



Royal Pharmaceutical Society
of Great Britain

FROM THE EDITOR

This issue represents the beginning of a new era for both the Newsletter and the APG. There have been organisational and personnel changes, with a newly elected committee following the triennial election (see the message from the Chairman), and a change in the staff servicing the Group (see Committee and Group News). I remain as Editor but have retired from my full-time post at King's College London, although I continue teaching there part-time as a visiting lecturer.

Some things, however, do not change. This remains your Newsletter and it is only as good as the contributions received from members of the group. I think that we have an interesting issue this time, and thanks go to all those who have contributed. My thanks also go to Zoe Whittington who organised the contributions to the issue and to Florita Sanz for the technical production. I look forward to receiving your contributions, and any comments or suggestions for future articles and features. Please send these to me at alan.nathan@kcl.ac.uk, or at alannathan@onetel.com.

**A MESSAGE FROM THE
CHAIRMAN OF THE APG
COMMITTEE**

Dear Colleagues

Another academic year and, as usual, many changes to be accommodated. Firstly, my thanks for their valuable contribution and support to the outgoing APG committee members – Mark Gumbleton, Rachel Elliot, Sue Barker,

Anthony Smith and Jayne Lawrence, not forgetting one of our Council

nominees, Linda Stone. Additionally I would like to extend a warm welcome to Paul Gard (Brighton – Vice Chair) who moves from a co-opted to an elected member and to the newcomers – Jenny Scott (Bath), Peter Seville (Aston), John Pugh (Cardiff) and Richard Bryce (Manchester). We are pleased to welcome Gill Hawksworth as a new Council nominee and welcome back Doug Simpson.

The pressures on pharmacy academia have probably never been greater. Here are a few reasons for this pressure – I am sure they will be familiar to you all to a greater or lesser extent. RAE is starting to loom large on the horizon. Research active staff will be starting to be attractive to Schools wishing to boost their RAE rating, in a manner similar to professional footballers and the Premier League – perhaps we should also introduce a transfer deadline? Recruiting of high profile researchers, many of whom are understandably reluctant to undertake a full teaching load would weaken the teaching delivery profile of many schools. Add this to the difficulty of attracting registered pharmacists to academic positions and the introduction of new schools and it becomes obvious that we are placing even more pressure on an already stretched workforce. It is clear that a serious crisis is developing with respect to the academic pharmacy workforce. Student numbers are on the increase courtesy of our university managers but pre-registration places are not – spot the dilemma.

In terms of quality assurance we have just about learned to live with the QAA

and its requirements. The next challenge will be the impact of the regulatory changes in the form of Section 60 orders for the healthcare regulators following the high profile cases of Bristol, Shipman etc. This is likely to result in a significant impact on the education of healthcare professionals.

We are living in interesting and challenging times; let us look at these issues in that light. There are currently 'interesting' opportunities for the pharmacy academic workforce to influence and inform all of these issues. In that context the APG committee is taking a pro-active approach, addressing them and contributing our view as and when we can. Sometimes we are asked for our opinions and they are given, sometimes we aren't asked but we give our opinions anyway. The APG committee cannot, however, accurately reflect the views of pharmacy academia without input from the membership. So... turn up to our meetings and be vocal, talk to your committee members and/or liaison officers, contribute whenever you can. For the first time in a very long time, academic pharmacy is being asked for its opinions – let us make sure they are heard.

Best wishes



COMMITTEE AND GROUP NEWS

Recent changes

As the Chairman reports, following the election the Group has an entirely new committee, except for the Chair and Vice-chair.

Following recent organisational changes within the Society, the APG

and its committee is now administered within the Research and Development Division, which forms part of the Corporate and Strategic Development Directorate. The new committee secretary is Zoe Whittington, Research Manager, (020 7572 2276, e-mail zoe.whittington@rpsb.org) - assisted by Florita Sanz who is Team Secretary to the Research and Development Division, (020 7572 2278, e-mail florita.sanz@rpsgb.org). Rachel Ollerearnshaw, the previous secretary who worked for the Society part-time, has left to return to full-time teaching of Classics.

Meeting of APG committee with liaison officers

A meeting of the Group committee held on October 12, to which liaison officers were invited, was held recently at the University of Bath. Items discussed included:

- Current research projects relevant to pharmacy education (please see pages 5 - 6 for further details).
- Review of RPSGB's PhD Award Scheme. The current PhD Grant Scheme was introduced in the 1999/00 academic year for an initial period of five years and the Scheme is currently being reviewed. The review will explore the purpose of the awards and identify how the studentships contribute to the wider workforce agenda, in particular to capacity building in the academic workforce. An initial discussion paper was considered at the meeting and APG members will be given an opportunity to contribute to a consultation on the studentships in the next few months.
- Department of Health Public Health Strategy for Pharmacy. The Strategy was announced in 'A Vision for Pharmacy' (2003) and is being developed by a consortium of

the RPSGB, Pharmacy HealthLink, UK Public Health Association and the Faculty of Public Health. The aim is to develop a strategy to maximise the contribution of pharmacists to public health in England covering a period of 2005 to 2015. An outline of the work programme was given by the project's manager, and the content of the strategy and the educational infrastructure needed to support developments was discussed.

APG Liaison Officers

The main function of a Liaison Officer is to be a point of contact between the Royal Pharmaceutical Society and the School of Pharmacy. Liaison Officers also distribute the Newsletter to members of the Group within their schools. (Group members outside schools of pharmacy receive the Newsletter directly from the Society.)

The current Liaison Officers are:

Dr Dale Munday Robert Gordon University
Professor Keith Wilson Aston University
Dr Jenny Scott University of Bath
Professor David Jones The Queen's University of Belfast
Ms Ann Page University of Bradford
Dr Paul Gard University of Brighton
Dr John Pugh Cardiff University
Dr Jim Johnson University of Strathclyde
Dr Joan Taylor De Montfort University
Dr Chris Rostron Liverpool John Moores University
Professor Jayne Lawrence Kings College London
Dr Sudax Murdan University of London
Dr Richard Bryce University of Manchester
Medway TBA
Dr Susan Barker University of East Anglia - Norwich
Mrs Stephanie Bridges University of Nottingham

Dr Mike Norris University of Portsmouth
Dr Paul Carter University of Sunderland

NEWS FROM PHARMACY ACADEMIA

Academic Pharmacy Workforce Data

The first ever census of pharmacists' work patterns, commissioned by the RPSGB was undertaken in August 2002 to provide robust and comprehensive labour market data about all registered pharmacists.

In the pharmacy workforce census 2002¹, 635 respondents indicated that they worked in academic pharmacy with 52% of these being female. Forty-eight per cent of the respondents were aged 39 years and under, with 27% falling in the 40 to 49 years age range and 25% aged above 50 years. The age breakdown differs for males and females with a higher proportion of females in the younger age groups: 57% of females were aged under 40 years compared to 38% of males; 14% of males were aged above 60 years compared to 2% of females.

The census also asked respondents whether they had more than one job role and the results indicated that a high number of academic pharmacists had more than one job (402). Again there were differences due to gender with females more likely to have more than one job (74% compared to 51% of males).

However it is important to recognise that not all staff in schools of pharmacy are registered pharmacists therefore the data from the census does not provide the full picture. Data is also available from Higher Education Statistics Agency (HESA) figures. The most recent data set indicates that there was 845 full-time academic staff across pharmacy. This data is broken down into job role and gender as

detailed in the table below. This data shows a very different gender breakdown compared to the census figures above, as only 31% are female. This difference may be explained by the fact that this data set does not include staff working less than full time, for example teacher practitioners and NHS staff who play an important role in Schools of Pharmacy. It may be that the majority of part-time staff in Schools of Pharmacy are female.

Full-time academic staff by type of role and gender 2002/03

	Male	Female
Professors	80	5
Senior Lecturers/Researchers	140	35
Lecturers	155	80
Researchers	180	125
Other Grades	25	20
Total	580	265

At present there is no reliable and complete data set on how many members of staff work in academic pharmacy. Recent work undertaken by the Pharmacy Workforce Planning and Policy Advisory Group identified that while academic pharmacists represent a small proportion of the Society's register, the contribution of the academic workforce in the development of pharmacists is central to the future of the profession. It is therefore essential that comprehensive data on this group should be collected and collated in the future.

1 Hassell, K. Pharmacist Work Patterns 2002: Summary of the 2002 Pharmacy Workforce Census. RPSGB 2003.

A longitudinal study of young pharmacists' career choices and expectations is commissioned

The Pharmaceutical Society' Pharmacy Practice Research Trust has commissioned a team from the Centre for Pharmacy Workforce Studies @ The Workforce Academy and the School of Management at The University of

Manchester to undertake a national longitudinal study tracking the 2006 cohort of pharmacy graduates from the GB Schools of Pharmacy. The research team is led by sociologist Dr Karen Hassell, Senior Research Fellow, (0161 275 2422; karen.hassell@man.ac.uk), who has recently published an analysis of the pharmacy workforce census data, providing information on the sociodemographic profile and employment patterns of pharmacists registered with the Royal Pharmaceutical Society. Dr Hassell is joined by two other social science researchers – Sarah Willis (0161 275 5894; sarah.willis@man.ac.uk) and Phil Shann (0161 275 4538; phillip.shann@man.ac.uk) – on this project.

This study aims to understand more about employment patterns, and pharmacists' early career choices and levels of job satisfaction, by examining the different factors that influence career choices, including pharmacy students' career expectations, attitudes, aspirations, and the link between these factors and the various career decisions made later. The team have already successfully recruited a number of 2004 graduates to the study and conducted some pilot work into decision-making processes that take place before graduates begin pre-registration training and subsequent pharmacy practice. The data indicate that decisions relating to pre-registration training have an influence on subsequent pharmacy career choices – and that these decisions are made during the third year of undergraduate study. For this study to be relevant to an understanding of future employment patterns it is therefore critical to capture this decision-making process as it happens with students in the third year of their undergraduate education.

The team is currently in the process of visiting all the GB schools of pharmacy to meet the third year students so that they can be told about the study and be

invited to participate in the research. Students' participation is entirely voluntary. After the initial visit the cohort will be contacted approximately once a year; respondents will be asked to complete a questionnaire about the choices they have made about their careers, and once they start working, about their experiences of working, whether they decide to practice pharmacy or not.

For more information about the study go to: www.cpws.man.ac.uk, or contact a member of the research team.

Institute of Education and the School of Pharmacy, University of London's successful bid for an ESRC/MRC interdisciplinary PhD studentship

The Economic and Social Research Council (ESRC) and the Medical Research Council (MRC) have recently developed a new joint scheme to fund interdisciplinary research students whose research is of interest to both Councils and which requires the combined approaches of both the medical and social sciences.

The principal aim of the joint ESRC/MRC interdisciplinary research studentship competition is to provide a mechanism by which students can tackle a project which is genuinely interdisciplinary in nature, addressing the concerns of both the ESRC and the MRC. This will provide the students with training which is not constrained by a single scientific approach and should, ultimately, produce a body of academic researchers able to work effectively in both the social and medical sciences.

A joint initiative was set up between Dr Sandy Oliver (Social Science Research Unit) at the Institute of Education, University of London and Dr Felicity Smith, Dr Sally-Anne Francis (Department of Practice and Policy) and Dr Ian Wong (Centre for Paediatric Pharmacy Research) at the School of Pharmacy, University of London, to

develop new research approaches in children's medicines. An ESRC/MRC interdisciplinary research PhD studentship has been awarded to Katy Sutcliffe and will be supervised by the team. The study will look at children with diabetes from age 5 up to age 16 years in order to identify the role of evidence-informed shared decision-making in a variety of arrangements for responsibility for management, from the youngest children who may just be beginning to take a role in management, to those who may become fully responsible in adolescence. A further funding application from the same team to study the use of anti-depressants in children has already been submitted to the Department of Health and the outcome is awaited.

For Further information please contact Dr Ian Wong; Centre for Paediatric Pharmacy Research - ian.wong@ulsop.ac.uk.

Aston University School of Pharmacy, Pharmacy Practice Group working on two national pharmacy education research projects.

The Pharmacy Practice Research Group at Aston University is currently working on two major national research projects funded by the Royal Pharmaceutical Society's Pharmacy Practice Research Trust: a national evaluation of teaching, learning and assessment methods in the UK schools of pharmacy, and a study of career motivations and expectations amongst pharmacy undergraduates. The aim of the projects is to help inform the development of future educational planning for pharmacy to support the changing role of the profession. The projects are entirely separate from the Royal Pharmaceutical Society's accreditation process and reflect the Society's intention to develop wider collaborative working with the schools of pharmacy.

Study of Teaching, Learning and Assessment.

The study of teaching, learning and assessment methods will establish the first ever baseline for provision in schools of pharmacy, just at the point when a number of significant changes in education are happening. The results will identify areas of best practice from all sixteen pharmacy schools in the UK established before 2003.

By September 2004 the Group had collated most of the documentation from SOPs about the course, completed six focus groups with BPSA students (total 44 participants), and undertaken interviews with representatives from 13 Schools of Pharmacy. The next phase will be analysis of the interview transcripts, analysis of the course documentation, a self-completion questionnaire survey of all students currently in year four.

The Group has met with a very positive response from most schools of pharmacy. Staff have willingly given their time during the summer to be interviewed and provide the appropriate documentation on teaching courses. The major task now is to agree on a robust method for administering the self-completion questionnaire to all fourth year students, but it is clear that the process will vary between schools because of individual ethical considerations.

A study on career motivations and expectations amongst pharmacy undergraduates.

The second research study explores current students' career choices and their professional ambitions and expectations. Very little is known about the reasons why students decide to study pharmacy, their perceptions of the pharmacy profession and their ideas or plans for future work life. In a time of major change for the profession,

and of claimed workforce shortages and increasing HE provision for pharmacy, it is essential that there is a better understanding of this key area of future workforce planning. The Group is planning to involve some 4,000 students across all UK schools of pharmacy and will focus upon year one students, who have not yet had any experience of pharmacy teaching, and those in year four who have almost completed their study.

To date the Group has undertaken six focus groups with sixth formers in local schools and colleges who have not necessarily thought about studying pharmacy, but who are taking relevant A-level subjects. The Group has also reviewed the limited literature on pharmacy career choices, career theory and development. The next phase will be surveys of first and fourth year undergraduates.

Work has progressed slowly on this project as the Group has sought to identify suitable validated survey instruments, or even questions, from existing published literature. For both projects there is also the challenge of how to administer self-completion questionnaires to entire cohorts of pharmacy undergraduates across all schools of pharmacy, in a manner that is both robust and achieves the maximum response rate. The Group would appreciate any help that members of the APG can provide, and welcomes suggestions. In return, the anonymised reports from both projects will be provided to all schools of pharmacy and the Group is happy to provide individual schools with their own data sets.

The Aston research team are pharmacists Professor Keith Wilson, Dr Chris Langley and Katie Hatfield and research assistant Laura Clarke, from Aston School of Pharmacy, social scientist Dr Jill Jesson of Aston Business School and psychologist Peter Reddy from Aston School of Life and Health Science.

For further information please contact
Professor Keith Wilson -
k.a.wilson@aston.ac.uk.

MEETING REPORTS

Education at the British Pharmaceutical Conference

Pharmacy education was discussed in several sessions at this years British Pharmaceutical Conference, perhaps putting to bed the science versus practice debate that has been playing out recently in the letters page of the Pharmaceutical Journal. The general consensus appeared to be that science and practice need to be integrated to ensure that newly qualified pharmacists have the appropriate levels of knowledge, skill and attitude for practice.

Pharmacy practice research also turned its attention to pharmacy education with several researchers presenting their work. Graham Davies discussed '*Fit for purpose? Pharmacy graduates' perceptions of their readiness to undertake clinical pharmacy activities*'¹. He suggested that pharmacy graduates feel more confident undertaking product based activities. The study surveyed 128 pre-registration trainees in the hospital sector about their perceived ability and level of preparedness to perform a range of basic tasks using a five-point Likert scale. As the school of pharmacy attended appears to significantly influence their level of preparedness, the paper's authors suggest that further exploration of the curricula at schools of pharmacy is needed to determine how the curriculum design influences the competency of the graduate. It would also be interesting to know whether the outcomes are different for those pre-registration trainees in the community sector. Perhaps we need to consider just how prepared pharmacy graduates should be during their pre-registration training given that the purpose of the year is to develop their knowledge,

skills and attitudes in a practice environment.

Ian Bates raised the question of whether the number of pharmacy students would rise in his paper '*A trends analysis of undergraduates enrolled for pharmacy degrees at UK schools of pharmacy*'². Using student numbers data from 1970 to 2001 the analysis suggests that student numbers will rise by 20% from 2114 in 2001 to 2540 in 2007. The authors suggest that this rise will have a number of implications: decreasing staff:student ratios; changes in teaching and learning methods which favour large group teaching; and pressure to reduce academic quality of intakes.

Katy Hatfield of Aston University asked the question '*Why apply to study pharmacy? An analysis of UCAS applications to a MPharm degree course*'³. This study analysed 104 personal statements from the UCAS application forms to pharmacy at Aston. This identified six themes: liking for or an ability in sciences (60%); desire to help/care for people (47%), long interest in a medically based/pharmacy degree (14%), desire to research/develop drugs (11%), strong motivation for a career in pharmacy (23%), family member who is a pharmacist or member of healthcare profession (4%) previous research identified that good career prospects and job opportunities were motivators for studying pharmacy, the fact that they do not appear in this analysis may be due to the fact that the applicants use the UCAS personal statement to state what they think admissions tutors want to see. Current research is exploring the view of sixth form and undergraduate students on pharmacy as a degree subject and career option.

Posters

There were a number of posters both within the practice research and science sessions of relevance to pharmacy education:

- ❑ Perceptions and perceived competencies of pharmacists on supplementary prescribing courses in London and South East – *DM Darwoud, LI Goodyer, A Lovejoy and RG Greene*
- ❑ The first wave of supplementary pharmacist prescribers: reflecting on the period of learning in practice - *RM Edwards, DC Stewart, J Clelenad, ITS Cunningham, K Munro, DJ McCaig, DE Pflieger and TM Healey*
- ❑ Patients as assessors of students: stakeholder opinions in medicine, nursing and pharmacy – *N Gray, J McLuskey, I Moppett, A Pringle and I Trueman*
- ❑ Focus group to explore issues surrounding continuing professional development for locum community pharmacists – *D Miller and SC Jones*
- ❑ Factors affecting choice of pre-registration sector training and satisfaction with pharmacy as a career – *S McAteer, DN John and DK Luscombe*
- ❑ Views of pre-registration graduates on the UK pharmacy undergraduate course as preparation for pre-registration training – *S McAteer, DN John and DK Luscombe*
- ❑ The attitudes, experiences and expectations of teaching staff to extemporaneous preparation teaching – *G Harding and KMG Taylor*
- ❑ Optimisation of assessment and feedback in large-group practical – *Y Perrie*
- ❑ Indicators suggesting the need for additional learning activities relating to sunscreens in the MPharm degree at the University of Brighton – *MJ Ingram, P Karsan and AB MacAdam*
- ❑ Is mathematical confidence linked to performance in a basic mathematics test? – *HK Batchelor*
- ❑ How do the MPharm degree and pharmacy experience complement each other? Views of students – *DN John and G Payton*
- ❑ Does the MPharm degree prepare students for the pre-registration year? The student view – *DH John and LA Druce*
- ❑ MPharm graduates: what are the views of pre-registration tutors? – *DN John and Z Brownsdon*
- ❑ A workshop-based approach to using spreadsheets for pharmaceutical problem-solving – *PC Seville*

The abstracts of these posters can be found in the International Journal of Pharmacy Practice , vol 12, supplement Sept 2004 (<http://www.rpsgb.org.uk/events/bpc04pracindex.html>) and Journal of Pharmacy and Pharmacology, Supplement Sept 2004 (<http://www.rpsgb.org.uk/events/bpc04scindex.html>).

Some consideration may be needed for next year's conference to bring together the science and practice research posters which relate to education.

References

- ¹ International Journal of Pharmacy Practice , vol 12, supplement Sept 2004, R17

² International Journal of Pharmacy Practice, vol 12, supplement Sept 2004, R18

³ International Journal of Pharmacy Practice, vol 12, supplement Sept 2004, R19

Zoe Whittington

Association for the Study of Medical Education (ASME) Conference

The Association for the Study of Medical Education held their annual scientific meeting at the University of Liverpool in September. The theme of the meeting was 'Fitness to Practise' and the three days involved discussion of key issues such as assessment, standard setting, inter-professional education and student selection.

The issue of student fitness to practice was a recurrent theme, and the suggestion that the General Medical Council (GMC) should register medical students was raised. Graeme Catto, president of the GMC, was one of the plenary speakers and he discussed the role of the GMC in medical education. The GMC is responsible for basic undergraduate medical education and co-ordinating all medical education. Unlike pharmacy there is no registration examination set and assessed separately by the GMC; all students who hold a UK primary medical qualification are entitled to provisional registration. The GMC is therefore interested in ensuring that only those who are fit to become doctors are allowed to enter medical school. There are a number of issues relating to student fitness to practise, including health, drug and alcohol problems, crime and dishonesty. At present the responsibility for ensuring student fitness to practise upon graduation lies with the universities and guidance relating to student health and conduct is incorporated in the GMC's report *Tomorrow's Doctors. Recommendations on undergraduate medical education. (2003)*. There is concern that this present system may

not be sustainable in the future and greater consistency across medical schools is needed. The GMC's education committee is currently considering whether it should further develop its guidance in this area.

Assessment was a strong theme at the conference, particularly in relation to the setting of pass marks. One study found a great deal of variation in the setting of pass marks on six OSCE stations used to assess clinical competence in the final year with the overall pass mark ranging from 47% to 60% across five medical schools. The results have implications for the outcomes of graduating examinations, as students with the same level of competency would pass at one school of medicine yet fail at another, even if the examinations were the same. Other abstracts presented included: the effect of gender, personality and communication style on performance in examinations, involving the public in assessment, and the use of an electronic portfolio in undergraduate medicine.

Details of the conference including copies of the abstracts can be found at www.asme.org.uk

Future events organised by ASME which may be of interest to pharmacy academics include admitting students with disabilities to medical school (8th February 2005), student involvement in the curriculum (7th December 2004) and Educating Healthcare Educators (13th December 2004). Full details are available from the ASME website.

Zoe Whittington

BACKGROUND BRIEFING

The British Pharmaceutical Students Association

The BPSA's members are not only the raison d'être for schools of pharmacy but also represent the future of the pharmacy profession. James Wood, BPSA's current President, outlines the role and work of the organisation and also puts forwards his members' views on the future of pharmacy education.

The British Pharmaceutical Students' Association (BPSA) is the official student organisation of the Royal Pharmaceutical Society of Great Britain and promotes the interests and welfare of over 5000 student members from all eighteen schools of pharmacy in Great Britain. It is run by a team of seventeen elected volunteers, comprising of undergraduate and pre-registration students. BPSA encourages and facilitates the interchange of ideas and opinions between students, representing their views and opinions to the RPSGB and other related organisations. BPSA is represented on the RPSGB Education Committee, steering groups of the APPLLET project and various RPSGB funded research projects relevant to the student population.

Throughout the year we provide an impressive range of events and services. These include seven area conferences, Annual Conference/AGM, numerous competitions, student exchange opportunities, publications, international pharmacy and specific events and services for pre-registration students. Several years ago, the association launched an initiative to help students become committed professionals – it's very own continuing professional development scheme. As a direct result of requests by members the Professional Development Certificate (PDC) was introduced. The scheme, which is accredited by the College of Pharmacy Practice, requires

students to build a portfolio of evidence over each academic year. As the BPSA enters its 63rd year, we have created a post of Educational Development Officer in order to continue to develop the PDC scheme.

BPSA policy is formulated at the Annual Conference and meetings of the executive and school of pharmacy representatives. By the very nature of the organisation, BPSA and its members have always had an active interest in pharmacy undergraduate education. Students debated the MPharm at the last Annual Conference held at Aston University in April 2004. Students proposed that "an urgent overall of the MPharm is required". The motion was passed. During the debates, members appreciated that the RPSGB education committee regularly reviews the course and that the accreditation requirements do change in response to drivers in the wider healthcare setting. Despite this it was felt a wider review was needed. Students felt that there was too much science in the MPharm and that there should be a greater emphasis on clinical learning, particularly when the majority of pharmacists work in the hospital and community settings. Many felt that they needed summer vacation work experience to get a real life perspective of pharmacy. With the number of pre-registration places not increasing at the same rate of pharmacy graduates, undergraduates also expressed concern that not everyone may be able to secure work experience; therefore the course should be reviewed in order future pharmacists get the most from their undergraduate education.

James Wood is President of the BPSA and pre-registration graduate with the Co-operative Group Pharmacy. He can be contacted by email at president@bpsa.com

NOTICEBOARD

Events



A joint meeting of the Royal Pharmaceutical Society's Academy of Pharmaceutical Sciences and the Academic Pharmacy Group

'Integration, inter-professional training and innovation in education in pharmacy'

**24 November 2004
The Royal Pharmaceutical Society
1 Lambeth High Street, London SE1 7JN**

The aim of this one-day symposium event is to share good and interesting practice from pharmacy education, focussing on the integrated teaching of science and practice, new developments in education, and what can be learned from other health professions.

The morning session will include plenary addresses on

- 'Integration of science and practice' by Professor Larry Gifford, University of Manchester
- 'Innovation in undergraduate teaching' by Professor Duncan Craig, University of East Anglia
- 'Inter-professional training' by Dr Adrian Hunt, University of Portsmouth
- 'Planning healthcare education' by Dr Jim Smith, Chief Pharmaceutical Officer Department of Health

The afternoon programme includes workshops on:

- "Education, training and CPD: reflective skills",
- "Supply of educators and trainers; building capacity",
- "Integrating practice and science: options and best practice"
- "The students' experience".

Registration fees: reduced fee - £40, full fee - £100. Reduced Fees apply to *bona fide* members of RPSGB, the Academic Pharmacy Group and the Academy of Pharmaceutical Sciences.

For further details please contact:

Ms Judy Callanan

Room 304, Royal Pharmaceutical Society

1 Lambeth High Street, London SE1 7JN

Tel: (44) (0) 20 7572 2261

Fax: (44) (0) 20 7572 2506

www.rpsgb.org.uk/science

e-mail: science@rpsgb.org

NOTICEBOARD

Events



Academic Pharmacy Group Seminar

'Student Fitness to Practise'

**7 January 2005
Aston University, Birmingham**

The aim of this one day seminar is to explore a number of issues relating to student fitness to practise which may be of concern to pharmacy academics. The day will provide an opportunity to discuss issues such as recruitment and selection, disability and student dishonesty.

There is no registration fee, but delegates who register but fail to turn up will be charged £10 to cover catering costs.

Deadline for registration: Dec 17 2004

For further information & registration form please contact:

Florita Sanz
Team Secretary
Research & Development
Royal Pharmaceutical Society of Great Britain
1 Lambeth High Street - London SE1 7JN
Tel: 020 7572 2278 Fax: 020 7572 2506

e-mail: florita.sanz@rpsgb.org