

## Careers Service - Career Planning Agreement – 2018/19

<b>Course Title: MPharm</b>	<b>Programme level: Integrated Masters</b>	<b>Ac. Year: 2018/19</b>
<b>Course Leader: Dr. Alison Lansley, careers link: Lecturer Claire May</b>	<b>Career Development Adviser (CDA): Christina Keiller</b>	

**Current Destinations of Leavers from Higher Education Performance Indicator (UoB benchmark 92.6%, sector benchmark 94.9%): 100%**

This document aims to map and support the development of students' employability, including experience of work, personal development (skill development, reflection and career planning) and engagement with employers and/or industry. This document takes into account the integrated role of , students, the university and employers  
 For areas where additional employability related input is identified, the Careers Service with support from other stakeholders aims to offer assistance via a suite of interventions which may include;

Career Development Adviser Provision	Beepurple Provision	Active Student Provision	Placement staff / Philanthropy and Alumni Engagement
Career Planning	Starting your own business	Identifying targeted volunteering opportunities	All types of Placement
Composing a professional CV	One to one business support	Making your experience count	Employer speakers
Application form assistance	Annual ideas competition	Put theory in to practice (Portfolio building)	Placement Fair
Interview techniques and advice	Networking	Community based placement modules	Alumni mentors
Identification of employment opportunities/ Career Fairs	Curriculum sessions in entrepreneurship and innovation	Mentoring for targeted groups	
Use of Studentfolio			

## Careers Service - Career Planning Agreement – 2018/19

The following tables identify current course employability provision and clarify where in the curriculum they appear (L4, L5 or L6); additional interventions can be scheduled in collaboration with the Careers Service.

### 1. Employability within the course

Employability within module	Pedagogy	Employability Skills and Behaviours from module	Delivered within the curriculum? Yes/No/ Assessed? Yes / No
<b>Level 4 (Year 1)</b>			
All modules	Entire year is delivered to support the MPharm programme which has been accredited by the professional body (GPhC) as being fit for the training of pharmacists. Literacy, numeracy and IT are focused upon in order to assure <u>core skills</u> are at the level required for career aspiration and expectation of the professional body	<i>Career planning, core skills</i>	Yes/Yes
PY164, PY165 and 166, PY167	<u>Written communication</u> of ideas and arguments in laboratory reports and essay	<i>Core Skills</i>	Yes/Yes
PY164	NPA Counter Assistants Course Assessment if >80% in MCQs	<i>Career Planning/Wellbeing</i>	Yes/Yes
PY164	Placement in a community pharmacy (half day)	<i>Self-assessment, Career planning</i>	Yes/Yes
PY164	Continuous professional development (CPD) records – completion of three compulsory CPD entries reflecting on various elements of the	<i>Personal Development Planning, Self-assessment</i>	Yes/Yes

### Careers Service - Career Planning Agreement – 2018/19

	course e.g. what you have gained from the CV writing session		
PY164	<u>Oral communication</u> to a 'patient' regarding an 'over the counter' medicine	<i>Oral communication</i>	Yes/Yes
PY164	Professional numeracy	<i>Core skills</i>	Yes/Yes
PY164	Lecture on "Student Fitness To Practise" which includes "Standards for Pharmacy Professionals"	<i>Well-being, Self-assessment</i>	Yes/Yes
	Pharmacy Careers Fair – opportunities for volunteering/summer placements etc. will be discussed at this event	<i>Career Planning/Networking</i>	No/No
<b>Level 5 (Year 2)</b>			
All modules	Entire year delivered to support the MPharm programme which has been accredited by the professional body (GPhC) as being fit for the training of pharmacists. Literacy, numeracy and IT are focused upon in order to assure <u>core skills</u> are at the level required for career aspiration and expectation of the professional body	<i>Career planning, core skills</i>	Yes/Yes
PY264, PY265, PY266 and PY267	<u>Written communication</u> of ideas and arguments in laboratory reports and care plans	<i>Core skills</i>	Yes/Yes
PY264, PY265, PY266 and PY267	Patient counselling and understanding the impact of verbal and non-verbal communication	<i>Oral communication, Emotional intelligence</i>	Yes/Yes
PY264	Placement in hospital	<i>Self-assessment, Career planning</i>	Yes/Yes

### Careers Service - Career Planning Agreement – 2018/19

PY264	Continuous professional development (CPD) records – completion of five compulsory CPD entries reflecting on various elements of the course	<i>Personal Development Planning, Self-assessment</i>	Yes/Yes
PY264	Presentation to another healthcare professional	<i>Oral communication</i>	Yes/No
PY264	Professional numeracy	<i>Core skills</i>	Yes/Yes
PY264	Inter-professional Education (IPE) – <u>Team-working</u> (3-5 pharmacy students and 3-5 medical students) face-to-face and on-line (social media) to produce a care plan; Working with podiatrists at the Leaf Hospital	<i>Networking, Organisational skills, communication skills, group working</i>	Yes/No
	Pharmacy Careers Fair – opportunities for volunteering/summer placements etc. will be discussed at this event	<i>Career Planning, Networking</i>	No/No
<b>Level 6 (Year 3)</b>			
All modules	Entire year delivered to support the MPharm programme which has been accredited by the professional body (GPhC) as being fit for the training of pharmacists. Literacy, numeracy and IT are focused upon in order to assure <u>core skills</u> are at the level required for career aspiration and expectation of the professional body	<i>Career planning, core skills</i>	Yes/Yes
PY364, PY365, PY366, PY367	<u>Written communication</u> of ideas and arguments in laboratory reports, essay and information to patients	<i>Core skills</i>	Yes/Yes

### Careers Service - Career Planning Agreement – 2018/19

PY366	Drug Discovery and Bringing a drug to market cases; Formulation exercise	<i>Team working, Creative thinking, Opportunity analysis, Entrepreneurship</i>	Yes/Yes
PY364	Professional numeracy	<i>Core skills</i>	Yes/Yes
PY364	Designing and presenting a poster; Preparing a video interview Placement in hospital (1 week)	<i>Written and oral communication Oral communication Self-assessment, Career planning</i>	Yes/No Yes/Yes
PY364	Continuous professional development (CPD) records – completion of seven compulsory CPD entries reflecting on various elements of the course	<i>Personal Development Planning, Self-assessment</i>	Yes/Yes
PY364	Inter-professional Education (IPE) – <u>Team-working</u> (3-5 pharmacy students and 3-5 medical students) face-to-face and on-line (social media) to produce a care plan	<i>Networking, Organisational skills, communication skills, group working</i>	Yes/No
	A summer placement talk from the local hospital trusts	<i>Career Planning/Networking</i>	No/No
	Pharmacy Careers Fair – opportunities for volunteering/summer placements etc. will be discussed at this event	<i>Career Planning/Networking</i>	No/No
	Guidance on how to complete the Health Education England Oriel National recruitment /Q&A with 4 <sup>th</sup> year students and pre-registration students	<i>Career Planning/Networking</i>	Yes/Externally assessed

## Careers Service - Career Planning Agreement – 2018/19

	Individual support for students successful in gaining hospital interviews at the regional assessment centres	<i>Career Planning/Networking</i>	Optional
	Mini Multiple Interview (MMI) preparation to be delivered by the Careers Service	<i>Career Planning/Networking</i>	No/No
	MMI practice	<i>Career Planning/Networking</i>	Yes/Yes
	Preferencing - utilising the fair to be delivered by the Careers Service	<i>Career Planning/Networking</i>	Optional
<b>Level 7 (Year 4)</b>			
All modules	Entire year delivered to support the MPharm programme which has been accredited by the professional body (GPhC) as being fit for the training of pharmacists. Literacy, numeracy and IT are focused upon in order to assure <u>core skills</u> are at the level required for career aspiration and expectation of the professional body	<i>Career planning, core skills</i>	Yes/Yes
PYM62	Placements in hospital (4 days) and community (3 days) pharmacy	<i>Self-assessment, Career planning</i>	Yes/Yes
	Continuous professional development (CPD) records – completion of nine compulsory CPD entries reflecting on various elements of the course	<i>Personal Development Planning, Self-assessment</i>	Yes/Yes
	Inter-professional Education (IPE) – <u>Team-working</u> (3-5 pharmacy students and 3-5 other	<i>Networking, Organisational skills, Wellbeing, communication skills,</i>	Yes/Yes

### Careers Service - Career Planning Agreement – 2018/19

<p>PYM40</p> <p>PYM36 (optional)</p>	<p>healthcare professions students) face-to-face and on-line (social media) to produce a care plan; IPL Conference</p> <p><u>Team-working</u> within a simulated pharmacy environment</p> <p>Professional numeracy</p> <p>Individual research project</p> <p>Business studies for pharmacist</p>	<p><i>group working</i></p> <p><i>Creative thinking, Project management, Problem solving, Organisational skills</i></p> <p><i>Core skills</i></p> <p><i>Information analysis, Project management, Problem solving, Organisational skills, Making things happen</i></p> <p><i>Commercial awareness, Opportunity analysis</i></p>	<p>Yes/Yes</p> <p>Yes/Yes</p> <p>Yes/Yes</p> <p>Yes/Yes</p>
<p>Post-graduation</p>	<p>Regular calculations and clinical topic updates via studentcentral pre-registration pharmacist page/edublogs</p> <p>Formative experience of the GPhC registration exam run at the University of Brighton</p>		<p>No/No</p> <p>Yes/Yes</p>

## Careers Service - Career Planning Agreement – 2018/19

### 2. Employability provision offered by Careers Service and other employability partners.

Level (4,5 or 6)	Employability provided by Careers Service or employability partner	Employability Skills and Behaviours	Delivered within the curriculum? Yes/No
L4	<p>Seminars: Introduction to Career Planning and how to write an effective CV for the pharmacy sector</p> <p>A reminder of the Careers Services on offer at the end of year</p>	<ul style="list-style-type: none"> <li>• Career Planning: The notion of starting early to gain experience and develop sector relevant/ employability skills, using the PAF (Pre-registration Professional Attributes Framework).</li> <li>• Written communication: How to write a CV with regards to content, structure and layout a CV.</li> <li>• Self-assessment: Understanding the value of assessing skills and strengths</li> <li>• Personal Development Planning: Planning for skills development to be demonstrated in CVs/covering letters and interviews</li> <li>• Career Planning: Use of careers resources</li> </ul>	<p>Yes</p> <p>Yes</p>
L5	<p>Presentation on 'How to give evidence of your skills': for applications, interviews and advanced CV writing.</p>	<ul style="list-style-type: none"> <li>• Self-assessment: Understanding strengths and how to present them</li> <li>• Oral and written communication skills: Addressing a specific audience (organisation/employer/ interviewer), understand what they are looking for and use appropriate language.</li> </ul>	<p>No, optional</p>





## Careers Service - Career Planning Agreement – 2018/19

### 3. Placement or other work experience

Placement Activity	Compulsory or voluntary	Assessed (Yes or No)	Administered by	Employability Skills and behaviours
L4 – Half day visit (4 h) to Community Pharmacy plus a half day at Boots The Chemist Brighton	Compulsory	Yes	Placement Officer	
L5 – Three half day visits (3 x 4 h) to the Leaf Hospital, clinics and/or wards	Compulsory	Yes	Placement Officer	
L6 – One week placement (up to 37 h) in a secondary care ward-based setting	Compulsory	Yes	Placement Officer	
L6 – Placements in local Mental Health trust, local prison and Local Pharmaceutical Committee HQ	Voluntary	No	Claire May	
L7 - Four day placement in a local hospital; Three day placement in a community pharmacy	Compulsory	Yes	Placement Officer	

## Careers Service - Career Planning Agreement – 2018/19

### Employability Skills Framework – tick boxes of the following skills developed within the course

<b>SELF MANAGEMENT</b>	<b>Self-Assessment</b>	<b>Career Planning</b>	<b>Personal Development Planning</b>	<b>Well Being</b>	<b>Core Skills</b>
	To become aware of personal strengths, weaknesses and interests, identify and develop ways to improve employability, and how to articulate these when making applications. <input type="checkbox"/>	To set realistic and achievable career goals, with knowledge of national and global labour markets, their opportunities and challenges. Know where one can access support for employability development within the university and externally and how to navigate independently through labour market. <input type="checkbox"/>	To maintain a paper or electronic record of learning and development with reflection. Using this as an on-going evidence for future applications, and help to consider what future development is required. <input type="checkbox"/>	To understand the importance of managing the health and well-being of one's self, and also employees when in a managerial position when applying a duty of care for staff <input type="checkbox"/>	To ensure that the core skills demanded by employers such as literacy, numeracy and IT are at a level required for the career aspiration and expectation of the professional body. <input type="checkbox"/>
<b>COMMUNICATION</b>	<b>Oral Communication and Presentations</b>	<b>Written Communication</b>	<b>Managing Emotions</b>	<b>Team Working</b>	<b>Networking</b>
	To be able to present ideas and arguments which are relevant, appropriate to the audience and clearly communicated <input type="checkbox"/>	To be able to present written ideas and arguments which are relevant, appropriate to the audience and clearly communicated <input type="checkbox"/>	To understand the impact of verbal and non-verbal communication upon people, be sensitive to other people's points of view and feelings, and understand the importance of managing one's own emotions. <input type="checkbox"/>	To understand the importance of a team approach that is required for many tasks and strategies, and to appreciate different team working styles including leadership that individuals can adopt to make a team successful. Working with, listening and encouraging the development of others. <input type="checkbox"/>	To develop the confidence and appreciate the benefits that can arise from a networking approach ranging from personal contact to an effective use of social media <input type="checkbox"/>
<b>ENTERPRISE, INNOVATION and ENTREPRENEURSHIP</b>	<b>Creative Thinking</b>	<b>Opportunity Analysis</b>	<b>Making Things Happen</b>	<b>Commercial Awareness</b>	<b>Self -Employment</b>
	To be able to apply creative techniques to generate ideas range of situations related to enterprise, as well as developing ideas for new products, services, community projects or social enterprises. <input type="checkbox"/>	To be able to select the best ideas generated, and analyse those ideas focussing on areas such as benefits and impact; customers and competitors; industry analysis; marketing and communications; operations and risks; staffing requirements; costs and income. <input type="checkbox"/>	To be able to implement ideas and see them through, and if necessary accessing the appropriate support. To be able to use one's own initiative to overcome any challenges whilst turning those ideas into reality. <input type="checkbox"/>	To be able to identify the key functions of an organisation and understand how those units work together and support each other. To understand the range of challenges relating to sustainability and growth which businesses typically face. <input type="checkbox"/>	To understand the process involved with setting up one's own venture, and the support available to individuals seeking entrepreneurial careers. To recognise entrepreneurial opportunities related to one's own discipline or area of study. <input type="checkbox"/>
<b>RESEARCH</b>	<b>Information Analysis</b>	<b>Project Management</b>	<b>Problem Solving</b>	<b>Organisational Skills</b>	<b>Resource Gathering</b>
	To use appropriate resources and skills such as IT, Internet, library, information literacy; identify and submit proposals, using findings to complete coursework/projects, using theories, methods, ideas and approaches in a critical and scholarly way. <input type="checkbox"/>	To work to a brief (e.g. an assignment or external project/event etc.), setting goals and objectives, scheduling and managing tasks and putting plans into practice; producing risk assessment, & an evaluation strategy to assess outcomes and outputs <input type="checkbox"/>	To develop decision-making skills, critical thinking and enquiry-based learning; sustained and applied analytical skills, negotiation skills, managing change and risk, testing different strategies and choosing the most appropriate solution <input type="checkbox"/>	To organise an event or carry out a task. Meeting deadlines for academic, paid or voluntary work Balancing study with other responsibilities such as childcare, employment, social and community activities. <input type="checkbox"/>	To be able to source possible funding, submit bids and maintain records for audit. To think creatively on the different types of resources required to carry out a project. <input type="checkbox"/>

## Careers Service - Career Planning Agreement – 2018/19

### Resources:

Careers Service home page; <https://www.brighton.ac.uk/careers/index.aspx>

Bee purple; <https://www.brighton.ac.uk/careers/start-your-own-business/index.aspx>

Active Student (volunteering); <https://www.brighton.ac.uk/careers/volunteering/index.aspx>

Studentfolio home page; <https://folio.brighton.ac.uk/>

Planning your career; <http://about.brighton.ac.uk/careers/plan-your-career/>

Assessment centres/psychometric tests; <http://about.brighton.ac.uk/careers/cvs-and-interviews/assessment-centres/>

Employability Skills Framework; <http://about.brighton.ac.uk/careers/develop-your-skills/graduate-toolkit/what-do-employers-want/>

Skills on Tap UK; <http://www.skillsontapuk.com>

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