Programme Specification (Undergraduate) FOR ENTRY YEAR: 2026/27

Date created: 2023 **Last amended: April 2026 Version no.** 2 **Date approved by EQED:** n/a

Please note: This programme is currently under review as part of the University's ongoing curriculum enhancement process. The information in Appendix 1 reflects the current structure and content of the programme. Any future changes will be communicated to applicants and offer holders once confirmed.

1. Programme title(s) and code(s):

Master of Pharmacy (MPharm) B230

Certificate of Higher Education in Pharmaceutical Practice*

Diploma of Higher Education in Pharmaceutical Practice*

Bachelor of Science in Pharmaceutical Practice*

Notes
* An award marked with an asterisk is only available as an exit award and is not available for students to register onto. An award marked with an asterisk cannot be used to apply for a Foundation Year Training post or for registration with the General Pharmaceutical Council

a) HECOS Code

HECOS Code	%
100251	100%

b) UCAS Code B230

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based

4. Registration periods:

The normal period of registration is 4 years

The maximum period of registration 6 years

5. Typical entry requirements

Application will be via UCAS, or directly through the University central admissions system. The UCAS application will be scored. Subject to initial scoring applicants may be invited to interview after which a decision will be made in regards to offers. Applicants are expected to show academic attainment at the required level within 3 years of the course proposed start date.

In line with the National Health Service Constitution, we use a NHS values based recruitment approach in seeking candidates with the appropriate values to support effective team working in delivering excellent patient care.

Students that are suitable for an interview will undertake an interview, either on-line or on campus with 1 member of staff and either a member of the College patient/carer group or a practising pharmacist. This interview will include live completion and return of a situational judgement test and other related group activities that can be undertaken in real time.

Academic Entry Criteria

The following qualifications will be accepted as meeting the minimum academic entry criteria:

GCSE (or equivalent) requirements

Applicants will normally be required to hold at least six GCSEs (or equivalent) taken at one sitting, at grade 6 or above in the reformed GCSEs (England) including:

- Mathematics (at grade 6 or above,)
- English Language (at grade 6 or above)
- Biology and Chemistry (at grade 6 or above) if not offered at A Level

Normally applicants should have obtained GCSE level qualifications before applying.

Equivalent qualifications for Mathematics and English Language and Level 2 Key Skills/Functional Skills are not accepted

UCAS tariff points

Qualification	**Required Grade Profile**	**Further information**
A Levels (Full A2) Equivalent Scottish and Irish qualifications will be accepted.	*A, B, B or above	Successful applicants must hold at least two A levels in science subjects: one of which must be either Biology or Chemistry. Psychology will be considered as a science subject for admission to the MPharm degree programme.
International Baccalaureate® (IB)	32 points overall. 6.6.5 at higher level	Chemistry or Biology at the higher level plus Psychology, Physics or Mathematics at higher level and three further subjects at Standard Level.
BTEC Nationals:	D*DD	Pass relevant Diploma in a health-related subject
Previous Degree	Normally 2.1 and above	Applicants achieving a 2.1 or above, in a related science degree may apply for the programme. Applicants achieving a 2.1 or above, in an unrelated degree and meet the School entry requirements (A level, BTEC etc) may apply for the programme. Applicants achieving a 2.1 or above, in an unrelated degree who do not meet the School's Level 3 entry requirements will need to undertake an A level in Biology or chemistry and achieve a B grade or higher.

*Contextual offers of B,B,B will be made to students who meet the criteria for the University of Leicester access and participation policy. GCSE grades and subject requirements at A level are as set out above.

English Requirements

Applicants whose first language is not English will need an International English Language Testing System (IELTS) score of 7.0 or higher (with no single subset below 6.5). English language requirements are specified in Senate Regulations 1.10., 1.11., 1.12., 1.13 and 1.14.

To be eligible to apply for registration with the General Pharmaceutical Council (GPhC), students must be able to communicate in English to the standard equivalent to level 7 of the IELTS. Applicants who have qualified outside of the UK, whose first language is not English and who are not nationals of a country within the European Economic Area (EEA) or Switzerland, must provide evidence that they have reached the necessary standard.

Please note that English language tests need to have been taken no more than two years prior to the start date of the course (UoL, 2015).

The assessment of listening, reading, writing and speaking English at level 7 is continuous throughout the program through the application of the FHEQ credit level descriptors (2010), the use of marking rubrics for written assignments, examinations, presentations and group work (UoL, 2014).

Teaching and clinical education staff also make formative and summative assessment decisions on the student's abilities to communicate within the clinical setting. The At Risk processes used in placements will identify any students that are not meeting the minimum requirement. Students will be supported in developing their English language and other relevant academic skills through the Centre for Academic Achievement..

If there is any doubt about a students' English language ability, they may be referred to the Fitness to Practise Panel. The University of Leicester reserves the right to require students to achieve a satisfactory score in a recognised English language test, or to pass a test of competence, set and marked by the English Language Teaching Unit (UoL, 2015).

Occupational Health, Disclosure and Barring Service and Insurance

All offers are conditional upon the applicant having a satisfactory Occupational Health assessment, and an enhanced clearance by the Disclosure and Barring Service (DBS).

All students must be 18 years of age at the commencement of the programme.

Students will need to have insurance in place, either through the placement provider or through the Pharmacists Defence Association (PDA) or the National Pharmacy Association (NPA).

Vaccinations

School of Healthcare students are expected to undertake all routine and selected vaccinations as recommended by Occupational Health and in line with the Greenbook recommendations (Immunisation of healthcare and laboratory staff: the green book, chapter 12 - GOV.UK (www.gov.uk)), in order to be able to attend clinical placements. These vaccinations are a requisite for students to successfully complete their course.

Students that do not engage with the relevant immunisation programmes and do not have the required vaccinations will not be able to participate in their clinical placements. **Consequently, they will not be able to complete their course requirements and will therefore not be able to successfully complete their degree.**

There may be exceptions for students who have a medical reason as to why they cannot be vaccinated. This should be supported by evidence from a doctor who is licensed to practice in the UK and has appropriate expertise in immunisation/vaccinations. This will likely be the student's GP. This will be reviewed and advice will be sought from the Occupational Health team.

6. Accreditation of Prior Learning

Accreditation of Prior Learning is not permitted for admission to the MPharm programme at this time.

7. Programme aims

The programme aims to:

Prepare graduates to secure Foundation Year training posts and complete their training as a prescriber who is able to meet the General Pharmaceutical Council (GPhC) requirements for registration (including preparation to pass the two national registration assessments at the end of the Foundation Year) and to practice safely and effectively as a pharmacist.

The MPharm programme will:

- Provide the knowledge, skills and professional behaviours/attributes required to enable graduates to enter the Foundation Year and complete their training as a pharmacist who is able to practise safely and effectively, including as a prescriber, and to deliver sustainable healthcare
- Create graduates able to adopt a reflective approach to lifelong learning and development and realise their potential across different areas of practice in their careers.
- Ensure that students develop excellent clinical skills (including consultation, examination and clinical reasoning); effective teamworking (including interprofessional communication) skills and an understanding of leadership both personal and professional.
- Support graduates to develop practice that is empathetic, culturally aware and non-judgmental.

8. Reference points used to inform the programme specification

- General Pharmaceutical Council (GPhC) Standards for the Initial Education and Training of Pharmacists
- General Pharmaceutical Council (GPhC) Standards for Pharmacy Professionals
- Royal Pharmaceutical Society (RPS) Prescribing Competency Framework
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- Education Strategy
- University Assessment Strategy [*log-in required*]
- University of Leicester Periodic Developmental Review Report*
- External Examiners' reports (annual)*
- United Nations Education for Sustainable Development Goals
- Student Destinations Data*

* Data for these reference points are not yet available, but will be used as they become available.

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9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) Knowledge and Critical Understanding

i) Competence in an appropriate body of knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Describe the epidemiology, anatomy, physiology, pathophysiology and causes of the most common diseases associated with the gastrointestinal and cardiovascular systems.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the University • Review existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case-based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Identify common gastrointestinal and cardiovascular diseases and describe how to prevent, initially treat and manage them using evidence-based medicine.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case-based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

Describe the epidemiology, anatomy, physiology, pathophysiology and causes of the most common diseases associated with respiratory, blood, skin and special sense systems.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case-based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Identify common respiratory, blood, skin and special senses diseases and describe how to prevent, initially treat and manage them using evidence-based medicine.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the University • Review existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case-based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Explain how endocrine, central nervous, and renal diseases and disorders are prevented, diagnosed and managed and the scientific rationale underpinning them.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the University • Review existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case-based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

Discuss initial treatment for people with endocrine, central nervous, and renal diseases and report how to effectively monitor for safety and effectiveness.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case-based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Explain how diseases of the musculoskeletal system, and disease in general in vulnerable groups including frail elderly and children, are prevented, diagnosed and managed and the scientific rationale underpinning them.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the University • Review existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case-based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Discuss initial treatment for people with musculoskeletal diseases, and special patient groups, and how to effectively monitor for safety and effectiveness.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the University • Review existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

Effectively identify disease in children and the elderly through the appropriate use of questioning and examination skills.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the University • Review existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case-based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Relate the chemical structure, biological activity, and the pharmacology of drugs commonly used in gastrointestinal and cardiovascular diseases to the choice of appropriate treatments.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Relate the chemical structure, biological activity, and the pharmacology of drugs commonly used in respiratory, blood, skin and special sense diseases to the choice of appropriate treatments.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the University • Review existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Describe core pharmaceutical principles relevant to the production of safe and effective oral formulations.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Laboratory classes	• Study guides for guided learning • Facilitated activities e.g. drug development workshop • Laboratory practicals e.g. testing medicines • Review existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report)

Describe core pharmaceutical principles relevant to the production of safe and effective respiratory, topical and ocular medicines.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Laboratory classes	• Study guides for guided learning • Facilitated activities e.g. drug development workshop • Laboratory practicals e.g. testing medicines • Review of existing research and create new knowledge through research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report)
Use pharmaceutical science to inform treatment and recommend processes for the safe and effective manufacture of medicines.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Laboratory classes	• Study guides for guided learning • Facilitated activities e.g. drug formulation workshop • Laboratory practicals e.g. testing medicines • Review of existing research and create new knowledge through research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case-based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report)
Cite professional, ethical and legal principles relevant to medicines use and patient care in diverse health systems.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. ethical dilemmas workshop • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the University • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case-based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

ii) Breadth of knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Cite the principles of high-quality care delivery and the role of effective inter-professional practice in the delivery of safe patient practice.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. interprofessional learning workshop • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the University • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case-based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

Apply principles of pharmaceutical care when prescribing for complex patients presenting in secondary care (acute medicine, general medicine, elderly care, psychiatric, general surgery settings) with acute illness	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case-based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Apply principles of pharmaceutical care when providing acute/chronic disease management services for complex patients including prescribing within primary care.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the University • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case-based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Assimilate and apply knowledge of health and disease to patients with differentiated disease, and/or those with non-differentiated common/self-limiting disease.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

Evaluate aspects of people and medicines science relevant to the diagnosis and treatment of patients, including advanced biological therapeutics.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Laboratory classes	• Study guides for guided learning • Facilitated activities e.g. advanced therapeutics workshop • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

iii) Understanding of source materials

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Evaluate different types of formulation and device, considering the factors that affect design and their relative advantages and disadvantages.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Laboratory classes	• Study guides for guided learning • Facilitated activities e.g. drug development workshop • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Explain the science underpinning the role of genomics and proteomics in drug discovery and development.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. drug development workshop • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case-based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

b) Cognitive and Practical Skills

i) Selection and analysis of sources

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Incorporate recent advances in both therapeutics and the provision of pharmaceutical care for patients in secondary care.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Laboratory classes	• Study guides for guided learning • Facilitated activities e.g. advanced therapeutics workshop • Placement activities e.g. advanced therapeutic reviews • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case-based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Evaluate and apply core and advanced pharmaceutical principles relevant to production of novel formulations and medicines.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Laboratory classes	• Study guides for guided learning • Facilitated activities e.g. drug development workshop • Laboratory practicals e.g. testing medicines • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Apply the concepts and principles of health economics treatment access for patients and service provision by healthcare professionals.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. health economics workshop • Review of existing research and guidelines	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

Critique and apply core and advanced pharmaceutical principles relevant to the safe and effective formulation and manufacture of medicines.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Laboratory classes	• Study guides for guided learning • Facilitated activities e.g. drug development workshop • Laboratory practicals e.g. testing medicines • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Critically appraise clinical evidence/literature pertinent to a research topic.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Laboratory classes • Research project	• Study guides for guided learning • Facilitated activities e.g. research methods workshop • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

ii) Critical engagement

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Use person-centred clinical reasoning during patient consultations.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. clinical reasoning workshop • Placement activities e.g. clinical reasoning justification exercise • Simulated activities e.g. clinical reasoning justification exercise • Review of existing research	• Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Locate the role of the pharmacist within the multi-disciplinary team	• Team Based Learning • Case Based Learning • Problem Based Learning	• Study guides for guided learning • Facilitated activities e.g. interprofessional learning workshops	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments

and explain how to become effectively integrated.	• Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Placement activities e.g. working with other healthcare professionals • Simulated activities e.g. interprofessional learning workshops • Review of existing research	• Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Explain how to manage uncertainty in the provision of patient care and why it occurs.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. consultation skills • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Effectively apply professional, legal and ethical frameworks for the resolution of complex ethical scenarios.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. ethical dilemma workshops • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Contribute effectively to local public health agendas and proactively identify opportunities to prevent future illness in patients.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. public health workshop • Use of prescribing and calculations platforms • Placement activities e.g. service evaluation • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

Analyse and apply the principles of high-quality care to both individuals and populations	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Apply person centred clinical and consultation skills to patients with differentiated disease, and/or those with non-differentiated common/self-limiting disease.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Appraise professional, ethical and legal decisions applied to pharmacy practice, medicines use and the wider health system.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Critically evaluate findings/clinical evidence in light of published work.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials	• Study guides for guided learning • Facilitated activities e.g. research methods workshop • Review of existing research and guidelines	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report)

	• Placement (at least 39 weeks) • Research project		• Research portfolio: including a research log (including research proposal); research paper/report and poster or presentation.

iii) Presentation of an argument

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Explain the role of the pharmacist within the public health agenda and how to effectively promote health.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. public health workshop • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Explain how to deliver sustainable, high-quality healthcare and the role of medicines in this agenda.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. quality improvement workshop • Use of prescribing and calculations platforms • Placement activities e.g. service evaluation • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Undertake and effectively conclude consultations including differential diagnosis.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. clinical reasoning workshops • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

Evaluate the current and future roles of the pharmacist considering relevant ethical and legal frameworks and how these may be amended to enable professional development.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. service design workshop • Placement activities e.g. service evaluation • Review of existing research	• Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including a research log; research paper/report and poster or presentation.

iv) Independent research

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Conceptualise and design a research project to generate/acquire data.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Laboratory classes • Research project	• Study guides for guided learning • Facilitated activities e.g. research methods workshop • Laboratory practicals e.g. testing medicines • Review of existing research and create new knowledge through research	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Research portfolio: including a research log (including research proposal); research paper/report and poster or presentation.
Apply research methodology to generate new data.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Laboratory classes • Research project	• Study guides for guided learning • Facilitated activities e.g. research methods workshop • Laboratory practicals e.g. testing medicines • Review of existing research and create new knowledge through research	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Research portfolio: including a research log (including a research proposal); research paper/report and poster or presentation.
Demonstrate high level synthesis of a research hypothesis and make recommendations based on data generated.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Laboratory classes • Research project	• Study guides for guided learning • Facilitated activities e.g. research methods workshop • Laboratory practicals e.g. testing medicines • Review of existing research and create new knowledge through research	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Research portfolio: including a research log (including a research proposal); research paper/report and poster or presentation.
Exemplify professional behaviour, problem solving skills and reflection in the conduct of the project.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars	• Study guides for guided learning • Facilitated activities e.g. research methods workshop • Laboratory practicals e.g. testing medicines	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report)

	• Tutorials • Laboratory classes • Research project	• Review of existing research and create new knowledge through research	• Research portfolio: including a research log (including a research proposal); research paper/report and poster or presentation.

v) Relevant technical skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply professional, ethical and legal principles relevant to medicines use and clinical practice in diverse health systems.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. ethical dilemma workshops • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Apply fundamental professional, legal and ethical frameworks in the safe delivery of patient care and supply of medicines.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. ethical dilemma workshops • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Perform basic clinical examinations to inform patients cardiovascular and respiratory health.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. clinical examination of cardiovascular and respiratory systems • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Review of existing research	• Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

Use basic clinical skills in history taking, reviewing lifestyle options and in the provision of pharmacological and non-pharmacological advice.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. history taking • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Apply relevant professional, legal and ethical frameworks in the safe delivery of patient care and medicines supply.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. ethical dilemma workshops • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case-based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Effectively perform a range of diagnostic skills used within the workplace.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university	• Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Use the principles of good manufacturing practice and quality assurance to illustrate how to routinely produce safe and effective medicines.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Laboratory classes	• Study guides for guided learning • Facilitated activities e.g. drug development workshop • Review of existing research • Laboratory practicals e.g. testing medicines	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report)

Perform a range of diagnostic assessments and clinical examinations required for effective role delivery in workplace.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. clinical examinations, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university	• Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Analyse, plan and prescribe the care of patients with differentiated disease, and/or those with non-differentiated common/self-limiting ailments.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research and guidelines	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

vi) Autonomous working

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Contribute effectively to the operation and delivery of pharmacy services provided within workplace.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. pharmacy services workshop • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Assume responsibility for the operation and delivery of elements of local pharmacy services.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of

	• Placement (at least 39 weeks)	• Simulated activities e.g. consulting simulated patient actors at the university	practice; case-based discussions and mini clinical examination exercises
Organise and manage independently activities associated with a research project.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Laboratory classes • Research project	• Study guides for guided learning • Placement activities e.g. data collection related to a research project • Review of existing research and create new knowledge through research	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Research portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

vii) Presentation of research findings

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate enhanced competence in presenting and communicating research findings.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Laboratory classes • Research project	• Study guides for guided learning • Facilitated activities e.g. research presentation workshop • Placement activities e.g. sharing medicines related research with other healthcare professionals • Simulated activities e.g. consulting other healthcare professionals or healthcare students • Review of existing research	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Research portfolio: including a research log (including a research proposal); research paper/report and poster or presentation.

c) Transferable skills

i) Verbal, written and digital communication

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Build patient rapport and gather relevant clinical information in simulated patient consultations.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

Communicate effectively with other healthcare professionals and operate within a multi-professional team to optimise patient care.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients and other healthcare professionals in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Provide information in a patient-centred manner when conducting patient consultations.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Effectively communicate when supplying medicines and when responding to patient requests.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

Recognise and respond appropriately to patients in distress; validating feelings and supporting self-management where appropriate.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Effectively apply person-centred care within consultation skills for complex patients with acute illness.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Effectively apply person-centred care within consultations for the purposes of managing patients with acute/chronic disease in primary care.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

ii) Numeracy

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Perform basic pharmaceutical calculations surrounding the expression of strengths of medicines, formulation production and dose calculations.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings	• Pharmacy calculations examination paper • Open-book case based examination paper • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Perform pharmaceutical calculations regarding the conversion between different expressions of strength, complex formulation production and dosage calculation using basic patient parameters.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings	• Pharmacy calculations examination paper • Open-book case based examination paper • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Routinely use pharmaceutical calculations to assess prescribing appropriateness essential to supply medicines safely and efficiently.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients and other healthcare professionals in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated healthcare professional actors at the university • Review of existing research and guidelines	• Pharmacy calculations examination paper • Open-book case based examination paper • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Review and recommend treatment dosage considering patient demographics, pharmacokinetic parameters and formulation characteristics.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients and other healthcare professionals in community pharmacy, hospital and general practice settings	• Pharmacy calculations examination paper • Open-book case based examination paper • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

		• Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research and guidelines	
Calculate treatment dosage considering patient demographics, pharmacokinetic parameters and formulation characteristics.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. care planning workshops • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients and other healthcare professionals in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research and guidelines	• Pharmacy calculations examination paper • Open-book case based examination paper • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Respond to complex medicines information queries relating to calculation of dose using standard reference sources.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. responding to complex medicines queries • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients and other healthcare professionals in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research and guidelines	• Pharmacy calculations examination paper • Open-book case based examination paper • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Recommend and review treatment selection and dosage based on complex patient characteristics informed by pharmacogenomics.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients and other healthcare professionals in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting patients and other healthcare professionals in community pharmacy, hospital and general practice settings • Review of existing research and guidelines	• Pharmacy calculations examination paper • Open-book case based examination paper • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

Apply and appraise advanced numerical skills related to patient care and prescribing.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients and other healthcare professionals in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research and guidelines	• Pharmacy calculations examination paper • Open-book case based examination paper • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

iii) Self-reflection

Intended Learning Outcome	Module Code	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate professionalism at all times, including the role of reflection in professional development.		• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. professionalism workshop • Placement activities e.g. reflection and identifying learning needs • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Demonstrate ability to manage self, reflect on development and identify future learning needs.		• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. professional development workshop • Placement activities e.g. reflection and identifying learning needs • Simulated activities e.g. consulting simulated patient actors at the university	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Analyse, debate and realise the professional, ethical and legal responsibilities relevant to pharmacy practice, medicines use and the wider health system.		• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. ethical dilemma workshops • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report)

			• Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

iv) Problem solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Review new prescriptions and test-results to ascertain appropriateness within current guidelines and make recommendations to improve care where necessary.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. reviewing prescriptions and test results in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research and guidelines	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case-based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Review prescription doses to confirm appropriateness and safety for individual patients; routinely recommend appropriate dose changes when identified as necessary.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Undertake a complete consultation, including making a differential diagnosis, for patients with self-limiting disease.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university	• Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

Review and recommend treatment dosage considering patient demographics, pharmacokinetic parameters and formulation characteristics.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and care planning • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research.	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Evaluate use of skill-mix and processes for resource management in the workplace to develop strategy for enhancement.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. interprofessional learning workshop • Placement activities e.g. service evaluation • Simulated activities e.g. interprofessional learning workshop • Review of existing research	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Critically evaluate working practices in a clinical or non-clinical setting	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks) • Elective	• Study guides for guided learning • Facilitated activities e.g. quality improvement workshop • Placement activities e.g. audit and service development • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises • Elective report

v) Organisation and management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Effectively appraise work settings and practices for ensuring medicines-related patient safety and recommend appropriate improvements.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks) • Elective	• Study guides for guided learning • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises • Elective report
Effectively perform, in simulated conditions, appraisals, including performance management and create learning plans in agreement with appraisee.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Placement activities e.g. appraisal of other pharmacy students • Simulated activities e.g. appraisal workshop	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Manage complaints, incidents and errors, and develop and implement strategies to improve the quality of care.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. quality improvement workshop • Placement activities e.g. dealing with challenging patients • Review of existing research	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Effectively use mentorship skills including assessment of performance, delivery of appraisal processes, provision of feedback and agreement of future learning objectives.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. appraisal workshop • Placement activities e.g. mentoring other pharmacy students	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Discuss and analyse the role of leadership within pharmacy	• Team Based Learning • Case Based Learning • Problem Based Learning	• Study guides for guided learning • Facilitated activities e.g. leadership workshop • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case-based examination paper

and how NHS Leadership principles underpin this.	• Workshops/seminars • Tutorials • Placement (at least 39 weeks) • Elective		• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises • Elective report
Create strategies for the implementation of new technology and therapies into primary care practice considering evidence for effectiveness, safety and cost-effectiveness.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. service design • Placement activities e.g. service evaluation • Review of existing research	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Create a strategy or vision for delivery of pharmacy services.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks) • Elective	• Study guides for guided learning • Facilitated activities e.g. service design • Placement activities e.g. service evaluation • Review of existing research	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises • Elective report
Apply skills and knowledge of self and others to manage resources and tasks.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks) • Elective	• Study guides for guided learning • Facilitated activities e.g. service evaluation • Placement activities • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Multiple choice question (MCQ) and Extended matching question (EMQ) examination paper • Open-book case based examination paper • Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises • Elective report

Demonstrate effective leadership and management skills as part of the multi-disciplinary team.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. service design • Placement activities • Review of existing research	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

vi) Teamwork

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Integrate effectively into pharmacy practice settings, manage risk to self, safely use appropriate procedures and work effectively within a pharmacy team.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. risk management • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises
Work effectively with other healthcare professionals, such as pharmacy technicians, doctors, nurses, physiotherapists and radiographers.	• Team Based Learning • Case Based Learning • Problem Based Learning • Workshops/seminars • Tutorials • Placement (at least 39 weeks)	• Study guides for guided learning • Facilitated activities e.g. prescribing, history taking and communication skills • Use of prescribing and calculations platforms • Placement activities e.g. consulting patients in community pharmacy, hospital and general practice settings • Simulated activities e.g. consulting simulated patient actors at the university • Review of existing research	• Coursework (e.g. reflective essay, case-based discussions, presentations, lab report) • Simulated Clinical Assessments • Placement portfolio: including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises

10. Progression points

Due to accreditation requirements of the General Pharmaceutical Council (GPhC), progression requirements for this programme are higher than those listed under Senate Regulation 5.

The following dispensations from Senate Regulation 5 have been approved by the University:

None of the modules on this programme are eligible for compensation and must be passed at the relevant pass mark for progression and for the degree to be awarded.

'Proceed and resit' is not permitted on this programme. All modules and every summative assessment component must be passed in order to allow progression to the following year.

To be eligible to proceed to PH1315 Placement 1, a student must have successfully passed at least one of the 45-credit Level 4 modules (PY11011, PY1202) on the first attempt. If a student fails both of the Level 4 45-credit modules at first attempt, they will not be permitted to proceed to the placement and must instead repeat the year (i.e. retaking all Level 4 modules, including teaching and assessments, with the next cohort of students).

In addition, students are required to pass a Pharmacy Calculations assessment zero credit module in each year (pass mark 70.00%) to progress to the next year and, in the fourth year, to be eligible to receive the final award. These assessments of these zero (0) credit modules are essential for the award of the MPharm degree but do not contribute to the calculation of the degree classification.

In cases where a student has failed to meet a requirement to progress, he or she will be required to withdraw from the course.

Course transfers n/a

11. Criteria for award and classification

As set out in section 10 above, the assessment requirements are higher than those set out in Senate Regulation 5.

Students must achieve 480 credits (including 120 credits at level 7 from the taught module and research and elective projects in the fourth year of the programme) and have passed each zero (0) credit Pharmacy calculations module in order to be eligible to receive the intended award. The rule which allows students to gain compensated pass is therefore not applicable for this programme and there will be no condoned credit permitted.

- Students must pass all components of all modules at 40.00% (Years 1 to 3/levels 4 to 6) and at 50.00% (Year 4/level 7) in order to pass a module and be awarded credit.
- Exit awards on the programme will not confer eligibility to apply for registration with the GPhC and recipients will not be entitled to practice Pharmacy.
- Subject to GPhC approval, graduates of the MPharm will be eligible to apply for Foundation Year training posts and progress to registration with the GPhC and to practice Pharmacy in the UK.

Programme Assessment Strategy

The programme assessment strategy has been designed to meet the requirements of the University and the GPhC. There is a variety of assessments including examinations, simulated clinical assessments and coursework all designed to suit a variety of student strengths and learning styles, with a key focus on assuring safe clinical practice.

Each module assessment weighting is in line with the University recommendations for testing each learning outcome. Formative assessment is used and feedback is given in a timely fashion in order that the student can act upon any constructive advice.

The clinical placements are designed to be developmental and offer a variety of assessments, including critical incident log; direct observations of practice; case-based discussions and mini clinical examination exercises and a reflective essay, which contribute not only to the students' personal and professional development but also to their final degree classification.

Key Clinical & Professional Practice and Pharmacy Calculations examinations are designed to prepare students to sit the GPhC National Registration Assessments during their Foundation Year.

The research project, undertaken in Year 4, is assessed by portfolio and includes a presentation plus a scientific report/paper and research log including a research proposal.

The elective in Year 4 is assessed using a short report format.

12. Special features

Teaching period

The MPharm Programme is an integrated Master's programme that prepares students to practise as a pharmacist who is able to prescribe. As such it is a demanding and complex curriculum with integrated practice placements. It is taught around a term structure, with teaching organised after Easter and, in Year 1, into the summer.

Students will complete a minimum of 39 weeks of placement time across the four years, with the three 13-week placements (Year 1-3) being integrated placements that contribute marks to the award of the degree. Students will access on-line study days with members of the University teaching team one day each week, ensuring that students are in contact with and supported by the University team during their placements.

Students may be able to complete their placements whilst living outside of Leicester. The University has a network of local and national placement providers and all study days will be run as on-line events enabling participation from off campus.

12a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
Research-briefed Bringing staff research content into the curriculum.	**Research-briefed** All staff draw on their own published research, and the wider published literature, to inform teaching where appropriate and the Grand Round Lectures provide specific opportunities for teaching staff to showcase ongoing research with students and share approaches to research design. The GPhC Learning Outcomes for MPharm programmes include a number that reflect the application and generation of knowledge through research & audit.
Research-based Framed enquiry for exploring existing knowledge.	**Research-based** Students will, as part of the clinical curriculum, routinely use evidence-based consultation techniques to apply patient information and published medicines evidence to make prescribing and care decisions. In the Journal Club sessions students will explore different types of scientific knowledge applied to clinical decision making and learn how to read and interpret published evidence.

	Coursework will allow students to develop scientific writing skills and data presentation.
Research-oriented Students critique published research content and process. **Research-apprenticed** Experiencing the research process and methods; building new knowledge.	**Research-oriented** Students will as part of the Journal Club sessions, learn how to critique the content (and research process) in a range of scientific disciplines that inform both the delivery of care and clinical decision making. In addition they will understand the process used to develop clinical guidelines based on systematic reviews of published literature. Students will be expected to conduct literature searches and to appraise the literature that relates to their 4th year project. **Research-apprenticed** In year 4 students will experience the research process for themselves building new knowledge pertaining to an aspect of care; clinical practice or pharmaceutical (or related) science through completion of a Masters level project. Together with their supervisor, students will identify and develop a research question for investigation: design the experimental approach, conduct the experiments and analyse results to build new knowledge and insights for potential publication. Students will be expected to draft a final report or paper and present their results to their class explaining their research approach, experimental design and results.

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

As part of the core curriculum students attend three or four Grand Round Lectures each semester: delivered by invited guest speakers and staff at the University of Leicester, the lecture programme will include presentation of research in progress and published results in areas at the leading edge of both health services and pharmaceutical science.

In Years 2 and 3 MPharm students will join a module taught in the Schools of Chemistry and Biological Science - see Appendix 1 below for details of the co-curricular modules offered. As part of these modules students will experience a wider research culture within the university with opportunities to explore research content and process in more depth in a related scientific discipline relevant to the study and practice of pharmacy.

Students may wish to undertake their fourth year elective in a research based environment in either the university, NHS or industry, they will be encouraged and supported to explore a range of opportunities.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

Teaching on the MPharm programme has been designed based on a wide range of published literature relating to delivery of clinical teaching programmes in pharmacy and healthcare more widely:

- all theme curricula are based on published curricula from pharmacy and a range of medical disciplines
- long 13 week placements are designed based on published literature demonstrating the benefits to student learning and career options

- teaching approaches for example team and problem-based learning are all research-informed drawing on published literature to ensure students benefit in terms of their learning but also the development of key clinical skills including leadership, team working, motorship etc.

The programme supports staff to use published pedagogic research to inform regular reviews of programme outcomes and to inform annual curriculum reviews. Staff are encouraged to attend education conferences and will be supported to present evaluations of our curriculum innovations.

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

Practice workshops

Regular simulated practice workshops across the four years will prepare students with the skills needed for effective practice in consultation and clinical examination skills and safe clinical decision-making and communication with wider healthcare team.

Interprofessional learning

Students will have access to a range of interprofessional learning opportunities learning with students from medicine, nursing, midwifery, physiotherapy, clinical radiography and operating department practitioners, across the curriculum.

Students will undertake a Chemistry or Biological Science module, joining students in the School of Chemistry or the School of Biological Science to complete one 15 credit module in addition to the core clinical and professional modules and the placements in Year 2 and 3.

All clinical and professional teaching will be delivered with the input of practising pharmacists many of whom will be registered prescribers.

Journal Club and Grand Round Lecture sessions

Journal Club and Grand Round Lecture sessions across all four years will ensure that students have access to leading science and develop critical appraisal skills; evidence-based practice and lifelong learning skills

12b. Work-related learning

The workload of all students on this programme includes the opportunity to engage with *at least* 100 hours of employer informed, work-related learning activity. Further information regarding work-related learning is available online.

13. Indications of programme quality

Internal assessment of programme quality is assessed by the University Programme Approval Panel. External assessment of programme quality is carried out through the provisional programme approval by the GPhC, ongoing annual approvals by the GPhC until the first cohort of students graduates and subsequent regular re-accreditation visits; and the standard process of External Examination as specified in the Senate Regulations.

14. External Examiner(s) reports

This is a new programme so no external examiners reports are currently available. After 2024/25, the details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme will be found at exampapers@Leicester [*log-in required*].

UNIVERSITY OF LEICESTER

Programme Specification (Undergraduate) FOR ENTRY YEAR: 2026/27

Date created: 2023 **Last amended: April 2026 Version no.** 2 **Date approved by EQED:** n/a

Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

Master of Pharmacy (MPharm)

Level 4/Year 1 2026/27

Credit breakdown

Status	Year long	Teaching Period 1	Teaching Period 2	Teaching Period 3
Core	0 credit compulsory module	45 credits	45 credits	30 credits

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	PY1101	Core Clinical & Professional 1: Gastrointestinal and Cardiovascular Systems	45 credits
Term 2	PY1202	Core Clinical & Professional 2: Respiratory system, Blood, Skin and Special Senses	45 credits
Term 3	PY1315	Placement 1	30 credits
Year long	PY1103	Pharmacy Calculations 1	0 credits

Level 5/Year 2 2027/28

Credit breakdown

Status	Year long	Teaching Period 1	Teaching Period 2	Teaching Period 3
Core	0 credit compulsory module	45 credits	30 credits	30 credits
Option	n/a	15 credits	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	PY2101	Core Clinical & Professional 3: Endocrine, Renal and Central Nervous Systems	45 credits
Term 2	PY2215	Placement 2	30 credits
Term 3	PY2202	Core Clinical & Professional 4: Musculoskeletal System, and Special Patient Groups	30 credits
Year long	PY2103	Pharmacy Calculations 2	0 credits

Option modules

Delivery period	Code	Title	Credits
Semester 1	*BS2013	Physiology & Pharmacology	15 credits
Semester 1	*MB2020	Medical Microbiology	15 credits
Semester 1	*CH2211	Pharmaceutics	15 credits

Notes

*Students will be able to choose one of the science modules offered: module access will depend on entry A levels and places available. The option module taken in Year 2 will impact on the available option module choice in Year 3.

Level 6/Year 3 2028/29

Credit breakdown

Status	Year long	Teaching Period 1	Teaching Period 2	Teaching Period 3
Core	0 credit compulsory module	30 credits	30 credits	45 credits
Option*	n/a	n/a	15 credits	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	PY3115	Placement 3	30 credits
Term 2	PY3101	Complex Clinical & Professional 5	30 credits
Term 3	PY3202	Complex Clinical & Professional 6	45 credits
Year long	PY3103	Pharmacy Calculations 3	0 credits

Option modules

Delivery period	Code	Title	Credits
Semester 2	*BS3011	Microbial Pathogenesis & Genomics	15 credits
Semester 2	*BS3056	Cellular Physiology of the Cardiovascular system	15 credits
Semester 2	*CH3211	Hit to Lead Drug Discovery	15 credits

Notes

*Choice will depend on year 2 science module completed

Level 7/Year 4 2029/30

Credit breakdown

Status	Year long	Teaching Period 1	Teaching Period 2	Teaching Period 3
Core	105 credits and 0 credit compulsory module	n/a	n/a	15 credits

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	PY4101	Clinical & Professional 7; Preparing to Prescribe	45 credits
Year long	PY4113	Research Project	60 credits
Year long	PY4103	Pharmacy Calculations 4	0 credits
Term 3	PY4314	Elective	15 credits