, the most common route to postgraduate education for Diploma students is *via* the part-time route, which allows them to remain in employment whilst undertaking, for example, an MSc in Clinical Pharmacy.

There are also opportunities for on-campus students outside your programme of study

For information about other opportunities available to our students who study on campus, click [here](#).

#### **34. Particular features of the qualification. (optional)**

On completion of the OSPAP programme, graduates will be able to undertake pre-registration training and apply for the General Pharmaceutical Council registration

examination. Successful completion of the pre-registration training year will then allow registration as a pharmacist to practice in the UK.

**35. Professional statutory or regulatory body (PSRB) accreditation.**

PSRB accreditation is not relevant to this programme	
PSRB accreditation is currently being sought for this programme	√
This programme currently has PSRB accreditation	

The programme is currently accredited until: July 2018

The relevant PSRB(s) is: The General Pharmaceutical Council (GPhC)

The terms of the accreditation are as follows:

The accreditation team from the GPhC visited in July 2015 and agreed to recommend to the Registrar of the GPhC that the University of Sunderland should be reaccruited to provide an OSPAP for a full period of three years. No conditions or recommendations were set.

The programme is recognised as: as the first part of the route to registration required by those who have qualified as a pharmacist from outside of the EEA.

The programme is accredited dependent on:

**Standing condition of accreditation by the General Pharmaceutical Council:**

These are the conditions which will apply in all circumstances of an OSPAP accreditation:

1. The school or department of pharmacy always seeks approval from the General Pharmaceutical Council for curriculum amendments and always at least informs the General Pharmaceutical Council of significant changes to pharmacy undergraduate student numbers or resources for their teaching, learning support and assessment, including any change from internal to teaching, learning and assessment from outside the school or department;
2. The school or department of pharmacy produces and submits to the General Pharmaceutical Council annually requested data on student numbers and progression and OSPAP awards;
3. The school or department of pharmacy produces and submits to the General Pharmaceutical Council annually requested information about the extent of human and physical resources it enjoys for the delivery and support of the OSPAP;
4. The school or department of pharmacy or the university makes students and potential students aware of the existence and Internet address where they can view the General Pharmaceutical Council's summary reports of an OSPAP accreditation exercises, main after- actions therefrom and of the timetable for future accreditation exercises.

**The Pharmacy Order 2010 states:**

Part 5 Education, training and acquisition of experience and continuing professional development, Information to be given by institutions or other providers, 46. ...

(3) Whenever required to do so by the Council, any institution or other provider to which this article applies must give to the Council such information and assistance as the Council may reasonably require in connection with the exercise of its functions under this Order.

(4) Where an institution or other provider refuses any reasonable request for information made by the Council under this article, the Council may, in accordance with article 47 ('Refusal or withdrawal of approval of courses, qualifications and institutions'), refuse to approve or withdraw approval from, any course of education or training, qualification, test or institution or other provider to which the information relates.

It is a requirement of accreditation that institutions or other providers provide the GPhC proactively and in a timely manner with any information which is, or has the potential to be, material to the delivery of an accredited course. This includes, but is not limited to: changes in staffing, changes in funding, and/or substantial changes in curriculum or delivery.

This depends upon successful completion of the programme.

There are programme-specific regulations relating to the following. Details are given in the programme regulations:

The modules to be studied	√
Pass-marks for some or all modules and/or parts (elements) of modules	√
Placement requirements	√
Attendance requirements	√
Professional practice requirements	√
Final or overall mark for the award	√
Other	

Interim or exit awards are not accredited.

## SECTION E PROGRAMME STRUCTURE AND REGULATIONS

Use [Programme Regulations Form](#), for questions 36 and 37

## SECTION F ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

38. What are the admissions requirements?

Applicants must have completed a pharmacy course that is comparable to those accredited in the UK, have completed all of the requirements to practice independently as a pharmacist, including any internship or preregistration training that is required and (if there is a registration requirement in their country of qualification) must be registered or eligible to register as a pharmacist practitioner in that country.

Admission to the PgDip OSPAP is currently controlled by the adjudicating committee of the GPhC. Students wishing to join the programme must initially apply to the GPhC and complete their adjudication process. The GPhC undertake identity, degree (including NARIC equivalence), language [applicants who do not speak English as their first language, including EEA applicants, must evidence an IELTS (or equivalent) score of 7.0 in each aspect of assessment achieved at a single test sitting], health and good character (to comply with Fitness to Practice requirements) checks before issuing an adjudication certificate. There are no routes of prior learning for entry and there is no consideration of non-standard applications; only students successfully adjudicated by the GPhC can be considered for entry.

[http://www.pharmacyregulation.org/sites/default/files/international\\_information\\_pack\\_0914.pdf](http://www.pharmacyregulation.org/sites/default/files/international_information_pack_0914.pdf)

On completion of the adjudication process, programme providers are informed by the GPhC of the successful students and students are then informed of the University application process and required supporting documentation. Students must commence the programme within two years of successful adjudication by the GPhC.

The University's standard admissions requirements can be found in the [university regulations](#).

Programme-specific requirements which are in addition to those regulations are given below:

Pharmacy is a registered health care profession, for which the ability to practice safely and effectively is essential. All OSPAP students will be subjected to University of Sunderland Fitness to Practice procedures. Two self-declaration forms must be completed, one covering student health and the other student conduct. As necessary, health check documentation is sent externally to an independent GP contracted by the University for approval. For UK students, a Disclosure and Barring Service (DBS) check is required. For overseas students, a Certificate of Good Conduct from the domicile police force is required; all overseas students will then be required to obtain a DBS check six months after starting the programme.

Can students enter with advanced standing?		<b>No</b>
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If yes, to which Stages?

Stage 1	
Stage 2	
Stage 3	
Stage 4	

If yes, with what qualifications?

N/A

The University has a process by which applicants whose experience to date already covers one or more modules of the programme they are applying for may seek Accreditation of Prior Learning (APL). Full details can be found [here](#) but if you think that this may be relevant to you, please contact the department which offers the programme you are interested in.

### 39. What kind of support and help will there be?

Students are offered a range of academic and personal support ranging from induction on arrival at University to on-going pastoral and personal tuition and undertaking personal development planning.

The Programme Team recognises that robust and effective student support is vital in the successful delivery of any programme, but particularly in this case where students may have been recruited internationally. To this end, student support is aimed at providing access to appropriate members of staff at all reasonable times. Student representatives are invited to, and do attend, Programme Studies Boards and the Postgraduate Student Liaison Committee where they can bring student cohort issues to be discussed.

A personal tutor responsible for pastoral care and basic academic problems is allocated to each student. Contact between students and the personal tutor is typically in person, by telephone or e-mail. Communication within modules is facilitated using SunSpace (the University VLE); students can also be contacted via a text service with urgent information. We also make use of the television screens around the Sciences Complex to display rotating messages; these can be used for informing students of important issues.

The programme leader, module leaders and teaching staff are all conveniently located within an academic hub, offering easy access for support through an open-door policy. Additionally, the Faculty has a dedicated Student Liaison Officer (widely publicised and accessible through a dedicated e-mail account) to give confidential advice and support to students experiencing problems that are impacting on their studies. The Officer works very closely with University's central support services, the Faculty programme support team and academic staff to ensure that students are given the correct support, from the correct support service, as quickly as possible to minimise any impact on their studies. Members of the Faculty programme support team are located in Dale Reception; in particular, the Programme Administrator and the Placement Officer are available to discuss relevant queries. An informal buddy system exists within the Sunderland Pharmaceutical Students'

Association (SPSA), where various members from the higher levels of the MPharm are available to give advice and support to new OSPAP students.

Despite the strict language entry requirements, some international students have difficulties adjusting to working in English at all times. As appropriate, students are recommended to attend language testing offered by the University at the beginning of the academic year. Language (and numeracy support) is available centrally throughout the academic year should it be necessary, helping to support students through any difficulties.

The programme is comprised of a wide range of nationalities with very different cultural, academic and life experiences. The team acknowledges the need to ensure that these students are given adequate information both prior to and on arrival at the University. The online Getting Started facility is used to equip students with orientation information they may require prior to arriving at the University. On arrival, all students attend an induction process which involves standard orientation and introduction to the OSPAP and the University.

The University provides a range of professional support services including [health and well-being](#), [counselling](#), [disability support](#), and a [Chaplaincy](#). Click on the links for further information.

#### 40. What resources will I have access to?

On campus	✓	In a partner college		By distance learning	
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#### On campus

General Teaching and Learning Space	✓
IT	✓
Library	✓
VLE	✓
Laboratory	✓
Studio	
Performance space	
Other specialist	✓
Technical resources	

The OSPAP is delivered by staff from the Pharmacy Practice and Clinical Therapeutics, Pharmaceutical Sciences and Health staff teams in the Department of Pharmacy, Health and Well-being. The staffing provision, including a substantial number of practising registered pharmacists, is complemented by using local expert practitioners and Academic

Practitioners to offer the highest quality teaching for students, whilst enriching their learning experience.

The majority of learning for OSPAP students occurs within the Sciences Complex, situated on the University of Sunderland City Campus. Extensive use is made of University accommodation including lecture theatres (some lectures are delivered in conjunction with Y4 MPharm students), seminar rooms and student computer rooms in the Science Complex. In addition, there are specialised facilities based in the Fleming, Pasteur, Dale and Darwin Buildings, comprising of laboratories for science-based teaching (chemistry, pharmaceuticals *etc.*), as well as professional practice rooms; these include a dispensing laboratory, a model community pharmacy, mock ward, problem-based learning suite and clinical seminar rooms (complete with SimMan and SimBaby). We have recently commissioned a multifunction clinical suite equipped with a range of point-of-care technologies as well as clinical measurement systems such as ECG, portable patient monitoring systems and audiology devices which is also linked to several other clinical facilities and resources (*e.g.* SimMan laboratory, simulated ward facility, dispensary). This suite will allow us to train students in the use of a broad range of point-of-care equipment to investigate and monitor disease processes and normal states, critically evaluate data and draw therapeutic conclusions from it. Open-access computer facilities are available in the Pasetur building along with a room dedicated to students for development of presentations.

Phase 1 of the refurbished development University Sciences Complex was completed in September 2011 centralising and upgrading analytical facilities, creating problem-based learning areas, creating open-access staff environments and integrated social space stimulating improved cross-faculty working. £5.3 million (£2.65 million HEFCE and UoS matched funding) financial support for Phase 2 has recently been confirmed and will begin in July 2015 for completion in September 2016. This project aims to further upgrade laboratory facilities, academic and social environments along with providing a digitally connected laboratory and a Living-Lab environment. This will increase the on-site problem-based learning, inter-professional learning and team-based learning opportunities for students. The vision is to create an infrastructure to support and enhance our capability to deliver growth in patient-centred teaching aligned with the future structure of regional, national and international healthcare systems. Phase 2 will also allow us to further support, develop and strengthen our research portfolio.

SunSpace, the University virtual learning environment, provides round-the-clock access to programme and module information and student support information; these include a range of teaching and learning materials (*e.g.* programme handbook, module guides, staff contact details, timetables, lecture support material, seminar/workshop support material, formative assessment tasks, coursework audio feedback) and coursework submission functionality (along with TurnItIn plagiarism checking facility). SunSpace also provides a forum for discussions both between staff and students, and between students.

Information about the University's facilities can be found [here](#).

41. Are there any additional costs on top of the fees?

No, but all students buy some study materials such as books and provide their own basic study materials.	
Yes (optional) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are additional costs for optional activities associated with the programme (see below)	
Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are essential additional costs associated with the programme (see below)	√

Students will undertake a number of mandatory placements and off-site educational visits in the local region. Some sites may be within walking distance of the University whereas others may require students to arrange transportation at their own cost. All sites are accessible by public transport; travel time and costs incurred will be dependent on the location of the allocated site.

42. How are student views represented?

All taught programmes in the University have student representatives for each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can raise students' views and concerns. The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules. Various Faculty committees, particularly Faculty Academic Experience Committee, Academic Development Committee and Quality Management Sub-Committee also have student representation. This allows students to be involved in higher-level plans for teaching and learning. There is a parallel structure at university level on which students are represented by sabbatical officers who are the elected leaders of the Students' Union. The University's student representation and feedback policy can be found [here](#).

Every two years we participate in the national Postgraduate Taught Experience Survey (PTES) which is run by the Higher Education Academy.

There are several mechanisms used to obtain student feedback, both formal and informal. The formal mechanisms include class representatives meeting at the end of each term with the programme leader to discuss issues raised by students. In addition, formal module and programme feedback forms are used to collect information on the induction process,

programme and facilities. Informal feedback is facilitated *via* meetings with personal tutors, module leaders, the programme leader or in class discussions, organised as appropriate. Any issues arising are dealt with as soon as possible and the outcomes communicated to the student body *via* a record of minutes and action posted on SunSpace.

The programme is of one year duration for most students; one of the difficulties with reacting to feedback is that students may raise an issue for which the solution can only be implemented for the following academic year. Clearly this does not allow students to see the changes made in response to feedback. Many of the mechanisms for feedback on the programme have been introduced with this in mind; any responsive actions are always implemented as soon as is feasible to enhance the student experience.

An academic member of staff is responsible for all placements within the programme and also organises consultation sessions with our placement providers. These sessions examine the previous year in terms of student and provider feedback on placements and inform changes to and development of the provision. Other issues are discussed at these meetings, including changes we intend to make to the programme; feedback is considered when designing and implementing new developments.

## SECTION G QUALITY MANAGEMENT

### 43. National subject benchmarks

The Quality Assurance Agency for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. They do not cover all subjects at postgraduate level but those which exist can be found at [here](#).

Are there any benchmark statements for this programme?	<b>YES</b>	<b>NO</b>
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The subject benchmark(s) for this programme is:

QAA subject benchmark(s) applicable:

Pharmacy

<http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement---Pharmacy.pdf>

Accrediting body:

General Pharmaceutical Council (GPhC)

GPhC. Standards for the education and training of non-EEA pharmacists wanting to register in Great Britain (2011)

<http://www.pharmacyregulation.org/sites/default/files/Standards%20for%20the%20education%20and%20training%20of%20non-EEA%20pharmacists%20wanting%20to%20register%20in%20GB.pdf>

Other points of reference:

OSPAP GPhC accreditation document

[http://www.pharmacyregulation.org/sites/default/files/GPhC\\_Future\\_Pharmacists.pdf](http://www.pharmacyregulation.org/sites/default/files/GPhC_Future_Pharmacists.pdf)

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found [here](#).

#### 44. How are the quality and standards of the programme assured?

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression through the programme, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching, learning and assessment. Student achievement, including progress through the programme and the way in which the final award is made, is kept under review. The programme review report is sent to the Faculty Quality Management Sub-Committee which in turn reports issues to the University's Quality Management Sub-Committee (QMSC) and Academic Experience Committee (AEC).

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK university. The University is subject to external review by the Quality Assurance Agency for Higher Education on a six-year cycle. Their review reports for Sunderland can be found at [here](#).

Placements for the OSPAP programme occur throughout the region in community, hospital and primary care settings. Placement provision falls under the UoS Work-Based Learning policies, details of which can be found [here](#).

Further information about our quality processes can be found [here](#).

**Please also complete the [SITS form](#).**

