

## Programme Specification

**Programme title: MPharm Pharmacy**

Academic Year:	2018-19
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	N/A
Final and interim award(s):	MPharm (Hons) [Framework for Higher Education Qualifications level 7] BSc (Hons) Pharmaceutical Studies [Framework for Higher Education Qualifications FHEQ Level 6] Diploma of Higher Education [Framework for Higher Education Qualifications FHEQ Level 5] Certificate of Higher Education [Framework for Higher Education Qualifications FHEQ Level 4]
Programme accredited by (if appropriate):	General Pharmaceutical Council (GPhC)
Programme duration:	4 years
UCAS code:	B230
QAA Subject benchmark statement(s):	Pharmacy (2002)
Date of Senate Approval:	
Date last confirmed and/or minor modification approved by Faculty Board	October 2017

### Introduction

In September 2012 we started to deliver our newly-accredited and innovative pharmacy curriculum using [Team-Based Learning](#), built with advice from leading pharmacists, employers, recent graduates, patients and other key stakeholders to ensure patients get the best out of their medicines.

We wanted a new curriculum to reflect upon the evolving and expanding roles of pharmacists in healthcare together with changes in how students were being taught globally using active learning approaches. This innovative programme was devised with advice from leading pharmacists, employers and other key stakeholders to achieve the patient-centred outcomes needed by pharmacists in practice. Our aim was to have an engaging curriculum which creates a capable pharmacist practitioner. The curriculum places emphasis on health problems and pharmacy

interventions in the community, primary care, hospital or industrial setting. There is strong integration between basic sciences and their application to practice and there are opportunities for early patient contact and for relevant inter-professional learning (IPL). Feedback from students and stakeholders alike suggest that the Team-Based Learning (TBL) approach to the curriculum has been well received. Our programme has won a 'Collaborative Award in Teaching Excellence' (CATE) award from the Higher Education Academy (HEA) for its innovative curriculum. We will continue to push the boundaries for a student-centred approach to learning using TBL. The 2018 revisit of the curriculum has taken place to refresh and update the programme as appropriate.

We are the only UK University to offer the [5-year practice-integrated MPharm programme](#), during which students have paid pre-registration placements and are able to qualify as a pharmacist when they leave university. We have run this course successfully for over 40 years.

Alternatively students can choose this 4-year continuous programme where they complete their one-year pre-registration training after graduation.

The [5-year programme](#) embeds two separate six-month periods of paid pre-registration experience within the course, and gives students the opportunity to experience two different aspects of pharmaceutical practice (usually hospital and community practice), thereby broadening their experience.

Each six-month placement is arranged and supervised by the Bradford School of Pharmacy, and the two-placement structure brings students into contact with a wide range of patients, employers and healthcare professionals. Students thus integrate education and training, whilst gaining broad work experience before graduation. The 4-year pathway is the most common route to registration (offered by all Schools of Pharmacy) and best suits students who wish to focus on academic studies, before then moving on to the world of work.

## **Programme Aims**

The programme is intended to develop students who can demonstrate the following attributes:

- A1 Application of scientific knowledge, pharmaceutical skills and professional behaviours in relation to the discovery, development, prescribing, monitoring and use of medicines.
- A2 Management and delivery of high quality patient-centred care in a range of environments.
- A3 Be prepared for life-long learning in pursuit of personal development and excellence in professional practice.
- A4 Effective problem solver, capable of applying logical, critical, creative and reflective thinking to a range of problems.
- A5 Implementation of safe working practices and ensuring patient safety in a range of environments when working alone or as part of a team.
- A6 A commitment to ethical action, social responsibility and sustainable development as a professional and person.

- A7 Appropriate and effective communication in professional practice and as a member of the community.
- A8 Management and leadership of people and service delivery and improvement in line with relevant policies; in collaboration with health and social care professionals, patients, carers and the public.

## **Programme Learning Outcomes**

*To be eligible for the award of*

MPharm [Framework for Higher Education Qualifications level 7]

- LO1 Manage the procurement, storage, supply, use and disposal of medicines, including ensuring an appropriate supply chain.
- LO2 Undertake appropriate reviews of medicines to optimise therapeutic choices, patient adherence and patient safety.
- LO3 Perform effective patient-centred consultations aligned to an appropriate model of consultation in relation to: responding to symptoms, recognising self-limiting conditions, chronic disease management and health promotion.
- LO4 Safely prescribe and/or recommend and/or supply appropriate medicines together with suitable advice to meet a patient's assessed needs.
- LO5 Recognise limits of personal competence and when it is necessary to seek advice or refer to another health or social care professional.
- LO6 Manage uncertainty using established systems and procedures to support safe and effective decision-making.
- LO7 Use information, information technology and healthcare systems effectively in a health and social care context.
- LO8 Recognise health beliefs and inform and help to encourage behaviours that contribute to good health and appropriate use of medicines.
- LO9 Appropriately educate and facilitate the learning of patients, carers, the pharmacy team, health and social care professionals.
- LO10 Provide immediate care for common medical emergencies within sphere of competence, including First Aid and resuscitation.
- LO11 Demonstrate the professional attributes required for recruitment and selection as a pre-registration pharmacist.
- LO12 Make, monitor and review decisions and professional judgements based on scientific knowledge and understanding, clinical information and ethical and legal principles.
- LO13 Apply the principles, skills and knowledge of evidence-based practice.
- LO14 Apply social, behavioural, medical and pharmaceutical scientific principles, methods and knowledge to pharmacy practice and research.
- LO15 Demonstrate values and behaviours appropriate to professional working in a variety of organisations including the National Health Service (NHS).

LO16 Use core knowledge and understanding of physiology, pharmacology, pharmaceuticals and pharmaceutical chemistry to improve the health and well-being of patients.

## Curriculum

This is presented in the form of integrated modules that develop students' understanding of the pharmaceutical and biomedical sciences in ways that demonstrate their importance to problems encountered by pharmacists in practice.

Stage 1 consists of four modules that introduce students to the fundamentals of the scientific and professional practice of pharmacy. Three of these modules look at biomedical sciences, pharmaceutical sciences, health and well-being and prescription processing. One module entitled 'Developing Professional Practice' (DPP) focuses on developing students as pharmacy professionals and enhancing their employability skills. These Stage 1 modules lay the foundations for learning at subsequent stages. Each stage builds on the skills and knowledge developed in the previous stage, revisiting each theme to consolidate previous learning and integrate it with subsequent higher level learning of increasing complexity, as students progress through the programme. This is known as a spiral curriculum where topics are initially introduced in Stage 1 at a relatively basic level and then revisited on several occasions throughout the programme, each time becoming more advanced.

DPP modules are present in all 4 stages of the programme, providing vertical integration of employability and pharmacy professional skills from each year of the programme to the next and giving a backbone to the pharmacy programme. As DPP evolves through the programme students will develop and consolidate their skills and confidence necessary to practise as a pharmacist and to optimise their employability. Students will undertake core activities as part of this strand, for example learning about, from and with other health-care professionals and students; learning whilst in the practice setting; peer tutoring; completion of a programme of extra-mural studies (for example, working with Bradford Council and their public health team). Students will also be encouraged to undertake other learning activities, that develop their capability as a pharmacist, for example service to the School or University, community engagement, voluntary work and/or other activities designed to recognise their achievements and development and enhance their employability.

Time is available in the curriculum to allow students to exercise some choice and develop or pursue a specialist interest through in-depth study, project work, research, options, and opportunities for study overseas. These opportunities will support the development of critical outcomes of the programme e.g. critical thinking and problem solving. There are two types of optionality built in to the programme: intra-modular optionality in the form of Student-Selected Assignments, which occur at each stage, in the DPP modules. In the final Stage there is a module entitled 'Pharmacy Special Studies' and this module will provide students with the opportunity to further develop their knowledge, skills and understanding of a topic of their choice that reflects their particular interests and/or career aspirations.

### Stage 1

<b>FHEQ Level</b>	<b>Module Title</b>	<b>Core/ Option/ Elective</b>	<b>Credits</b>	<b>Study Period</b>	<b>Module Code</b>
4	Developing Professional Practice (DPP) 1	C	30	1&2	PHA4007-C
4	Molecules to Systems	C	30	1&2	PHA4008-C
4	Lifecycle of a Medicine	C	30	1&2	PHA4009-C
4	Medicines and Health	C	30	1&2	PHA4010-C

At the end of Stage 1, students will be eligible to exit with the award of Certificate of Higher Education if they have successfully completed at least 120 credits and achieved the relevant award learning outcomes at FHEQ Level 4 as specified in Appendix 1.

[THIS AWARD DOES NOT CONFER ELIGIBILITY TO APPLY FOR REGISTRATION WITH GPhC]

### Stage 2

<b>FHEQ Level</b>	<b>Module Title</b>	<b>Core/ Option/ Elective</b>	<b>Credits</b>	<b>Study Period</b>	<b>Module Code</b>
5	Developing Professional Practice (DPP) 2	C	30	1&2	PHA5013-C
5	Pharmacy Science and Practice (PSP) 1	C	90	1&2	PHA5014-R

At the end of Stage 2, students will be eligible to exit with the award of Diploma of Higher Education if they have successfully completed at least 240 credits and achieved the relevant award learning outcomes at FHEQ Level 5 as specified in Appendix 1.

[THIS AWARD DOES NOT CONFER ELIGIBILITY TO APPLY FOR REGISTRATION WITH GPhC]

### Stage 3

<b>FHEQ Level</b>	<b>Module Title</b>	<b>Core/ Option/ Elective</b>	<b>Credits</b>	<b>Study Period</b>	<b>Module Code</b>
6	Developing Professional Practice (DPP) 3	C	30	1&2	PHA6019-C
6	Pharmacy Science and Practice (PSP) 2	C	90	1&2	PHA6020-R

Students will be eligible to exit with the award of Ordinary Degree of Bachelor of Pharmaceutical Studies if they have successfully completed at least 120 credits in

both Level 4 and 5 and 60 credits at level 6 and achieved the relevant award learning outcomes at FHEQ Level 6 as specified in Appendix 1.

Students will be eligible for the award of Honours Degree of Bachelor of Pharmaceutical Studies if they have successfully completed at least 360 credits and achieved the award learning outcomes at the relevant FHEQ level as specified in Appendix 1.

[THESE AWARDS DO NOT CONFER ELIGIBILITY TO APPLY FOR RREGISTRATION WITH GPhC]

#### Stage 4

FHEQ Level	Module Title	Core/ Option/ Elective	Credits	Study Period	Module Code
7	Developing Professional Practice (DPP) 4	C	20	1	PHA7056-B
7	Pharmacy Special Studies (PSS)	C	20	1	PHA7057-B
7	Patient Safety and Decision Making (PSDM)	C	20	1	PHA7058-B
7	Patient Centred Care	C	60	2	PHA7059-E

Students will be eligible for the award of Master of Pharmacy (MPharm) with Honours if they have successfully completed at least 480 credits and achieved the award learning outcomes at the relevant FHEQ level as specified in Appendix 1.

This award confers eligibility to apply for registration with GPhC if graduates go on to successfully complete 12 months of Pre-Registration Pharmacist training with a GPhC-approved training provider and sit and successfully pass the GPhC Registration Examination.

#### Placement and/or Study Abroad

This programme has a range of mandatory and optional placements available to students at all stages on the programme. For further information about study abroad opportunities please refer to

<http://www.bradford.ac.uk/international/erasmus-and-international-exchanges/>

#### Learning and Teaching Strategy

Students will develop the knowledge, understanding and skills necessary to meet the learning outcomes of the modules through the programme's instructional learning and teaching strategy; TBL. Students will study the core, knowledge-based content of the module out of class and discuss this in-class through a range of activities.

The basic sciences will be taught in ways which emphasise their application to practice problems/interventions. Emphasis will be placed on providing students with concrete examples and illustrations (context) prior to the presentation of conceptual information. In this way, students are more likely to be motivated to learn. The learning and teaching strategy will place great emphasis on the adoption

of learner-centred rather than teacher-centred approaches; accordingly, more emphasis on guided self-directed learning, TBL and enquiry (intervention) based learning and project work, with few didactic lectures. Methods of learning/teaching, including learning in the practice setting, will support curricular learning outcomes. Relevant skills will be developed in the appropriate practice setting and there will be a balance between community, primary care, hospital and industrial settings.

Within the core curriculum at each stage, students will study a DPP module which spans the whole stage and builds their professional capabilities. The backbone of DPP develops the generic skills students will require in order for them to fulfil their future roles as a pharmacist and for successful employment, which are: Healthcare professional, Collaborator, Educator, Communicator, Self-directed learner, Manager, Problem solver, Scholar.

It is a requirement of the GPhC that initial pharmacy education and training must be based on principles of equality, diversity and fairness. Furthermore, the University requires that students are made aware of issues of equality and diversity, initially through the induction process and then throughout the curriculum. Issues of equality and diversity are embedded in the 'Promoting Health and Wellbeing' theme. Starting in the Stage 1 Medicines and Health module, social determinants of health and inequalities in health will be explored; and the concept of stigma and disadvantage across different client groups will be introduced as the programme develops (mental health, disability, ethnicity and transcultural health care). The Patient Centred Care module will consider the tailoring of communication and clinical skills to meet individual needs and will outline strategies for communication with people from a diverse society. There are some aspects in the design of the MPharm programme where issues of fairness, equality of opportunity and diversity of backgrounds need to be considered very directly. These include the establishment of the teams for TBL, the provision of opportunities for the development of generic skills in the backbone of DPP, and the assurance that Work Based Learning Placements (WBLP) operate in accordance with these principles. The programme team will ensure that these aspects are carefully monitored.

### **Assessment Strategy**

The overarching strategy for assessment is to develop and build on the complexity of assessment Stage-by-Stage. In Stage 1, end of year assessment is through Module-specific examinations. Through Stages 2-4, this builds to synoptic integrated assessments, which assess students' learning across much of the material covered during the academic year/Stage.

In-class assessment following self-study is through a number of individual readiness assurance tests (iRAT) throughout the academic year. Following completion of the individual tests, students will discuss the iRAT assessment in teams of 5-6 and retake the assessment as a team (tRAT). In-class, students will then, in their teams of 5-6, apply this new knowledge to a number of formative assessments (to help them apply their learning) and summative assessments (to test their application of learning). These sessions are called 'Application Exercises' (AE) and help to develop students' ability to solve problems in a team. Finally, students will be assessed individually to ensure that they personally can meet each of the learning outcomes through summative synoptic performance tasks at the end of the module and/or stage. To pass the module, students will need to demonstrate a pass standard of 40% in each of the learning outcomes for that module. For DPP, assessment will be

by a portfolio of evidence and reflection. In addition, the GPhC specify that any aspects of assessment of Law or Calculations must be passed at 50% and 70% respectively.

## Assessment Regulations

Detailed regulations for progression and award in the MPharm programme and its interim awards, can be found here:

<http://www.bradford.ac.uk/agpo/documents-templates-and-downloads/a-z/regulation-for-degree-of-master-of-pharmacy.php>

Due to the vocational nature of the programme and the requirements of the GPhC, the MPharm programme falls outside the scope of the standard University Assessment Regulations and is subject to programme-specific regulations. The MPharm programme regulations require that each learning outcome within a module is passed at a threshold<sup>1</sup> level and that condonement, compensation, trailing and extended resit opportunities **will not** normally be allowed.

If students attend an assessment event they are deeming themselves to be fit and well enough to sit the assessment. Unless there is evidence that they become unwell during an assessment, extenuating circumstances in relation to health or other issues will not normally be accepted after an assessment has occurred. It is important that students are able to manage minor illness and difficult or distressing life events at the same time as pursuing their programme of study (just as they will have to do in the work-place). However, students are also responsible for themselves so if a student does not feel 'fit to sit' then they are **strongly** encouraged to exercise that option. Students should also take every opportunity to discuss their situation with their Personal Academic Tutor (PAT).

## Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience and performance at the Applicant Experience Day (AED).

The University of Bradford has always welcomed applications from disabled students, and these will be considered on the same academic grounds as are applied to all applicants. Students with a disability may wish to contact the Admissions Team and the University Disability Service before they apply.

The **minimum** entry requirements for the programme are as follows:

For entry onto the programme, the 'normal route' is by offering three GCE Advanced-level subjects, one of which must be Chemistry or Biology and another

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<sup>1</sup> The threshold for achieving a pass standard for most modules and assessments is set at 40%. Marking criteria will ensure that this threshold mark reflects safe and effective practice and will not be based on a linear marking scale. For Pharmacy Law assessments, the threshold pass standard is set at 50% and for pharmaceutical calculations the threshold pass standard is set at 70%, in line with GPhC requirements.



must be a further science subject (selected from Physics, Chemistry, Biology, Psychology or Maths). We are happy to accept a science or non-science subject (excluding General Studies and Critical Thinking) as the third A-level. The first science must be at a Grade B and the second science ideally at a grade B although a grade C will be considered due to the nature of the first year of the MPharm programme giving broad foundations for entrants. All GCSE passes must be to at least C grade (grade 4) and must include English Language and Mathematics or equivalent at grade C (grade 4) or above: these grades for English Language and Mathematics are also a requirement of our regulator the GPhC.

Applications are welcomed from mature students and we would encourage students to complete an Access course if they have been out of education for more than 5 years. Candidates with non-standard qualifications are advised to contact the Admissions Team to discuss their particular circumstances ([pharmacy@bradford.ac.uk](mailto:pharmacy@bradford.ac.uk)). On submission of a UCAS form, initial selection will be based on factors such as predicted grades, merit as shown by GCSE performance, work experience, skills, insight into the profession, personal interests and the academic referee's statement about the applicant. If selected, students will be invited to the School for an AED when they (and any accompanying guests) will have the opportunity to meet staff, view the facilities and discuss "the Bradford experience" with current students.

We consider applications from candidates with qualifications equivalent or superior to GCE Advanced level. In each case it will be the attainment in Chemistry or Biology and other science subjects that will be the principal factor. If a student is applying as a graduate we would consider an upper second class Honours degree in conjunction with good A-levels in Chemistry or Biology and another science subject. Candidates offering other qualifications such as BTEC or Vocational A-levels will be considered, but must also obtain 48 points (old tariff: 120 points) (grade A) in GCE Advanced-level Chemistry or Biology. Scottish candidates should normally offer 128 points (old tariff 320 points) from mainly science-based Scottish Highers (all at Grade B or above and to include Chemistry or Biology) plus a minimum of 2 Advanced Highers in Chemistry or Biology and a science subject at Grade A and B. Applicants should also have a broad range of Ordinary subjects at grade C or above.

Irish candidates should normally have 128 UCAS points (old tariff 320 points) from the Irish Leaving Certificate with Chemistry or Biology and a science subject (chosen from Physics or Maths) at grade A and three other passes at grade B, all at the Higher level. International or European Baccalaureate candidates should write for guidance to the Admissions Team, giving details of their subjects. Indeed, the Admissions Team would be pleased to discuss any candidate's individual circumstances if this would help. International applications are considered on individual merit in conjunction with NARIC.

Applicants who do not hold the specified A-Level subjects may be considered for the Clinical Sciences Foundation Year with a view to entering year one of the MPharm the following year. Entry onto the MPharm would be conditional on assessment performance at the end of the foundation year. Entry onto the MPharm is subject to passing all modules at first attempt and achieving a minimum of 60% in the chemistry module and an overall average of 65% or higher. Students that do not achieve this standard, but who pass the foundation year, would transfer to another programme within the Faculty of Life Sciences (e.g. BSc Chemistry, BSc Biomedical Sciences, BSc Clinical Sciences). Please note that these applicants would

be nominated and supported as a potential future pharmacy student and as such this route does not permit transfer to study Medicine at the University of Leeds.

Where an applicant's first language is not English, and where an applicant possesses qualifications other than those indicated above, evidence is required of at least Level 6.5 attainment in the International English Language Testing Scheme (IELTS) with no sub-test less than 6, or a Cambridge Certificate at grade B or a pass in the University's own English Language proficiency Test or any equivalent to these.

As part of our admissions policy we will invite students to an AED which will give students the opportunity to see the University and the city, look round the School and its facilities, and talk to current students who act as guides during the visit. Pharmacy is a profession, and we need to be assured during the AED that students have the personal commitment and necessary attitude, as well as the academic ability, to be a pharmacist. The AED will thus include:

- An interview - students will be interviewed by a member of academic staff and a current pharmacy student on a mixture of science, pharmacy knowledge and personal skills topics.
- A group activity - this will be an opportunity for applicants to demonstrate their communication, team-work and problem-solving skills and gives them a taster session of TBL.
- A tour of the facilities.

If students are successful at the AED, this will usually lead to a conditional offer.

If students are invited to an AED, before any offer of a place is made they will be asked to complete a *Good Character Declaration* as part of their application. The processing of any offer made to a student, and consequently their chances of obtaining an offer, will be fastest if they do this in advance of or during their attendance at the AED. Applicants to the MPharm who may have criminal convictions, cautions, reprimands or warnings should be aware that these are never classed as 'spent' under the Rehabilitation of Offenders Act 1974. The declaration of false information, or the failure to declare relevant information, may lead to the withdrawal of any offer to study the MPharm programme, or if a student is admitted and enrolled they could subsequently lose their place on the programme.

Pharmacy is one of the registered healthcare professions, and carries both privileges and responsibilities. A pharmacy student must demonstrate that they are able to exercise those privileges and bear those responsibilities. This means that pharmacy students must conduct themselves professionally at all times. Therefore the GPhC has issued '*Standards for Pharmacy Professionals*' and this applies to students from the first day of their undergraduate programme. The GPhC requires that any person applying to be registered as a pharmacist satisfies the Registrar that their fitness to practise is not impaired, and that they are of good character. As a condition of enrolment on the academic programme, all students are required to sign a *Good Character Declaration*, are subject to an enhanced Disclosure Barring Service (DBS) check and an Occupational Health Check. More advice on occupational health can be seen via the HEOPs website ([http://www.heops.org.uk/HEOPS\\_Pharmacy\\_Students\\_fitness\\_standards\\_2013\\_v5.pdf](http://www.heops.org.uk/HEOPS_Pharmacy_Students_fitness_standards_2013_v5.pdf)).

The GPhC will carry out their own health and good character checks before registering an applicant. These checks relate to registration and are additional to checks made by universities and employers. The GPhC may not register a student if a check is failed, even if they have previously passed any university checks. If an applicant wishes to appeal against a GPhC decision to refuse registration, this should be done through the GPhC Appeals Committee. The GPhC will not provide prospective registration advice.

### Student Fitness to Practise

Students on this programme are expected to conduct themselves professionally at all times. Students should be aware that their behaviour whilst at University, whilst on any placement in the practice setting, and in their personal life, may have an impact on their fitness to practise as a student. Health issues can also affect a student's fitness to practise, especially in cases when the problems have implications for the student's own safety, or for the safety of patients, carers, service users or colleagues, even when there are no complaints about the behaviour of the student. Students should be aware that unacceptable behaviour, some impairments and some health conditions may invoke the Student Fitness to Practise procedures of the University. If, as a result of these procedures, a student is found to be unsuitable to remain on the MPharm programme but is permitted to remain in the University, then the student will be offered entry onto a suitable alternative degree programme, which will allow any credits already accrued to be transferred to the new programme.

The UCAS **tariff** applicable may vary and is published here [<http://www.bradford.ac.uk/study/courses/info/pharmacy-mpharm-4-years>]

Applications are welcome from students with non-standard qualifications or mature students (those over 21 years of age on entry) with significant relevant experience.

### Recognition of Prior Learning

Exemptions for prior learning, achievement or experience will not be given. We do not consider any accreditation of prior learning for admission. A student wishing to study an MPharm programme at Bradford will begin their studies at Stage 1 and will be expected to complete all aspects of our programme and the required assessment. This applies to both internal and external students. The very nature of our spiral curriculum does not support entry into any other year, as the core modules and skeleton of DPP are integrated into the curriculum.

### Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
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**Master of Pharmacy – MPharm (Hons)**  
**Master of Pharmacy 4 years – MPharm (Hons)**

The following table, gives, in detail what award learning outcomes have been achieved at each Stage.

<b>LEVEL 4: Certificate of Higher Education</b>	
<b>Framework for Higher Education Qualifications Qualification Descriptors</b>	<b>Programme Learning Outcomes</b>
<p><b>Certificate of Higher Education are awarded to students who have demonstrated:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study.</li> <li>• An ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.</li> </ul> <p><b>Typically, holders of the qualification will be able to:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work</li> <li>• Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments</li> <li>• Undertake further training and develop new skills within a structured and managed environment</li> </ul> <p><b>And holder will have:</b></p> <ul style="list-style-type: none"> <li>• The qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.</li> </ul>	<p>LO1 Manage the procurement, storage, supply, use and disposal of medicines, including ensuring an appropriate supply chain.</p> <p>LO8 Recognise health beliefs and inform and help to encourage behaviours that contribute to good health and appropriate use of medicines.</p> <p>LO14 Apply social, behavioural, medical and pharmaceutical scientific principles, methods and knowledge to pharmacy practice and research.</p> <p>LO15 Demonstrate values and behaviours appropriate to professional working in a variety of organisations including the National Health Service (NHS).</p>

<b>LEVEL 5: Diploma of Higher Education</b>	
<b>Framework for Higher Education Qualifications Qualification Descriptors</b>	<b>Programme Learning Outcomes</b>
<p><b>Diploma of Higher Education are awarded to students who have demonstrated:</b></p> <ul style="list-style-type: none"> <li>• Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed</li> <li>• Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of these principles in an employment context</li> <li>• Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study</li> <li>• An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.</li> </ul> <p><b>Typically, holders of the qualification will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis</li> <li>• Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively</li> <li>• Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.</li> </ul> <p><b>And holders will have:</b></p> <ul style="list-style-type: none"> <li>• The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.</li> </ul>	<p>LO4 Safely prescribe and/or recommend and/or supply appropriate medicines together with suitable advice to meet a patient's assessed needs.</p> <p>LO12 Make, monitor and review decisions and professional judgements based on scientific knowledge and understanding, clinical information and ethical and legal principles.</p> <p>LO14 Apply social, behavioural, medical and pharmaceutical scientific principles, methods and knowledge to pharmacy practice and research.</p> <p>LO15 Demonstrate values and behaviours appropriate to professional working in a variety of organisations including the National Health Service (NHS).</p> <p>LO16 Use core knowledge and understanding of physiology, pharmacology, pharmaceuticals and pharmaceutical chemistry to improve the health and well-being of patients.</p>

<b>LEVEL 6: Bachelor's degree with honours</b>	
<b>Framework for Higher Education Qualifications Qualification Descriptors</b>	<b>Programme Learning Outcomes</b>
<p><b>Bachelor's degree with honours are awarded to students who have demonstrated:</b></p> <ul style="list-style-type: none"> <li>• A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline</li> <li>• An ability to deploy accurately established techniques of analysis and enquiry within a discipline</li> </ul> <p><b>Conceptual understanding that enables the student:</b></p> <ul style="list-style-type: none"> <li>• To devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline</li> <li>• To describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline</li> <li>• An appreciation of the uncertainty, ambiguity and limits of knowledge</li> <li>• The ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).</li> </ul> <p><b>Typically, holders of the qualification will be able to:</b></p> <ul style="list-style-type: none"> <li>• Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects</li> <li>• Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution – or identify a range of solutions – to a problem</li> <li>• Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</li> </ul> <p><b>And holders will have:</b></p>	<p>LO3 Perform effective patient-centred consultations aligned to an appropriate model of consultation in relation to: responding to symptoms, recognising self-limiting conditions, chronic disease management and health promotion.</p> <p>LO4 Safely prescribe and/or recommend and/or supply appropriate medicines together with suitable advice to meet a patient's assessed needs.</p> <p>LO5 Recognise limits of personal competence and when it is necessary to seek advice or refer to another health or social care professional.</p> <p>LO7 Use information, information technology and healthcare systems effectively in a health and social care context.</p> <p>LO8 Recognise health beliefs and inform and help to encourage behaviours that contribute to good health and appropriate use of medicines.</p> <p>LO11 Demonstrate the professional attributes required for recruitment and selection as a pre-registration pharmacist.</p> <p>LO12 Make, monitor and review decisions and professional judgements based on scientific knowledge and understanding, clinical information and ethical and legal principles.</p> <p>LO14 Apply social, behavioural, medical and pharmaceutical scientific principles, methods and knowledge to pharmacy practice and research.</p> <p>LO15 Demonstrate values and behaviours appropriate to professional working in a variety of organisations including the National Health Service (NHS).</p> <p>LO16 Use core knowledge and understanding of physiology,</p>

The qualities and transferable skills necessary for employment requiring:

- The exercise of initiative and personal responsibility
- Decision making in complex and unpredictable contexts
- The learning ability needed to undertake appropriate further training of a professional or equivalent nature.

pharmacology, pharmaceuticals and pharmaceutical chemistry to improve the health and well-being of patients.



<b>LEVEL 7: Master's degree with honours</b>	
<b>Framework for Higher Education Qualifications Qualification Descriptors</b>	<b>Programme Learning Outcomes</b>
<p><b>Master's degree with honours are awarded to students who have demonstrated:</b></p> <ul style="list-style-type: none"> <li>• A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice</li> <li>• A comprehensive understanding of techniques applicable to their own research or advanced scholarship</li> <li>• Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline</li> </ul> <p>Conceptual understanding that enables the student:</p> <ul style="list-style-type: none"> <li>• To evaluate critically current research and advanced scholarship in the discipline</li> <li>• To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.</li> </ul> <p><b>Typically, holders of the qualification will be able to:</b></p> <ul style="list-style-type: none"> <li>• Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences</li> <li>• Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level</li> <li>• Continue to advance their knowledge and understanding, and to develop new skills to a high level.</li> </ul> <p><b>And holder will have:</b></p> <ul style="list-style-type: none"> <li>• The qualities and transferable skills necessary for employment</li> </ul>	<p>LO1 Manage the procurement, storage, supply, use and disposal of medicines, including ensuring an appropriate supply chain.</p> <p>LO2 Undertake appropriate reviews of medicines to optimise therapeutic choices, patient adherence and patient safety.</p> <p>LO3 Perform effective patient-centred consultations aligned to an appropriate model of consultation in relation to: responding to symptoms, recognising self-limiting conditions, chronic disease management and health promotion.</p> <p>LO4 Safely prescribe and/or recommend and/or supply appropriate medicines together with suitable advice to meet a patient's assessed needs.</p> <p>LO5 Recognise limits of personal competence and when it is necessary to seek advice or refer to another health or social care professional.</p> <p>LO6 Manage uncertainty using established systems and procedures to support safe and effective decision-making.</p> <p>LO7 Use information, information technology and healthcare systems effectively in a health and social care context.</p> <p>LO8 Recognise health beliefs and inform and help to encourage behaviours that contribute to good health and appropriate use of medicines.</p> <p>LO9 Appropriately educate and facilitate the learning of patients, carers, the pharmacy team, health and social care professionals.</p> <p>LO10 Provide immediate care for common medical emergencies within sphere of competence, including First Aid and resuscitation.</p>

<p>requiring:</p> <ul style="list-style-type: none"><li>• The exercise of initiative and personal responsibility</li><li>• Decision-making in complex and unpredictable situations</li><li>• The independent learning ability required for continuing professional development</li></ul>	<p>LO11 Demonstrate the professional attributes required for recruitment and selection as a pre-registration pharmacist.</p> <p>LO12 Make, monitor and review decisions and professional judgements based on scientific knowledge and understanding, clinical information and ethical and legal principles.</p> <p>LO13 Apply the principles, skills and knowledge of evidence-based practice.</p> <p>LO14 Apply social, behavioural, medical and pharmaceutical scientific principles, methods and knowledge to pharmacy practice and research.</p> <p>LO15 Demonstrate values and behaviours appropriate to professional working in a variety of organisations including the National Health Service (NHS).</p> <p>LO16 Use core knowledge and understanding of physiology, pharmacology, pharmaceuticals and pharmaceutical chemistry to improve the health and well-being of patients.</p>
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