

Postgraduate Taught Academic Regulations for the following awards:

- PG Cert Independent/Supplementary Prescribing
- Short Course programme Independent and Supplementary Prescribing level 6
- PGCert/PGDip/MSc General Pharmacy Practice (part-time),
- PGCert/PGDip/MSc Medicines Optimisation (part-time)
- Short Course PG Associate programme
- 40 credit Non- Medical Prescribing Module PHAM1149

Effective from the 2025-2026 academic year

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1. Introduction

1.1. This document sets out the regulations for the following awards:

- PG Cert Independent/Supplementary Prescribing
- Short Course programme Independent and Supplementary Prescribing level 6
- PGCert/PGDip/MSc General Pharmacy Practice (part-time),
- PGCert/PGDip/MSc Medicines Optimisation (part-time)
- Short Course PG Associate programme

The Short Course Programme in Independent and Supplementary prescribing (part-time) (level 6) is also covered by these regulations. The level 6 short course programme, whilst delivered and assessed at academic level 6 (H), is governed by the same professional and regulatory body approval processes as the PGCert, because it leads to a recordable qualification from the professional/regulatory body. Aligning both the level 6 and level 7 prescribing programmes to the same academic regulations and considering student progression at the same Progression and Award Board overseen by one or more external examiners approved by the professional/regulatory bodies helps to ensure consistency of professional regulations. The academic regulations recognise the differing academic level and credit attainment. This approach to the short course programme has been agreed by both universities.

In addition, the prescribing specific aspects of the prescribing programmes are applied to the 40-credit non-medical prescribing module (level 7) which forms part of the University of Greenwich MSc in Advanced Practice.

1.2. The above programmes will be delivered by the conjoint Medway School of Pharmacy (Universities of Greenwich and Kent). Academic and administrative management of the School and programme will be the responsibility of the Joint Pharmacy Planning Group, consisting of senior representatives of both Universities and the Head of School. The regulations will apply to all students registered for these programmes and short course programmes, regardless of their University of registration.

1.3. Whilst the Medway School of Pharmacy is a joint school, the postgraduate taught regulations are based on the underpinning credit framework of the current Primary Administering University.

2. Definition of terms

Programme: Where programme is used in this document, this refers to a recognised programme of study which on completion leads to an academic award. Medway School of Pharmacy PGT awards are jointly awarded by both universities.

Short Course Programme. Wherever the term 'short course programme' is used in these regulations, this refers to a recognised pre-determined, named pathway of study in which the student completes a series of individual modules in order to accrue 30, 40 or 45 academic credits, leading to the issue of a certificate of completion from the school. A Short Course Programme does not lead to a

university award, but the academic credits can be used towards a formal award if permitted under the recognition of prior, experiential (certificated) learning (See section 4).

When referring to the prescribing programmes this encompasses the following unless stated otherwise:

- PG Cert Independent/Supplementary Prescribing
- Short Course programme Independent and Supplementary Prescribing level 6
- 40 credit Non- Medical Prescribing Module PHAM1149

Primary Administrative University (PAU)- the University in which the School, in agreement from both University of Kent and University of Greenwich will follow policy and procedures of.

3. Professional Regulatory Body Involvement

The prescribing programmes run by the school are governed by primary legislation covering non-medical prescribing. Successful completion of the programmes, not only confers a university award or institutional credit, but also the legal rights to prescribe. For this reason, the prescribing programmes undergo regular approval by three professional and regulatory bodies (the Nursing and Midwifery Council (NMC), The General Pharmaceutical Council (GPhC), and the Health and Care Professions' Council (HCPC). The approval requirements of these bodies impacts the academic regulations for prescribing programmes

The PGCert/PGDip in General Pharmacy Practice was developed by nine Higher Education Institutes across London and the South East. Core processes and curricula are required to comply with the Joint Programmes Board (JPB) governing these programmes.

4. Admission of Students

4.1. Candidates must satisfy the requirements for admission to the programme of study in question or, provided that the University is satisfied that the candidate is capable of successfully completing the proposed programme of study, be dispensed from such requirements.

4.2. Candidates for admission to programmes of study leading to the award of a Graduate Certificate or a Graduate Diploma will normally be expected to have a degree awarded by a British university. Holders of other qualifications will be considered individually.

4.3. Candidates for admission to postgraduate programmes of study will normally be expected to have an Honours degree in an appropriate subject awarded by a British university and, for registration for the degree of Master, will normally be expected to have been awarded such a degree with First Class or good Second Class Honours. Holders of other qualifications will be considered individually. Candidates may also be required to be registered with their professional/regulatory body in the UK and providing NHS (or equivalent) services in order to

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undertake designated postgraduate programmes.

4.4. Applicants for programmes leading to professional/regulatory body registration annotation as an independent/supplementary prescriber must fulfil the specific entry requirements for prescribing. These are dictated by the professional/regulatory body and are profession specific. This includes appropriate professional registration and experience together with evidence of working at an appropriate academic level. In addition the student must have support from a suitably qualified nominated prescriber. The title, required qualification/experience and exact role of the nominated prescriber providing support will depend on the profession of the individual. Applications onto the prescribing programmes will be considered at School level in the first instance.

4.5. Students applying for the PGCert/PGDip in General Pharmacy Practice must have an accredited practice base from which to operate and have access to a practice tutor approved with the Trust and Programme Lead.

4.6. Students who have completed a Joint Programmes' Board Certificate programme with another HEI and who wish to complete their degree locally following a change of workplace may transfer credits directly to the programme.

4.7. All applicants for postgraduate taught programmes must have a proficiency in the English language, which satisfies the requirements of the Primary Administering University. Applicants, who do not have English as their first language, should have an International English Language Testing System (IELTS) score of 7.0 or above, with not less than 6.5 in any individual skill, or an equivalent rating in another recognised language testing system.

4.8. With exception of the above, the Admissions Policy and Procedure of the Primary Administering University will be followed.

Recognition of prior learning

4.9. These are covered by the Medway School of Pharmacy RPECL regulations (see appendix A). There is a separate process for RPECL for the PGDip in General Pharmacy Practice programme (Appendix B).

4.10 Currency of credit:

- Formal certificated learning will normally be considered current when it has occurred up to 5 years prior to the start date of the University of Greenwich programme (with the intent of having on further year with Medway school of Pharmacy to complete an award).
- Experiential learning will normally be considered current when it has occurred up to 5 years prior to the start of the University of Greenwich programme (with the intent of having one further year with Medway school of Pharmacy to complete an award).
 - Exceptions to the 5-year maximum period may be permitted where the learning is deemed still appropriate and relevant.
- The credit awarded for prior learning must contribute towards the achievement of the learning outcomes of the programme. The mapping of prior learning against programme and/or module learning outcomes is a matter of academic judgement.

4.11 Applicants are not able to use credits from previous study on the prescribing programmes. This is to ensure that all learning and competence have been maintained.

5. Assessment and Feedback

5.1. All students have three attempts to pass each assignment. The exception to this is for students on the PGCert Prescribing or Short Course Programme (at either academic level) and the 40-credit module, which lead to regulatory annotation as a prescriber. For these students:

5.1.1. Students who attain a mark of more than 15% below the pass mark in any graded element of assessment, within two attempts, will not be allowed a third attempt at the outstanding assessment.

5.2. Students studying the prescribing programme at level 7 may submit a draft copy of a coursework assignment for comment only once if that is clearly indicated in the assignment details. Level 6 students are eligible to submit draft copies for all coursework assignments. This excludes the portfolio in as this is reviewed three times while on the programme in Portfolio Progress Reviews.

5.3. Students who fail an assignment on their first submission are not permitted to submit a second attempt prior to the examination board, unless this is specified in the individual programme or module specification. Resits, if passed, will have a capped mark of 50%

5.4. Students who fail a second attempt (where this is permitted prior to the exam board) at an assignment will be taken to the next Examination Board as a fail. A third and final attempt may then be permitted at the discretion of the Progress and award board provided the student has demonstrated reasonable improvement and engagement during the programme provided this can be submitted within the time-frame allowed for the programme. The mark for the third attempt will be capped at the pass mark.

5.5. Students who pass all elements of the PGCert General Pharmacy Practice programme will be permitted to progress directly to the Diploma programme. Students who do not meet the criteria for a pass at their first attempt at the Multiple Choice Question (MCQ) paper only can be offered a second attempt before the Examination Board. If this second attempt is passed, they may be permitted to proceed to the Diploma programme at the discretion of the Programme Lead. Students who do not meet the criteria for a pass in the Objective Structured Clinical Examination (OSCE) only can be offered a second attempt before the next Examination Board. If this second attempt is passed, the student is permitted to proceed to the Diploma programme at the discretion of the Programme Lead. Students who do not meet the criteria for a pass in both of these elements may not proceed to the Diploma Programme until both elements have been passed. Students who do not meet criteria for a pass in the critical review on first attempt can be offered a second attempt before the next Examination Board and if passed may be permitted to proceed to the Diploma programme at the discretion of the Programme Lead. Students who fail a second opportunity attempt in the MCQ paper, OSCE or critical review will be deemed to have failed this unit of assessment. This fail will be ratified by the examination board, and if deemed appropriate, a third and final attempt will be permitted. All second and final attempts will have a capped mark of 50% for that unit of assessment.

5.6. Students on the prescribing programmes may be permitted to resubmit the Applied Evidence Based Analysis separate to their PAPP, and their PAPP separate from the Applied Evidence Based Analysis before the exam board at the recommendation of the programme lead, provided that their first submission was not deemed to have been considered unsafe.

Coursework Submission Requirements

5.7. All individual coursework, with an assignment submission/feedback sheet attached, must be

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submitted via Moodle for students studying on a part-time basis. The School will require the mandatory submission of written coursework in the specified format only.

5.8. All coursework assignment dates will be set in writing and in a timely manner to ensure that students are able to prepare effectively and manage their time.

5.9. All coursework should be marked and will normally be returned within three calendar weeks of the published deadline, except where this period is interrupted by the winter or spring holidays, in which circumstance the work in question will be returned by the end of the first week of the following term.

5.10. The practical elements of a module should have a final submission date, given in writing, which is two weeks after completion of the last practical exercise, or at the end of the term, as appropriate. It is a formal requirement of the School that all practical elements must have some feedback and assessment.

5.11. Students are required to state the total word count of written coursework submissions. The word count will include everything in the body of the text, such as quotations, citations, footnotes and headings, as directed by the programme team. It does not include bibliography, references, appendices or other supplementary material, which does not form an essential part of the text (see note 1 below). Unless stated otherwise, there is an allowance of 10% deviation over the stated maximum word count.

Note 1: 'Footnotes' encompasses additional explanatory text included at the bottom of a page to amplify specific sections of text in the main body of the work. 'References' indicates the systematic referencing of the sources used by the text author, according to the Harvard (or other) system employed by the School.

Where a programme of study at postgraduate level requires the preparation and submission of a thesis, the extent of any collaborative work must be clearly indicated in the dissertation.

Extensions and late submissions

5.12. Students are required to give reason why coursework is late. In some programmes, an extension can be agreed by the programme lead. This must be requested (with reason) in advance. Usually only one extension will be permitted. Any coursework submitted late without reason or later than the agreed extension hand-in date, will be subject to a capping at the minimum pass mark. If coursework is received 10 working days after the agreed deadline (original or extension) with no extenuating circumstances then this will be deemed to be a non-submission for the next scheduled progress and award board for the cohort. If this is a first or second attempt at an assessment the work can be marked but the mark will not be considered until after the Progress and Award Board.

Where the work is later submitted, and a claim for extenuating circumstances made and found to be acceptable, the Chair of the Progression and Award Board shall decide whether a case exists and, if he/she so decides, the work shall be marked in the normal manner.

Students who are unable to attend an examination and who notify the team in good time may be permitted to negotiate another time to attend. This will almost certainly be with another cohort of students as examination arrangements cannot be made for individual students. Students who miss an examination with minimal notice (on the day) without notifying the team or supplying extenuating circumstances will be deemed as a non-submission.

5.13. The pass mark for all professional PGT programmes and Short Course Programmes (including all Short Course Programmes in Independent and Supplementary Prescribing and the 40 credit module PHAM1149) is 50%.

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Assessment Criteria

5.14. Programme leaders must provide written advice about criteria for assessment, which may take one or more of the following forms:

- Reference to which module learning outcomes are being tested
- Use of a pro forma describing specific criteria used for assessment
- Use of standard marks forms which contain the assessment scheme used (e.g. project and case study report forms)
- Standard handouts e.g. on how coursework is assessed or how to give an oral presentation.
- Use of marked student answers as exemplars of good work.

5.15. In order to support students' appreciation of what is expected of them they will be provided with information on a number of guidelines and resources, such as:

- Referencing <https://libguides.gre.ac.uk/referencing>
- Study Skills <https://libguides.gre.ac.uk/LLT/skills>
- Putting together your assignment
<https://libguides.gre.ac.uk/academicsupportvideos/assignment>
- Plagiarism <https://docs.gre.ac.uk/rep/sas/academic-misconduct-policy-and-procedure-taught-awards>
- The Students' Charter <https://docs.gre.ac.uk/rep/sas/student-charter>

No modification of the assessment procedures is acceptable without the written permission of the Programme Leader and Director of Taught Graduate Studies or Director of Learning and Teaching.

The programme team can substitute an equivalent piece of assessment if there are specific issues. For example, in the Prescribing Programmes, a Practical Assessment of Prescribing Practice (PAPP) can be undertaken in the practice environment. In some cases a viva may be used as a substituted piece of assessment if there are believed to be particular issues, e.g. if there a limited number of PAPP scenarios which the student has exhausted due to their limited scope of practice then a viva assessment may be substituted. The decision to use a substituted assessment element will be confirmed with either internal QA representatives from the university or the external examiners before implementation.

In the event that the assessing team cannot make a decision about a student's result a viva may be included as an additional supportive element to the unit of assessment.

Translation dictionaries

5.16. Translation dictionaries are not permitted during class tests and examinations.

6. Conferment of Awards

6.1. The terms of reference of the Progression and Award Board are outlined in the academic regulations of the Primary Administering University.

6.2. The Conferment of Awards

6.3. The Progression and Award Board may make recommendations for the conferment of the following awards:

- PGCert Independent/Supplementary Prescribing, PGCert General Pharmacy Practice, PGCert Medicines Optimisation (at least 60 credits)
- PGDip General Pharmacy Practice, PGDip Medicines Optimisation (at least 120 credits)
- MSc Medicines Optimisation, MSc General Pharmacy Practice (at least 180 credits).

In addition exam boards will approve the issue of certificates of completion recognising institutional credit gained in:

- Medway School of Pharmacy (MSoP) Short Course Programmes: Long term Conditions, Mental Health, Primary Care Prescribing Support, Enhancing Patient Service in Primary Care, Applied Therapeutics in Practice
- The Short Course Programme in Independent and Supplementary Prescribing – Level 6 (part-time) is also covered by these regulations
- 40 credit module ‘non-medical prescribing’ as part of the MSc Advanced Practice

6.4. Once a recommendation for award has been approved on behalf of the two universities, the graduand of formal awards will be invited to attend the Joint Awards Ceremony.

6.5. Classification of awards:

- PGCert/PGDip/MSc General Pharmacy Practice
- PGCert/PGDip/MSc – Medicines Optimisation

Pass with Distinction	70% and above
Pass with Merit	60-69%
Pass	50-59%

6.6. Classification of awards:

- PGCert – Independent and Supplementary Prescribing

Pass with Distinction	70% and above
Pass	50-69%

Students who complete the prescribing programme in one cohort, achieve over 70% in each graded unit of assessment (not including the numeracy/pharmacology) and attain their PAPP, portfolio, numeracy and pharmacology unit of assessment at first opportunity will be eligible to pass with distinction. The classification of pass with merit is not awarded for the prescribing programme.

6.7. Short Course Programmes are classified as pass or fail only.

6.8. The academic progress of each student will be considered by a Progression and Award Board appointed for the purpose by the PAU, either at the end of each academic year or at such other stages of the programme of study as required.

6.9. Composition of Progression and Award Board: the Progression and Award Board for postgraduate taught programmes would normally consist of

- Director of Taught Postgraduate Studies who shall be Chair

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- Appropriate programme Leader(s)
- Representative member of teaching staff as internal examiners
- At least one external examiner (for all boards where an award may be decided)
- Minuting officer
- A school or university officer who is knowledgeable of and able to give advice regarding the application of assessment regulations.

A Progression and Award Board will be held at least once a year for all PGT programmes.

6.10. The External Examiner: the role of the External Examiner is outlined in the academic regulations of the Primary Administering University.

In order to meet the requirements of the Nursing and Midwifery Council and the Health and Care Professions' Council, suitably qualified and experienced external examiners or advisors from these professions must be appointed to act as external examiners. Anyone undertaking the role of the formal external examiner must be approved through usual university processes.

6.11. Every programme of study shall be such as to require a minimum period of full-time study as shown below or an equivalent period of part-time study. In order to be eligible for an award of the School of Pharmacy, a student must complete the programme of study within the maximum period shown below, to include any periods in which the student is permitted to interrupt study unless, for a particular programme of study, a different maximum period for completion has been approved by the PAU.

Award	Minimum period of full-time study	Maximum period for completion of programme of study part-time
Graduate Certificate	6 months	4 years
Postgraduate Certificate	6 months	6 years
Postgraduate Diploma	2 years	3 years
Masters Degree (graduate entry)	1 year	6 years
MSc Degree (distance-learning)	3 years	6 years

The Programme Board concerned may, in appropriate circumstances and subject to any criteria which may be laid down by both the Universities of Greenwich and Kent, grant exemption from part of a programme of study provided that the requirements of the Primary Administering University Framework for Taught Programmes with regard to limits on credit transfer, or equivalent requirements in the case of a programme which is not subject to the Credit Framework, are complied with.

The Independent & Supplementary prescribing programmes have their own time limits due to PSRB requirements; this is outlined in point 6.15 below.

6.12. The Progression and Award Board shall recommend to the Boards of the Faculties of both universities either:

6.12.1. that a qualification be awarded; or

6.12.2. in the case of a postgraduate programme of study which requires submission of a dissertation, that a qualification be awarded subject to minor corrections to the dissertation being carried out to the satisfaction of the internal examiner within three months; or

6.12.3. that the student be permitted to proceed to the next stage of the programme of study for which the student is registered; or

6.12.4. that the student be permitted to repeat part or all of the programme of study and assessment as specified by the Progression and Award Board and subject to Regulation 14.11 below; or

6.12.5. that the student be permitted to undertake further assessment as specified by the Progression and Award Board and subject to Regulation 7.10, or

6.12.6. that the student be permitted to proceed to an appropriate stage of a different programme of study as specified by the Progression and Award Board; or

6.12.7. In the case of the prescribing programmes that the student can be permitted to continue their studies with the next cohort of students, providing that the time limits of the programme have not been exceeded or

6.12.8. that the student be required to withdraw from the programme of study and from the Universities.

6.13. A student may be examined on a module on at most three occasions. Thus a student who has failed a module on three occasions will not be permitted to undertake further assessment on the module in question.

6.14. The Board of the Programme concerned may, in cases of illness or other reasonable cause, permit a student to interrupt registration as a student, normally for a period of not more than one year at a time.

6.15. The PGCert Independent/Supplementary Prescribing and Short Course Programme in Independent and Supplementary Prescribing have specific requirements concerning the time frame of the programmes, to ensure student knowledge and skills are contemporary. If a student has not completed all assessments within the allocated time (2 years since start of programme), they must undertake the whole programme again, including all assessments to ensure that competence has been maintained.

6.16. There is no compensation or condonement allowed for any of the Postgraduate Taught programmes or modules.

Prescribing specific examination board considerations

6.17. Students who have a fail mark recorded against one (or occasionally two) units of assessment will be presented to the examination board for permission for a final attempt at an assessment. In the case of the numeracy, pharmacology and Practical Assessment of Prescribing Practice (PAPP) (where 2 attempts have already been undertaken), this amounts to a third and final opportunity to demonstrate the learning outcomes. For written work and the portfolio students will be eligible for a resit attempt. Resits will be capped at the pass mark. Students who are deemed to be failing to make progress will potentially be denied a third exceptional attempt as outlined in section 5.1.1

6.18. Portfolio and narrative (or equivalent). Students who are unable to submit to their first exam board (or who are deemed to have not passed this unit of assessment at first exam board) are eligible to submit their portfolio and narrative to a second or even third exam board but the portfolio and narrative and supportive documentation must represent the student's full time on the prescribing programme (i.e. all cohorts).

6.19. The prescribing board will consider the progression of MSc Advanced Practice students and PG Diploma in District Nursing studying for the 40 credit module and advise the examination

board for the programmes accordingly.

6.20. Contact days and protected learning time

6.20.1. The number of contact days attended may be a condition of professional/regulatory body requirements and may be deemed compulsory. This relates to the distance learning nature of the programme provision.

6.20.2. It is recommended that students undertaking a prescribing programme are given 17 days protected learning time (with a minimum of 10), in addition to the nine face-to-face taught days, to enable them to develop their skills and competencies as an independent/supplementary prescriber (lower for student on the 40-credit module). Protected learning time is defined as a period of 17 days of focused learning to meet the defined content of this programme, where the applicant must not be counted in their employers' staffing numbers. This learning may take place in either practice or academic settings, as appropriate to the content of learning. If the prescribing programme lead does not believe that the student is being given this time, they will raise this matter with the student's line manager/or other appropriate person.

6.21. Prescribing programme progression over more than one cohort of study

Most students complete the prescribing programme in the allotted timeframe of one cohort. It is possible for students to elect (or be recommended) to conduct the programme by 'going over 2 (or more) cohorts', provided they complete within the overall two-year timeframe. Students who complete in 2 or more cohorts will be able to negotiate an individualised timetable with the prescribing team. Prescribing students who extend their studies over more than one cohort must also extend their period of learning in practice and present a portfolio and narrative (or equivalent) that reflect their full time on the programme. It may be necessary for the student to complete more than the proscribed 90 hours in practice to achieve this. This will be determined by the examination board and must be evidenced in the final portfolio submission.

6.22. Students undertaking the MSc in Medicines Optimisation must complete a 5 credit module within 6 months of starting it, if there are no extenuating circumstances. Ten credit modules (and the 5 credit Skills for MURs course) must be completed in 12 months from the time of starting.

6.23. It is possible for students studying the prescribing programme at level 7 to change to level 6 in certain circumstances. This can be agreed by the programme team before the first module is completed, however once module 1 is completed in its entirety, the student's progression must be agreed by the examination board and a new timetable for submission agreed.

6.24. All students shall be provided with details in writing of the programme of study for which they are registered and the methods of assessment which will be used in deciding whether or not the student is worthy of an award of the Universities or the issue of a certificate of completion from the School.

6.25. If, in the view of the Programme Board, a student persistently fails to perform satisfactorily the work prescribed, then the Board may require the student to withdraw from the programme of study and terminate the student's registration.

6.26. Award of Qualifications

6.26.1. The award of a qualification must be approved by the appropriate board of the Primary Administering University

6.26.2. The award of a qualification may be withheld where a student owes money to either university. Such students will not normally be informed of the recommendation of the Progression and Award Board concerning them.

6.27. Medical Evidence and Related Matters

6.27.1. If a student submits a form detailing their extenuating circumstances and provides evidence of illness or of other misfortune which prevented the submission of written work by the due date or of impaired performance in the coursework, the appropriate extenuating circumstances panel as decreed by the Primary Administering University will consider the application and may make a recommendation to the relevant Progression and Award Board.

6.27.2. Where absence from or impaired performance in an examination is the result of illness or other misfortune, prior to an exam the extenuating circumstances panel will consider the application and may make a recommendation to the relevant Progression and Award Board.

6.27.3. Where a student's extenuating circumstances application indicates that the student will be unable to attend an examination, the extenuating circumstances panel may grant permission in advance for the absence and report this to the meeting of the Progression and Award Board.

6.27.4. Where a student's extenuating circumstances application indicates that the student will be unable to submit an item or items of coursework by the published deadline, the extenuating circumstances panel may set a new deadline or deadlines for the submission of the coursework concerned.

6.27.5. At the beginning of each examination students will be asked to confirm they are fit to sit their exam. If they are not, they will need to complete an Extenuating Circumstances claim to defer to the next available assessment opportunity.

6.28. The maximum extension period permissible for a postgraduate dissertation is three months, except in exceptional circumstances.

Appeals

6.29. Students shall have a right to submit an appeal against a decision of the Progression and Award Board in accordance with the agreed Primary Administering University procedure.

6.30. The full procedure governing academic appeals can be found on the website of the Primary Administering University.

7. School Responsibilities to the Student

7.1. Students will receive the support and guidance needed for their studies and personal development through the School's network of academic advisors/Tutors.

7.2. Academic Advisor. Each student will be allocated a member of the School of Pharmacy staff as an Academic Advisor for pastoral care. This will be in line with the general regulations of the Primary Administering University. In some cases, the Academic Advisor may have additional responsibilities e.g. learning in practice assessor.

7.2.1. Students will be informed of the role of their Academic Advisor as well as module co-ordinators and the programme leader. For the General Pharmacy Practice programme, the academic facilitator of their designated learning set will be the student's academic advisor.

7.2.2. All new students will be advised to make contact with their Academic Advisor within the first month of registration.

All students will receive individual information with details of their:

- Programme,
- Year/stage
- ID
- Programme Leader
- Academic Advisor

7.3. The progress of students on the Prescribing and General Pharmacy Practice Programmes will be discussed with their line manager or another appropriate work based individual. Students will give permission as part of registration for this progress information to be shared.

7.4. If the conduct of a professionally qualified student is in question for any reason, this will be discussed with an appropriate member of their work based team. Any student who carries out any action as part of an assessment which is considered by the assessment team to put patient safety at significant risk will automatically fail the programme.

7.5. A student must not reproduce in any work submitted for assessment (for example, examination answers, essays, project reports, dissertations or theses) any material derived from work authored by another without clearly acknowledging the source.

7.6. A student must not reproduce in any work submitted for assessment any substantial amount of material used by that student in other work for assessment, either at these Universities or elsewhere, without acknowledging that such work has been so submitted.

7.7. Where it has been determined, in the manner prescribed in conventions which shall be made under this Regulation and approved by the Learning and Teaching Board or Graduate Studies Committee that a breach of Regulation 14.3 or 14.4 has taken place, an appropriate penalty may be applied.

Procedures governing the application of the penalties are detailed in the approved Primary Administering University procedure.

8. Responsibility of Students

Interruption Procedures

8.1. Students who wish to interrupt their studies must follow the procedures of the Primary Administering University. They should also notify the programme lead (or designated other) as soon as possible. Students will be advised on when they are able to restart their studies by the programme lead.

Attendance and Progression

8.2. Students are required to demonstrate a commitment to their programme of study, which, in the case of students studying on a full-time basis, is by regular attendance at lectures, laboratory classes, seminars and workshops and successful completion of summative and formative assessment tasks. In the case of students studying on a part-time basis, commitment is shown by

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regular activity on Moodle and successful completion of summative and formative assessment tasks. Each module has a clearly defined assessment requirement, which must be completed before the student can pass the module and obtain the credits.

Sustained non engagement as measured by interaction with Moodle and academic tutors will trigger a formal request from profession specific programme lead for a meeting. Non engagement with this process will be discussed at Progress and award board. In the absence of extenuating circumstances can result in recommendation to the board that a student is withdrawn.

In addition to the summative assessment, each module has a requirement in terms of formative assessment tasks. These are designed to provide students with feedback on their performance and to enable staff to identify areas where remedial work may be required.

PG Cert/PGDip in General Pharmacy Practice – candidates must have a current Record of In Training Assessment Form B (RITAB) from their workplace to show satisfactory progress before being eligible to sit the assessments.

Attendance at study days/placement prescribing programme

8.3. Unless there are exceptional circumstances, students are expected to attend all the study days. If students will miss all or part of any of these days, they need to let a member of the PGT team know as soon as possible. If students miss all or part of a day, they will usually be required to make up this time with another cohort, to ensure they have covered the learning outcomes associated with that day. Students will not be entered for the prescribing exam board until they have attended the required number of study days as detailed in the module/programme specification or as dictated by their professional/regulatory body.

It is a requirement of the prescribing programmes that students attend a minimum of 12 x 7.5 days learning in practice (90 hours for pharmacists) which is overseen by a suitably qualified named prescriber as the supervisor in practice. The 90 hours must be spread throughout the timeframe of the prescribing programme. Both students and the supervisor in practice are given a guide to facilitate this important element of the programme. Students who do not satisfactorily complete and produce evidence of the 90 hours will not be able to complete the programme. Students need to be active on the programme to complete placement hours. Placement hours need to be distributed throughout the full duration of the programme. Any substantial gap in placement and portfolio hours (i.e. more than two consecutive weeks) may impact submission and grading of the portfolio and needs to be discussed in advance with the academic tutors.

8.4. PGCert/Diploma in General Pharmacy Practice students are expected to attend all study days. In exceptional circumstances, if this is not possible, then the student should contact their academic facilitator to discuss how evidence can be provided to demonstrate that the learning outcomes for that study day are covered.

8.5. MSc in Medicines Optimisation: Students may arrange a visit to the University to meet their academic advisor and be inducted into the programme if they wish. This visit is not compulsory.

8.6. Confidentiality: Any professional student who significantly breaches patient confidentiality in a written assessment will automatically receive a zero mark for that piece of work and a warning. A minor breach may result in capping of the mark and a warning. A second breach would trigger a fitness to practice investigation. The professional's line manager or other appropriate work based individual would be notified.

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8.6 Communication with the Progression and Award Board: it is the responsibility of students to attend examinations and to submit work for assessment as required. If there is evidence of the student becoming unwell prior to or during the assessment, the student is required to provide documentary medical evidence in advance of the examiners' meeting, including any relevant information on personal circumstances which may have affected their performance and which they wish the examiners to consider.

At the beginning of each examination students will be asked to confirm they are fit to sit their exam. However, if there is evidence of the student becoming unwell during the assessment, the student is required to follow the extenuating circumstances procedure of the Primary Administering University.

An extenuating circumstances claim must be submitted as required by the Primary Administering University in accordance with the approved procedure.

If a student fails to attend examinations or to submit work for assessment without good cause, the examiners have the authority to deem the student to have failed the assessments concerned.

If a student does not provide the examiners with information about any personal circumstances that may have affected their performance in assessments in advance of their meeting, any subsequent appeal on these grounds may be rejected.

8.7. Appeals: if a student wishes to appeal, he/she should complete and submit the form for appeals against recommendations of Progression and Award Board, following the process decreed by the Primary Administering University.

8.8. Plagiarism and Examination Offences: there are various forms of academic dishonesty but this will normally refer to cheating in examinations or presenting work for assessment which does not represent the student's own efforts. All proven cases of cheating or plagiarism will be penalised, as described in the approved Primary Administering University procedure.

8.9. Health and Safety: in accordance with the Health and Safety at Work Act 1974 and regulations made under it, it is University Policy to take all reasonably practicable steps to ensure the health, safety and welfare of all University personnel, students, visitors and members of the public who are, or may be, affected by its activities. This is achieved by:

- The provision and maintenance of safe and healthy working conditions.
- Properly maintained and guarded machinery.
- The operation, design and maintenance of safe systems of work.
- Provision of information, training and supervision appropriate to the University's activities.

8.9.1. Safety is the concern of both staff and students. The University is responsible for providing a safe working environment but students are responsible for observing the University rules and for conducting teaching and practical sessions and placements in a safe manner.

8.9.2. The Head of School will have the authority to deny a student access to laboratories, placements and/or field trips if the student fails to comply with any notified safety rules.

Appendix A

Medway School of Pharmacy Recognition of Prior Experiential/Certificated Learning (RPECL) for postgraduate programmes and modules of study

1. General Statement

The School will operate a demonstrably transparent and rigorous RPECL process that will recognise relevant learning obtained prior to the commencement of taught postgraduate study at the University. Decisions regarding the awarding of RPECL will be a matter of academic judgment. Due to professional and regulatory body requirements these RPECL do not apply to the PgCert Independent/Supplementary Prescribing nor the Short Course Programme in Independent/Supplementary Prescribing for Nurses. Due to contractual arrangements there are separate RPECL arrangements for the PGDip in General Pharmacy Practice, which follow in Appendix B.

The Recognition of Prior Experiential / Certificated Learning will accommodate claims for exemption from certain modules within a programme of study and should follow the guidelines below. Note: A distinction should be made between applicants for RPECL and applicants for Credit Transfer.

1.1. Definitions

- RPL Recognition of Prior Learning
- RPEL Recognition of Prior Experiential Learning
- RPCL Recognition of Prior Certificated Learning

1.2. Parameters for RPECL claims

1.3. The maximum limits on the amount of RPECL that can be claimed per academic stage and per programme of study will be the same limits as permitted for Credit Transfer as detailed in the Credit Framework of the Primary Administering University (PAU) of the Medway School of Pharmacy (MSoP)

1.4. The awarding of RPECL will not carry any numerical mark and will not contribute to the overall stage average of degree classification.

1.5. RPECL will be awarded in a volume appropriate to the granularity of the programme up to the maximum limit as detailed in 1.3.1 above;

1.6. RPECL assessors should consider the full range of assessment methods so that the most appropriate is utilised for the student to demonstrate their skills and knowledge against the required learning outcomes. The following QAA identified criteria should be considered:

- Acceptability – is there any appropriate match between the evidence presented and the learning being demonstrated? Is the evidence valid and reliable?
- Sufficiency – is there sufficient evidence to demonstrate fully the achievement of the learning claimed?
- Authenticity – is the evidence clearly related to the applicants' own efforts and achievements?
- Currency – does the evidence relate to current learning? Where professional

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bodies and/or Schools have specific requirements and/or time limits for the currency of evidence, certification or demonstration of learning, these should be made clear and transparent.

2. General Credit

2.1. General Credit may be defined as follows:

“All assessed learning can be awarded credit. The credit gained is a general recognition of assessed learning at specified levels. It is general credit. When the credit is recognised through the admissions procedure of an HEI as directly contributing to a programme it becomes specific. The change in designation from general to specific relates directly to the relevance of the learning to the proposed programme.”

General credit therefore represents the whole of the learning achieved on an accredited programme. An honours degree would have a General Credit value of 360 credits. Specific Credit is the volume and level of credit which can be used from the General Credit value for Recognition of Prior Certificated Learning into another module.

2.2. For RPEL a General Credit value can be awarded to the RPEL Portfolio submitted. As with RPCL, if appropriate, the General Credit value can then be used in its entirety if it can be mapped to the learning outcomes of the module(s) for which credit is being claimed. Again as with RPCL it may be that only a specific amount of the General Credit can be mapped to the learning outcomes of the module(s) for which credit is sought.

2.3. For all RPECL claims it should be noted that the PAU University Credit Framework and programme rules may limit the amount of credit that can be applied for.

2.4. Medway School of Pharmacy recognises the validity of studies undertaken at other UK Higher Education Institutions, therefore, it will normally recognise the General Credit value of qualifications obtained from these institutions. Note, however, that it cannot be assumed that the General Credit value can automatically be fully recognised as credit into a Medway School of Pharmacy award. A mapping must first be carried out to determine what level and volume of credit can be used for an RPECL claim. In addition the PAU Credit Framework and programme rules may limit the amount of credit that can be used for RPECL.

The specific credit value can never exceed the general credit value of the qualification being used to apply for RPECL.

3. Responsibility of the School

3.1. The PAU will provide generic advice and guidance to students and academic staff in individual cases and to other stakeholders including external examiners regarding RPECL in general.

3.2. However RPECL applications to the School of Pharmacy, should be made directly to the School who will provide clear and accessible information on the full procedures for the application, consideration and awarding of RPECL.

3.3. Applications for RPECL made by students studying for a University award at the School of Pharmacy will have their application assessed and a decision made by the relevant Programme Leader/Admissions Tutor for the programme in question. Decisions will then be verified by the RPECL sub-committee of the Taught Postgraduate Programmes Board.

3.4. The school will make clear in their advice and guidance full details of the assessment process and requirements, including timescales, opportunities for resubmission, key School contacts and

the process of notification of outcome.

3.5. The School will ensure that accurate and timely feedback on the outcome of RPECL claims is communicated to students.

3.6. Any queries, discussions or appeals in relation to RPECL at the School should be made initially to the Head of School. Guidance can be taken from the PAU if required

3.7. It is the responsibility of Schools to clarify and state in programme specifications which elements of the programme, if any, may not be subject to RPECL. This is particularly pertinent for professionally accredited programmes.

3.8. The School should consider the suitability of assessment methods when deciding on the most appropriate form, on a case by case basis, in order that the student may demonstrate knowledge of the required learning outcomes. The nature and range of assessment required should be communicated clearly to the student.

3.9. The School should provide feedback to students on the outcome of the RPECL assessment.

4. Procedure for the Recognition of Prior Certificated Learning

4.1. Application for RPCL

4.1.1. A new applicant will notify the School of Pharmacy Taught Postgraduate Admissions Tutor of their intention to claim RPCL.

4.1.2. An existing student will notify the School of their intention to claim RPCL. The claim will be passed to the relevant Programme Leader. The Programme Leader will carry out the role of the Admissions Tutor, as set out below.

4.1.3. Early application is recommended for all RPCL claims. Applicants must be aware of the admission deadlines for the programmes for which credit is being sought.

4.2. Assessment of the Claim

4.2.1. The Admissions Tutor will assess the claim for RPCL and will come to a decision based on the available evidence. The Admissions Tutor can ask the applicant to complete a University application form.

4.2.2. In assessing the claim, the Admissions Officer can ask for advice if they feel it is a complex or unusual claim. Advice can be sought from the Programme Leader or the School Director of Taught Graduate Studies. If required, advice can be sought from the RPECL Sub-group.

4.2.3. For each claim the rules regarding 'spent' credit must be considered.

4.2.4. Once a decision on the claim has been reached, Admissions will be informed by the Admissions Officer (for existing students the Faculty and School will be informed by the Programme Leader). At this stage the Faculty/School can ask the RPECL sub-group to verify a decision if they have any concerns with it.

4.3. Completion of a Decision Form/Informing the Applicant

4.3.1. The Admissions tutor or RPECL subcommittee will make a decision clearly stating the time validity of the RPECL.

4.3.2. Decisions should be made according to one of the following categories:

- APPROVED – where a claim can be approved.

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- HOLD – where further information is to be sought or a condition is placed on the claim.
- REJECTED – where a claim is not acceptable.

4.3.3. A rationale should be provided for the decision made. The onus is on the applicant to provide supporting information to resolve a claim that has been put on hold due to a request for clarification or a condition being placed on it.

4.3.4. The RPCL Decision Form should be passed by email to Admissions to enable a copy to be kept on the student file

4.3.5. For existing students, the RPCL Decision Form should be kept with the student file

4.3.6. The School will periodically check on RPECL claims where the decision is on hold, to ensure that the RPECL List is up to date with the final decision.

4.3.7. Once a decision is finalised, the applicant is informed in writing by the Programme Lead. Students who request RPECL decisions in advance of applications, will be written to, and this letter will clearly state that this is a provisional RPECL decision and that the 'offer' is time limited. If a claim is rejected or put on hold the applicant should be informed in writing as to why and what the next action should be.

4.3.8. Where the applicant is an existing student, the Programme Leader should inform the student in writing, detailing the level/volume of credit to be awarded. If a claim is rejected or put on hold the student should be informed in writing as to why and what the next action should be.

4.3.9. If a claim has been rejected then any resubmission of the RPCL claim must be made before commencement of the module(s) for which credit is sought.

4.3.10. If approved, the RPCL will be recorded by the PAU and by the School.

4.4. Feedback: feedback should be provided to the applicant on request if their claim is rejected. An opportunity to resubmit the claim should be offered and supported.

5. Procedure for the Recognition of Prior Experiential Learning

5.1. Application for RPEL

5.1.1. Early application is recommended for all RPEL claims. Applicants must be aware of the admission deadlines for the programmes for which credit is being sought.

5.1.2. Both new applicants and existing students should allow a minimum of six weeks and preferably one term to complete their RPEL portfolio, and should consider the recommended timescales for RPEL to ensure that there is sufficient time to have an RPEL claim approved before the module(s) they are claiming credit towards commence. Exact timing of an RPEL claim varies depending on the nature of the claim and length of time required to collate the RPEL portfolio.

5.1.3. If at any stage those considering a claim feel it is a complex or unusual application, then advice can be sought from the Programme Leader or the Director of Taught Graduate Studies. If required, advice can be sought from the RPECL Sub-group.

5.1.4. the following procedure assumes that the assessment method used for the RPEL claim will be a portfolio.

For applicants to the Medway School of Pharmacy this consists of

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- CV to include current responsibilities
- Personal statement
- Record of continuing professional development for past 3 years, which may include learning outcomes of any certificated learning
- Mapping of experience/learning to learning outcome of module (or external body requirements) for which RPEL claim being made

5.2. Initial Consultation

5.2.1. An initial consultation should be carried out between a suitable member of staff and the potential applicant. (This would normally be the Programme Leader).

5.2.2. For each claim, the rules regarding 'spent' credit must be considered. This will be outlined in the Credit Framework of the current PAU of the School of Pharmacy.

5.3. Portfolio Supervisor

5.3.1. The key roles of the portfolio supervisor will be i) to guide the applicant in developing their RPEL portfolio against the learning outcomes; and ii) to assess the portfolio, ensuring it is complete and suitable.

5.3.2. The Admissions Officer for the programme for which RPEL is sought should act as 'RPEL Co-ordinator' and identify a suitable RPEL Portfolio Supervisor. This could be the Admissions Officer, a relevant subject specialist from the School or someone from the PAU.

5.4. Portfolio Development

5.4.1. The applicant will develop their portfolio over an agreed period of time. The Programme Leader of the programme for which credit is being sought should be contacted at development stage to ensure the RPEL portfolio is suitable for submission, both in terms of academic requirements and subject area.

5.4.2. When the portfolio is complete, the Portfolio Supervisor will complete the RPEL Portfolio Supervisor Form and will recommend whether the RPEL portfolio has met the learning outcomes for the credit applied for.

5.5. Submission of Portfolio

5.5.1. Portfolios should, where possible, be submitted in an electronic format. If this is not possible then a hard copy should be submitted.

5.5.2. The Portfolio Supervisor will submit their completed Portfolio Supervisor Form to the Medway School of Pharmacy RPECL Sub-group along with the portfolio.

5.6. Verification by Medway School of Pharmacy RPECL Sub-Group

5.6.1. The recommendation of the RPEL Portfolio Supervisor must be initially verified by the MSoP RPECL Sub-group. Decisions will be reported to the relevant School Boards, to include statistics on the number and type of RPEL claims. Final verification of the credit awarded will be carried out by the Medway School of Pharmacy Quality Committee, which has representation from both universities.

5.6.2. The sub-group will reach a decision. The Portfolio Supervisor will be informed of the decision.

5.7. Informing the Applicant

5.7.1. Once a decision is verified by the joint quality committee, the applicant is informed via

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letter from the Programme Leader. If a claim is rejected or put on hold, the applicant should be informed in writing as to why and what the next action should be.

5.7.2. Where the applicant is an existing student, the Programme Leader should inform the student in writing, detailing the level/volume of credit to be awarded. If a claim is rejected or put on hold the student should be informed in writing as to why and what the next action should be.

5.7.3. If a claim has been rejected then a resubmission of the RPEL claim must be made before commencement of the module(s) for which credit is sought.

5.7.4. If approved, the RPEL will be recorded on the PAU's student records system by the University of Greenwich Student Records team and by the School.

5.8. Feedback: feedback should be provided to the applicant on request if their claim is rejected. An opportunity to resubmit the portfolio should be offered and supported.

5.9. Reporting Decision to the PAU

5.9.1. Decisions will be reported to the PAU, to identify trends and to help target advice and guidance.

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Membership and Terms of Reference of the Medway School of Pharmacy Taught Postgraduate Recognition of Prior Experiential and Certificated Learning (RPECL) Sub Group

Membership of the MSoP RPECL Board:

- Chair (Director of Taught Graduate Studies)
- RPECL Lead for postgraduate studies
- Two Postgraduate Programme leads – including the admissions lead

In attendance:

- Secretary to the MSoP RPECL Board

At the first meeting of the RPECL Board membership must be agreed (including any nominees to attend on behalf of the above members). Any changes to membership must be agreed by the RPECL Board.

Terms of Reference of the RPECL Board

1. To monitor, review and record all decisions of the School in relation to RPEL and RPCL, and consider them for consistency and in line with good practice.
2. To receive statistics on RPECL claims and decisions and to pass these to the PAU, to support monitoring and review.
3. To provide guidelines for future decisions if appropriate (to ensure consistent decision making).
4. To undertake other responsibilities as may be determined from time to time.

The sub-committee will be normally chaired by the Director of Taught Postgraduate studies. The Board will operate under a quorum of four members, and meet a minimum of once a term. Additional meetings of the Board to be arranged if required.

Admissions Tutor

RPCL

- To make decisions on claims for prior certificated learning, based on evidence provided, to ensure that the prior learning can be mapped to the learning outcomes of the relevant MSoP module(s).
- To ensure that claims for prior certificated learning are processed within the MSoP regulations on RPECL and the PAU Code of Practice on the Recognition of Prior Experiential and Certificated Learning, and within the rules of the Credit Framework of the PAU; including that:
 - claims are within the limits of RPECL Credit Framework of the PAU
 - applicants can evidence their prior learning through production of a certificate;
 - an applicant's prior learning is at the correct level and can be mapped to the

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learning outcomes of the relevant module;

- an applicant's prior learning is current, usually within the previous five years;
- there will be no disadvantage to an applicant if they do not participate in the learning experience of the module(s) for which they are awarded credit.
- To complete fully the RPCL decision form, and submit this to the PAU and Admissions to ensure audit trail and tracking of RPCL claims and decisions.
- To ensure that Admissions/Faculty/School are aware of any credit awarded to an applicant.
- To provide, on request, feedback on why a claim has been rejected.

RPEL

- To act as the liaison point for School/PAU on the development of claims for RPEL, identifying as an 'RPEL Co-ordinator' the most suitable Portfolio Supervisor for an applicant.
- To provide when required appropriate subject specific advice on RPEL claims.
- To help ensure that RPEL portfolios and claims are within the MSoP regulations and the PAU's Code of Practice on the Recognition of Prior Experiential and Certificated Learning; including that:
 - claims are within the limits of RPECL as detailed in the PAU Credit Framework - an applicant has evidenced their prior learning through production of a reflective RPEL portfolio, or other suitable assessment, demonstrating that they are able to meet the learning outcomes of the module(s) for which credit is sought, and that they are able to demonstrate their ability to work at the required academic level;
 - an applicant's prior experience has been mapped to the learning outcomes of the relevant MsoP module
 - an applicant's prior learning is current, usually within the previous five years;
 - there will be no disadvantage to an applicant if they do not participate in the learning experience of the module(s) for which they are awarded credit.

RPEL Portfolio Supervisors

- To act as the liaison point for RPEL applicants on the development of their RPEL Portfolio.
- To discuss the RPEL claim and help the applicant identify for which module(s) to claim RPEL, based on their prior experience/learning.
- To guide applicants in the development of RPEL portfolios. Including guiding them in how to write reflective statements that demonstrate how their prior learning/experience maps to the learning outcomes of the module(s) for which credit is sought.
- To guide applicants in identifying suitable evidence to include in their RPEL portfolio, which will allow them to demonstrate how their prior learning/experience maps to the learning outcomes of the module(s) for which credit is sought.
- To provide subject specific advice to applicants in relation to their claim; (where a supervisor is not a subject specialist they are required to liaise with a subject specialist to ensure that the portfolio meets subject needs).
- To make recommendations to the MSoP RPECL Sub-group on whether credit should

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be awarded for an RPEL portfolio completed under their supervision.

- To ensure that RPEL portfolios and claims are within the MSoP regulations, PAU's Code of Practice on the Recognition of Prior Experiential and Certificated Learning, and within the rules of the Credit Framework of the PAU; including that:
 - claims are within the limits of RPECL as detailed in the Credit Framework of the PAU- an applicant has evidenced their prior learning through production of a reflective RPEL portfolio, or other suitable assessment, demonstrating that they are able to meet the learning outcomes of the module(s) for which credit is sought, and that they are able to demonstrate their ability to work at the required academic level;
 - an applicant's prior experience has been mapped to the learning outcomes of the relevant MsoP module(s);
 - an applicant's prior learning is current, usually within the previous five years;
 - there will be no disadvantage to an applicant if they do not participate in the learning experience of the module(s) for which they are awarded credit.
- To complete the Portfolio Supervisor Form and submit this to the PAU for recording and submission to the RPECL sub-group.
- To ensure that Admissions/Faculty/School/Universities are aware of any credit awarded to an applicant.
- To ensure that any applicant under their supervision is aware of the amount of credit awarded to them.
- To provide ongoing feedback and, on request, feedback on why a claim has been rejected or put on hold.

Appendix B

RPECL regulations for the PGDip/ General Pharmacy Practice

Recognition of Prior Experiential / Certificated Learning (RPECL) Guidance

This guidance has been produced to help students (and their supervisors) wishing to transfer to the Postgraduate Diploma in General Pharmacy Practice (DipGPP) Programme in Kent, Surrey and Sussex (KSS) provided by the Medway School of Pharmacy (MSOP), having started their studies at another Higher Education Institution (HEI) and wanting to be “exempt” from undertaking learning or assessments.

For more detail this document should be read alongside the MSOP Post Graduate Academic Regulations which can be found on Moodle.

RPECL (Recognition of Prior Experiential / Certificated Learning) is the term used when students with credits from previous study wish to put these towards studying another programme. For example, a student who has completed their PG Certificate in General Pharmacy Practice (Foundation Stage 1 or FS1) at another HEI and wishes to move to MSOP to complete their Diploma in General Pharmacy Practice (Foundation Stage 2).

All universities’ Academic Regulations require students wishing to transfer to another academic programme to demonstrate that their learning at the other HEI is equivalent to that of the new HEI’s programme. The Quality Assurance Agency for Higher Education (QAA) set the following criteria; Acceptability, Sufficiency, Authenticity and Currency.

The KSS DipGPP programme comes under the umbrella of the Joint Programmes Board (JPB) and meets the core elements of a JPB DipGPP programme by having:

- Generic, overarching learning outcomes
- A common curriculum which develops pharmacists who are able to practice at a general practice level.
- A common approach to assessment. (There may be variations in the assessment schedules utilised by the partner Schools of Pharmacy but the overall purpose and outcome of assessments is shared).
- A common approach to quality assurance.

Therefore, students who have achieved credits in another JPB DipGPP programme will be deemed to have undertaken an equivalent learning experience and will be eligible for RPECL.

The MSOP Post Graduate Academic Regulations, in line with most HEIs, apply a limit on credit transfer through RPECL. This is 60 credits for a 120 credit Diploma such as the DipGPP programme.

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Spent (out of date) credits cannot be considered for RPECL which means that students must complete their DipGPP within 6 years of starting the Certificate in General Pharmacy Practice (CertGPP)

All applications for RPECL will be considered on an individual basis so hospital Trusts should never assume a prospective candidate will be successfully transferred. The following has been prepared as a guide for applicants:

Example scenario	
A student moves to another Trust in the Kent, Surrey and Sussex area at any time during their DipGPP programme.	<ul style="list-style-type: none"> The KSS Foundation Programme runs throughout Kent, Surrey and Sussex so no changes in student registration are required. However, academic facilitator (AF) and HEE LaSE must be informed of any changed circumstances, in particular, the names of the new Trust and the new Educational Supervisor (ES) and their contact details. It will be the student's responsibility to agree arrangements for completing work-based assessments and portfolio tasks between the two Trusts. AFs will offer advice and support, on request.
A student has been awarded a Certificate in General Pharmacy Practice (60 credits) from a JPB partner HEI but has recently moved to a Trust in Kent, Surrey or Sussex and wishes to complete their Diploma in General Pharmacy Practice at MSOP.	<ul style="list-style-type: none"> The student should apply to MSOP to RPECL their 60 credits by writing to the Programme Leader and including their Academic Transcript as evidence of achievement of 60 credits. The University will process this application through the university committees but it is anticipated that the RPECL will be accepted within 4-6 weeks of receipt of the application. Where a student wishes to start the Diploma in General Pharmacy Practice before their RPECL application is accepted permission should be sought from the Programme Leader.
A student has started their Cert GPP at another Trust but has moved to a Trust in Kent, Surrey or Sussex before attaining any Academic credits.	<p>RPECL cannot be used in this scenario because the student has not gained any credits.</p> <p>The student has two options</p> <ol style="list-style-type: none"> 1) To continue the Certificate in General Pharmacy Practice at the original HEI if the HEI is agreeable. Once they have achieved their Certificate (60 credits) they can apply to RPECL to the DipGPP (as above). Where appropriate, the student can complete their portfolio and associated work-based assessments in the KSS Trust but the academic assessment of the portfolio will be undertaken by the original HEI. The KSS Trust will need to contact the original HEI to make any necessary arrangements for the student to continue studying with them 2) To apply to study the CertGPP at MSOP and join the first available cohort. A full fee would be payable but it may be possible to grant

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	exemptions from attendance at a small number of Learning Sets if the student can demonstrate that they have attended equivalent sessions at the previous HEI. Any portfolio activities completed at the first hospital can be included in the final portfolio.
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A student has been awarded a CertGPP (60 credits) and started their DipGPP at a JPB partner HEI. They have recently moved to a Trust in Kent, Surrey or Sussex and wish to complete their DipGPP as a student at MSOP.	<p>The student is only able to RPECL 60 credits to MSOP or UB so any FS2 assessments undertaken at another JPB HEI cannot be included within RPECL. It is also important to recognise that the KSS Foundation programme comprises two 6 month modules whereas the majority of JPB programmes have three 6 month modules. Therefore, whilst the Diploma in General Pharmacy Practice achieved is equivalent in all JPB HEIs the method of delivery differs.</p> <p>The student has two options</p> <ol style="list-style-type: none"> 1) Apply to RPECL 60 Certificate credits and apply to start the Diploma at MSOP (see above). The student will be able to use any relevant portfolio entries in their FS2 portfolio. This option is probably best suited for a student who is at an early stage of FS2 when they move to a KSS Trust. 2) To continue the DipGPP at the original JPB HEI. Where appropriate, the student can complete their portfolio and associated work-based assessments in the KSS Trust but the academic assessment of the portfolio will be undertaken by the original HEI. The KSS Trust will need to contact the original HEI and make any necessary arrangements for the student to continue studying with them.
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A student has been awarded a postgraduate qualification from a non-JPB partner HEI but has recently moved to a Trust in Kent, Surrey or Sussex and wishes to study for a DipGPP at MSOP.	<p>The student needs to make an RPECL application that demonstrates that they have achieved learning equivalent to that in the Post-graduate Certificate in General Pharmacy Practice. Initially the student will write to the Programme Leader outlining their request for RPECL.</p> <p>The student will be given further information and access to MSOP DipGPP resources on Moodle to help them prepare their RPECL application.</p> <p>The student will then produce and submit</p> <ul style="list-style-type: none"> • A statement detailing their supporting evidence which demonstrates their learning (see Appendix 1) for further information. • A portfolio of evidence to demonstrate learning as detailed in their supporting evidence which will be assessed by an independent academic. As a minimum the portfolio will include <ul style="list-style-type: none"> ○ CV to include current responsibilities ○ Personal statement ○ Record of continuing professional development for past 3 years, which may include learning outcomes of any certificated learning ○ Student transcript and learning outcomes from any credits that the student has included in their supporting evidence
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Reviewer	Isobel Bailey	Review Date	February 2016	Supersedes	V1
Reviewer	Yvette Bartlett	Review Date	February 2019	Supersedes	V2

	<ul style="list-style-type: none"> ○ Mapping of experience / learning to learning outcomes of module (or external body requirements) for which RPECL claim being sought <p>The application will be considered and one of 3 recommendations will be made. See Appendix 1</p> <p>Recommendation 1 – The applicant has demonstrated achievement of the Learning Outcomes and may proceed to the DipGPP (Foundation Stage 2).</p> <p>Recommendation 2 – The Applicant has demonstrated achievement of the majority of the Learning Outcomes but further assessment is required in order to proceed to the DipGPP (Foundation Stage 2).</p> <p>Recommendation 3 – The Applicant has not demonstrated sufficient achievement of the Learning Outcomes and is advised to register for the CertGPP (Foundation Stage 1).</p>
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Please note: This guidance only refers to students applying to RPECL credits to study on the KSS DipGPP programme at MSOP. Students who wish to move from the KSS DipGPP programme to another HEI need to contact that HEI direct as each HEI will have their own Academic Regulations.

RPECL fees

No fees will be charged for RPECL from students who have attained academic credits for a JPB Certificate in General Pharmacy Practice and wish to join the KSS DipGPP Programme for Foundation Stage 2.

An administration fee may apply for students applying to RPECL credits from other non-JPB partner postgraduate programmes.

Addressing Gaps in Learning Outcomes

It is acceptable for prospective candidates to address any gaps during the RPECL process or even after starting the first Foundation Stage 2 course, but bear in mind these modules carry a very heavy workload. You should have an agreed plan in place with your EPD and relevant workplace senior colleagues as to how you will meet the outstanding learning outcomes, ideally before starting the first DipGPP (Foundation Stage 2) module.

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Appendix 1

Information required to support an Application for RPECL of a non-JPB

PG programme to allow direct entry into the HEE LaSE DipGPP

The table below summarises the Learning Outcomes (LOs) for the HEE LaSE PG Cert GPP with examples of supporting evidence.

HEE LaSE PG Cert GPP Learning Outcomes		Examples of supporting evidence
1	Apply advanced clinical pharmacy knowledge and skills independently in order to identify, prioritise and resolve complex pharmaceutical problems in a range of common conditions.	<ul style="list-style-type: none"> • Certificated learning with appropriate LOs • Testimonials • Work-based assessments e.g Mini-CEX, CbD • Written interventions
2	Critically review the overall management and monitoring of patients with a range of common disease states	<ul style="list-style-type: none"> • Certificated learning with appropriate LOs • Written interventions • Work-based assessments e.g. mini-CEX, CbD • Testimonials
3	Systematically apply an evidence-based approach to the management of a range of common conditions and use this to individualise patient care.	<ul style="list-style-type: none"> • Certificated learning with appropriate LOs • Written interventions • Work-based assessments e.g. Mini-CEX, CbD • Testimonials
4	Have a conceptual understanding of the application of pharmacokinetic and pharmacodynamic principles to the design of appropriate drug regimens.	<ul style="list-style-type: none"> • Certificated learning with appropriate LOs • Written interventions
5	Discuss critically the organisation and structure of the NHS and to offer critical insight into the complexities associated with the delivery of pharmaceutical care across sectors in order to improve patient outcomes	<ul style="list-style-type: none"> • Plan and record CPD entries • Testimonials • Certificated learning with appropriate LOs. • Written interventions
6	Assimilate information from a variety of sources and use it to identify, prioritise and resolve as an autonomous practitioner the complex medicines management needs of patients, carers and other social and health care professionals.	<ul style="list-style-type: none"> • Certificated learning with appropriate LOs • Written interventions • Work-based assessments e.g. mini-CEX, CbD • Testimonials

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7	The ability to consult effectively with patients, carers and the multi-disciplinary health care team, respecting diversity and confidentiality, and taking into account diverse health beliefs and local working practices.	<ul style="list-style-type: none"> • Certificated learning with appropriate LOs • Written interventions • Work-based assessments e.g. MRCF • Testimonials
8	Have a systematic understanding of the principles of clinical governance and how to relate them effectively to the complex decisions required during the practice of pharmacy in order to achieve improved quality outcomes.	<ul style="list-style-type: none"> • Certificated learning with appropriate LOs • Written interventions • Critical incident reports
9	Have a critical insight into the advancement of their development as a pharmacy practitioner through CPD and lifelong learning.	<ul style="list-style-type: none"> • Plan and record CPD entries • testimonials • Reflective diaries • Written interventions

In addition evidence must be provided that the requirements of the HEE LaSE Foundation Stage 1 Syllabus have been met.

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