

Pharmacy Education Conference 24 June 2024				
09:00 – 09:30	Room: The Drum, University Place Registration and Networking			09.00 – 09:30
09.30 – 09.40	Room: Lecture Theatre A, University Place Welcome and introduction			09.30 – 09.40
	Harsha Parmar, Chair of Pharmacy Education Conference, University of Manchester			
09.40 - 10:30	Keynote: Navigating the Future: Assessing Trainee Pharmacists and Developing Designated Prescribing Practitioners			09.40 - 10:30
	Damian Day, Head of Education, General Pharmaceutical Council Professor Andrew Sturrock, Director of Pharmacy, NHS Education for Scotland Laura Doyle, Head of Undergraduate and Foundation Pharmacist, Health Education and Improvement Wales Lisa Smith, Postgraduate Dean Northern Ireland Centre for Pharmacy Learning and Development Nkiruka Umaru, Head of School of Pharmacy and Medicines Optimisation for East England, NHS England Workforce Training and Education Helen Chang, Associate Director of Education and Professional Development, Royal Pharmaceutical Society			
10:30 – 11:00	Break			10:30 – 11:00
11.00- 12:00	Parallel Session 1 - Oral presentations			11.00- 12:00
	Room: 2.220 Oral presentations Chair: Sarah Knighton	Room: 2.219 Oral presentations Chair: Fatima Zulfiqar	Room: 2.218 Oral presentations Chair: Dianne Bell	
	Undergraduate experiential, simulated and interprofessional learning	Undergraduate teaching, learning and assessment	Foundation and post-registration teaching, learning and assessment	
	1.1a Evaluation of acceptability of student-led campus-based Health Check clinics at Aston University. Natalie Lewis, Aston University	1.2a Developing a Toolkit to support student learning about professionalism. Jason Hall, University of Manchester	1.3a Design and evaluation of a structured 12-month training programme for newly qualified (post-registration foundation) pharmacists in a hospital setting. Shamma Khan, Royal Wolverhampton NHS Trust	
	1.1b Evaluating if band 2 'Flexible Pharmacy Undergraduate Roles' contribute to the train, retain and reform priority areas set out in the NHS long term workforce plan. Rebecca Hayward, University Hospitals of Derby and Burton NHS Foundation Trust	1.2b Establishing Benchmarks: Comparing Borderline Regression and Modified Angoff Methodologies in Pharmacy OSCE Standard Setting. Juman Dujaili, Swansea University	1.3b "The video revealed my apparent anxiety"- – facilitating pharmacists' reflections on their communication and consultation skills in a postgraduate pharmacy distance learning course. Sharon Haughey, Queen's University Belfast	
	1.1c Hospital based Practice Supervisors Identified Barriers and Enablers to extended experiential learning in the reformed MPharm. Joanne Brown, Northern Health and Social Care Trust, Antrim	1.2c Using Exit Interviews to Integrate Year 1 Laboratory Assessments. Catherine Finch, University of Nottingham	1.3c Sussex Integrated Trainee Pharmacist Programme: a collaboration between Community and Secondary Care. Alice Conway, East Sussex Healthcare NHS Trust	
		1.2d Student Reflections on using Artificial Intelligence (AI) for content generation in a final year MPharm Assessment. Vibhu Solanki, University of Nottingham	1.3d Evaluating the knowledge and confidence level of Trainee Pharmacists and Designated Prescribing Practitioners on the Independent Prescribing pilot Patricia Achi, University of Bradford	
	Lunch			
12.30 – 13:15				12.30 – 13:15
13:15 - 14:15	Parallel Session 2 – Lightning talks			13:15 - 14:15
	Room: 2.220 Lightning talks Chair: Sarah Hafeez and Mary Rhodes	Room: 2.219 Lightning talks Chair: Sadia Qayyum	Room: 2.218 Lightning talks Chair: Esnath Magola-Makina	
	Undergraduate experiential, simulated and interprofessional learning	Undergraduate teaching, learning and assessment	Foundation and post-registration teaching, learning and assessment	
	2.1a Implementing a structured model of experiential learning in hospital to support the individual learning needs of pharmacy undergraduate students Ben Hindley, Liverpool John Moores University	2.2a Diversity of skin images in the GPhC registration assessment: an image analysis. Jaina Nyame, General Pharmaceutical Council	2.3a Equality, Diversity and Inclusivity: Evaluating the inclusivity of the Primary Care Pharmacy Education Pathway (PCPEP) assessment strategy. Alison Butt and Helen Middleton, Centre for Pharmacy Postgraduate Education	
	2.1b Moving from observational to experiential pharmacy undergraduate placements Elena Kryzanovskyyte, Hull University Teaching Hospitals NHS Trust	2.2b Assessing pharmacy student understanding of menopause and hormone replacement therapy: a survey study Leona Verma, Liverpool John Moores University	2.3b Integrating Collaborative Prescribing in Pharmacy Education: Co-Design and Evaluation of Training and Induction Packages William Swain, Guy's & St Thomas' NHS Foundation Trust	
	2.1c Evaluating the Impact of Simulation on Pharmacy Students' Preparedness for Placement and New Prescribing Standards Siwan Jenkins, Kings College London	2.2c Year 1 T-Levels Pharmacy Placements Yvonne Chan, East Sussex NHS Healthcare Trust	2.3c How pharmacists and pharmacy technicians can address patient information needs during medicine shortages Sumaiya Mashal, Imperial College London	
	2.1d Development of an interpersonal communication competency framework for student pharmacists: a UK modified-eDelphi study Ian Cowle, University of Strathclyde	2.2d Master of Pharmacy (MPharm) students' views & experiences of assessment and feedback Paul McCague, Queen's University Belfast	2.3d Using Normalisation Process Theory to design and implement a new multisector Trainee Pharmacist Programme in England Amie Bain, Royal Wolverhampton NHS Trust	
	2.1e Empowering Future Pharmacists: Integrating Experiential Learning and Entrustable Professional Activities (EPAs) in Pharmacy Education – the student perspective Sharon Haughey, Queen's University Belfast	2.2e The Grey Area of Colour Blindness: Enhancing Inclusivity in the Teaching Laboratory Michael McKeever, Swansea University	2.3e An investigation to determine the accuracy of information provided by Artificial Intelligence (AI) technologies in relation to self-limiting conditions. Lezley-Anne Hanna, Queen's University Belfast	
	2.1f Evaluating the impact of a Year 3 pharmacy student-led health screening clinic Sarah Knighton and Harsha Parmar, University of Manchester	2.2f Exploring pharmacy students' views and knowledge on pharmacogenomics Thuy Mason, Kingston University	2.3f Evaluation of automatic progression pathways at University Hospitals of Derby and Burton for trainee pharmacists between AfC bands 5-6 and for newly qualified pharmacists between AfC bands 6-7 Carol Bright, University Hospitals of Derby and Burton	
	2.1g A multidisciplinary approach to teaching Pharmacy students how to perform otoscopy using clinical simulation Kunjai Pabari, De Montfort University	2.2g Medical Students' Understanding of Learning from Podcasts: A Phenomenographic Study Adam Turner, Swansea University	2.3g Using subject matter experts to maintain the validity of the GPhC's registration assessment question bank Nisha Gandhi, General Pharmaceutical Council	

	<p>2.1h</p> <p>Multimodal delivery of a lifestyle medicine module for pharmacy students combining online and experiential learning</p> <p>Fabian Sweeney, RCSI Ireland</p>	<p>2.2h</p> <p>Queen's University Belfast (QUB) Year 3 and 4 MPharm Students' Views and Understanding of Academic Misconduct and Professional Standards</p> <p>Johanne Berry, Queen's University Belfast</p>	<p>2.3h</p> <p>Differential item functioning in the General Pharmaceutical Council's registration assessment</p> <p>Lisa Smith, General Pharmaceutical Council</p>		
	<p>2.1i</p> <p>Opportunities, barriers, and challenges to undergraduate placement expansion in acute hospital trusts across Yorkshire and the Humber (Y&H)</p> <p>Jake Mills, Leeds Teaching Hospitals NHS Trust</p>	<p>2.2i</p> <p>Pharmacy Students' Perceptions of the MPharm Selection Interview</p> <p>Dan Corbett, Queen's University Belfast</p>	<p>2.3i</p> <p>Should pharmacy-led training be an essential feature within nursing induction programmes to improve the knowledge and confidence of newly registered nursing staff around medicines management?</p> <p>Georgina Hewitt, Bradford Teaching Hospitals NHS Foundation Trust</p>		
	<p>2.1j</p> <p>Exploring the views of hospital patients on receiving education from pharmacy students regarding their medicines</p> <p>Diane Mitchell, University of Manchester</p>	<p>2.2j</p> <p>Exploring pharmacy students' experience on the Objective Structured Clinical Examinations (OSCEs)</p> <p>Thuy Mason, Kingston University</p>	<p>2.3j</p> <p>Prescription for Identity: Exploring Transition from Student to Community Pharmacist</p> <p>Mary-Carmel Kearney, Queen's University Belfast</p>		
	<p>2.1k</p> <p>Using an in-person simulation placement for second year undergraduate pharmacy students to support and aid preparation for undergraduate hospital pharmacy placements</p> <p>Ricardo Da Costa, Liverpool John Moores University</p>		<p>2.3k</p> <p>Exploring characteristics associated with pass rates for third time sitters of the GPhC registration assessment</p> <p>Yoni Carmel, General Pharmaceutical Council</p>		
	<p>2.1l</p> <p>Designing and evaluating the use of role play videos in the undergraduate teaching of prescribing in common minor illnesses for pharmacy students by means of simulations</p> <p>Leanne May, Kingston University</p>		<p>2.3l</p> <p>Trends, Attitudes and Behaviours of UK Adults Towards Heartburn & Indigestion</p> <p>Omotola Ogunnigbo, Reckitt</p>		
			<p>2.3m</p> <p>Building community and academic resilience through pre-course preparation in the Overseas Pharmacists Assessment Programme (OSPAP)</p> <p>Claire Hough, University of Hertfordshire</p>		
14:15 - 14:30	Break				14:15- 14:30
14.30-15.30	Parallel Session 3 - Workshops				14.30-15.30
	<p>Room: 2.220 Workshop</p> <p>Chair: Louise Cogan</p>	<p>Room: 2.219 Workshop</p> <p>Chair: Gregory O'Kane</p>	<p>Room: 2.218 Workshop</p> <p>Chair: Simon Archer</p>		
	<p>3.1 Use of AI software in the delivery of simulation-based experiential learning</p> <p>Jonathan Davies (Liverpool John Moores University) and Olivia Mina, Natalie Lewis and Michelle Elston (Aston University)</p>	<p>3.2 Professional Coaching</p> <p>Chrissy Jones (NHS England) and Esnath Magola-Makina (University of Manchester),</p>	<p>3.3 Assessment Optionality</p> <p>Miriam Firth (University of Manchester: Project Lead for QAA Optionality in Assessment)</p>		
15:30 - 16:30	<p>Room: Lecture Theatre A, University Place</p> <p>Closing Plenary</p> <p>Entrustable Professional Activities: Dr Josephine Boland, Medical education consultant to the Medical Intern Board, National Doctors Training and Planning (NDTP), Health Service Executive, Ireland</p>				15:30 - 16:30

Room 3.209: Multi faith prayer room
Room 3.210: Breastfeeding room
Room 2.217: Cloakroom.