UNIVERSITY of BRADFORD
Faculty of Life Sciences

MPharm Pharmacy with Pre-Registration Placement (5yrs) Programme Specification

Academic Year:	2024-25
Degree Awarding Body:	University of Bradford
Final and interim award(s):	MPharm (Hons) [Framework for Higher Education Qualifications level 7] BSc (Hons) Pharmaceutical Studies [Framework for Higher Education Qualifications FHEQ Level 6] Diploma of Higher Education [Framework for Higher Education Qualifications FHEQ Level 5] Certificate of Higher Education [Framework for Higher Education Qualifications FHEQ Level 4]
Programme accredited by:	General Pharmaceutical Council (GPhC)
Programme duration:	5 years
UCAS code:	B231
Subject benchmark statement:	The Quality Assurance Agency has archived the Benchmark Statement for Pharmacy and refers the reader to the GPhC requirements
Date last confirmed and/or minor modification approved by Faculty Board	April 2024

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Introduction

Our innovative, engaging, and interactive curriculum, built with advice from leading pharmacists and employers, has been designed to develop confident and competent graduates with the skills needed by pharmacists in practice.

Our up-to-date curriculum reflects the evolving and expanding role of the pharmacist in healthcare and includes periods of experiential learning (guided learning and assessment in clinical or practice settings such as GP surgeries, community pharmacies and hospitals). This is embedded within the course from Stage 1 with early opportunities for patient contact and relevant inter-professional learning.

The curriculum places emphasis on health problems and pharmacy interventions on a population and individual basis. There is strong integration between basic sciences and their application to pharmacy practice, enabling students to understand the links and explain the science behind pharmacy.

Many professional and health-related occupations use Entrustable Professional Activities (EPAs) to allow students to perform discrete tasks without supervision once they have been signed off. The incorporation of EPAs and the associated skills log, evidence collation, and subsequent reflection into our learning and assessment strategy, prepares students for assessment in a clinical practice setting.

Team-Based Learning (TBL) forms a key part of the programme. This is an active, student-centred approach to learning and teaching for which the programme has won a national 'Collaborative Award in Teaching Excellence' from the Higher Education Academy (now AdvanceHE). More information about Team-Based Learning is provided in the section 'Learning & Teaching Strategy' below.

The University of Bradford offers two MPharm routes:

- A 5-year (sandwich) MPharm route (includes 2 x 6-month foundation training placements).
- A 4-year (continuous) MPharm route (students complete their one-year pre-registration training after graduation). The 4-year route is covered in a separate Programme Specification.

Programme Aims

The programme will support students to develop the knowledge, skills, attitudes and behaviours required to meet the General Pharmaceutical Society's expectations of a future pharmacist.

The programme will:

A. Enable students to know, and understand, how to:
    - Ensure safe and effective practice
    - Promote and respect patient autonomy
    - Promote justice
    - Demonstrate the roles of a pharmacist (including prescribing)

B. Enable students to develop a range of skills and qualities:
    - A commitment to continual professional development
    - A holistic approach

- Person-centred and cultural competence
- Self-awareness
- Critical thinking
- Adaptability to change

C. Enable students to:

- Use knowledge
- Live the NHS values
- Be the best version of themselves
- Make decisions and take responsibility for them
- Manage risk

Programme Learning Outcomes

To be eligible for the award of MPharm [Framework for Higher Education Qualifications level 7] students will be able to:

1. Communicate effectively and empathically and involve the appropriate people in decisions about care, in a variety of settings.

2. Collaborate effectively with the appropriate people, including members of the multi-disciplinary team and demonstrate leadership and management skills to ensure high-quality, person-centred care and to maintain continuity of care.

3. Demonstrate cultural competency, showing that an inclusive approach is used, that all people are treated as individuals and that protected characteristics, diversity and cultural differences are respected.

4. Adapt processes and communication to provide person-centred care that is tailored to individuals' needs, health risks, values and beliefs.

5. Proactively support and empower people to use their medicines and devices safely and effectively.

6. Demonstrate the professional values, attitudes and behaviours expected by the public and professional regulators. Take responsibility for professional judgements, decision-making and actions in all circumstances, considering health and safety, law and ethics.

7. Apply the principles of evidence-based practice to critically evaluate benefits and risks, to inform shared decision-making and optimise outcomes.

8. Take responsibility for the legal, safe and efficient procurement, supply, prescribing and administration of medicines.

9. Accurately perform calculations.

10. Apply the scientific principles relating to the discovery, design, development, formulation, preparation, packaging, quality assurance and disposal of medicines and devices, while accounting for sustainability and environmental concerns.

11. Apply the scientific principles relating to chemistry, physiology, pharmacology, genomics and clinical therapeutics to ensure the safe and effective prescribing, use and monitoring of health, medicines and devices.

12. Complete a learning needs assessment, identify gaps in knowledge, reflect on their development and create an action plan to proactively address their needs. Keep up to date with scientific developments and new technologies. Use data and digital technologies to improve clinical outcomes and patient safety.

13. Take responsibility for all their actions. Ensure that all care and pharmacy service provision is safe, accurate and appropriate.

14. Apply the principles of clinical and information governance in relation to gaining consent, prescribing, supply, record keeping, safeguarding and management of people's personal data.

15. Proactively introduce appropriate discussion around local and national health and social care policies to promote healthy lifestyles and public health when consulting with people.

16. Demonstrate an awareness of the principles of pharmacovigilance and effective patient monitoring in the management of care, and of how this can improve health outcomes and minimise risk.

17. Demonstrate effective clinical assessment skills and diagnostic assessments, including physical examination, to identify the most appropriate course of action. Demonstrate a holistic approach and encourage a shared decision-making process, accounting for the factors that influence the impact of prescribing decisions on people.

18. Effectively identify, minimise and manage risk. Develop and manage performance of self and others to maintain and improve the quality of care.

19. Demonstrate resilience and flexibility, and apply effective strategies to manage multiple priorities, uncertainty, complexity and change. Reflect on their development to identify and proactively address their learning needs. Support the learning and development of others.

20. Take part in research activities, audit, service evaluation and quality improvement; demonstrate how these are used to improve care and services.

21. Respond appropriately to medical emergencies including the provision of first aid.

Curriculum

The curriculum is delivered in the form of integrated modules that develop students' understanding of the pharmaceutical and biomedical sciences in ways that demonstrate their relevance to pharmacists in practice. Each stage builds on the skills and knowledge developed in the previous stage, revisiting themes to consolidate previous learning and integrate it with higher-level learning as students progress through the course.

Stage 1 modules provide students with the fundamental knowledge and skills that underpin the science of pharmacy and support the roles of a pharmacist.

In Stage 2 science and practice become fully integrated, focusing more on application of previously gained knowledge.

Stage 3 introduces the concept of person-centred care requiring students to take a holistic approach to pharmacy practice.

Stage 4 is divided between that required to ensure patient safety at national, population and global levels and that required to support the individual.

The 5-year programme incorporates two six-month periods of Foundation Training placement. The first of these takes place in semester 1 of year 4 (providing students have passed all assessment to that point). Students then return to the University in Semester 2 to begin their year 4 studies. The second Foundation Training placement takes place in Semester 2 of the fifth year of the programme. The Foundation Training placements are non-credit bearing, however successful completion is a requirement for the award of the degree. Placements are undertaken in approved premises under the supervision of a pre-registration tutor and are recognised by the GPhC as satisfying their requirements for registration purposes. Students will be supported by the practice-learning team both in finding their period of pre-registration training and during their time in practice.

Structure of the Programme

Stage 1 (Year 1)

FHEQ Level	Module Title	Core/ Option	Credit	Study Period	Module Code
4	Fundamentals of Pharmacy Science	C	60	ACYR	PHA4011-E
4	Fundamentals of Pharmacy Practice	C	60	ACYR	PHA4012-E

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

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

Stage 2 (Year 2)

FHEQ Level	Module Title	Core/ Option	Credit	Study Period	Module Code
5	Integrated Pharmacy Science and Practice	C	120	ACYR	PHA5015-G

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

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

Stage 3 (Year 3)

FHEQ Level	Module Title	Core/ Option	Credit	Study Period	Module Code
6	Fundamentals of Person-Centred Care	C	120	ACYR	PHA6021-G

At the end of Stage 3, students will be eligible to exit with the award of Ordinary Degree of Bachelor of Pharmaceutical Studies if they have successfully completed at least 120 credits in both Level 4 and 5 and 60 credits at level 6 and achieved the relevant award learning outcomes at FHEQ Level 6.

At the end of Stage 3, students will be eligible for the award of Honours Degree of Bachelor of Pharmaceutical Studies if they have successfully completed at least 360 credits and achieved the award learning outcomes at FHEQ Level 6.

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

Stage 4 (Year 4)

FHEQ Level	Module Title	Core/ Option	Credit	Study Period	Module Code
7	Professional Training 1 – non-credit bearing	C	0	SEM1	PHA6002-Z
7	Person-Centred Care	C	60	SEM2	PHA7085-E

Stage 4 (Year 5)

FHEQ Level	Module Title	Core/ Option	Credit	Study Period	Module Code
7	Safe Prescribing, Research and Development	C	60	SEM1	PHA7084-E
7	Professional Training 2 – non-credit bearing	C	0	SEM2	PHA6003-Z

At the end of Stage 4, students will be eligible for the award of Master of Pharmacy (MPharm) with Honours if they have successfully completed at least 480 credits, both 6-month Foundation Training placements, and achieved the award learning outcomes at FHEQ level 7.

This award confers eligibility to apply for registration with the GPhC; however, to be eligible for registration, graduates are also required to go on to sit and pass the GPhC Registration Examination.

Placement and/or Study Abroad

This programme has a range of mandatory and optional placements available to students at all stages on the programme.

For further information about opportunities to study abroad please refer to: *https://www.bradford.ac.uk/study/abroad/*

Learning and Teaching Strategy

Pharmacy students need to demonstrate that they possess both the knowledge and the skills required in practice. Our programme delivers learning and teaching which integrates the development of knowledge and skills. This prepares students for their subsequent Foundation Training and GPhC registration. The ability to gather evidence and reflect on practice in relation to these skills is supported by the programme.

Our programme uses Team Based Learning (TBL) as the main delivery method for learning and teaching. TBL reduces the need for lectures and instead uses scenario-based activities to engage students in learning. Students are allocated to a TBL team (5-7 members) who they work with for the whole academic year.

The TBL process starts with some pre-work, which students complete independently before coming to class. This activity is supported by lectures to 'set the scene' and interactive student support sessions including a variety of quizzes, presentations, and case studies to help students to understand the learning material. The Readiness Assurance Process (RAP), then follows, where students are tested (both individually and in their teams) to ensure that everyone understands the background to the topic and is fully prepared to apply this knowledge to pharmacy-related scenario-based problems. In class, students work in their teams to complete a series of scenario-based Application Exercises (AEs) by applying their knowledge to pharmacy-related problems. Throughout the TBL process there are multiple opportunities for discussion and instant feedback which ensures that all aspects of the topic are covered, and everyone understands the learning material.

In addition to TBL, there are activities which take place in workshop classrooms, laboratories, and the clinical skills suite, providing opportunities to develop and practice essential pharmacy-related skills. The development of clinical and communication skills is supported using simulated and real patients and through clinical placements in various pharmacy workplaces. A workshop-style post-placement debrief provides an opportunity to share learning experiences and discuss any arising issues.

The learning and teaching strategy has been designed to develop the knowledge, understanding and skills necessary to meet the programme-level learning outcome requirements of the GPhC. In each Stage of the programme, module-level learning outcomes help students to understand what is required. Students are supported to develop a clear understanding of the module assessment criteria and how the teaching and learning opportunities will help them to achieve these. At the beginning of each academic year, each student is supported to complete a learning needs analysis to help them plan their study. Students learn how to become reflective practitioners, making use of self- and peer-assessment, formative feedback, reflection, and action planning to support them in developing as independent learners.

Throughout the programme, students will build a skills log and electronically record evidence of their personal and professional development in their e-portfolio, their Personal Academic Tutor (PAT) will provide support and feedback on these elements. In addition, students are supported to develop their independent research skills with input from their PAT, academic supervisor, and the Subject Specific Librarian. Problem-solving skills for increasingly complex pharmaceutical calculations will be developed, with additional support available to further aid students, where required.

A one-day, externally recognised, qualification in First Aid (including life support) is offered to all students in their final year of study, to equip them for Foundation Training and future practice.

Assessment Strategy

Students are assessed by a range of assessments, including both individual and team assessments.

- Long-loop (revision) assessments at the start of Stages 2, 3 and 4 help students to revise knowledge from the previous stage.
- Team-Based Learning (TBL)
    - Readiness Assurance Tests (individually and as a team).
    - Application Exercises (AEs)
    - Peer Assessment provides team members with feedback on their academic performance and team working skills
- Individual student e-portfolios are used to collect evidence of the development of skills.
- Skills Logs are used to record evidence of task completion and demonstrate competent and consistent (repeatable) performance, in classroom, simulated and practice-based settings. Entrustable Professional Activities (EPAs) are used as part of these assessments to determine levels of student independence when completing such tasks.
- Reflection and action planning and the incorporation of feedback is used to complete several reflective cycles which support students' professional and skills development.
- Research, Scientific Dissemination and Quality Assurance assignments are used throughout the programme to assess development in these areas.
    - A laboratory report, written report, and oral presentation (Stage 1) introduces students to literature searching and allows them to understand the layout of a scientific paper.
    - An audit report, a structured literature review report and poster presentation of the findings (Stage 2) develop literature searching skills and allow students to understand the audit cycle.
    - A grant proposal (Stage 3) presented as a written report and an "oral bid" presentation prepares students with the skills needed to propose new services, bid for local contracts, and influence commissioning decisions.
    - A final year research project (Stage 4) presented as an oral presentation of the findings along with a written report including an impact statement gives students a deeper insight into scientific research and the impact that this has on society.
- Pharmaceutical calculations are examined at each stage of the programme; students must pass the calculations exams at 70%, in line with the patient safety implications of performance in this area. The complexity of the assessment increases with each stage of the programme to ensure that students are practice-ready and prepared for the GPhC Registration Assessment.
- At the end of the academic year, individual summative assessment of learning outcomes is through written examination and clinical assessment.

An opportunity for formative assessment and feedback is provided, at appropriate times throughout the academic year, for all elements of assessment.

Assessment Regulations

This Programme conforms to the standard University Undergraduate Assessment Regulations which are available at the following link: https://www.bradford.ac.uk/regulations.

However, there are four exceptions:

- There is no compensation. This means that all modules must be passed in order to progress between stages and be eligible for a final award.
- There is no referral. This means that all modules must be passed at each stage of study prior to starting the next stage of study.
- Students must pass specified individual components within modules at the pass-mark stated in the module descriptor.
- The MPharm award is calculated based on the final overall weighted average marks obtained from the best 100 credits in each of Stages 2, 3 and 4, applying a 10% weighting for Stage 2, a 20% weighting for Stage 3 and a 70% weighting for Stage 4.

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

Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience and performance at the Applicant Experience Day (AED), which also allows students to meet staff, view the facilities, and discuss studying at the University of Bradford with current students.

The minimum entry requirement for the programme is 128 UCAS tariff points from:

- A level – ABB, to include Chemistry or Biology and one other science subject (from Mathematics, Physics, Biology, Chemistry or Psychology at minimum A/B), sciences must include practical element (p). General Studies or Critical Thinking are not accepted

- BTEC Extended diploma - DDD must include examinations

- Access courses - 128 UCAS points 12 credits of chemistry or biology at Distinction + 12 credits in other sciences at Distinction

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

Please note: This link provides admission information relevant to the current recruitment cycle and therefore may be different to when this document was originally published.

In addition, we require five GCSEs at grade C or grade 4, including English Language, Maths (note: GCSE English Language and Maths equivalences will not be accepted) and two sciences (i.e., Biology, Chemistry, Physics or Combined Science).
English Language requirement - IELTS 7.0 with no sub-test less than 6.0, or IELTS equivalent in relevant English module in international foundation programmes (including UBIC).

Those applying with Access courses are only required to have GCSE English Language and Maths at grade C or grade 4.

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

Recognition of Prior Learning

Exemptions for prior learning, achievement or experience will not be given. We do not consider any accreditation of prior learning for admission. A student wishing to study an MPharm programme, at Bradford, will begin their studies at Stage 1 and will be expected to complete all aspects of our programme and the required assessment. This applies to both internal transfer students and those applying through the UCAS process. The very nature of our spiral curriculum does not support entry into any other Stage of the programme.

Student Fitness to Practise

Students on this programme are expected to conduct themselves professionally at all times. Students should be aware that their behaviour whilst at university, whilst on any placement in the practice setting, and in their personal life, may have an impact on their fitness to practise as a student. Health issues can also affect a student's fitness to practise, especially in cases where the problems have implications for the student's own safety, or for the safety of patients, carers, service users or colleagues, even when there are no complaints about

the behaviour of the student. Students should be aware that unacceptable behaviour, some impairments, and some health conditions may invoke the Student Fitness to Practise procedures of the University.

If, as a result of the Fitness to Practise procedures, a student is found to be unsuitable to remain on the MPharm, they will not be permitted to continue on the programme. If they are permitted to remain in the university, they may seek entry onto an alternative degree programme at the University of Bradford, with recognition of previously accrued credit, where relevant, in line with the university's transfer and recognition of prior learning procedures. Students in this situation will be counselled as to their options and supported to transfer degree programmes.

Aegrotat Awards

An aegrotat degree of MPharm may not normally be awarded.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1	Annual changes for 2023 academic year	May 2023
2	Annual changes for 2024 academic year	May 2024