

# The Pharmacy Practice Research Trust



Medicines & People

Turning Knowledge Into Know-How

## **Programme 3 – Pharmacy: a profession fit for purpose**

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### **Education**

*Professional expertise & pharmacy practice* The RPSGB is going through a phase of reflection about pharmacy's educational processes and requirements with a view to the needs of the profession for the future.

This studentship is designed to address some of the core philosophical issues that have arisen in recent developments in education policy. In particular it will seek to apply work drawn from philosophy of education and health care ethics to the practical imperatives of the Society's profession-building and professional development roles with the aim of illuminating both philosophical and practical agendas - joint funded by the Arts and Humanities Research Council and the Pharmacy Practice Research Trust (2007-2011).

*Learning from Innovation in Pharmacy Education* Ten 'mini-projects' to encourage pharmacy academics to evaluate and explore aspects of pharmacy education and to promote and disseminate effective learning and teaching activities (Pharmacy Practice Research Trust, 2005-2006):

- University of Brighton  
*An investigation into which factors affect the perceived success of the experiential community pharmacy visits in year one of the MPharm programme*
- The School of Pharmacy, University of London  
*Learning how to teach the "final check"*
- Cardiff University in collaboration with Aston University, Bradford University and the Robert Gordon University  
*Current and future methods of teaching and assessment of RPSGB fitness to practise procedures*
- Liverpool John Moores University  
*Evaluation of the current and future provision of pharmacy undergraduate research projects*
- The School of Pharmacy, University of London  
*How do pharmacy students learn?*
- University of Bath  
*Using videoed teaching OSCEs to aid student assessment*

- Robert Gordon University/University of Aberdeen  
*E-learning for sharing across medical, health and social care undergraduate students: development, evaluation, assessment and dissemination of an e-learning interprofessional module*
- South Manchester University Hospitals NHS Trust [SMUHT]  
*A study to develop and test a new method of assessment of communication skills of pharmacy undergraduate students: the patient as the assessor*
- Robert Gordon University  
*Developing and evaluating an E-network of pharmacists undertaking supplementary prescribing training and their linked designated medical practitioners, which is supported by academia, aiming to enhance the period of learning in practice*
- University of East Anglia  
*Portfolio based learning and assessment: optimising its use within pharmacy*

*Functional and occupational map* Project to define the occupations and functions (work activities) which make up the pharmacy sector (funded by Pharmacy Practice Research Trust and Skills for Health, 2004-2005)

*Teaching, learning and assessment methods in pharmacy undergraduate programmes*  
Investigation of initiatives developed by schools of pharmacy to develop best practice in pharmacy education and to inform the Society's regulatory role as it relates to accreditation of degree programmes and pre-registration training (Pharmacy Practice Research Trust, 2003-2005)

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