

## Partnerships in Learning & Teaching - PLanT Project Application Form 2018 - 2019

### Lead student contact details

Name: (names removed)
School: School of Chemistry, Food and Pharmacy
Degree programme: MPharm Pharmacy
Year group: 3
Email: (details removed)

### Lead staff member contact details

Name: Suraj Varia & Catherine Langran
School: School of Chemistry, Food and Pharmacy
Email: surai.varia@reading.ac.uk; c.a.langran@reading.ac.uk

### Project title

Piloting General Practice (GP) experiential learning for MPharm Year 3 students.
--

### Project team name and details

Project team name: Team GP
Other members of the team (including students and/or staff) Include name, year group and degree programme of student partners
59 Year 3 Mpharm student attended a voluntarily session to discuss this application and express their views on setting up experiential learning in GP practices. All 59 students requested to be involved in this project, and within this group 22 students committed to being part of the working group:  (names removed)

\* The working group (and student lead) would have regular meeting with Suraj Varia and Catherine Langran to co-design and implement this project.

### Project summary

This project aims to pilot an experiential learning experience for MPharm 3 students in General Practice (GP).

We are training our students to become pharmacists, which typically involves working in a community pharmacy or a hospital. A recent NHS England pilot programme "Building the general practice workforce" created a new career pathway for pharmacists, and resulted in 450 pharmacists working in medical practices/health centres, and this number is steadily growing.

This project is needed to pilot the feasibility, practicality and scalability of providing GP placements to MPharm students to prepare them for this emerging career opportunity.

### Project objectives, outcomes and outputs/deliverables

#### **Objectives**

- To set up a working group with students and academics to establish the learning outcomes and evaluation of the project.
- To pilot MPharm 3 placements in General Practice in Spring term 2019, in order for students to gain experiential learning of the General Practice Pharmacist role.
- To build links with Reading University Health Centre and foster inter-professional learning.

#### **Outcomes**

- If the pilot is successful, a bid will be made to our Head of Department to allocate budget for the GP placements long term for students.
- The plan is to use the learning (successes and challenges) from the pilot to embed GP placements as part of the MPharm year 3 curriculum for the following academic year (2019/2020)
- This student learning from this project, will give them an insight into the Practice Pharmacist role and an understanding of 'the patient journey' through primary and secondary care.
- This contribute to the inter-professional and collaborative working between the University of Reading and the University Medical Centre to host working.

#### **Outputs**

- Anticipated benefits for **students**: undertaking the experiential learning will support student employability. There is currently a very competitive process for MPharm students to secure graduate pharmacist employment (the pharmacy pre-registration year). Undertaking the GP placements will distinguish and potentially give Reading MPharm students an edge over students attending the other 29 Schools of Pharmacy. Students currently undertake placements in community and hospital pharmacies, and adding GP placements, will results in all-rounded Pharmacists of the future. Student co-

development of the learning outcomes and evaluation, will result in a tailor-made student experience with high levels of student engagement.

- Anticipated benefits to **staff**: The project aims to develop closer links with the University Health Centre. This supports shared inter-professional teaching (e.g. pharmacy academics teaching medical students on safe prescribing); this will make cost-effective use of existing resources. With the University proposing to have a Medical School, this would be a natural step towards inter-professional learning and working.
- Anticipated benefits to **department**: Student co-design of this project will ensure an authentic and valuable learning experience is delivered. This could positively impact NSS scores for: improving the teaching on the course, assessment, academic support and personal development.  
With Pharmacists in General Practice becoming an increasingly popular and valued role in the NHS, it is important that our degree programme reflects the change in the profession. By setting up the GP placements for our students, Reading School of Pharmacy will gain a reputation of being ahead with the learning; a strong selling point during our UCAS recruitment.
- Anticipated benefits for the **institution**: if our degree programme is relevant to the working of the professional in real-time, then the institution will gain a good reputation through the graduates that come out of the programme and enter the working world. This will drive more students in the future to the institution. This will help not just the school but the whole institution.  
One role of GP pharmacists is independent prescribing. Our students may be inspired to undertake this qualification after graduation, which could increase recruitment to University's Postgraduate non-medical prescribing programme, generating income for the institution.

### **Project description**

#### **Describe the proposed project including each of the following:**

How will students work as partners with staff in the design and delivery of the project?

59 Year 3 Mpharm students (46% of the cohort) attended a voluntary session to discuss this application and express their views on setting up experiential learning in GP practices; demonstrating how popular this intervention is to students.

Students stated:

- They were interested in learning more about how patients are looked after in primary and secondary care
- They wanted to gain an understanding of how different health care professionals skills can be work together to offer best care to patients
- They wanted to observe pharmacist consultations with patients, and reflect on how treatment decisions are made
- That undertaking this placement would increase the options available to them after graduation, and they would be able to make a more informed career choice.

Within this group 22 students committed to being part of the working group. This would involve attending regular meeting with the academic leads to:

- Set the learning outcomes for the GP placements

- Plan the activities students will undertake in the placements
- Establish an appropriate duration for the placements and it's positioning within their timetable
- Co-design the workbook for students to complete during placement
- Co-design the evaluation of the project

What does success look like and what are the anticipated impacts of the project?

Success will be evaluated through:

- Pharmacy student feedback on their learning and any other gains from their experience
- Feedback from the GP practice on the acceptability and practicalities of students attending placement

When do you anticipate that you will be able to demonstrate this impact?

- Immediate impacts -the impact of the pilot will be evaluated (student and GP practice feedback) at the end of spring term 2019.
- This cohort of students will then be applying for their pre-registration place in September 2019, where the impact on their student employability may be observed.
- Long term impacts - if the pilot is successful, the impact of embedding placements will have an impact on our department's re-accreditation with our governing body in 2020

How will you evaluate the project to determine its success? How will students be involved?

Students will be directly involved in the evaluation and this will be used to help embed the placements in the future.

The General Pharmaceutical Council (GPhC) and Health Education England are currently in consultation to draft the learning outcomes for pre-registration Pharmacists in General Practice, due to be finalised by April 2019. The learning outcomes from this project will be compared to these GPhC and HEE outcomes, to bench-mark our placement's learning and its capacity to prepare our students for their pre-registration year.

How will the project outcomes be disseminated? How will students be involved?

Student will be involved in co-presenting the outcomes at department research seminars, and relevant pharmacy and education conferences, this may include:

- The Royal Pharmaceutical Society Annual Conference
- Manchester Pharmacy Education Conference
- Primary Care Pharmacy Association (PCPA) pharmacy symposium

The outcomes can be shared via the CQSD blog and T&L showcases.

How does the project support your School/Department's Teaching and Learning Plan and the University's Teaching and Learning Strategy?

This is definitely "education for 21st century lives" as it up-to-date with the new emerging role of the Pharmacist. Experiential learning is an important approach to teaching and learning; providing a safe learning environment for students, bridging the gap between theory and practice, and encouragement independent learning and reflective practice.

The student co-design element will ensure it is a highly engaging placement and outstanding student learning experience. Students as key stakeholders contributes to a partnership curriculum, with the opportunity for students to have a substantial influence on teaching and learning strategies and assessment.

In-depth feedback from students and the placement providers will allow us to amend and grow this experience into an embedded placement for all our students. We would be the first school of Pharmacy to offer this embedded placement, providing our students with the best preparation for their future careers.

Briefly outline plans for project-related activities to continue beyond this PLaNT project and/or for project outcomes to be realised in a sustainable way:

This project aims to pilot the GP placement for volunteer year 3 Mpharm students.

We have had confirmation from our Head of Department, that if the pilot is successful then department budget will be available to embed these placements for students from Autumn 2019. Success will demonstrated through student and GP feedback, leading to the development of a comprehensive plan for the feasibility, practicality and acceptability for the whole cohort of Mpharm students to undertake these placements.

---

**Project start date: 1st December 2018**

---

**Project end date: 30th June 2019**

---

**Budget details**

<b>Brief outline of project activities</b>	<b>Activity start date and end date</b>	<b>Approximate costs associated with the activity. (Note: All claims and/or expenses need to be ammged before 30th June 2019)</b>
Payment to University Health Centre to host placements	January 2019-March 2019	8 visits @ £50/visit =£400
Lead students registration at conferences for dissemination of findings (Lead staff registration willbe covered by department staff develoomentfi.tnds)	June 2019	£100

**Total funding applied for    £500**

**Please submit your completed form to Martin Wise, CQSD: [m.wise@reading.ac.uk](mailto:m.wise@reading.ac.uk)**