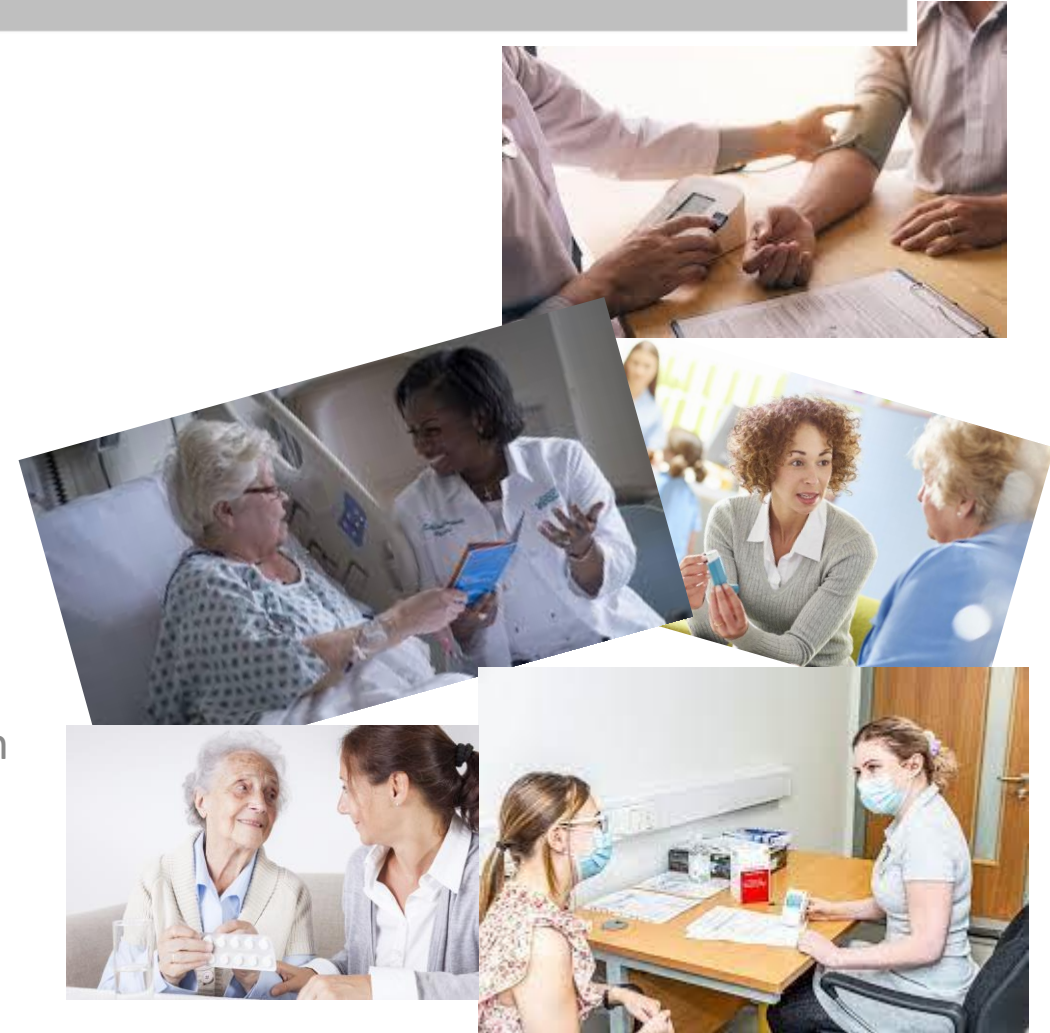


# Diploma of Higher Education in Advanced Pharmacy Technician Practice

Melanie Boughen - Director of Pharmacy Technician Education

Billy Smith – Course Director



# This Presentation

- UEA School of Pharmacy overview and very brief history of pharmacy technician education
- Diploma of Higher Education in Advanced Pharmacy Technician Practice: Content and Structure
- Entry requirements
- Course delivery and Assessment
- Support for Trainees and Workplaces



# UEA School of Pharmacy and pharmacy technician Education

## Opened 2003

- MPharm
- PG diploma/foundation training
- MPharm with Placement
- Prescribing
- BSc Pharmacology and drug discovery (plus masters)

## 2015

- HEE E of E contract for hospital pre-registration pharmacy training (P'cists & PTPTs)
- **CPD portfolio (prior to 2015)**

## 2020

- GPhC accredited CertHE in Pharmacy Technician Practice (& Apprenticeship)

## 2023

- Diploma of Higher Education in Advanced Pharmacy Technician Practice

UEA  
Diploma of Higher Education in Advanced Pharmacy Technician Practice

**AIM**

**To develop GPhC registered pharmacy technicians beyond their initial education and training to an advanced level of modern day healthcare practice**

4-year part-time course

Level 5 QAA framework (Quality Assurance Agency for Higher Education) – 240 HE Credits

Developed with stakeholders from across all sectors and settings and to continue

- NHS hospital trusts
- NHS mental health trusts
- Health in Justice
- Charities
- Community pharmacy
- Primary care
- Patient and public involvement

# Entry Requirements

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Current registration with the GPhC

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Working a setting where all requirements of the programme can be met

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Approval from the Senior or Line Manager or designated deputy

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Assigned an Educational Supervisor

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Funding agreed and in place or self-funded

# Course Structure

Year 1	Credits	Year 2	Credits
Module 1: Medicines Optimisation and Advanced Communication Skills for Pharmacy Technicians	30	Module 3: Clinical Therapeutics 1 – Cardiovascular and respiratory	30
Module 2: Professional Practice for Pharmacy Technicians	30	Module 4: Clinical Therapeutics 2 – Endocrine and Mental Health 1	30

Options:

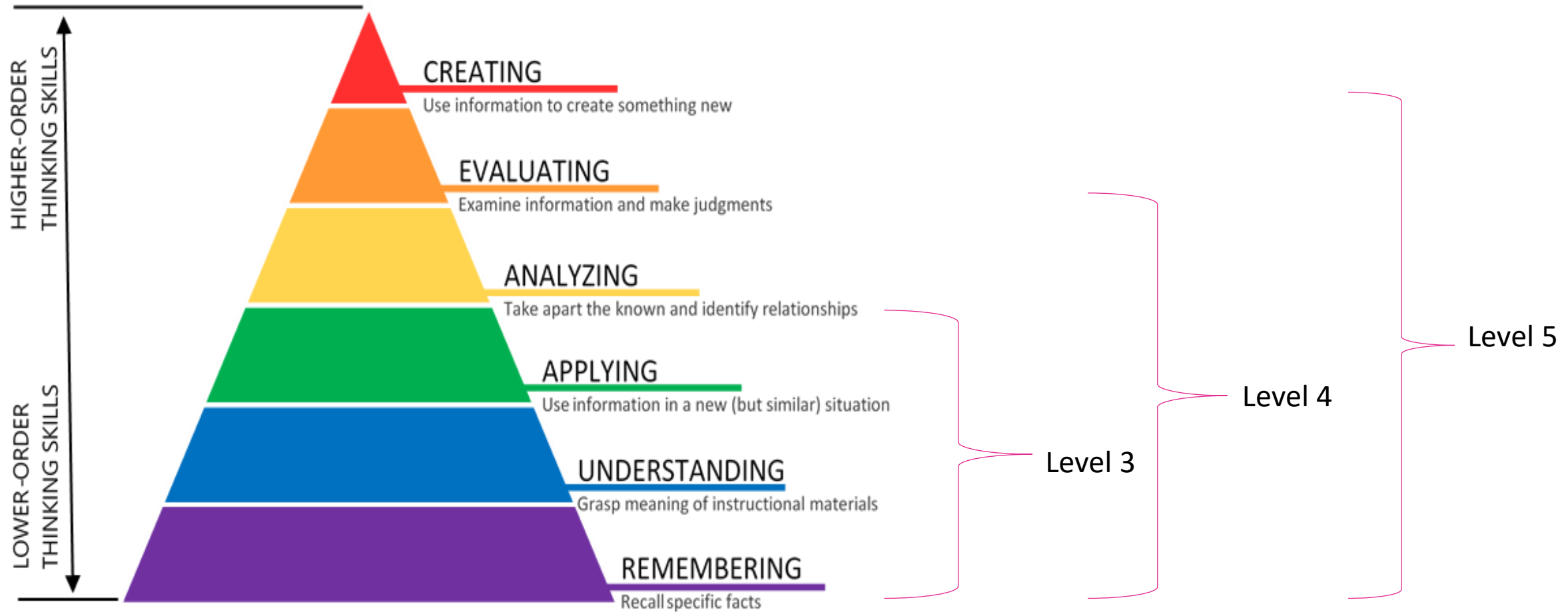
1. Continue with Diploma;
2. Take one year interruption of study;
3. Year 2 exit award – Certificate of Higher Education

Year 3		Year 4	
Module 5: Clinical Therapeutics 3 – GI, Infections, GU Health, Musculoskeletal & pain management	40	Module 7: Clinical Therapeutics 4 – Mental Health and neurodevelopmental conditions	20
Module 6: Introduction to Research Skills	20	Module 8: Research Project	40

## Diploma of Higher Education

# Educational structure

## BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)



<https://citt.ufl.edu/resources/the-learning-process/designing-the-learning-experience/blooms-taxonomy/>

# Level 4 & Level 5 on the QAA Framework— what's the difference?

## Level 4 – Certificate of Higher Education

QAA Framework: 4.10.1

Holders of a **Certificate** of Higher Education will have:

- Sound knowledge of the basic concepts of a subject
- Learned how to take different approaches to solving problems
- Communicate the results of their study/work accurately, reliably, and with structured coherent arguments
- The qualities needed for employment requiring the exercise of some personal responsibility
- May be a first step towards obtaining higher level qualifications.

## Level 5 – Diploma of Higher Education

QAA Framework: 4.12.2

Holders of a **Diploma** of Higher Education will have:

- Knowledge and **critical** understanding of the well-established principles of their area(s) of study,
- Ability to apply underlying concepts and principles outside the context in which they were first studied
- Knowledge of the main methods of enquiry and ability to **evaluate critically the appropriateness of different approaches to solving problems in the field of study**
- The qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making



# Learning content

Year 1			
Module Title	Credits	Level	Topics covered
<b>Medicines Optimisation and Advanced Communication Skills for Pharmacy Technicians</b>	30	4	<ul style="list-style-type: none"><li>• Medicines optimisation related to NHS guidelines</li><li>• Medicines reconciliation</li><li>• Advanced communication skills<ul style="list-style-type: none"><li>• Negotiation skills</li><li>• Interprofessional communication</li></ul></li><li>• Transfer of care</li></ul>
<b>Professional Practice for Pharmacy Technicians</b>	30	4	<ul style="list-style-type: none"><li>• National Guidelines and Frameworks</li><li>• Leadership (including education)</li><li>• NHS agendas</li><li>• Structure and funding of healthcare system</li><li>• Secure medicines handling and storage</li><li>• Medicines safety</li><li>• Audit</li></ul>

1 credit = 10 hours study (including teaching, private study and assessment)

We would expect around 8 hours per week study time

**Year 2**

<b>Module Title</b>	<b>Credits</b>	<b>Level</b>	<b>Topics covered</b>
<b>Clinical Therapeutics 1 – Cardiovascular and respiratory</b>	30	4	<ul style="list-style-type: none"><li>• Cardiovascular and Respiratory systems<ul style="list-style-type: none"><li>• Review of anatomy</li><li>• Pathophysiology and treatment of conditions (including paediatric and end of life care)</li></ul></li><li>• Treatment for cardiorespiratory conditions<ul style="list-style-type: none"><li>• Pharmacology</li><li>• Considerations (cautions/dose changes)</li><li>• Monitoring</li><li>• Use, adherence and support</li><li>• Antibiotic resistance in respiratory antibiotics</li></ul></li></ul>
<b>Clinical Therapeutics 2 – Endocrine and Mental Health 1</b>	30	4	<ul style="list-style-type: none"><li>• Endocrine and central nervous system<ul style="list-style-type: none"><li>• Physiology and role</li><li>• Pathophysiology and treatment of conditions</li></ul></li><li>• Treatment for endocrine conditions<ul style="list-style-type: none"><li>• Pharmacology</li><li>• Considerations (cautions/dose changes)</li><li>• Monitoring – blood test analysis</li><li>• Use, adherence and support</li></ul></li><li>• Treatment of anxiety and depression<ul style="list-style-type: none"><li>• Drug and non drug</li><li>• Support available</li><li>• Considerations in paediatric patients</li><li>• Comparison of treatments</li></ul></li></ul>

<b>Year 3</b>			
<b>Module Title</b>	<b>Credits</b>	<b>Level</b>	<b>Topics Covered</b>
<b>Clinical Therapeutics 3 – GI, Infections, GU, musculoskeletal and pain management</b>	40	5	<ul style="list-style-type: none"> <li>• Anatomy and physiology</li> <li>• Pathophysiology of associated conditions</li> <li>• Diagnosis and management</li> <li>• Therapeutic considerations</li> <li>• Pharmacodynamics of drugs</li> <li>• Monitoring and interpretation of results</li> <li>• Adherence issues</li> <li>• Antimicrobial stewardship</li> <li>• Effects of drugs in breastfeeding/pregnancy               <ul style="list-style-type: none"> <li>• Including checking suitability</li> </ul> </li> </ul>
<b>Introduction to Research Skills</b>	20	5	<ul style="list-style-type: none"> <li>• Research methodologies</li> <li>• Research skills               <ul style="list-style-type: none"> <li>• Searching and reviewing</li> <li>• Critique of published articles</li> </ul> </li> <li>• Ethics approval preparation</li> <li>• Data analysis and presentation</li> <li>• Research proposal production</li> </ul>

Year 4			
Module Title	Credits	Level	Content
<b>Clinical Therapeutics 4 – Mental Health 2</b>	20	5	<ul style="list-style-type: none"> <li>• Pathophysiology of further CNS conditions <ul style="list-style-type: none"> <li>• Schizophrenia</li> <li>• Bipolar disorder</li> <li>• ADHD</li> </ul> </li> <li>• Diagnosis and management <ul style="list-style-type: none"> <li>• Discuss options and compare</li> <li>• Pharmacodynamics</li> <li>• Side effects and consideration + advice</li> <li>• Monitoring and analysis of results</li> <li>• Non drug management</li> <li>• Adherence</li> </ul> </li> <li>• Links of mental health difficulties to other patient groups and support for patients <ul style="list-style-type: none"> <li>• Substance misuse</li> <li>• Neurodevelopmental conditions</li> <li>• Vulnerable patients</li> </ul> </li> </ul>
<b>Research Project</b>	40	5	<ul style="list-style-type: none"> <li>• Data collection and presentation</li> <li>• Analysis and making conclusions/recommendations from data</li> <li>• Implementing change</li> <li>• Evaluating practice and change</li> <li>• Presentation skills</li> <li>• Clinical governance in research</li> </ul>

# Layout of learning

Online learning- using blackboard and interactive programmes

Development in workplace

Signposting to research and further reading using library

Virtual study Days

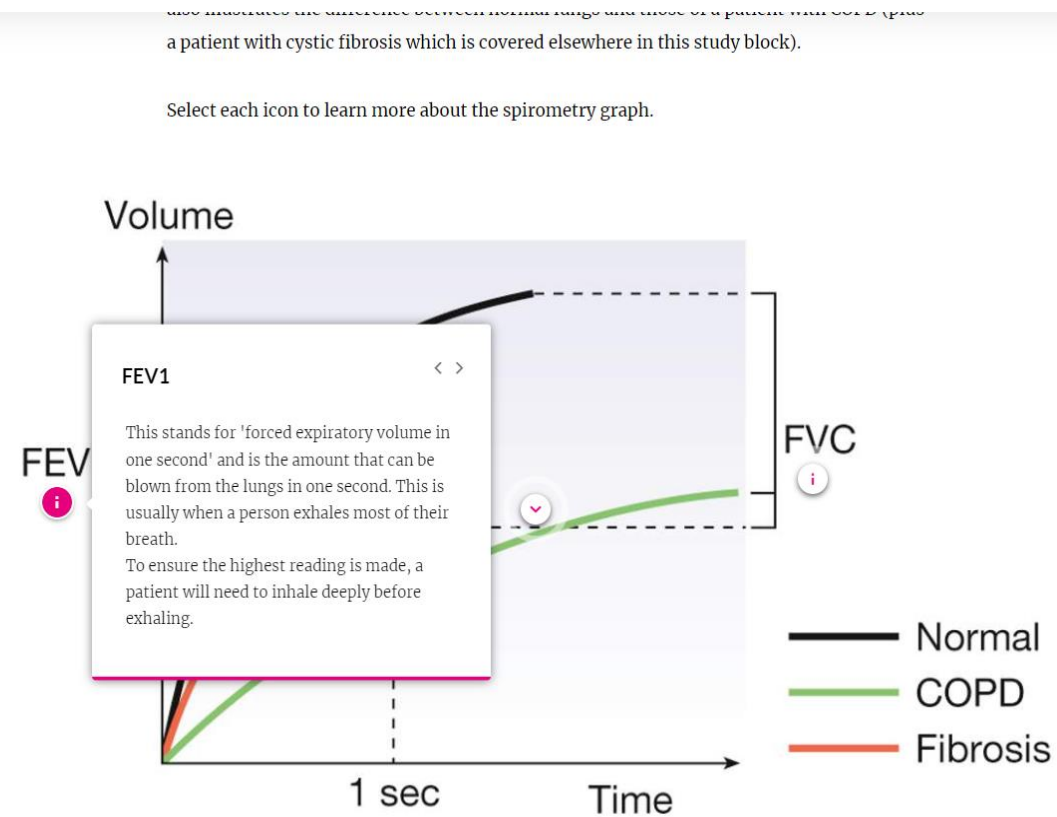
Drop in sessions

Advisor support

Advanced PT Therapeutics- Cardiovascular and respiratory

11% COMPLETE

- Hypercholesterolaemia
- THE RESPIRATORY SYSTEM
  - Anatomy and Physiology of the Respiratory System
  - ASTHMA
    - Asthma Pathophysiology
    - Asthma Management
    - Asthma Treatment Guidelines
  - COPD
    - Chronic Obstructive Pulmonary Disease (COPD)
    - Smoking Cessation
  - RESPIRATORY DRUG DELIVERY
    - Delivery of Respiratory Drugs



# Assessment

## Portfolio (PebblePad)

- Coursework
  - Essays
  - Patient Case reports
  - Patient Case studies
  - Work based competencies (Meds Optimisation module only)
- External review (Meds Optimisation module only)
- Research project
- Audit

Year 2 – Open book Clinical based scenario questions exam



# Portfolio Assessment Handbook



University of East Anglia

## Diploma of Higher Education in Advanced Pharmacy Technician Practice

Assessment Handbook

Version 1.

©School of Pharmacy, University of East Anglia

### Module 2: Professional Practice Pharmacy Technicians (30 credits)

Assessment	% Weighting	
Professional Practice essay	40	
Audit report and presentation	40	
Professional Practice case reports x2 <ul style="list-style-type: none"><li>Medicines handling and storage</li><li>Medicines safety</li></ul>	20	2x reports

#### 1. Professional Practice Essay

The learner must submit a 2000-word essay, detailing their understanding of Professional Pharmacy practice.

The essay should address the following points:

1. Describe the key national healthcare agendas set out by the NHS which impact on your practice
2. Explain how quality drivers such as CQC, QOF, PQS facilitate a high standard of patient care
3. Describe how you work within local and national policies/guidelines, and ethical/legislative

- 4.
- 5.
- 6.
- 7.
- 8.

- o Coaching and mentoring

Accurate references to national policy, GPhC professional standards and guidance documents and reports using Vancouver referencing.

#### 2. Audit report and presentation

The learner must conduct a standards-based audit in the workplace and communicate the findings with the wider multidisciplinary team.

The Learner must:

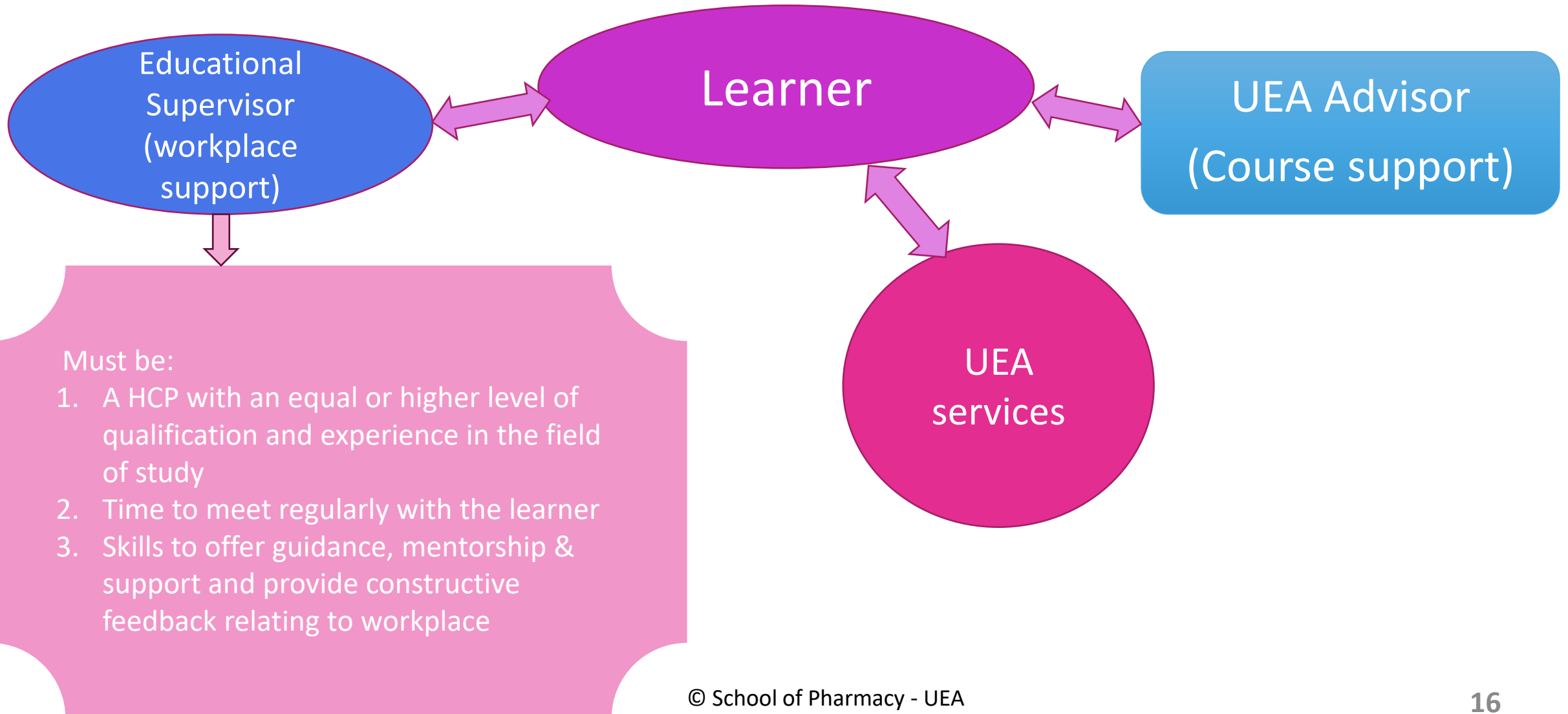
- Agree the standards and agree the purpose/aims of the audit
- Agree the protocol and data collection form with Practice Supervisor
- Measure practice in the workplace and collect data
- Analyse the data
- Draw conclusions from the analysis and identify areas for change in workplace practice
- Produce an audit report. The audit report 1250 words must:
  - o Explain the purpose and aims of the audit
  - o Describe the method used to collect the data
  - o Describe the conclusions taken from the audit data
  - o Discuss the limitations of the audit
  - o Make recommendations for change
- Share the audit results with colleagues in the workplace via an oral presentation, the 10 minute presentation must contain:
  - o An overview of the purpose and aims of the audit
  - o An analysis of the data
  - o Conclusions and areas for change
  - o Limitations of the audit
  - o Reflection of the learners process and results including any points for improvement to practice for future
- The presentation must be delivered on-line to member of the UEA staff and fellow learners. Presentation slides must be submitted alongside the audit report.
- Observations will be assessed using the Audit Observation checklist App 1.4

#### 3. Professional practice case reports

The learner must complete 2 case reports using app. 1.5 which demonstrate how they have led in the management of situations within their workplace (or another site which they may visit in the course of their practice e.g. on home). They must cover the following 3 situations:

- For
- o Overview of situation
  - o Their role in the management and their decision-making processes with rationale
  - o How they meet national guidance and regulatory standards and local procedures
  - o Reporting processes
  - o Involvement of and communication with the multidisciplinary team
  - o Ensuring high standards of patient care are maintained
  - o Reflection on management of event (including what you would do differently in the future)
- Case reports must be witnessed by an appropriate person and feedback provided via the e-portfolio

# Roles and Responsibilities





# Student Support



**DIGITAL LIBRARY**



- The UEA has a wealth of material that is available digitally, from eBooks to online articles, all just a click away.
- Use Library Search to find them.

<b>Wellbeing</b> Student Services Advisers (Embedded) Wellbeing Advisers Mental Health Disabilities Adjustments & DSA Coping strategies & skills <a href="mailto:embedded.sci@uea.ac.uk">embedded.sci@uea.ac.uk</a> Online Referral Form	<b>Therapies</b> Strategies, insights & behavioural changes Therapeutic groups & workshops Online CBT Online Referral Form	<b>Learning Enhancement</b> Academic/ study skills Maths & statistics Peer assisted learning Learning Difficulties <a href="mailto:ask.let@uea.ac.uk">ask.let@uea.ac.uk</a>	<b>Student Life</b> Student Life Advisers Finance support (FAC@uea.ac.uk) International students (student.life@uea.ac.uk) Residential Life Report and support Online Referral Form
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UEA First Assignment - UEA Library and LET

About Getting started Finding and using information Writing your assignment

**UEA Your First Assignment and Beyond**

## Need software?

### Office 365 at UEA

Microsoft Office 365 is available to use online, or download for free, for all UEA students. Office 365 includes Microsoft Word, Powerpoint, OneNote and lots more useful apps. If you haven't already downloaded Office 365, follow the link below to get started.

Outlook	OneDrive	Word	Excel	PowerPoint
OneNote	Teams	Class Notebook	Sway	Forms

## Welcome to First Assignment and beyond!

UEA Library and UEA Learning Enhancement Team are here to support you at every step of the assignment writing process. Bookmark this site and use the videos and guides on this page to help you as you search for the books and journal articles you need, assess them for quality, and begin writing your assignments!



Top tips from UEA students

Watch this short video for some top tips on assignment writing from second and third year students at UEA

### How do I use this resource?

The site is split into sections to make it easier to find what you need. Access the content using the links below, or from the menu bar across the top of the page.

Finding and using information	Writing your assignment	Submission and feedback
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#### Types of information

Finding your course

#### Planning your assignment

Helping yourself to your assignment

# Support for workplaces

- Induction handbook for those involved
- Course handbooks



# Important information

Cost: £1950 per year i.e. 2 modules

£3900 for 2 years – Certificate of Higher education

£7800 for 4 years – Diploma of Higher Education

Course start date and induction: Monday 15<sup>th</sup> January 2024

Applications open: 04/09/2023

Applications close: 30/11/2023

Places available for Cohort 1: 50

Apply through UEA applications website – link to follow

Email: [pt.dip@uea.ac.uk](mailto:pt.dip@uea.ac.uk)



Question time!!